



Vision

All students in Colorado will become educated and productive citizens capable of succeeding in society, the workforce, and life.

Goals

Every student, every step of the way

ESSA Assessment Spoke Committee October 20, 2016 – Meeting Minutes

9:00 a.m. – 12:00 noon

Colorado Department of Education, 201 E. Colfax Avenue, Denver, CO 80203 (Board Room)

❖ Welcome and Introductions

Attendees: Members of the Spoke Committee in Attendance: Lisa Berdie, Floyd Cobb, Kemberlea Ellis, Shawna Fritzler, Lori Goldstein, Tony Lewis, Cathy Martin, Rep. David Young.

By Phone: Carol Eaton, Greg Hesse, Cheri Kiesecker, Julie Knowles, Remy Rummel, Dwayne Schmitz, Dan Snowberger, Kevin Taulman, Johan van Nieuwenhuizen.

CDE Staff: Collin Bonner, Christina Wirth-Hawkins, Joyce Zurkowski, Margo Allen.

❖ Introductions

❖ **Approval of Minutes from October 11th**: Postponed.

❖ Decision-making Process for the Group (All)

- To reach consensus, the group must have a 100% sign-off that they can stand by the decision/recommendation. If there is not a consensus, the group will provide the actual vote and a minority opinion when requested.

❖ 1202 Task Force Summary (Dan Snowberger)

- Dan Snowberger, a former member of the 1202 Task Force, provided an overview of the work of that committee.
 - Role of the Task Force: Charged with studying the implications of Colorado's state and local assessment system for school districts, public schools, charter schools, educators and students. State assessments refer to tests that are mandated by the State or Federal governments. Local assessment refers to all other assessments administered by districts and schools.
 - The Task Force identified the need for valuable data, comparability, and growth data, at the same time realizing the challenges on time spent on assessments, logistics and financial concerns, while accounting for federal and state requirements.
 - There was a lot of discussion around local assessments. Maintaining local control and resulting comparability issues minimized the utility of local assessments in state systems.
 - The final recommendations were taken to the state legislature producing HB 15-1323.

❖ ESSA Template Review and Outlining of Responses

➤ A. Student Academic Assessments

- Identify the student academic assessments that the State is implementing... i. High-quality student academic assessments in mathematics, reading or language arts, and science consistent under section 111(b)(2)(B).
 - Currently, Colorado is implementing ELA/Math assessments for grades 3-9, and science in grades 5, 8 and 11. In addition, 10th graders take the PSAT and 11th graders take the SAT.
 - For the future, several issues need to be addressed, including a revision to the standards in 2020-21, contract procurement issues for 2017-18, and development and field testing of new or revised assessments, as directed by the Board of Education.
 - ✓ Standards: State statute requires the Colorado Academic Standards (CAS) to be periodically reviewed. The review of all standards areas will be taking place during the 2016-17 and 2017-18 school years for adoption in July 2018 and implementation in 2020-21. When the current CAS are revised, the assessments will need to be revised accordingly. To change assessments (per revised standards) at least two years are needed, one year for development and one year for field testing.
 - ✓ Procurement: Joyce reviewed the three options for procurement of ELA/Math through 2020-21. Science and social studies will go through procurement this year and we will continue with PSAT and SAT through 2020-21.
 - ✓ Continuation with Consortium: The Board of Education has had lengthy discussions about continuing with PARCC. One of the committee members mentioned the increased credibility of the assessment when Colorado educators are writing the items.
 - ✓ Colorado-specific assessments: There continues to be interest in having a Colorado-specific assessment system. Science and social studies already are Colorado specific. Developing Colorado-specific English language arts and mathematics assessments could be a gradual, multi-year process.
 - ✓ Off-the-shelf assessments: Off-the-shelf options that are well-aligned to the Colorado Academic Standards are limited.
 - ✓ State-by-state comparability: There was a discussion around the value of having a state-by-state comparison option as well as whether the PARCC assessment can continue to provide that.
- Ninth grade procurement considerations: As we consider ninth grade assessments, it might be advantageous to reflect on our buy-in experience with PSAT, realizing that students have a greater buy-in when they and their parents can easily see the relevance, i.e., college preparation. A single administration is also enticing. However, it is important to have a connection to 8th grade data in order to produce growth comparisons.
 - ✓ Mathematics assessments: Originally the concept of having multiple options in providing assessments to once or twice advanced students in grade 7-9 was valued. Experience, however, has shown this concept to be challenging. Accountability issues have arisen and need to be addressed.
- High School science: High school science had the lowest participation at around 50%. Given the low participation, looking at ways to allow flexibility starting here may make most sense. One thought: allow students to take AP, IB, Cambridge, SAT content tests, etc. in place of CMAS. This option would push against current interpretation of ESSA and the proposed rules. However, given our low participation and the expected parental support, the committee is supportive of exploring this as an option. DRAFT LANGUAGE: Joyce will provide draft language regarding the high school assessments for science. DRAFT LANGUAGE: Joyce will provide draft language regarding the high school assessments for science.

➤ **B. State Assessment Requirements** - Will be submitted through peer review as required.

➤ **C. Advanced Mathematics Coursework** – Discussion of this issue will be moved to another meeting. We will review Dwayne Schmitz’s recommended language.

➤ **D. Universal Design for Learning** – Need to connect with consortia

➤ **E. Appropriate Accommodations** - Need to connect with consortia

➤ **F. Languages Other than English** – More detailed discussions will follow at next meeting.

- Items under consideration for next meeting’s discussion:

- ✓ Definition of English Learner population in the student population (provide the SEA’s definition for “languages other than English that are present to a significant extent in the participating

student population,” consistent with paragraph (f)(1)(iv) of 200.6, and identify the specific languages that meet that definition.

- ✓ When do you develop special assessments for those languages? Must match to instruction, i.e., if instruction is in English, then the assessment will be in English; if instruction is in native language, then the assessments should be administered in the native language. Districts/schools determine which language to assess in.
 - ✓ Local translations are an option for less frequent home languages.
 - ✓ Funding considerations
 - At the next meeting members will be provided a list of accommodations for English language learners. The meeting will include a discussion around translations and determinations around assessing First Year in U.S. students the first or second year of school attendance.
- **G. Grants for State Assessment and Related Activities**

❖ The next meeting on October 25th will continue agenda items not addressed in this meeting.

Meeting ended at 12:04 p.m.