

1. What are the significant elements of an effective assessment system for PWR and secondary grade levels?

- Easier to assess content knowledge
- Like the explore plan and act alignment – predictive data, interest inventories that you get back on students, helpful
- Need rubrics to identify the levels of demonstration and language recognized outside of CO, e.g. portfolios, IB
- Progress monitoring needed, don't want one shot assessment opportunity only
- Involvement of teachers and students in assessment process
- Implement series of small tests
- Systematize about implementation
- Timing – if test is at the end of school year, it becomes punitive, early testing to allow for remediation
- Timely receipt of results in order to . . .
- Ongoing
- Competency-based
- In the spirit of improvement not punishment
- Professional Development – current and teacher prep
- Statewide view – may be challenging
- Begin with end in mind
- Support of community, administrators, parents, not top down
- Shared sense of expectations of results

- Embedded in curriculum
- Cost efficiency
- Relevance – PWR and 21st century readiness
- Accountability for students – for teacher performance
- Multiple types of assessment – portfolio, entrance for college
- Value-added model – feedback and results used; how can we use feedback to evaluate teacher effectiveness

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

- PWR – portfolio to assess “soft” skills, high school, centralized way tracking, likely online
- Perhaps include community service requirements, service learning
- Difficult to assess these skills (like work ready) – observation-based, subjectivity
- Rubrics of how to assess – need to be standardized and calibrated to allow for consistency
- Online – immediate feedback
- Outcome measures – curriculum should be aligned with the outcomes
- Allow for different ways to show outcomes
- Back mapping
- Need to recognize learning is recursive – students don’t just finish one grade and move on with X amount of knowledge, assessment can help measure this.
- Need for students to be able to show what they know in different ways, different learning styles
- Teaching styles no longer guide learning, but rather types of learning
- Assessment should be moved in the year – and timely return of data – current CSAP too late no longer relevant results

- Progress monitoring – state can help with benchmarking, help local standardized
- Need funding for assessment – especially if we implement portfolios (they are more expensive); more resources needed
- Accountability for students – esp. learning and behavior skills
- Multiple people input on assessments, portfolios
- Don't want a negative impact on teaching/classroom, when you take money for assessments, takes away from money for classrooms
- E.g. Math TV website – volunteer basis, opportunity to create and share knowledge and leadership, podcast, blogging; nurtures skills and content in one activity

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

- Low to moderate cost
 - Align and mapping
 - Involvement of all stakeholders – parents, administrators, teachers
- Remediation – can go back
- Moderate to high cost - PD and portfolios, may even be used to get into postsecondary institutions
 - Must be useful information for teacher and student
 - Growth and progress monitoring very important
 - Assessment frameworks must be consistent
 - Feedback built-in for teachers and schools
 - Needs to mean something to student – help with planning next steps
- Data collection as true picture of student ability and not multiple choice
- Comprehensive formative assessment – even if district has to contract it out
- Adaptive to student progress – based on student’s plan not class or grade-level driven
- Each district had its own plan for soft skills, and certified by CDE, allows districts to decide what’s best

- Assessment banks – resources for districts, provided by state, rather than to vendors, working together will allow for efficiencies among districts
- Postsecondary and secondary join together to assess administration
- Meaningful to higher ed – students shouldn't need to start over
- Maybe use existing assessments that make sense to higher ed; either way, results need to be meaningful
- CDE should hire teachers to help build an assessment bank
- New standards should be the framework for the new assessment system, need to be one document

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

- No need for remediation
- Colorado no. 1
- Reduce drop outs; have higher graduation rates
- Better retention rates at postsecondary levels
- Better trained workforce – attract businesses to CO
- Assessment part of system – streamlined
- Continuous improvement
- Informed community
- We won't be here!!!
- More homegrown higher ed students
- Economic gains in communities
- Less prison inmates
- Consistency across the board
- Improved teaching, learning, and communication among teachers