

Maryland Curriculum Matrix Summary

Introduction

The Curriculum Matrix data in this resource kit is provided as a guide to help educators in planning curriculum and instruction. All interpretations of state standards, Common Core State Standards, and state assessment program data that were needed to construct the correlations in this Matrix were conducted by content area specialists in each discipline and reviewed by research managers. Where and if necessary, interpretations of the learning statements used in the correlations were verified by third-party reviewers and/or officials of the state's department of education. Every effort has been made to ensure the accuracy of the crosswalk and summary data. However, some learning outcome statements are, by their nature, subject to interpretation and determination of intent by content area specialists. Educators should always exercise their own best judgment in determining how to apply the data.

Care was taken to ensure that all data used in the analyses was current at the time of publication, but all standards and assessment data remain subject to updates as states revise or update their state standards or assessment programs. The International Center welcomes your feedback, advice, and suggestions about the data provided. The Center also eagerly encourages users to help us keep the data current for all educators in their state by advising us of any such updates. Please address all comments to: International Center for Leadership in Education, 1587 Route 146, Rexford, NY 12148 or info@LeaderEd.com.

Maryland School Assessment and Maryland High School Assessments

The Maryland School Assessment (MSA) is a test of reading and math achievement that meets the testing requirement of the *No Child Left Behind* legislation. The test measures basic and higher level skills. The MSA scores show how well students learned the reading and mathematics skills in the state curriculum.

The Maryland High School Assessments (HSA) are intended to measure school and individual student progress toward Maryland's High School Core Learning Goals. Passing the HAS is a graduation requirement.

English Language Arts

The reading/English language arts (ELA) state curriculum content standards, topics, indicators, and objectives are assessed by the MSA in grades 3-8. Core goals, expectations, and indicators are assessed by the HSA in high school English. The test-eligible objectives/indicators on the MSA and HSA are indicated by assessment limits.

Testing Priority Designation

Information necessary to make priority designations relative to reading assessments was obtained from the Maryland Department of Education's website. It identified the test-eligible objectives/indicators. The number of test-eligible objectives per indicator (3-8) and the number of test-eligible indicators (high school) per expectation was determined. The number of test-eligible objectives/indicators per indicator/expectation at each grade level was averaged. Standard deviations (STD) were calculated for each grade level and subtracted from the mean. This number established the cut-off point between Medium (M) priority designations and High (H) priority designations. Indicators that were not tested were assigned a Low (L) priority designation. The results can be found in Table 1.

Table 1. English Language Arts Priority Designation Data

Grade	Mean	STD	Mean – STD	Designations		
				L = Low	M = Medium	H = High
3	4.75	2.57	2.16	0	1-2	>2
4	5.13	3.01	2.12	0	1-2	>2
5	5.20	3.19	2.01	0	1-2	>2
6	5.87	3.56	2.31	0	1-2	>2
7	5.67	3.98	1.69	0	1-2	>2
8	6.00	4.03	1.97	0	1-2	>2

High School	2.48	1.84	0.64	0	1	>1
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Reading/English Language Arts summary data are presented in Table 2.

Table 2. Reading/English Language Arts Assessment Data Summary

English LA			NESS ¹			MSA/HSA		
Grade	Standards	Objectives/ Indicators	H 1-19	M 20-38	L 39-50	H	M	L
3	7	174	95	46	33	58	7	109
4	7	172	94	50	28	55	10	107
5	7	165	86	51	28	60	8	97
6	7	165	81	54	30	63	7	95
7	7	142	75	44	23	57	8	77
8	7	145	73	48	24	63	6	76
High School	4	57	24	27	6	17	12	28
Totals	46	1020	531	318	171	373	58	589

Mathematics

The mathematics state curriculum content standards, topics, indicators, and objectives are assessed by the MSA in grades 3-8. Core goals, expectations, and indicators are assessed by the HSA in high school. The test-eligible objectives/indicators on the MSA and HSA tests are indicated by assessment limits.

Testing Priority Designation

Information necessary to make priority designations relative to mathematics assessments was obtained from the Maryland Department of Education's website. It identified the test-eligible objectives/indicators. The number of test-eligible objectives per indicator (3-8) and the number of test-eligible indicators (high school) per expectation was determined. The number of test-eligible objectives/indicators per indicator/expectation at each grade level was averaged. Standard deviations (STD) were calculated for each grade level and subtracted from the mean. This number established the cut-off point between Medium (M) priority designations and High (H) priority designations. Indicators that were not tested were assigned a Low (L) priority designation. The results can be found in Table 3.

Table 3. Mathematics Priority Designation Data

Grade	Mean	STD	Mean – STD	Designations		
				L = Low	M = Medium	H = High
3	2.05	1.09	0.94	0	1	>1
4	2.13	1.57	0.56	0	1	>1
5	2.09	1.28	0.81	0	1	>1
6	2.47	1.46	1.01	0	1	>1
7	1.95	1.26	0.69	0	1	>1
8	2.23	1.38	0.85	0	1	>1
Algebra/Data Analysis	4.00	2.07	1.93	0	1-2	>2

Mathematics summary data are presented in Table 4.

Table 4. Mathematics Assessment Data Summary

Mathematics			NESS ¹			MSA/HSA		
Grade	Standards	Objectives	H 1-16	M 17-42	L 43-70	H	M	L
3	7	90	65	23	2	39	6	45
4	7	90	66	23	1	40	10	40
5	7	92	60	31	1	49	10	33
6	7	85	55	28	2	37	5	43
7	7	86	54	26	6	32	11	43
8	7	82	49	29	4	39	10	33
Algebra/Data Analysis	3	15	7	6	2	11	3	1
Totals	45	540	356	166	18	247	55	238

Science

The science state curriculum content standards, topics, indicators, and objectives are assessed by the MSA in grades 3, 5, and 8 and by the HSA in biology. Test-eligible objectives on the MSA and HSA are indicated by assessment limits.

Testing Priority Designation

Information necessary to make priority designations relative to science assessments was obtained from the Maryland Department of Education's website. It identified the test-eligible objectives. The number of test-eligible objectives per indicator was determined. The number of test items per indicator at each grade level was averaged. Standard deviations (STD) were calculated for each grade level and subtracted from the mean. This number established the cut-off point between Medium (M) priority designations and High (H) priority designations. State curriculum objectives that were not tested were assigned a Low (L) priority designation. The results can be found in Table 5.

Table 5. Science Priority Designation Data

Grade Span	Mean	STD	Mean – STD	Designations		
				L = Low	M = Medium	H = High
5	2.40	0.92	1.48	0	1	>1
8	2.30	1.05	1.25	0	1	>1
Biology	4.67	2.21	2.42	0	1-2	>2

Science summary data are presented in Table 6.

Table 6. Science Assessment Data Summary

Science			NESS ¹			MSA/HSA		
Grade	Standards	Objectives	H 1-32	M 33-50	L 51-85	H	M	L
5	6	92	69	2	21	42	3	47
8	6	105	51	14	40	44	4	57
Biology	2	197	181	14	2	53	10	134
Totals	14	394	301	30	63	139	17	238

Totals for English Language Arts, Mathematics, and Science

Table 7 presents the number of objectives compared to the number of objectives tested. Using this data, the percentage of grade level expectations/spans tested was calculated.

Table 7. Totals and Percentages for English Language Arts, Mathematics, and Science

	Objectives Tested	# of Objectives	% of Objectives Tested
English Language Arts	431	1020	42.26
Mathematics	302	540	55.11
Science	331	156	39.60
Totals	1,064	1,716	62.01