

**Policy2340: West Virginia Measures of Academic Progress
 Comment Log
 November 16, 2015 – December 14, 2015**

<u>Action</u>	<u>Type</u>
N: No Response	- Negative
NA: Not Accepted	+ Positive
A: Accepted	o Neutral

Date	Individual/Organization	Comments	Action/ Type	Rationale
§126-14-3 2 Definitions				
11-16	Liza Surock Weston WV	<p>This site is very vague as to where your supposed to comment on this common core curriculam.</p> <p>As a parent of a second grader at a private school I am extremely disappointed in this years curriculum choice.</p> <p>They changed our child's curriculum this year in grammar/reading to CC. Already this year ALL the students are failing!!</p> <p>At first, when school started, my son was doing terrible. I assumed it was him just getting back into the "groove" of school and told him he needed to pay better attention. After a few weeks of him doing so poorly in reading and grammar I decided to really look into the possibility of a problem. I found it!!</p> <p>The school had changed the curriculum to CC. I looked through the book, test and material realizing it was NOT my kids fault. The material, book, etc were NOT up to par.</p> <p>Everything was extremely vague. For example: The</p>	N/-	Comments apply to standards and curriculum, not assessment.

		<p>vocabulary words were not being properly taught. In the vocabulary section the words were just given in sentences. No definition to the words were being taught. How can one possibly understand a word without a proper definition?</p> <p>The singular/plural material was no better!! The kids were taught about the s and es and such, then on the test was ask about the word "people" which was not taught!! I've noticed several of the test were NOT based on the material taught. How is a second grader supposed to pass a test on something they haven't been taught?? Then understand why they are doing so bad in school?? THEY DONT!!</p> <p>After having a meeting and talking to his teacher, she also said she was NOT pleased with this curriculum. She has since started making up her own test and the kids are doing a lot better.</p> <p>So my question is "If CC is NOT working and teachers are already making up their own test/material etc. WHY are we forcing this down our kids throats?"</p> <p>It's NOT working!! Why waste the money on something the teachers are not even following!!!</p> <p>The kids are getting more frustrated with this than anything!! It's causing more problems than it is helping them.</p> <p>Please, as a parent, help us get this out of our schools!!</p> <p>Sincerely Liza Surock Disappointed, frustrated parent</p>		
11-19	Mike Reed Counselor	This is to cover all proposals. As a High School Counselor, and a strong advocate for the lower 35% of	N/-	Comments apply to standards and curriculum,

	South Charleston High School South Charleston WV	the students, it is imperative that any new standards consider the importance of providing this sector of students the highest math that they need to succeed. At the same time, if a student (many in vocational schools in high school) does not need a Algebra II or higher math, please do not make that a necessity. I have always felt that comprehensive vocational schools is the real answer to graduation rate and lower dropout rate. Many counties in WV, such as Gilmer County and Calhoun County, could share the facilities. Would really like to see our State Educational Mission say: To provide a quality education for all student so that they can provide a sustainable living for themselves and/or family and to prepare college bound students with a quality educational background so upon graduation these students can make an important impact on their chosen field of study. We can not expect 90% of that lower 35% to go to college. The gentleman that poured concrete in my driveway makes three time money per year than I make after 40 years in education.		not assessment.
11-20	Stacey Rhodes Teacher Winfield High School Winfield WV	In response to policy 2340: I do not believe that doing away with using the Plan, Explore, and Compass exams as a measure of Academic Progress is what's best for our students. This is probably the best measure we have right now and it is one that students want to participate in because they can use their ACT scores for college entrance, PROMISE, and other scholarships. If anything, I believe that we should put more emphasis on these exams, especially the Compass exam for Seniors. They should be allowed to take it multiple	NA/-	Rationale 1: ACT has retired ACT EXPLORE and ACT PLAN and is retiring ACT COMPASS within the next year.

		times throughout their senior year in order to try to become college ready since that is the purpose of the senior transitions math course.		
11-24	Tony Nichols Federal Programs Nicholas County Summersville WV	<p>General Comments: I propose two testing intervals: Beginning and end of year to measure growth for the year instead of one large test at the end. These should be two short testing periods of not more than a half-day for each subject per student. It needs to be performance based, adaptive, and identify students' strengths and weaknesses.</p> <p>The current test report contains very little information of value for the amount of instruction time lost. State testing should occur in math and ELA only: grades 3-12. Districts can establish their own schedules for SS and Science which may include formative assessments. Current ELA materials are embedded with science and social studies content.</p> <p>Formative assessment as a state output will not work. Teachers, schools, districts, etc all do different things and data will not be consistent, reliable or valid. Formative assessment should remain at the local level and be used to guide instruction, not as student or teacher performance measures.</p> <p>The current General Summative Assessment must change if the standards change? They must be aligned. You cannot teach one way and assess another.</p> <p>Districts would be responsible for measuring progress of K-2 students or be provided a state assessment tool</p>	NA/-	<p>State law requires summative testing at the end of the school year.</p> <p>Federal law requires summative testing of ELA and Mathematics in grades 3-8 and once in high school. It also requires testing science in three different programmatic levels.</p> <p>Interim and diagnostic testing can be used throughout the school year. Formative assessment resources are available through the Digital Library.</p> <p>Alignment study will be conducted to align state's assessment with new standards. The reference to districts measuring progress of K-2 students is not applicable to this policy.</p>

		such as PAR (Predictive Assessment of Reading) or PALS. Not sure what is out there for math foundational skills.		
12-08	Michael Dotson Principal Ritchie County Middle School Ellenboro WV	As I understand and read the proposal the state is wanting to drop administering the ACT/EXPLORE/PLAN and COMPASS. The state is wanting to do this because of ACT's unwillingness to sign West Virginia's data sharing agreement for ACT COMPASS for the 2015-16 school year and the impending retirement of ACT COMPASS in 2016, the West Virginia Department of Education will not extend the contract for ACT COMPASS and will end its contractual relationship. If the WVDE is going to do this, then it should delete all reference to ACT in the entire policy. However I believe that the state and ACT should reconcile and continue to offer the EXLPORE to 8th Grade students in the state. This gives the students the opportunity to "explore" the ACT and understand the impact of said test on their academic life. It also gives the school the needed information needed to improve instruction in all facets of the test and how to better prepare the students for secondary level education and beyond. Without maintaining a relationship with said company, it becomes a mute point to keep ACT and all references throughout 2340 to said tests in the policy. My final comment would be reconcile and keep the tests for the students of West Virginia.	NA/-	See Rationale 1. Seniors enrolled in transition courses may be excused from taking the grade 12 "mutually agreed-upon assessment" upon provision of appropriate documentation of the ACT or SAT scores that meet the placement standard(s) prior to the beginning of the testing window for the mutually agreed-upon assessment.
12-08	Katrina White Assistant Principal Ritchie County Middle School Ellenboro WV	The state and ACT need to encourage reconciliation in part due to the preparation for students to "sit" for the actual ACT test. The ACT EXPLORE, ACT PLAN and ACT COMPASS prepare individuals in all facets.	NA/-	See Rationale 1.

		Yes, it generates an idea of content of what to expect for English, math, reading and science but these tests go above content. These tests allows students to get a better "feel" for the actual testing situation they would find them in. The preparation ranges from needed materials, to time management to a plethora of testing strategies that could be used on this test. The data from these tests are vital to the teachers to analyze and better prepare said individuals for said tests.		
12-09	Toppings	Not assessing 9th and 10th grade will alleviate some of the assessment stress for students, teachers, parents, and school systems in general.	NA/-	Rationale 2: Testing in grades 9 and 10 provides annual summative data for students, parents and teachers. Comments related to the removal of testing ELA and math in grades 9 and 10 will be shared with the Superintendent's Commission on Assessment for consideration of possible inclusion in recommendations to the state superintendent.
12-10	Rhonda Jelic Director of Elem Ed & Staff Dev Jackson County Schools Ripley WV	My comments are not section specific, but general. Assessment needs to be limited to the federal guidelines. WV should not add additional assessments. If we must have assessments at the high school level, then something of value similar to ACT would be most valuable. I know that we need summative assessment and I am fine with the federal guidelines. Let's follow those.	NA/-	See Rationale 2. An alignment study would be necessary to ensure the ACT or any other selected assessment is aligned to the approved state content standards. The state would

				need to follow state procurement procedures and release an RFP.
12-14	Chuck Hatfield Superintendent Putnam County Schools Winfield WV	The current assessment process for our state is currently flawed. The tests for 9th and 10th graders are not necessary to meet federal mandates. So why use tests that were not even developed by Smarter Balance originally. To meet new federal guidelines we can use ACT test which is more relevant and accepted. Should look at ACT Aspire for grades 3-8 as well. The mere fact that students are not taking the tests seriously and doing their best means we are using invalid or inaccurate data to make major decisions.....even school accountability. Hold schools for things that really matter and can be assessed fairly and accurately. Formative assessments, end of course exams, GPA, ACT scores, attendance, graduation rates, college going rates and Reading/Math programs to ensure grade level success by grade 3. Also, the electronic process is not working as well as thought. Students actually prefer written tests and we can't be sure that we are testing content or technology skill or lack there of.	NA/-	See Rationale 2. An alignment study would be necessary to ensure the ACT or any other selected assessment is aligned to the approved state content standards. The state would need to follow state procurement procedures and release an RFP.
§126-14-3 3 Definitions				
12-09	Toppings	This will also help solidify budgets for counties and the state, since this will still meet federal guidelines	NA/-	See Rationale 2.
§126-14-3 6 (formerly 3 9) Definitions				
11-30	Tega McGuffin Teacher Fayette County Schools Oak Hill WV	Change the word "requires" to "suggest" thus giving teachers more flexibility to determine what is best for their students.	A/o	Rationale 3: "Requires" will be changed to "includes," which will allow for flexibility.
12-14	Andy Bird	Change the word "requires" to "suggest" thus giving	A/o	See Rationale 3.

	Hurricane, West Virginia	teachers more flexibility to determine what is best for their students.		
12-14	Michelle Kelley Putnam County Schools Hurricane WV	Change the word "requires" to "suggest" thus giving teachers more flexibility to determine what is best for their students.	A/o	See Rationale 3.
§126-14-3 54 Definitions				
11-17	Mitchell Nida Principal Berkeley Springs High School Berkeley Springs WV	I have a few questions concerning the index. What constitutes the lowest 25% of students when schools have high attrition rates? Why is there only a focus on Math and English? Why do we test every grade level in WV? Why do students who drop in score but still maintain mastery hurt your index?	NA/o	First part of comment addresses accountability index, not assessment policy. Federal law requires assessments in math and ELA in grades 3-8 and once in high school. See Rationale 3 for other parts of the comment.
§126-14-3 55 Definitions				
11-17	Mitchell Nida Principal Berkeley Springs High School Berkeley Springs WV	The A-F accountability system will not promote better testing results without: a) better funding for supplemental resources such as interventionists, after-school tutoring programs, technology, etc. or b) student/parent accountability. Allowing students to opt out of a test to which the school is held accountable but the student not is alarming. Schools should no longer be held accountable for their participation rates. Student scores should somehow be tied into grade promotion. If not, school improvement will never be optimized.	N/-	Participation rate of 95 percent is required by federal law.
§126-14-3 57 (formerly 3 60) Definitions				
11-30	Tega McGuffin Teacher	Do not increase testing for students with the most significant disabilities. This creates high levels of	NA/-	Rationale 4: Testing for grades 9 and 10

	Fayette County Schools Oak Hill WV	anxiety and stress for these students.		ELA and math on alternate assessment was added to parallel policy's requirement to test grades 9 and 10 ELA and math on the general summative assessment. Testing for alternate and general student populations must be parallel as required by IDEA and ESEA.
12-14	Andy Bird Hurricane, West Virginia	Students with the most significant disabilities often have higher levels of anxiety which can cause significant disruption to their learning environment. This added stress caused some of my students to become physically ill or have melt-downs. The Federal Guidelines do not require testing for grades 9 and 10 so adding such would only add unnecessary stress and anxiety.	NA/-	See Rationale 4.
12-14	Michelle Kelley Putnam County Schools Hurricane WV	Do not increase testing for students with the most significant disabilities. This creates high levels of anxiety and stress for these students. I have worked with special needs students with high anxiety towards testing which has caused stressful situations and this needs to be addressed with high priority. Federal testing is not required at all grade levels in high school. Therefore, we should never add this unnecessary stress to these students.	NA/-	See Rationale 4.
12-14	Elizabeth Gibson Hurricane, West Virginia	As a parent of an autistic child, normal testing is stressful enough. To increase testing would be detrimental to his daily functioning. It increases his anxiety to the point that he cannot function effectively.	NA/-	See Rationale 4.

12-14	Brian Sutphin Hurricane WV	As a teacher of students with disabilities including autism spectrum disorder, I am strictly opposed to increasing the amount of testing for students with the most significant disabilities. The amount of stress and anxiety that some students have shown during testing greatly disrupts the learning environment. I have had students become physically ill or have emotional outbursts due to these standardized tests. Requiring these students more tests would only add to the stress level of these students.	NA/-	See Rationale 4.
12-14	Mary Chapman Hurricane WV	I work with students with disabilities and have seen firsthand the disruption that testing causes for some students. Requiring additional testing for students with disabilities would cause major disruption. I have witnessed students have meltdowns and "throwing up" during testing. Additional testing would certainly cause further disruption for students.	NA/-	See Rationale 4.
12-14	Andrea Barr Milton WV	As a classroom aide, I have witnessed the disruption the testing has caused students. Students with autism have higher levels of anxiety and are routine focused. Requiring additional testing would create higher levels of anxiety for my students and I don't find beneficial. Do not increase the amount of testing for students with disabilities!	NA/-	See Rationale 4.
§126-14-3 59 (formerly 3 61) Definitions				
11-16	Janie Merendino Elementary Curriculum Specialist Harrison County Schools Clarksburg WV	Why not test Science in grade 5 rather than grade 4? NAEP is a test for 4th graders and it is national so why include an additional test at 4th? Just thinking a way to even out the tests given and not burden one grade more than others.	NA/-	Science is tested in grade 4 on the general summative assessment to match the tested grade level on the alternate summative assessment as required by IDEA and ESEA.

11-22	William C White Retired Teacher Jane Lew West	I am very disappointed the this new policy does not test for Social Studies Competence at any level. Knowledge of Social Studies skills are a critical competence for all citizens of the US. US and World History, fundamentals of the structures of our government, citizenship and basic legal knowledge are required for all. Please return Social Studies skills and knowledge as tested elements.	NA/-	Rationale 5: The federal government does not require testing in social studies.
§126-14-3 62 (formerly 3 63) Definitions				
11-17	Mitchell Nida Principal Berkeley Springs High School Berkeley Springs WV	To whom is the mutually agreed upon grade 12 college readiness assessment agreed upon?	A/o	“Mutually agreed-upon assessment” refers to agreement with state board and higher education in West Virginia. WV Code §18-2-39 (Senate Bill 359), Subsection (3) states: “The state board in collaboration with the West Virginia Higher Education Policy Commission and the Council for Community and Technical College Education shall use ... mutually agreed-upon assessment to determine whether a student has met the college- and career-readiness standards after completion of the transitional course.” The revised West Virginia Higher Education Policy

				Commission Series 21 Policy and the West Virginia Council for Community and Technical College Education Series 21 Policy will exempt students from taking non-credit bearing college remedial courses with a Level 3 or 4 on the high school general summative assessment in ELA and math. For clarity, the following wording will be added “as defined by West Virginia Code §18-2-39.”
§126-14-4 1 Program Regulations				
11-16	Nicole Kirby Assistant Principal Monongalia County Schools Morgantown WV	As a parent, former teacher and current administrator I am very happy to see the elimination of the ACT set of testing. I am a firm believer in formative testing, but have long thought that students loose too much class time taking tests. By combining exams we will still be able to get an accurate picture of what our students can produce and enable them to get hours of additional instruction. Furthermore, I am happy to see the additional testing of 12 th grade. Having an assessment in 12 th grade will allow us to gain an accurate picture of all the learning through school. Also, this will put more importance on seniors and their learning. Finally WV, Finally!	N/+	
11-17	Mitchell Nida Principal	I think WV should look at testing the minimum grade levels to meet Federal requirements. Students who test	NA/-	See Rationale 2.

	Berkeley Springs High School Berkeley Springs WV	every year in a test that has no student accountability quickly learn that they do not need to try their best if they don't feel like it. Now it seems they have the choice to even opt out of the test without consequence. 9 th and 10 th grades should be exempt from the WVGSA.		
11-19	Lenora Richardson Director Cabell County Schools Huntington WV	Needs to include statement about "refusal to test" in clear precise language to indicate that there is NO opting out.	NA/o	State does not have a policy that allows parents/students to refuse to test (opt-out).
11-22	William C White Retired Teacher Jane Lew West	I am very disappointed the this new policy does not test for Social Studies Competence at any level. Knowledge of Social Studies skills are a critical competence for all citizens of the US. US and World History, fundamentals of the structures of our government, citizenship and basic legal knowledge are required for all. Please return Social Studies skills and knowledge as tested elements.	NA/-	See Rationale 5.
11-27	Lisa Syner Teacher Kanawha County Schools Charleston West	I would like to see "formal" end of year assessment testing begin in 5 th grade or when students are in middle school in 6 th grade. I taught 3 rd grade and I can tell you third grade students are not ready for a big end of year assessment at all. Many of them have not learned test taking strategies yet and are still learning to read on grade level. I know that several teachers have expressed concerns about students taking test on computers and iPads. Many students seems to answer incorrectly because they do not know where to click and there are too many windows they need to open. Students are struggling to navigate through the screens and are missing questions in the process. I think the standard bubble sheets of past years worked much	NA/-	Federal law requires testing ELA and math in grades 3-8 and once in high school.

		better, allowing students paper to draw and figure on to help with their thought process.		
11-30	Tega McGuffin Teacher Fayette County Schools Oak Hill WV	In order to foster consistency with federal requirements, eliminate ninth and tenth grade students from all summative assessments.	NA/-	See Rationale 2.
12-10	Blaine Hess Superintendent Jackson County Schools Ripley WV	I support the elimination of the requirement to test social students in grades 3-11. I support eliminating testing in grades 9 & 10 for English Language Arts and Mathematics. Additionally, I support the reduction in the number of grade levels tested in science. West Virginia should limit testing to the level required by the federal government.	NA/-	See Rationale 2.
12-14	Andy Bird Hurricane, West Virginia	In order to foster consistency with federal requirements, eliminate ninth and tenth grade students from all summative assessments.	NA/-	See Rationale 2.
12-14	Michelle Kelley Putnam County Schools Hurricane WV	In order to foster consistency with federal requirements, eliminate ninth and tenth grade students from all summative assessments.	NA/-	See Rationale 2.
12-14	Elizabeth Gibson Hurricane WV	I am opposed to additional testing! It is an unnecessary distraction.	N/-	
12-14	Brian Sutphin Hurricane WV	I am opposed to increasing the amount of testing for students with the most severe disabilities and feel that the increase in testing would disrupt the education of these students more than being beneficial.	NA/-	See Rationale 4.
12-14	Mary Chapman Hurricane WV	I am against increasing the amount of testing!	N/-	
12-14	Andrea Barr Milton WV	Federal guidelines do not require testing at all levels in high school, I do not support making testing more than the federal requirement.	NA/-	See Rationale 2.
§126-14-4 5 (formerly 4 8) Program Regulations				
11-17	Mitchell Nida	Will there be student accountability with this	NA/o	Students who are able to

	Principal Berkeley Springs High School Berkeley Springs WV	"mutually agreed-upon assessment" for seniors?		provide an acceptable benchmark score on this assessment, the ACT or SAT will be exempt from non-credit bearing developmental courses in college.
11-30	Angela Wilson Principal George Ward Elementary Mill Creek WV	Why are we not testing students in Social Studies? To be socially literate, our students must understand the historical context of the world we live in, and they must also have an informed worldview in order to make informed decisions as productive members of society. I believe we should be testing students in Social Studies at least in grades 5, 8 and 11.	NA/-	See Rationale 8.
§126-14-5 3 Administration Regulations				
11-30	Tega McGuffin Teacher Fayette County Schools Oak Hill WV	Define family members.	NA/o	Rationale 6: 5.3.c.6.A allows district test coordinators to decide potential conflicts of interest.
12-14	Andy Bird Hurricane, West Virginia	Define family members.	NA/o	See Rationale 6.
12-14	Michelle Kelley Putnam County Schools Hurricane WV	Define family members.	NA/o	See Rationale 6.
§126-14-6 1 a Reporting Regulations				
11-17	Mitchell Nida Principal Berkeley Springs High School Berkeley Springs WV	Since the WVGSA is completed online digitally, could school districts be provided the results much sooner to better prepare for the upcoming school year?	NA/o	The Online Reporting System does allow schools to see results sooner once students have completed their assessments.
11-30	Tega McGuffin	Define "timely manner" and add expected due date.	NA/o	Rationale 7:

	Teacher Fayette County Schools Oak Hill WV			“Timely manner” provides some flexibility. Not putting a specific date also allows for flexibility in case of technical issues with scoring.
12-14	Andy Bird Hurricane, West Virginia	Define "timely manner" and add expected due date.	NA/o	See Rationale 7.
12-14	Michelle Kelley Putnam County Schools Hurricane WV	Define "timely manner" and add expected due date.	NA/o	See Rationale 7.
§126-14-6 5 Reporting Regulations				
11-17	Mitchell Nida Principal Berkeley Springs High School Berkeley Springs WV	Please add a time frame for this.	NA/o	Time frame is not expressed in policy to allow for flexibility. “Timely manner” appears in 6.1.
Appendix A				
11-18	Dianne Boggess Retired District Test Coordinator Wood County Schools Parkersburg, WV	I have always like due date as stated in Appendix G as “prior to access to secure test material.”	A/+	Rationale 8: Wording will be changed to remove specific date and to reflect new wording “...before access to secure test materials is provided.”
Appendix B				
11-18	Dianne Boggess Retired District Test Coordinator Wood County Schools Parkersburg, WV	New statement (#11) should be underlined.	N/o	
11-18	Dianne Boggess Retired	I have always like due date as stated in Appendix G as “prior to access to secure test material.”	A/+	See Rationale 8.

	District Test Coordinator Wood County Schools Parkersburg, WV			
Appendix C				
11-18	Dianne Boggess Retired District Test Coordinator Wood County Schools Parkersburg, WV	New statement (#7) should be underlined.	N/o	
11-18	Dianne Boggess Retired District Test Coordinator Wood County Schools Parkersburg, WV	Appendix C also contains discrepancy in due date of security agreement of September 15. Appendix A states this agreement is due last day of September. I have always like due date as stated in Appendix G as “prior to access to secure test material.”	A/+	See Rationale 8.
Appendix D				
11-18	Dianne Boggess Retired District Test Coordinator Wood County Schools Parkersburg, WV	New statement (#10) should be underlined.	N/o	
11-18	Dianne Boggess Retired District Test Coordinator Wood County Schools Parkersburg, WV	I have always like due date as stated in Appendix G as “prior to access to secure test material.”	A/+	See Rationale 8.
Appendix E				
11-18	Dianne Boggess Retired District Test Coordinator Wood County Schools Parkersburg, WV	New statement (#10) should be underlined.	N/o	
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	Retired District Test Coordinator Wood County Schools Parkersburg, WV	“prior to access to secure test material.”		
Appendix F				
11-18	Dianne Boggess Retired District Test Coordinator Wood County Schools Parkersburg, WV	New statement (#5) should be underlined.	N/o	
Appendix G				
11-18	Dianne Boggess Retired District Test Coordinator Wood County Schools Parkersburg, WV	New statement (#4) should be underlined.	N/o	
11-18	Dianne Boggess Retired District Test Coordinator Wood County Schools Parkersburg, WV	I have always like due date as stated in Appendix G as “prior to access to secure test material.”	A/+	See Rationale 8.
Appendix H				
11-18	Dianne Boggess Retired District Test Coordinator Wood County Schools Parkersburg, WV	New statement (#7) should be underlined.	N/o	
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		<p>After having a meeting and talking to his teacher, she also said she was NOT pleased with this curriculum. She has since started making up her own test and the kids are doing a lot better.</p> <p>So my question is "If CC is NOT working and teachers are already making up their own test/material etc. WHY are we forcing this down our kids throats?" It's NOT working!! Why waste the money on something the teachers are not even following!!!</p> <p>The kids are getting more frustrated with this than anything!! It's causing more problems than it is helping them.</p> <p>Please, as a parent, help us get this out of our schools!!</p> <p>Sincerely Liza Surock Disappointed, frustrated parent</p>		
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11-20	<p>Stacey Rhodes Teacher Winfield High School Winfield WV</p>	<p>In response to policy 2340: I do not believe that doing away with using the Plan, Explore, and Compass exams as a measure of Academic Progress is what's best for our students. This is probably the best measure we have right now and it is one that students want to participate in because they can use their ACT scores for college entrance, PROMISE, and other scholarships. If anything, I believe that we should put more emphasis on these exams, especially the Compass exam for Seniors. They</p>		

		<p>should be allowed to take it multiple times throughout their senior year in order to try to become college ready since that is the purpose of the senior transitions math course.</p>		
11-24	<p>tony nichols Federal Programs Nicholas County Summersville WV</p>	<p>General Comments: I propose two testing intervals: Beginning and end of year to measure growth for the year instead of one large test at the end. These should be two short testing periods of not more than a half-day for each subject per student. It needs to be performance based, adaptive, and identify students' strengths and weaknesses.</p> <p>The current test report contains very little information of value for the amount of instruction time lost. State testing should occur in math and ELA only: grades 3-12. Districts can establish their own schedules for SS and Science which may include formative assessments. Current ELA materials are embedded with science and social studies content.</p> <p>Formative assessment as a state output will not work. Teachers, schools, districts, etc all do different things and data will not be consistent, reliable or valid. Formative assessment should remain at the local level and be used to guide instruction, not as student or teacher performance measures.</p> <p>The current General Summative Assessment must change if the standards change? They must be aligned. You cannot teach one way and assess another.</p> <p>Districts would be responsible for measuring progress of K-2 students or be provided a state assessment tool such as PAR (Predictive Assessment of Reading) or PALS. Not sure what is out there for math foundational skills.</p>		
12-08	<p>Michael Dotson Principal Ritchie County Middle School Ellenboro WV</p>	<p>As I understand and read the proposal the state is wanting to drop administering the ACT/EXPLORE/PLAN and COMPASS. The state is wanting to do this because of ACT's unwillingness to sign West Virginia's data sharing agreement for ACT COMPASS for the 2015-16 school year and the impending retirement of ACT COMPASS in 2016, the West Virginia Department of Education will not extend the contract for ACT COMPASS and will end its contractual relationship. If the WVDE is going to do this, then it should delete all reference to ACT in the entire policy. However I believe that the state and ACT should reconcile and continue to offer the EXLPORE to 8th Grade students in the state.</p>		

		This gives the students the opportunity to "explore" the ACT and understand the impact of said test on their academic life. It also gives the school the needed information needed to improve instruction in all facets of the test and how to better prepare the students for secondary level education and beyond. Without maintaining a relationship with said company, it becomes a mute point to keep ACT and all references throughout 2340 to said tests in the policy. My final comment would be reconcile and keep the tests for the students of West Virginia.		
12-08	Katrina White Assistant Principal Ritchie County Middle Ellenboro WV	The state and ACT need to encourage reconciliation in part due to the preparation for students to "sit" for the actual ACT test. The ACT EXPLORE, ACT PLAN and ACT COMPASS prepare individuals in all facets. Yes, it generates an idea of content of what to expect for English, math, reading and science but these tests go above content. These tests allows students to get a better "feel" for the actual testing situation they would find them in. The preparation ranges from needed materials, to time management to a plethora of testing strategies that could be used on this test. The data from these tests are vital to the teachers to analyze and better prepare said individuals for said tests.		
12-09	Toppings	Not assessing 9th and 10th grade will alleviate some of the assessment stress for students, teachers, parents, and school systems in general.		
12-10	Rhonda Jelich Director of Elem Ed & Staff Dev Jackson County Schools Ripley WV	My comments are not section specific, but general. Assessment needs to be limited to the federal guidelines. WV should not add additional assessments. If we must have assessments at the high school level, then something of value similar to ACT would be most valuable. I know that we need summative assessment and I am fine with the federal guidelines. Let's follow those.		
12-14	Chuck Hatfield Superintendent Putnam County Schools Winfield WV	The current assessment process for our state is currently flawed. The tests for 9th and 10th graders are not necessary to meet federal mandates. So why use tests that were not even developed by Smarter Balance originally. To meet new federal guidelines we can use ACT test which is more relevant and accepted. Should look at ACT Aspire for grades 3-8 as well. The mere fact that students are not taking the tests seriously and doing their best means we are using invalid or inaccurate data to make major decisions.....even school accountability. Hold schools for things that really matter and can be assessed fairly and accurately. Formative assessments, end of course exams, GPA, ACT scores, attendance, graduation rates, college going rates and Reading/Math programs to		

		ensure grade level success by grade 3. Also, the electronic process is not working as well as thought. Students actually prefer written tests and we can't be sure that we are testing content or technology skill or lack there of.		
§126-14-3 3 Definitions				
12-09	Toppings	This will also help solidify budgets for counties and the state, since this will still meet federal guidelines		
§126-14-3 6 (formerly 3 9) Definitions				
11-30	Tega McGuffin Teacher Fayette County Schools Oak Hill WV	Change the word "requires" to "suggest" thus giving teachers more flexibility to determine what is best for their students.		
12-14	Andy Bird Hurricane West	Change the word "requires" to "suggest" thus giving teachers more flexibility to determine what is best for their students.		
12-14	Michelle Kelley Putnam County Schools Hurricane WV	Change the word "requires" to "suggest" thus giving teachers more flexibility to determine what is best for their students.		
§126-14-3 54 Definitions				
11-17	Mitchell Nida Principal Berkeley Springs High School Berkeley Springs WV	I have a few questions concerning the index. What constitutes the lowest 25% of students when schools have high attrition rates? Why is there only a focus on Math and English? Why do we test every grade level in WV? Why do students who drop in score but still maintain mastery hurt your index?		
§126-14-3 55 Definitions				
11-17	Mitchell Nida Principal Berkeley Springs High School Berkeley Springs WV	The A-F accountability system will not promote better testing results without: a) better funding for supplemental resources such as interventionists, after-school tutoring programs, technology, etc. or b) student/parent accountability. Allowing students to opt out of a test to which the school is held accountable but the student not is alarming. Schools should no longer be held accountable for their participation rates. Student scores should somehow be tied into grade promotion. If not, school improvement will never be optimized.		

§126-14-3 57 (formerly 3 60) Definitions

11-30	Tega McGuffin Teacher Fayette County Schools Oak Hill WV	Do not increase testing for students with the most significant disabilities. This creates high levels of anxiety and stress for these students.		
12-14	Andy Bird Hurricane West	Students with the most significant disabilities often have higher levels of anxiety which can cause significant disruption to their learning environment. This added stress caused some of my students to become physically ill or have melt-downs. The Federal Guidelines do not require testing for grades 9 and 10 so adding such would only add unnecessary stress and anxiety.		
12-14	Michelle Kelley Putnam County Schools Hurricane WV	Do not increase testing for students with the most significant disabilities. This creates high levels of anxiety and stress for these students. I have worked with special needs students with high anxiety towards testing which has caused stressful situations and this needs to be addressed with high priority. Federal testing is not required at all grade levels in high school. Therefore, we should never add this unnecessary stress to these students.		
12-14	Elizabeth Gibson hurricane West	As a parent of an autistic child, normal testing is stressful enough. To increase testing would be detrimental to his daily functioning. It increases his anxiety to the point that he cannot function effectively.		
12-14	Brian Sutphin Hurricane WV	As a teacher of students with disabilities including autism spectrum disorder, I am strictly opposed to increasing the amount of testing for students with the most significant disabilities. The amount of stress and anxiety that some students have shown during testing greatly disrupts the learning environment. I have had students become physically ill or have emotional outbursts due to these standardized tests. Requiring these students more tests would only add to the stress level of these students.		
12-14	Mary Chapman Hurricane WV	I work with students with disabilities and have seen firsthand the disruption that testing causes for some students. Requiring additional testing for students with disabilities would cause major disruption. I have witnessed students have meltdowns and "throwing up" during testing. Additional testing would certainly cause further disruption for students.		
12-14	Andrea Barr Milton WV	As a classroom aide, I have witnessed the disruption the testing has caused students. Students with autism have higher levels of anxiety and are routine		

		focused. Requiring additional testing would create higher levels of anxiety for my students and I don't find beneficial. Do not increase the amount of testing for students with disabilities!		
§126-14-3 59 (formerly 3 61) Definitions				
11-16	Janie Merendino Elementary Curriculum Specialist Harrison County Schools Clarksburg WV	Why not test Science in grade 5 rather than grade 4? NAEP is a test for 4th graders and it is national so why include an additional test at 4th? Just thinking a way to even out the tests given and not burden one grade more than others.		
11-22	William C White Retired Teacher Jane Lew West	I am very disappointed the this new policy does not test for Social Studies Competence at any level. Knowledge of Social Studies skills are a critical competence for all citizens of the US. US and World History, fundamentals of the structures of our government, citizenship and basic legal knowledge are required for all. Please return Social Studies skills and knowledge as tested elements.		
§126-14-3 62 (formerly 3 63) Definitions				
11-17	Mitchell Nida Principal Berkeley Springs High School Berkeley Springs WV	To whom is the mutually agreed upon grade 12 college readiness assessment agreed upon?		
§126-14-4 1 Program Regulations				
11-16	Nicole Kirby Assistant Principal Monongalia County Schools Morgantown WV	As a parent, former teacher and current administrator I am very happy to see the elimination of the ACT set of testing. I am a firm believer in formative testing, but have long thought that students loose too much class time taking tests. By combining exams we will still be able to get an accurate picture of what our students can produce and enable them to get hours of additional instruction. Furthermore, I am happy to see the additional testing of 12th grade. Having an assessment in 12th grade will allow us to gain an accurate picture of all the learning through school. Also, this will put more importance on seniors and their learning. Finally WV, Finally!		

11-17	Mitchell Nida Principal Berkeley Springs High School Berkeley Springs WV	I think WV should look at testing the minimum grade levels to meet Federal requirements. Students who test every year in a test that has no student accountability quickly learn that they do not need to try their best if they don't feel like it. Now it seems they have the choice to even opt out of the test without consequence. 9th and 10th grades should be exempt from the WVGSA.		
11-19	Lenora Richardson Director Cabell County Schools Huntington WV	Needs to include statement about "refusal to test" in clear precise language to indicate that there is NO opting out.		
11-22	William C White Retired Teacher Jane Lew West	I am very disappointed the this new policy does not test for Social Studies Competence at any level. Knowledge of Social Studies skills are a critical competence for all citizens of the US. US and World History, fundamentals of the structures of our government, citizenship and basic legal knowledge are required for all. Please return Social Studies skills and knowledge as tested elements.		
11-27	Lisa Syner Teacher Kanawha County Schools Charleston West	I would like to see "formal" end of year assessment testing begin in 5th grade or when students are in middle school in 6th grade. I taught 3rd grade and I can tell you third grade students are not ready for a big end of year assessment at all. Many of them have not learned test taking strategies yet and are still learning to read on grade level. I know that several teachers have expressed concerns about students taking test on computers and iPads. Many students seems to answer incorrectly because they do not know where to click and there are too many windows they need to open. Students are struggling to navigate through the screens and are missing questions in the process. I think the standard bubble sheets of past years worked much better, allowing students paper to draw and figure on to help with their thought process.		
11-30	Tega McGuffin Teacher Fayette County Schools Oak Hill WV	In order to foster consistency with federal requirements, eliminate ninth and tenth grade students from all summative assessments.		
12-10	Blaine Hess Superintendent	I support the elimination of the requirement to test social students in grades 3-11. I support eliminating testing in grades 9 & 10 for English Language Arts and		

	Jackson County Schools Ripley WV	Mathematics. Additionally, I support the reduction in the number of grade levels tested in science. West Virginia should limit testing to the level required by the federal government.		
12-14	Andy Bird Hurricane West	In order to foster consistency with federal requirements, eliminate ninth and tenth grade students from all summative assessments.		
12-14	Michelle Kelley Putnam County Schools Hurricane WV	In order to foster consistency with federal requirements, eliminate ninth and tenth grade students from all summative assessments.		
12-14	Elizabeth Gibson hurricane West	I am opposed to additional testing! It is an unnecessary distraction.		
12-14	Brian Sutphin Hurricane WV	I am opposed to increasing the amount of testing for students with the most severe disabilities and feel that the increase in testing would disrupt the education of these students more than being beneficial.		
12-14	Mary Chapman Hurricane WV	I am against increasing the amount of testing!		
12-14	Andrea Barr Milton WV	Federal guidelines do not require testing at all levels in high school, I do not support making testing more than the federal requirement.		
§126-14-4 5 (formerly 4 8) Program Regulations				
11-17	Mitchell Nida Principal Berkeley Springs High School Berkeley Springs WV	Will there be student accountability with this "mutually agreed-upon assessment" for seniors?		
11-30	Angela Wilson Principal George Ward Elementary Mill Creek WV	Why are we not testing students in Social Studies? To be socially literate, our students must understand the historical context of the world we live in, and they must also have an informed worldview in order to make informed decisions as productive members of society. I believe we should be testing students in Social Studies at least in grades 5, 8 and 11.		
§126-14-5 3 Administration Regulations				
11-30	Tega McGuffin Teacher	Define family members.		

	Fayette County Schools Oak Hill WV			
12-14	Andy Bird Hurricane West	Define family members.		
12-14	Michelle Kelley Putnam County Schools Hurricane WV	Define family members.		
§126-14-6 1 a Reporting Regulations				
11-17	Mitchell Nida Principal Berkeley Springs High School Berkeley Springs WV	Since the WVGSA is completed online digitally, could school districts be provided the results much sooner to better prepare for the upcoming school year?		
11-30	Tega McGuffin Teacher Fayette County Schools Oak Hill WV	Define "timely manner" and add expected due date.		
12-14	Andy Bird Hurricane West	Define "timely manner" and add expected due date.		
12-14	Michelle Kelley Putnam County Schools Hurricane WV	Define "timely manner" and add expected due date.		
§126-14-6 5 Reporting Regulations				
11-17	Mitchell Nida Principal Berkeley Springs High School	Please add a time frame for this.		

Berkeley Springs WV			
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From: Dianne or Bill Boggess [<mailto:dbboggess@frontier.com>]

Sent: Wednesday, November 18, 2015 11:42 AM

To: Vaughn Rhudy <vrhudy@k12.wv.us>

Subject: Policy 2340 Comments

Vaughn - I tried 2X to send my Policy 2340 comments through online comment form, but each time system bounced back to me stating I did not answer SPAM question properly and at the same time erased all my comments... So here are my comments -

1. Appendices B-H all appear to have new statement added. That statement should be underlined - Appendix B (#11), Appendix C (#7), Appendix D & E (#10), Appendix F (#5), Appendix G (#4), Appendix H (#7).
2. Appendix C also contains discrepancy in due date of security agreement of September 15. Appendix A states this agreement is due last day of September.
3. I have always liked due date as stated in Appendix G as "prior to access to secure test materials."

Hope your year is getting off to a good start! Dianne