

Brain Writing Activity – Sorted Responses

Clarification of test purposes and multi-purpose tests:

- Ask if the test is meant to improve learning & teaching OR prove what has been learned/taught
- Have standard assessments that locals can use to impact learning; that data can be provided for state level information
- Assessment purpose needs to be clear and communicated
- I.D. a nationally normed test (IE Terra Nova, In View) that can measure achievement, growth, gifted or other needs
- ___ the use of the pre-ACT and ACT to do the same for grades 1 – 12.
- Streamline RQF process so one approved list for assessments with overlap are one list (e.g. 3rd grade reading, TAG)
- Select assessments that meet multiple requirements
- Make sure assessments are current to the purpose and need
- Use tests for multiple purposes
- Get all info possible from tests (intervention, disability)
- Get rid of redundancy
- Can more assessments serve multiple purposes?
- Educate, educate, educate. Parents are heavily influenced by press about testing. They often make judgements based on incomplete information (communication).
- Tests should be used to improve teaching and learning, not used to prove what is taught or learned
- Avoid duplication of assessment-based on one set of standards

Supports and resources:

- Provide item analysis on state administered tests
- Create a resource of districts using best practices for data analysis to inform teaching/instruction
- Directory of non-state mandated assessments available that would be a value to students & staff
- Provide districts with resources to conduct their own assessment inventories like Dr. Gupta shared; recommend the assessment inventory as a best practice
- Recommend as best practice all districts/community schools conduct the assessment inventory to maximize local control
- Conduct review and audit of purpose to help eliminate/redundancy of tests
- Mandating the inventory will lead to compliance only
- Boards of Ed should have information needed to assess cost/benefit relationship of assessment strategies and instruments

Testing elimination and local control:

- Eliminate the requirement for use of a work key works readiness assessment in correlation to a 12-point pathway
- Reduce frequency of implementation
- Create options for student checks within the assessment matrix framework create by the state; emphasize local control
- Nuclear option: lessen/eliminate high stakes testing to reduce the district need to practice testing
- Have locally driven assessments only
- Balance testing across grade levels
- Local districts should be able to measure student achievement and progress at a local level with assessments they chose

Additional comments and questions:

- Dr. Gupta made excellent point that there may be a variety of reasons why an assessment persists, despite a strong rationale for its use (i.e. redundancy, utility)
- Emphasis on purposeful planning, not just eliminating
- Too many competing interests about why a test should be given – no one wants to see “theirs” eliminated
- Uncouple teacher evaluation from student test scores
- The discussion needs to be bigger
- Validity? When tests are made too visible? Multi-purpose assessments...what is the equality?