The following is a summary of the Committee of Practitioners’ input from a meeting on August 24, 2016. The notes here do not represent consensus but rather a high level overview of the most frequent and representative comments. The Committee of Practitioners was presented with three options for the future High School State Assessment Program in Rhode Island:

Option 1: PARCC assessments in English Language Arts 9, English Language Arts 10, Algebra I, and Geometry
Option 2: PARCC assessments in English Language Arts 9, and Algebra I; SAT assessment in grade 11
Option 3: PSAT assessment in grade 10; SAT assessment in grade 11

Each member ranked the options and gave comments on perceived benefits and challenges of each. More information on the input activity can be found here.

*Highest Ranked Option: PSAT assessment in grade 10 and SAT assessment in grade 11*

**Rankings**
- 11 members ranked this option as optimal
- 5 members ranked this option as acceptable
- 1 member ranked this option as least desirable

**Benefits**
- Link to college-going culture and encourages college participation from students who may not be thinking of college
- Allows high schools to focus on college readiness rather than just high school graduation
- Meaningful to most students, parents, and teachers
- Motivate students to take exams seriously
- Better for English Learners and former English Learners
- Strong score can lead to scholarships
- Aligned with Common Core
- Many students already take the SAT
- Comparable across all states, not just PARCC states
- Only two days of testing and shorter tests means minimal disruption to instruction
- Requires less technology
- District’s comprehensive assessment plan should provide adequate data to inform instruction until PSAT results come in

**Challenges**
- Has potential to exacerbate achievement gap because of the prevalence of test prep for the SAT
- Testing program would be starting too late in grade 10 to inform instruction early in high school
- College Board profits from the administration, while test proctors are not paid
- Students could be seen as not proficient and may perceive themselves as not “college material”
- College Board has strict limits on accommodations for students with special needs
• Racial biases inherent in the SAT

**Middle Ranked Option:** PARCC assessments in English Language Arts 9 and Algebra I; and SAT assessment in grade 11

**Rankings**
- 5 members ranked this option as optimal
- 12 members ranked this option as acceptable

**Benefits**
- Access to information about student performance early in high school, spanning three years of experience from high school with more than one data point.
- Allows opportunities for more than one administration for school data
- 9th grade is a predictive year regarding high school graduation so it would be beneficial to have PARCC results in 9th grade to use to inform instruction in enough time to catch students up by the time they take the SAT
- PARCC assessments would be used purely for instructional purpose for teachers, but also predictive of SAT results for students & parents
- PARCC is continuous with middle school assessments
- Requires less technology

**Challenges**
- Students will not have had experience with the PSAT to precede taking the SAT
- Potential for growing achievement gaps
- Lack of link between PARCC and SAT
- SAT is administered too late, and is too summative in nature

**Lowest Ranked Option:** PARCC assessments in English Language Arts 9, English Language Arts 10, Algebra I, and Geometry

**Rankings**
- 1 member ranked this as optimal
- 16 members ranked this option as least desirable

**Benefits**
- Allows multiple opportunities to achieve proficiency
- Maintains a continuum of testing with earlier feedback in high school

**Challenges**
- Does not take advantage of new availability of PSAT and SAT
- Opt-out movement
- PARCC is not widely accepted by colleges
- Takes significantly more time and more testing
- Lack of buy-in by educators, students, and families

In addition to the options above, some members argued for the inclusion of only one assessment, rather than two, in the high school time frame.