

Assessment & Accountability: Elementary/Middle Level Sub Group

Tuesday, September 11, 2012

Key issues committee identified for consideration

- federal mandates in place that dictate. (NCLB)
- do we have any control over it?
- Mn waiver does not decrease testing mandates
- Specific tests and the specific purpose and intent: Tests are being used by teachers, administrators, parent and the public for purposes other than the original intent.
 - State legislation has been aligned to NCLB.
 - We need history of state tests
 - All mandated tests are federally driven.
 - Separate federal vs state and local.
- Also need to discuss what criteria are required for the tests: example: MAP is adaptive and can't be used for NCLB
 - Data from MAP is good and informs instruction
 - Instructional data vs. performance data vs accountability data/information
 - Great deal of confusion by parents and other stakeholders over state mandated tests, district vs school-level tests and testing schedules.
 - Consider focusing on improving MCA's because of its richness in data: Intent of MCA at state level? (system accountability, one point of measure in time and not intended to be used to drive daily curriculum and instructional practices
 - Do MCAs include questions based on material not yet taught? Tests offered in May and intended to test students at all levels so many students have had the content.
 - What is "teaching to the test" vs teaching to the standard?

Hand out provide on state required testing schedule

Feds dropping mandate for MCA Modified Reading online test

Rose H. comment:

1. Consider a re-design of the federal mandates, testing schedule, etc.
2. Other subjects are taught; how does this narrow the instruction?
3. For accountability do we need to test every year - every subject?
4. How can we be more efficient in testing and preparing
5. Is testing driving instruction too much limiting instructional delivery models. Is there a better way of doing this?
6. Different funding formula to allow for accomplishing what we want?

Comment on Finland: No testing till 9th grade.

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Wednesday October 17, 2012

Summaries of separate small group meetings

Small group discussion focused around the statement:

What would stakeholders want to know about our schools?

1. How schools compare at state level and district level - do not have to test every grade.
2. Are students progressing and growing - If we don't test at every grade level you cannot do growth @ state level and district levels. Can growth be measured with other assessments? Can growth be district level only?
3. Are students on-track for graduation - we put this on hold since another subgroup is working on this topic
4. College and career ready- also on hold
5. Curriculum mastery - alignment is important to standards. Can be determined using multiple measures.
6. Quality assurance – are measures valid and reliable?
7. Closing the achievement gap - are we improving?
8. Multiple measures—what can/should they be?
9. Does every student need to attend college?
10. How do we include what students' interests as part of learning?
11. How will teachers and principals be held accountable?
12. Elementary and middle feed into HS – need alignment.
13. And finally, think outside the box!!! If we could redesign the system what would it look like?