

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

- Strengths of current tests – Accuplacer, ACT.
- Need life skills assessments.
- Performance.
- Relevance.
- Balance.
- Frequency.
- Several small assessments throughout the year with one large end-of-year exam.
- Pre- and post-tests would better gauge student progress.
- Avoid factual questions that require long-term memorization.
- Align with standards.
- Provides detailed and focused information.
- Relevant – real-life skills.

- Allow students to express themselves in various ways.
- Ties in with/assesses teamwork and leadership skills.
- Immediate feedback – diagnostic, meaningful.
- Test questions that go across content areas.
- Scaffold questions.
- Group projects are a key element – CTE connections, work ethic, civic responsibility needs to be assessed.
- Electronic tests (online).
- Teacher feedback.
- Traditional and nontraditional assessments (i.e., portfolios, community projects).

## 2. How should PWR be assessed?

- Form must follow function – all assessments may not look the same.
- Avoid multiple choice – real-life.
- Depth of student learning.
- Frequency – within grade level and between grades (growth).
- Immediate feedback and interventions made possible.
- Multiple forms of assessments.
- One-on-one interaction, interviews – measuring personal skills.
- Testing in short bursts.
- Use of technology.
- Written assessment should measure workforce skills.
- Subject specific (e.g., NY Regents exam).
- Incorporating external people to assess (e.g., panels).

- Demonstration opportunities.
- Content v. interests, special needs/interests – individual student plans.
- Empower students – accountability, link to graduation requirements, relevancy, more choices needed.
- Empower teachers to make assessment form decisions.
- Student should be able to conclude work in area once mastery has been expressed and get to move on to the next level.

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

- Shorter and “less painful” – integrating into lessons, not “stop, drop, and test.”
- Shorter, more frequent, and convenient.
- Critical thinking.
- Quickness of feedback.
- Community service.
- Computers; simulations; provide scenarios to cut across all skills (writing, reading, and thinking).
- Ability to navigate problem solving.
- Effectiveness of assessments needs to start with real world applications and work from there.
- Immediate diagnostic feedback – needs to be on students time, in the context of students own expected outcome.

- Flexibility in administration of assessment – more frequent but not too much; led by student learning; built in coursework and timeline.
- Reliability and validity of data.
- Content is not an end, but a means to an end – assessment should be real world application of the content.
- Must reflect growth.
- Timely, specific feedback that is relevant to teachers, students, and parents.
- Authentic, relevant concepts.

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

- Inspire relevance to students – reflect personal growth; students have ownership; don't want it to be too pressurized (high stakes).
- Engaged learning is the norm.
- Student responsibility for learning and results.
- Self-regulated learners.
- Inform instruction and learning process.
- Teacher-driven, collaborative, district-level.
- Students could graduate with meaning behind diploma and respect in community – diploma means something depending on multiple pathways.
- No more remediation.

- Enhance education system – more feedback, more meaningful instruction and teacher professional development, teacher education programs.
- Time is variable – not just seat time.
- Identifies strengths.
- State has clear purpose for assessment system.
- Assessment as learning tool.
- Achievement gap addressed.
- Assess teacher performance.
- Happiness.
- Buy-in and support from students, parents, and teachers.
- Engenders responsibility.
- Restore **confidence** and **value** in the P-12 system and new index – PWR and citizenship outcomes for all stakeholders (esp. students).
- Engage adult learners in educational continuum.