

1. Significant elements of an effective assessment system for PWR and secondary grade levels:

- Quicker response time – get info back more quickly.
- Feedback quicker.
- Useful and quick, immediate feedback and interventions.
- Timely results.
- Timely feedback – to teachers and students.
- Performance-based and instant feedback.
- More levels of assessment – not a one-time event.
- Ongoing – not one-time event.
- Multiple uses – for students, teachers, schools, and districts.
- Technology-driven – not just multiple choice but allow students to write; use short answers, etc.

- Have different formats – multiple choice, short answer, etc.
- Offer different formats.
- Allow students to demonstrate different learning styles.
- Skill integration – reading and writing integrated in content areas.
- Make sure students have buy-in – like “gaming” levels.
- Student motivation – what’s in it for them?
- Teeth to the test – for students.
- Needs to be meaningful, relevant to students.
- Show growth.
- Dynamic – show student path and where they are going.
- Competency-based.
- Holistic picture of learning – not just topic areas – art, PE, etc.
- Competency in multiple areas – specials (art, music).
- Valid and reliable.

- Aligned with postsecondary assessments.
- Work keys.
- Shorten test time.
- Scaffold when and what subjects – vary timing.
- Cultural sensitivity and awareness – especially for English learners.

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

- Need interventions associated with assessment tools – scales not as important as changing instruction.
- Link to remediation – must be responsive.
- Ongoing and shorter bursts of instruction and testing.
- Shorten length of test.
- Eliminate time limit of test.
- Collaborative test items – especially PWR – small groups.
- Capstone and portfolios could be piece of system – mixture of projects: paper & pencil and performance combined.
- Multiple ways to take test – electronic and paper & pencil.

- Critical thinking needs to be emphasized – help familiarize students with tests other than bubbles.
- Online and when student is ready.
- Multiple opportunities.
- Embedded tutorials.
- Electronic portfolios and exit interviews.
- Ongoing – more frequent with timely feedback.
- Multiple formats.
- Taken when student wants and can be taken again.
- Differentiation among grade levels (may help motivate students in high school).
- Differentiate based on career path.
- Check out existing assessment tools.
- Use existing test data – already happening in the classrooms, ongoing.
- Involve stakeholders – especially business.
- Informs practice.

- Adaptive – student-driven.
- Should not be punitive.
- Should be about growth not labels.
- Student should be producers – related to their lives and relevant.
- Extended growth – advance upon proficiency and mastery.
- Exit test can be retaken.
- If assessment is relevant, student will be interested.
- Must be able to demonstrate knowledge and skills.
- Need to consider technology needs of schools for online assessments.

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

- Tension between timely feedback and interventions – balanced with higher level thinking demonstrations (want both).
- Timely results – to measure growth and provide feedback.
- Instant feedback.
- Timely but not just multiple choice.
- Share best practices among schools.
- Maintain meaningfulness of test – holistic view of learning.
- Honor the fact that learning is a process not just the product.

- Authentic – show work, how students got to the right answer.
- Show growth.
- Should inform instruction – data should follow the student.
- Common database of test results – all stakeholders have access to results.
- Need teachers.
- Retain current tests – e.g. NWEA and supplement with other assessments.
- Smaller components.
- Focus on growth not punitive.
- Multiple options and a wider testing window.
- Embed in instruction – not an event.
- Need to preserve growth model.
- Student buy-in – answer the question: Why should I care?

- Online.
- Formative.
- Ability to retry tests.
- Connection to real world skills.
- Not just electronic.
- Culmination of courses – driven by student.

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

- Student buy-in – values of self-awareness.
- Parent celebrations.
- Not based on fear and anxiety.
- Move toward proficiency by students.
- No secrecy – access to all stakeholders.
- Don't need remediation at college level.
- Reduced remediation.
- Higher Ed would not need to remediate.
- Intervention at point of impact.
- Regular and consistent progress across the board.
- Students feel they are learning and teachers feel valued.
- Model for motivating new learning.
- Raise overall performance.

- More students would be enjoying next step after high school – work, college.
- Students would look forward to assessment – they can see their progress, set goals, own results.
- Students would set goals.
- Enhance learning, not just measure it.
- Students prepared for PWR.
- Children not disenfranchised.
- Other states will want to be like Colorado.
- Data could inform instruction in a positive way – teachers want data and use them on a daily basis.
- Data would be used to inform instruction.
- Data results available to all stakeholders – it's meaningful.
- Teachers – use data to make decisions for tomorrow; decisions are based on results from today.
- Principals – would work with teachers to get results.

- Districts – inform support and services and replicate success.
- State – data analysis would happen often enough to get information back to the districts as needed.
- Fill achievement gap.
- Supports continuous improvement.
- Motivate students.
- High school diploma would mean something.
- US would rise to the top of international benchmarks.
- Collective ownership and understanding by all stakeholders.
- Teachers would be more like a facilitator.
- Common vocabulary and understanding of assessments across the state and with stakeholders.
- Teacher and student discussion based on growth.
- Fewer gaps.

- Better partnerships among K-12, Higher Ed and business.
- Kids are ready to go where they want to go.
- Federal funding not tied to assessments.