

**Long-Term Recommendations**

1. The following principles should be established as legislative intent for use in the development of a new assessment system.
  - a. An effective assessment system shall be implemented that improves and informs classroom instruction, supports accountability and provides useful information to all levels of the educational system, including students, parents, teachers, schools, school districts, and the state. This statewide assessment system shall:
    - i. Include multiple assessment formats, including both formative and summative, as necessary to provide information to help improve instruction and inform accountability;
    - ii. Measure student growth and competency within each subject area and at multiple points throughout the year in a manner that allows instructors to monitor student progress and have the necessary trend data with which to improve instruction;
    - iii. Provide rapid feedback;
    - iv. Link student growth with instructional elements in order to provide credible accountability evidence regarding the effectiveness of educators, curricula, instructional efforts and to support classroom instruction activities.
    - v. Be balanced so that the information used to make significant decisions that affect school accountability or student educational progress shall include many data points and shall not rely on solely the results of a single assessment.

Action:

- Adapt the current RFP language to lead to acquisition and deployment of an assessment system that meets the principles expressed in the legislative intent.
  - Have the State Board of Education make a determination that the assessment system is balanced.
2. One part of the assessment system shall be instructionally supportive formative assessments. Key components of an instructionally supportive assessment shall include the abilities to:
    - a. Assess important skills and knowledge within each subject area
    - b. Provide skill level, rather than age/grade level, assessment description of a student
    - c. Report test results in a way that supports learning and provides useful information for teachers
    - d. Assess teachable skills and knowledge
    - e. Be relevant and understandable by each student taking the assessment
    - f. Consume minimal amounts of class time

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- g. Assess individual student progress several times per year and be scaled by areas of skill across the grade levels in order to allow multi-year comparisons
  - h. Provide rapid feedback
  - i. Be culturally sensitive
  - j. Encouraged to be computer-based and adaptive
  - k. The formative assessments do not have to be the same used statewide but need to be aligned with the state standards.
3. A second part of the assessment system shall include a state administered summative achievement assessment that can be used as check on the educational system in order to guide state-expectations for the instruction of children and satisfy legislative demands for accountability. Key components of the state administered achievement assessment shall be to:
- a. Maintain and Increase academic rigor;
  - b. Measure student learning growth over years;
  - c. Align to college or career readiness standards;
  - d. Strengthen curriculum
  - e. Encourage students to participate in their learning and accountability
  - f. Inform parents and draw parents into greater participation of child study plan
  - g. Allow state-wide and nation-wide comparisons of student learning
  - h. Provide a way to norm the assessment to characteristics of the student such as, but not limited to, ELL, gender, ethnicity, poverty, age, and disabilities.
4. A third part of the assessment system shall include classroom based assessments, which may be formative and/or summative. Key components of an instructionally supportive assessment shall include the abilities to:
- a. Assess important skills and knowledge within each subject area
  - b. Provide skill level, rather than age/grade level, assessment description of a student
  - c. Supports learning and provides useful information for teachers
  - d. Assess teachable skills and knowledge
  - e. Be relevant and understandable by each student taking the assessment
  - f. Be culturally sensitive

## RECOMMENDATION #1

### Short-Term Recommendations

1. Balance the statewide achievement assessments in 3rd-8th and 10th grades to include computer score-able questions and others only as necessary to create a culturally sensitive and accurate assessment. The assessment should:
  - a. Retain validity and reliability
  - b. Retain "critical thinking" skills
  - c. Reduce cost and time

Action:

- Require the State Board of Education (SBE) to make a determination that the statewide achievement assessments have an appropriate balance of types of test questions.
  - Require the SBE to determine validity and reliability of math and science assessments and End of Course exams that are used for graduation requirements. Once the SBE finds the assessment to be valid and reliable it shall be a graduation requirement.
2. Align classroom based assessments (adaptive) with standardized tests (summative).

Actions:

- a. Change the writing WASL to a classroom based assessment for all grades.
  - b. Classroom based assessments are to become computer based, adaptive and aligned with state standards for instructional purposes.
3. Legislature shall revisit the alternative assessments, the appeals process (including local school district authority) and the special education portfolio.

Action:

Legislative action as necessary.

4. Prepare students for college and career readiness.

Action:

Make PSAT available for students who have passed the 9th or 10th grade WASL. This is a voluntary choice for students.