

**ESSA Stakeholder Feedback regarding Standards and Assessment
Question 1 of 5 Total**

Question

Should the SCDE reduce social studies and science testing to federal requirements?

Question History

Date	11/21	3/24	5/11
Status	#1	Not used	Not used

11/21/2016 Responses (Workgroup Charts)

- OK - Evidenced-based & useful but don't test more if it doesn't enhance student performance.
- Too many tests strictly for accountability, not diagnostic- telling what & why a child performed.
- 2/3 class time taken for testing.
- Weighing pig analogy - when we get data back and lack of diagnostic information isn't helpful. Create balance between accountability & student learning.
- If social studies/science are important, put in reg the time required to teach rather than using testing as hammer.
- Assessments for post-high school life are better
- Cost factor can reallocate funding
- If not required by ESSA, don't administer
- Replace with competency based assessments.
- Performance task testing - how would data be used? Concerned if done/collected at state level - Keep at local level.
- Rural districts/small districts don't have man-power to create good P.Ts. Helpful.
- Statewide scoring costs are a concern
- Keep @local level but provide good PTs for all. Do not make it an accountability measure.
- Do 1 subject area (social studies)
- Science 1 time per school level for summative testing and other grades add P.T. formatively.
- Evaluate whether the tests we have given have reduced the achievement GAP. Examine (Georgia) youscience - Hardin
- PTs require a lot of teacher training.

03/24/2017 Responses (Online)

- Question not used

05/11/2017 Responses (Written and Online)

- Question not used

**ESSA Stakeholder Responses regarding Standards and Assessment
Question 2 of 5 Total**

Question

Should the state consider interim assessments leading to one summative score?

Question History

Date	11/21	3/24	5/11
Status	#2	Not used	Not used

11/21/2016 Responses (Workgroup Charts)

- Difficult with technology issues and scheduling issues.
- Standards are a mile wide and inch deep. This makes it hard for teachers to teach and assess them all. This idea would drive instruction and feedback but would also drive teachers crazy.
- Aggregating 1st look at students' mastery of content instead of where they are at end of year.

03/24/2017 Responses (Online)

- Question not used

05/11/2017 Responses (Written and Online)

- Question not used

**ESSA Stakeholder Responses regarding Standards and Assessment
Question 3 of 5 Total**

Question

Should students be able to exchange tests?

Question History

Date	11/21	3/24	5/11
Status	#3	Not used	Not used

11/21/2016 Responses (Workgroup Charts)

- Would like this if these students could be waived for HS testing.
- We could use ACT for high school.
- Local options - what would that process and timeline look like? This would drive support along with who pays for it. If approved, state should pay.

03/24/2017 Responses (Online)

- Question not used

05/11/2017 Responses (Written and Online)

- Question not used

ESSA Stakeholder Responses regarding Standards and Assessment Question 4 of 5 Total

Question

What are your thoughts about the SCDE exercising this mathematics assessment option for accountability?

Question History

Date	11/21	3/24	5/11
Status	Not used	#1	#1 or 9

11/21/2016 Responses (Workgroup Charts)

- Question not used

03/24/2017 Responses (Online)

- As a member of a middle school SIC, we just discussed this concern. I think this option is viable.
- NO – this is increasing the number of assessments at the high school level. We have too many summative assessments now.
- Taken not taking.
- If an Algebra 2 test is developed, would all Algebra 2 students have to take it, even if they did not take Algebra 1 in middle school?
- Will that Algebra 2 test be a statewide assessment or district-level? We need to have consistency across the state.
- I do not think it is comprehensive enough and fair to all student groups.
- I do NOT believe the SCDE should exercise this option.
- I think this cuts down on the number of tests that students would have to take. This is helpful.

05/11/2017 Responses (Written and Online)

- Whatever is decided upon, I believe it is imperative that the accountability measure be equitable across districts statewide.
- This decision needs more discussion from math education. This would have a negative impact on SC Ready scores.
- I agree with counting the test where it was taught. However, I do not believe it provides an equitable option for testing once those students get to high school. Consider the 20% requirement for Alg 2 and whether that would be required or not.
- I like it. I think the argument that it doesn't provide a comparable measure for the 2 sub groups doesn't wash. Comparable does not mean the same, it means of similar difficulty.
- It is measuring two different levels of accountability Alg.1 vs Alg. 2. Secondly, that means that you are evaluating two different types of students differently (typically higher achievers vs. struggling learners or average learners) That is a concern because this model can affect priority high schools significantly (I am not from a priority school). A big question is how do the 7th grad Alg. 1 scores count because those are the absolute highest achievers? Also, if a value-add model is used this is really skewed because higher fliers have more difficulty showing growth on this model. If it is a flat score, that is slightly more reasonable. In general, I think that the Alg. 1

05/11/2017 Responses (Written and Online)

score should count in both places if the child takes in in middle school and leave it at that.

- It will be a logistical nightmare to test only some alg 2 students. Do not associate the alg 2 scores to 20% of students' final course grade.
- It may work if we are certain these 8th graders are taking Algebra 2 their sophomore year and keep them as a cohort to ensure that these students are identified and tested together.
- As a parent of a "high flyer", I'm not opposed to my child taking multiple tests. I understand some parents and teachers would not agree. --I'm afraid the change would not be equitable.
- Initially, I felt that this option would not benefit middle schools. However, after much reflection, I feel that this is a very plausible option for the state to exercise so that high schools can benefit from the scores of their high flyers. This will also lessen the amount of testing students will have to endure.
- I think it creates uncomprable classes for students who take Algebra II, if they don't all have an EOCEP course. It's not fair that they are offering this for math and not English. If you don't have advanced students take SCREADY in 8th grade, their growth will not be considered in the value-added model - they would only be tracked through 7th grade. I don't think we should take the option.
- The accountability test for each student should match the course they are taking at the time of the exam. If they are an 8th grader taking Algebra, they should take an Algebra exam and it should "count" at their middle school. To prevent some students from having an exam that is 20% of their Algebra 2 course in high school (because they took Algebra 1 in middle school) while other students don't (because they took Algebra 1 in high school), just don't make the Algebra 2 exam count as 20% of the grade; just use it to meet the high school math accountability requirement.
- The eighth grade students completing an academically rigorous Algebra I course, have been penalized for too many years with double testing. Students and teachers have been caught in a no win situation-prepare for state accountability test on grade eight content or prepare for the end of grade determining cumulative course exam. This is the RIGHT thing to do for eighth grade Algebra I students and teachers across the state.
- I am assuming this would be an additional EOC test. Currently, I am not sure that there is a uniform definition of Algebra 2. Some schools offer Algebra 2 and Algebra 3.

**ESSA Stakeholder Responses regarding Standards and Assessment
Question 5 of 5 Total**

Question

What are your other thoughts and/or questions related to challenging academic standards under ESSA?

Question History

Date	11/21	3/24	5/11
Status	Not used	#2	#2 or 10

11/21/2016 Responses (Workgroup Charts)

- Question not used

03/24/2017 Responses (Online)

- No responses

05/11/2017 Responses (Written and Online)

- I am xxx that there seems to be no English (standards) modeling those proposed for math.
- The time when these students take Algebra 2 would vary because of the order in which students take Algebra 2 and Geometry. Students taking Algebra 1 and prepared for grade eight SC Ready because they are taught many of those standards in grade seven. Using the Algebra 2 score on a more advanced test would be problematic.
- n/a
- N/A
- why not use ACT math subscore or WorkKeys math subscore as the measure for acct and cut out all this non-sense.
- My concern: these students would take Algebra 2 their junior year, which would add another assessment on top of US History EOC, ACT, and ACT WorkKeys.
- Would the change provide a middle school to NOT teach Algebra 1 and 2 in 7th and 8th grade because the 8th grade testing wouldn't count for their school? And then I think we'd continue to be behind in STEM
- What if the student decides not to take Algebra 2 in the 11th grade? They have a career goal change or an interruption in their education?