

**Colorado's New Assessment System Proposal**  
**CDE and DHE 10-City Feedback Tour**  
**Oct. 25 – Nov. 9, 2010**  
**Compiled Results**

## **Introduction**

Beginning October 25 through November 9, the Colorado Departments of Education and Higher Education hosted ten meetings around the state to gather input and feedback from the field about the new assessment system design attributes. The meetings convened educators, students, parents, business people, community leaders, interested citizens and the media. Over 200 people attended the tour meetings which were held at local community colleges and community centers. CDE also offered an online survey opportunity for people unable to join the meeting in person and to date received 176 completed surveys.

The evening meetings started with a brief presentation about the definition of postsecondary and workforce readiness, reviewed the new Colorado Academic Standards and SB 212 legislative requirements, and described the vision and mantra for the new assessment system. Then small groups were formed and participants were led through a discussion of the following five questions:

1. *Does this assessment system make sense to you?*
2. *What do you like about these components?*
3. *What don't you like about these components?*
4. *How can these components enhance student learning & performance?*
5. *How will these components help you in your role?*

Below are the results for each question and separated by the city in which we held the meeting.

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## **1. Does this assessment system make sense to you?**

### **DENVER**

- Yes, but want more details
- Concerned about accountability
- Yes, faster feedback is great
- Yes, more integrated assessment and instruction
- No, what grades and what subjects will be included in the summative? Need social studies.
- Budget – How are we going to pay for the new system and what will the timeline be? What about PD?
- We are already doing formative in classrooms, why should state get involved?
- Will there be a menu of options for every content area?
- How would quarterly benchmarks for the interim assessments be determined?
- How to assess readiness in grades 1 and 2?
- What about performance tasks?
- CBLA role?
- As long as career and college planning and exploration are part of ICAP, we are happy.
- Where is the student accountability? What if student is not “ready”?
- Will score impact college admissions?
- Summative – like NY Regents Exam, or no pass means student doesn't graduate?

- All students should be assessed in the language they receive instruction. What happens to students in dual language programs?
- How is dashboard used?
- How will soft skills be measured?
- Happy there is more focus on ELL students
- If you increase the amount of testing, will you decrease the number of items?

#### BOULDER

- Sounds good but need more details; have questions
- Difference between formative and interim
- Questions about the dashboard and its uses
- Dashboard seems useful for communicating to parents, teachers, students
- Resources needed
- Would like more details
- Is dashboard a priority?
- What if students see “yellows and reds” all over, will it be hard on students
- What is the purpose? Could a portfolio fulfill these desired outcomes
- Students role could include showing adults how they would like things measured
- Liked multiple measures, ongoing feedback
- Liked 21<sup>st</sup> century skills included
- What is being tested and what is for high stakes, for what uses?
- Need more information about system
- How will this tie into federal requirements, SB 191
- Prefer a system over one assessment
- Questions about uses

#### LIMON

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

#### COLORADO SPRINGS

- 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.

#### STEAMBOAT SPRINGS

- Yes, it seems to be moving in the right direction, measuring skills we value
- Dashboard will help students succeed

- Great process and vision

#### ALAMOSA

- Yes, but how will it be used?
- ASC students like the ICAP; can be used for advisement, faculty mentoring
- Career/Tech teacher likes ICAP because it shows breadth of options
- How will interim measures be used (can you measure specific benchmarks within the standards)
- Will ICAP and dashboards be completed in class, during school time?
- Will students see relevance to ICAP and summative assessments? Presently, CSAP isn't relevant to PWR (not tied to college admission)
  - CSAP incentive program (already used by some districts)
- System makes sense since it allows for teaching beyond the CSAP
- Assessment should be expanding to test areas currently not being tested
- Assessments must be well-structured to ensure quick and reliable feedback
- Student and district accountability based on interim or summative?
- How will this be funded? How is paying for it?

#### CORTEZ

- Quarterly assessment is new
- How is it delivered?
- What subject areas? All standards?
- Turn-around time?
- They should show up on the dashboard
  - Dashboards should be fun, “cool” and relevant to students (e.g., Avatar)
  - Dashboards should show individual growth levels; use carrot, not stick approach
  - Multiple subjects measure makes sense
  - Logical sequencing of formative and summative will be essential; coordination needs to be thoughtful and purposeful
  - ICAP and dashboard will hold students accountable
  - Tied together with PWR
- Dashboards might be a concern for alternative schools/campuses (will they negatively motivate “at risk” students)
- Quarterly assessments=quick turn-around time would be beneficial, even for higher-level thought processes
- More discussion or information on formative assessments is needed
- Provide teachers with a variety of strategies and approaches so that they can be effective (teachers are overloaded—provide assistance); not enough samples of critical thinking questions and training techniques

#### GRAND JUNCTION

- 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

#### GREELEY

- Not clear on system
  - What is the connection to SB191
  - What is the connection to the interim component of SB163?

- Can we use formative only? No summative?
  - *Facilitators: Unlikely (1) capturing data would compromise the intent of formative instruction (2) we would jeopardize federal funding.*
- Why assess everything?
  - *Facilitators: Requirement of SB212 to assess PWR.*
- Would like to include both end-of-course and integrated assessments in the high school summative assessment.
- Will 11<sup>th</sup> grade include both State summative assessments AND the nationally recognized assessment?
- Will CDE accept existing formative/interim assessments at the district level?
  - If so, who pays?
  - What about districts without resources? Does the State pay for the assessments, districts?
- System is there, but nothing about it is actionable. Need to establish intervention demands that ensure that high school graduation is at the level expected in PWR.
- Where's the money for intervention – NOW!?! (Afterschool/Summer etc.). New standards present a challenge to students who are already behind. How do we support their needs in the transition process?
  - How do we best serve students who are unsuccessful?
  - Need clarity in definitions – e.g. Interim –Should the State collect interim data? The recommendation is not to collect it for punitive reasons, but for professional development reasons.
  - Recommended that a decision be made regarding student accountability in the system. Should summative results inform GPA or promotion? Statewide? Local?
  - Recommends that the State be careful not to unintentionally create two systems: 1) a State assessment that informs one set of criteria or outcomes ; and, 2) local assessments that inform the rest.
  - CELA needs to be transformed in a way equivalent to the new system. Would like to see a screener and summative assessment that is aligned, valid and reliable to WIDA.

#### PUEBLO

- How do we do assessments if our district is not currently aligned with the standards?
- ICAP and dashboard will be useful.
- If the assessment system meets the goals (mastery, timely, ease of use) then it will do what we've been saying we want for years.
- How will the electronic component work for writing assessment? Will it be smart, fast enough?
- Overall makes sense. Still don't know how high school piece will be grade level?
- Don't have a problem with the direction. Don't understand the timeline. How will we prepare teachers for new system?

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## 2. What do you like about these components?

#### DENVER

- Like that it is a system, thoughtful system, not just one single test
- Like that p-2 is now included
- 11<sup>th</sup> grade college admission assessment
- Well-rounded, paradigm shift
- ICAP

- Dashboard – because allows student to show what they know in new ways; will be so helpful for students who move districts
- Consistent, allows for student mobility
- Consistent measures and expectations
- Sample formative and interim assessments will be helpful
- Interim provided by state and acknowledging work teachers already do with formative
- Parents and students are encouraged to get involved
- Student ownership clearer in new system
- Small districts will appreciate interim and formative tools
- Like that all content areas are acknowledged in the new standards
- Less incentive to “teach to the test” with the new standards and revised assessment

#### BOULDER

- If in the assessment system there is a promise to teachers about how results will be used
- Ongoing, used in a formative way
- Interim assessments with a state-vetted rubric, voluntary use by districts, include training
- Value growth
- Like that items types include constructive response
- How should results be used? Tied to graduation of high school or endorsed diplomas

#### LIMON

- 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

#### COLORADO SPRINGS

- 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.

## STEAMBOAT SRINGS

- Happy to see we are starting with the younger grades and helping hone 21<sup>st</sup> century skills
- Aligned system, not just one test
- Nontraditional assessments, e.g. application of skills and content knowledge moves us in the right direction
- Feels like we will get more “bang for our buck” in this system
- Cross-content connections (especially for social studies) is positive direction
- Recognizes the importance of soft skills – collaboration, critical thinking so important

## ALAMOSA

- Student-centered
- We’re measuring what is important; what we value
- Regularity of assessments allow teachers to make adjustments
- Pre-K readiness sets standards
- Pushes critical thinking skills to new levels (Newton example)
- Formative assessments (i.e., item bank) should be structured and clearly defined (can all districts speak the same language?)
- Raises the PWR bar for all students
- Learning and behavioral skills are more inherent/innate and how to we engender these traits
- Nationally-recognized JR. test (ACT); opens an postsecondary higher ed option for all students; this promotes access

## CORTEZ

- Summative focus on higher thinking skills
- 21<sup>st</sup> century skills emphasis
- Quarterly assessments
- Dashboards (link dashboard and quarterly assessments)
- Dashboard should include students’ personal goals, too. Don’t use dashboards just for state-level performance

## GRAND JUNCTION

- 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.. 8<sup>th</sup> grade talk and getting a kid involved. College in Colorado is even starting at 6<sup>th</sup> 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

## GREELEY

- System starts w/ early childhood
- Teacher education is actionable at all levels
- Likes standards, but must follow through with implementation and supports
- ICAP useful for stopgap
- Like CiC and Dashboard

- Ongoing multiple measures
- Portability of info for mobile students
- Timely feedback
- Younger grade intervention
- Dashboard at early age.

#### PUEBLO

- Like the P-2 assessment and quarterly measurements. Will any of these tests be adaptive—will they move on if the kid gets the questions right? Will give us consistency across the state. ICAP and dashboard. You fund it, we'll like it.
- Timeliness. Curious about P-2 assessments—how will they look? Unsure about adding social studies. If any new content area is added to summative will that lead to a redesign of the curriculum for that subject? But if social studies was added to summative, could teach/assess more for Learning and Behavior Skills, not just focus on content.
- Ongoing. Timeliness.
- ICAP. Gives students a reason to learn and shows where strengths are. Will have the same accommodations for ELL's and other exceptionalities? Want ACT, Explore and Plan in 11<sup>th</sup> grade because it's consistent across the nation. Need this whole sequence to really help the kids with college admissions.
- Summative results can inform summer school instruction.

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

#### DENVER

- 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.
- Dashboard security concerns
- 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
- Equity issues
- How will the new system be funded?
- How do we assess PWR skills? (Communication, collaboration, information management, etc.)
- Concerned that arts are not named in summative assessment
- Concerned that social studies is included – fear that subject will lose its importance
- Will the state mandate how I assess my students?
- Where is the student voice in the system?
- Concerns with p-2 assessment – needs to be sure its age/developmentally appropriate; aligning to PWR seems difficult/unnecessary at such a young age
- Worried about creativity for kids and teachers
- Double-edged sword – are we testing kids to death?

## BOULDER

- Is the proposal that there is a bundle of tools that the assessment system? What about local control?
- Why should the state be involved in formative assessments?
- Time concerns, esp. if teachers use this on top of current assessments? if so, teachers may want choose to use state approved because it is meaningful and aligned to standards
- Needs to be both intrinsic motivation for students, teachers, parents.
- Concerns that state is all over the place with so many elements
- Mention every grade but not mentioning every
- Don't use green, yellow and red signals for dashboard

## LIMON

- 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

## COLORADO SPRINGS

- 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.
- 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 our 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.

## STEAMBOAT SRINGS

- Limited state and local resources may limit what we can do

- Dashboard concerns: security, equity, privacy concerns, what components will be on dashboard and who decides what stays on the student's dashboard?

#### ALAMOSA

- How does the ICAP fit into assessment?
- Cost of the assessments (people, money)
- Student accountability for summative test (why are students motivated to do well on the summative)
  - Currently there is no motivation to perform well on CSAP
  - Current system doesn't encourage teacher accountability (Will that change with SB 191?)
- Teachers' time to review and make adjustments to curriculum
- Learning and behavioral skills' embeddedness is nebulous; show the proof that the curriculum will incorporate these skills; teachers professional development needs to share best practices with 21<sup>st</sup> century skills
- Enough time for ICAP (should it be during classroom time/)
- We are overlooking the needs of ELL students
- Dashboard is a good idea but will institutes of higher education have the time to review them? will dashboards continue post-graduation; how will dashboards be checked to ensure that students are completed them? (Adams State uses Web SCT/Blackboard for professors to monitor progress.
- Rural school districts don't have the resources to implement dashboard and ICAP
- Nothing stated about the data analysis; will smaller districts have the same ability to access information and resources that larger districts might have the internal support and resources to tap into?
- We need to consider the technology divide for ICAP and dashboard? How will low income and rural districts have ability to provide these resources
- Are these components truly any different? The new approach doesn't reflect the new standards and how to measure higher-level thinking. We need more detail
- Just looking at the assessment piece (not ICAP, dashboard), the new assessments has the ability to show a deeper thought process; this could impact instruction but we need to ensure that the assessment is set up properly

#### CORTEZ

- Watch out for quick and dirty quarterly assessments
- Encourage growth beyond current levels'; adaptive approach, perhaps; keep the bar in front of the student
- Caution on tying quarterly assessments to teacher performance/effectiveness
- Concerned about portfolios; already been tried; make sure we utilize them. They could be great
- Tie between ICAP, Dashboard and accountability? Does it exist?
- Still grade-level specific; why not skills-based approach? (engage kids in their own learning)
- Quarterly assessments should be used for accreditation
- Quarterly assessments should show longitudinal growth
- Be mindful that college isn't the only end-goal; emphasize work-force, other post-secondary training, and community college options
- How much money is being spent on the testing/assessment?; How much is spent on teacher training?

## GRAND JUNCTION

- 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 owned ...or 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?

## GREELEY

- Caution: as we move forward, don't harm students with over-testing; unnecessary consequences of ill-conceived assessment data.
- Every school needs support for planning for the transition and use of the new standards and assessment system
- The ELL assessments do not provide meaningful instructional interventions
- Requires lots of resources! (Dwindling)
- Assessing so many times, but not using the information for improvements make the system meaningless. Analogy: Weighing the pig without feeding the pig.
- Formative: different teachers have different abilities. PD must be very strong and consistent across districts.
- Do not like the absence of Social Studies from the summative assessment. This is a not so subliminal message about the value, or the lack thereof, of Social Studies in the curriculum. Clearly as important for PWR. (Economic/geographic)...e.g. statutory requirement for American History.
- Dashboard – like parts but clarity needed. Expressed concern about the possibility of tracking, especially as colleges review a student's dashboard.
- Need to find better ways to engage parents and families.
- Not seeing this as stopgap for remediation: need to invest in early remediation
- So many flaws in the whole education system not being addressed – rigor; graduation rates; arcane, archaic and insane grading system.
- Just public schools? What about private schools?
- Content-based assessments can't address innovation, critical thinking, creativity. Expressed interest in integrated assessments.
- Course vs Grade level – probably need both because of different approaches/speeds. This group likes end of course.

## PUEBLO

- Double test in 11<sup>th</sup> grade . Can't really test mastery in some soft skills like job readiness. Lose trend data. How will we interpret results and compare to past, especially in terms of growth model?
- How will this affect SPF's?—unified planning?

- If it's not mandated, it's not going to happen in a lot of schools. How will we get kids to buy into assessment? There needs to be accountability for students to get them to buy into it.
- Double test in 11<sup>th</sup> grade. Can't really test mastery in some soft skills like job readiness. Lose trend data. How will we interpret results and compare to past, especially in terms of growth model?
- Summative assessment in 11<sup>th</sup> grade. Rather have Plan, Explore, ACT.
- Summative and ACT in 11<sup>th</sup> grade. No student buy in, accountability.
- There's no discussion of assessing higher order thinking, depth of knowledge.
- No retention policy. Want students to have skills before moving on.

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

##### DENVER

- 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; more accountable and motivated
- Embedded assessments make students more accountable
- Timely feedback will help drive instruction, be more relevant to students
- Relevance to course-work good for students
- Collaboration will be more possible (esp. teachers)
- Shorter test time will create longer instruction times; Summative test should not take 2 weeks to administer
- Dashboard making data available will help student mobility
- Validation
- Relevance

##### BOULDER

- Dashboard could include exemplars of student work, what we are looking for
- Reasonable feedback returned in a reasonable time
- Metacognitive buy-in could be very useful
- Dashboard could help students set their goals
- Dashboard – “Personal Learning Record”

##### LIMON

- 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

#### COLORADO SPRINGS

- 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.

#### STEAMBOAT SRINGS

- New system of standards and assessment address the whole student, not just content knowledge
- Dashboard will be so beneficial for students
- Assist students in thinking and planning for beyond high school
- Old assessments did not reflect expectations of real world, the new system will help better prepare students for life after or outside of school
- Postgraduate transition and plans will be smoother for students

#### ALAMOSA

- ICAP could be used to get a measure of students' interest
- ICAP could be internally motivating (class scheduling, career choices; realistic goals)
- Dashboards will be individualized
- P-2 assessments provide early feedback
- Provide more immediate feedback
- 21<sup>st</sup> century skills is positive
- Helps students apply their own thinking
- Interim assessments must be tightly aligned with the summative assessments
- Critical thinking and decision making is a highlight
- Mastery learning will allow students to progress; maybe this will translate into fewer remedial classes for college-going students

#### CORTEZ

- Dashboard will encourage an innate, internal competition; will help get students invested in their learning process
- Dashboard could indicate where a student stands vis a vis other students in the state
- Dashboards should be invited by the “young and hip”; hire a company that knows how to reach today's youth
- Game-based learning concept should be considered; make learning fun and relevant for students
- Link instruction videos and other learning tools to the dashboard (if low in math, students could click on math tutorial video)

#### GRAND JUNCTION

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

#### GREELEY

- Would like to see capstone projects annually, for an assessment score, so students can demonstrate content knowledge and skills in innovative/creative applied ways.
- Teachers need tools and resources to help engage students in the learning process. This can be accomplished through useful formative approaches.
- Aligning all assessments to nationally recognized will assist students.
- Don't see many benefits for students. Concern regarding the alignment of formative/interim/summative. Must avoid the path of least resistance. This kind of system requires a cognitive and cultural shift in thinking among educators.
- Use dashboard for standards-based reporting system, including formative and interim as "summation". Don't waste time creating stuff which won't survive/help.
- Need systemic interventional system at all levels
- Student learning can occur (feedback should be usable/actionable)
- Will provide information for improvement.
- Must include families/avoid jargon...use visual icons on the dashboard such as a building block image that shows student growth towards mastery.
- Include specific tools for each group with whom you communicate (students, parents, teachers)
- This is resource intensive: please no unfunded mandates!
- Concern regarding what will happen with roll-out of other common core content areas. We need to land on a set of standards and assessments and not keep changing them.
- Question regarding the rigor of the standards. Standards are written to a high level of expectation that ALL students are expected to master; understanding that many students will exceed those expectations in programs such as AP or IB. Concern was expressed about aligning expectations with higher education to continue to reduce the need for remediation. P-12 can't operate on one set of expectations and higher education setting theirs higher.

#### PUEBLO

- Dashboard will probably work for kids, can help with organization. Put interventions on dashboard for portability.
- Social studies lends itself to cause and effect relationships, change over time for prediction, is what we do in higher ed. We want social studies included in summative assessment for this reason.
- Students will feel that they can use this. Will help with buy in because it will be useful. Students need to see their purpose in it.
- Funding? When will teachers/counselors have time to visit with students re ICAP and use dashboard?
- Quarterly will serve as timely feedback. ICAP will help establish goals. Dashboard will be motivation
- Will be timely and give guidance. Will help with teacher planning and RTI. Will be able to push kids in the current year, rather than waiting for the next year with CSAP.

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

## DENVER

- Help to show parts of education that need attention
- Validate non-state summative assessment subjects, e.g. arts
- p-12 system has strengthened the system, opened eyes about connections, bookends to the system, moving to a p-20
- For parents: clearer, consistent feedback, understandable system
- 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
- If P-2 assessments help advocate for more preschool and full-day kindergarten
- Question – How will PD be developed, by whom, and when will these details be available?
- Increased communication a good thing for all stakeholders
- Counselors: great to be able to use dashboard to advise students

## BOULDER

- Teachers could score their own assessments – would help with PD, assessment literacy
- If data is actionable, could assist teacher mentoring
- It won’t because state generated social studies assessments are really reading tests

## LIMON

- 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

## COLORADO SPRINGS

- 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.

## STEAMBOAT SRINGS

- Ongoing feedback will diminish the need to “teach to the test”

## ALAMOSA

- This validates the importance of a student-centered curriculum
- Time management; electronic mechanisms would be a time-saver (online possibility?)
- These components should help with student motivation levels and should improve remediation levels
- New set of information for higher education faculty and staff
- These skills might not impact non-Core areas but hopefully the standards will encourage interdisciplinary approaches between teachers

- Depending on resources, disaggregated data could be more accessible for districts
- These standards could help clearly define the expectations and what to teach

#### CORTEZ

- Dashboard will be helpful for educators; might need to be different from the students' view of the dashboard; dashboard should be user-friendly
- Link the dashboard with CollegeinColorado; minimize extra steps for all involved; 1 system
- Student accountability will be influenced (positively) by dashboard approach

#### GRAND JUNCTION

- 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)

#### GREELEY

- Districts need to know what to do.
- A Timeline is needed.
- The various components of the system will inform and assist with intervention
- Will support triangulation.
- PWR standards will help support efforts to have students ready to succeed
- Clarity around special populations. Difficult with changing assessments >>> guesswork.
- Early childhood components: clarity of expectations will help with outreach to parents, community
- Legislation to maintain stability once assessments are in place. Assessments should not be re-purposed...e.g. Interim – using results for purposes other than professional development.
- (Museums): Social Studies not being considered. Especially important in Colorado's growing diversity in population. Civic education and process are critical.
- Education reform is huge. Community College system saving students with remediation. Longitudinal system will assist preventatively. Transitional plan should include support for current interventions.
- Social Studies: do not assess summatively statewide – just means more tests; more time; more bureaucracy.

#### PUEBLO

- If summative data comes back in timely manner, helps us adjust instruction and identify subgroups. At district level, trend data is huge for accountability and for identifying PD needs.
- Will be valuable if can measure student skills. Mastery. More data points on students allows for better evaluation. Dashboard and ICAP students set their own goals so more student buy in.
- Help in formulation of school improvement plan and body of evidence for teacher evaluations per SB 191.
- Common assessments helps. If assessment is done for us, frees us up to do other things. Better able to individualize instruction. Ongoing feedback will be helpful. More data quicker.
- Will be beneficial for postsecondary if lowers remediation. Dashboard can be helpful for kids who move around to different districts. Dashboard helps students identify and align goals with what's feasible for them. More collaboration needed between high schools and community colleges.

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**ADDITIONAL QUESTIONS/COMMENTS (including note card responses):**

**DENVER**

- How will it fit in unified planning?
- How are they going to pay for it?
- Concerned about teacher training
- Thinking of special education, can a 9<sup>th</sup> grade student reading at 5<sup>th</sup> grade level take the 5<sup>th</sup> grade reading assessment? Could the new system make this functional?
- How does the revised assessment fit into the unified improvement plan?
- 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 taught to the same degree.
- We must ensure that the p-2 “assessments” are readiness assessments, not “baby CSAPs” used for accountability.
- 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.

**BOULDER**

- What supports will be available for at-risk populations and those who serve them?
- Need to include social studies as summative assessment, include all PWR content areas
- Current paradigm - if it isn't assessed it isn't valued, we need social studies summative assessments.

**LIMON**

- 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 10<sup>th</sup> to make programmatic changes for next year.
- Recommend that we phase in of the new system, to not create problems at the 12<sup>th</sup> 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.

#### COLORADO SPRINGS

- 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 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.

#### STEAMBOAT SRINGS

- What role does the federal government and federal initiatives have in this process?
- Steamboat High School currently reconsidering their graduation guidelines, how will this fit in with new expectations?

#### ALAMOSA

- Are there assurances that's the social studies will have equal importance in the new assessment system? Mon to the point, how will it be measured?
- Social studies must be a strong component of the new assesses standards.
- Wit6h career planning and preparation how do you avoid tracking?
- What subjects will be assessed?
- How will performance-based content be assessed? (e.g. music, art, P.E.)
- I was told that the assessment plan was not going to require social studies/social sciences assessment. This is a big problem.
- New test questions should have real-world applications.

- The questions came up about whether small, rural districts will have enough money/resources to implement the new standards and assessments. My question is: will the state have enough money/resources to see this through or will it yet another unfunded mandate?
- COMP Test (College Outcomes Measures of Performance) ACT? 1980-90's. The way the long and short formats of this test assess learning would provide an excellent model for you. Lots of existing validity, reliable data, and very adaptive. The assessment was well ahead of its time.

#### CORTEZ

N/A

#### GRAND JUNCTION

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

#### GREELEY

N/A

#### PUEBLO

- We need to have social studies accounted for on the state summative test.
- Wondering how state and districts will pay for the new system
- How will growth be accounted for during the transition period between the old and new?
- I am worried that we will be implementing the new standards and the new assessment won't be ready or aligned in time to measure what we are actually teaching.