

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

Colorado Springs – October 27, 2010

1. Does this assessment system make sense to you?

- Any assessment system that doesn't hold all students and districts accountable for all PWR standards and all content areas doesn't make sense.
- A summative assessment has to provide viable information.
- We don't really see a whole lot of difference right now.
- Can we actually pull this off with the finances and systems we have in place?
- Need to more clearly delineate what's optional and what's mandated.
- This reflects best practices. Logistically it could be a challenge.
- Need to motivate high school students to take summative assessment seriously.
- Like interim assessments because can show data for accountability.
- If it's not tested, it won't be taught. Want accountability and assessment in social studies, K-12.
- Want interim assessments to be part of the accountability system.
- Clearly delineate optional from mandated.

2. What do you like about these components?

- Can be adapted for ELL's.
- Emphasis is no longer just on summative.
- Timely results.
- ICAP makes sense in theory but implementation could be tricky because it's new and a vast undertaking. Inconsistencies in ICAP use could be problematic.
- Timely results.
- Accountability for P-2.
- Explicit mention and focus on interim and formative.
- P-2 developmental domains.
- Dashboard and ICAP merging is a valuable tool.
- Resources available for formative and interim.
- Possibility of integrated assessments.
- Standards drive performance and track progress to provide body of evidence for children.
- Formative assessments can drive instruction.
- It's a system and there's possibility of performance test that is meaningful to students.
- Want to see performance tasks incorporated into all components to assess skills.

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

- Not enough details.
- Unknown of who's responsible for funding.
- Don't know what standards will be assessed summatively. If a standard isn't assessed summatively for accountability, it won't be taught.
- Gray area between state and local control. Lack of sustainability insofar as continuity,
- Being told you don't have to use College in Colorado for ICAP. State should tell us to use College in Colorado's ICAP for sustainability and consistency.
- Reliability.

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- Clarity about where various assessments will come from.
- Summative is not inclusive of all content areas.
- Summative assessments need to be shorter than the current CSAPs.
- To utilize formative and interim assessments will need to follow the model curricula -- Have an item bank that districts can draw from to create their own assessments.
- Need some structure around assessing the currently non-tested areas (for accountability) if they will continue not to be tested summatively.
- Unclear about how the different components intersect with 163 and 191.
- If districts use their own formative and interim assessments, how will they be comparable from district to district?
- If the components truly lead to college and career readiness it must include preparation for citizenship.

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

- If there isn't buy in on student's part then we're not doing them any favor. Getting results back in timely manner will help with this.
- ICAP and Dashboard could be used to motivate students.
- Higher ed needs to consider assessment results for student admissions so students will care about the results.
- Portability—what about kids who move in from other states, how will system handle that?
- What are we going to do with students who have not mastered the standards at any level?
- Assessments will motivate students to want to learn each discipline in more depth.

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

- Formative assessment can help with differentiation and drive instruction.
- How do we get higher ed to care about CSAP scores? How do we make an assessment that higher ed will care about?
- End of course and end of year assessments exist that can be used for those areas not currently tested summatively. System has to be meaningful for teachers, students, parents, higher ed; can't just be for accountability.
- Need to report percent of students needing remediation in higher ed to districts.
- These assessments will challenge teachers to present areas of application in a more creative platform.

ADDITIONAL QUESTIONS/COMMENTS (including note card responses):

- Mathematics: Contract with Metametrics to embed quantities into the new math assessments.
- Mathematics: End of course assessments
- Mathematics: Provide extensive released items that are genuinely reflective of the new summative assessments in math. Need to have very clear targets to aim toward. Ideally all items on the summative assessment would be released on every test to have truly transparent information and date regarding student performance. The current system has

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been very opaque, the target has been hidden, and this has resulted in efforts to “game” the assessments or use inappropriate methods to prep students for the assessments.