

Name of District South Lewis Central School
District Assessment Review

Part I: Results of TiTC Assessment Review

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

Number of assessments	List of assessments reviewed
164 (186)	Original list of SLOs and benchmarks used in the district. That list is attached. The TiTC Committee decided to keep all of these 164 assessments as they are and focus instead on the 186 assessments included within the ELA Domains and Modules for grades UPK-8.

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

Based on the recommendations of the committee, the decision was made to change our original list of assessments to be reviewed. The committee felt that teachers have invested a lot of time over the past few years creating and revising the assessments on our original list (SLOs, benchmarks, final exams, etc.), and that in all honesty, we give other assessments, as a district, that could be used more effectively if we were given an opportunity to work with them. Therefore, the committee decided that we would change our list of assessments to be reviewed to include only the assessments included within the ELA Domains and Modules for grades UPK-8.

The entire UPK-9 ELA team was brought together to complete an analysis of the ELA Domain and Module assessments that are included in the curriculum materials on engageNY. Teachers were trained on the mandated categories of the rubric and the guiding questions selected by the committee to help focus the analysis, as well as on the importance of using feedback. Based on this training, teachers decided to eliminate completely 14 assessments, to adapt/modify 84 assessments, and to keep 88 assessments as they appear in the Domains and Modules.

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

Based on discussions held during the review, the team has decided that teachers will need further professional development in creating Domain and Module assessments that are of high quality and rigor. In conjunction with some other work being completed in the district, teachers will receive further professional development in question writing that aligns with state assessments. The analysis also revealed that many assessments currently used in the Domains and Modules lack alignment with the standards taught in the unit, as well as, lack opportunities for feedback. With modifications, these assessments can be turned into tasks that will provide teachers with day-to-day data that can have the greatest impact on instruction. Based on the number of SLO, state, and benchmark assessments given in ELA, the team also decided, based on the review, that the assessments within the Domains and Modules could be more diversified and project-based.

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District Action Plan

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

<p>The following assessments will be eliminated from our repertoire:</p> <ul style="list-style-type: none"> - Grade 1 Domain Assessments for Domains 5, 10 - Grade 2 Domain Assessments for Domain 5 - Grade 4, Module 1, Unit 3 Mid; Module 2, Unit 3 End; Module 3, Unit 3 End - Grade 5; Module 4, Unit 2 Mid and End - Grade 6; Module 1, Unit 3 Mid; Module 3, Unit 3 End; Module 4, Unit 2 Mid, Unit 3 Mid - Grade 7; Module 1, Unit 1 End 	<p><i>Add a statement justifying the decision to eliminate one or more assessments or a statement if you determined that no assessment needs to be eliminated.</i></p> <ul style="list-style-type: none"> - Grade 1 eliminating due to a conflict with benchmark assessments that are similar being administered at approximately the same time - Grade 5, Module 4, Unit 2 was eliminated from module - Grade 7, Module 1, Unit 1 End materials removed from module
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<p>The following assessments will be revised:</p> <ul style="list-style-type: none"> - UPK Domain Assessments for Domains 1-5, 7 - All K Domain Assessments (1-12) - Grade 1 Domain Assessments for Domains 1-4, 6-9, 11 - Grade 2 Domain Assessments for Domains 1-4, 7-12 - Grade 3; Module 1, Unit 1 Mid-unit, Unit 2 Mid-unit, Unit 3 End; Module 2, Unit 1 End, Unit 3 Mid and End; Module 4, Unit 1 End - Grade 4; Module 1, Unit 1 End, Unit 2 Mid, Unit 3 End; Module 2, Unit 2 Mid and End, Unit 3 Mid; Module 3, Unit 2 End - Grade 5; Module 1, Unit 1 Mid, Unit 2 Mid, Unit 3 Mid and End; Module 2, Unit 1 End, Unit 3 Mid and End; Module 3, Unit 1 Mid, Unit 2 End, Unit 3 Mid and End; Module 4, Unit 3 Mid and End - Grade 6; Module 1, Unit 2 Mid and End, Unit 3 End; Module 2, Unit 2 Mid, Unit 3 Mid and End; Module 3, Unit 1 Mid and End, Unit 3 Mid; Module 4, Unit 1 End, Unit 3 End - Grade 7; Module 1, Unit 2 End - Grade 8; Module 1, Unit 1 End, Unit 2 Mid and End; Module 2, Unit 1 Mid and End, Unit 2 Mid and End 	<p><i>Add a statement justifying the decision to revise one or more assessments or a statement if you determined that no assessment needs to be revised.</i></p> <ul style="list-style-type: none"> - The purpose of the K Domains is exposure. Teachers felt that there were many weaknesses in the assessments included in the Domains, so they will be revising all of them to better meet the needs of their students. - Grade 3, Module 1, Unit 3 End assessment is weak as is, teachers want to revise to turn this assessment piece into a project. - Grade 4 team is adapting to include more project based learning tasks, as well as create more opportunities for differentiation in these tasks.
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<p>The following local assessments will be kept:</p> <ul style="list-style-type: none"> - UPK Domain Assessment for Domain 6 - Grade 2 Domain Assessment for Domain 6 - Grade 3; Module 1, Unit 1 End, Unit 2 End, Unit 3 Mid; All Unit 2; Module 3, Unit 1 Mid, Unit 2 End; All of Module 4 except Unit 1 End - Grade 4; Module 1, Unit 1 Mid, Unit 2 End; Module 2, Unit 1 Mid and End; Module 3, Unit 1 Mid and End, Unit 2 Mid, Unit 3 Mid; All of Module 4 - Grade 5; Module 1, Unit 1 End, Unit 2 End; Module 2, Unit 1 Mid, Unit 2 Mid and End; Module 3, Unit 1 End, Unit 2 Mid; Module 4, Unit 1 Mid and End - Grade 6; Module 1, Unit 1 Mid and End; Module 2, Unit 1 Mid and End, Unit 2 End; Module 3, Unit 2 Mid and End; Module 4, Unit 1 Mid, Unit 2 End - Grade 7; Module 1, Unit 1 Mid, Unit 2 Mid, Unit 3 Mid and End; All of Module 2, 3, and 4 - Grade 8; Module 1, Unit 1 Mid, Unit 3 Mid and End; Module 2, Unit 2 Mid, Unit 3 Mid and End; Module 3, All; Module 4, All 	<p><i>Add a statement justifying the decision to keep existing local assessments.</i></p> <ul style="list-style-type: none"> - Multiple assessments are being kept because they ask students to recall information, demonstrate their learning, and apply what they've learned through the lessons taught within the module units. - Teachers are also keeping some of the assessments because they feel that they are strong assessments with rigor and are aligned with the learning standards of the module.
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<p>The following assessments will be added and designed inside of the BOCES TiTC professional development: NONE - only adapting already included assessments</p>				
Assessment title/ description	Subject/Grade	Person/people responsible for design	Expected completion date	Month/year of implementation

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"> - 3 hours professional development on 6/24 for all UPK-9 ELA teachers on writing high-quality, rigorous, state assessment aligned test questions - Summer curriculum work in regards to adapting Domain and Module assessments - Meetings with Chair of TiTC committee to debrief on newly implemented adapted assessments - Summer PD on the steps to giving successful feedback to students to increase achievement for all faculty - Summer PD for the entire faculty on the importance of using formative assessments
2015-2016	<p>Planned activities</p> <ul style="list-style-type: none"> - Continuation of review process with Math Module assessments - Compile samples of student work to be used as anchor papers for assessments - Development of common rubrics/checklists to be used at grade levels - Continued conversations about strengths/weaknesses of implemented assessment

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

NA

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
All adapted assessments will be shared across grade levels	Using the same assessments across grade levels will establish consistency at each grade level, in assessment type and scoring	September 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 - Newsletter (district) articles - Information form classroom teachers at Open House
TiTC Goals (i.e., activities and results related to the assessment review and action plan)	- Newsletter (district) articles - Postings on District website