

TITC ASSESSMENT REVIEW SUMMARY & ACTION PLAN

Over the past several months, a team of teachers/ administrators in our district have reviewed, and evaluated the assessments now used in our schools.

This review has been a part of the Teaching is the Core grant which is facilitated by Orange Ulster BOCES.

The purpose of this review project was threefold: 1.) to reduce the number of assessments; 2.) modify existing assessments to increase effectiveness; 3.) create new assessments where gaps exist.

The results of this review are summarized below.

<b>Subject</b>	<b>Grade(s)</b>	<b>Name of Assessment</b>	<b>Instructional Purpose</b>	<b>Is assessment educator- or vendor-created? Please list vendor or educator(s) as applicable</b>	<b>Keep (K)/ Modify, if needed (M)/ Eliminate (E)</b>
Math	K-2	District Developed	SLO	District staff	M*
ELA	K-2	<i>District Developed</i>	SLO	<i>District Staff</i>	M*
Social Studies	6-12	District Developed Assessments	SLO	District Staff	M
Art	K-12	Regionally Developed Assessments	SLO	Component District Staff	K
	K-12	Regionally Developed Assessments	SLO	Component District Staff	K
LOTE: Chinese, French, Italian, & Spanish	7-12	District Developed Assessments	SLO	District Staff	M
PE/ Health	K-12	District Developed Assessments	SLO	District Staff	M
Home & Careers	7-11	District Developed Assessments	SLO	District Staff	M
Technology	7-12	District Developed Assessments	SLO	District Staff	M
Health	6-12	District Developed Assessments	SLO	District Staff	M
HS Electives	9-12	District Developed Assessments	SLO	District Staff	M
Library	K-12	District Developed Assessments	SLO	District Staff	M

\* Priority

## DISTRICT ACTION PLAN

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

The following assessments will be eliminated from our repertoire:	Moving forward, assessments will be developed, revised, eliminated according to district identified need, and rubric development & use.
The following assessments will be revised:	All assessments will receive a review of their usefulness for the preparation of college and career ready students.
The following local assessments will be kept:	Moving forward, lessons and corresponding assessments will be developed, revised, eliminated

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

The following professional development will take place as a result of the Teaching is the Core Grant?

2014-15	<p>Planned activities for the Teaching is the Core grant:</p> <ul style="list-style-type: none"> <li>• 10/20/14-12/14/14 - Assessment Foundations analyzing the design features, critical components to design, embed, and align assessments that support and evaluate all learning targets.</li> </ul> <p>Professional Development will occur throughout the Winter &amp; Spring which included the following topics:</p> <ul style="list-style-type: none"> <li>• 1/12/15 – 6/18/15 – Using Rubrics; Assessments for Reading Comprehension; Effective Ways to Assess Listening in Grades K-12; Assessments for the Common Core Grades 9-12 All Disciplines - Creating High Quality assessments (inclusive of developing well written questions to provide baseline for revising/ modifying instruction; Effectively using writing rubrics</li> </ul> <p>The K-3 ELA and K-3 Math regional assessments were reviewed, and revised for use in the 2015-16 school year.</p> <p>To continue the initiative into the 2015-16 school year, there will be a Summer Institute focusing on strategies of effective assessments and formative assessments with technology integration occurring at the end of June 2015.</p>
2015-16	<p>Planned activities:</p> <p>Continue the work begun by the Team.</p> <p>Continue the professional development and reflective practices to enhance the teaching, learning, and assessing in the district.</p>