

## Community Meeting Notes

### Ruidoso

#### Parents

Adaptable testing to skill levels.

#### LESS Testing

Individual assessments of strengths and weaknesses not just a number.

In the moment data-immediately useful, vital for success

Relevant Questions- format of the questions, is it assessing what its meant to assess

#### Elementary Educators

We want to know the skill of what our students know and what they don't know.

An assessment that demonstrates growth from grade level to grade level.

-are they improving? Where do they stand? –more details

Anything that is used in the classroom for learning should be allowed to be used during the assessments.

-Paper pencil tests because it's more like how they learn in the classroom.

-Assessment of the whole child (are we teaching students how to be good citizens? Productive members of society?)

-Assess specific skills not the method.

-Assess problem solving skills, creativity (possibly written responses, stories) shows broader picture of the child

-Allowed to give feedback and have a student voice in analyzing assessment (how did the assessment work for you? How can I help? )

-How do we define proficient/mastery of a skill?

#### Secondary Educators

Meaning and Relevant Test-content and to students

Data- instant and have access to the information as long and as often as possible in order to adjust my instruction year to year and in the long run.

-All teachers need to have access to their data.

-User friendly, tied to CCSS, classroom learning and teaching, useful.

-Individual results and classroom results

-Have a way to see student growth from year to year (content to content) streamlined k-12

-Have information of what affects a student's performance (i.e. attendance)

-Summative test scores should be correlated to college test scores (act/sat)

-Growth data-show picture of students

-Track growth within year august –may vs August to August

-Individual, school, class growth throughout the years

---ACT/SAT seem to meet our needs.

-Can be used as formative assessment.... Pre-ACT, PSAT- they show all the detailed data needed for instruction and learning.

-Q1-district pays for all students to take PSAT (October 9,10,11), seniors take SAT

-Q2 take the PSAT through khan academy

Q3- 9-10 PSAT through khan academy, Juniors Seniors take the SAT

-Gives lots of opportunities for students to increase scores- have seen improvement in other areas

-Looking to add middle school as part of this process.

#### Administrators

-Immediate data availability to use for teaching and learning quickly – we need a good platform.

-Interim assessments need to be directly aligned to summative assessment

-Need to be professionally written-by committes, cycle for vetting

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<ul style="list-style-type: none"><li>-Data needs to show detailed information (skill levels)</li><li>-Student, district, class, grade-data</li><li>-How is the assessment data being used for teacher evaluation?</li><li>-Focused on student growth and how</li><li>-Option to assess paper or online- districts need options due to logistics for larger districts.</li></ul>
<p>Community Members/Policy Makers/Advocates</p> <ul style="list-style-type: none"><li>-Timely, Measurable and Useful Data</li><li>-Flexibility of testing window</li><li>-Granularity of data- skills-what do teacher/parents do with the information</li><li>-Integrated- formative, interim, summative</li></ul> <p>Crosswalk data-past present future</p> <p>Relevant aligned PD</p> <p>Clear indicators of student growth following the child (pre-SAT, SAT)</p> <p>Amending ESSA with the integration of college assessments</p>
<p>Other Notes</p> <ul style="list-style-type: none"><li>-We need to think about how to address student technological needs because it will affect their future.</li></ul>

### Student

Clear questions- the questions are hard to understand sometimes. I would like for the questions to be a little bit clearer. –Zachary 5<sup>th</sup> Grade