

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

- Relevance – align with ICAP.
- Authentic measure of “soft” skills.
- Adaptive testing.
- Quick turnaround of results – physical exam v. autopsy (formative testing).
- Showing growth – mental, emotional, academic.
- Performance-based – measure behaviors and content knowledge.
- Score-able results.
- Data must be accessible and available to student and teachers in a timely manner.
- Computerized testing and results – scenario provided for student to respond to.

- Opportunity for written and verbal responses.
- Integration of content and skills – various ways to assess and apply higher order thinking.
- Tied directly to standards.
- Frequency – maybe more than annual testing.
- Application of content –not just memorization (e.g., Senior project).
- Multiple content assessment where applicable.
- Flexibility of delivery methods for special populations.
- Culturally unbiased.
- Multiple measures and multiple times of assessing – specific and standardized.
- GE25 – General Education Council – standard content across schools; transferable content.

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

- Multiple measures throughout the year – monthly.
- Data should be available to schools before students register.
- Timing – all testing completed by December and results to schools in January.
- Mid-year testing – can inform teaching and learning.
- Shorter tests – not all day, big blocks.
- Results to learner and teachers –inform both.
- More integrative part of curriculum and standards.
- Electronic portfolio – P-12 – teachers have access.
- More creative exams – e.g., oral.
- ESL considerations.
- Test after every unit.
- Quick turnaround of results.

- Rubrics.
- No high-stakes testing.
- Prioritize what we want to assess.
- Give data to institutions of higher education, not just unique student identifier
- Can use career assessments as demonstration of skills/knowledge
- Create bridge between high schools and institutions of higher education.
- Start with targets/goals of higher education, and work backwards (back-mapping).
- Don't test everything, every year; spread it out; build from year to year.
- College Scope and ICAP, existing resources to test “soft” skills.
- Test multiple content areas – may help measure creativity.
- 6th grade – pre-assessment.

- 7-9 check points.
- 11th grade final assessment.

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

- Standards-based quantitative every year.
- Multiple measures for students to demonstrate competency.
- Results stay with student – tied to student throughout to inform learning, show growth.
- Performance/application-based.
- Technology, math, science, literacy, problem solving and critical thinking.
- Culturally unbiased – gender, ability, socio-economic.
- Combining content areas.
- Quick turnaround of results – real time.
- Get clear about how results are used – should be for students and teachers.
- Can't test everything, every year (do less, better).

- Better funded.
- Value in soft skills – incorporating in content areas.
- Use existing tools for assessment.
- Have a functioning data system – information connected to student throughout student path – P-20 pipeline.
- Demonstration of mastery available to higher education in advance of registration.
- Must be aligned and integrated.
- Formative for learner and teacher.
- Summative for higher education.
- Multiple assessments.
- Fairy dust 😊.

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

- One aligned educational system – K-12, higher education, and workplace would communicate and agree on expectations.
- Would bring all schools in alignment with a common set of standards.
- Students move at own pace; no rigid grades.
- **Eliminate remediation.**
- Knowledge for teachers, students, and parents.
- Students graduate and know they can move on to any next step in an informed and confident way; focused.
- Higher graduation rates; higher completion rates in college.
- Ed-utopia; world peace; happiness.
- Eliminate Colorado paradox.
- Planning backwards.