

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

Boulder – Oct. 26 – University of Colorado at Boulder

## 1. Does this assessment system make sense to you?

- Sounds good but need more details; have questions
- Difference between formative and interim
- Questions about the dashboard and its uses
- Dashboard seems useful for communicating to parents, teachers, students
- Resources needed
- Yes but trying to do a lot with limited resources
- Would like more details
- Is dashboard a priority?
- What is the purpose? Could a portfolio fulfill these desired outcomes
- Students role could include showing adults how they would like things measured
- Liked multiple measures, ongoing feedback
- Liked 21<sup>st</sup> century skills included
- What is being tested and what is for high stakes, for what uses?
- Need more information about system – subjects, CELA, accountability, growth
- How will this tie into federal requirements, SB 191
- Prefer a system over one assessment
- Questions about uses

## 2. What do you like about these components?

- If in the assessment system there is a promise to teachers about how results will be used
- Ongoing, used in a formative way
- Interim assessments with a state-vetted rubric, voluntary use by districts, include training
- Value growth
- Like that items types include constructive response
- How should results be used? Tied to graduation of high school or endorsed diplomas
- Formative is good so long as it focuses on feedback and not scores to be reported.
- Like that the dashboard could be used to not only show growth and status but to show examples, student work.

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

- Is the proposal that there is a bundle of tools that the assessment system? What about local control?
- Why should the state be involved in formative assessments?
- Time concerns, esp. if teachers use this on top of current assessments? if so, teachers may want choose to use state approved because it is meaningful and aligned to standards
- Needs to be both intrinsic motivations for students, teachers, parents.
- Concerns that state is all over the place with so many elements
- Don't use green, yellow and red signals for dashboard
- Can we select a different term than “dashboard?”
- What about time concerns especially for teachers?
- Dashboard doesn't make sense for younger grades. Who would do it?
- No summative 3-11.

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- AP releases items - seems to work well.
- Want social studies assessed.
- State may be all over the place, where is the consistency, glue?
- Concerned teachers may not have control
- When will this system be ready to go?
- Moving away from the blueprint of standards and student characteristics.

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

- Dashboard could include exemplars of student work, what we are looking for
- Reasonable feedback returned in a reasonable time
- Metacognitive buy-in could be very useful
- Dashboard could help students set their goals in secondary
- Dashboard – “Personal Learning Record”
- ICAP great for student buy-in

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

- Teachers could score their own assessments – would help with PD, assessment literacy
- If data is actionable, could assist teacher mentoring
- It won’t because state generated social studies assessments are really reading tests
- It won’t if social studies is not being summatively assessed.
- The more it integrates into the daily assessment practices of teachers, the better. This could really help time consumption and student motivation issues.
- Could save lots of time if state develops interim and formative

## **ADDITIONAL QUESTIONS/COMMENTS (including note card responses):**

- What supports will be available for at-risk populations and those who serve them?
- Need to include social studies as summative assessment, include all PWR content areas
- Current paradigm - if it isn’t assessed it isn’t valued, we need social studies summative assessments.