

JOINT FEEDBACK TOUR – COLORADO’S NEW ASSESSMENT SYSTEM - QUESTIONS

Alamosa – November 1, 2010

1. Does this assessment system make sense to you?

- Yes, but how will it be used?
- ASC students like the ICAP; can be used for advisement, faculty mentoring
- Career/Tech teacher likes ICAP because it shows breadth of options
- How will interim measures be used (can you measure specific benchmarks within the standards)
- Will ICAP and dashboards be completed in class, during school time?
- Will students see relevance to ICAP and summative assessments? Presently, CSAP isn't relevant to PWR (not tied to college admission)
 - CSAP incentive program (already used by some districts)
- System makes sense since it allows for teaching beyond the CSAP
- Assessment should be expanding to test areas currently not being tested
- Assessments must be well-structured to ensure quick and reliable feedback
- Student and district accountability based on interim or summative?
- How will this be funded? How is paying for it?

2. What do you like about these components?

- Student-centered
- We're measuring what is important; what we value
- Regularity of assessments allow teachers to make adjustments
- Pre-K readiness sets standards
- Pushes critical thinking skills to new levels (Newton example)
- Formative assessments (i.e., item bank) should be structured and clearly defined (can all districts speak the same language?)
- Raises the PWR bar for all students
- Learning and behavioral skills are more inherent/innate and how to we engender these traits
- Nationally-recognized JR. test (ACT); opens an postsecondary higher ed option for all students; this promotes access

3. What don't you like about these components?

- How does the ICAP fit into assessment?
- Cost of the assessments (people, money)
- Student accountability for summative test (why are students motivated to do well on the summative)
 - Currently there is no motivation to perform well on CSAP
 - Current system doesn't encourage teacher accountability (Will that change with SB 191?)
- Teachers' time to review and make adjustments to curriculum

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- Learning and behavioral skills’ embeddedness is nebulous; show the proof that the curriculum will incorporate these skills; teachers professional development needs to share best practices with 21st century skills
- Enough time for ICAP (should it be during classroom time/)
- We are overlooking the needs of ELL students
- Dashboard is a good idea but will institutes of higher education have the time to review them? will dashboards continue post-graduation; how will dashboards be checked to ensure that students are completed them? (Adams State uses Web SCT/Blackboard for professors to monitor progress.
- Rural school districts don’t have the resources to implement dashboard and ICAP
- Nothing stated about the data analysis; will smaller districts have the same ability to access information and resources that larger districts might have the internal support and resources to tap into?
- We need to consider the technology divide for ICAP and dashboard? How will low income and rural districts have ability to provide these resources
- Are these components truly any different? The new approach doesn’t reflect the new standards and how to measure higher-level thinking. We need more detail
- Just looking at the assessment piece (not ICAP, dashboard), the new assessments has the ability to show a deeper thought process; this could impact instruction but we need to ensure that the assessment is set up properly

4. How can these components enhance student learning & performance?

- ICAP could be used to get a measure of students’ interest
- ICAP could be internally motivating (class scheduling, career choices; realistic goals)
- Dashboards will be individualized
- P-2 assessments provide early feedback
- Provide more immediate feedback
- 21st century skills is positive
- Helps students apply their own thinking
- Interim assessments must be tightly aligned with the summative assessments
- Critical thinking and decision making is a highlight
- Mastery learning will allow students to progress; maybe this will translate into fewer remedial classes for college-going students

5. How will these components help you in your role?

- This validates the importance of a student-centered curriculum
- Time management; electronic mechanisms would be a time-saver (online possibility?)

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- These components should help with student motivation levels and should improve remediation levels
- New set of information for higher education faculty and staff
- These skills might not impact non-Core areas but hopefully the standards will encourage interdisciplinary approaches between teachers
- Depending on resources, disaggregated data could be more accessible for districts
- These standards could help clearly define the expectations and what to teach

ADDITIONAL QUESTIONS/COMMENTS (including note card responses):

- Are there assurances that’s the social studies will have equal importance in the new assessment system? Mon to the point, how will it be measured?
- Social studies must be a strong component of the new assesses standards.
- With career planning and preparation how do you avoid tracking?
- What subjects will be assessed?
- How will performance-based content be assessed? (e.g. music, art, P.E.)
- I was told that the assessment plan was not going to require social studies/social sciences assessment. This is a big problem.
- New test questions should have real-world applications.
- The questions came up about whether small, rural districts will have enough money/resources to implement the new standards and assessments. My question is: will the state have enough money/resources to see this through or will it yet another unfunded mandate?
- COMP Test (College Outcomes Measures of Performance) ACT? 1980-90’s. The way the long and short formats of this test assess learning would provide an excellent model for you. Lots of existing validity, reliable data, and very adaptive. The assessment was well ahead of its time.