

**West Islip Union Free School District
District Assessment Review**

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

The West Islip Teaching is the Core Committee collected quizzes, unit, mid and end-of-year assessments from mathematics teachers in grade 6th, 7th and 8th grades.

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

An analysis of the review of assessments revealed the preponderance of assessments submitted needed additional evidence. Based upon the submission of assessments, the audit team made the following generalizations:

- No evidence of blueprints used to ensure alignment.
- Lack of feedback provided to students to encourage deep understanding.
- Limited use of rubrics.
- Limited performance or project-based assessments
- Lack of understanding of the different types of assessments as self-reported by classroom teachers.
- Majority of multiple-choice questions used for grading purposes.
- Low-level word problems.
- Inconsistency between and among grade levels and buildings.

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

The team concluded that professional development for our 6th, 7th and 8th grade math teachers revolving around assessments and data-driven decision-making is essential. As a district that subscribes to the tenets of Understanding by Design (UbD), it is clear from we need to continue to reinforce “Determining Desired Results,” and “Determining Acceptable Evidence.” The district needs to review our math curriculum in its entirety to ensure alignment to the NYS Learning Standards and West Islip UFSD standards. We also determine from the preponderance of summative assessments and little feedback to students, a new approach needs to be considered in our goal of increasing student math performance and students’ ability to implement the mathematical practices. The team has determined that our review will help support the district initiative of increasing the number of students graduating with advanced designation by addressing the curricular and instructional needs of our students to help increase the number of students enrolling in the Algebra 2/Trigonometry Regents course and increase the number of students passing the Algebra 2/Trigonometry Regents. The initiative comes from the District Data Team and seeks to provide students with the necessary knowledge to be successful by fully preparing them with the foundational skills they need with a rigorous curriculum.

**West Islip Union Free School District
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: Few teacher-created assessments</p>	<p><i>Assessments that are not aligned to standards and mathematical practices have been reviewed to eliminate as they do not serve a purpose in using formatively or act as a representation of what is being taught in the classroom. Although teachers are free to assess in a manner that supports best practice, professional development was provided and will continue to ensure that any assessment is valid and reliable.</i></p>
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<p>The following assessments will be revised: End of unit assessments Mid-year assessments End of year assessments</p>	<p><i>Unit assessments will be reviewed to check for alignment and used to provide immediate feedback for teachers and students. Performance standards are matched to questions. The mid-year and end-of-year assessments will be redesigned using a backwards design approach for interim and summative assessments that will include blueprints and set the stage for future development of interim assessments.</i></p>
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<p>The following local assessments will be kept: <i>Exit tickets</i> <i>Project-based assessments</i></p>	<p><i>Teachers are effectively using exit tickets to make changes in their instructional practices immediately. The project-based assessments fully engage our students and provide an opportunity for students to make improvements and meet with success.</i></p>
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The following assessments will be added and designed inside of the BOCES TiTC professional development:				
Assessment title/ description	Subject/Grade	Person/people responsible for design:	Expected completion date:	Month/year of implementation
Equations & Inequalities	Mathematics/Grade 6	Grade 6 teachers	April 2015	
Statistics	Mathematics/Grade 7	Grade 7 teachers	April 2015	
Measurement & Geometry	Mathematics/Grade 8	Grade 8 teachers	April 2015	

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 (focus on 6th, 7th and 8th grade math teachers)</p> <ul style="list-style-type: none"> • Understanding by Design PD • Overview of Assessments PD • Growth Mindset PD • Joint Faculty Meeting with Beach Street MS and Udall Road MS • Design of performance-based assessments during collaboration days • Blueprint of standards, mathematical practices, and Webb’s Depth of Knowledge • Providing effective feedback • How are we assessing? Creating effective rubrics.
2015-2016	<p>Planned activities (continuation to all teachers)</p> <ul style="list-style-type: none"> • Understanding by Design PD • Overview of Assessments PD • Growth Mindset PD • Design of performance-based assessments during collaboration days (goal of one per course or grade level) • Blueprint of standards, practices (mathematical, social studies, next generation) and Webb’s Depth of Knowledge • Providing effective feedback • How are we assessing? Creating effective rubrics.

b. How will you change your APPR plan (if at all) based on the Teaching is the Core Grant?
None of this work is attached as part of our APPR plan. Our goal is to improve math instruction and support student learning by using assessments that drive our instructional decisions.

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
Performance-based assessments, blueprints, rubrics (one for grade 6, two for grade 7 and one for grade 8)	High quality assessments are an important piece to the course of study. Limited time to research, design, test and revise makes it difficult for teacher to design. As professional educators, we hope to add to the body of knowledge as to what we know is best practice.	June 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: West Islip hosted a Parent Academy: How we use assessments to drive instructional decisions. The Academy began with a presentation and ended with a
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	<p>panel discussion with teachers and administrators. Prior to the evening, parents were required to register and were encouraged to submit questions.</p> <p>The Superintendent of Schools and Assistant Superintendent for Curriculum & Instruction visited all PTAs to promote and understanding of standardized testing and how the district uses that information in making instructional and programmatic decisions.</p>
<p>TiTC Goals (i.e., activities and results related to the assessment review and action plan)</p>	<p><i>Ensure consistency across the grade level and buildings</i> Grade level meetings between the two middle schools, joint faculty meetings, designing common interim assessments that must be used.</p> <p><i>Ensure alignment to the standards</i> All unit assessments will be reviewed to check for alignment and used to provide immediate feedback for teachers and students. The mid-year and end-of-year assessments will be redesigned using a backwards design approach for interim and summative assessments that will include blueprints and set the stage for future development of interim assessments.</p> <p><i>Ensure the integration of mathematical practices</i> Mathematical practices are posted in all classrooms. The District will revisit with teachers and students what is evidence of integrating the practices. Assessments will address integration of the mathematical practices.</p> <p><i>Ensure rigorous instruction</i> Administrators have been trained in using the New York State United Teachers Professional Practice Rubric to support highly effective teaching. The observation process is used as a reflective tool to improve instructional practices.</p> <p><i>Assess what we value</i> On-going discussion revolving around the purposes of assessment, how do we use information to improve instruction or make programmatic changes by using an Understanding by Design approach through a collaborative effort in Curriculum Council and the Board of Education's Education Committee.</p>