



COLORADO

Department of Education

Assessment Work Group

Colorado Department of Education

January 26, 2017

Agenda

- Welcome and Overview
 - Charge from the State Board
- History: How did we get here?
- Norms for our work
- College and career readiness
- Lunch
- Updates to the menu
- Presentation from the College Board



Goals

- Confirm common understanding of the graduation guidelines work
- Understand the charge for the work group
- Organize to do our work (develop norms and decision making process, set meeting schedule, assignments, etc.)
- Review our understanding of postsecondary workforce readiness
- Get to work!



Introductions

- Share:
 - Name
 - Where you are from and who you “represent”
 - Why you are interested in this work



Norms

- Participate - be present and contribute
- Speak your mind - this is a safe space
 - Nothing shared without agreement from the group
 - No parking lot conversations
- Be a problem-solver
 - Identify both issues/concerns and possible solutions
- Honor thoughts of all
- Self-monitor your balance between listening and speaking
- Help to ensure that all voices are heard
- Provide feedback on the process and product



Decision-Making

- Reach consensus
 - “I can support the general view of the group, even if I don’t agree with every specific point”
- If we cannot reach consensus, the facilitator will make the decision based on the general feeling and thoughts of the group
- If need be, we can produce a “minority opinion”



Graduation Guidelines (GG) "The Long and Winding Road"

- Higher education admission requirements - 2003 (Updated 2014)
- Educational Alignment Council - 2005
- Graduation Guidelines Development Council - 2007
- Definition of postsecondary and work force readiness - 2009 (Updated 2016)
- GGDC Reconstituted - 2012
- Work Groups - 2013, 2014, 2015 & 2017
- State Board Adoption of Guidelines - 2013
- State Board Update of Guidelines - 2015

Implementation Timeline



2014 Higher Education Admission

Key goals of the revised policy are to:

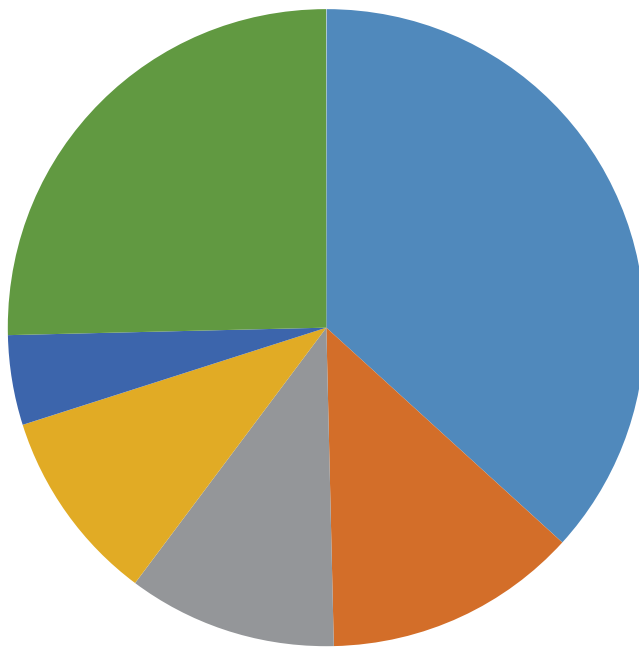
- Inform prospective students regarding the recommended ways to academically prepare for postsecondary education in Colorado;
- Clearly communicate performance-based admission standards that reflect differentiated institutional role and mission, and align to the Colorado high school graduation guidelines, Colorado Guaranteed Transfer and Statewide Articulation Agreements, and Colorado Remedial Education Policy;
- Encourage diversity by supporting the admission of applicants from underrepresented groups, with special talents and/or other unique circumstances while ensuring their ability to succeed;
- Allow institutional flexibility for making admission decisions to support increased enrollment, persistence and completion rates as institutions move forward in helping the state meet goals outlined in its Colorado Competes master plan

Work Groups

Work Groups, 2012-2015
Capstone
ICAP
21 st Century Skills
Industry Certificate
Special Populations English Learners Gifted Students Students with Special Needs
Assessment

Work Groups

330 Work Group Members



- K-12
- K-12 Rural
- Higher Education
- Labor/Business/Non-profit
- Local Boards/Parents
- BOCES/Agencies

Assessment in Colorado



**ENGLISH
LANGUAGE
ARTS**

Grades 3 through 9



SCIENCE

Grades 5, 8 and 11



MATH

Grades 3 through 9



PSAT

Grade 10



**SOCIAL
STUDIES**

Grades 4 and 7

To be done on a sampling basis
with schools participating once
every three years.



SAT

Grade 11

PWR Description

"Colorado high school graduates demonstrate the knowledge and skills (competencies) needed to succeed in postsecondary settings and to advance in career pathways as lifelong learners and contributing citizens."

- Source: Adopted by the Colorado State Board of Education and Colorado Commission on Higher Education (Winter 2016).

Essential Skills for the Workplace

Entrepreneurial	Personal	Civic/Interpersonal	Professional
Critical thinking and problem solving	Initiative and self-direction	Core academic foundation	Time management
Creativity and Innovation	Personal responsibility and self-management	Collaboration and teamwork	Career literacy
Inquiry and analysis	Adaptability and flexibility	Communication	Grit and resilience
Risk-taking	Personal awareness	Global and cultural awareness	Work ethic: dependable and reliable
	Independent learner	Ethics and integrity	Self-advocacy
	Perseverance		

<https://www.colorado.gov/pacific/cwdc/colorado-talent-pipeline-report>



Menu of Options

DEMONSTRATION of Readiness		DEMONSTRATION of Readiness	
English	Math	English	Math
ACCUPLACER		Concurrent Enrollment	
62 Reading Comprehension	61 Elementary Algebra	Passing Grade	Passing Grade
ACT		District Capstone	
18 ACT English	19 ACT Math	Individualized	Individualized
ACT Compass		Industry Certificate	
79	63	Individualized	Individualized
ACT WorkKeys		International Baccalaureate	
Bronze or Higher	Bronze or Higher	4	4
Advanced Placement		SAT	
2	2	430	460
ASVAB		Collaboratively-Developed, Standards-Based Performance Assessment	
31	31	In development	In development



What's Next?

Questions

College and Career Readiness

Lunch

Updating the Menu



Higher Education Admission Policy: Summary

1. Begins fall 2019
2. The Index is RETIRING
3. 50% mid-range of admitted students to institution will be used instead

e.g. 50% of admits had between 3.0 - 3.5 GPA,
and between a 1100 - 1400 SAT

Higher Education Admission Policy: Summary

1. HEAR will still be used to explain rigor standards for seat-time education
2. But rigor can ALSO be demonstrated through competency-based education - e.g. Capstones, CE courses, AP, IB, etc.
3. Rigor recommendations can vary by institution and program

Meeting Evaluation

- What Worked?
- What would make the meeting more effective?