

# Assessment Revision Survey

1.

The Colorado Department of Education is looking to you to help us determine what aspects of the current system of state assessments are important, including what should be considered when potential changes are discussed. We are asking that you please complete this survey, which should take you no more than 10 minutes. Your information will remain confidential and all feedback will be put in summary form.

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## 2. Demographics

\* 1. Your gender is

Male

Female

\* 2. When were you born?

1901-1924

1925-1942

1943-1960

1961-1981

1982-2003

3. Ethnicity (OPTIONAL)

African-American

Asian

Caucasian

Hispanic

Native American/Alaskan

Other

\* 4. What BEST describes your community?

Mountain

Rural

Suburban

Urban

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\* 5. What BEST describes the geographic region where you live?

- Denver Metro (e.g., Denver, Boulder, Castle Rock, Arvada)
- North Central (e.g., Greeley, Weld County, Ft. Collins, Longmont)
- Northeast (e.g., Bennett, Limon, Kit Carson, Idalia, Yuma)
- Northwest (e.g., Aspen, Steamboat Springs, Summit/Eagle/Garfield/Lake counties)
- Pikes Peak (e.g., Colorado Springs, Pueblo)
- West Central (e.g., Grand Junction, Delta, Telluride, Ouray, Montrose)
- Southeast (e.g., Fowler, Huerfano, Lamar, Trinidad, Walsh)
- Southwest (e.g., Archuleta, Creede, Monte Vista, San Luis Valley, Silverton)

\* 6. What BEST describes your role?

- Early Childhood Educator
- Elementary Educator
- Middle School Educator
- High School Educator
- K12 (central office)
- Higher Education
- Policy Maker
- Parent (currently have children in PreK-College)
- Community Member (non-parent or no children currently in PreK-College)
- Business Person
- Student (PreK-College)
- Military
- Other

Describe your role if you selected "other".

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7. If you have a K12 role, what size is the district you work in?

1,000 or less

1,001 to 5,000

5,001 to 10,000

10,001 to 20,000

20,001 to 30,000

30,001 or more

Not Applicable

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## 3. Assessment

\* 1. Rate CSAP's ability to give ACCURATE information about students' knowledge of the Colorado Model Content Standards.

Not accurate

Somewhat accurate

Accurate

Very accurate

What do you suggest would make the CSAP a more ACCURATE indicator of student knowledge?

\* 2. Rate CSAP's ability to give VALUABLE information about students' knowledge of the Colorado Model Content Standards.

Not valuable

Somewhat valuable

Valuable

Very valuable

What do you suggest would make the CSAP a more VALUABLE indicator of student knowledge?

\* 3. As you think about how CSAP currently exists, which BEST describes your opinion of state assessment results?

State assessment results always aid classroom instruction.

State assessment results somewhat aid classroom instruction.

State assessment results never aid classroom instruction.

Other

Please explain if you chose "other".

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\* 4. As you think about the next generation of system of state assessments, which BEST describes how state assessment results should affect classroom instruction?

- State assessment results should always aid classroom instruction.
- State assessment results should somewhat aid classroom instruction.
- State assessment results should never aid classroom instruction.
- Other

Please explain if you chose "other".

\* 5. To what extent do you agree or disagree with the statements below:

	Strongly disagree	Disagree	Agree	Strongly Agree
Colorado school districts should be on the same CSAP testing schedule.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All Colorado schools should move to an online assessment system by 2012.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CSAP scores should be required on Colorado college application forms for in-state students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Combining a post secondary and workforce readiness assessment with the new state assessment should be beneficial to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students should be able to progress through high school based on proficiency regardless of grade or age.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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\* 6. Which type of assessment would you prefer?

- Online only
- Paper/pencil only
- Both online and paper/pencil
- Online with hands-on performance tasks
- Paper/pencil with hands-on performance tasks

\* 7. Rate the importance of the following types of assessment items:

	Not Important	Somewhat Important	Important	Extremely Important
Multiple Choice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
True/False	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Essay	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Short Answer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performance tasks (i.e., hands on tasks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 8. Rank the following criteria regarding a new system of state assessments in order of importance from greatest (1) to least (8). Do not use a ranking more than once.

	1	2	3	4	5	6	7	8
Legal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Credible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does not jeopardize federal funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gauges students' knowledge of standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Affordable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Predicts college success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is educationally sound	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows how Colorado students compare to other students internationally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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- \* 9. Rank the following test design features in order of importance from greatest (1) to least (4). Do not use a ranking more than once.

	1	2	3	4
Online format	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quick score turn around	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shorter testing sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assesses 21st century skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- \* 10. How much should state assessment emphasize 21st century skills (e.g., creativity, inquiry, critical thinking, problem solving, collaboration, etc.)?

- They should not be tested or reported with student results.
- They should be tested, but not reported with student results.
- They should be tested and also reported with student results.

Comments:

- \* 11. Currently, students take CSAP once a year, and how poorly or well they do is not tied to grade level advancement. Should students have the opportunity to retake the state assessment until they master it?

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\* 12. How actively should Colorado seek input from the field throughout the assessment revision process?

Weigh input equally from any source

Weigh input from Colorado content experts

Weigh heavily on national research/expertise

Weigh heavily on both Colorado content experts and national research/expertise

Comments:

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## 4. Thank you!

Thank you very much for taking the time to provide your advice and suggestions. It is an integral part of the assessment revision process. Your information will be used to guide decisions about the next system of assessments.