

<p>Parents</p>	<p>Key: all tests in layperson's terms, understandable, presentations comprehensible, don't clarify areas of needs, not just #s, tests directed to "normal", don't take into account SWD, tests are great for average students, others are lost. More than one test, not just one for all. Students would test better with manipulatives, even those without IEPs, not just filling bubbles/or on computer. One final test at end of year is hard, stagger them. Break up testing not all at once. Specifics on how to help my child, how to get my child to higher level. Culture around testing needs to change, too much focus on school score. Was advised by staff to move child to another school bc lowering school score. More focus on learning, not testing. I've seen testing progress over the years, focus on memorization rather than teaching. Losing focus on whole job, kids losing focus on problem solving, articulating. Broken needs fixing. What I want for child is to graduate, pick a career, go to college, etc. Want daughter evaluated for what she learned, not the grade her school received. Staff and students are stressed out getting an A. Teachers are not allowed to teach. My average kids are OK, I'm here bc I have a child who is struggling.</p>
<p>Students</p>	<p>PARCC clearer language, it's more complex than what we've learned. E.g., NWEA. Not sure what we should learn. More time to prep, teachers don't know what to teach, what's on test, what's not. Not all students should take CBT want paper/pencil option, some students don't write well. More breaks betw tests, long time to sit. More info about results, right after tests would be more effective, when we take the next test worried about what we missed. Teachers don't go over what we missed before next test. More common sense Qs, e.g., unrealistic word problems in math, students overthink. ELA one semester, math half semester later. Not as much time to prepare for next test. CCSS texts/methods are hard to understand, used to prep for test, what's in book not on test. Test Q.s more complex than what we're prepared for. Parents teach different ways than how taught in school, parents can't help with homework bc didn't have CCSS. Answers are marked wrong. Less teaching to test, more focus on curriculum. Too many basics. Immediate test results would make students more confident for next test. Test content on grade level, not above, not below. Would help us in real world.</p>
<p>Teachers</p>	<p>How long is long term? More than 5 yr? Stand through changes in gov't. More efficient, state help us w/interim assmts, help our teaching, from 3d to HS. Same platform, too many platforms. Align w/college entrance exams. Some of brightest and best are not doing well on ACT. Immediate feedback, delayed results are meaningless, teachers and students have moved on. Students must take ownership of results. Teachers wait for LEA to release results, want better on demand access to results. Want to see growth and proficiency levels. "I'm on the path to proficiency. Developmentally and culturally relevant. E.g., comparing 4 types of lit, Qs about</p>

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	<p>sailboats. Accommodations, make sure students are getting them. 1:1 dictionaries are not sufficient for EL students after 1 year. Color blind students need accommodations. Translations Differentiated responses to Qs, not everyone is a good test taker. What if CBT/PBT students could respond verbally? Upload artifacts? Students choose weights of different measures.</p>
<p>Community/Business/Board/IHE</p>	<p>Similar to teachers. Long term consistency for long term analyses. Need to see student trend data. Data more than 1x/yr. How do we ensure equity across diversity of NM – multi-lingual/dialects, regional. Concrete accountability for LEA leadership. Proficiency and growth trends.</p>
<p>Administrators</p>	<p>Overlap w/others. All stakeholders must understand Assmt system. Assmt literacy, Must see value for stakeholders Clear alignment across system. Include interims assmt. EOY is not April. Expectations for classroom formative assmts by teachers. Are exemplary assmt systems in place? Don't reinvent wheel. User friendly, interactive, at all levels, down to students. Ability standards-level/Q level analysis. Training for all to use data. Must be able to be used to guide instruction, teacher involved in item review. Reflect Interim assmt yield immediate results. Format should assess construct., e.g., math doesn't assess reading. Quality over quantity. Untimed testing, relieve pressure. Accommodate for students on SAT.</p>