Assessment Community Stakeholder Engagement Meeting Bernalillo 3.18.2019

Community Members	Comparability—be able to connect past to future Be culturally relevant for students Proficiency vs. mastery-- & how does that tie to competency based assessment Tie the system for CTE and STEM Mapping our measurement to skills needed for employment, college and military ROI—how do we know that the $ we are spending are getting the outcomes we expect Comparable to NAEP. How often? – for CTE and business – as often as possible, communities—interim assessment to ensure students are on track—policy – need the summative assessment data. Assessments should be "just another day" shouldn't feel like anything other than good instruction Want to engage student voice.

Teachers	What information do we need?
	   Timely, relevant standards-based results
	    Demographic and normative data to address individual needs
	    Broad opportunities for students to show what they know throughout the year. Can we use multiple ways to measure student progress, including project-based.
	Short cycle assessment—need timely information
	Growth model/asset-based model rather than deficit based model
	User-friendly terminology
	What questions do you want to answer?
	What s their beginning and ending knowledge (and also a mid)
	Real world knowledge/application
	Infer the broad strokes of student needs
	What are the next steps for students to be successful
	We want to be able answer an immediate questions throughout the year.
	What info on score report?
	Focused on target results that address educational diversity—addresses students at all performance levels, as well as EL etc, and integrate diversity into the assessment. (curriculum, instruction, and assessment). Integrate pre-academic learning, identity and community values.
	Access real-time flexible reporting breakdown of item analysis, and feedback for goal setting, not just leveled data
	Statewide unified pacing guide especially for short cycle assessment, based on student needs.

Administrators	Systems conversation: Feels like (formative) – local control and locally owned. Non threatening and not high stakes. Interim—local accountability how to use that should be determined by local authorities, summative—state accountability Need quality professional development (formative) interim—need connectivitiy between interim and summative. Summative should have a companion interim

	that comes with it. Give quick data and has a lot of flexibility, and has an item bank for local use. Summative – provide PD and a practice platform. Drill down reports to do deep dive on student reports – to communicate information. Parents reports broken down by skill w/reinforcements Clear and concise teacher and parent reports PD for teachers so they can scaffold. Accessible and understandable info for all stakeholders Define the "why" for parents, students, families and teachers, etc Administrative support to change the statewide culture. Moving from high stakes to positive urgency Data that compares like schools and provides networking opportunities. PD around assessment literacy for teachers, parents. How do use assessment to improve instruction Holistic view of students – more than just a test score. Various forms of data growth based as well as proficiency data. Common scoring structures and rubrics—to have common expectations for students. Shorter, faster and on demand assessment tools with PD to a teacher knows when its appropriate. Build the base or an entry/point baseline to but scaffold so the questions can build complexity to measure what the student is capable of.
Parents	Purpose of assessment—is it for student improvememnt (hopefully), improve instruction, or is it punitive. How can it value our students—use mixed methods. Timeliness of results—we need to know how to help our students. High stakes vs instructional assessment for learning. High stakes—causes anxiety—are there negative consequences, and do students understand what those are. Standardized tests can be useful. Want students to be college ready and "globally dexterous" Need to not over-test. Can you combine tests, instead of so many different ones Culturally and linguistically responsive testing. We want to know how to help our children ASAP, not in two parent-teacher conferences or between spring test to fall. Tests need to help parents understand what home support needs to look like Need user-friendly reports to help parents understand results, and how to help. Alignment of assessments and standards—there is a misalignment. Teacher-driven input/empowerment in helping PED determine assessments that are most useful in instruction. Our teachers know best in how to see our children's performance. Testing industrial complex. Popcorn pedagogy—there are changes every three years. What is the pressure of publishing companies and their influence on the state for tests, curriculum, books, etc. Equity/Fair – all children should have uniform quality education. Types of testing how are they used and for what purpose. Year-end, summative, normative/comparative, all can lead to over testing. Mode of test—how much time is being spent on teaching children to take test?

	Better communication between teachers and parents—maybe more conferences, or conferences right after assessments. Those children that need more help, we need more than 2 parent teacher conferences. We want any child to be their whole self. Children should not have to choose between culture/community and college readiness, they should be able to have both.