

**Portville Teaching Is the Core Grant 2014-15  
Action Plan Development and Implementation**

<b>Total Number of Assessments in District's Comprehensive Assessment System</b>	76
<b>Total Number of Local Assessments<sup>1</sup></b>	63
<b>Total Number of Local Assessments<sup>1</sup> Reviewed</b>	8

The number of assessments that were reviewed during the grant period is less than the total number originally proposed in the grant application. This was due to the delayed start of the grant and the time required doing an in-depth level of analysis for each assessment. We plan to continue the process of assessment review to determine which local assessments can be eliminated if they do not contribute to teaching and learning.

a. **Assessments to Keep<sup>2</sup>**

<b>Name of Assessment</b>	<b>Rational for keeping the Assessment</b>
AIMSweb/iReady Universal Screening	Diagnostic information provided; part of Data Team meetings
Interim Assessments	Part of the district's data driven instruction initiative
Pre/Post Tests	APPR requirements

b. **Assessments to Modify<sup>3</sup>**

<b>Name of Assessment</b>	<b>Rational for modifying the Assessment</b>
Interim Assessments	Standards alignment per question needed

c. **Assessments to Eliminate<sup>4</sup>**

<b>Name of Assessment</b>	<b>Rational for eliminating the Assessment</b>
Needs further consideration	Not enough time available to review all assessments

d. **Assessments to Create<sup>5</sup>**

<b>Name of Assessment</b>	<b>Rational for creating the Assessment</b>
HS Ceramics	The district wanted more diverse assessments for HS Ceramics, Music, Videography, Environmental Science and Physical Education that were aligned to their Standards and used rubrics to provide students with meaningful feedback. The design team created 5 performance-based assessments- one for each of their courses.
HS General Music	
HS Videography	
HS Environmental Science	
HS Physical Education	

<sup>1</sup> *Local Assessments*: Refers to both locally-developed and vendor-created assessments.

<sup>2</sup> *Keep*: Any local assessment that has been reviewed and will remain unchanged.

<sup>3</sup> *Modify*: Any local assessment determined to need changes as determined by the assessment review criteria.

<sup>4</sup> *Eliminate*: Any local assessment that will be removed and not replaced.

<sup>5</sup> *Create*: Any new local assessment identified as a high quality replacement for current assessment.

## **ENGAGEMENT PROGRAMS**

These activities are designed to communicate information about the goals of the TITC grant, the process of assessment review and its intended outcomes.

List of activities accomplished as well as those planned for future:

- Parent Group Meetings
- Board of Education Presentations
- District Newsletter Articles
- Periodic Faculty Meeting Updates

## **SHARING RESOURCES**

All assessments created or modified will be shared through the NYSED's secure network designed for collaboration and sharing among districts in the TITC grant.

### **Future activities related to the overall goal of the grant:**

We will continue the pursuit of the overall goal from the Teaching is the Core grant – to create a high quality and diverse assessment portfolio that is rigorous, comparable, reliable, valid and supports student learning while informing instruction.

This may include but is not limited to:

- Continue the process of assessment review to determine which assessments can be eliminated if they do not contribute to teaching and learning.
- Create additional high-quality assessments that can be used for APPR purposes.
- Continue to revise our performance based assessment developed during the TITC grant.
  - Create student friendly rubrics
  - Administer assessment(s) and use student work samples to set anchors aligned to rubric to ensure a better reliability when scoring.
  - Focus on giving meaningful feedback to students vs. a grade
- Continue to offer our teachers professional development around a common vision for quality assessment design and improve understanding of educational assessments by accessing content area webinars from Learner-Centered Initiatives available through the CA BOCES website.
- Continue to offer our teachers professional development around a common vision for quality assessment design and improve understanding of educational assessments by participating in a book study for the text 'Leaders of their own Learning: Transforming Schools Through Student-Engaged Assessment' by Ron Berger, Leah Rugen, and Libby Woodfin, from Expeditionary Learning.