

H3893 Survey Summary Results as of June 18, 2014

(Prepared by the SCDE's Office of Assessment--Psychometrics and Data Analysis Unit)

Table 1

Distribution for Survey Respondent Type (N=1,302)

Note: Respondents checked all that apply. Hence, the sum of the n counts will not equal 1,302.

Survey Respondent Type	n	%
Teacher	894	68.6%
Education Administration	314	24.1%
Parent	243	18.6%
Higher Education Employee	18	1.4%
Business Leader	24	1.9%
Community Leader	41	3.2%
College Educator	20	1.6%
Other	69	5.3%

Table 2

Questions 1 – 24: Response Distributions for All Respondents (N = 1,302)

Survey Item	Response					
	No Answer %	1 SD %	2 D %	3 U %	4 A %	5 SA %
1. A comprehensive assessment system should be designed and implemented according to accepted professional standards for educational assessment.	1.3	4.1	3.5	8.0	36.0	47.2
2. A comprehensive assessment system must provide valid and reliable information that can be used for instructional decisions.	1.2	3.7	1.4	2.5	27.0	64.2
3. It is important that a summative assessment selected for grades 3-11 is fully aligned to state standards.	1.1	3.2	3.1	6.5	30.6	55.4
4. South Carolina needs to maintain rigorous academic standards to ensure student success.	1.0	2.7	2.0	3.6	28	62.7
5. A comprehensive assessment system should include different item types to assess the range of knowledge and skills included in the state standards.	1.1	3.3	2.9	6.3	34.9	51.5
6. Summative assessments should consist of only multiple-choice questions.	1.2	25.6	31.0	21.0	12.9	8.3
7. It is important that a comprehensive assessment have technology-enhanced items to measure cognitive skills that cannot be assessed with multiple-choice items.	1.2	4.1	10.3	20.3	41.6	22.5
8. A comprehensive assessment system must be accessible for all public school students including students with disabilities and English Language Learners.	1.2	5.5	6.7	9.7	31.5	45.5
9. It is important that a comprehensive assessment selected for students in grades 3-11 includes accommodations for students with disabilities (e.g., braille, large print, sign language, oral administration).	1.1	3.3	1.8	2.6	22.4	68.9
10. South Carolina should provide a comprehensive assessment system that includes the administration of formative, interim, and summative assessments.	1.2	5.8	10.5	16.6	34.1	31.7
11. It is important that the assessments for grades 3-11 are designed so that student growth can be determined.	0.9	3.1	2.2	3.6	34.8	55.5

Table 2
Questions 1 – 24: Response Distributions for All Respondents (N = 1,302)

Survey Item	Response					
	No Answer %	1 SD %	2 D %	3 U %	4 A %	5 SA %
12. South Carolina should place a greater emphasis on career-ready goals for students who will not attend college.	1.3	3.6	4.1	9.4	36.9	44.5
13. Summative assessments should include items that cover a wide range of cognitive skills.	1.3	2.5	2.5	6.5	44.6	42.7
14. Summative assessments should be short.	1.2	3.1	16.2	28.9	32.3	18.3
15. Students should be able to take as much time on each test as needed.	1.2	4.7	11.5	10.4	27.6	44.6
16. Tests should be long enough to provide reliable information about students' knowledge and skills.	1.4	3.1	2.2	4.7	42.6	46.0
17. The best summative assessments for South Carolina are produced by commercial testing companies.	1.7	20.9	26.0	35.3	9.1	6.9
18. Tests developed with South Carolina input are more appropriate for this state.	1.5	5.3	8.3	18	35.3	31.6
19. There is too much testing of students in South Carolina.	1.3	3.9	11.2	14.9	27.3	41.3
20. Tests should be adaptive so that students encounter questions that are more closely aligned to their own ability level providing more valid score results.	1.2	4.7	10.0	16.7	35.8	31.6
21. All students should encounter exactly the same test questions on each administration.	1.2	11.5	28.6	24.7	21.2	12.9
22. Assessments should include test questions that are designed to simulate real-world contexts and maintain student engagement.	1.0	1.9	3.1	7.8	50.5	35.6
23. Meaningful state-by-state comparisons are possible, even when several different tests are used across the states.	0.9	23.3	22.7	19.9	22.6	10.7
24. It is important to know how South Carolina student performance compares with student performance in other states.	1.2	4.6	7.6	12.3	39.5	34.9

Table 3
Questions 1 – 24: Response Distributions for Teachers (N = 894)

Survey Item	Response					
	No Answer %	1 SD %	2 D %	3 U %	4 A %	5 SA %
1. A comprehensive assessment system should be designed and implemented according to accepted professional standards for educational assessment.	0.8	4.6	3.9	9.3	40.9	40.5
2. A comprehensive assessment system must provide valid and reliable information that can be used for instructional decisions.	0.8	3.7	1.7	2.7	32.8	58.4
3. It is important that a summative assessment selected for grades 3-11 is fully aligned to state standards.	0.6	3.1	3.5	6.8	33.4	52.6
4. South Carolina needs to maintain rigorous academic standards to ensure student success.	0.3	2.8	2.0	3.8	31.2	59.8
5. A comprehensive assessment system should include different item types to assess the range of knowledge and skills included in the state standards.	0.3	3.5	3.4	6.5	36.7	49.7
6. Summative assessments should consist of only multiple-choice questions.	0.4	24.2	31.3	21.4	13.2	9.5
7. It is important that a comprehensive assessment have technology-enhanced items to measure cognitive skills that cannot be assessed with multiple-choice items.	0.6	4.6	11.3	20.7	42.4	20.5
8. A comprehensive assessment system must be accessible for all public school students including students with disabilities and English Language Learners.	0.6	5.7	7.6	9.2	32.9	44.1
9. It is important that a comprehensive assessment selected for students in grades 3-11 includes accommodations for students with disabilities (e.g., braille, large print, sign language, oral administration).	0.7	2.9	2.2	2.3	22.6	69.2
10. South Carolina should provide a comprehensive assessment system that includes the administration of formative, interim, and summative assessments.	0.8	6.7	11.9	16.7	36.8	27.2
11. It is important that the assessments for grades 3-11 are designed so that student growth can be determined.	0.3	2.9	2.6	3.7	38.5	52.0

Table 3
Questions 1 – 24: Response Distributions for Teachers (N = 894)

Survey Item	Response					
	No Answer %	1 SD %	2 D %	3 U %	4 A %	5 SA %
12. South Carolina should place a greater emphasis on career-ready goals for students who will not attend college.	0.8	3.7	3.7	8.7	37.9	45.2
13. Summative assessments should include items that cover a wide range of cognitive skills.	0.8	2.5	2.6	6.5	46.8	40.9
14. Summative assessments should be short.	0.7	2.8	15.5	29	32.3	19.7
15. Students should be able to take as much time on each test as needed.	0.7	4.6	10.3	9.7	27.7	47.0
16. Tests should be long enough to provide reliable information about students' knowledge and skills.	0.9	3.1	1.9	4.4	45.2	44.5
17. The best summative assessments for South Carolina are produced by commercial testing companies.	0.9	25.1	28.9	33.8	7.0	4.4
18. Tests developed with South Carolina input are more appropriate for this state.	0.9	4.6	6.0	16.4	37.8	34.2
19. There is too much testing of students in South Carolina.	0.7	3.8	9.3	13.6	27.1	45.5
20. Tests should be adaptive so that students encounter questions that are more closely aligned to their own ability level providing more valid score results.	0.7	4.7	9.1	16.1	36.7	32.8
21. All students should encounter exactly the same test questions on each administration.	0.6	11.1	29	26.1	19.9	13.4
22. Assessments should include test questions that are designed to simulate real-world contexts and maintain student engagement.	0.6	1.7	3.0	7.6	53.0	34.1
23. Meaningful state-by-state comparisons are possible, even when several different tests are used across the states.	0.3	22.1	22.1	20.5	24.7	10.2
24. It is important to know how South Carolina student performance compares with student performance in other states.	0.7	4.7	8.4	14.5	41.5	30.2

Table 4
Questions 1 – 24: Response Distributions for Education Administration (N = 314)

Survey Item	Response					
	No Answer %	1 SD %	2 D %	3 U %	4 A %	5 SA %
1. A comprehensive assessment system should be designed and implemented according to accepted professional standards for educational assessment.	1.0	2.9	1.9	4.1	23.6	66.6
2. A comprehensive assessment system must provide valid and reliable information that can be used for instructional decisions.	0.0	3.8	0.3	1.0	12.7	82.2
3. It is important that a summative assessment selected for grades 3-11 is fully aligned to state standards.	0.3	3.2	2.2	4.5	22.3	67.5
4. South Carolina needs to maintain rigorous academic standards to ensure student success.	0.6	2.2	1.9	2.2	19.4	73.6
5. A comprehensive assessment system should include different item types to assess the range of knowledge and skills included in the state standards.	0.3	2.5	2.9	4.5	30.3	59.6
6. Summative assessments should consist of only multiple-choice questions.	0.6	29.3	32.8	17.8	14.0	5.4
7. It is important that a comprehensive assessment have technology-enhanced items to measure cognitive skills that cannot be assessed with multiple-choice items.	0.6	3.2	9.6	17.8	44.9	23.9
8. A comprehensive assessment system must be accessible for all public school students including students with disabilities and English Language Learners.	0.6	5.4	5.1	9.2	27.7	51.9
9. It is important that a comprehensive assessment selected for students in grades 3-11 includes accommodations for students with disabilities (e.g., braille, large print, sign language, oral administration).	0.0	4.1	0.6	2.2	18.8	74.2
10. South Carolina should provide a comprehensive assessment system that includes the administration of formative, interim, and summative assessments.	0.3	4.5	9.2	12.7	29.3	43.9
11. It is important that the assessments for grades 3-11 are designed so that student growth can be determined.	0.3	3.2	1.0	2.2	24.5	68.8

Table 4
Questions 1 – 24: Response Distributions for Education Administration (N = 314)

Survey Item	Response					
	No Answer %	1 SD %	2 D %	3 U %	4 A %	5 SA %
12. South Carolina should place a greater emphasis on career-ready goals for students who will not - attend college.	0.6	2.9	7.0	9.9	39.5	40.1
13. Summative assessments should include items that cover a wide range of cognitive skills.	1.0	2.2	2.2	5.7	40.4	48.4
14. Summative assessments should be short.	0.3	4.8	19.4	22.9	36.6	15.9
15. Students should be able to take as much time on each test as needed.	0.3	4.8	13.1	10.5	28.3	43
16. Tests should be long enough to provide reliable information about students' knowledge and skills.	0.6	3.5	2.9	2.9	35.4	54.8
17. The best summative assessments for South Carolina are produced by commercial testing companies.	1.3	11.8	22	36.3	15.3	13.4
18. Tests developed with South Carolina input are more appropriate for this state.	1.0	6.4	12.4	20.7	30.3	29.3
19. There is too much testing of students in South Carolina.	1.0	3.8	15.6	13.7	31.2	34.7
20. Tests should be adaptive so that students encounter questions that are more closely aligned to their own ability level providing more valid score results.	0.3	4.8	11.1	15.9	34.7	33.1
21. All students should encounter exactly the same test questions on each administration.	0.6	14.6	29	21.7	22.3	11.8
22. Assessments should include test questions that are designed to simulate real-world contexts and maintain student engagement.	0.0	2.2	4.5	5.4	46.5	41.4
23. Meaningful state-by-state comparisons are possible, even when several different tests are used across the states.	0.3	28.3	23.9	15.9	19.4	12.1
24. It is important to know how South Carolina student performance compares with student performance in other states.	0.0	4.5	6.4	6.7	36.3	46.2

Table 5
Questions 1 – 24: Response Distributions for Parents (N =250)

Survey Item	Response					
	No Answer %	1 SD %	2 D %	3 U %	4 A %	5 SA %
1. A comprehensive assessment system should be designed and implemented according to accepted professional standards for educational assessment.	0.4	3.7	4.1	8.6	41.2	42.0
2. A comprehensive assessment system must provide valid and reliable information that can be used for instructional decisions.	0.8	2.9	2.5	2.9	30.5	60.5
3. It is important that a summative assessment selected for grades 3-11 is fully aligned to state standards.	0.4	2.9	2.9	8.6	32.1	53.1
4. South Carolina needs to maintain rigorous academic standards to ensure student success.	0.8	2.1	2.9	2.1	26.3	65.8
5. A comprehensive assessment system should include different item types to assess the range of knowledge and skills included in the state standards.	0.8	2.5	1.6	7.8	35	52.3
6. Summative assessments should consist of only multiple-choice questions.	0.4	27.6	36.2	20.6	8.2	7.0
7. It is important that a comprehensive assessment have technology-enhanced items to measure cognitive skills that cannot be assessed with multiple-choice items.	0.4	3.3	8.2	22.6	40.7	24.7
8. A comprehensive assessment system must be accessible for all public school students including students with disabilities and English Language Learners.	0.8	2.9	7.4	11.1	30.5	47.3
9. It is important that a comprehensive assessment selected for students in grades 3-11 includes accommodations for students with disabilities (e.g., braille, large print, sign language, oral administration).	0.8	2.5	1.2	2.1	22.6	70.8
10. South Carolina should provide a comprehensive assessment system that includes the administration of formative, interim, and summative assessments.	0.8	7	11.5	17.7	33.3	29.6
11. It is important that the assessments for grades 3-11 are designed so that student growth can be determined.	0.8	2.1	3.3	4.1	36.2	53.5

Table 5
Questions 1 – 24: Response Distributions for Parents (N =250)

Survey Item	Response					
	No Answer %	1 SD %	2 D %	3 U %	4 A %	5 SA %
12. South Carolina should place a greater emphasis on career-ready goals for students who will not - attend college.	0.4	3.7	4.5	8.2	34.6	48.6
13. Summative assessments should include items that cover a wide range of cognitive skills.	1.2	2.1	3.7	7.4	41.6	44.0
14. Summative assessments should be short.	0.4	3.3	9.5	36.2	34.6	16.0
15. Students should be able to take as much time on each test as needed.	1.6	5.8	11.1	13.2	24.3	44.0
16. Tests should be long enough to provide reliable information about students' knowledge and skills.	1.6	3.3	2.5	6.6	38.3	47.7
17. The best summative assessments for South Carolina are produced by commercial testing companies.	0.8	29.2	26.7	33.3	4.9	4.9
18. Tests developed with South Carolina input are more appropriate for this state.	0.4	3.7	7.0	20.6	35.8	32.5
19. There is too much testing of students in South Carolina.	0.8	4.9	7.8	14.0	29.2	43.2
20. Tests should be adaptive so that students encounter questions that are more closely aligned to their own ability level providing more valid score results.	0.8	6.6	10.7	17.7	35.0	29.2
21. All students should encounter exactly the same test questions on each administration.	0.4	11.5	26.7	25.9	22.2	13.2
22. Assessments should include test questions that are designed to simulate real-world contexts and maintain student engagement.	0.8	2.5	3.3	8.2	49.4	35.8
23. Meaningful state-by-state comparisons are possible, even when several different tests are used across the states.	0.4	23.5	23.9	21.0	20.6	10.7
24. It is important to know how South Carolina student performance compares with student performance in other states.	1.2	4.9	9.5	13.2	39.1	32.1

Table 6
 Summary of Responses (Questions 1 – 24)

Survey Items	All Respondents (N=1,302)			Teachers (N = 894)			Education Administration (N = 314)			Parents (N = 250)		
	Negative Responses (SDorD)%	Positive Responses (AorSA)%	Response Mean	Negative Responses (SDorD)%	Positive Responses (AorSA)%	Response Mean	Negative Responses (SDorD)%	Positive Responses (AorSA)%	Response Mean	Negative Responses (SDorD)%	Positive Responses (AorSA)%	Response Mean
1. A comprehensive assessment system should be designed and implemented according to accepted professional standards for educational assessment.	7.5	83.2	4.2	8.5	81.4	4.1	4.8	90.1	4.5	7.8	83.1	4.1
2. A comprehensive assessment system must provide valid and reliable information that can be used for instructional decisions.	5.1	91.2	4.5	5.4	91.2	4.4	4.1	94.9	4.7	5.3	90.9	4.4
3. It is important that a summative assessment selected for grades 3-11 is fully aligned to state standards.	6.4	86.0	4.3	6.6	86.0	4.3	5.4	89.8	4.5	5.8	85.2	4.3
4. South Carolina needs to maintain rigorous academic standards to ensure student success.	4.7	90.7	4.5	4.8	91.1	4.4	4.1	93	4.6	4.9	92.2	4.5
5. A comprehensive assessment system should include different item types to assess the range of knowledge and skills included in the state standards.	6.2	86.4	4.3	6.8	86.4	4.3	5.4	89.8	4.4	4.1	87.2	4.3
6. Summative assessments should consist of only multiple-choice questions.	56.6	21.2	2.5	55.5	22.7	2.5	62.1	19.4	2.3	63.8	15.2	2.3
7. It is important that a comprehensive assessment have technology-enhanced items to measure cognitive skills that cannot be assessed with multiple-choice items.	14.4	64.1	3.7	15.9	62.9	3.6	12.7	68.8	3.8	11.5	65.4	3.8
8. A comprehensive assessment system must be accessible for all public school students including students with disabilities and English Language Learners.	12.2	77.0	4.1	13.3	77.0	4.0	10.5	79.6	4.2	10.3	77.8	4.1

Table 6
Summary of Responses (Questions 1 – 24)

Survey Items	All Respondents (N=1,302)			Teachers (N = 894)			Education Administration (N = 314)			Parents (N = 250)		
	Negative Responses (SDorD)%	Positive Responses (AorSA)%	Response Mean	Negative Responses (SDorD)%	Positive Responses (AorSA)%	Response Mean	Negative Responses (SDorD)%	Positive Responses (AorSA)%	Response Mean	Negative Responses (SDorD)%	Positive Responses (AorSA)%	Response Mean
9. It is important that a comprehensive assessment selected for students in grades 3-11 includes accommodations for students with disabilities (e.g., braille, large print, sign language, oral administration).	5.1	91.2	4.5	5.1	91.8	4.5	4.8	93	4.6	3.7	93.4	4.6
10. South Carolina should provide a comprehensive assessment system that includes the administration of formative, interim, and summative assessments.	16.4	65.8	3.8	18.6	64.0	3.7	13.7	73.2	4.0	18.5	63.0	3.7
11. It is important that the assessments for grades 3-11 are designed so that student growth can be determined.	5.2	90.2	4.4	5.5	90.5	4.3	4.1	93.3	4.6	5.3	89.7	4.4
12. South Carolina should place a greater emphasis on career-ready goals for students who will not attend college.	7.8	81.5	4.2	7.4	83.1	4.2	9.9	79.6	4.1	8.2	83.1	4.2
13. Summative assessments should include items that cover a wide range of cognitive skills.	4.9	87.3	4.2	5.0	87.7	4.2	4.5	88.9	4.3	5.8	85.6	4.2
14. Summative assessments should be short.	19.3	50.6	3.5	18.3	52	3.5	24.2	52.5	3.4	12.8	50.6	3.5
15. Students should be able to take as much time on each test as needed.	16.2	72.2	4.0	14.9	74.7	4.0	17.8	71.3	3.9	16.9	68.3	3.9
16. Tests should be long enough to provide reliable information about students' knowledge and skills.	5.3	88.6	4.3	5.0	89.7	4.3	6.4	90.1	4.4	5.8	86	4.3
17. The best summative assessments for South Carolina are produced by commercial testing companies.	46.9	16.1	2.5	53.9	11.4	2.4	33.8	28.7	3.0	56.0	9.9	2.3

Table 6
Summary of Responses (Questions 1 – 24)

Survey Items	All Respondents (N=1,302)			Teachers (N = 894)			Education Administration (N = 314)			Parents (N = 250)		
	Negative Responses (SDorD)%	Positive Responses (AorSA)%	Response Mean	Negative Responses (SDorD)%	Positive Responses (AorSA)%	Response Mean	Negative Responses (SDorD)%	Positive Responses (AorSA)%	Response Mean	Negative Responses (SDorD)%	Positive Responses (AorSA)%	Response Mean
18. Tests developed with South Carolina input are more appropriate for this state.	13.6	67.0	3.8	10.6	72.0	3.9	18.8	59.6	3.6	10.7	68.3	3.9
19. There is too much testing of students in South Carolina.	15.1	68.7	3.9	13.1	72.6	4.0	19.4	65.9	3.8	12.8	72.4	4.0
20. Tests should be adaptive so that students encounter questions that are more closely aligned to their own ability level providing more valid score results.	14.7	67.4	3.8	13.8	69.5	3.8	15.9	67.8	3.8	17.3	64.2	3.7
21. All students should encounter exactly the same test questions on each administration.	40.1	34.1	3.0	40	33.3	3.0	43.6	34.1	2.9	38.3	35.4	3.0
22. Assessments should include test questions that are designed to simulate real-world contexts and maintain student engagement.	5.1	86.2	4.2	4.7	87.1	4.2	6.7	87.9	4.2	5.8	85.2	4.1
23. Meaningful state-by-state comparisons are possible, even when several different tests are used across the states.	45.9	33.3	2.7	44.3	34.9	2.8	52.2	31.5	2.6	47.3	31.3	2.7
24. It is important to know how South Carolina student performance compares with student performance in other states.	12.2	74.3	3.9	13.1	71.7	3.8	10.8	82.5	4.1	14.4	71.2	3.9

Table 7
 Question 25: *Components of a Comprehensive and Cohesive Assessment System (N=1,302)*

Response	% 1	% 2	% 3	% 4	% 5	% 6	Number of Responses	Mean
Alignment of curriculum, instruction, and assessment	628	326	137	83	51	29	1254	2.0
Rigorous academic standards	339	370	168	148	101	124	1250	2.7
Classroom formative assessments	69	156	263	321	283	153	1245	3.8
Instructional tools	87	155	223	241	259	278	1243	4.0
Multiple assessment measures on each student	116	145	218	168	182	413	1242	4.1
Curriculum tasks	18	100	242	288	371	228	1247	4.3

Note: The lower the value of the mean, the higher the skill was ranked in importance.

Table 8
 Question 26: *Purposes of a Comprehensive and Cohesive Assessment System (N=1,302)*

Response	% 1	% 2	% 3	% 4	% 5	% 6	Number of Responses	Mean
Ensure students are making progress toward academic goals	499	501	148	54	46	15	1263	2.0
Increase student learning by producing actionable data	377	284	366	84	48	97	1256	2.5
Ensure students are college and career-ready	285	312	353	103	68	139	1260	2.8
Evaluate the effectiveness of programs	53	79	231	561	160	177	1261	4.0
Evaluate the effectiveness of schools	22	39	65	228	622	280	1256	4.8
Evaluate the effectiveness of teachers	29	48	99	231	313	531	1251	4.9

Note: The lower the value of the mean, the higher the skill was ranked in importance.

Table 9

Question 25: Components of a Comprehensive and Cohesive Assessment System According to Teachers (N=894)

Response	% 1	% 2	% 3	% 4	% 5	% 6	Number of Responses	Mean
Alignment of curriculum, instruction, and assessment	435	217	94	57	42	21	866	2.0
Rigorous academic standards	218	254	118	100	80	92	862	2.8
Instructional tools	66	113	165	165	171	178	858	3.9
Classroom formative assessment	51	108	165	221	200	114	859	3.9
Multiple assessment measures on each student	81	96	146	106	128	303	860	4.2
Curriculum tasks	16	77	176	214	241	137	861	4.2

Note: The lower the value of the mean, the higher the skill was ranked in importance.

Table 10

Question 26: Purposes of a Comprehensive and Cohesive Assessment System According to Teachers (N=894)

Response	% 1	% 2	% 3	% 4	% 5	% 6	Number of Responses	Mean
Ensure students are making progress toward academic goals	356	350	96	32	27	7	868	1.9
Increase student learning by producing actionable data	258	192	262	55	31	69	867	2.6
Ensure students are college and career-ready	195	217	242	72	47	93	866	2.8
Evaluate the effectiveness of programs	37	62	168	398	99	103	867	3.9
Evaluate the effectiveness of schools	12	27	37	162	436	190	864	4.8
Evaluate the effectiveness of teachers	12	20	63	148	225	391	859	5.0

Note: The lower the value of the mean, the higher the skill was ranked in importance.

Table 11

Question 25: Components of a Comprehensive and Cohesive Assessment System According to Education Administrators (N=314)

Response	% 1	% 2	% 3	% 4	% 5	% 6	Number of Responses	Mean
Alignment of curriculum, instruction, and assessment	163	88	26	20	5	2	304	1.8
Rigorous academic standards	95	106	40	36	12	15	304	2.4
Classroom formative assessments	14	34	79	77	69	31	304	3.8
Multiple assessment measures on each student	19	41	59	51	37	93	300	4.1
Instructional tools	13	22	48	65	71	84	303	4.4
Curriculum tasks	1	12	52	55	109	74	303	4.6

Note: The lower the value of the mean, the higher the skill was ranked in importance.

Table 12

Question 26: Purposes of a Comprehensive and Cohesive Assessment System According to Education Administrators (N=314)

Response	% 1	% 2	% 3	% 4	% 5	% 6	Number of Responses	Mean
Ensure students are making progress toward academic goals	117	116	45	17	11	3	309	2.0
Increase student learning by producing actionable data	107	79	79	16	10	15	306	2.3
Ensure students are college and career-ready	59	75	101	20	16	38	309	2.9
Evaluate the effectiveness of programs	9	14	46	134	48	58	309	4.2
Evaluate the effectiveness of teachers	11	16	24	67	66	123	307	4.7
Evaluate the effectiveness of schools	6	9	14	55	156	67	307	4.8

Note: The lower the value of the mean, the higher the skill was ranked in importance.

Table 13

Question 25: Components of a Comprehensive and Cohesive Assessment System According to Parents (N=250)

Response	% 1	% 2	% 3	% 4	% 5	% 6	Number of Responses	Mean
Alignment of curriculum, instruction, and assessment	121	52	27	14	14	9	237	2.1
Rigorous academic standards	55	63	34	32	26	26	236	3.0
Instructional tools	22	33	48	48	36	48	235	3.8
Classroom formative assessments	16	32	43	51	61	30	233	3.9
Multiple assessment measures on each student	21	35	41	26	41	72	236	4.0
Curriculum tasks	3	21	43	64	57	47	235	4.2

Note: The lower the value of the mean, the higher the skill was ranked in importance.

Table 14

Question 26: Essential Knowledge and Skills for College-Readiness According to Parents (N=250)

Response	% 1	% 2	% 3	% 4	% 5	% 6	Number of Responses	Mean
Ensure students are making progress toward academic goals	93	102	25	9	8	2	239	1.9
Increase student learning by producing actionable data	75	39	70	17	15	21	237	2.7
Ensure students are college and career-ready	54	67	71	15	11	20	238	2.7
Evaluate the effectiveness of programs	13	13	47	101	33	31	238	3.9
Evaluate the effectiveness of schools	2	9	11	45	118	51	236	4.8
Evaluate the effectiveness of teachers	2	9	15	51	51	106	234	5.0

Note: The lower the value of the mean, the higher the skill was ranked in importance.

Table 15

Question 27: Comment Summary for “What essential knowledge and skills should be assessed to indicate that a high school graduate is career-ready?”

Category	Details
Academic	A minimum level of mathematics, reading comprehension, written, and oral communication (Note: Varying levels were mentioned to include 8 th –11 th grade and college entrance.)
General	Critical thinking, problem solving, organization skills, ability to use technology effectively, do research, and make decisions
Personal	Personal finance, “soft skills”, self –directedness, ability to function within a team, work ethic, people skills, adaptability, good manners
Other	Professional or industrial certification

Table 16

Question 28: Comment Summary for “What essential knowledge and skills should be assessed to indicate that a high school graduate is college-ready?”

Category	Details
Academic	Rigorous performance in core curriculum, able to enter college without needing remedial work
General	Emphasis on critical thinking and problem-solving study skills, higher-order thinking skills, public speaking and communication skills, literacy, creativity, application of learned material to new situations, organization, ability to learn independently, ability to deal with abstract concepts
Personal	Self-discipline, self-confidence, grit, self-motivation, perseverance