

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

Limon – October 27, 2010

1. Does this assessment system make sense to you?

- No, need more details
- Have questions
- Yes, but still questions about implementation and how we are going to assess application

2. What do you like about these components?

- ICAP program would really help students, esp. with shortage of counselors
- If this makes applying for college easier, great!
- ICAP good to incorporate accountability for teachers
- Timely feedback – need results before end of school year
- Financial support and guidance on formative and interim
- ICAP
- Assessments for p-2
- Providing multiple tools for admittance to higher ed.
- Formative and interim must be voluntary, not the role of the state

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

- Worry about over assessing, already taking midterms, finals, etc.
- Difficult to sell if results not returned quickly to students
- Need to be sure we include all subjects, esp. social studies
- p-2 summative would be stressful to students
- Don’t want summative grades 3-11 for school accountability, will be the only way to grade schools
- Don’t want ICAP, dashboard responsibility to fall on students and parents, good tool but not realistic.
- Want to ensure local control is honored; if districts decide to use voluntary formative and interim what strings will be attached?
- One more initiative by the state, worried about the momentum of this reform; sustainability
- High school summative should allow for different tracks, courses students are taking

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

- If social studies is included, measures of important ideas: writing, personal financial literacy, history, geography, etc.
- Signals to students what is important, what we value, what they should value
- If social studies standards are assessed, students will be able to participate in civil society
- Track student progress over time, inform instruction, catch weaknesses, honor strengths and provide feedback before it’s too late
- Formative, immediate feedback will make a difference
- Potential to help students with soft skills
- Concerns about limited resources and limiting student opportunities
- Ensure these are relevant to students, how will we motivate students

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

- Helps schools identify what should be taught, what we are valuing, movement
- Teachers – having a record that moves with the student; helps mobility of student
- Teachers will have data to help make decisions, inform instruction

ADDITIONAL QUESTIONS/COMMENTS (including note card responses):

- How often is the formative assessment? Want it to be up to the school and teachers.
- Interim? Will it be provided by the state, required by the state?
- Local control – who will pay for this? Especially the dashboard.
- Clarity about cost and responsibility
- When will results be returned if we have a rich mix of items? e.g. performance tasks.
- Needs to be age-appropriate
- Need data back by May 10th to make programmatic changes for next year.
- Recommend that we phase in of the new system, to not create problems at the 12th grade. There will be transition years, what implications will these have for students?
- Make sure that existing early childhood expectations and processes are aligned with or captured in the new system, avoid redundancy, replication, etc.
- Special education students part of the assessment system?
- Will higher ed. find the results from the new assessment system?
- How will results from the dashboard be used?
- Want social studies included in the
- Dashboard should have strict control over how negative records that may remain on
- Data from state summative should not be used for accreditation.
- Implementation questions
- Worried about too much testing, currently, before CSAP students have to do practice tests. If interim is happening quarterly, will this mean we have to do more practicing, more assessing??
- This system will require new teaching methods, esp. for performance tasks/measuring the soft skills
- Need to provide resources, especially for ICAP and new assessment system is implemented haphazardly it is not worth
- CDE will need help, schools already have limited resources
- Don't want this to take away from teaching time - that should be the priority.