

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

Denver, Oct. 25 - Red Rocks Community College

1. Does this assessment system make sense to you?

- Yes, but as a practitioner, need more info.
- Yes, faster feedback is great
- Need social studies
- Need to see how other PWR components fit in
- Can students decide how/when they progress?
- CBLA role?
- As long as planning and exploration are part of ICAP, we are happy.
- Formative already happening in classrooms
- Student accountability? What if student is not “ready”?
- All students should be assessed in the language they receive instruction. What happens to students in dual language programs?
- How is dashboard used?
- Yes, from the 50,000 foot level. So broad.
- Who will do the work and who will pay for this?

2. What do you like about these components?

- Like that it is a system, thoughtful system, p-k included
- Like that we have standards for the arts
- 11th grade college admission assessment
- Well-rounded, paradigm shift
- ICAP and dashboard concepts
- Consistent, allows for student mobility
- Small districts will appreciate interim and formative tools
- Like dashboard allows student to show what they know in new ways

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

- CiC website (or the dashboard) needs to be user friendly, simpler
- Student and parent buy-in, motivation, ownership
- Need more details, need to strengthen all standards all students notion
- Need to include social studies in summative assessment for state accountability
- How is content on dashboard determined and who has access? More details.
- Why are we including preschool and kindergarten if it isn’t mandated
- Beware of tracking
- Not all districts are at same level for assessments
- Need arts included on summative assessment for voluntary district use
- Equitable and how it will be funded.
- How do we assess PWR skills? (Communication, collaboration, information management, etc.)
- Assumptions about who is paying for the system.
- How does this fit in with the common core?
- Nervous about implementation of standards and assessments.
- What does this mean at the district level?

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

- timely feedback (interim) data before the end of the school year will help students
- Results more relevant to students, help students plan ahead and think about what their results mean
- Fits well with growth model
- Students should be a part of the goal setting
- Helpful in preschool
- Helping kids know where they are, they also need to know what is available to them; help make better choices
- Embedded assessments make students more accountable
- Timely feedback
- Collaboration will be more possible (esp. teachers)
- Shorter test time will create longer instruction times
- Dashboard making data available will help student mobility
- Validation

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

- Help to show parts of education that need attention
- Validate non-state summative assessment subjects, arts
- p-12 system has strengthened the system, opened eyes about connections, bookends to the system, moving to a p-20
- For parents: clearer
- Teachers: instructional planning, differentiate before students enter classroom;
- Ongoing feedback/assessments will help teachers away from “teaching to the test”
- Administrators: High school students relevance
- Students: will know what they need to know, progress
- ELL’s esp. will be supported through dashboard
- Will drive PD for all areas, making it a focus
- Only helpful if state is able to do something with the data.

ADDITIONAL QUESTIONS/COMMENTS (including note card responses):

How will it fit in unified planning?

How are they going to pay for it?

Thinking of special education, can a 9th grade student reading at 5th grade level take the 5th grade reading assessment? Could the new system make this functional?

How do these revised assessments fit into the UIP (What is this??)?

How will the revision of the assessments affect our ability to show growth data?

It is critically important to include all four social studies content areas in any assessment program. The consequence of not doing so is that these subjects will then not be taught to the same degree.

We must ensure that the p-2 “assessments” are readiness assessments, not “baby CSAPs” used for accountability.

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Mental health issues have not been included at all, but they can be an important element affecting PWR.

I don't think it is sensible or feasible for interim assessments to be state-approved. Even the interim assessments would be hard to be "state-approved".

We need some way to have both adult and student input on the dashboard.