Assessment Community Meeting

Las Cruces 3.13.19

Students
Application and Relevance-why are the things we're learning important for our future?
Timing- allow us to make up tests, have alternatives for those of us who finish or aren't taking the test, tests need to be based on the classes we have taken and its content.
Feedback- individualized scores so that we can know what we need to work on to move forward.
Re-evaluation-learning from our previous assessments to use them for learning.
Life skills questions- including content that will be helpful for our lives after HS.

Parents
What are the skills and knowledge being tested? Vs What is the expected competency vs desired competency?
What is being tested?
Less data is ok
Too much time spent on assessment
Rely more on teacher information,
Multiple levels of accessibility-online, language, printed material
Connections between school and parents through the information gathered from assessments so that we can have conversations with our children.
How do we know what my child is learning in class.
How is it or can it be more relevant to my child.
-Information needs to be specific i.e. my child has this skill my child does not have this skill…

Educators
We want the least amount of time spent testing as possible
-does it have to be tech based? Especially in Elementary, are we testing skills or ability to use computers?
Milestone Ranges- a range that measures growth instead of one baseline/goal.
We want to stop punishing students and teachers through assessments.
Applicable and relevant feedback to have conversations that lead to student growth
Outcome based- (elm, mid), HS equivalency exam that allows students to choose from an assessment menu that best fits their future wants and needs i.e. act, sat, accuplacer…

Administrators

Timely reporting that is easy to understand
Interim assessment data to inform decisions along the way **and** that match what is on the summative assessment.
No competing platforms- keep one platform for consistency
Online assessments are desirable but need to be developmentally appropriate
Must there be a test for everything? What are we testing and why? Meaningful
Accessibility to show what you know about content despite grade level ability. Meeting range of needs.
 -sometimes tests aren't appropriate for the classes students are taking.

-Tests don't always count if students aren't enrolled in the particular class.
-Students with IEP's should have the opportunity to take appropriate for their needs and to able to show growth.
Relevant for the future HS
Mid-how will this help them getting into HS and how will in support their future.
Computer adaptive-interim ad or formative
Transition plan needs to be reasonable with timelines and show not result in mid-year changes. We will support changes but don't change things in the middle of the year.
What are we measuring? What is important to measure? How do you measure critical thinking, creativity, the ability to adapt, perseverance, resiliency, the human, the whole child?

Higher Ed
What is ready? What does it mean to be ready (ie college, life)
Formative assessment FOR learning NOT judging
Curriculum maps, goals
Who decides what is taught? Does this change based on the region? Who is making these decisions? Relevance.
How do we help? We need feedback from the community.
 Making data accessible and useful.   Data should be detailed enough to support advocacy—being able to compare schools with a variety of populations and learn/adjust from each other.
What scores matter? HS should have choices in the assessments they take to be able to inform their choices for after HS.

Community Members/Education Advocates

We need to assess holistically, we need to take the humans into account not just content scores
Assessment should be culturally sensitive, can the assessment need to be regional, equitable ?
Track knowledge from previous schools –longitudinal data preferred
Connection to the NM workforce within the community
Data needs to be readily available to everyone in the community to know how to help and move forward.
Pre-natal to career support---social emotional, developmental
Variety of delivery systems, aggregated data
Accessibility- technology
Assessment based on community needs-more reliance on formative assessments, short term
Less reliability on ACT/SAT scores to better place HS students-better communication between higher ed and HS to address student needs.
Better communication and connection between all levels of education as to not lose critical student information.
 How can we have less testing but better data
Assessment should reflect meaningful individualization for each student
What are we doing with data, how is it useful
Can we individualize the data according to each student needs-looking at students as humans.
Portfolios/project based assessment to follow student data throughout their schooling career to better understand each child's experiences in meeting their needs.
Appropriate assessment and use for early schooling to intervene and support early on (developmental approach, social emotional, connecting with families).