

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

- Greater frequency of implementation, with rapid result; faster turnaround.
- Accuracy; validity.
- **Aligned to grade level expectations.**
- Early pre-tests (results to teachers right away) and late summative.
- Online delivery.
- Stop changing proficiency scale – measurement should be reliable and meaningful and consistent.
- If testing finished in Spring, should teaching finish year or start on next year curriculum?
- CSAP math – positive because you can explain answer.
- Shorten length of exam.

- Relevant for students.
- Opportunity to synthesize information; transfer knowledge in an authentic context, with application.
- Should demonstrate problem and critical thinking, task-based.
- More performance-based assessment – tied to real life, with feedback from others; blend behavior and content.
- Need to consider all different types of students – academic, work force, and military; should have unique tests.
- Basic skills should be emphasized on CSAP/summative.
- Vocational testing.
- Software utilization.
- Assessment results should be a credit-system; figure out a way to make it relevant and should incentivize students.

- Include open discussion with student/teacher; hands on to incorporate different learning styles.
- Student collaboration; maybe assess this way, too – groups.
- Should be relevant to parents – meaningful.
- 5, 8 and 11 CSAP-like tests – should pass test to move forward rather than pushed through (like FL).
- Financial literacy and life skills.
- Combination of formative and summative – various forms and deliveries to ensure all students can prove what they know.
- Job fairs; real-life experience (PWR); home economics; computer skills classes should be in classrooms.
- College-prep classes for high school students not taking assessments.
- Simulations.

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

- Check-lists of proficiencies for students, similar to teachers; ongoing, standard tests along the way; results stay with students.
- Break up different learning styles – to accommodate different students (e.g., vocational could have hands-on classes; college-bound students could have different opportunities), especially at transition points.
- Online –immediate feedback.
- Should be “on demand” when student is ready.
- Shorter.
- Mastery; student can retake until successful.

- Mastery of skills and performance; continuum of skills within mastery; makes more relevant, clearer.
- If student masters, student can move on.
- Active and ongoing.
- Consider an exit project with juried panel/experts – in order to move away from static performances; dynamic and interdisciplinary.
- Students should be accountable for results; results should be relevant to them.
- Get away from thinking that all students are college-bound.
- Thinking about life skills.
- Differentiated teaching – needs the same for assessments.
- Topics should be self-selected; relevant.

- Allow students to decide their path; be careful not to track students.
- Need to consider objectivity – especially for non-paper and pencil.
- Students should be able to interact across disciplines and cultures.
- Should include essay and constructive responses.
- ELA and special needs students should have unique assessments.
- Curriculum modules for assessments – check off lists as completed.
- Grading – in-state vendors, like teachers.
- Online/computer entries – results quicker.

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

- Hands on and choices– 3 forms or combination; summative and formative; online or simulations.
- Testing at different times of year; opportunity to retake.
- Assess real life skills.
- Relevant to any career.
- Should cover fundamentals.
- Immediate feedback.
- Test structure and language/wording important.
- Shorter tests.
- Focus on student success – **not punitive**; not such a focus on school performance; not such a focus on test but on student.
- Must be meaningful to students.

- Inform teaching.
- Results not linked to funding – teachers jobs currently related to test results; teachers don't want to be test administrators, they want to teach.
- Need to ensure that creativity and problem solving are encouraged and honored.
- Kid-friendly and parent-friendly terminology.
- Eliminate testing in all grades.
- ELL and special needs – provide for their needs.
- Gap between classroom and regular world words v. academic language should be accounted for.
- Fund schools based on material/resource needs rather than test results and student academic performance.

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

- Students learn in different ways; will acknowledge the differences among styles; application and access should be and will be different; current system is “right or wrong” – new system would allow for multitude of ways.
- Focus would be on coming up with an answer and showing work; justifying responses.
- Higher graduation rates; lower dropout rates.
- More students in workforce; ready and productive.
- More educated population; great state.
- Funding based on need, not tests.
- Mentoring and apprenticeships; collaboration among sectors.

- Stronger high school and postsecondary and workforce partnerships – all transitions.
- Less welfare dependents.
- Students more active in education and in society.
- Continual feedback will motivate students and inform teaching before it is too late; quicker interventions.
- Results passed along from high school to next level.
- Balanced; know standards by grade.
- Success and **mastery** for all students, parents, and teachers.
- Need for remediation eliminated.
- Job productivity enhanced.
- CTE model – high school diploma should be meaningful to public. What does it mean?
- Better prepared students.

- Assessment should be an equal part of the curriculum; embedded and ongoing.
- Ethical behavior.
- Regain footing in global society.
- People are lifelong learners.
- Material emphasizes relevance to real life.
- Feedback without calendar or party – invisible; part of classroom routine.