

**COLORADO DEPARTMENT
OF EDUCATION**

***PUBLIC ASSESSMENT
SURVEY RESULTS***

January 11, 2010

RESULTS OF PUBLIC ASSESSMENT SURVEY

BACKGROUND

- **Developed to obtain public input on the current assessment system.**
 - **What works and what doesn't?**
 - **Feedback on various design features (e.g., item types, online, etc.)**
 - **Importance of certain system criteria (e.g., affordability, predicts college success, etc.)**
 - **21st Century Skills**

RESULTS OF PUBLIC ASSESSMENT SURVEY

BACKGROUND

- **Online**
- **Link announced through multiple outlets**
 - SCOP, CDE website, district emails, etc.
- **Available from Oct 26th – Dec 31st**
- **Total of 1,464 surveys were submitted**
 - 249 only filled out the demographic info
 - 1,215 were complete

RESULTS OF PUBLIC ASSESSMENT SURVEY

DEMOGRAPHICS

- **Gender**

- Male = 249 (20.5%)
- **Female = 966 (79.5%)**

- **Age Range**

- 1901-1924 = 1 (0.04%)
- 1925-1942 = 2 (0.16%)
- 1943-1960 = 504 (41.5%)
- **1961-1981 = 639 (52.6%)**
- 1982-2003 = 69 (5.7%)

RESULTS OF PUBLIC ASSESSMENT SURVEY

DEMOGRAPHICS

- **Ethnicity (OPTIONAL)**
 - African-American = 17 (1.4%)
 - Asian = 7 (0.58%)
 - **Caucasian = 1,022 (84.1%)**
 - Hispanic = 49 (4%)
 - Native American/Alaskan = 7 (0.58%)
 - Other = 37 (3%)
 - No Answer = 76 (6.3%)

RESULTS OF PUBLIC ASSESSMENT SURVEY

DEMOGRAPHICS

- **Community**

- Mountain = 96 (7.9%)
- Rural = 241 (19.8%)
- **Suburban = 612 (50.4%)**
- Urban = 266 (21.9%)

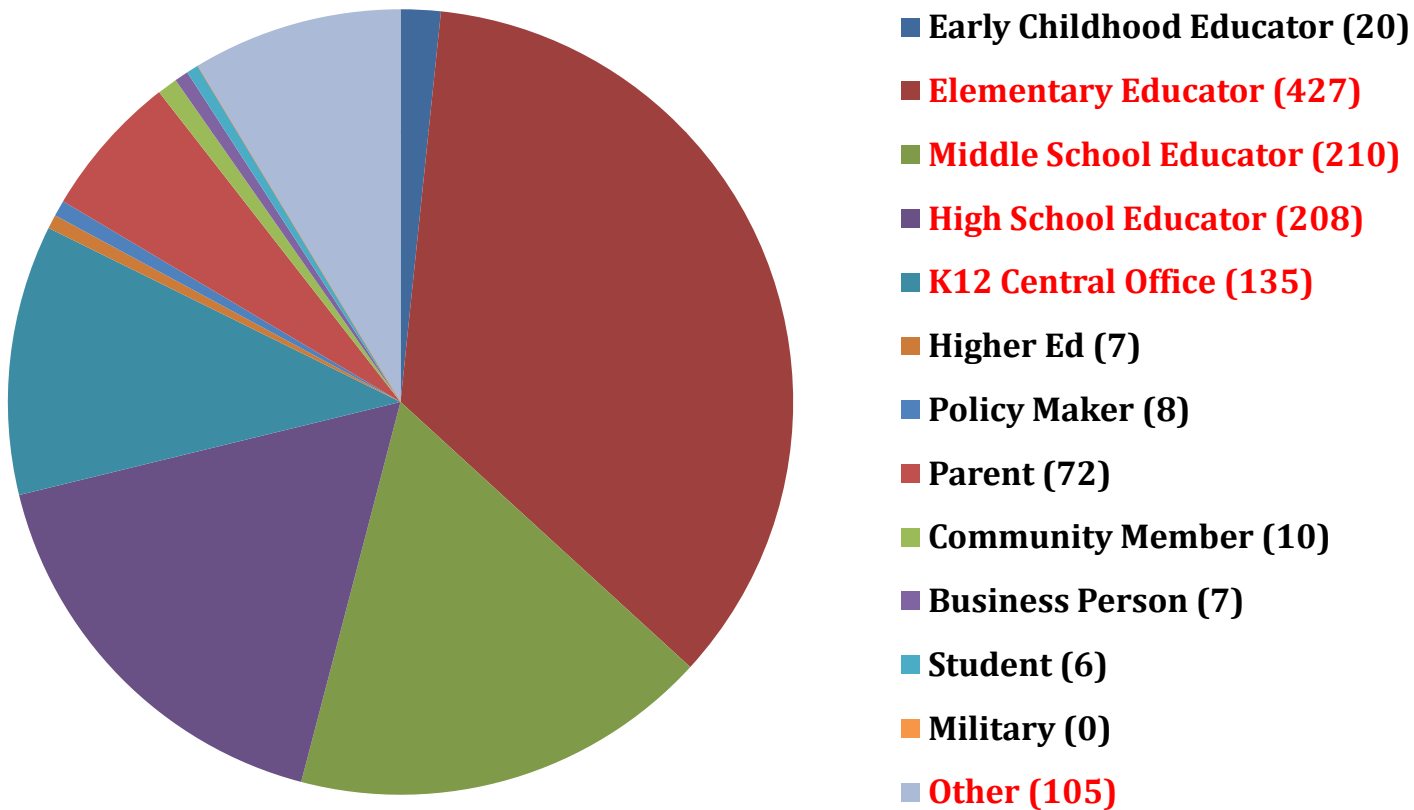
- **Geographic Region**

- **Denver Metro = 424 (34.9%)**
- North Central = 165 (13.6%)
- Northeast = 45 (3.7%)
- Northwest = 52 (4.3%)
- **Pikes Peak = 323 (26.6%)**
- West Central = 131 (10.8%)
- Southeast = 25 (2.0%)
- Southwest = 50 (4.1%)

RESULTS OF PUBLIC ASSESSMENT SURVEY

DEMOGRAPHICS

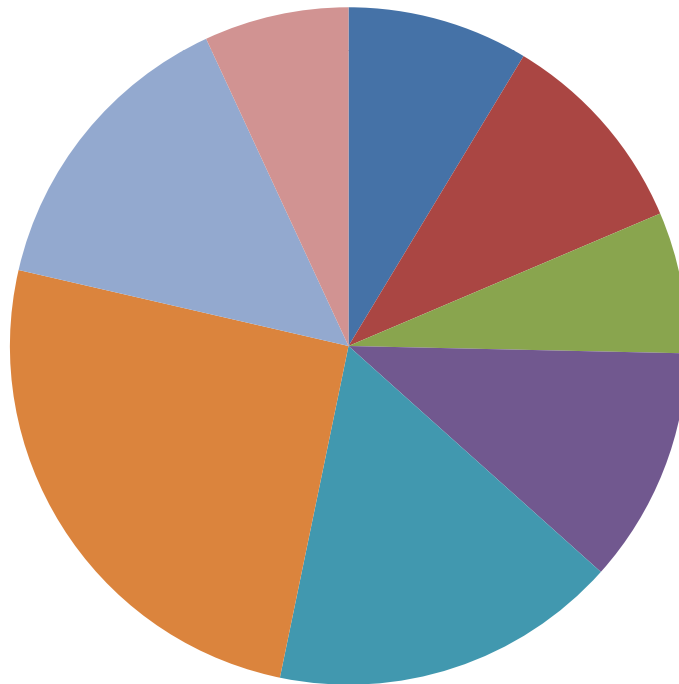
- Which BEST describes your role?



RESULTS OF PUBLIC ASSESSMENT SURVEY

DEMOGRAPHICS

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

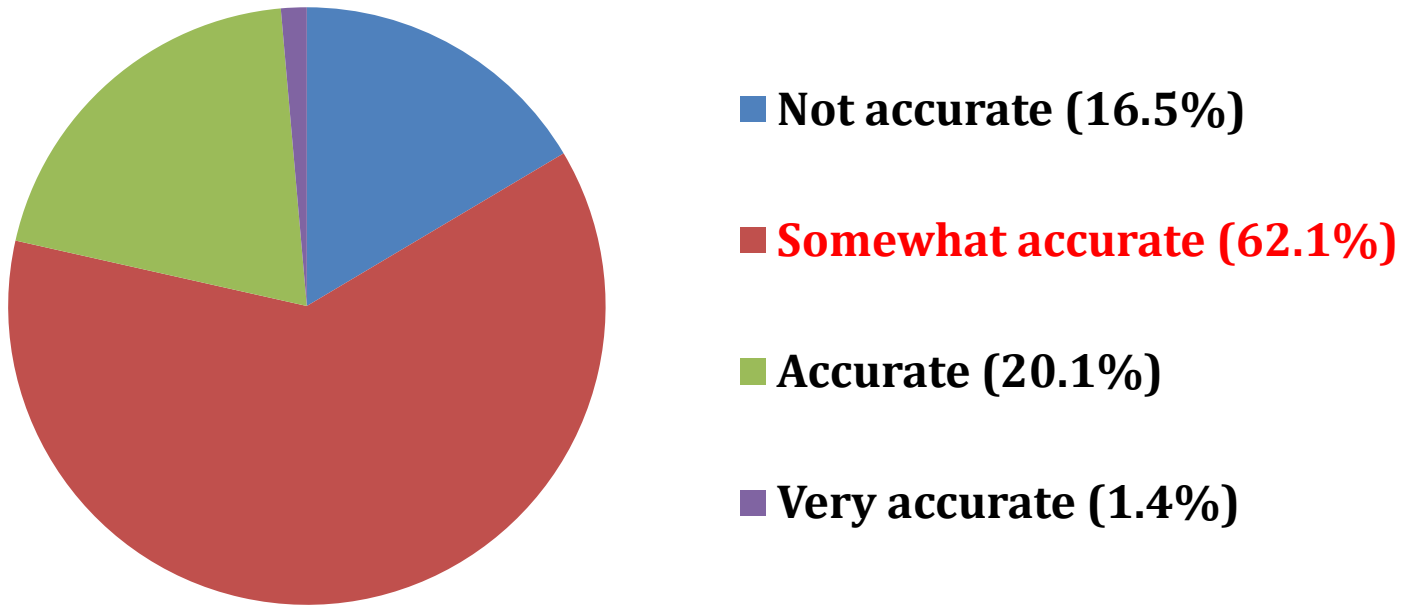


- 1,000 or less (105)
- 1,001 to 5,000 (121)
- 5,001 to 10,000 (82)
- 10,001 to 20,000 (137)
- 20,001 to 30,000 (202)
- **30,001 or more (308)**
- Not Applicable (176)
- Skipped Question (84)

RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

(1) PART 1: Rate CSAP's ability to give ACCURATE information about students' knowledge of the Colorado Model Content Standards.



RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

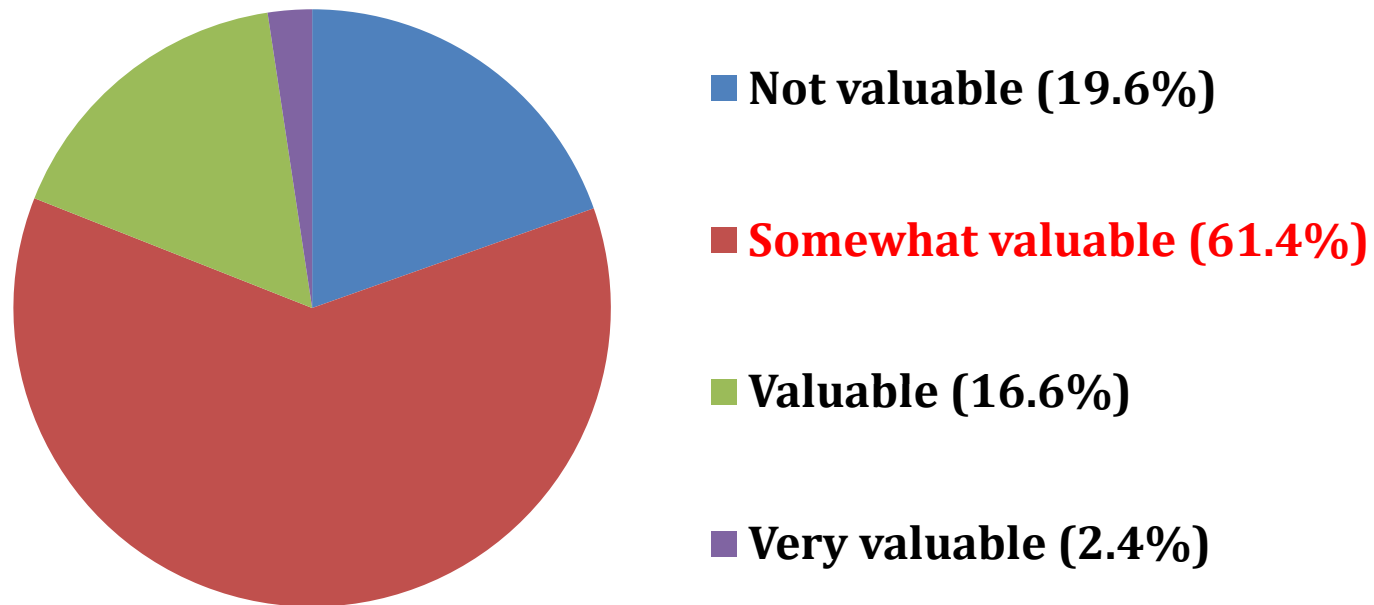
(1) PART 2: What do you suggest would make the CSAP a more ACCURATE indicator of student knowledge?

- **Faster results that are easier to interpret**
- **Shorter test/fewer sessions; untimed**
- **Give at multiple times of year; end-of-year**
- **Adaptive testing**
- **Get student and parent buy-in**
- **Fair and accessible to ALL students**
- **Add formative, portfolios, performance tasks**

RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

(2) PART 1: Rate CSAP's ability to give VALUABLE information about students' knowledge of the Colorado Model Content Standards.



RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

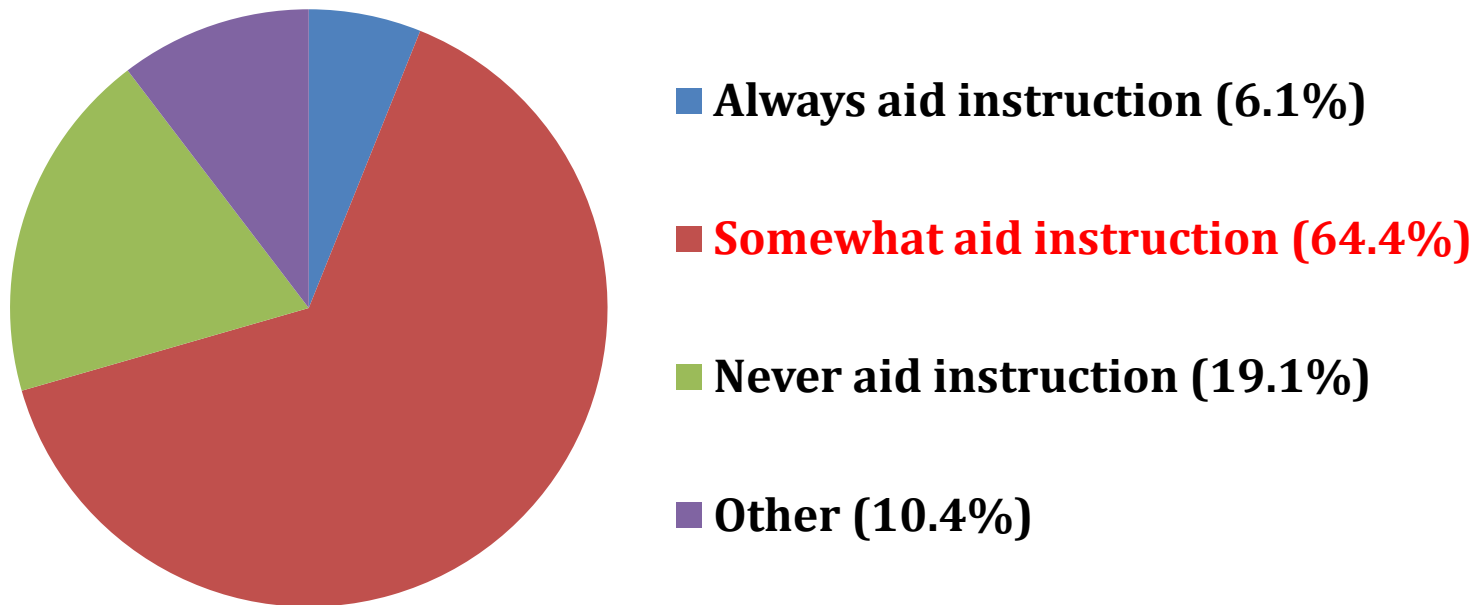
(2) PART 2: What do you suggest would make the CSAP a more VALUABLE indicator of student knowledge?

- Faster results that are more detailed**
- Stronger alignment to the standards**
- Make it a true end-of-year assessment**
- Get student buy-in (e.g., graduation requirements, state sponsored scholarships, etc.)**
- Shorter test/fewer sessions**

RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

(3) PART 1: As you think about how CSAP currently exists, which BEST describes your opinion of state assessment results?



RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

(3) PART 2: Please explain if you chose "other".

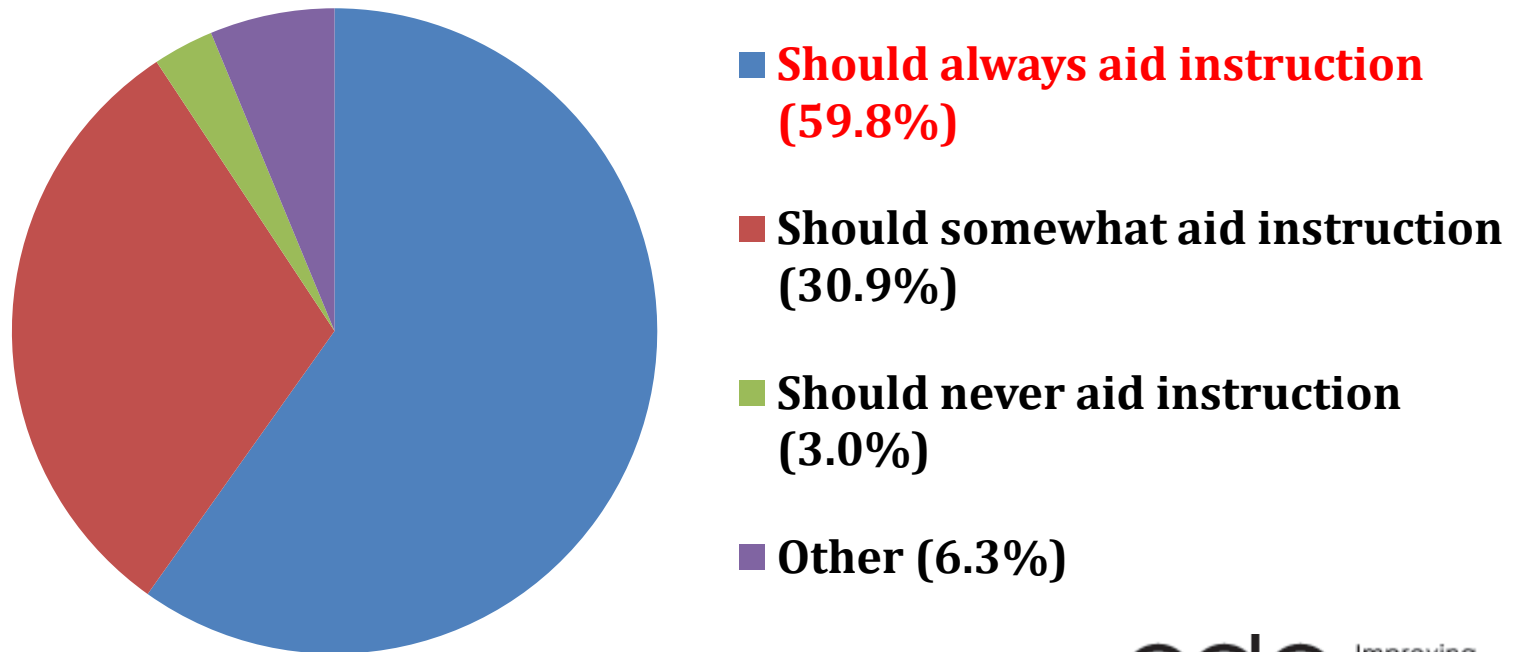
(NOTE: Some respondents that did not choose "other" also commented here.)

- Results take too long & are difficult to understand.**
- There should be no "teaching to the test".**
- It's just a one-time snapshot; classroom testing/daily observation gives better info.**
- It doesn't take various learning styles into account; tests students in only one way.**
- Testing takes up too much time.**

RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

(4) PART 1: As you think about the next generation of system of state assessments, which BEST describes how state assessment results should affect classroom instruction?



RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

(4) PART 2: Please explain if you chose "other".

(NOTE: Some respondents that did not choose "other" also commented here.)

- They should guide, but not dictate, instruction.**
- State assessments results alone cannot affect instruction. Other factors must also be considered.**
- Results take too long & are difficult to understand.**
- Test at various times of year to see growth.**
- Results should not be tied to teacher/school performance.**
- It depends of if students try to do well.**

RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

(5) To what extent do you agree or disagree with this statement?

Colorado School districts should be on the same CSAP testing schedule.

- Strongly disagree = 9.7%
- Disagree = 20.5%
- **Agree = 44.6%**
- Strongly Agree = 25.2%

RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

(5) To what extent do you agree or disagree with this statement?

All Colorado schools should move to an online assessment system by 2012.

- Strongly disagree = 11.7%**
- Disagree = 23%**
- Agree = 36.4%**
- Strongly Agree = 29%**

RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

(5) To what extent do you agree or disagree with this statement?

CSAP scores should be required on Colorado college application forms for in-state students.

- Strongly disagree = 32.4%**
- Disagree = 29.2%**
- Agree = 24.9%**
- Strongly Agree = 13.4%**

RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

(5) To what extent do you agree or disagree with this statement?

Combining a post secondary and workforce readiness assessment with the new state assessment should be beneficial to students.

- Strongly disagree = 8.6%
- Disagree = 17.9%
- **Agree = 57.3%**
- Strongly Agree = 16.2%

RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

(5) To what extent do you agree or disagree with this statement?

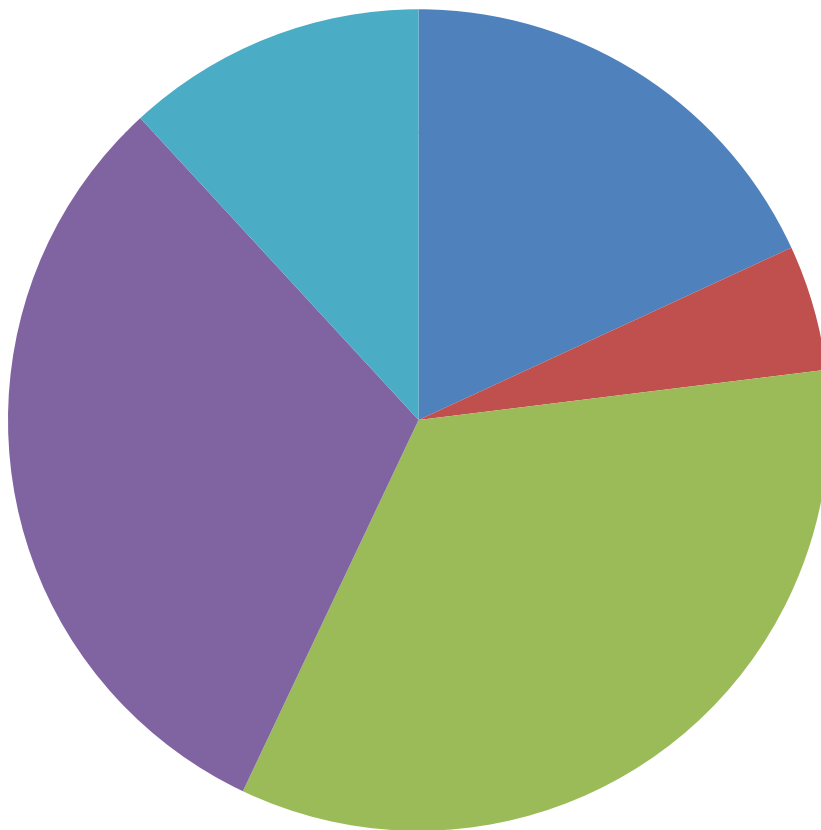
Students should be able to progress through high school based on proficiency regardless of grade or age.

- Strongly disagree = 8.2%
- Disagree = 23.8%
- **Agree = 46.6%**
- Strongly Agree = 21.4%

RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

(6) Which type of assessment would you prefer?



- Online only (18.1%)
- Paper/pencil only (4.9%)
- Both online and paper/pencil (34.0%)
- Online w/hands-on performance tasks (31.1%)
- Paper/pencil with hands-on performance tasks (11.9%)

RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

(7) Rate the importance of the following types of assessment items:

Item Type	Rating			
	Not Important	Somewhat Important	Important	Extremely Important
Multiple Choice	6.5%	40.4%	43.5%	9.5%
True/False	32.8%	39.7%	23.2%	4.3%
Essay	5.1%	19.5%	53.7%	21.6%
Short Answer	3.1%	11.6%	60.5%	24.8%
Performance Tasks	8.4%	18.8%	43.4%	29.5%

RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

(8) Rank the following criteria regarding a new system of state assessments in order of importance from greatest (1) to least (8).

1 = Is educationally sound

2 = Gauges students' knowledge of standards

3 = Credible

4 = Affordable

5 = Does not jeopardizes federal funding

6 = Predicts college success

7 = Shows how CO students compare to other students internationally

8 = Legal

RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

(9) Rank the following test design features in order of importance from greatest (1) to least (4).

1 = Quick score turn around

2 = Shorter testing sessions

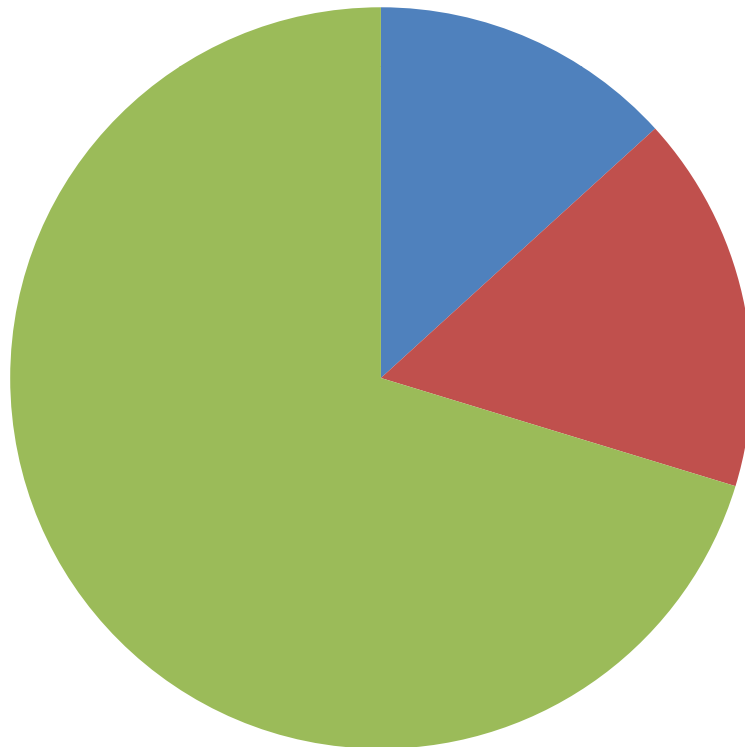
3 = Assesses 21st century skills

4 = Online format

RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

(10) Part 1: How much should state assessment emphasize 21st century skills?



■ **Should not be tested or reported (13.3%)**

■ **Should be tested but not reported (16.5%)**

■ **Should be tested and also reported (70.3%)**

RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

(10) Part 2: Comments...

- It would be difficult to assess these skills objectively or accurately on a standardized test.**
- They are critical and should be tested, as long as they are assessed appropriately.**
- It would be better to have teachers test these skills one-on-one in the classroom.**
- If they are going to be tested, schools need to be provided with resources on how to teach them.**
- Perhaps they could be phased in.**
- Trying to assess them may do more harm than good.**

RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

(10) Part 2: Comments...

"These are more difficult to measure and may require on-site rating of performance tasks, which requires huge amounts of training around the state to try to establish inter-rater reliability. Still, if they are such an important component of the new standards, we have to find a way to measure them and report them. What we measure is an indicator of what we value."

-Respondent comment

RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

(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?

RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

– YES

- If the assessment is tied to grade level advancement.
- Students would take the test more seriously.
- This is appropriate if mastery is the goal.
- Only if the current form of the CSAP is improved.
- But it depends on the grade level.
- Additional supports should also be given.
- There should be multiple versions of the test.
- Limit the number of times this can be done.

RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

"Colorado is moving towards a growth model, and students should have the ability to show how much they have grown along with how much they know. In my class, if a student masters a skill/concept after an assessment is given, they always have the opportunity to 'retake' the assessment and positively affect their grade. This is 'best practice' in grading, why shouldn't it be best practice in state assessments as well? They should not have to retake the entire assessment, just the parts where they scored below proficient."

– Respondent comment

RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

– NO

- This will take more time away from instruction.
- It's not appropriate to use the test in this way. It's only one piece of information.
- Students can demonstrate mastery in other formats.
- This will only reinforce the notion of teaching to the test.
- It will discourage struggling students even more.
- Some students will never be able to master the test.
- More testing doesn't lead to better learning.
- This would cost even more money.

RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

"Students should have equal and equitable access to reach proficiency on state standards. It is more about providing the time and opportunities to build on what students already know then simply retaking a test until they 'master' the test."

– Respondent comment

RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

– Maybe

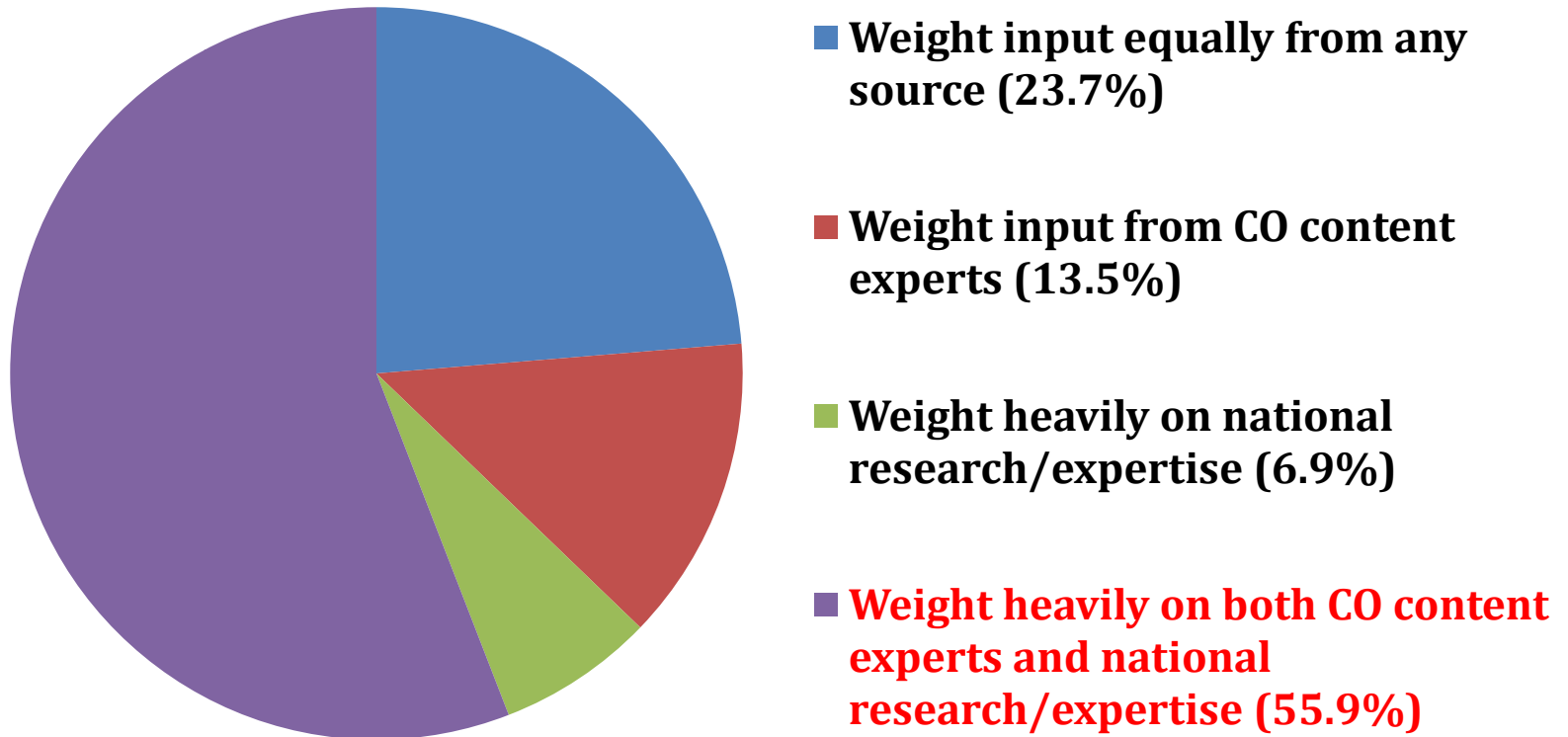
- Need to see the revised assessment before giving an opinion.
- It would depend on the student's circumstances.
- It depends on how the results will be used.
- It could be an option, but it should not be a requirement.

– Undecided

RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

(12) Part 1: How actively should Colorado seek input from the field throughout the assessment revision process?



RESULTS OF PUBLIC ASSESSMENT SURVEY

ASSESSMENT RELATED QUESTIONS

(12) Part 2: Comments...

- Look at examples of other tests**
- We should also consult with:**
 - Colorado teachers**
 - Other states**
 - Parents, community, and business members**
 - Students**
 - Representatives from under-performing schools and alternative schools**
 - Professional organizations**

RESULTS OF PUBLIC ASSESSMENT SURVEY

CONCLUSIONS

– Public feedback shows that:

- People want faster results that are more inclusive and easier to understand.
- There are concerns about the length of the test and when it is given.
- As of now, results are only somewhat valuable, accurate, and helpful to instruction.
- Moving to both an online and adaptive system is desired, while still maintaining a paper/pencil component and adding performance tasks.
- There is a split on whether scores should affect grade level advancement, and if students should have the opportunity to retake the assessment.
- The assessment must be educationally sound, gauge students' knowledge of the standards, be credible and affordable.
- 21st century skills are very important, but we need to find an appropriate way to assess them.