

Record of Meeting Minutes

Date and Time of Meeting:	August 29, 2014 – 1:00-4:00 PM
Reporting:	Margo Allen
Subject of Meeting:	Assessment Work Group
Chair:	Elliott Asp

In Attendance: Floyd Cobb, Jonathan Dings, Larry Giddings, Jeni Gotto, Yu-Lu Hsiung, Stephani Duke, Amy Lobue, Pamela Osborne, Matt Pickering, David Platt, Mary Ann Roe, Holly Sample, Chris Selle, Stacy Stolen, Patti Turner, Johan van Nieuwenhuizen, Robert Williams, Dave Young, Misti Ruthven, Robin Russel, Elliott Asp.

1. Meeting Minutes:

No.	Discussion	Initiator
1	Welcome and Introductions	
2	Elliott gave a quick Overview of the last meeting and goals.	
3	Career & College Readiness Demonstration (handout) <ul style="list-style-type: none"> Four subject areas: English, Math, Science and Social Studies TCAP is gone. CMAS: 12th grade science and social studies to be given in November 2014 for the first time. 	
4	Cut Scores for CMAS: Science and Social Studies <ul style="list-style-type: none"> Elliott reviewed the approved cut scores for science (grades 5 and 8) and social studies (grades 4 and 7) for elementary and middle school. The cut scores are based on Performance Level Descriptors (PLDs). Cut scores are not available for 12th grade until the assessments are given the first time in November 2014 and then approved by the State Board of Education. Small Group Discussion (15 minutes): Consider the implication of this for our menu. Write down any questions that you might have as you review science and social studies. 	
5	PARCC Assessments for English Language Arts and Math – Grades 3-11 <ul style="list-style-type: none"> Performance level descriptors: There are five levels: Distinguished, strong, moderate, partial and no command of material. (This is a change from TCAP.) In reviewing the “Career & College Readiness Demonstrations” handout, a student needs a score at 4+ to be allowed into a college credit course. Reviewed the “Looking at the PLDs” handout (3 pages). For the Reading page, the reading material can be complex; students must pull out the meaning; for the Writing piece, the student must make a claim and support it; for the Knowledge of Language, it covers grammar and usage command. Small Group Discussion (15 minutes): Review the three PLD pages. Consider the implications of a 4+ in PARCC for our menu. 	
6	ACT/SAT Scores <ul style="list-style-type: none"> Subscores were established in order to identify the need for remedial courses in English and Math when a student enters college or next level of education. For a score in English of 18 or higher in ACT or for Math 19 or higher, it is assumed no remediation will be needed. Compares to SAT scores. Why these numbers? How were they developed? These scores were compared with actual student success in college (i.e., getting a C grade in a college class). The rule for colleges is that students will not be allowed to register for Algebra without a 22 in Math in ACT. Hard and fast rule – but it is possible to take other test or have the requirement waived. Also refers to career-based programs (i.e., welding). Elliott reviewed Cherry Creek data shown in the handout “CoAct S14 Principal’s Report.” For Cherry Creek the graduation rate is 90% but 43% are not college-ready. Remediation rate for CC is 30%. Small Group Discussion (15 minutes): Review this data. How can this be used as guidance to school districts to look at their graduation statistics? 	
7	AP/IB Programs <ul style="list-style-type: none"> Elliott reviewed handout on AP and IB Grading Scales. There are differences between AP 	

	(student takes college classes) and IB (student is provided an IB diploma).	
	ASVAB (Armed Services) <ul style="list-style-type: none"> • Chart compares with ACT and SAT. The ASVAB has 10 sub-tests but 50 is the composite score which shows the opportunity to go into careers after military service. • The number 50 is a percentage rank and opens the door to a wide variety of career paths. • Can be available to sophomores. Can be taken more than once (free). • Misti: We will delve into this in more detail at a later date. 	
	Concurrent Enrollment, ASCENT Program and gtPathways <ul style="list-style-type: none"> • Ian MacGillivray from the Department of High Education presented. • “gtPathways courses, in which the student earned a C- or higher, will always transfer and the credit will apply to gtPathways requirements in every Liberal Arts & Sciences bachelor’s degree at every public Colorado institution” (see attachment). • How does a student take these courses? The student needs to show college readiness with a score on Act of 18+ or Accuplacer (may be taken in 9th grade). Guidance counselors will be very helpful in deciding if this is an appropriate avenue for the student. • If a student already knows what degree will be pursued in college, the caution is that not every gt course will qualify for college credit. If you don’t know your future college path, just follow the gt Pathways. • A question was raised about whether concurrent enrollment is compatible with an AAS degree. Misti responded: There is nothing in state statute to stop concurrent enrollment for AAS. • CTE courses considered easier but may not qualify for BS or BA college degree. • Elliott: We will have a more rigorous discussion in future meetings on Concurrent Enrollment and Industry Certificates. 	
	Feedback from Small Groups <ul style="list-style-type: none"> • Do not see the need for CMAS assessments for 12th grade. Local assessments can be used instead. • Outside of CMAS, we question whether all of the other measures accurately measure attainment of CAS (Colorado Academic Standards). • AP/IB: Is it a valid measure for graduation? It only shows you are ready to enter college or you have completed a college-level course. • Rural districts have no AP classes or IB Programs or other advanced programs. Because of our limited resources, our students are at a significant disadvantage. . • Since Social Studies is already embedded in PARCC, why do we need CMAS? • PARCC: Every student can’t know everything or have mastered every standard. Pull from subcores rather than from the overall PARCC score. • Can we have a composite of the four areas instead of each one? • AP and IB – We question the numbers (3 above). Need to review those numbers. • ASVAS – need more information. • What are we measuring? Are these tests measuring the right things? • How to define Career and college readiness? • Be careful of unintended consequences. • Cutscores for CMAS – in the old system elementary scores were higher at proficient or advanced. This decreases in secondary. • ACT/SAT gives a similar approach to a definition of college ready. AP or IB seems more appropriate. Consider a menu that is broken out by discreet academic areas. Need a more holistic approach to define College and Career Readiness. • New definition of high school – seat time vs. competency. Competency in what? 	
	Evaluation of Meeting: What worked? <ul style="list-style-type: none"> - Working in small groups was helpful. Helpful to get different perspectives. - Small groups need a note taker that is not part of the group. - Note taking – view notes on line. Google Docs to take notes for consensus. 	
	Meeting ended at 3:50 p.m.	