

Olean City School District

Teaching is The Core District Report

Results of Assessment Review and Action Plan

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Submitted to: Colleen Taggerty (District Superintendent)

1. What assessments were reviewed during the assessment review process?

51 assessments: P-12 (11-Math, 8-Social Studies, 3-PE & Health, 17-ELA, 1-Art, 1-Business, 2-Foreign Language, 2-Music, 6-Science)

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

The Olean City School District's Teaching is the Core team participated in an assessment review process to examine artifacts collected throughout the district. The focus of this analysis included alignment, impact on instruction, diversity, balance, authenticity, thinking demands, reliability, and quantity. Our team's charge was to consider indicators of high quality assessments as we initiate steps within the district that improve assessment design and lead to the use of meaningful tools that engage students and promote learning.

Based on the artifact criteria, our team identified that the majority of the assessments reviewed would need revisions to become authentic and have adequate thinking demands. Assessments did not show evidence of differentiation, requiring all students to complete the same assessment in the same amount of time. Impact on instruction does not appear to be strong, as there was no evidence of written feedback other than a numerical grade. From the artifacts gathered, it appears that assessment is not embedded, causing a break in instruction for administration.

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

As a district, we need to work on creating a culture that assessment and learning should be indistinguishable, creating assessments that are authentic, performance-based, and aligned to standards. Our team identified a need to strengthen meaningful feedback

given to students and a purposeful plan of action to inform instruction. Professional development in the areas of test mapping, differentiation, and written feedback will support the development of high quality assessments and will focus on performance-based assessments that do not interrupt instruction.

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

The following assessments will be eliminated: **Eliminate some event-based assessments and replace with embedded performance-based assessments.**

The following assessments will be revised: **Add test maps and/or standards blue prints to existing assessments; reduce the number of multiple choice, true/false, and/or matching assessments.**

The following assessment(s) will be designed: **Increase authentic and rigorous performance based assessments that replace those that do not inform instruction.**

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

- 1. Design two differentiated and embedded performance-based assessments that include an assessment map and guidelines for specific written feedback. It is important that the tasks are aligned with the rigor required for success on the NYS Assessments. Design teams will participate in the spring grant project sessions to produce a third grade ELA assessment and a fifth grade writing assessment.**
- 2. Promote and support teachers' participation in content-specific professional development focused on the foundations of quality assessment design.**

Step 6: How will you inform parents about the review findings and work? Options:

Our plan to inform parents will include a district newsletter article, a posting on the district website, a presentation at a FACES session (Family and Community Engagement Series), and a presentation at a Board meeting.