

CASE Principles on Student Assessment Version 2.0 (1.15.15)

Assessments play a vital role in the teaching and learning cycle and include various types of tests: summative, formative, interim, benchmark, and diagnostic. Multiple assessment types exist and provide valuable information at different times within a student's learning progression.

A mix of assessments should be for accountability and instructional purposes. In addition to federal mandates, schools must comply with state mandates and administer local tests, including formative teacher developed tests and district assessments. The compounding impact of assessments effects instructional time, particularly in the spring when it results in a substantial disruption to school schedules. CASE respects the work of the 1202 Task Force and has determined the following beliefs and recommendations are core considerations in any discussion around the future of testing in Colorado.

What we believe about assessments in Colorado:

- The primary purpose for assessment should be to provide in-year instructional feedback for the purpose of improving student achievement. This requires timely and relevant assessment and data across the subjects.
- We support multiple valid measures of longitudinal growth for marking each student's progress, as well as accurate and consistent measures of school and district achievement.
- Assessments should provide incentive and direction for student success.
- Formative assessments should be meaningful and timely in order to inform students, teachers and parents.
- Assessments should not limit student opportunities.
- Assessments should not be the only manner students can achieve and succeed.

What do we think should happen concerning assessments in Colorado:

- Minimize the loss of instructional time for mandated accountability assessments.
- Fund at the outset any federal and state assessment mandates. Funding must include all costs, such as time, training, curriculum, etc.
- Provide additional time and funding for the transition to online testing.
- Ensure that vendors are held accountable for securing student, teacher and school data, and that it is used only for the intended purpose of the assessment.
- Eliminate tests that are redundant.
- Allow 9th grade assessments to be counted toward meeting high school requirements.
- Discontinue 12th grade assessments used toward accountability purposes.

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