



Graduation Guidelines Assessment Workgroup

Meeting Notes

1560 Broadway 19th Floor

Meeting Date: March 2, 2017

Meeting Time: 10:00am-3:00pm

No.	Discussion	Initiator
	<p>In Attendance: Mike Bowers, Jane Chapman Vigil, Floyd Cobb, Jonathan Dings, Mary Kay Dore, Stephani Duke, Fred Franko, Ian McGillivray, Michelle Murphy, Gerry Olvy, Susan Ortner, Holly Sample, Robert Williams, Catherine Wilson, Brad Ray, Tracy Diel, Danielle Johnson, Johan van Nieuwenhuizen, Sarah Heath, Lulu Buck, Elliott Asp (Facilitator); Misti Ruthven and Robin Russel (CDE), Cori Hunt (note taker, CDE)</p> <p>Presenters: Charles Dukes and Amanda Fuller (APS), Sarah Heath, Brenda Perea and Mike Womichil (CCCS), Mathew Lisk (College Board)</p> <p>Guests: Jef Fugita (Jeffco), Charles Dukes (Aurora), Kim Poast (DPS), Tammy Lawrence and Katie Romero (Adams 12), Diana Zakhem (Englewood), Angela Landrum and Jared Anthony (CDE), Aislinn Walsh (Charter School Institute)</p>	
	<p>The following notes attempt to capture presentations to, and comments and conversations by the members of the Assessment Work Group.</p> <p>The products included herein are not endorsed by CDE. The presenters are guest speakers, and they have been invited by CDE to inform the Assessment Work Group about the measures and assessments.</p>	
1	<p>Introduction and Decision Making</p> <p>In September 2015, the Colorado State Board of Education asked CDE to reconvene the Assessment Work Group (AWG) “to determine whether other additions to the menu should be considered by the board 2 years from now, and that such a process be repeated every 2 years after.” The Assessment Workgroup is considering updates to the Graduation Guidelines Menu of Options for recommendation to CDE. The State Board of Education will make the final decision about updates to the menu.</p> <p>Common Questions for menu additions/updates:</p> <ul style="list-style-type: none"> • What is the product/assessment/activity measuring? • How does It measure career and college readiness? • How would these measures fit into a students’ pathway in high school in beyond? • Do they measure in-demand skills? • Are these measures aligned with Colorado Academic Standards • What is the validity, inter-rater reliability? • What is the cost? • Are there equity issues? <p>Decision Making Process – Consider these questions:</p> <ul style="list-style-type: none"> • Is this update/addition available to all districts? • What is the utility for each item that guides students through school? <div data-bbox="889 1654 1166 1896" style="text-align: center;"> </div>	<p>Misti Ruthven</p> <p>Elliott Asp</p>

2	<p>PRESENTATION: DIGITAL BADGES at Aurora Public Schools Guest Speakers: Charles Dukes, PWR Director, and Amanda Fuller, Digital Badges, Aurora Public Schools</p> <p>Resources: http://badge.aurorak12.org/ + https://cultureofyes.ca/ + on documents, links, and a Power Point presentation on the CDE AWG webpage.</p> <p>“Digital Badges are digital representations of demonstrated competencies, knowledge, and skills stored in an online platform designed to recognize, validate and make visible the learning and achievement that occurs both within and beyond traditional academic settings. In other words, they are granular credentials of students’ skills and accomplishments. Students can earn Digital Badges in each of the following five areas: Collaboration, Critical Thinking, Information Literacy, Invention, and Self-Direction. These five 21st Century Skills are identified across all content areas in the Colorado Academic Standards and align with the Colorado Academic Standards.”</p> <p>Digital Badges at APS are evidence based, transferable and portable. They help students tell a story about what they know and can do.” They:</p> <ul style="list-style-type: none"> • give students the language to be able to discuss their skills and how to apply them in work • allow students to track their work and competencies – could be through online portfolio • track skills outside of classic math and English standards • enhance what’s out there; could be recognized by each district <p>The AWG members asked the following questions of the guest speakers, who responded.</p> <p>Q. How could Badges work in small or rural schools?</p> <ul style="list-style-type: none"> • Incorporate them into what is already being taught in the classroom. • Students match interest in career clusters; business partners recognize 21st century skills • Example: the New York Dep’t of Ed trained teacher leaders to get them to engage kids into skill development <p>Q. National and local businesses don’t know about them. How do we get the word out?</p> <ul style="list-style-type: none"> • Badges are recognized by a growing list of companies (see website) • Students develop a language to articulate their skills • Work with college partners • The more we all use the same product => with the same results => creates feedback loop <p>Q. Can students demonstrate English and Math competencies with Badges? No</p>	Charles Dukes and Amanda Fuller
3	<p>PRESENTATION: DIGITAL BADGES in the Community College System (CCCS) Guest Speakers: Brenda Perea, Instructional Design Project Manager, CCCS Sarah Heath, Colorado State CTE Director, Assistant Provost, CCCS</p> <p>Resources: https://credly.com/u/cccs and on the AWG Google Drive</p> <p>Digital badges:</p> <ul style="list-style-type: none"> – started in Europe in 2005 with the goal to quantify competencies – track expiration dates so that skills stay relevant and updated. Employers can look into badges and check on the results for applicants so that they have hard evidence to hire. – track granular competencies and help define pathways – 72 badges provide skill transparency for employers – who can search required skills they are looking for and find candidates with those skills completed. Examples: => Technical Math 108, Machining level one skills, Engineering graphics – Can be leveraged into college credit through Prior Learning (PLA). Badge hierarchy can enable scaffold learning or “chunking” first evidenced by Micro Badges - which are collected by a student and can be combined into Macro Badges - which signifies a higher level of skill or mastery. A collection of badges can be considered for college credit through PLA – Badges through CCCS => 23 Technical Math MOOC badges>MAT108 => 7 Engineering Graphics>Metro State University = > BS Engineering => 11 NIMS Industry Certifications - Other connections: Peyton/Widefield/D49 school districts: “Bring Your ‘A’ Game to Work” (StemCO/21st century skills, AutoCAD, 3-D Printing, Woodworking based on national Woodwork Career Alliance standards) 	Brenda Perea Sarah Heath

	<p>The AWG members asked the following questions of the guest speakers, who responded.</p> <p>Q. Who has access?</p> <ul style="list-style-type: none"> - 13 Community Colleges have access to the program - StemCO – districts have access and are authorized issuers - There must be a local place that can test competencies <p>Q. What is the connection to Colorado’s CareerWise?</p> <ul style="list-style-type: none"> - Not connected at this point - Badges are available throughout the country <p>Q. How are badges connected to Sector Partnerships?</p> <ul style="list-style-type: none"> - Renise Walker (CWDC) will be able to talk about connecting with businesses <p>Q. What is a badge assessment for high school students?</p> <ul style="list-style-type: none"> - Depends on which badge students might want. Students create project that showcases the skills. Graded by 3rd party. Students provide evidence of mastery which is evaluated against a set standard or test, then transfer credit - High school students would have to present the badge to the college, and the college would determine credit and/or what would happen next <p>Q. What’s the difference between SKILLFUL and Badges?</p> <ul style="list-style-type: none"> - SKILLFUL outlines competencies: ONet + Burning Glass data. - Badges could link to that data & tie together 	<p>Brenda Perea Sarah Heath</p>
	<p>The AWG members split into small groups and reported out about APS Badges and Digital Badges:</p> <p>A. Positive:</p> <ul style="list-style-type: none"> - portable, carries on for life, understandable by business - connected to post-secondary options, i.e. technical math - career focused demonstration has value - proves a student can demonstrate academic AND employability skills <p>B. Differences:</p> <ul style="list-style-type: none"> - CCCS: Rigorous, vetting by groups, not just one business - APS: one-on-one collaboration with businesses <p>C. Concerns</p> <ul style="list-style-type: none"> - Structure of the menu – in the way? - What about kids who don’t test well? - What is Accountability? What will have to be maintained? Burden to keep Badges relevant? - How could smaller/rural districts take advantage of Badges? <p>D. Themes:</p> <p>MENU - added to menu? How/where? Separate measure? Part of capstone? Or Portfolio? or subset of Industry Certifications?</p> <ul style="list-style-type: none"> - seems like two pieces: general (APS) and technical (CCCS) <p>RURAL – small rural district – no industry?</p> <ul style="list-style-type: none"> - Connect to college partner - Consider Sector partnerships <p>EQUITY - same opportunity for ALL to participate?</p> <p>ACCOUNTABILITY – unintended consequences/burden?</p> <p>CULTURE - Part of culture? Shift?</p>	<p>Elliott Asp</p>
<p>4</p>	<p>PRESENTATION: CPASS – Career Pathways https://careerpathways.us/ Guest Speakers: Sarah Heath, Colorado State CTE Director, Assistant Provost, CCCS</p> <p>“The Career Pathways Assessment System offers high school students a way to measure their readiness for postsecondary education or entry into the workforce through innovative computer-based assessments and Career Competency Qualifications (CCQ). Rather than focusing on academic skills alone, CPASS assessments measure both the knowledge and skills needed for specific career pathways. This innovative system provides a more accurate way to judge students’ readiness for real-world careers.”</p>	<p>Sarah Heath</p>

	<p>Snapshot: CPASS assesses Employment skills , agriculture, manufacturing, construction</p> <p>Components: General CTE Pathway Test Blueprint – any CTE program Career Competency Qualifications (CCQs) – not unique to any one program => specific CCQs are part of gen'l academics: mastery of math and ELA</p> <p>Logistics: Form is online (access to x # students)</p> <p>History: University of Kansas is the vendor for the online curriculum and technology Colorado is part of a two-state collaborative with KU CDE worked with KU several years ago in a content collaboration</p> <p>Scores: Approaching, Meets, Exceeds (teachers do not have to score)</p> <p>Academics: Cross-walked with Colorado Academic Standards</p> <p>SPED: Accommodations are possible</p> <p>RURAL: Easy – supports completers, manageable</p> <p>The AWG members asked the following questions of the guest speakers, who responded.</p> <p>Q. How do I make this available for my students?</p> <ul style="list-style-type: none"> • could be in a checklist: what you need to know and do (in a career) • could be in a Capstone Project – helps demonstrate readiness in ELA/Math <p>Q. Could CPASS replace Work Keys? - Not necessarily, but (according to Brenda Perea) CPASS is better than Work Keys</p>	
6	<p>QUESTIONS From the field re: Concurrent Enrollment</p> <p>Susan Ortner, Principal of Holyoke HS, raised concerns about Concurrent Enrollment re: requirements for Concurrent Enrollment instructors.</p> <p>Discussion:</p> <ul style="list-style-type: none"> • The Higher Learning Commission (HCL) enforced rules that all teachers must have MA + 18 hours in content (for Guaranteed Transfer classes) • The Concurrent Enrollment Advisory Board (CEAB) is working on systematic solutions to this and other issues. The Concurrent Enrollment Advisory Board meets quarterly: March 16 and June 15 • Sarah Heath (CCCS) provided some possible solutions: *5 year window to complete credits (need to have a professional growth plan) *Colleges (NJC, KS, Metro) are offering stipends and courses on line 	Susan Ortner
7	<p>PRESENTATION: SAT and PSAT</p> <p>Guest Speaker: Matthew Lisk, College Board</p> <p>Matt discussed the suite of tests at College Board. He also provided links.</p> <ul style="list-style-type: none"> – Students can practice tests through Khan Academy) – “Preliminary college and career readiness benchmarks for the SAT predict a 75 percent likelihood of achieving at least a C in a set of first-semester, credit-bearing college courses.” – PSAT scores can be used to project SAT scores – College Board must still complete a validity study on the new test <p>SAT Resources: https://collegereadiness.collegeboard.org</p> <ul style="list-style-type: none"> • Test design • Ensuring validity “as we transition from the old test to the new” • Test specification jfor redesigned SAT (210 pages) <p>PSAT Resources: https://collegereadiness.collegeboard.org/psat-nmsqt-psat-10</p> <p>Costs: SAT: free to juniors in Colorado (or \$60 for suite of tests with essay, \$46 no essay) PSAT: free to sophomores in Colorado (\$16) Fee waivers are available and there is a streamlined application for accommodations</p> <p>SAT Concordance tables: SAT (OLD/NEW) with ACT</p>	Matthew Lisk

[Statewide Remediation Policy](#) (pages 9-10) from CCHE includes concordance from the Old/New SAT

ENGLISH	OLD: 430	NEW: 470
MATH	OLD: 460	NEW: 500

The AWG members asked the following questions of the guest speakers, who responded.

- Q. What are concordance scores PSAT/SAT? Do they measure college AND career readiness
 - College Board is going to re-concord SAT with ACT and confirm validity
 - This assessment is just ONE way, coupled with seat time/grades, that colleges make decisions
- Q. Does PSAT = career ready and SAT = college ready? Who is the judge?
- Q. Are scaffolded scores tied to pathways?
- Q. Should SAT test be given in senior year? No capacity to adjust, serious impact on HS schedules
- Q. Should ACT stay on the GG menu? Yes, students can still take ACT
- Q. What's the difference between PSAT and SAT?

SAT Subject TESTS

<https://collegereadiness.collegeboard.org/sat-subject-tests>

Numbers: 20 tests, 1 hours each
2 million take SAT, 200,000 take Subject tests

Costs: \$26 sign up + \$21/test \$26/language tests (1-3 in a sitting)

Details:- Some schools require them

- Used for placement (out of beginner classes + opt out of lang requirement)
- Not comprehensive, not many universities
- SAT scores and Subscores
 - Programs available to help schools go from old test to new test (concording)
- Aligned with CO standards- Strong to very strong- Based on College board and Peer review
- Colorado Department of Higher Ed will be using new SAT

Next Meetings:

Thursday, April 27, 10-3, Lowry Conference Center
Thursday, June – date TBA

Meeting was adjourned at 3:00 p.m.

