

## COLORADO CONTENT COLLABORATIVES

### Questions from Survey Cohort 1, Meeting 1 - Denver

#### **Summative Assessment Related Questions:**

- Do we play a part in helping create the vision of the new CSAP? If so, what does that look like for us? For the process?
  - *The vision for the CSAP replacement was adopted by the State Board of Education and the Commission on Higher Education in December 2010. The RFP (request for proposals) for vendors to bid on the development of the various components of the new assessment system has been released.*
- Could we know a little about the proposed legislation dealing with funding and the loss of funding for non tested academic areas?
  - *The proposed legislation requests that state funds only be used to develop and administer assessments that are federally mandated through ESEA/NCLB (math in grades 3-10, and reading in grades 3-8 and once in high school died in committee on February 29th).*
  - *Funding for all types of assessments is being discussed among the State Board, Governor's office and the Colorado Department of Education now. Updates will be forthcoming*
- Will we be reviewing items from either Consortium? When will Colorado determine which consortium to fully participate in?
  - *No, the content collaboratives are not meant to be part of the consortium item review.*
  - *The State Board of Education has not indicated a time when they will vote to participate in only one consortium. CDE staff will continue to represent Colorado in both consortia.*

#### **Educator Effectiveness/SB191 Related Questions:**

- Are there guidelines as to how many assessments will be used for evaluation purposes?
  - *Legislation requires "multiple" measures, but no exact number or combination type.*
- Will para-professionals teaching elective classes be measured in the same way?
  - *CDE is currently working on evaluation protocols for all licensed and non-licensed personnel.*
- I'm still unsure how the assessments will be part of SB 191.
  - *Assessments identified and/or created in the content collaborative process will be available, along with the guiding principles from the TSC, to assist districts in the selection and creation of assessment that they may choose to mandate for educator effectiveness purposes. The charge is to identify and create examples of high quality assessments that educators would find fair and reasonable.*

#### **CCC Purpose/Work**

- Is our primary purpose for student evaluation or for teacher evaluation (S.B. 191)? The quality and type of assessment might be slightly different for one vs. the other. I am assuming it is for student assessment (growth) but that doesn't necessarily measure a teacher's ability to instruct quite as well.
  - *The goal is to provide high quality examples of assessments that measure student growth /learning that can also be used in the context of educator effectiveness. Since this has not been done with a state model system, schools will be piloting the measures*

*identified/created in this process to determine whether or not they can serve both purposes, or to what extent they can serve both purposes.*

- Are we going to address assessments for PreK-2nd grade?
  - *Yes, at the content level at this time.*
- If an assessment at a higher grade level includes material that should have been mastered at a lower one, can it be used? OR, must an assessment match the specified grade level exactly?
  - *This is part of the analysis Content Collaborative members will be doing with the review tool. It is conceivable that a pre/post test may have items that are drawn from prior knowledge/earlier grades.*

### **Growth and Scoring**

- Who will score these assessments for the teacher if it is part of the evaluation process?
  - *Scoring determinations are assessment-dependent and are part of the review tool that Content Collaborative members are using.*
- Who will answer the question as to how much growth?
  - *The Technical Steering Committee will address with the psychometric growth questions as part of their work.*

### **The Bank**

- Will we have access to other content areas "bank" when we have completed the work? Or are we only privy to the content we were chosen to work on? What would that look like? I am very interested in seeing the work done be others not only in Cohort I, but II as well.
  - *The information in the resource bank will be public information. Anyone will be able to view it.*
- How will The Bank work? How will this tie to the new state assessment?
  - *The assessments put into the resource bank after the piloting period will be considered exemplar assessments for the purposes of measuring student growth/learning and for using in an educator evaluation system. Districts ultimately will decide how they will utilize the recommendations that are put forward in the resource bank. The new state summative assessment is intended to be used as only one of multiple measures in the evaluation of an educator.*

### **Timeline**

- What is the time frame for evaluation of assessments?
  - *Assessments identified/created in this cohort 1 process will go on to piloting this fall for the school year 2012-13. Once piloted and peer reviewed they will go into the resource bank for use by all districts in 2013-2014. The plans are to continue to fill the bank, over the next 3-5 years, with multiple measures for all standards and all grades.*
- What is the cutoff for deciding that we have obvious gaps and we need to either generate assessments or provide guiding principles for the bank?
  - *Cohort 1 will have recommendations to pass on to the Technical Steering Committee by the end of the fourth meeting in Colorado Springs in May. Again, this is for the initial pilot, and is not meant to fill every gap at this time.*
- When will the new State summative assessment be unveiled?
  - *The timeline for the development and first administration of the new summative assessments is currently in the hands of the legislature, as it is funding-dependent. Final determinations will be more certain by May 2012.*