

Assessment Feedback Tour – Autumn 2010

Grand Junction, CO November 4

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

- Sure, it seems to make sense
- System appears to align to law
- Overall it could work....but the pieces are not clear...devil in details
- Makes sense

2. What do you like about these components?

- Formative and interim
- P-2 WILL align with the big picture...
- Like the move to conceptual but worried about how to measure the subjective???
- DEC test...explore these ...WorkKeys...
- Like ICAP and dashboard...having important people in a kid’s life engaging.. 8th grade talk and getting a kid involved. College in Colorado is even starting at 6th grade
- Like the multiple opportunity...formative/interim for student to show their competence.
- Like the embedded learning behavior skills.
- Align the ELL to standards and assessment in formative and summative (so that they match) with the rest of the system

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

- Time and input for Dash and ICAP will be formidable
- What about confidentiality of history and record of a student on a dash...FERPA etc
- Is this a district ownedor state owned.
- Concerns about the equity of small vs. large districts (computers, ICAP platforms, access, fidelity of performing
- Cost is a big issue...what will stay and what will be left behind
- Unintended consequences: teaching to the tests, eliminated content not accountability tested
- MAKE SURE the PWR/Colorado standards align to the national agenda (ACT, acceptable higher ed)
- What does the ICAP mean to other states and what is its value...are other states using this kind of protocol...is it portable. How does this get useful for student/higher ed beyond state of Colorado?
- Selective institutions ...will they use ICAP or ignore?
- Will these be used as fair for students out of state?
- Can ICAP be useful or made relevant for other institutions/all institutions?

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

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- Overall progress monitoring ...growth producing feedback all along the way. Like RTI... it is a formative feedback loop

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

- This demands teacher learning tools, feedback /PD is essential
- Better teaching needs to be in place
- PD on the front end is critical to making this work
- Is the test just going to give end reading or will it provide insight about how to make it improved?
- Don't need exact questions but want it to be actionable
- Give me the kids work..not the just the "score"
- Give me writing work BACK not just a score
- Give it sooner for action
- Need results by second week of April for feedback/correction so kids /teachers have actionable correction
- Watch out for AP testing window conflicts
- Application elements have student motivation
- Have Dashboard be in a student friendly form
- Have Dashboard be filterable....let counselor sort and filter for all kids needs(prompts, screens, filters)
- Appears to be clear expectations in the system now and now the assessment can be clear.
- Will assessment be more relevant? Actionable?
- If kids got the assessment it gives a powerful insight and ownership.
- Will assessment break out various components of content?
- Hope that it is visually attractive, gaming quality and student engaging. Can they compare to others? How do they see the trend. Format it so that it is engaging.
- Will perception of teachers change ...can it grow from not dynamic to more sophisticated appreciation of the work, ideas.
- System plan please for PD about this
- Can Higher Ed be equally supported
- Interim measures seem to have big possibilities.
- Teachers actually seeing the student work and the common mistakes so they can learn from the insights.
- How can my students/teachers be role models for the larger capabilities.
- Organic teacher talk makes a difference. Co-building and collaborating rubrics.
- Collaboration across the state about the formative teacher talk matters
- Formative and interim need to roll out together. They can't be different. Samples matter. Examples please.

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- Standards at all grades are clear but in math and science we don't have articulation for 9th and 10th.

ADDITIONAL QUESTIONS/COMMENTS (including note card responses):

- Consider the World Languages standards as a source for a big chunk of the critical thinking and cultural awareness for CO graduates.
- The ICAP can contain a portfolio of language products and performances and reflection and comparison of languages and cultures.
- We do not want to be the only state to adopt the WIDA standards and not adopt the companion assessment.
- Please make sure OC adopts the ACCESS for ELL's test that measure the WIDA ELP standards. The CELA is not a quality instrument – students take the same test for up to 4 years. We want to be a part of the WIDA consortia.
- Please address students with learning disabilities and low IQ but not qualified for CSAPA. Requirements for language and conceptual learning will severely affect them. How will their growth look?
- Will the state require home-schools to be accountable under the new model?
- Does the P-2 assessment hold teaching accountable the same as 3-12?
- The dashboard could be used to house portfolio product and performances to demonstrate proficiency in standards other than math, science, ELA.