

Name of District Whitney Point
District Assessment Review

Part I: Results of TiTC Assessment Review

1. What assessments were reviewed during the TiTC Program Days?

The ELA teachers Kindergarten through 5th grade reviewed the district assessments used as quarterly benchmarks.

2. What did the analysis reveal? (capture summarizing statements in a well crafted paragraph or two)

The analysis revealed the importance of all students having equal access to assessment that are rigorous and aligned to the Common Core Standards. Assessments for student learning are integral to instruction when they provide an accurate source of feedback to guide instruction. Testing is an important in monitoring student academic progress but is only one method of assessing. To chart student learning the use of diverse quality assessment practices are imperative.

The analysis identified the following about the district quarterly benchmarks:

- Alignment and Validity: The assessments need revisions to align to the intended outcome and standards.
- Student Feedback: Assessments are set up to provide students with feedback in the form of a number or grade.
- Impact on Instruction: Assessment are used to determine which students need extra support.
- Diverse Learners: Assessment results are analyzed collectively for groups of learners and inventions are provided for groups of students.
- Diversified and Balance: Assessments are one type using recall, multiple choice and short answer.
- Differentiated: Assessments require the students to perform in the same ways, but accommodate differences through extended time or students with disabilities accommodations.
- Thinking Demands and Rigor: The assessment focuses primarily on demonstrating the understanding or recall, factual and conceptual knowledge

3. What conclusions did the team draw from analysis? And, What new questions (needing further investigation) emerged about the assessment repertoire?

The team concluded that additional assessments should be development that require students to engage in authentic learning that demonstrate solving real life problems working collaboratively and interdependently with others deepening their thinking.

Name of District__Whitney Point__District Action Plan

4. What assessments will be eliminated, revised, and added to the repertoire examined?

The following assessments will be eliminated from our repertoire:	Assessment will not be eliminated, but rather revised and enhanced more authentic and better aligned to the Common Core Standards.
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The following assessments will be revised:	The quarterly benchmark assessment will be revised.
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The following local assessments will be kept:	Quarterly benchmarks will be kept for consistent assessment at grade levels for ELA to collect data for the DDI process.
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The following assessments will be added and designed inside of the BOCES TiTC professional development:				
Assessment title/ description	Subject/Grade	Person/people responsible for design:	Expected completion date:	Month/year of implementation
Authentic assessment align to the modules in instruction giving students the learning and skills to be successful on the quarterly benchmarks and state exams	ELA/Grades K-5	Grade level leaders and grade team	8/2015	9/2015

5. What future work is the team recommending? (to continue review, to gather more data, to revise or design performance-based assessments, etc.)

- a. What professional development will take place in the district as a result of the Teaching is the Core Grant? (who, what, when)

2014-2015	<p>Planned activities</p> <ul style="list-style-type: none"> • Grade level leaders provided professional development time to revise benchmark assessments. • District leadership and grade level leaders conducting turnkey training of the Teaching is the Core material to teachers at each grade level. • Professional development time to create authentic assessment aligned to the Common Core Standards and Modules.
2015-2016	<p>Planned activities</p> <ul style="list-style-type: none"> • Continue the data analysis of district assessments for the following elements: <ul style="list-style-type: none"> ○ <u>Alignment and Validity</u> ○ <u>Student Feedback</u> ○ <u>Impact on Instruction</u> ○ <u>Diverse Learners</u> ○ <u>Diversified and Balance</u> ○ <u>Differentiated</u>

	<ul style="list-style-type: none"> ○ <u>Thinking Demands and Rigor</u> ● Continued support to teachers in the revision and creation of authentic assessments.
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- b. How will you change your APPR plan (if at all) based on the Teaching is the Core Grant? As guidance from SED develops we would hope to minimize assessment for APPR purposes in the lower grades.
- c. What assessments and resources will you share? (list assessments; why you are sharing; when they will be complete)

Assessments and resources you will share	Rationale for sharing them	When they will be complete
ELA Benchmarks	To review if these assessments truly evaluate student grow and prepare students for the skills necessary for Common Core Standards and State ELA exams	Summer 2015

- d. How will you engage parents to further their understanding of quality assessment practice and the findings of your review and action plan?

Understanding of quality assessment data and use	Planned activities
TiTC Goals (i.e., activities and results related to the assessment review and action plan)	<ul style="list-style-type: none"> ● Sharing information on school district website ● Distribution of materials to parents through the Promise Zone. ● Presentation a curriculum nights. ● Conversations with parents during conferences. ● Parent involvement on committees