

# 1. What would be the significant elements of an effective assessment system for PWR & secondary grade levels?

- Administered quickly; shouldn't take away from classroom time.
- Tied to authentic content.
- Provide incentive for student to do well – relevance and buy-in.
- Qualitative – may be different times or component of test.
- Measure growth over time.
- Sensitive to sample size – large v. smaller schools; results can be skewed.
- More than regurgitation of information – problem solving, analytical, life application skills, especially in light of PWR and life readiness.
- Should be untimed.
- Results available quickly; inform instruction.
- Objective.

- Relevant to school and student.
- Using existing products, e.g., ACT and ACT products.
- We need to identify the purpose of this assessment –how it differs from CSAP (summative assessment) and others.
- Flexibility – not one test for all schools on same day.
- Relevancy to students.
- Vocabulary alignment needs should be addressed.
- Pre- and post-test for year (fall and spring).
- Non-confusing directions – students and teachers.
- Align with standards.
- Good options for students with special needs – more accommodations.
- Should reflect 21<sup>st</sup> century skills and provide timely results – maybe provide results quicker for some parts of test.
- Transparent.
- Assessing college and workforce readiness – different.

- Oral presentations – how do you assess graduate competencies (as described in new standards)?

## 2. How should PWR & secondary grade levels be assessed?

- More frequent testing – use data from pre- and post-test to inform teaching.
- Encourage vertical testing – let students test where they are proficient for both below and above grade-level (“off level testing”).
- Encourage continuous advancement.
- Personalized student testing.
- Mimic and adopt longstanding assessments – military and business.
- Keep the end in mind.
- Social and emotional learning curve – high school transitions – how do we test this?
- Test when students are ready, not on state schedule.

- Verbal communication skills assessed.
- Online.
- Behavior skills – provide checklists, tools for instructors.
- Annual should show growth and not just proficiency – more precise results.
- No pre- and post-test every year; last year's "post" should be this year's "pre."
- Summative assessment in 11<sup>th</sup> grade doesn't necessarily match up with learning that occurs in 9<sup>th</sup> grade.
- Get quick results for some questions right away and understand rich results may come later.
- Situational and scenario testing.
- Test students in a variety of situations.

### 3. If you can't have everything, what components would you choose?

- Administered frequently.
- Relevant to student and administrator.
- Covering all content areas in rotation, staggering.
- No summative necessary – **formative assessments – must inform instruction.**
- **Show growth.**
- **Quicker results.**
- Flexibility to administer at different times for different students.
- **Critical thinking skills** and scenario testing.
- Interactive assessments – using video game technology; computer skills; hand-eye coordination; different levels; exciting to student; relevant and immediate feedback; motivating; get to

try again to improve (e.g., hands-on tasks, interactive, technology-based systems).

- Timing – inform instruction; should not take away from teaching time; practical (time during year, etc.).
- Transparent – teachers need to know what’s important.
- What are we assessing? What are we looking for? Need to identify this.
- If we have formative and summative, don’t need summative results right away.
- How do you standardize instruction when grade-level standards are not identified without standard curriculum?

#### 4. **What would be the optimal impact of an effective assessment system?**

- Needs to be as rich as AP, for students and teachers; assessment moves instruction and learning forward.
- **Meaningful to the students.**
- Fun and stimulating for students.
- Critical thinking – encouraged.
- Excitement in learning.
- Students filled with confidence and ambition.
- Life-long learning.
- Self-guided learners.
- Used to direct instruction.
- Valid assessment.

- Clear to students what they know and what they need to work on – self-direction and self-knowledge (life skills); builds accountability for students.
- Student gets results and knows what the next step is; student-directed; not about teacher about student path.
- **Empower students** to do something with results; guide their own path based on own strengths and challenges.
- Not about seat time; system has to allow for individualized plans.
- Incentive programs – allow and encourage students to guide own path; non-traditional students in a whole new way (e.g. ASCENT, concurrent enrollment, Fast Tracks).