

Assessment Stakeholder meeting 3.25.19 Artesia

<p>Elementary Teachers</p>	<p>Longitudinal data by student—knowing the student’s history, for all years, so we don’t spend time at the beginning of the school year researching. Data needs to be available upon the onset of the new school year, need to see in-depth data of students coming to us to plan classrooms for the school year. Skills and strategy mastery report—we need to see skills and standards students have mastered in the past, and which skills and standards they need to master. Available data in real-time. Results must be available immediately. Student-specific profile. We need their history and know what skills students need at our fingertips. Reduce the number and frequency of assessments. We tend to over test, so there is little time for instruction. Little time to dig into data before another assessment is coming up. Reduce lost time and reduce student anxiety. When students test beyond what they have been instructed in, students shut down. One assessment to serve many purposes. Have one assessment for SATs, IEPs, predictor of summative assessment, etc. One test for all. Transparency of student achievement goals at the beginning of the school year. Need to know those goals prior to instruction. Differentiated student achievement goals. Many students are not at grade level, should not be forced to take a grade-level test. Instead, test for progress. Assessments at student-level not at grade-level (special education). Ability to document external factors—such as chronic absenteeism. Not fair to teacher and school district to hold that student’s score against them. Classroom formative assessments suffer from over testing—and these are the most useful to teachers, formative testing suffers when students have too many other requirements. Assessment language should be culturally and developmentally appropriate. Owls are taboo in some cultures, for example, and should not be included in assessments. Assessments should be reviewed for this type of bias. Formative, interim and summative should be correlated, and not working against each other. Reflection Questions: What constitutes adequate growth on a student-specific level? Where is all the data going? Which data do I use? Which data is useful and what purpose is it used for?</p>
<p>Secondary Teachers</p>	<p>Relevance—in particular EOCs, teachers are giving tests on things they don’t even teach. Assessments should be relevant to instruction. Students should not take tests for courses they haven’t fully taken. Tests should reflect standards actually taught. Sensitive to cultural issues.</p>

	<p>Timely feedback—no more than a month for writing and immediate feedback for multiple choice questions.</p> <p>Clarifying standards by grade level, with sample questions released, to build common understanding. Tie questions to learning objectives, and include exclusion statements about what is out of scope.</p> <p>Rubric for writing covers 6-12 grade, and that’s not beneficial for students.</p> <p>Special education modifications—they need to have fair, relevant and logical assessment that aligns to classroom instruction, and testing students at their relevant grade level.</p> <p>Need growth reports, student and classroom reports.</p>
Administrators	<p>Timely results—need a results dashboard to see student scores, and be able to see longitudinal results.</p> <p>Need results back on summative test before the next year.</p> <p>Test the student on the level that they are at, with broader bands (outside of grade level testing). Need those for longitudinal growth, and trends.</p> <p>Test should focus on standards-mastery, not test taking skills or reading comprehension.</p> <p>Question difficulty—it should not involve trick questions.</p> <p>Translate tests appropriately into alternate languages—EOCs are not officially translated. We don’t want to test ability to read English, we want to test ability to do the task.</p> <p>Fewer days of testing and shorter tests.</p> <p>We would like a common interim assessment IF it predicts summative. Interim is where the power is, summative should be ultimate formative assessment.</p> <p>Assessment system should not be punitive. The problem is not the test, it’s how the tests are used.</p> <p>Trust the districts to determine demonstrated competency for graduation.</p> <p>Detailed blueprints on what is tested—give us a skills checklist. Also include skills checklist on student reports—what students know and are able to do by skill.</p> <p>When the standards is broad, what is the skill?</p>
Policymakers, Higher Ed, Advocates	<p>Timely results. Receive results in time for teachers to use it as a tool for adjusting instruction, and admin decision making.</p> <p>District, level, school, grade, classroom, students, subgroups disag. Trend data over time, to inform practice.</p> <p>Want to hold bar high for student achievement, but incorporate student growth.</p> <p>Assessment literacy—are teachers being trained in assessment literacy?</p> <p>Timely and high-quality PD for educators on the standards—do we understand what the standards are?</p> <p>Easy to read results. We need to know what it means and can take immediate action.</p> <p>Alignment between interim and summative assessments</p> <p>Instructional supports and materials for teachers that support assessments.</p> <p>Alignment between hs assessments and college entrance. Are students hs assessments correlated to college entrance and are they ready?</p> <p>Use results to drive targeted PD. Assessments should be tools to support teachers and students. PD should be target to teacher and student needs.</p>

	<p>Accountability for district leaders to ensure we're making great use of assessment data. "Based on this data, this is what we are doing to support students and schools."</p> <p>Must be aligned to standards.</p> <p>Equal access to technology, make sure that assessments are implemented appropriately.</p> <p>Shift mindset to celebrate (!) assessment. We need to not talk about assessment in a negative way. Let's use it as a tool to help students and teachers succeed.</p>