

**RESTORATION ACADEMY
MIDDLE AND HIGH
CHARTER SCHOOLS**

Sponsored by
Inner County Outreach, Inc.

**HARFORD COUNTY
PUBLIC SCHOOLS #51**



**SUPERINTENDENT: JACQUELINE C. HAAS, ED.D.
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<http://www.hcps.org/schools>

What is the High School Assessment Program?

The Maryland High School Assessments (HSA) are tests that measure school and individual student progress toward Maryland's High School Core Learning Goals in English, Government, Algebra/Data Analysis, and Biology. Passing the HSA is a graduation requirement beginning with the graduating class of 2009. Students take each test whenever they complete the course. For example, some students may take algebra in seventh grade while others may not take it until tenth grade. The tests contain multiple-choice questions and questions requiring written responses. These questions are based on the content outlined in Maryland's Core Learning Goals.

Must students pass the HSA to graduate? **YES THEY MUST PASS THE H.S.A. TEST!!**

Beginning with the graduating class of 2009 (students entering grade 9 in fall 2005), students are required to earn a satisfactory score on the HSA in order to earn a Maryland High School Diploma. Students have several options in fulfilling this requirement:

Pass all four HSA. The passing scores are: algebra/data analysis (412), government (394), biology (400), and English (396). PRACTICE TAKING THE H.S.A.

http://mdk12.org/assessments/high_school/index_d.html

OR

Earn passing scores on state-approved substitute tests and substitute one or more of those scores for passing scores on the HSA. The state has yet to name acceptable substitute tests, but possibilities include the Advanced Placement and International Baccalaureate tests.

OR

Earn at least the **minimum** score on each HSA and earn a combined score of 1602. **The minimum** HSA scale scores are algebra/data analysis (402), biology (391), government (387), and English (386). This combined-score option benefits students because it allows higher performance on one test to offset lower performance on another test.

Earn passing scores on state-approved substitute tests and substitute one or more of those scores for passing scores on the HSA. The state has not yet named acceptable substitute tests, but possibilities include the Advanced Placement and International Baccalaureate tests.

To earn a Maryland High School Diploma, students must still meet all credit, service learning, and attendance requirements as well as any local school system requirements. A summary of state graduation requirements is available on the Maryland State Department of Education **Web site at**

<http://www.marylandpublicschools.org/MSDE/testing/hsa/>.

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What happens if a student does not pass a test?

Students who do not pass an assessment will receive academic assistance from the local school system. After completing an academic assistance program, students can retake the assessment during the next administration of the test. To help with intervention and remediation, the state has created a series of online courses in HSA subject areas.

How and when are scores reported?

Within nine weeks after testing, the scoring company sends students' scores to the local school system. The local school system then sends the scores to parents. Scores for schools, school systems, and the state are published annually in mid-August on the Web at <http://www.mdreportcard.org>. Students' scores are reported as scale scores. Maryland uses a scale score to provide a more precise measurement of a student's achievement

Prepare for the High School Assessments

The Maryland State Department of Education (MSDE) releases a form of the high school assessment each year to provide students, teachers, and the public an example of how students are being assessed.

MSDE staff and Maryland teachers have been writing and selecting test items since 1999. Potential test items go through an extensive process of editing and review to improve, correct, or eliminate poor items. Items are then field tested in schools. Based on an analysis of the field test responses, MSDE selects those items that help us reliably measure student performance for future test forms. The released assessments consist of a mixture of selected (multiple choice) and constructed (short and long written) response items (including gridded response items in the mathematics assessments). They are all psychometrically valid and reliable.

When you click on any of the assessments, you will be able to view all the items on that assessment, take the test online, listen to an explanation of the rubric and anchor papers used to score the item, and practice scoring student responses.

While the items in the public release form have been selected to be indicative of items that may be used in future years, there are two caveats:

1. Both the number of items and the mix of selected and constructed response will vary in future forms of the assessment. The sample assessments now released do not include items that are currently being field-tested. Future paper and pencil forms of the assessment that will be given in schools will include up to 30 minutes of time devoted to field testing new items for use on future assessments.

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- The items of this sample assessment represent varying difficulty levels, and each item represents only one way to assess an indicator. Scoring correctly or well on a particular item does not necessarily indicate proficiency on the indicator assessed.

MSA: Maryland School Assessment

The Maryland School Assessment (MSA) is a test of reading, math, and—eventually—science achievement. This test, which has replaced the Maryland School Performance Assessment Program (MSPAP), provides educators, parents, and the public valuable information about student, school, school system, and state performance.

What are MSA's performance standards?

The Performance Standard determines where the cut score is for students considered to be performing at the proficient and advanced levels. All other students will be considered to be performing at the basic level.

[View the Reading and Mathematics Cut Scores approved by the Board and the State](#)

MSA cut scores approved by the Board and the State results

The Performance Standard determines where the cut score is for students considered to be performing at the proficient and advanced levels. All other students will be considered to be performing at the basic level.

Reading MSA		
Grade	Proficient cut score	Advanced cut score
Grade 6	381	421
Grade 7	385	425
Grade 8	391	425
English 2	396	429
Math MSA		
Grade	Proficient cut score	Advanced cut score
Grade 6	396	447
Grade 7	396	451
Grade 8	407	444
Algebra	412	450

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A large number of educators and stakeholders were involved in setting standards through a structured process. [Listen to Gary Health](#) describe: Why did we need to set new standards? What was the standards setting process? Who participated in the standards setting process? How did the process work? Who reviewed the work? Who approved the standards?

Before the state could hold schools accountable for student proficiency on the new state assessment, proficiency had to be defined. Setting proficiency standards for the Maryland School Assessment (MSA) involved determining *proficient* and *advanced* performance on the tests.

What does MSA test?

The Maryland School Assessment (MSA) is a criterion referenced test that measures student proficiency and advanced proficiency on the Maryland content standards embedded in the reading and mathematics Voluntary State Curriculum as shown below. Content standards assessed on MSA at the objective level are followed by assessment limits. **PRACTICE TAKING THE M.S.A.**

http://mdk12.org/assessments/k_8/pr_grade8_reading.html

What does MSA look like?

The Maryland State Department of Education (MSDE) has released literary and informational passages with related test items from the 2003 administration of the reading MSA to provide students, teachers, and the public examples of how students are being assessed.

MSDE staff and Maryland teachers, along with our Vendors (Harcourt and CTB), wrote and selected the test items. Potential test items go through an extensive process of editing and review to improve

Some Facts about MSA:

- The test meets the requirements of the federal No Child Left Behind Act.
- The test assesses the Maryland content standards in mathematics and reading.
- The test is administered annually to students in grades 3 through 8.
- MSA scores will show how well Maryland children have learned the reading and mathematics skills specified in the Voluntary State Curriculum (VSC). MSA scores will also show how children performed compared to other students across the nation.
- The test includes both multiple-choice and short-essay questions.

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SETTING STANDARDS FOR MSA

The Process

School systems nominated teachers, principals, and school system staff with subject-matter and grade-level expertise to serve on 8 standard-setting groups, alongside representatives of various education organizations (e.g., Maryland PTA, MSTA). The reading MSA required four groups — one each for grades 3, 5, 8, and 10. The math MSA required four more.

Round 1

Standard-setting requires several rounds of discussion and voting to establish two cut scores for the MSA (one between basic and proficient and one between proficient and advanced).

During the first round, the 8 groups broke into smaller groups and took the test. Given an ordered-item booklet — a booklet in which test items are arranged from those that most students answer correctly to those that fewer and fewer students do — each member put a bookmark on the test item he or she considered the dividing line between basic and proficient performance. (That is, if students can answer that item correctly, as well as all those that came before it, they are proficient in the subject.) Each member placed another bookmark on the test item he or she thought divided proficient and advanced performance¹ (see Figure 1). Each item correlates to a scale score, so that by choosing an item, the members actually chose a cut score. Members discussed their selected scores and established the median.

Round 2

Members voted again for a cut score, again reviewed their votes, and established a new median. They also examined impact data, which is the percentage of students (disaggregated by race/ethnicity and special services received) that will make the proficient and advanced cuts (or pass/not pass cut) given the selected scores.

Round 3

During Round 3, the small groups converged into the original 8. Members voted and discussed yet again, before logging a final vote (a total of four votes for each member). The groups sent their final median cut scores for proficient and advanced performance to a Psychometric Council.

Psychometric Council

The Psychometric Council reviewed the work of all groups, made sure that quality controls were followed, ensured the standard-setting process was technically sound, and forwarded the recommendations and comments to the Review & Articulation Committee.

Review & Articulation Committee

The Review & Articulation Committee reviewed the work of all groups and the Psychometric Council, ensured that rigor was equivalent across grades and subjects, reviewed the articulation among grades and subjects, and forwarded the recommendations to Dr. Grasmick.

State Superintendent

Dr. Grasmick reviewed the work of the groups, the Psychometric Council, and the Review & Articulation Committee and made a final recommendation to the State Board of Education.

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How to Get Notified about School Closings

Alert Now (by Telephone)	Receive announcements of school closures and delays sent directly to your home telephone.													
School's Out (by Email)	School's Out is an e-mail service where parents or students can register to receive e-mail notifications of school closures and delays, or check the current status of Harford County Public Schools online at http://www.schoolsout.com/view/school/46 .													
eSchoolnewsletter (by Email)	The eSchoolnewsletter is an e-mail service where parents at schools which have registered as users can sign up to get e-mails either from their home school or the school system. Included in the information provided by the school system will be notification of any schedule changes as well as other important material. Schools will use the service to keep families of their students informed about issues at their school.													
Television	Television stations announcing school closures and delays: Channel 2 Channel 11 Channel 13 Channel 45													
Radio (AM/FM)	<p>AM Radio stations announcing school closures and delays:</p> <table border="1"> <tr> <td>WAMD (970), Aberdeen</td> <td>WBAL (1090), Baltimore</td> <td>WCBM (680), Baltimore</td> <td>WSBA (910), York, PA</td> </tr> </table> <p>FM Radio stations announcing school closures and delays:</p> <table border="1"> <tr> <td>WLIF-FM (101.9), Baltimore</td> <td>WPOC-FM (93.1), Baltimore</td> <td>WQSR-FM (102.7), Baltimore</td> </tr> <tr> <td>WWMX-FM (106.5), Baltimore</td> <td>WARM-FM (103), York, PA</td> <td>WXCY-FM (103.7), Havre de Grace</td> </tr> <tr> <td>WDAC-FM (94.5), Lancaster, PA</td> <td>WXYV-FM (105.7), Baltimore</td> <td>WERQ-FM (92.3), Baltimore</td> </tr> </table>	WAMD (970), Aberdeen	WBAL (1090), Baltimore	WCBM (680), Baltimore	WSBA (910), York, PA	WLIF-FM (101.9), Baltimore	WPOC-FM (93.1), Baltimore	WQSR-FM (102.7), Baltimore	WWMX-FM (106.5), Baltimore	WARM-FM (103), York, PA	WXCY-FM (103.7), Havre de Grace	WDAC-FM (94.5), Lancaster, PA	WXYV-FM (105.7), Baltimore	WERQ-FM (92.3), Baltimore
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HCPS Internet Site	Get the latest school closure and delay information directly from the home page of HCPS.org . (School closure and delay information will replace the scrolling photos at the top of the home page of HCPS.org)													
Central Office Switchboard	Call (410) 838-7300 or 1-(866) 588-4963 to listen to a recording of current school closures and delays.													

PARENT CONFERENCE DATES FOR THE REMAINDER OF THE YEAR. The conference will have a 10 minute window of time. Please make sure you are punctual. (Send in the teacher and time you can meet between the times of 4:00 p.m. and 6:00 p.m.) You will be worked in as close to the time that was requested. Your written request must be received by the Monday prior to the Thursday conference dates.

3rd Quarter Thursday, March 6, 2008

4th Quarter Thursday, May 8, 2008

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