

Assessment System Conversation Webinar & Survey Comments

<p>3/22/2019</p>	<p>I find the Istation Assessment to be very useful, as it shows student performance, as well as interventions for each individual student, which allows for successful and useful differentiation.</p> <p>are we also assuming that student assessments will be focused (long term) on CCSS for math and ELA? Or is there a possibility of also assessing well-being (as an example).</p> <p>I want an assessment that allows us to be responsive to the individual student needs within our district. This assessment needs to provide the teachers with an in-depth review of where their students truly fall, comparative to their classroom, their school, their district and the state as a whole so that proper support and enrichment can be implemented.</p>
<p>4/4/2019 – 7:30am</p>	<p>Often times the burden for schools and students excessively testing comes from trying to reach graduation requirements. Has there been discussion in this area to reduce testing for seniors?</p> <p>Has there been a conversation about a portfolio based summative assessment?</p> <p>Has a consideration been taken to see if the new assessment contain formative assessments that lead to the final summative assessment?</p> <p>instead of doing maps 3 times or discovery 3 times have the two interim assessments and the summative be the third and final</p> <p>one test or test vendor and/or test window for all tests required ELA, Math, and Science, and inclusion of Social Studies</p> <p>Has there been any discussion of giving summative assessments to grade level bands more like we have done SBA to reduce testing? And/or using End of Course type exams instead of an additional summative test?</p>
<p>4/4/2019 – 4:00pm</p>	<p>Will the coming graduates (this year's seniors and juniors) be considered with regard to the new assessments and changes and meeting graduation requirements?</p> <p>I have had many different students with Emotional disturbance as their disability. One of them has the ability to take the test and be successful; however, many of them have not been able to maintain their learning on grade level or they are unable to overcome their anxiety. Is there a possibility of exempting ED students from summative assessment, or may we have a modified test for these students?</p> <p>Are we starting with a blank slate or will we be able to use question banks from PARCC?</p>
<p>4/5/2019 – 7:30am</p>	<p>Parent reports have been improved dramatically in the past few years. I would like to see these continue to improve. I would also like for schools/teachers to get faster results.</p> <p>How are my students doing in the standards I am teaching?</p> <p>normative data is useful</p> <p>interim data that is aligned with standards. Also, interim should be short and sweet to not "wear out" the students.</p> <p>summative assessments, if in computer form, need to work seamlessly. Students get frustrated and do not perform to their level when they are frustrated with the technology.</p> <p>Opportunity for paper assessments for students with identified needs as per SAT or 504.</p>

	<p>diagnostic on interim so I know where to go with instruction</p> <p>why doesnt NM implement value added growth tests?</p>
4/5/2019 – 4:00pm	<p>How soon will teachers be able to see the results of their students? Currently, they do not have any access to how their students did on specific questions, which does not help the teachers reflect on how they addressed those subjects during the year. If the specific items need to be kept confidential, there could be some feedback about specific content areas.</p> <p>Will the interim assessments be locally controlled or state controlled?</p>
Email Comments	<p>I am concerned with timing of the testing. SBA for example was in early March this year. It is very difficult to cover all the standards by that date. By giving it so early, I have to rush through as many units as possible. Why not give it in May and give the teachers the opportunity to cover the grade level standards in plenty of depth? When the results come back that perhaps some students haven't met the standards or didn't grow sufficiently, it's no wonder...they were assessed 2 months before the end of school! Were all the standards tested or just some of them? If just a portion, which ones? That would be good to know!</p> <p>How are student test scores compared to "similar groups" in other parts of the state? I have asked numerous people in my district how that is calculated, and nobody seems to know. Could this process be more transparent in the future? It's a big chunk of our evaluations after all.</p> <p>On a similar note, could student growth be shown for individual students? (comparing them to themselves) If you assessed students at the beginning and end of the year, you can compare those scores for each student and see that they have an increase in mastery of the standards for that grade. Furthermore, I think there should be a scale of mastery for each standard. They may not have mastered each standard but maybe they are developing that understanding and it would be helpful for me as a teacher to see trends among my classes as to what topics were weak vs strong. I don't believe the feedback we currently get provides information on each standard and how many of my students have shown mastery.</p> <p>Thank you for your time. I realize there are many, many things to consider but if changes are to be made, I wanted my voice to be heard.</p>
Survey Comments – Advocacy Group	<p>Consistent year to year trendlines by sticking with the same annual assessment is critical. Only change the assessment if absolutely necessary so you are not causing upheaval in the classroom. The assessment needs to be aligned to the state's standards and accurately indicate college and career readiness. Make sure the assessment data is presented in a way that provides clear and helpful information to NM parents. It's also important to be able to see proficiency gains in student subgroups over time. It's also critical to make sure these things are accessible for ELL and learners with disabilities.</p>
Survey Comments – Educator Group	<p>what baselines are the students meeting according to our standards expectations and these scores need to be available during the current academic year following the assessment</p> <p>I am in a performing arts class. Testing this way for a performing arts class does not give an accurate of students progress or understanding of the subject.</p> <p>I would like to see it sooner. By standard for the report.</p> <p>Consistent, comparable, and timely data.</p> <p>Simple, easy to read. Hits the main areas of need and success.</p> <p>I need to see trends, but I also need to see an actual level. (ie., is this student performing at grade level or not? If not, has this student significantly improved from the beginning of the year to the end?) In interim assessments, I need a system that will measure a total skill level, rather than a different skill set each quarter. (How can I tell if students have improved from quarter to quarter if a different skill set is measured each quarter?) I also need to see the data broken down so I can tell in which areas students need more work. For instance, is a student's weakness in literature or informational text? I</p>

would like the end of year data available quickly so I can plan to address weaknesses in specific classes of students the following year.

I would like to be able to have access to my ELL student data. Data which includes, how they are doing in their home language, as most of my current ELL students are Navajo, and Navajo is a written language which can be assessed. These students lose so much time outside of the classroom, it has affected their English Language acquisition, because they do not get additional help in the bilingual classroom. As a Navajo speaker, I am concerned because my current ELL students, do not speak Navajo. Shouldn't these classes be held accountable for student growth in the home language, as well as English? Title 6- 6.32.2.7 A-H, 6.32.2.12 A-D This would allow us to collaborate with our Bilingual Teachers on areas of need, whether it be in Language Arts, or Math.

I would like to see the standards that were met or not met by each student, and also as a grade level to better understand where the holes in education are. I would like to see data that shows if they are growing from year to year, declining, or staying the same. I think assessment results should be available all year that those students are under my educational care.

Details about how assessments will affect my teacher evaluation because of unfairness in years past (principal who personally did not like me and Istation glitches -NMPED did nothing to help)? How will my own children be affected as we are nearing the college prep years? How can I better relay information to our parents to help their children prepare?

In considering assessments for determining the amount of growth a student has made in a school year, the data should be collected at least twice a year. Once at the beginning prior to instruction and again at the end of the year, to determine one true year of growth. The data should be given to teachers at the end of the school year to reflect on the success of instruction. The data should be shared the next teachers, so progress can be determined from year to year by standards. Teachers would also be able to find the amount of information that was lost from the devious year of instruction with that initial assessment. This will help schools and districts build scaffolded instruction plans and help find holes in instruction. These learning gaps would be the most valuable piece of information gathered from assessments. This would help me determine a learning plan for each student and each class. The data needs to be passed on to each teacher as the students progress. The students would have an entire electronic portfolio showing all learning progressions throughout their entire academic career. Parents, teachers, administrators, and other auxiliary staff should have access to determine trends that may correlate to particular events or particular curriculum/instruction interactions. This would allow every member of the student's team to adjust and help that student succeed. There are many factors that can effect student learning. Those events are rarely used to compare to particular moments in a student's academic career. This would also help students to take some interest in their own progression. Especially if they are able to reflect on it and track the trends in their own learning. Assessment results should be available at all times to all members of the student's team in order to facilitate ongoing reflection.

As a primary grade teacher, I want an assessment that shows me how my students are progressing according to the standards. Trend lines to show how they are progressing across the year is helpful. I'd like to be able to tell by the assessment if my students are proficient in my grade level standards and if they are proficient in securely held knowledge (foundational standards from previous grades). I'd like the students to be tested several times through the year (quarterly or BME). I'd like to be able to access the results each time the students are tested. I would like for my students to be tested on a common formative assessment that is the same regardless of the student's level. IStation currently tests students using an adaptive formula, which gives me information on how they are progressing in that system, but it does not tell me about the standards I am teaching them.

I am a first-grade teacher. Currently, the state-mandated test and the test linked to my evaluation is Istation. I'm curious to know if anyone from PED has watched a kindergartener or a first grader take the test or has listened in on a test. It is given on the computer, assuming that the first-grader has basic computer skills and also times the student out after five seconds. Please find a different assessment for k-1. Thank you! Please feel free to contact me.

Aggregate data on a specific group of students across schools to examine efficacy of nonprofit programs in public schools Are informal science partnerships with teachers and schools having an

impact on student learning, attitudes, and skills? Are summer programs having an impact on student learning, attitudes, and skills? Access data quarterly to be able to complete grant reports
Specific standards assessments, how students answered, and information about % of students who answered correctly. Need information back as soon as possible. Need to know what the student's expected growth was predicted to be and the student's standard deviation. Need to be able to access results all school year.

Academic growth within the Common Core Standards of Grade Level Be able to explain to parents how their child is progressing The ability to access information daily or when needed.

Inferences about student progress.

It will be preferable to be able to access assessment results all the time and it will be preferable to see or know specifically what kind of questions and concepts will be tested for each standard instead of trying to figure out the level of difficulty and requirements based only on the brief explanation of each standard.

As an educator the assessments I do on a daily or weekly basis are the most important. They give me immediate feedback and they are meaningful because it assesses them on what they are learning right there and then. The big stakes tests are not useful and should not measure the growth of a student. The growth of a student is seen by the classroom teacher everyday and over the year. Less importance on big testing, students are more than test score.

If assessment results are used to design instruction, as a Middle School classroom teacher, we know these results before we meet the students. At the end of the school year, would be ideal. When teachers see the state assessment results, they can begin to design lesson plans, curriculum guides, effective strategies to address the low scored standards in core classes. Collaborative within each building the effective strategies. Grade Level alignment collaboration is necessary to communicate effective and familiar strategies for students. For example, fifth grade students transitioning to sixth grade need some/many familiar strategies so sixth grade teachers can begin their instruction foundation on familiarity for the transiting 5th graders. Fifth graders need to make positive social, behavior, academic, cognitive and affective adjustments. In our community, socio-economically status of student maybe lower than usual. The community has high unemployment, and lower educational backgrounds. Student are faced with many challenges. Training to teacher to teach student with these challenges needs to happen. Teacher do not just come to the classroom well equipped with knowledge to teach student who have these needs. The results need to be accessible for grade level meetings to happen bi-weekly beginning the start of the year, so we can collaborate the instructional goals in all content areas. Some information on student to see the students academic successes and challenges. School building need to have training on how to interpret results and how to use them. There are website and resource available to support or enhance student academic skills. Some inferences are students strengths, even if it is strong parental support instead of finding out after grading period, open house, or when student need academic, behavior, affective, or social support.

Based on the webinar, the question really focuses just on summative assessments. Would like NMPED to develop an optional interim assessment system closely aligned to summative assessment.

I want to be able to see trends and watch individual student progress over time. I want to see areas of strength and weaknesses, both normative and longitudinal data. I want to be able to see if my students are making growth, regardless of their level of performance. I want to be able to see this data throughout the year in order to keep checking for growth with short cycle assessments and to use for writing IEPs.

I teach social studies and would like access to my student's results and analysis of weaknesses in regard to the English portions of their assessment scores, at the beginning of each semester.

I need to know where my students are and where they need to be. I also like to see the growth charts as we proceed in learning. In addition, I like immediate feedback on my students from summative assessments so I can track any misconceptions. It is helpful, after the assessment, to see the questions! Only then can I identify those misconceptions such as synonym issues for vocabulary, etc. Immediate feedback is most helpful to assist the following years teacher during the transition from grade to grade.

1. trends 2. where are students in relation to career readiness? 3. will they be successful in CTE programs? 4. all 5. online, when needed

I didn't get any information. Even though I contacted the IT department before hand and stated I was requesting a link opened to the webinar there was no access. So I was unable to obtain any information. This directly impacts me as an educator, a parent, and a concerned community member. To have no access was frustrating as there are NO meetings near Clovis, NM that we can attend with the last minute notice of the meeting. As far as the direct question, I need an assessment that is written within the actual grade level of the student. Child development has not changed, how children learn has, and the tests are written at an advanced level that students are frustrated with as they don't see their own growth. Teacher and students need timely results and they need to be able to desegregate the information into something that they can use to identify their strong areas and weak areas as they work on growth.

Consistent, statistically reliable information detailing student performance and growth is useful. It should be available at the beginning of each semester and by request. Scores should be normed (nationally would be ideal). EOC's and VAS scores are not consistent nor statistically valid in their current state.

I would like to access assessment results at any time to be able to cross reference every three months I would like to be able to infer / with the most certainty possible exact standards that the students are low in.

Are students mastering Grade level standards. Would like longitudinal as well as student specific data. Individual and aggregate, a snapshot over time, how the student compares with peers in the state, want to have access year round for comparison and planning.

I need to know what my students have learned from individual lessons.

I need to know how the assessment aligns to common core state standards. I need to know the common core alignment for each question. I need reports that can show me overall trends for the test as a whole, and for individual standards. I need reports that show how individual students did on each question so that I can assess an individual students' strengths and weaknesses. I want to be able to access assessment results throughout the school year so that I can use them to plan my instruction. Assessment results need to be true and definitive. Students must be able to view them and be able to understand where they are and where they need to be. It needs to provide clues to learning in form they can understand. The reports given are based on standards and rubrics, which students do not grasp. Teachers need to be able to apply scores in a feasible form in class. If results are based on previous years, the interim assessment should provide those immediate keys to improve teaching and learning. It would be beneficial that the new assessment be based on the interim assessments. If students are expected to take a test at the beginning and middle of the year, then the assessment at then end should be final of the three. All three should then be used for graduation eligibility and progress. At present interim assessment do not correlate to the previous PARCC and Science SBA. As the person that sets up testing for the school and district, it needs to be easier and improved. There are so many platforms, rules and databases that it is very overwhelming to setup. While we talk about reducing testing time, very few conversations are centered around the actual time it takes to setup and prepare for testing. There is still the potential for a student to be testing several times throughout the year. This needs to be reduced as well. In addition if we are expected to test students in the early grades (9th and 10th), those assessment should be able to be used as scores for graduation eligibility. As much as we want to believe that students will do their best, we have to realize that if the test has no effect on them, or potential for future use, very few will actually do their best. In addition, a platform needs to be created or accessible to be able to view all scores for student at all times. If a student transfer from one school to another there is no way to find scores, especially if the school does not keep track. Schools have to create their own database or method to keep track of scores. In the past NMPED provided schools with a template that was too long and too difficult to use. The expectation has to be realized that people keeping track of these scores have several roles and if what is provided is too cumbersome, then it will force schools to created their own, which might only work for them.

I would want to see where my students are individually and where they are as a class/ school. Where are the gaps that need to be addressed. This should be spelled out easily to read, not with a list of standards and a bunch of dots. For interim assessments, I want this info 3 times a year. For summative assessment - at the end of the year, before the start of the new school year. Assessments should be helpful to classrooms/schools, not just something we HAVE to do- a meaningful resource to drive instruction.

I want assessments that will show me if students are growing, and they need to be consistent so I can see growth over years, not just months. I want data to be granular enough that I can see that they are growing in one area while struggling in another.

A variety of types of information would be most useful to me in my role as an educator. Some examples include progress toward proficiency, diagnostic data, and growth. This information is important as an overall "score," as well as drilled-down to domain-specific and standard-specific "scores." This information would be valuable at an individual student level, class level, grade-level level, school level, and district level. With assessment results, I would like to be able to answer questions such as: what is this student/class/grade level/school's progress toward grade level proficiency?, how has this student/class/grade level/school grown since the last assessment?, in what area(s) does this student/class/grade level/school need the most support?, what area(s) are this student/class/grade level/school's strength?, and how does this student/class/grade level/school/district compare to others? I want to make inferences about student progress or performance that include specific opportunities for improvement, as well as specific areas of strength. On score reports, I would like to see information that answers the questions I have indicated above. I would like to be able to access assessment results online (if possible) and I would like to be able to access them whenever I need them and as quickly after the assessment as possible.

I would like to see the state build an assessment that includes 3 interims along the way. It would be great if the teachers could remediate/pinpoint the skills that their students are lacking. Right now, they are shooting arrows in many different directions as none of the interims on the market truly align with the PARCC. If the tests are MC, the results should be immediate so that they can be used to guide instruction. Longitudinal growth should be tracked. I want to see how my student (not some composite/comparable student is growing. I want to see how my students are doing in relation to our school/district/state/nation.

I believe that we need to see trend lines on testing reports as well as comparisons to national, state, and local student achievement. It should explain strengths as well as weaknesses in family friendly language. There should be a summative assessment as well as quarterly formative assessments that allow teachers and parents to predict performance on the summative assessment. If districts make their own quarterly assessments, then the formative data may not align with the summative. There must be consistency between the assessments to better inform families and teachers about our students' progress.

I would like to view assessment results every quarter. I would like to see trend lines.

I want to know students level, level of growth, areas of concern and strengths. How well, students in a class, do in the different areas of an assessment. Which areas need more support and improvement. The goal for assessment has always been to learn what the students learned, and as the teacher, to know that I had taught the students. This was a successful strategy for the 18 years that I was a regular education teacher. As a teacher of students with disabilities, ranging from Autism to ED to ID and SLD within one class, I have seen the value of the NMAPA assessment. I have had a few students successful on the State assessment(PARCC), with their accommodations. However, the one area of students I have seen little reflection of their learning on any assessment are my students with the exceptionality of emotionally disturbed. For these students, I would like to be able to create a report based on anecdotal gains or a similar report. For these students, perhaps looking into a more wholistic view would be helpful to the following year teacher and to the parents.

I would benefit from having assessment results easily accessible as often as necessary to fit my needs. I am a special education teacher. I need formative data so I know what areas I need to reteach my students and so I can see what errors they are making in their thinking process and work. This data

should also provide information as to whether or not the student is in the correct level class. These results should be available immediately after the assessment. Preferably in a central online resource. At MACCS, we use the NWEA short-term assessment. It gives us a lot of valuable information. Most notably, in math and reading, the NWEA creates a profile for each student, allowing us to see what areas of strength the student demonstrates as well as content area next steps. We also see trend lines and can glean easily from data what specific Common Core standards we must focus on in future lessons for whole classrooms. This is invaluable for ensuring that we're really teaching what students need to know next, rather than repeating or skipping over vital instruction.

What types of information are most useful to you (aggregate performance, trend lines, etc.)? All data is important--I don't think any one piece can be considered accurate without the other. Assessment data is a puzzle that needs to be put together to complete the whole picture. What questions do you want to be able to answer with assessment results? When evaluating and analyzing assessment results, I want to be able to see growth with regard to student performance, teacher performance, school, district, state growth/achievement. What inferences do you want to make about student progress or performance? Data is concrete evidence that I use to plan and prepare with--I don't make inferences based upon data. What information do you want to see presented on score reports (e.g., normative/longitudinal, etc.)? I want all the data to be presented on the score reports in a meaningful, clear, and honest way so that all stakeholders can read and understand where they are in the process. How and how often do you want to be able to access assessment results? All the time. I don't think data should ever be restricted from access.

I would like to see GLE (grade level equivalency) and multiple assessment points throughout the year to measure growth.

Now is the time to shift from the heavy weight of a summative evaluation. It sounded like there may be some options in using an interim assessment to help inform instructional decisions throughout the school year. I know that there may be some who would be opposed to having a common interim, but as an administrator, I would welcome having a well designed interim for bench-marking.

What skills do students have, and what skills do students need help on.

Students levels of proficiency. I would like for the test to help me build lessons to target the the needs of my students. I would like to receive information before students leave my classroom.

I want to be able to look at my students data and see where they have gaps and need intervention or modifications so the can gain knowledge. As a teacher, I also would like to know where my strengths are and where my weaknesses are on certain standards so I can improve my practice and improve the impact my teaching has on my students. As a parent, I would like clear information on what my child need to graduate high school and how she will be able to get there. Also if she obtained the skills she needed to be successful in college.

We need assessment information both to inform teachers/admin on student performance in each subject area as well as to determine trends in performance over years by subject area as well as teacher. We need to be able to answer questions such as: Wat types of questions are our students having difficulty with (open ended, multi-tiered questions, etc.) What content area are student struggling/performing well in and more specifically what standard are they having difficulty in. We need assessment information back immediately. A heavy burden is placed on schools and students trying to meet graduation requirements. I hope there is discussion around relieving testing for seniors.

Assessments should inform the educator of strengths and weaknesses in the presentation of the content. Assessments should inform the educator of areas the need additional representation and of areas that advanced students could extend. Assessments should end with review of the information and quickly passed on to the educator, students, and parents. Assessments that are designed well and benefit the advancement of knowledge and skills acquisition both are useful and necessary. State assessments should take place twice a year--fall and spring--allowing the opportunity for educators and students to retake tests in the spring if performance was lacking in the fall. District benchmarks should take place every six-nine weeks and set to provide feedback for student advancement.

I would really like for assessments to give me immediate results so that I can inform teaching. I would also like for assessments to be more fair and more tailored to the needs of individual districts. The

types of challenges we have in my district are so different from other schools and the test is not always authentic to the students experience. I would like for assessments to give more information about how students can grow and be less linked to heavy, high pressure outcomes like graduation. If the information on the test isn't immediately applicable to inform instruction and help students grow, why are we giving the test?

latest trend of epidemic disease in New Mexico.

I think that there is too much testing of students. A student can have up to 4 or 5 different assessments in one year, not including the teacher made assessments or short cycle assessments. A 4th grader who is EL, will have to take WiDA ACCESS, SBA Science, SBA Transition Math and SBA Transition ELA, and possible an EOC for Music, Art, or PE. In another example, with an 11th grader, students are taking all the above test, if they are EL, in addition, they take short cycle assessment 3 times a year, not including ACT, ASVAB, and other college entrance exams. The basis of the students knowledge is based on one day of taking exams. This doesn't take into consideration any outside influences that might affect the student's test that day. I realize that there has to be accountable, but not at the expense of the day to day teaching. It would be more beneficial for schools to have short cycle assessments that give immediate feedback. Is it possible for schools to give the short cycle assessment for accountability purposes and to meet ESSA requirements?

Assessments throughout the year is most useful so teachers and parents can see growth and also evaluate their teaching/holes in instruction. One test, at the end of the year, does nothing for us. By the end of the year, it is too late to use the assessment results for good. The state should also be mindful of the testing days. ONE day does not define who my students or personal children are. If they don't get good sleep, something traumatic happened the night before (I work at a Title 1 school and it happens a LOT), or they aren't feeling well, we KNOW they will not perform their best. We should be able to be flexible and move the test to the next day. Multiple testing days will give us more data points so we can see trends. I want my students to be tested on what I am teaching, so teachers should have some sort of guidelines on which standards will be tested on, so our students can be TRULY and FAIRLY assessed.

I need the information to be comparative to PARCC so I know how to best support students. That is, same performance level scores and preferable the same data (or better data, if that's even possible!), as the data we receive is phenomenal in helping me know where my past and current students are in relationship to grade level standards. Growth measures do NOT provide this important information, so my hope is we will not go in that direction. Our students/communities/schools/teachers deserve to know what grade level standards are mastered/proficient/need support in, and PARCC provides this data as we look back at all past reports for any given student. Please keep this available -- or at minimum, show us how to interpret the past PARCC scores/performance levels to whatever new assessment we use so we can identify strengths and weaknesses of GRADE LEVEL STANDARDS.

I would like for data to tell me what specific areas students need support with. I would also like to see trend lines and data overtime to track student growth.

opportunities for growth, open-ended response details

They should be tied to teacher evaluations.

AGRREGATE PERFORMANCE

Student level of performance, helps me teach lessons appropriate for the students needs.

I need assessment information in order to thoroughly complete IEP

Educators need to be able to see if the individual student is growing over time. Ideally, an assessment would be given to students three times a year (within the first 15 days of school, around the middle of the year and near the end of the year)and the three assessments would give a "final" and meaningful score at the end of the year. School administrators (central office and principals) need to be able to see what standards students are confident in answering and which are not being taught well so that we can deliver purposeful professional learning to teachers. Assessments much be normed and the bigger the population on which the assessment is normed, the better. NWEA MAP is a good assessment.

All relevant information that pertains to a better progress of the student. Is the assessment attainable and will help better the performance of the student? That some students just take for granted their schooling and don't think of their future. Normative reports. Every grading period.

I would like: (1) An assessment system that has, as a goal, communicating results to teachers, students, and parents in order to improve learning. (2) I would like results to teachers and parents - via a state-sponsored data dashboard - so that students may be grouped/set beginning of the year goals, etc., before the beginning of the school year. (3) I would like to be able to monitor both student progress (did they move between the 5th and the 15th percentile between years on the test overall) and mastery of standards (what can they demonstrate that they know)? (4) I would like to see longitudinal data on a score report - every student's previous scores, along with both district and state average. (5) More than anything, I want a system that has data that is useful and actionable. This means giving teachers training in how to use and understand the data, and a PED that can help train about next steps based on real world student results.

Assessment data should help me provide an understanding of the educational strengths and areas for improvement for my students. The data should help me to drive my instruction and effectively plan for future growth and improvements. Longitudinal data will help me to improve my daily practice as an educator. Access to the data should be in a timely manner so that we can use it to make immediate improvements, electronic access aids in the use of the data immediately.

Most important is their performance. I would like to answer how and why they're at that point. Too many substitutes are hindering their education. They aren't being taught general topics and are not ready to move on. I don't care how they compare with the rest of the state but within their peers. I would like to be able to look at each individual assessment whenever I need to.

I need information letting me know where my students are at as far as grade level is concerned. I would also like to know what they are struggling at and training on how I can improve those scores. I feel like we get test results but don't really know how to improve those skills. I would like results ASAP so that I can assist my students in the areas that they need improvement.

I want to know the most frequently missed questions or areas so that I can improve my teaching in those specific areas. With assessment results, I want to be able to identify areas of growth for me and areas where my students need more instruction. In addition, I would like to know what areas I am doing well in. I would like to be able to see assessment results digitally and to have ongoing access to them so that the results can be a meaningful part of my planning.

Whether students are on track to meeting proficiency levels as measured by the actual state tests at the end of the year. For state assessments, it would be useful to continue ensuring that they reflect the Common Core standards in a meaningful way, and to no double efforts with EOC (i.e. students should not be taking both something like PARCC in ELA and also an ELA EOC, if they are both measuring the same thing.)

I want to be able to use the assessments as a tool to help me understand the areas I need to work with the child as an individual. I would like to see resources and an assessment that can do a better job at grouping students by areas of need. I would also like better guidance on how to communicate the assessments to parents, and what they mean.

trend lines, individual student performance. I would like to have an analysis of the question itself (what should have been covered). Assessment results should remain available for at least one year and as soon as possible..

I need to know IEP, ELA, and students who are enrolled in a class for a second time plus their overall grade point average to make a determination of what is taking place. I need to understand if the student is even trying in school, can understand the content due to language barriers, and does the disability not allow the student to be successful under standardized test environments. Overall grades would help in assessing student progress and performance. If a student is not trying then no gains will be noticed. Information on score reports should be growth patterns from elementary to high school for student in test parameters. Assessment results should be available year round to staff so we can accurately see what is taking place. We rarely get access to results or what is taking place with our students.

More visual of posting grades of the students so that we may focus on the students weakness.

All I want to know about is student growth. Growth about them individually, not compared to anyone else.

I would love to see the children tested twice a year, once in late fall and once in late spring. What I would like to know: is the individual student making progress? To show individual progress, rather than hitting a mark, would be more useful. Also, a shorter test more than once shows better data. Istation doesn't do this because it only assess skills, and is not comprehensive enough. Longitudinal scores are more helpful. The assessment should tell whether a student is reading on, above or below grade level and is the student able to make appropriate gains throughout the year.

I feel having a beginning "start" score and an ending goal is most valuable to me. It helps me to see where my students are when they enter my classroom and the "end" score will let me see how much they grew while in my classroom. In order to monitor student progress, student check-ups must be done continuously. I don't want a one-time test, at the end of the year, to tell me whether my students have made progress...because that isn't valuable to me (I never get the results anyway because the scores go to the next grade level, so I never see how my students performed while they were with me.) I guess what I'm trying to say is the information I need from assessments is how are my students performing NOW, where are they at and where do I need to get them.

In reporting, I would like to see longitudinal data so that growth is evident. Score reports should give teacher data as well, not just grade level data. Reporting should reference CCSS Gaps in learning by student, grade level, and teacher. I want to be able to see if the student is significantly below grade level expectations.

I would like to be able to see student growth. Students' strengths as well as weaknesses.

-Performance, application, and written assessment - higher order questions and real-world questions (practical) - all the needed scores - all the time I need to see or input

The need for a budget in physical education to offer a more diversified curriculum throughout the school year. Equipment is below average for class.

Normative & Longitudinal

I need to know how my students are performing in relation to their grade level standards. I need timely and relevant feedback that will inform my classroom instruction. I would like to have unfettered access to this information.

- performance levels based upon basic standards (reading levels, math levels); performance as compared to similar schools/student demographics - how are individual students performing based upon basic standards? How are students performing as compared to other, similar students in the school and other comparable schools? Are they proficient in reading? Math? for their grade level? What are they missing (gaps)? -Inferences on assessment results should be readily identifiable (skill, will or teacher issue?) - Student progress over time: progressive information over 5 years (are they grade-level proficient in reading and math?) - Immediate feedback on assessment; accessibility on a website for school staff and administrators

In my current position working with student services, background information is crucial such as home living situation and family health. I know this is difficult to capture but helpful to capture student emotional well-being so as to understand overall progress: * home situation such as two parent or one parent family * Number of siblings * attendance (usually impacted by the above) *Performance and trend data: Short Cycle assessment progress (Istation or MAP / NWEA captures this well), *PARCC (or other standardized test data, classroom performance (often underestimated or not captured). It would be nice for me to see results (analyze data) on either a quarter or semester basis at the district level.

aggregated data I'd like to be able to show parents where their child scored

Istation Reading offers a good way for me to understand how to help my students. On the other hand, the Math portion is not as complete as the Reading portion. I am also expectant to see if the Levels 4 and 5 correlates to this year's SBA scores. In my opinion, there should also be a writing portion to the short cycle assessment, so teachers can intervene quickly.

Current student scores, as often as needed to discuss with parents/caregivers, and school staff that is providing direct instruction and other direct services to student, present level of performance, areas of deficiencies, areas of strengths, where should student be performing at vs plp,

I'm interested on Normative score reports.

Manager

The information I need from assessments is to see who is making gains throughout the school year (short cycles--I-Station) and why not. What can I/parent do to improve progress. Doing short cycle like I-Station that is monthly lets me see results quicker and more efficient. Having assessments with trend lines and plotting each month students scores, helps to see and explain to students/parents how they are scoring. Then having a break down of each domain to further discussions of progress.

At what level is the student, what are his/her weaknesses and strength's trends and longitudinal data are very useful when arriving at a decision with the students and parents. Fall and spring assessment.

•What inferences do you want to make about student progress or performance?

As a counselor the most important thing is having stable guidelines regarding what assessments students will need to graduate.

In order for an assessment to be of any value, it needs to provide information that can compared throughout the school year. I want to know my students weak areas and be able to help them.

Beginning of the year data is extremely crucial in the development of intervention lessons, in order to help individual students build on what they already know. I would like the assessment to provide beginning of the year, middle of the year, and end of the year data.

why are we spending millions on this when there are numerous tests that already exist

Trend lines, measure of improvement

training on the best way to approach SBA and MAPS testing. The resources to achieve the goal of reaching proficiency.

* The kind of assessment that will give a result that will measure the true level and needs of students.

It is to my opinion that students that are ELD and those with special needs must have a separate type of assessment, giving them same level of assessments with regular students will just frustrate them. *

the type of information that can be useful to me is the trend lines and aggregate performance also will be beneficial in comparing the data. *Assessment results should answer the following: ** what's

the purpose of the assessment and how will the results be used and by whom? ** How can students use the assessment as a learning tool and how teachers can use it as a support to learning?

**How valid will the assessment be? * assessment results should be able to access anytime for references when need arises.

progress and growth within expected strands of learning. "how is this child doing in relation to others and in relation to broad expectations." I would like to see progress presented in a clear way. I would like access at any given point and formative can be done quite regularly if not in an overwhelming platform (for example, sight word lists can be checked regularly in the early grades as an ongoing formative assessment)

Provide enough resources, past exam papers with detailed answers, training for teachers on how to prepare students for the state exams.

Timely information is very important, and while the timeliness of PARCC information has improved, somewhat over the years, any assessment administered should have results returned to districts by early May. Graduation data needs to be more timely. A year lag is far too long. It would be nice to have 5 to 7 talking points for use in reporting data to parents, families and school community.

Inferences regarding student progress should be easily tied back to Common Core Standards. It would be helpful normative, longitudinal data by cohort. Quarterly assessment data would be very helpful.

I like specific skill information, that way I can tell which skills I need to help that student with. Three times per year is good with younger students. Short tests.

I need to have information that ranges from individual scores to trends to assessment protocols and assessment porral.intormation. i use assessments to help guide teachera in ddvelo5pinh curriculum as well as determine testing schedules and training. I consult with teachera students and oarents on test scores and what they mean..

I need to know what content areas student is or isn't proficient in at grade level to help guide me to be a more effective teacher and to help support parents and students with guidance for remedial help if needed or extensions to learning

I want the assessment to be timely and specific so I can plan intervention and enrichment strategies. To better serve my role I would like to see similar data that I receive in IStation. This type of data is both you informative and useful in being able to differentiate instruction as well as give students that opportunity to have a voice in their own learning. Being able to see trend lines, and performance of students is great. I also enjoy being able to see if students are just pointing and clicking their answers or if they are really engaged in their testing. I like being able to see how students fair against students at their same level of students taking the test. Monthly data is great, it gives teachers the opportunity to see data and reflect on instruction based on the data results. Being able to see monthly data as often as possible is great. I love being able to sit down with my students and set monthly goals, in order to encourage students. Any assessment that is adopted should provide ways of giving varied instruction for students. Which are essentially built in resources for students and teachers to be able to spend more time teaching and less time searching for useful tools. Built- in differentiated instruction and targeted RTI for students is an invaluable tool. One thing that seems to be overlooked in the state is the how culturally different the state is in comparison to other states. Tests that reflect our states cultural is something that should be built into the test.

* detailed NGSS standard mastery rates and growth. * Obtain the results online and with overall and class-level mastery details. * What to infer how NGSS implementation is progressing. Questions to answer: How effective are the lessons in promoting long-term retention of science concepts and thinking skills? What concepts are proving difficult for students to retain long-term? What concepts are easier for students to retain long-term? What stubborn misconceptions need to be targeted based on item analysis?

- information that would be useful is data that shows where student stated the year (baseline) mid year and then end of year as a way to measure accurate growth/progress and if this is significant growth based on similar students at the same starting baselines.
- the areas a strength and areas of weakness in ELA and Math skills
- possible other good feedback may be if student currently is on an IEP and what areas of services he/she is receiving services in (as this will support if those services are making positive progress as well)
- useful information on the assembly feedback would be those areas the student scored strong or weak in very easy readability form for parents to understand. The areas the student was weaker in having some suggestions on what these standards/skills intel and some strategies to work on with the student to help them become stronger in those areas.
- best way for state assent this measurements would to be assessing the students first of the year as baseline data, then quarterly to see current progress and a final end of the year assessment as a end result of the years growth. Three times a year makes growth measurements and intervention strategies not done soon enough or to show those interventions working with a follow up (traditionally beginning middle and end of year was the assume that timeline. As a past educator and administrator I see that every 9 weeks would be more supportive for quickly measuring rogers's and putting interventions in place earlier I on than mid year!

At the moment we use IStation reading which, in my opinion, does not assess the students on the common core standards for their grade. In vocabulary it wants the students to know the words novice, prohibit, amend, (to mention just a few) in written form and pick their synonym from a list of 4 other written words in a timed setting so the students are forced to guess. This relies totally on luck and not on their ability to recognize or use the word in context. In kindergarten the higher students get very advanced passages to read and have to add the last word from a list of 4 dropdown words in a another timed test which also has them guess because their reading speed is not fast enough. Any test that rely so much on luck is invalid and does not help me as a teacher know what the students knows and what they need to work on which to me is the purpose of any assessment. Lexia did a much better job of assessing the students level and providing remedial and advanced material for the students.

How can I convince parents/guardian their child needs to be present in school everyday. They are the stakeholders for their child's future.

I am a first year teacher and have had zerrrooooo training on assessments. I had no idea my students were taking an EOC until the day of. So ya that needs to change.

1. Aggregate performance 2. Does it show the student's DOK necessary to interpret deeper information in the subject? 3. Is the assessment trying to cover too much information - making it hard for the student to retain everything between assessments? 4. How the students placed on a bell curve overall, and for each segment of information. 5. Online, and whenever needed - initially within a week of assessment.

Information that is easy to read re: areas that students did well in, areas that students did not do so well. That info can help me know what I taught well, and what I need to improve on in my teaching. I would like a Pre and a Post test. Students growth from BOY to EOY.

The information needed from assessments to allow me to improve instruction and help my students prepare for the next grade level is: *grade level performance by each of my students (individually) based upon skills that are built on through the next grade - how well is my instruction aligned to other grade levels and by CCSS * What students need intervention and to what degree (snap shot of performance skills to help me predict the outcome/end of year readiness) * Progressive formatted but aligned to skills need to be successful in next grade and progression of skills based on what the student has demonstrated mastery * Assessments given in a timeframe so that data (how students performed, trends of skills lacking) can be utilized to make instructional decisions immediately * Quarterly is best but some students may need biweekly if given to assess only the lacking skill that is being addressed in interventions

I would like to have more layman's terms in the reports when we receive them as parents. Using Percent Quartile means nothing to us parents, especially when there is no Key available to include us as parents in understanding the lingo, and we would like help with understanding the graphs & identifiable data. Also, how much time in front of a computer are my children being subjected to during school hours? And is this currently being analyzed? I currently have a 3rd grader & a 5th grader, who do not possess adequate typing skills. I worry how many students are unable to "pass" a test due to typing skills. My 3rd grader became quickly frustrated with reading on a program called, "Who's Reading" and when I simply identified that she was not inputting adequate spacing after a period, she shot up to the top of her reading in her 3rd grade class. I would like to know as a parent that: 1. Our children are not being conditioned to being in front of computers to teach them versus live teachers. 2. Our children are not reporting as "fail" for grammatical errors in their typing skills. Are their typing abilities being analyzed as well? 3. Our children are not giving up on trying to successfully pass their tests on computer because they cannot type efficiently, and this has not been properly identified by the educational system as the problem.

As we have previously seen, as an educator I have found it greatly important to analyze the data relating to CCSS. NMPED created a list of most to least difficult standards based on students' results from state assessments. These results have helped me to address some of the most common needs, according to grade level standards as seen across the state. By looking at state assessment results, I would like to continue seeing my students' academic weaknesses and strengths. Through the use of all my best teaching practices and well supported formative and interim assessments, I would like to be able to predict my students' overall progress--taking into consideration that the formative and interim assessments are good indicators of summative assessments results.

Several things: specific data results for standards. This is difficult for ELA. One assessment may spiral in several standards. I want a way to see how my students are doing on the individual standards. Also, my next huge concern is this: IF the state decided to go to administering the same interim assessment state wide, how will we as teachers know what standards need to be covered in order for our students to perform well on the exam. Currently, the districts provide and write their own SCA's (short cycle assessments is what our district labels them as). IF the state goes to same state wide interim tests throughout the year, will there be a pacing guide for teachers to follow so that we do not go and teach RL8.2 and the interim tests on RI 8.6. I am very nervous about having to start all over with having to change around my pacing guide. I would like to know if this does happen, how soon will the pacing guide be made available so I can update lesson plans.

	<p>How kids are doing in their health education skills is what parents and teachers need to know more about because if they don't have the social skills to focus on learning or the emotional skills to handle their challenging lives, they may not be able to learn well. Also, parents and teachers need to be able to see results in much more detail to see what students need and what to advocate for and we need results more frequently.</p>
<p>Survey Comments – Higher Ed</p>	<p>Direct tier II instruction which is related to the assessment data. Consistent data over time. Concrete (needs help in phonological awareness vs. a graph saying ELA for instance). How students fair locally, at the state level and nationally. Tri-annually. Less testing on Fridays.</p>
<p>Survey Comments - Parents</p>	<p>I just need to know if my child is on track or not, and how she compares nationally and statewide. I like assessments that allow a student to show all that she can do--like the MAP tests, where the questions keep getting harder as you answer correctly.</p> <p>As a retired educator and mother of a current educator, I am interested in the feedback that teachers need about how well their students learned. The aggregate performance they currently get does not give them any information about how effective their teaching was for each content standard being measured. There is no way for them to reflect or to look for ways to improve in certain areas. So, a more detailed breakdown for each standard would be helpful.</p> <p>Student progress: trends and rankings. Suggestions for improvement performance.</p> <p>The more information the better. Having student data provided in a variety of formats and broken down in different ways helps me to get an overall picture, and online access is the most beneficial so I can easily access it throughout the year as needed because there are times that I would like to go back and look at the data but students have moved from another school or did not have reports like the rest of the class. Having a portal would make it much easier since we are using digital platforms for almost everything else.</p> <p>I want to see trend lines and also how my childrens' scores compare to the local and national data as a whole. I would also like to see the scores for teachers' classes as a whole as compared to the local and national data as a whole. It's important to know if the teachers are able to teach our children. I'd like to see the data at least twice a year.</p> <p>As a parent, I want to ensure that I see the assessment results and understand what is being assessed. I would like to see where my child was last year, where they are now and how their scores compare to the state/district averages. I would like to know what we can do at home to promote growth and strengthen our child's area of weakness. Our district currently uses an Illuminate test at the end of each quarter to determine if they are learning the standards being taught. This has been helpful to see where our children need the extra help.</p> <p>Performance, level, weaknesses, what kind of resources available to help, access monthly.</p> <p>I need honesty, not some silly assessment that basically tells me nothing due to the guessing game. I want an assessment that actually provides some useful, relevant information making it easier to know the whole child. I want the child compared to his or her self, not a large group or the kids coming before or after a said child. Tired of comparing the apples to oranges. I want to see that child's score compared to that child and see progress or lack thereof in an honest, approachable fashion.</p> <p>Assessments need to be student oriented. Example: If a student has a disability for instance, his or her assessment should align with ability level not grade level. Why cause all the unnecessary stress and anxiety? Also, if a child cannot read or struggles to read, then read the text to him or her. The student is scored on comprehension, not fluency. Reading deficits can destroy self esteem and taking an irrelevant assessment does not help or cure any problem. Instruction can be designed in regards to what students do know as easily as to what they do not know. Take the politics out of education. They do not belong there. We are failing our students, our future with such rhetoric and nonsense. We as educators need to snap out of it before it is too late. Be there for the kids and help them reach their potential. Educate more and quit over testing and over analyzing.</p> <p>We want to see how are students are doing academically and how this education will help them in the world we live in</p>

	<p>As a teacher I would like to see both the normative and longitudinal data on a report. I would like to be able to use the data to drive instruction. As a parent I would like a report that explains where my child is academically and within a time frame that allows for discussion with the next years teacher before the school year gets going.</p>
Survey Comments – Tribal Member Group	<p>student performance in main areas</p> <p>I would like to be able to access the assessment results at any time, the scores and results need to be in language that everyone can understand. The assessment also needs to be regional specific because what a child experiences in one region of the state does not necessarily mean another child has the same life experiences as the child in another region in the state.</p>