

**Name of District: Williamson Central Schools
District Assessment Review**

Part I: Results of TiTC Assessment Review

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

Number of assessments	<p>We reviewed a total of 42 Assessments. 26 were from the elementary level, 10 were from the middle school level and six were from the high school level. All subject areas were represented, but most assessments fell in the math and ELA content areas.</p> <p>Artifact List</p> <ol style="list-style-type: none"> 1. Student Survey Videos: 2 MS, 4 ES, 2 HS 2. MS Algebra 3. 7th Grade ELA (Long Walk) 4. 7th Grade Math 5. 7th Grade SS - (Colonies) - Multiple 6. MS Music 7. MS Art 8. MS Tech 9. MS SS Close Read (Plains War) 10. MS PE 11. MS 5th Grade ELA (Esperanza) 12. HS Alg. II/Trig Math Quiz 13. HS ELA 10 Mod 1 Unit 1 Essay 14. HS ELA 12 Novel Unit Test 15. HS Living Env - Ch 3-6 Test 16. HS ELA 9 Mod 1 Unit 2 Essay 17. HS Alg I Cumulative Assess #2 (same as #2) 18. K Math - One mid mod and one End Of Unit (EOU), K 1 Skills - EOU 19. 1st Grade - Skills, Sight Word Checklist, 4 Math exit tix - Math EOU mod 5 (w scoring sheet) 20. 2nd Grade - ELA practice test, 3 skills strand assessments, Listening and Learning assessment, End Of Module (EOM) module 8 math 21. 3rd Grade - Mod 1 math EOU and EOM, ELA mod 1 unit 1 assess, Lucy Calkins Running Record 22. 4th Grade - Math mod 1 mid, EOM mod 2, Science - crayfish, ELA mod 1 on demand, mid unit
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2. What did the analysis reveal? (capture summarizing statements in a well-crafted paragraph or two)

We concluded that we need to be more specific and targeted when we collect a sampling of assessments. Very few of the assessments came with any indication of the standards being addressed or how the assessment data would be utilized to inform instruction. We did see varied assessment types and strong reliability factors - multiple teachers using the same assessments, shared scoring rubrics. We also learned that we need to be more explicit in providing students with a balanced assessment repertoire. We have many summative assessments, but fewer formative, embedded, performance or project based assessments.

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

We need to request more samples from the secondary level and also ask for assessment planning guides/blueprints to accompany the assessments in order to determine alignment. We need to make it common practice to include blueprints and alignment documentation as a part of assessment building. We wonder if there are project-based or “formal” formative assessments occurring that teachers do not recognize as being “assessments.” These could be considered for this collection. We can be more specific as we request samples and investigate the assessments we currently use. We need to move forward with the creation of more embedded, performance based assessments in all grade levels and content areas.

**Name of District_Williamson Central Schools
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:	<i>We will not be eliminating assessments, but rather looking at revising current assessments or replacing them with new assessments once we have time to design and implement them.</i>
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The following assessments will be revised:	<i>We will be revising most of our assessments, if for no other modification than adding an explicit blueprint/alignment guide. We will be asking teachers to review their current assessment practices and revise several assessments to be more performance based/project based. We will look at assessments for a course holistically and be sure there is balance in the types and purposes.</i>
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The following local assessments will be kept:	<i>We will continue to utilize our local assessments for LOTE and the arts.</i>
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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
Students will solve addition and subtraction story problems.	Kindergarten	Stephanie Gowan, Carole Picha, Carol Fox	March 27	5/2015
Students will write an article for an audience they select that answers the question: During WWII, what were the efforts to make both Japanese-American internees and American POW's in Japan "invisible" and how did both groups resist?	Eighth Grade ELA	Della Ludwig, Kathryn Taylor and Diane Luke	March 27	5/2015
Students will write a research abstract to communicate findings and propose suggestions for promoting improved lung capacity.	Living Environment	Bridget Byers, Rachel Liberatore, Ginny Kuryla, Hilary Chaya	March 27	5/2015

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

assessments to replace them. We will begin this work by creating assessment design teams for each grade level/content area.

- 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	Planned activities We will be offering afterschool sessions to teachers that focus on the points of entry and the rubrics used to evaluate them. We will also offer sessions on feedback.
2015-2016	Planned activities Assessment review and redesign will be the focus of our professional learning for the 2015-16 school year. We will work to ensure that our teachers have the knowledge, resources and skills necessary to redesign their assessment programs in order to provide our students with a more balanced assessment repertoire that include many more examples of project based/performance based/embedded assessments.

- b. How will you change your APPR plan (if at all) based on the Teaching is the Core Grant?

We will look for ways to use these newly designed, meaningful assessments as part of our APPR work. We are not sure exactly what that would look like, but our APPR committee will be investigating options to put into place.

- 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
We will share all of the assessments the Design Institute team members created: K Math, 8 th Grade ELA and Living Environment. We will share many of the resources we received at the Design Institute, such as the entry point rubrics and information on impactful feedback.	So that our colleagues have models of what embedded assessment looks like and they have the resources and knowledge to design their own.	We will do this work beginning in April 2014 and continue through June 2016. At that point, we will reflect on our progress and create the next steps for moving forward with the assessment focused work.

- 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 We will share regular updates regarding the Assessment Design Team work during public forums such as BOE meetings. We will also continue to offer opportunities for parents to come into classrooms to learn more about curriculum, instruction and assessment.
TiTC Goals (i.e., activities and results related to the assessment review and action plan)	<ul style="list-style-type: none"> • To provide our students with a more balanced assessment repertoire. • To provide teachers with the professional learning, resources, skills and support they need to create more embedded, project/performance based assessments. • To focus on feedback as the most valuable piece of assessment.

