

Long-Term Recommendations:

1. The Workgroup/Legislature should establish a vision for what the state's assessment system should look like in the long term, such as:
 - Principles to guide development of a new, more comprehensive assessment system
 - Desired components of the system:
 - Instructionally supportive formative assessments
 - A state-administered summative achievement assessment for state and federal system accountability purposes
 - Classroom based assessments
 - The vision could describe a limited number of clear, understandable characteristics of each of these components.
2. The Legislature should then direct the State Board of Education to make recommendations regarding the specific types of assessments, including modifications of currently available assessments that should be put into place to accomplish this vision.

Short-Term Recommendations

1. The State Board of Education should be directed to determine the validity and reliability of new high school math and science assessments, including the End-of-Course assessments, and only then should establish an appropriate date for making them a graduation requirement. The current fixed date of 2013 for math and science as a graduation requirement should be removed.
2. The Legislature should revisit the alternative assessments (the CAA Options). They are proving to be cumbersome to administer and have not accomplished what was intended, which was to enable more students to meet the standards rather than relying solely on the WASL.
3. At this point in time and for these deliberations, a college readiness assessment is not as high a priority as ensuring that all students meet minimum standards in reading, writing, math, and science, and ensuring that the state's assessment system accomplishes this objective.