

Colorado Content Collaboratives

Cohort II — Meeting Three

Aurora, Colorado—October 24 & 25, 2012

Session Notes

Goals of the Meeting:

- The Content Collaboratives will focus on reviewing assessments and continuing to refine their process for use of the Assessment Review tool.
- The Content Collaboratives will provide *initial* suggestions for communication with practitioners about the work of the Collaboratives.

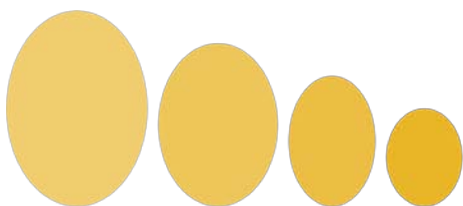
Introduction

This third, two-day session of Cohort II of the Colorado Content Collaboratives began with a brief presentation by Jill Hawley, Associate Commissioner of Achievement and Strategy for the Colorado Department of Education (CDE). Ms. Hawley emphasized the importance of the work of the Collaboratives and reinforced the role of the Collaboratives as beginning to populate a bank of assessments for each content area that will be available for local districts to utilize, as appropriate, for their instructional and educator evaluation goals.

The Work of the Collaboratives

By design, the vast majority of the two-day session was devoted to the actual review and recommendation process for the assessments gathered and presented to date for the P-12 content areas of science, math, physical education, health, and world languages. Teams from Career and Technical Education (CTE) were also present to conduct a parallel review and recommendation process for the CTE cluster areas.

The most significant issue that arose during these two days related the decision to Fully or Partially Recommend a given assessment. The issue arises when, as is often the case, an assessment has one or more items that the Collaborative members believe would be very effective in the assessment process for a given Grade Level Expectation for a particular standard, but not every item in the assessment aligns well with the standard. If designated with the Partially Recommended tag, assessments with some very good alignment and items may be overlooked by practitioners seeking only Fully Recommended assessments. Under these circumstances, it was agreed that such assessments may be Fully Recommended for the specific items identified but include explanation and qualification related to those items that do not align with the



standard(s) in question. This seems to be a more inclusive, positive approach allowing practitioners to avail themselves of a wider and more plentiful range of high quality assessment items.

Initial Suggestions for Communication with Practitioners Regarding the Work of the Collaboratives

An important part of the Content Collaboratives process will be communicating with practitioners throughout Colorado about how the Collaboratives went about their work, and how best to take advantage of the assessments that become part of the bank for each content area. Collaborative members have begun making suggestions for this process, and will continue to do so in our next meeting in November.

Collaborative members were asked to respond to the following two questions:

1. What do you want your district and school colleagues to know about the review and evaluation process?

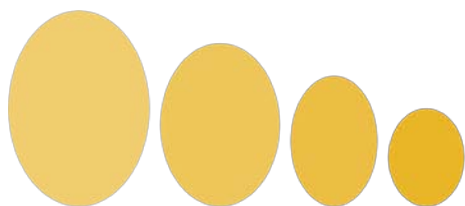
Sampling of Responses

- Amazing number of good assessments available for use by Colorado educators.
- The process was indeed collaborative – recommendations were not made in isolation.
- Research based and intentional.
- Valuable dialogue between colleagues. Agreement was established about what is valued in an assessment.
- Best interest of profession in mind, teachers in particular.
- The task to deliver these recommendations was hard work. Educators should take advantage of the training available about how to use the assessment review tool and understand the assessment review process to help them select the assessments that will work for them.

2. What suggestions do you have for your district and schools colleagues about the use of the assessments (both general guidance and guidance related to specific assessments)?

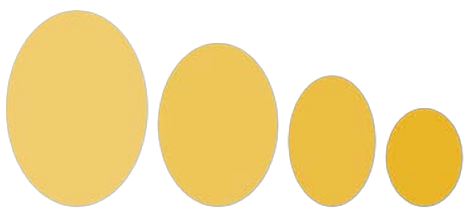
Sampling of Responses

- The assessments are samples, not intended to represent everything in the standards.
- These assessments are intended to support curriculum, not establish what the curriculum ought to be.
- Partially recommended does not mean the assessment does not have value.
- Teachers should actively select what they need for their unit or semester.
- Read the comments in the reviews to understand why an assessment was partially and/or fully recommended.



Next Steps

Collaboratives will meet next on November 14, 2012, to conclude this phase of review work.



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