

Deming Report Out -March 2019

<p>Students</p>	<p>More explanation about taking tests. Teachers need to be able to tell students what to expect and what is on the test for review. Students need a clearer vision of what to expect. Prefer paper and pencil test More review before the test. Access to math formulas One test a month instead of five in one month. Five in one month is overwhelming. Tests that are similar can be given together (ie. Science and math) it will be easier to practice and more effectively take the test. More connection to what we are learning in class—grade level content. Teach the standards that are on the test. More practice Stressballs to help students focus. Prefer dividers on desks to limit cheating Screen color options More review before eocs. Breaks during the test to help focus (2-3 breaks or one every hour) More healthy food to eat before tests. More time to study in class Graph paper options More RACE questions instead of essay. Less explaining work on the math portion of the test. Explaining work causes more fatigue. Students don't want to be marked wrong for using different formulas if they answer is correct. Outside breaks Buddy systems for studying tests—students could help each other understand the test. In class and after school tutors A study guide from teachers. The key points that students need to know so they can study, could help improve test scores. It would be better if subject matter teachers could give the study guides and test.</p>
<p>Parents</p>	<p>Knowing the grade level of the student and getting teacher feedback on the results in a timely manner. Need data before May/June. Alignment with national statistics and college entry exams. Are they prepared for ACT/SAT? Less focus on high-stakes. Students are stressed before testing because teachers are stressed. Teachers should not be evaluated on testing. Concise grade-level questions—questions are too long to be indicative of what a student knows. Culturally and geographically aligned. Some students can't relate to questions being asked. More flexibility in choosing alternative assessments (college route, career route, assessments for Spanish-speaking students). There should be more ways to choose assessments and opt-out Assessments shouldn't be used to move up students and for honors placement. Less testing and more class-time.</p>

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	<p>The results from the test comes back at the end of the year. We need more communication between teachers/admin and parents. Need follow-up, resources, etc.</p>
<p>Teachers K-5</p>	<p>Formative should be as important as the summative. Need to have a balance of both within the year. Should be purposeful, highlighting progress as well as proficiency. No color labels to mess with student's belief in ability Alignment to standards for mastery instead of exposure. Should be developmentally appropriately More differentiation for each student and respecting growth patterns. Immediate results and feedback (within 6 weeks) to make instructional changes. Need culturally and linguistically appropriate Transparency for students to track their own growth Focus on growth. Differentiated to student ability (especially sped and alternative assessments). Realistic time-limits (specifically for istation, more than 5 seconds) Beginning, middle and end assessments Meaningful instructional tools to assist assessments, drag and drop, keyboarding etc. For EOC's – what does a student do with an EOC? For example , EOC for PE is given at the end of 4th and/or 5th grade. Our standards are K-4, and 5-8. There is a discrepancy there. There is not currently a performance component—but it has been taken away. Students have to think about how to perform a skill and answer it in multiple choice. Students don't get their scores back, I don't see scores until the very end—there is little student buy-in. Need a pre, middle and end. Multi-intelligence assessments. Not all students fit into the same box of learning. We want to showcase all of our students. K-1 summative – need a paper copy for all grades. 3rd grade, we need as transitional test away from learning to read, and into read to learn.</p>
<p>Teachers 6-12</p>	<p>Test needs to be equitable and useful to students. There needs to be accountability. If it is not tied to promotion, there needs to be concrete steps for students to follow to proficiency. Questions need to be culturally and linguistically relevant. Need a break down of skills report. Accomodations need to be outlines. State-made pre-assessment and state-made post assessment. Within year growth, results broken down by standard. Want access to tests. State to teacher, bypassing district. Why are students taking multiple tests? One state test that should build to the ACT. EOCs for electives need performance based tasks. All subjects should be tested 3-8. 9-12 use ACT. What interventions are we offering, what are we doing with results?</p>

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	<p>Accommodations should be available for any student, based on need, with justification. Paper-based testing options should be there—not all students have access to technology.</p>
<p>Administrators</p>	<p>Teacher and Student friendly School to school comparison, at the same level Authentic test Broken down by teacher, grade, and content Trend data School wide/ district gaps Cohort data Results in real time, student results See questions to be sure alignment is happening What is on the test Did we close achievement gaps? Did we improve subgroups How do parents support students? VAS is not valid What are student gaps We want to be able to look at teacher performance for improvement Inferences: Predictive, raw scores v scale scores Mode of comparison Statewide interims that are predict for summative What reporting? Sample questions for parents and teacher to show what parents can work on Percentile rank of where students are compare to peers EOCs broken down by stand and student for student reports Growth by grade level Compare student to school, district, and state Access: Created for all languages representative of NM State assessment to collect data rather than several to get one piece of data Alignment across the state for migrant students Mandatory computer class in elementary Tiered assessments geared towards Special Education students</p>
<p>Community</p>	<p>Policy advocacy Understandability of results for all stake holders Transparency Faster turn around Many formats, languages for reports Teachers involved in design Various methods, formats for local resources for helping students Growth and proficiency results What is the rationale behind the measure of the test? Less testing Teaching and learning styles into account</p>