

Albuquerque Assessment Stakeholder Feedback 3.21.2019

<p>Students</p>	<p>Format of test should be visually engaging with graphs & stories Less memorization and more critical thinking Semester and grade comparison on report cards List of what needs to improve and how to improve Login system that is easily accessed by everyone, including students – could include behavior If tests are times, students feel pressure that results in lower results Making the assessment itself a learning experience that isn't stressful – meaningful and applicable to real life Review period for teacher or other educator to show students how to read the results Breaks when it is a long test Some tests show pressure rather than learning Have comments, not just scores – an explanation of where the error exists Simple language that is universal If test is on computer, make certain the computer/program is working to prevent technical difficulties</p>
<p>Parents</p>	<p>Timing: summative at end of year, interim are quarterly, teacher created monthly Summative exam results need to be available before end of year so parents can discuss results with teacher. Consistent reassessment for students on IEP; following up if exited off IEP Immediate intervention when results show need on assessment Format: communication with parents Consistency on criteria and scale, assessment should use same standards Summative ISR should have clear visible representation with no education jargon See progression from year to year More depth rather than broad range of standards Culturally linguistic – universal design, responsive to students who do not speak English, every kid should be able to access the material Be able to retake the test to reduce stress Holistic assessment that included social and emotional wellness Not be punitive towards students to teachers, use to celebrate strengths and addresses weaknesses Helps conference between parent and teacher about child's progress and needs – could be less informal than SAT. Provides equitable access to education; follow-up to ensure student success Machine graded results could come in before hand-graded results</p>
<p>Elementary Teachers</p>	<p>Summative assessment: results in a timely manner Consistency across K-5, not different assessments (but age appropriate) Linguistically & culturally relevant and accessible by all True content test and not a test that is dependent on language proficiency</p>

	<p>Spanish Language Arts be used in accountability towards school</p> <p>With results received before end of year, quality professional development to determine where students need interventions</p> <p>Test should be aligned to standards (summative & formative)</p> <p>Age appropriate for younger students – computer based assessments might not be; more teacher based assessments might be appropriate</p> <p>Professional development to improve instruction using assessment results</p> <p>Professional development to communicate with parents about assessment results – so it can line up with teacher formative assessment communication currently being used</p> <p>Results that are longitudinal</p> <p>Standards are broad – not able to go as deep as needed</p>
<p>Secondary Teachers</p>	<p>Specific, sensitive, meaningful, timely data is needed to improve student instruction</p> <ul style="list-style-type: none"> • Sensitive item would help determine (target) where in the concept/process the student is needing improvement/intervention • Specific: not just saying “trouble with functions” where there are 74 functions <p>Data that dives deeper into students results</p> <p>Results that measure growth, an individual or year to year of same class – not cohort to cohort</p> <p>Rigor – currently EOCs do not have consistent rigor</p> <p>Communication to all stakeholders (student, parent, teacher, etc)</p> <p>Classroom, standards, assessments all need to be student-centered</p> <p>Reciprocal communication</p> <p>Culturally & linguistically responsive: teachers need to be involved in creation of test questions but hire people who can create items for students whose first language is not English.</p>
<p>Building Administrators</p>	<p>Immediate results, get the data right away</p> <p>Needs to be based on standards, but deep enough to understand BOY (beginning of year), MOY (middle of year), EOY (end of year)</p> <p>Statistical pairs – how are we compared to other schools in district, state, nation?</p> <p>Be able to look at a school with similar demographics to see how they are improving</p> <p>Special needs and English language learners students need to access so they can show what they know</p> <p>Based on college and career readiness</p> <p>One month would be good turn-around time</p> <p>Reports that are understandable to all who will read it (students, parents, teachers); break-down to standard</p>
<p>District Leaders</p>	<p>Results need to be timely and actionable</p> <p>Interim results that teachers can use for analysis</p> <p>Summative can be analyzed and customizable</p> <p>Front end platform; able to upload rosters of students</p> <p>SAML (universal login)</p> <p>Standards performance by domain</p>

	<p>Data compatibility; Longitudinal data Comparable between schools, districts, state, and nation Data by demographics Nest-steps and learning targets On-demand; can take assessment at any time Computer adaptive grades 3-8 (consider time) College entrance exam for high school graduation PSAT for grades 8-9, PSAT for grade 10, SAT for grade 11 EOC model – STOP (use for knowledge assessment, not teacher evaluation) Depth of Knowledge is not deep due to multiple-choice. Integration of science, math, and language arts on assessment One portal (platform) so students take the test the same way and are familiar with the platform Common accessibility on platform (human reader, text-to-speech) New Mexicans need input into creation, plus experts ensure it is culturally relevant; literature selection be culturally relevant to NM (not a story about an ocean voyage).</p>
<p>Business, policymakers, Tribal representative, advocates, higher education</p>	<p>Culturally relevant needs to be defined better by PED in order to have the assessments meet this requirement. Not necessarily computer assessments; portfolio and performance based might be better Standards should lead Teacher support for locus of control Test must be reliable (which also means age appropriate) Teacher must completely understand the student situation/home life (for reliability during all assessments); holistic understanding of the student Needs-based assessment that will address the whole child (social-emotional, cultural, along with standards) Skills-based or project-based to prepare children for real world Tool to provide intervention rather than qualifier Address special needs (both struggling students and gifted students); possibly through accommodations Data reported must be accurate (consider mode effect) and submission needs to be accurate What is the goal of accountability? (don't let the assessment influence education; should be education influences the assessment) PED holds schools accountable AND communities hold PED accountable (shared accountability).</p>