

Guiding Assessment Questions

WestEd Colorado Assessment Options Study

Summative

Guiding Questions to Support Decision-Making about Item Types (p. 18)

- What format features are best for this content?
- Which item format provides the best coverage of this content in terms of precision?
- Which item format is associated with the estimated desired response format and time allotment from students?
- Which format is most economical for this purpose and content in terms of development, scoring, administration, and reporting?

Guiding Questions to Support Decision-Making about Administration Mode (p. 22)

- Which mode of administration best meets our needs in terms of administration, scoring, and reporting?
- Which mode works most effectively with the content and item types we have selected?
- What resources are required to support a computer-supported or adaptive platform?
- How will we monitor outcomes (both intended and unintended) resulting from incorporating a new mode of administration for statewide testing?

Formative

Guiding Questions about Formative Assessment (p. 29)

- What specific purpose will this assessment serve (e.g., diagnostic, support instruction)?
- Should we adopt an existing “off-the-shelf” test or develop our own customized item pool or measures?
- If we choose to develop our own test(s), should we “go it alone” in developing this assessment or should we seek opportunities to collaborate with other states? What might we gain or lose by working alone?
- How will data be collected and reported (i.e., at the student, school, district, or state level)?

Guiding Questions to Support Informed Decision-Making about Interim/Benchmark Assessments (p. 35)

- What specific purpose will this assessment serve?
- Who will benefit from the data collected?
- Should we adopt an existing “off-the-shelf” test or develop our own customized measure(s)?
- If we choose to develop our own test(s), should we “go it alone” in developing this assessment or should we seek opportunities to collaborate with other states? What might we gain or lose by working alone?

School Readiness

Guiding Questions about School Readiness Measures (p. 39)

- Is the purpose of this measure aligned to the state's definition of school readiness?
- Is it aligned to state content standards for preschool and kindergarten?
- How does the stated purpose of the selected or planned tool fit with the state's needs?
- Does the proposed measure address each of the five domains of development: physical wellbeing and motor development, social and emotional development, approaches to learning, language development, and cognition and general knowledge?
- What evidence supports the appropriateness of this measure for this purpose and population? Is it valid and reliable for this purpose?
- In what type of setting and under what conditions will the assessment be administered?

Postsecondary and Workforce Readiness

- *No guiding questions provided; many key considerations raised and options discussed about integrating PWR assessments that would provide a nice start for the conversation begin on page 46.*

Special Populations

Guiding Questions about the Impact of Changes to CSAP on Special Student Populations (p. 53)

- How might proposed changes impact special needs students' access to the academic content standards that serve as the basis for statewide assessment?
- How might proposed changes impact special needs students' access to the general education curriculum and assessment?
- How might changes to CSAP impact decisions already incorporated in the IEPs of SWDs or in the education plans of ELL students (e.g., accommodations)?