

**Santa Fe, NM**  
**Community Conversations**

**Student Group - Q1**

- See the notes from the student group
- Better feedback specific to your needs
- Science included
- No timed test
- Flexible testing window
- Match content w/tests

**Student Group - Q2**

- Better understanding for what we're lacking
- Specific needs and constructive feedback - positive messages
- Focus on Feedback

**Parent – Q1**

- Didn't want students to be a dot on an assessment graph
- Need connections between their score and performance feedback and what they are lacking in - how do we get the information needed to support improvement for
- Assessment does not = differentiation, it should drive improvement
- Assessment should be a tool to assist in differentiation
- Want assessment to be whole child focused. We want a more formative assessment as well and whether they are team players. Whether they work well in groups. Are they creative and how do we encourage creativity?
- Test to have purpose outside of the school (using the ACT because it has meaning for college)
- Want students to find value and purpose in the assessment. Want children to find value and purpose
- Federal regs are 1 test in HS. Just because we are testing more, doesn't mean that we're getting more out of it. Less testing with more meaning and reinvest unused income into learning
- Testing impacts school culture and there are different requirements for different schools. Has impact on equity
- Data should inform IEP and should tell teachers where the strengths and child's needs
- Want a predictive test and how this child will perform on an end-of-year test
- Want a test that goes on national norms

**Parent – Q2**

- We want IEP feedback for children that have IEPs. For non-IEP kids, want to see reasons and solutions for results. How do we push kids where they excel and what are the solutions (specifically) for where they are weaker; in school and at home
  - More like want to know non-traditional suggestions (cooking, scrabble, boggle, reading using comic books) <-- (assessment literacy initiative)
- Supporting instructional decisions for teachers
  - Teaching styles
  - Lesson plans
- Training for teachers on interpretation for their daily work and how to engage with parents **and students**. Doesn't come across that teachers understand assessments well enough
- Accountability decisions: accountable for the whole child, so let's include information that goes beyond information specific to only math and ELA
- Current assessment has tied teacher's hands and requires teachers to look at a student as a test scores. Would like to look at kids as individual people - SEL
  - ACT Next and SEL

## Santa Fe, NM Community Conversations

### **Business/Community – Q1**

- Recognize the constraints that are the summative assessments (and accountability)
- How do we also measure the learning? What are the things that are going well in the state or across schools? What are the dispositions of students?
  - Discrete skills
  - Interpersonal skills
  - Correlation with these and the summative assessment
  - Not associated with accountability
  - Career readiness focus, not CTE, necessarily, but the soft skills--the 21st century skills
  - Connection between discrete and soft skills
- Other measures that can supplement math/ELA stuff, but they don't necessarily believe it should be tested, per se

### **Business/Community – Q2**

- What is a graduate profile
- How does this connect to a competency-based framework
- Demystifying what assessments do and don't do
- Improve by empowering the learner by empowering the teacher to help that learner

### **Teacher Elem – Q1**

- Data are meaningful, drives instruction, and timeline
  - Beginning, middle, and end of year
- Understandable for teachers, students, AND parents
- Showing progress and growth instead of proficiency. Show progress on standards taught
- I-Station is good for foundational skills, but not as a standards-based assessments
- There is a need to balance assessment of foundational skills and standards-based skills
- MAPs as an example. Need more than just reading and math for evaluations
- Continuity and longevity
- Should go from K-5 and up
- Performance based assessments
- Running records for early childhood grades
- Do we need multiple tools? One size does not fit all, even in the face of downsizing our summative. How do we find or create something that can supplement the specific district needs
  - Like a menu of assessments
- Growth vs. proficiency is really important. Proficiency aspect is punitive against teachers
- Computer adaptive test that can support lower-level questions - help promote successes for adaptive testing within a standard
- Transparency of content and what's being asked of our students - blueprints are great, but if they're hard to read, interpret, and understand, the content is not going to be taught.

### **Teacher Elem – Q2**

- Supporting instructional decisions for teachers. Want to drive that instruction and identify ways to collect good, meaningful feedback, with companion resources to interpret
- Assessments that provide actionable recommendations for teachers based on the performance on tests
- Track populations of students with different skill sets using an adaptable test

## Santa Fe, NM Community Conversations

- Evaluating curriculum--being able to review data over time that is cross-walked against the standards. Ways to support teacher evaluation feedback that points to next steps based on student data
  - What am I missing as an educator or instructor? We need to learn as well
  - If I have a gap, my students would have a gap
  - Modeling an analysis of assessment-level data and how to evaluate curriculum coverage (they're missing fidelity to the curriculum as an observable data point)
  - Reforming the presentation of the data so that it's actionable (this will require teacher focus groups to review presentations)

### Teacher HS – Q1

- Strong similarities to elementary
- Need information for current classroom, not just exiting classrooms
- Projections for future performance
- Inclusion of trend (historical) data regarding performance over time to evaluate the quality of
- Grouping kids by subgroups
- Need for adaptive assessments -- can't just stick to within-grade assessments.
  - (Note; this likely can't be the role of the summative, but could be used as an early year formative)
- Where are students around standards or skills mastery
- Have they mastered minimum competencies?
- What are the performance profiles for kids on soft skills?
- Beginning, middle, and end of year

### Teacher HS – Q2

- Score reports -
  - Historical data
  - Now kids, not just kids that have exited
  - Need to be able to read it and understand it
- People understanding the expectations around assessment data
  - Training to model assessment literacy or information use
  - Parent workshops
- Addressing the information-system infrastructure in a way that it supports the assessment **system** goals and intended purposes and uses based on what teachers needs are for improving, honing, or being set.
- Standards based reporting and training.
- Phase I and Phase II go to slide 4