

Assessment Action Plan

School District: Hoosick Falls Central School District Date: May 29, 2015

District Level TitC Work Group Members: Patrick Dailey, Jon Laurin, Kelli Grennan, Bill Clairmont and Margaret Stevens

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

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PART A - District/Building Actions Related to Assessment

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?
UPK-8 ELA	English Language Arts	<input type="checkbox"/> Keep <input checked="" type="checkbox"/> Revise/Modify <input type="checkbox"/> Eliminate	Add more detailed teacher directions and Test Maps. Include grading rubrics.	Increases Comparability, defines Rigor and identifies specific supported learning goals	Director of Curriculum, Instruction & Assessment	Spring 2015, Summer 2015 and Fall 2015	In grade level/dept teams during DDI and team meetings
UPK-8 Math	Mathematics	<input type="checkbox"/> Keep <input checked="" type="checkbox"/> Revise/Modify <input type="checkbox"/> Eliminate	Add more detailed teacher directions and Test Maps. Include timeframe for questions. Include grading rubrics.	Increases Comparability, defines Rigor and identifies specific supported learning goals	Director of Curriculum, Instruction & Assessment	Spring 2015, Summer 2015 and Fall 2015	In grade level/dept teams during DDI and team meetings
9-12 ELA	English Language Arts	<input type="checkbox"/> Keep <input checked="" type="checkbox"/> Revise/Modify <input type="checkbox"/> Eliminate	Add more detailed teacher directions and Test Maps. Include grading rubrics. Increase close analysis of text.	Increases Comparability and identifies specific supported learning goals	Director of Curriculum, Instruction & Assessment	Spring 2015, Summer 2015 and Fall 2015	In grade level/dept teams during DDI and team meetings
9-12 Math	Mathematics	<input type="checkbox"/> Keep <input checked="" type="checkbox"/> Revise/Modify <input type="checkbox"/> Eliminate	Add more detailed teacher directions and Test Maps. Include timeframe for questions. Include grading rubrics. Increase variability of question type.	Increases Comparability, identifies specific supported learning goals and increases Diversity	Director of Curriculum, Instruction & Assessment	Spring 2015, Summer 2015 and Fall 2015	In grade level/dept teams during DDI and team meetings
5-12 Science	Science	<input type="checkbox"/> Keep <input checked="" type="checkbox"/> Revise/Modify	Add more detailed teacher directions and Test Maps.	Increases Comparability,	Director of Curriculum,	Spring 2015, Summer 2015	In grade level/dept

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		<input type="checkbox"/> Eliminate	Include grading rubrics.	defines Rigor and identifies specific supported learning goal	Instruction & Assessment	and Fall 2015	teams during DDI and team meetings
5-12 Social Studies	Social Studies	<input type="checkbox"/> Keep <input checked="" type="checkbox"/> Revise/Modify <input type="checkbox"/> Eliminate	Add more detailed teacher directions and Test Maps. Include timeframe for questions. Include grading rubrics.	Increases Comparability, defines Rigor and identifies specific supported learning goals	Director of Curriculum, Instruction & Assessment	Spring 2015, Summer 2015 and Fall 2015	In grade level/dept teams during DDI and team meetings
9-12 ELA	English Language Arts	<input type="checkbox"/> Keep <input checked="" type="checkbox"/> Revise/Modify <input type="checkbox"/> Eliminate	Add more detailed teacher directions and Test Maps. Include grading rubrics. Increase close analysis of text.	Increases Comparability and identifies specific supported learning goals	Director of Curriculum, Instruction & Assessment	Spring 2015, Summer 2015 and Fall 2015	In grade level/dept teams during DDI and team meetings
9-12 Math	Mathematics	<input type="checkbox"/> Keep <input checked="" type="checkbox"/> Revise/Modify <input type="checkbox"/> Eliminate	Add more detailed teacher directions and Test Maps. Include timeframe for questions. Include grading rubrics. Increase variability of question type.	Increases Comparability, identifies specific supported learning goals and increases Diversity	Director of Curriculum, Instruction & Assessment	Spring 2015, Summer 2015 and Fall 2015	In grade level/dept teams during DDI and team meetings
K-12 Art exams	Art	<input type="checkbox"/> Keep <input checked="" type="checkbox"/> Revise/Modify <input type="checkbox"/> Eliminate	Add more detailed teacher directions and Test Maps. Include timeframe for questions. Include grading rubrics. Increase variability of question type.	Increases Comparability, identifies specific supported learning goals and increases Diversity	Director of Curriculum, Instruction & Assessment	Spring 2015, Summer 2015 and Fall 2015	In grade level/dept teams during DDI and team meetings
K-12 Music	Music	<input type="checkbox"/> Keep <input checked="" type="checkbox"/> Revise/Modify <input type="checkbox"/> Eliminate	Add more detailed teacher directions and Test Maps. Include timeframe for questions. Include grading rubrics. Increase	Increases Comparability, identifies specific supported learning goals and increases	Director of Curriculum, Instruction & Assessment	Spring 2015, Summer 2015 and Fall 2015	In grade level/dept teams during DDI and team

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			variability of question type.	Diversity			meetings
9-12 Spanish	Spanish	<input type="checkbox"/> Keep <input checked="" type="checkbox"/> Revise/Modify <input type="checkbox"/> Eliminate	Add more detailed teacher directions and Test Maps. Include timeframe for questions. Include grading rubrics. Increase variability of question type.	Increases Comparability, identifies specific supported learning goals and increases Diversity	Director of Curriculum, Instruction & Assessment	Spring 2015, Summer 2015 and Fall 2015	In grade level/dept teams during DDI and team meetings
7-12 Technology	Woodworking , Auto Tech, Technology 7	<input type="checkbox"/> Keep <input checked="" type="checkbox"/> Revise/Modify <input type="checkbox"/> Eliminate	Add more detailed teacher directions and Test Maps. Include timeframe for questions. Include grading rubrics. Increase variability of question type.	Increases Comparability, identifies specific supported learning goals and increases Diversity	Director of Curriculum, Instruction & Assessment	Spring 2015, Summer 2015 and Fall 2015	In grade level/dept teams during DDI and team meetings
9-12 Business	Business	<input type="checkbox"/> Keep <input checked="" type="checkbox"/> Revise/Modify <input type="checkbox"/> Eliminate	Add more detailed teacher directions and Test Maps. Include timeframe for questions. Include grading rubrics. Increase variability of question type.	Increases Comparability, identifies specific supported learning goals and increases Diversity	Director of Curriculum, Instruction & Assessment	Spring 2015, Summer 2015 and Fall 2015	In grade level/dept teams during DDI and team meetings

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

Reasoning (include content area/grade level(s)) All exams currently in use for ELA and Math need to add three pieces specific to each exam: 1) a Test Map, 2) teacher directions with increased specificity in relation to point values and time signatures for each question or section of the exam, and 3) a blueprint for the exam. By adding these almost all exams will reach a Level 2 on the Teaching Is The Core assessment rubric.

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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

PART B - Staff Professional Development Related to Assessment

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?
<p>Training and development of Test Maps for exams.</p> <p>Revision of teacher directions reflecting specificity in point values of individual questions and time signatures for the entire exam as well as sections of each exam.</p> <p>Training on development of blueprints for each exam.</p>	<p>Test maps provide the ability for analysis of specific questions based on learning standards, trends within a year, and trends on a year-to-year basis.</p> <p>Increasing the specificity of teacher directions helps teachers, proctors and students understand the format, point structures, and time requirements of exams. Defined directions provides clarity for all parties involved in the examination process.</p> <p>Blueprints provide a concise</p>	<p>Director of Curriculum, Instruction & Assessment</p>	<p>Spring 2015, Summer 2015 and Fall 2015.</p>	<p>Scheduled meetings with grade levels, department and/or individuals writing exams.</p> <p>Access to workshops provided through the Teaching Is The Core grant will be offered to all teachers.</p>

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	pathway for teachers to achieve the goals of associated assessments.			
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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?
Parents will be invited to participate in Common Core informational meetings. These meetings will attempt to foster positive interest as well as temper negative responses to the Common Core State Standards and associated NYS testing. Information will be disseminated to parents via the school website and in school newsletters.	The Common Core State Standards are not familiar to most parents as they were not exposed to them as students. Parents are having difficulty identifying areas of need for their children and making the necessary changes based on the new standards.	Director of Curriculum, Instruction and Assessment	Spring 2015, Summer 2015 and Fall 2015.	Scheduled evening Parent information meetings, newsletters/letters from the district, and information disseminated via the school website.