

ENTRY ID	3(a). How should STUDENT success be measured? -- OTHER
7	overall performance not a test snapshot
12	Many measures, not just one
19	Standards based assessments
21	Pre test scores compared to a post test with the percentage IMPROVED by each kid/class/school
24	variety of ways to assess
30	Teacher feedback on many different areas beyond grades. Such as growth in participating, confidence and other things only the teacher can truly judge that they see.
36	All of the above
38	national and international AP, IB scores
54	More than one measure
58	A combination of all.
59	Performance based measures
72	Motivation of students, effort of students
86	All of the above. You cannot use one source of data to measure success
90	Portfolios representative of a body of student work and measures of growth.
104	A combination of class grades and teacher created cumulative assessments, other than just standardized tests
112	SAT Test
114	Measurable growth and improvement, no matter where the student begins the year.
122	Performance based assessments
123	Growth from year to year
127	Teacher
131	Project Based Learning
139	class grades, portfolio
148	Combination of tests, grades, and input from educators
160	Site-based common assessments in core content areas
169	Internationally benchmarked tests and student performance in class.
172	Student growth should be measured by comparing class grades from year to year, quarter-to-quarter, and semester-to-semester. Certain concepts are easier than others and offered at different times of the year, other concepts build upon each other. Over time, students mature and if enough consequences are imposed by schools and parents for poor performance, student success can improve significantly.
175	tests designed by educators to align with content standards
193	combination of standardized tests, class grades, teacher recommendations
210	There needs to be a mix.
212	Individual goal based measures.
236	I believe students should be measured on their individual growth.
237	There is no ONE way to clearly measure student success. It depends on the student and where they are at.
239	Both class grades & district testing. The AZMerit is ridiculous! It's too many days & are administered too early in the school year. The testing should take place in late May.

246	Progress documented in a variety of ways to show the beginning of the year growth to the end of the year growth. A combination of portfolios for students that includes class grades, goals measured as well as attendance and testing. We do all of this already.
247	pre to post test growth over a school year -this could be a standardized test state wide
248	One single test should not be used. A combination of all of the testing measures should be used.
262	Mixture of attendance, performance and district tests
263	a variety of assessments should be used to measure a students academic skills
282	A combination of district tests and teacher created assessments
291	college and career placement
292	All of the above and then some (not the current, single metric system)
295	K-3 should be a developmental continuum. 4 and up standardized test scores/District tests are acceptable
298	A combination of standardized assessments to measure growth and achievement, SBR district assessments as well as 21st century skill-based rubrics
304	Standards attainment
310	Writing assessments
316	Yes, data should be collected and utilized. Self-reflection is also effective.
317	Yes, data should be collected and utilized. Self-reflection is also effective.
320	academic gains, community contributions, and emotional well being.
326	Skill assessment
328	A true baseline assessment for each student at the beginning of the year. Not just a grade level assessment. This does not reach ALL students and growth cannot be measured without a true baseline
333	A combination of class grades and district tests based on the state standards.
338	All of the above
344	Combination of standardized tests and goal based measures
350	Combination of all of the above
359	Both standardized tests and grades
360	There should be a composite score that considers multiple indicators. One test on one day does not define a students academic readiness.
361	A combination with less emphasis on testing would be best.
363	Students should be measured by several methods. To base everything on one test that was taken on one day during the year is not sufficient.
366	Oral Proficiency Interviews in Foreign Language.
369	Improvement from pre-to-post
373	Combination of standardized test scores and class grades, based on GROWTH.
374	Class grades, overall improvement, and student effort.
393	I think that there should be a balance between testing and goals. Some kids can demonstrate that they have learned, but test poorly.
398	Combination of scores
400	A combination of the above, with much less emphasis on test scores.
402	all of these, with an emphasis on class grades
409	A combination of attendance, goal based measures, district and class grades.

419	Through projects, discussion, performance, and debate, utilizing higher order thinking skills to demonstrate their full development as opposed to ability to recite.
420	Multiple criteria
421	Short and mi cycle formative assessment data
427	A combination of Testing, class grades and goal based measures works best.
429	academic growth
443	Against their own individual growth and progress. Schools should not exist to sift and sort winners and losers through the current narrow lens.
465	a combination of district tests and goal based measures
466	combination of class grades and district tests that have consistent parameters across schools
475	The needs to be some kind of mechanism that holds kids feet to the fire just like we hold the teachers feet to the fire for stanardized test. If a teacher can not get HQ because of low scores and is punished by not being eligible for promotion(Pay Increase) than neither should a child be eligible for promotion if they fail.
478	All of the above. There is no one way to measure success. Students should be able to demonstrate success in a variety of ways. Success can be determined by a body of work and growth over time.
490	Student success should be measured through a combination of sources and not solely be based on one single standardized assessment.
492	combination of grades and standardized tests
503	Portfolio-longitudinal evidence-real world
525	All of the above.
528	a collection of assessment that include, district assessments, standardized tests and student portfolios
536	All of the above are contributing factors to the success of students. Just as you need a variety of course offerings and programs, you also need a variety of tools to measure student success. All of the above could be used, but District Tests generally provide information on the progress of students for reading and math only. It is not an all inclusive measurement of student success.
538	Class, grades, district tests and goal-based measures
549	Short cycle assessments - 3 times per year, which provide growth data- goal based
551	There should be district/state standards, but the teacher should be the main decision as to whether the students are learning their best through classroom grades, by teacher made tests, projects and activities as well as quarterly reviews.
556	It needs to be a diverse set of measurements to include all of the above.
559	standardized test scores AND attendance
560	All of the above
561	Parent involvement & student attendance
563	A combination of the above with the teachers portfolio based assessments and teacher created testing having the largest emphasis.
569	Project based learning. Proof that they have heard, integrated and PRODUCE results!
574	Students success could be measured through a combination of SUCCESSFUL course completion, as well as, a fair exit examination process assessing what the student has learned.
577	Growth
579	Combination of minimal testing and ovreally growth

580	A combination of the above measures. No one measure accurately reflects student success.
581	project based learning that integrates academics with life skills
583	Class grades, a universally administered standardized test's score, and the record of behavior incidents or lack thereof
591	must be a combination of the all the choices above
596	It need to be a combination of all of the above...not one single measure
597	combination of goal based measures and attendance
598	A combination of all of these!
604	All of the above
605	All of the above
606	A combination of the above that also includes teacher, parent, and student discretion.
661	Student growth is the only measure of success, and sometimes even that does not reflect the effort of the teacher or ability of the student.
669	Combination of class grades and growth based measures
675	A variety of different assessments
681	Districts models their tests to mimic Standardized tests and Standardized tests were not written by those who designed the AZCCRSS
687	GROWTH
709	ideally students success should be measured by a combination of observation, class grades, district benchmark tests, and goal based measures
721	I like standardized tests but also believe in multiple measures of a student's progress.
725	Portfolio based and standardized test scores. We are currently so test driven that real teaching is being pushed aside.
738	Performance Based Assessments- Authentic!
739	An approach that includes student grades, standardized tests, and progress made during the year.
741	There is no single measure of success. A well adjusted, empathetic, and thinking person is the goal. The measure should include test score, class grades, and attendance.
746	A combination of class grades and district tests that measure reasonable goals
749	Mix of Standardized tests and goal-based measures
753	I think we need standardized tests to check on how our students are developing their knowledge, but tests like DIBELS need to go. We should be testing our lower grade students based on the Common Core standards (or whatever standards we are using) instead of putting them through a stressful, timed 1 minute per section test. It's highly inaccurate at assessing the foundational skills being learned. We have our own Common Core reading test that we use which is far more accurate in gauging their progress.
756	Post-secondary outcomes
758	all of the above
761	A combination of classroom grades, district tests and goal based measures.
763	There can not be one single measurement to determine student success.
770	A combination of test scores and grades since some students do not test well but they shine in the classroom. Other students do not perform in class but redeem themselves on standardized tests. This could help to balance student success.

773	Individualized knowledge of students by their teachers and trusting teachers to assess their students.
775	Combination of the above.
785	Growth based measures
787	All of the above
793	a whole portfolio of items, not just a single measure
794	Academic growth measured 3 to 4 times a year not just once at the end
795	Student portfolios
797	Progress. Pushing each student as far as they can go.
804	Daily Progress, Participation and standardized testing
813	End of course tests as agreed state wide
817	Goal-based measures collaboratively determined.
827	authentic assessment, varied assessments, portfolios
839	A combination of all the above.
841	SAT or ACT scores
844	Both class grade and goal-based measures
847	Multiple Measures to include tests and goal-based measures.
854	Growth on various tests, school level and district level
857	Based on what they are able to produce just like in the real world. Basic should be measured but not everyone plans or should go on to academia and become buried for years under student debt.
859	A combination of class grades, district tests, and goal based measures
860	I think class grades and attendance.
866	Portfolio
868	Growth based assessments
871	By observation and data during the school year. All teacher should cover curriculum required by state so students can pass tests.
883	A combination of class grades & goal based measures
891	testing same student at beginning of year and end, not the 3rd grade in 2015 and 2016 at the end of the year. Use pre-tests and post tests on same students for comparison and to achieve a measure of their progress. This then addresses the success of not only the student but also the teacher
894	Tests that appropriate for the whole child. Not a test that measures a student from the reservation the same as a student from the suburbs.
898	We spend too much time on district tests and not enough time learning.
911	a combination of school grades & a proven standardized test (i.e. everyone takes the PSAT and forget the AzMerit.)
917	All of the above except attendance.
918	It certainly depends on the age of the student
923	Individual growth
924	Students should be graded on a collective score of all work done including homework and testing.
925	A combination of class grade and district/standardized testing and goal based measures.
936	All of these apply. Standardization makes certain that the education in all parts of our country prepare students to be a part of the real world.
939	AP scores, SAT, and ACT scores

949	Improvement
950	Substantive Formative Assessment
951	a combination of these things
957	diagnostic tests that measure knowledge and skills to refine individual student instruction.
958	A standardized test can be an effective means of assessment, however, the assessment should be directly linked to what students do in the classroom and they should have ample opportunity to familiarize themselves with the types of questions they will encounter.
959	Use performance based assessment NOT standardized tests. Look at City High in San Diego. Engage in something different because the same old stuff AZ is found is not working.
964	Can we just stop measuring them based on one stupid test? That'd be nice.
973	Use existing, proven standardized testing at all grade levels. Stanford 9 and 10; PSAT; SAT and ACT only. In elementary school, grades on standardized tests, carefully selected from the myriad of those out there in the elementary grades.
978	combo of district, state and class
980	A combination of all of these!
988	growth-based assessments
992	It should be a combination of the above
997	National standards that are not just AZ. Our students are competing against students in an area much greater than just AZ.
1012	Annual site-based school-improvement goals for academic achievement
1027	Class grades, goal based measures and attendance.
1033	A combination of class grading and limited testing
1039	This question arises from a bogus presumption. Successful education is an ongoing process, not a consumer product that can be measured within a time limit.
1052	A combination of district assessments, class grades, and goal-based measures.
1072	Effort and willpower.
1077	Performance tasks/multiple measures
1091	you can do test scores but do not do letter grades over all it is stupid
1094	Performance based assessment
1106	A simple combination of all of the above since all contribute to a students' success.
1118	A combination of all tests
1122	A combination of class grades and standardized district or state tests
1143	A portfolio system
1157	Growth model
1169	Class grades but only if teachers are not penalized for actually failing a student give up the passing for the sake of the school report card.
1177	Level of growth (towards set goals)
1179	Product....presentations of their learning to teachers, adults, parents. Written pieces, culminating pieces that make their learning clear. Have students "connect the dots" of what they've learned, and associate it with their lives. These are the students who will run our world...they need to be taught to open their minds, not just fill them.
1201	Combination of all.
1208	a little of all the above

1217	I do not believe any one measure is appropriate to monitoring and measuring student success.
1220	Try to think of it like this...What are they producing and contributing? Can they make one excellent thing like an essay or story or 50 mediocre things that are useless?
1226	A reasonable combination of the above.
1239	Without proper curriculum, it should be a matter of the teacher's opinion and consultation with parents.
1247	There cannot be ONE measure. There must be multiple measures.
1251	Yearly growth through various data points.
1253	All of the above should count
1255	Performance based tasks that show growth, not compared to general student populations.
1258	By individual teacher assessment.
1270	by their teachers
1275	Teacher assessment based on what they teach.
1281	State created end of course exams
1283	Combination of the above
1291	Improve a child's ability to think critically and he will be most prepared for whatever he or she is called upon to complete. I have an undergrad degree in Economics and can attest to the importance of being able to think critically, Economics has given me a skill set that is transferable into other subjects. I don't advocate teaching economic theory to children only stress the importance of a structured critical thinking methodology.
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1308	Student growth throughout the year through the use of various forms of assessments. Some, if not more, will even show mastery.
1317	I get more info from original comments and parent/teacher conferences than grades.
1321	Each Pathway should have its own standard of measurements based on the goal requirements.
1328	A combo of several above - multiple measures



1332	It is false to assume ONE measurement will accurately reflect student success. Multiple assessments are needed. Standards based exams are part of it, but so should more specific ongoing assessments, which come from class grades. Some of the most important things that occur in a classroom can not be easily measured (like a student's passion being sparked for a subject or learning in general), other things are easy to measure, like attendance, but have little to do with progress.
1342	All of the above
1346	Based upon performance within a differentiated and individualized curriculum
1359	Multiple ways
1361	I think course and district tests that can spiral and measure growth are ideal. Then in HS there should be a test for graduation similar to the regents tests in NY.
1362	Individual improvement
1363	Combination of the last four listed above
1365	Teacher based evaluation of the students progress.
1369	Each student is different, therefore you can't "measure" student success the same way for everyone
1370	State approved / aligned district testing
1386	Understanding in assignments
1387	Growth from start to end
1389	High teacher quality that can adequately assess student learning
1395	all of the above
1396	Individual growth. Not necessarily a pass or fail measurement.
1398	Demanding, individualized learning plans tied to strong national standards.
1402	COmbination of Standarized tests and projects where students can show their level of knowledge by creating a project or teaching others.
1403	Performance or project based assessments which may be differentiated based on student interest and intellegence style.
1413	I think the issue here is that although state test scores are important, district benchmark assessments and other formative measures may be more important because of their frequency. The biggest issue is look at student success more holistically. We need to look at multiple measures, which include test scores (state and district), advance courses taken (measured against what is available at the school)...Etc. We need to look at what research describes as important components of success in life. Once these components are better understood we can then best determine how to measure student success.
1422	Goal based on actual abilities.
1430	A combination of these
1441	Individual goal based measures/ and percentages
1444	All of the above and required community service.
1447	There isnt one way to measure student success, it has to be multiple measures.
1450	All of these
1451	Portfolios AND goal-based measures that is a goal for the student - not for the school, district, state.
1462	Progress monitoring with curriculum-based measurements - Focus on individual student progress
1463	Projects to show their understanding along with the occasional written assessment.



1465	Well designed, appropriate to age and grade level as determined by psychologists, subject experts and educators, that teachers can use to inform their teaching. Why not have tests at the beginning of the year and end of year so that growth that year can be measured.
1466	Multiple forms of assessment that allow for differences in learning styles
1476	personal reflection for 6th graders and above
1479	Ask the districts
1483	Work portfolios and progress
1489	Class grades (overall GPA for the year) and a test should be used to measure students ability. A benchmark score and GPA average should be used to determine a students ability to move forward in grade level. Regarding students on IEP's or 504's, their success or growth might need to be measured differently.
1490	Graduation rates and reduction in dropout rates along with parent and community rating scales
1493	Teachers are professionals. Treat them as such. You wouldn't go into a hospital and have a nurse's patients fill out artificial surveys on her work. You would look at the patients' health and the daily notes she kept and assume, L she did a great job because people are getting better. Don't waste teachers' and students' time with tests that are unfair. You wouldn't expect a person with terminal cancer and another with pneumonia to have the same outcome. They have different needs. It is the same with children. They all start at different places and are all individuals. quit trying to force teachers to teach everyone the same thing in the sender way.
1498	how do you define success?
1499	A mix of these.
1501	a combination of the above
1506	By the demonstration of improvement and mastery of SKILLS.
1507	A student's success should be measured based on a variety of indicators, not one item.
1513	All of the above
1521	A combination of grades and test scores
1524	A hybrid approach incorporating all these measures, each are important but in their own do not paint a true picture of the student
1530	Standards Based Grading and Performance Observations/Rubrics
1532	All of the above equally.
1539	I think a true measure of a student's success in school is a balance of several different assessments. Finding that balance can be tricky, but a one-size-fits-all approach to measuring student achievement is archaic.
1541	Showing improvement/gains in effort, participation, engagement and demonstration of learning
1547	class grades, oral and written exams, essays
1553	Standards-based grading
1554	Multiple Measures Aligned to CCR Indicators
1560	Portfolio creation and presentation
1563	Combo: tests, grades, goal-based measures; reduce number of tests
1568	Performance Bases Assessments
1573	Teacher Observation, growth and performance
1577	AZMerit needs to be re-normed or re-worked.

1582	Student portfolio work as well as demonstrated project based learning. Yes, this takes longer, however a child can demonstrate through project based learning what they know, how to put various skill sets together to come up with solutions to a problem. If we truly want to foster 21st century skill development, coloring a bubble is not how to go about developing creative, problem solving adults.
1586	A portfolio of varied assessments and work
1588	There is NO one way to measure success
1589	Growth over the course of one year.
1590	District created performance assessments
1598	A combination of the above
1603	All of these; single metric analysis is shortsighted and foolish
1606	a combination of the above & same across state
1607	grades and evidence of mastery of grade level standards (photos, projects etc)
1608	whatever would measure a child meeting the standards (this can be done in project, test etc.)
1610	Individually-decided goal-based measures: each student, with input from their guardians, should explicitly set the bar of what they want to achieve by the culmination of each class.
1624	this will always be a hard question to answer. I do believe that we need standardized test so that we can measure/compare how our students are doing in comparison with the world, but I believe each site should agree on how to assess student growth based on the assessments they have created and/chosen that truly measure the skill they have taught, or scientifically proven assessments: DIBELS, etc.
1627	A combination of school grades and test scores.
1629	A composite of Student growth and achievement as measured by tests such as on Galileo, which uses a psychometric model and tests throughout the school year.
1631	Multiple measures. There is not a one-size fits all that can define "success"
1641	Improvement of the individual student over time.
1644	A combination of attendance which is a major obstacle in teaching and can we PLEASE BRING IT BACK TO THE TEACHER TO DECIDE IF THEY HAVE LEARNED AND SUPPORT THE TEACHER IF THOSE STANDARDS THAT WERE SET WERE NOT MET. ALL THE TESTS OUTSIDE THAT CLASS ARE NOT SUCCESSFUL. THEY WERE NOT FOR ME AND NOT TODAY. I AM 55 YEARS OLD AND WHAT MATTERED WAS THAT TEACHER WHO HELD ME ACCOUNTABLE AND MY PARENTS WHO ACCEPTED NO LESS THAN A B.
1647	portfolio/evidence based
1651	Of course there will be class assessments and feedback however the state should have 3 tests at each grade level: 1) basic skills in reading, math, writing and science 2) Higher level thinking like the writing on AZ Merit 3) Project/Goal based
1657	A combination of standardized tests, grades and goal-based measures
1663	A mix of district tests and goal-based measures.
1666	A combination of the above - measured in a logical manner.
1671	Ongoing assessments of class work by well-trained teachers.
1679	All of these show student potential and success. A singular focus on standardized testing shows test-savvy students and not students that are necessarily highly capable.
1694	Portfolios

1708	portfolios
1710	Self-paced mastery through preparation and testing
1718	Students should not be judged on one item. Too many variables
1722	teachers and parents know these children best. Careful observation and feedback from interested parties is the MOST important measure.
1730	Growth-based measures
1736	district tests designed to work with the curriculum without unexpected curves or need for teachers to change their teaching
1746	A combination of factors: class grades, scores on valid and reliable tests like PSAT and AP, and maybe attendance.
1759	National assessments and goal-based measures both
1768	A combination a class grades and standardized, but not AZMerit, tests.
1772	Frequent formative assessment with focus on growth
1775	A combination of measures, including performance-based projects and goal-based measures
1779	Growth toward standard skills
1792	I don't believe there is a fair fit-for-all solution to this. Tests of all sorts should be a diagnostic tool, not penalizing. Perhaps a combination of everything suggested as long as it is done in a non-threatening way. I would also like to see some aspects of measures added like the background of student, emotional factors to somehow be recognized in the tests/methods of measures.
1793	National Standardized test scores
1802	District testing that teachers have had a hand in creating.
1808	Teacher created assessments that show growth from beginning to end.
1820	see below
1821	It should be a combination of items, not any one measure.
1823	Effort based and taking full responsibility which includes all, but AZ Merit.
1825	Unemployment rates and career satisfaction
1832	I think it should be a combination of standardized test scores, district tests, and goal-based measures. I think attendance should come into play if you are judging the teacher based on the students' scores. Kids who miss 30 days of school a year are not going to fair as well as their classmates with better attendance.
1847	A culmination of all of these might be appropriate.
1866	Achievement of Standards (including real-world application)
1867	a combination of measures including class grades, attendance, and tests
1869	Combination of attendance, goal-based measures
1872	Multiple measures including tests, EOCs, performance measures and college credit attainment while in HS.
1874	Positive adult economic outcomes
1887	Yearly progress. Has the child accomplished at least a year's growth in a year. Just like at the doctors office. A range that reflects trends in continuous learning. Both closing the gap for at risk learners, and ensuring high ability students are challenged.
1888	Portfolio Based assessment
1889	Performance based assessments
1896	multiple indicators
1904	Student portfolios

1907	They should be measured on how well they learn the material. They should be measured on their ability to become a productive member of the workforce. They should be measured on industry competencies.
1908	A combination. A standardized test in and of itself is not evil -- what is the expectation that this defines a student's abilities and mastery. District tests are not the answer in the entirety because few districts can afford to hire personnel to write a truly reliable test in all core areas. Attendance? If a child comes every day but never focuses or cooperates, why should he or she get a better "score" than one for reasons some cannot even fathom who works very hard and completes all assignments despite the family issues that are causing the absences?
1910	A combination of skill based, hands on assessments and paper testing.
1916	Student success is measured best by evaluating how much a child has grown. State testing shows they can take a test. It does not accurately measure the amount of growth a child has had during a school year. Portfolios and teacher evaluations of students can give a better idea of what a child has learned
1917	Should be a holistic approach not just a high stakes tests
1927	All of the above
1929	Again, bullshit false choice. This is not a zero sum game. Plus, you fail to include teacher evaluation of the student's progress.
1933	A mixture of Class grades and Test Scores
1947	a combination of standardized tests and portfolio-type assessments
1951	growth
1956	Multiple measures
1969	combination of growth and achievement
1972	Growth from year to year
1978	Combination of grades, class assessments and state assessments
1993	portfolios
1998	all progress should be measured against goals based upon progress toward them and effort put forth by the student. Standardized test only provide standardized students while trampling dreams.
2000	evaluation by the teacher
2005	Individual goal based measures, one size does not fit all
2010	there is not just one measure---should include academics, extra-curricular and community involvement, etc.
2015	I think there needs to be a combination of class grades and goal based measures
2041	Goal-based, strengths, classroom performance/grades
2046	It needs to be a combination of class grades, standardized tests, and performance assessments.
2049	Multiple methods are needed to get a true picture of student success
2051	Student success should be measured in multiple ways and not just by ONE thing. It should be a combination of all of these factors.
2055	I think that we should have tests to a certain point. Taking the AZMerit on the computers for elementary students is not wise. I think we need benchmark tests that give immediate results and then a standardized test that matches the grade level requirements.
2059	Personal progress for the student where each child's progress is measured by their own growth not plotted on a chart to be compared to every one else.

2061	Combination of all
2072	performance based
2078	With a mixture of class grades, District tests, and goal based measures
2084	Standardized test scores but with a test that won't have a message of failure to those in the lower socioeconomic classes.
2091	Competency achievement
2099	standards based assessments
2107	Practical application of the material.
2110	Proficiency portfolios
2126	A combination of measurements
2135	Observation
2137	Success should be measured by the GAIN from the pre and post assessments, not the score!
2149	growth, determined by pre and post tests that are identical
2153	Combination of assessments - varying types and structures
2155	Growth in ability, progress
2162	Multiple measures
2163	Student academic growth and grade level standards achievement
2167	Tests created by the teacher
2168	Classroom records and teacher observations
2169	Standardized test scores are only one way to measure a student's success. It should not be abandoned, but it should not be the be all and end all. Students should be encouraged to thrive in the areas they excel in and support should be provided for their weaknesses so they don't fall behind.
2174	Variety of projects chosen by student
2176	Class grades and district tests.
2186	Teacher assement
2205	School attendance is critical, if you are not in class you cannot learn. I belive in nation wide standards that schools accross the country should meet.
2206	Combination of factors
2216	Teacher evaluation, assuming that there is fair recourse for situations in which the teacher may not be objective.
2218	A combination of the above; this question assumes there is one and only one magic answer, which I don't believe to be true.
2220	All of the above
2221	Needs to be measure on more than one type of test.
2225	Career Placement 2 years after HS graduation
2229	Assessment rubrics
2230	Essays regarding the utility and application of each subject the students learn.
2250	Professional educator assessments to determine best evaluation strategies.
2257	Portfolio assessment based on both student performance and growth
2263	pre/post test given by the district or created by teachers for the state: this should include kindergarten entrance exam
2288	portfolios, both paper and electronic
2292	authentic and summative assesment of students individual acadmic and social growth verified with multiple measures

2300	Growth measures. Assessments should take into account various adverse childhood experiences that are all too common for children nowadays. It should look at a child's achievement data with their attendance and other pertinent qualitative data like school attendance, McKinney Vento status, free and reduce lunch, etc...
2303	teachers are the best judges of how a student is doing not a standardized exam. Not all students do well on them and the test is not always a true picture of how a child is doing.
2311	It should be a combination of measures.
2327	if a student is not on an IEP then individual class grades with qualitative comments for improvement would be the best
2333	I think it is a mix of these measurements
2342	It should be a combination of items, not any one measure.
2348	Standardized test scores, but not ridiculous types of testing! Go back to testing the actual skills and let the kids apply them as they learn the skill. Stop trying to measure what they are "thinking" rather than testing what they know!
2349	Constant formative assessment. NO HIGH STAKES TESTING!
2360	A robust combination of different types of tests including oral, written answers, and standardized, class participation and independent work.
2368	Combination measure of goals and some standardized assessment.
2370	The ability to attain higher educational goals, or attain and maintain employment consistent with their interests and abilities.
2376	portfolio based including examples of what children can do and able to demonstrate learning.
2380	Combination of District and class grades
2381	a mixture of standardized test scores and class grades
2382	Goal base measures and attendance
2384	I feel all of the above are important to consider. I don't feel like one inparticular can determine a child's success.
2386	pre and post tests... did they grow through the year.
2390	Combination of above
2391	Achievement test; grades; goal-based measures
2400	a combination of standardized tests, goal based measures and student/faculty self evaluation.
2401	The items above are all important depending on the audience. Ideally each student is successful depending on the goals set by him and teacher and based on his capabilities. Goal based measures at least allow for improvements based on individual strengths and weaknesses.
2406	Goal based measures may work if the student can determine the goals. Class grades can work for things like basic math skills.
2416	Combination of the above
2444	Individual achievement and grades
2448	A combination of the above.
2449	Student knowledge can be measured many ways and should include both written and oral assessments.
2452	Class grades if highly dedicated/skilled teachers
2466	Portfolios which present a holistic look at the student's work and progress
2471	I don't think grading a 1st grader provides a good measurement

2474	Not sure
2482	growth on formative tests - NWEA or ATI (Galileo)
2484	a combination of the above should be used, not just one instrument
2491	A combination of several of the above except attendance.
2495	Students success should have multiple measures
2500	Student-determined learning goals
2520	goal based measures should be based in individual student's ability to learn and interests. They will vary according to the student's home life, culture, and other factors that affect students.
2526	All the above
2529	a variety of methods should be used to assess the whole child's strengths and areas of need
2555	Each child should have goals set for them to succeed, and success should be measured by those goals and class grades. Reward seniors for great attendance and graduating with a small scholarship or incentive. This way more kids graduate.
2556	all of the above
2565	comparing our kids against the nation.
2570	Class grades, but national standardized tests should be used as a tool to help TEACHERS assess which students are requiring more assistance and are not understanding the work.
2572	A combination of the above listed criteria
2584	Teacher assessment
2597	A combination of assessments
2605	Report cards that reflect true student success with combination of things
2616	Quarterly tests from the state, something that shows growth in all areas.
2621	Individual improvement
2624	Project based learning with more than one measurement of assessment.
2625	Growth
2626	Should be a multi-measure and not a single measure
2630	test scores standardized according to what the student is learning. 7th grader learning trig shouldn't be given 7th grade standardized test.
2644	combination of national standardized test and district tests
2649	each student is not a number on a score - their attitude toward learning -overcoming obstacles and eventually a contributing member of society
2653	District and state tests
2660	All of the Above
2670	Teachers should measure progress through work samples and participation during class. Highly qualified teachers can do this. Goals should be individualized.
2673	students demonstrate mastery by completing projects and producing work that shows they understand the work enough to create something new out of it.
2679	A combination of the above
2680	Combination of grades and goal based measures
2681	College entrance levels
2700	combination of class grades and National standardized testing
2716	combination of these
2734	Standardized test scores and Goal based and desire to continue education beyond High School



2736	Instill a spirit of hope and helping each student grow and achieve.
2744	Growth from the beginning of the year based on multiple sources. not a computer based test
2745	Rigorous classroom based assessments designed by teachers working in collaboration with one another.
2748	I believe having standard based report cards are the best! Also, our grading scale needs to be more realistic. How can 5 grades be divided so differently? When a student starts to fail and receive Fs it's almost impossible for them to pull the grade up and they feel hopeless.
2761	A combination of student grades and national standardized tests
2762	The teacher, students, and parents working together
2770	test scores and portfolio assessment as appropriate for each student
2771	National standardized tests
2774	Regular progress monitoring, showing improvement and meeting academic and personal goals.
2803	depends on kind of diplomas
2824	What skills do they have when finished
2827	Goal based measures along with a percentage of the other measures. You can never measure every child on ONE test!
2831	student/teacher goals
2833	Success should be based upon where the student starts and where they end up at the end of the year.
2841	Why does it need to be measured?
2851	Individual Student Growth
2865	Class grades and goal-based measures are the best measures of success.
2887	Combination of class grades, goal-based measures and standardized test scores (adjusted by special ed needs)
2896	Individual scoring on essential skills achieved by teacher observation, class homework and test scores
2906	Let's be honest, we all know the huge diversity of learners faced by all educators in the classroom. Why are we not measuring for growth for each individual student? We are taught to differentiate and to consider a multitude of learning needs yet, one assessment for all?
2909	Combination of Standard test (20%), class grade (45%), district test (30%), attendance (5%)
2910	all of the above
2912	all of the above - no single metric can adequately measure success
2914	Class Grades goal based
2918	proficiency-based assessments
2920	Individually based on assessments at the beginning and end of year that track individual progress with milestones along the way to identify when children are not on track for success
2923	Combination of measures
2941	Continuous improvement from start to end
2943	class grades with key standardized tests

2945	A combination of standardized tests score, class grades, school created goals, and attendance. I also think site visits, like the accreditation process would give a better picture of how schools are doing. One measure alone is not enough to determine if a school is successful.
2952	Standardized test scores and class grades.
2963	portfolios and one year growth measures
2974	Combination of above
2988	demonstration of practical mastery, not a written test
3003	their own progress and learning throughout the year.
3022	national standards
3024	NEVER in my life have I been asked what score I got on a test..Enough SAID
3028	class grades and teacher recommendation
3050	Combination of all
3069	A combination of standarized test scores and class grades
3070	effort
3096	by the qualified teacher
3103	Students need to be measured by multiple means (as listed above) but we are focusing far too much on teaching to and measuring by standardized tests
3115	Students' success should be measured in a variety of ways. Some students are very knowledgeable, but do not test well. I'm sick of all of the focus being on "teaching to the test". We are raising and educating children to become productive members of society. This should NOT be measured on how well they do on a particular test given on a particular day.
3119	portfolios; improvement
3136	student aptitude
3144	there are many methods to measure student success, ask teachers how this should happen
3150	Growth
3153	a combination of goal-based measures and class grades, supplimented by standardized tests.
3155	A variety of measures should be used to measure student success
3168	a synthesis of assessments both standardized and overall class grades
3174	tests in class on subjects covered by the teacher
3202	test scores and grades together
3254	through mulitple measures
3258	Go back to the IOWA of California Test. That was fair.