Assessment Stakeholder Engagement Meeting – Gallup 3.19.2019

Parents	Information that is most useful: growth over time should have a national, local (district/state) comparisons, ensure college and career readiness, communication tools—district can support schools to share with parents. How to support parents—there is a lack of communication currently, need better tools to communicate with parents—how can we help support our students – what tools can we use—how can students use data to grow and help themselves. What tools can we give to afterschool programs to support students. Use data to create afterschool programs that support student needs. What do we want to be able answer? We want to be able to support students. I would like to infer if the school/district is not performing well, if there is a lack of consistency, that teachers lack specific skills or support, ratings between local schools, districts, across the state. Normative/longitudinal data needs: need to share data when students are moving schools, need consistency, clarity: need symbols and colors to help me understand where my child is. Providing feedback in multiple languages, district responsibility to make data accessible. State should provide guides and authentic work exemplars. How often? Three times per year (BOY, MOY, EOY) By the middle of year, a parent should have information of where the student is (status report). Data should be broken down for immediate use. Minimal testing. Keep geography in mind on the types of questions asked, keep them school-based, real world, but relevant to students. Be cognizant about time of testing. Information about parents' rights—what data is being collected, and shared? What can I opt into/out of? How do tests scores reflect on students with IEPs? Are the test data appropriate and how can we help them?
Teachers	Easy access to all data (BOY, MOY, EOY) for all teachers and contents. Test should be adaptive and adaptable. Fair to all students, culturally, linguistically, geographically, relevant. Students with disabilities. Grade level equivalency not just proficiency. Need to be able to show growth regardless of proficiency. Vertically aligned to standards to show longitudinal growth and standards. Reports that aid instruction State aligned interims available as a resource. K-2 math assessments. Istation assessing only foundational skills (comprehension, vocabulary, phonemic awareness, spelling, text fluency, etc) students not asked to write to answer multi-part questions, comprehensive and analysis questions. Question should not always have part a and part b.

	Results need to be meaningful for all stakeholders. Backwards planning to a standard, not the test. Test currently requires typing/technological proficiency/ utilizing equation editor. We need to talk about curriculum consistency.
Administrators	Stay with Common Core. Stay with evaluation system, essential for growth of profession and student learning. PARCC was a solid assessment: possible changes—item analysis—reports should be by standard, item and teacher. Reports need to be parent-friendly. Need aligned interim assessment system with blueprints/test banks for creating local assessments. (timelines for teaching the standards) Interims should spiral standards across the tests. Standards should address all subjects and align to EOCs. Assessment deltas: Untimed tests, culturally appropriate to rural communities, decrease the length, performance indicators to identify proficiency levels (more detailed information on what students were able to do.) We test literacy in k-2, but why not other subject areas—math, science, etc.
Community/Business	Needs to be culturally relevant to students & communities. Measurements need to embrace multiple ways of knowing: language, portfolios, literacy. Assessment should be backwards planned from colleges/career/work Results need to be accessible to stakeholders—transparent, family friendly, youth friendly. Kids need to know where they stand on the assessment. Reduce and consolidate overall testing. Reduce stress of assessment for teachers and students Data throughout the year – including student skills (such as financial literacy) and progress. Accessible in multiple languages, with assistance & accomodations in native language/images, should mimic instruction Needs buy in-from end users State needs to be proactive for input. We want our comments to be utilized.