

Assessment Action Plan

School District: New Lebanon Central School District

Date: May 15, 2015

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Background: The Teaching is the Core (TitC) Assessment Action Plan is guided by recommendations resulting from the use of the ASSESSMENT RUBRIC SCORING criteria by the Regional Assessment Review teams that examined the following four attributes of assessments used in the district:

1. Rigor
2. Comparability
3. Supports Learning Goals
4. Diverse Assessment Techniques

Another factor considered within the recommendations includes **timeliness** of assessment results.

Purpose: The TitC Assessment Action Plan is a commitment of the school district to review recommendations from the Assessment Rubric Scoring Tool alongside district assessment policy, practices, and instructional goals then identify strategies to implement recommendations, including professional development to ensure faculty and staff receive support. The TitC Assessment Action Plan will be submitted to NYSED and made public.

Instructions: Review your district assessment policy, the Scoring Rubric results, and any additional information provided on the Assessment Rubric Scoring Tool. Use the information to design a TitC Assessment Action Plan that includes professional development to support faculty/staff implementation of the Plan. A TEMPLATE for the Plan is on pages 2-4.

The district has a written policy on assessment practices: YES NO

PART A - District/Building Actions Related to Assessment

Assessment Action Plan

Name of Assessment(s):	Content Area & Purpose:	ACTION	WHAT specific activities are required?	WHY (rationale)?	WHO will ensure the action is performed?	WHEN will the action take place and reach completion?	HOW will the action occur?
S.S. 7 Grade 6-8 Social Studies	Grade 7 Social Studies Final Exam	<input checked="" type="checkbox"/> Keep <input type="checkbox"/> Revise/Modify <input type="checkbox"/> Eliminate	Add blueprint with standards and teacher directions	Improve and learning goals	Administration	May 2015 – June 2016	Department Development
Grade 3 March Math Benchmark Assessment	Math March benchmark	<input type="checkbox"/> Keep <input checked="" type="checkbox"/> Revise/Modify <input type="checkbox"/> Eliminate	*Organize questions *Put standards on item analysis map *Directions related to type of question	*Clearer to students *Student's don't confuse it with problem *Clearer to student	Administration	May 2015 – June 2016	Grade 3 Teachers
Grade 3 ELA January Benchmark	ELA January Benchmark	<input type="checkbox"/> Keep <input checked="" type="checkbox"/> Revise/Modify <input type="checkbox"/> Eliminate	*Create blueprint *Move directions	*Provide standards *Organization	Administration	May 2015 – June 2016	Grade 3 Teachers
Grade 3 ELA March Benchmark	ELA March Benchmark	<input type="checkbox"/> Keep <input type="checkbox"/> Revise/Modify <input type="checkbox"/> Eliminate	*Add directions *Print Cleaner *Copy/Create Blueprint	*Provide standards *Organization	Administration	May 2015 – June 2016	Grade 3 Teachers
ELA Grade 9 Summative & Baseline Exam	Reading comprehension	<input type="checkbox"/> Keep <input checked="" type="checkbox"/> Revise/Modify <input type="checkbox"/> Eliminate	*Specific directions *Blue print	*Give full details to students	Administration	May 2015 – June 2016	Revise for timing
Graphing Calculators	Math	<input type="checkbox"/> Keep <input type="checkbox"/> Revise/Modify <input checked="" type="checkbox"/> Eliminate	*Manual for Admin *Multiple types		Administration	May 2015 – June 2016	Need time to revise
Spanish	Spanish	<input type="checkbox"/> Keep	Create: Item,	As per	Administration	May 2015 –	Revision and

Assessment Action Plan

Comprehensive		<input checked="" type="checkbox"/> Revise/Modify <input type="checkbox"/> Eliminate	Map, Teacher directions, point values	assessment rubric		June 2016	by test creator
Technology Grade 7	Technology	<input type="checkbox"/> Keep <input checked="" type="checkbox"/> Revise/Modify <input type="checkbox"/> Eliminate	Add higher level thinking questions, include map to align to standards, give explanation of what happens with “I don’t know” answers on post-test instead of using the exact same.	As per rubric suggestions	Administration	May 2015 – June 2016	Tech team revision over summer
Grade 4 ELA	ELA Summative Assessment	<input checked="" type="checkbox"/> Keep <input type="checkbox"/> Revise/Modify <input type="checkbox"/> Eliminate	Add point values/rubric	For students to know how to work	Administration	May 2015 – June 2016	
Kdg ELA March Benchmark	ELA Benchmark	<input type="checkbox"/> Keep <input checked="" type="checkbox"/> Revise/Modify <input type="checkbox"/> Eliminate	*Item Map *Teacher direction	As per assessment rubric	Administration	May 2015 – June 2016	
Test of Phonics	ELA	<input checked="" type="checkbox"/> Keep <input type="checkbox"/> Revise/Modify <input type="checkbox"/> Eliminate		As per assessment rubric	Administration	May 2015 – June 2016	
Band Grade 9-2	Secondary Music	<input type="checkbox"/> Keep <input type="checkbox"/> Revise/Modify <input checked="" type="checkbox"/> Eliminate	Create a new Assessment based on rubric		Administration	May 2015 – June 2016	

Is there a need to **identify/create** assessment(s)? NO * YES,

Assessment Action Plan

Reasoning (include content area/grade level(s))__Create Math interim assessments in grades K-6_____

Action Plan for identification/creation of assessments:

WHAT specific activities are required?	WHO will ensure the action is performed?	WHEN will the action take place and reach completion?	HOW will the action occur
Mathematics mid-year assessments	Grades k-6 math Teachers	15-16 school year – by January 2016	During superintendent conference days and with direction from our math coach

PART B - Staff Professional Development Related to Assessment

Instructional Coaching <ul style="list-style-type: none"> • Co-teaching • Modeling • Non-evaluative Observation
On-Site Facilitation <ul style="list-style-type: none"> • Grade Level Planning • Building Level Planning • District Level Planning
On-Site Workshops <ul style="list-style-type: none"> • Team-wide • Building-wide • District-wide
PK - 12

For planning purposes, consider the range of possible PD opportunities as briefly illustrated in Picture 1. Example PD targets might include how to revise/create assessments that include performance targets; data-driven instruction (DDI); and/or how to develop rigorous assessments.

Action Plan for Professional Development:

WHAT specific activities are required?	WHY (rationale)?	WHO will ensure the action is performed?	WHEN will the action take place and reach completion?	HOW will the action occur?
1.) PD on blue printing item analysis 2.) PD on assessment design – creating authentic tasks	To create assessments that will inform instruction. Teachers will use this data to enhance their instruction and allow	Administration	Beginning in May 2015 – Through the 2015-2106 school year.	Content area and grade level teams. Support form curriculum coaches

Assessment Action Plan

3.) PD on creating and determining question rigor 4.) Time to create assessments	teacher to provide extra support to our students. To make our assessments better..			and Questar PD.
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PART C - Parent Engagement Activities Related to Assessment & Common Core

WHAT specific activities are required?	WHY (rationale)?	WHO will ensure the action is performed?	WHEN will the action take place and reach completion?	HOW will the action occur?
Organize and plan a family math night: <ul style="list-style-type: none"> - Access to websites - Presentation on bar modeling - How to use math manipulatives - Each family will create their own manipulatives and be able to bring them home 	To keep our parents informed and educated them on how they can support their child best.	Administration	2015-2015 School year	Content area and grade level teams.

Assessment Action Plan

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