Assessment Action Plan

School District: Hudson City School District   Date: May 29, 2015

District Level TitC Work Group Members: April Prestipino, Colleen Hall, Susan Mark, Sean O'Brien, all K-6 Grade Level Chairs, all 7-12 Department Heads

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 X 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?
Math Grade K Summative Assessment	Math	X Keep ☐ Revise/Modify ☐ Eliminate	No action needed	Test is fine as is but is no longer needed.			
ELA Grade K Summative Assessment	ELA	X Keep ☐ Revise/Modify ☐ Eliminate	No action needed	Test is fine as is but is no longer needed.			
Math Grade 1 Summative Assessment	Math	X Keep ☐ Revise/Modify ☐ Eliminate	No action needed	Test is acceptable as is but is no longer needed.			
ELA Grade 1 Summative Assessment	ELA	X Keep ☐ Revise/Modify ☐ Eliminate	No action needed	Test is acceptable as is but is no longer needed.			

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

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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?
Teachers in grade K-8 will continue to receive targeted PD related to RtI, RtI assessments, and progress monitoring.	RtI is a district-wide initiative started in the 2014-15 school year and will continue in the 2015-16 school year. Teachers will continue to learn how to monitor students within the classroom and how to analyze quick, formative assessments that will indicate student growth and target areas of need. The RtI continuum of services is not yet fluid so support in this work will continue to be offered.	Coordinator of School Improvement; building administrators; Questar III ELA specialist; RtI Independent consultant; RtI District Design Team; Building RtI Teams; RtI Technical Assistance Support (Measurement, Inc.)	These supports will take place throughout the 2015-16 school year utilizing a variety of formats: instructional coaching, on-site facilitation, on-site workshops, and out-of-district conferences. Completion of these actions will be reached when the RtI process is grounded in research and data and teachers understand the expectations within each tier.	The Coordinator of School Improvement will meet with the specialists over the summer to reflect on work done this school year and next steps for next school year. The DDT will meet in September with the various specialists to develop a PD calendar specific to RtI supports needed across K-8. The CSI will then coordinate those PD sessions with the specialists, the teachers, and the

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Teachers in grades K-12 will continue to receive targeted PD related to data analysis of student assessments.	Data analysis and utilizing multiple data points to target students' needs is a district-wide initiative that has been disjointed in implementation. Teachers will continue to learn how to utilize multiple data points to help identify student growth and target areas of need. This can be related to RtI or to support the daily work done in the classroom.	Coordinator of School Improvement; building administrators; Questar III data specialist; RtI Independent Consultant; Teacher Leader Coaches	These supports will take place throughout the 2015-16 school year utilizing a variety of formats: instructional coaching, on-site facilitation, and on-site workshops. Completion of this action will be reached when teachers are able to successfully discuss a student's needs using data to support their concerns. Completion of this activity will also be reached when formal and informal observations show that teachers are differentiating their instruction based on student's needs, as indicated by data.	substitutes (as needed). The Coordinator of School Improvement will meet with the specialists over the summer to reflect on work done this school year and next steps for next school year. The DDT will meet in September with the various specialists to develop a PD calendar specific to RtI supports needed across K-8. The CSI will meet during the summer with the high school principal to develop a PD calendar specific to teacher data analysis supports needed in 9-12. The CSI will then coordinate those PD

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				sessions with the specialists, the teachers, and the substitutes (as needed).

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?
Parent workshops, across grades K-8 especially, will to be created and delivered to all parents in the community. The contents of the workshops will include the following: A. How the Common Core changes classroom instruction B. The role of testing and how testing relates to the Common Core C. How the Common Core changes my child's homework.	As a system the district has not diligently and deliberately attempted to educate its parents on these three specific topics related to Common Core. It is the hope of the district that, once parents learn this and understand this information, there will be even greater support for the work taking place in the classrooms, and how testing is an important part of that process.	The Coordinator of School Improvement; building administrators; Questar III ELA and math specialists; teacher leaders; classroom teachers.	The workshops are expected to take place throughout fall 2015 (September, October, and November).	The Coordinator of School Improvement will meet with the Questar III specialists and the building administrators to identify dates when the workshops can take place. The building administrators will inform teachers and identify volunteers. The CSI, Questar III specialists, and teacher leaders will develop workshop agendas and have planning time. The Office of School

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				Improvement will arrange for transportation, child care, and light refreshments.

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?
Math Grade 2 Summative Assessment	Math	X Keep ☐ Revise/Modify ☐ Eliminate	None – keep the same	Test is fine as is but is no longer needed.			
ELA Grade 2 Summative Assessment	ELA	☐ Keep X Revise/Modify ☐ Eliminate	The ELA test submitted used Scholastic Reading Inventory for comprehension. The test was revised this year to include reading passages.	The revised test will no longer be needed.			
Math Grade 3 Math A (LinkIt!)	Math	☐ Keep X Revise/Modify ☐ Eliminate	Needs admin directions; needs extended response questions; graphs need to be larger and clearer with more spaces for	Needed to align better with standards	Classroom teachers; building administrator; LinkIt! Software company	By September 2015	Input to LinkIt gathered at grade level meeting

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			responses.				
ELA Grade 3 Interim #3	ELA	☐ Keep ☐ Revise/Modify X Eliminate	None	Eliminating assessment			
ELA LinkIt! G3 CC Reading Form C Complete	ELA	☐ Keep X Revise/Modify ☐ Eliminate	Needs directions; needs higher level questioning	Needed to align better with standards; more consistent administration process	Classroom teachers; building administrator; LinkIt! Software company	By September 2015	Input to LinkIt gathered at grade level meeting
ELA Grade 4 CC Reading Form C Complete	ELA	☐ Keep X Revise/Modify ☐ Eliminate	Needs extended response questions	To better align with the standards	Classroom teachers; building administrator; LinkIt! Software company	By September 2015	Input to LinkIt gathered at grade level meeting
Math Grade 5 Formative Assessment	Math	☐ Keep X Revise/Modify ☐ Eliminate	None	Eliminating assessment			
ELA LinkIt! Grade 5 CC Reading Form C Benchmark	ELA	☐ Keep ☐ Revise/Modify X Eliminate	Make clearer distinction between short extended response and essay questions as per recommendation.	Test aligns to 92% of NYS	Grade Level Chair; Literacy Coach; Administrator	By September 1, 2015	Grade level meetings; ELA embedded meetings

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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?
ELA Grade 5 Interim #2 Benchmark	ELA	☐ Keep ☐ Revise/Modify X Eliminate	None	Eliminating assessment			
ELA Grade 5 Interim #1 Benchmark	ELA	☐ Keep ☐ Revise/Modify X Eliminate	None	Eliminating assessment			
ELA Grade 6 Interim #3	ELA	☐ Keep X Revise/Modify ☐ Eliminate	None	No longer giving assessment.			
ELA LinkIt! Grade 6 CC Reading Form C Complete Benchmark	ELA	☐ Keep X Revise/Modify ☐ Eliminate	Locate directions used for NYS test – give similar directions with this test; Print off scoring rubrics for short answer questions.	Test aligns to 92% of NYS	Grade Level Chair; Literacy Coach; Administrator	By September 1, 2015	Embedded meeting, Grade level meeting, ELA meeting
Computer Ed Grade 6 Post Test	Computer Tech	☐ Keep X Revise/Modify ☐ Eliminate	Test directions will be modified to support standardized administration and scoring protocols; assessments will contain a clearly defined item map;	Assessments will be modified to support the learning goals of diverse groups of students.	K. DelPrincipe	By July 31, 2015	Teacher will rework assessments (format and content).

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			assessments will contain at least 3 item types.				
Computer Ed Grade 5 Post Test	Computer Tech	☐ Keep X Revise/Modify ☐ Eliminate	Test directions will be modified to support standardized administration and scoring protocols; assessments will contain a clearly defined item map; assessments will contain at least 3 item types.	Assessments will be modified to support the learning goals of diverse groups of students.	K. DelPrincipe	By July 31, 2015	Teacher will rework assessments (format and content).
Computer Ed Grade 4 Post Test	Computer Tech	☐ Keep X Revise/Modify ☐ Eliminate	Test directions will be modified to support standardized administration and scoring protocols; assessments will contain a clearly defined item map; assessments will contain at least 3 item types.	Assessments will be modified to support the learning goals of diverse groups of students.	K. DelPrincipe	By July 31, 2015	Teacher will rework assessments (format and content).
Computer Ed Grade 3 Post Test	Computer Tech	☐ Keep X Revise/Modify ☐ Eliminate	Test directions will be modified to support	Assessments will be modified to support the	K. DelPrincipe	By July 31, 2015	Teacher will rework assessments

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			standardized administration and scoring protocols; assessments will contain a clearly defined item map; assessments will contain at least 3 item types.	learning goals of diverse groups of students.			(format and content).

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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?
Grade 9 Global History & Geography Final Exam	HS Social Studies	☐ Keep X Revise/Modify ☐ Eliminate	Create test manual; Fix question #24	Manual missing; #24 key needs clarification	Cukerstein	Prior to final exams (June 2015)	In conference with Laura Bender
Global Studies Grade 9 Post Assessment	HS Social Studies	☐ Keep ☐ Revise/Modify X Eliminate	N/A	This assessment is no longer being used.			
Economics Grade 12 Summative	HS Social Studies	☐ Keep X Revise/Modify ☐ Eliminate	Remove CCLS citation from each question and create a test bank; add writing portion developed in fall with rubrics.	To ensure accuracy and validity of the test.	L. Bender	Prior to the next administration of this assessment.	On prep time during exam week.
Chemistry Grade 8 Summative	Jr HS Science	☐ Keep ☐ Revise/Modify X Eliminate	Addition of blueprint/item map; Addition of directions for administration and point values; List of standards each question pertains to and an increase in coverage of learning	The blueprint/item map supports learning goals for diverse groups of students and can be used for assessment; the directions and point values allows the	R. Bobrick, K. Antonelli; building administrator	Prior to the next administration in the 2015-16 school year.	The assessment will be modified to meet the assessment criteria and approved for use by the administration.

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			standards through taxonomy; Development of more item types.	assessment to fully support standardized administration and scoring protocol; standards measure NYS standards and cover all aspects of taxonomy; utilizes all performance based tasks.			
Life Science Grade 7 Post Assessment	Jr HS Science	☐ Keep X Revise/Modify ☐ Eliminate	The addition of a blueprint/item map; the addition of directions for administration and point values, more space between questions; a list of the state standards linked to each question that it pertains to and an increase in coverage of learning standards through taxonomy; the	The blueprint/item map supports learning goals for diverse groups of students and can be used for assessment; the directions and point values allows the assessment to fully support standardized administration and scoring protocol. The	D. Howard, K. Antonelli; building administrator	Prior to the next administration in the 2015-16 school year.	The assessment will be modified to meet the assessment criteria and approved for use by the administration.

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			development of more item types, but short test.	spacing allows for an easier ready by students; standards measure NYS standards and cover all aspects of taxonomy; utilizes all performance based tasks and allows the test to be covered in a shorter amount of time.			
Physics Grade 8 Summative	Jr HS Science	☐ Keep X Revise/Modify ☐ Eliminate	The addition of a blueprint/item map; the addition of directions for administration and point values; fonts will be consistent throughout the exam; a list of the state standards each question pertains to and an increase in coverage of learning	The blueprint/item map supports learning goals for diverse groups of students and can be used for assessment; the directions and point values allows the assessment to fully support standardized administration	R. Boberick, K. Antonelli; building leader	Prior to the next administration in the 2015-16 school year.	The assessment will be modified to meet the assessment criteria and approved for use by the administration.

			standards through taxonomy; the development of more test items but shorter tests.	and scoring protocol. The consistent font allows for an easier read by students; standards measure NYS standards and cover all aspects of taxonomy; utilizes all performance based tasks.			
AP Biology Grade 11/12 Summative	HS Science	☐ Keep X Revise/Modify ☐ Eliminate	The addition of a blueprint/item map; the addition of directions for administration and point values; a list of the state standards each question pertains to and an increase in coverage of learning standards through taxonomy; the development of more items, including essays.	The blueprint/item map support learning goals for diverse groups of students and can be used for assessment; the directions and point values allows the assessment to fully support standardized administration scoring protocol;	J. McDarby; building administrator	Prior to the next administration in the 2015-16 school year.	The assessment will be modified to meet the assessment criteria and approved for use by the administration.

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				standards measure NYS standards and cover all aspects of taxonomy; utilizes all performance based tasks.			
Applied Physical Science Grade 11/12 Summative	HS Science	☐ Keep X Revise/Modify ☐ Eliminate	The addition of a blueprint/item map; the addition of directions for administration and point values; a list of the state standards (National Standards) each question pertains to and an increase in coverage of learning standards through taxonomy; the development of more item types.	The blueprint/item map supports learning goals for diverse groups of students and can be used for assessment; the directions and point values allows the assessment to fully support standardized administration and scoring protocol; standards measure NYS standards and cover all aspects of taxonomy; utilizes all	This test was not used this year. It was developed by a teacher who did not teach the course this year. A newer test was being developed by the current teachers, M. Nowak and K. Lockman. Who revises it will depend on who is teaching the course.	Prior to the next administration in the 2015-16 school year.	The assessment will be modified to meet the assessment criteria and approved for use by the administration.

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				performance based tasks.			

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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?
Chemistry Grade 11/12 Post Test	HS Science	☐ Keep ☐ Revise/Modify X Eliminate	The addition of a blueprint/item map; the addition of directions for administration and point values; a list of the state standards each question pertains to and an increase in coverage of learning standards through taxonomy; the development of more item types.	The blueprint/item map supports learning goals for diverse groups of students and can be used for assessment; the directions and point values allows the assessment to fully support standardized administration and scoring protocol; standards measure NYS standards and cover all aspects of taxonomy; utilizes all performance based tasks.	M. Antonelli; building administrator	Prior to the next administration in the 2015-16 school year.	The assessment will be modified to meet the assessment criteria and approved for use by the administration.

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Forensic Science Grade 11/12 Summative	HS Science	☐ Keep X Revise/Modify ☐ Eliminate	The addition of a blueprint/item map; the addition of directions for administration and point values; a list of the state standards each question pertains to and an increase in coverage of learning standards through taxonomy; the development of more item types, including diagrams.	The blueprint/item map supports learning goals for diverse groups of students and can be used for assessment; the directions and point values allows the assessment to fully support standardized administration and scoring protocol; standards measure NYS standards and cover all aspects of taxonomy; utilizes all performance based tasks.	J. Flint; building administrator	Prior to the next administration in the 2015-16 school year.	The assessment will be modified to meet the assessment criteria and approved for use by the administration.
Marine Science Grade 11/12 Summative	HS Science	☐ Keep X Revise/Modify ☐ Eliminate	The addition of a blueprint/item map; the addition of directions for administration	The blueprint/item map supports learning goals for diverse	J. McDarby; building administrator	Prior to the next administration in the 2015-16 school year.	The assessment will be modified to meet the

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			and point values; a list of state standards each question pertains to and an increase in coverage of learning standards through taxonomy; the development of more item types, after sections 2a and 2b.	groups of students and can be used for assessment; the directions and point values allows the assessment to fully support standardized administration and scoring protocol; standards measure NYS standards and cover all aspects of taxonomy; utilizes all performance based tasks.			assessment criteria and approved for use by the administration.
Science 9 Summative	HS Science	☐ Keep X Revise/Modify ☐ Eliminate	The addition of a blueprint/item map; the addition of directions for administration and point values; a list of the state standards each question pertains to an increase in	The blueprint/item map supports learning goals for diverse groups of students and can be used for assessment; the directions and	M. Renner; building administrator	Prior to the next administration in the 2015-16 school year.	The assessment will be modified to meet the assessment criteria and approved for use by the administration.

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			coverage of learning standards through taxonomy; the development of more item types.	point values allows the assessment to fully support standardized administration and scoring protocol; standards measure NYS standards and cover all aspects of taxonomy; utilizes all performance based tasks.			
English 10E Post Test	HS ELA	☐ Keep ☐ Revise/Modify X Eliminate	Needs blueprint; include standards	These items were not included in the original assessment.	The writer of this assessment.	Prior to the next administration of this assessment.	Department meeting; planning time.
ELA Freshman Writing Grade 9 Post Assessment	HS ELA	☐ Keep X Revise/Modify ☐ Eliminate	Incorporate two writing styles instead of one; add MC questions; write better directions; attach a scoring rubric.	These were the modifications suggested from the assessment review team.	Writer of assessment; building principal; superintendent	Prior to the next administration of this assessment.	Department meeting; planning time.
ELA English Grade 9 Post Test	HS ELA	☐ Keep X Revise/Modify	Needs blueprint; include standards	These items were not	The teacher who wrote the	Prior to the next	Department meeting;

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			in blueprint; more diverse questions; test map, directions, and point values are included on students' test.	included on the original assessment and these were the modifications suggested from the assessment review team.	assessment.	administration of this assessment.	planning time.
☐ Eliminate
ELA English Grade 12 Post Test	HS ELA	☐ Keep X Revise/Modify ☐ Eliminate	Split the poem into two sections; will streamline the MC and short answers.	These were the modifications suggested from the assessment review team.	Writer of assessment; building principal; superintendent	Prior to the next administration of this assessment.	Department meeting; planning time.

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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?
ELA English Grade 10 Summative Final Exam	HS ELA	☐ Keep X Revise/Modify ☐ Eliminate	Test map; rubrics; change layout.	These things were not included and these are the recommendations from the assessment review team.	The teacher who wrote the test.	Prior to the next administration of this assessment.	Department meetings; planning time.
ELA AIS English Grade 9 Post Test	HS ELA	☐ Keep ☐ Revise/Modify X Eliminate	Rewrite the test; make a test map/rubric.	It will make the test more student centered.	The teacher who wrote the test.	Prior to the next administration of this assessment.	Department meetings; planning time.
Pre-Calculus Post Assessment	HS Math	☐ Keep X Revise/Modify ☐ Eliminate	Directions rewritten; identify pre-calculus standards.	Better directions will provide clarity; the addition of the standards will provide justification.	B. Paré	Prior to the next administration of this assessment.	Department meetings; planning time.
Integrated Math Grade 9 Final Assessment	HS Math	☐ Keep X Revise/Modify ☐ Eliminate	Time length; item map; standards; scoring guide; less questions on a page; point values.	Students will know how long they have and for scheduling purposes; For organization of ideas/concepts;	M. Fay	Prior to the next administration of this assessment.	Department meetings; planning time.

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				insure state requirements are met; consistent scoring; less cluttered pages; students know the point values of the questions.			
Integrated Algebra II Baseline	HS Math	☐ Keep ☐ Revise/Modify X Eliminate	None	This test will no longer be used.	N/A	Foundations of Algebra Course (CCLS based) replaces this course starting September 2015.	
Course IV Grade 12 Post Test	HS Math	X Keep ☐ Revise/Modify ☐ Eliminate	Item map; Administrators' manual.	These things were not included and these are the recommendations from the assessment review team.	A. Ohrin	Prior to the next administration of this assessment.	Department meetings; planning time.
Applied Math Grade 11 Post Assessment	HS Math	☐ Keep X Revise/Modify ☐ Eliminate	Teacher directions; standards; time length; item map.	So test can be administered consistently regardless of teacher; insure state requirements are met; students will	M. Fay	Prior to the next administration of this assessment.	Department meetings; planning time.

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				know time available and for scheduling; organizing ideas and concepts.			
Algebra 2/Trig Grade 11 Baseline	HS Math	☐ Keep X Revise/Modify ☐ Eliminate	Administrator's manual; reformat item map.	These things were not included and these are the recommendations from the assessment review team.	A. Ohrin	Prior to the next administration of this assessment.	Department meetings; planning time.

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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?
Math Grade 8 Post Test	Jr HS Math	☐ Keep X Revise/Modify ☐ Eliminate	Add CR questions; add complexity; add administrator's manual; add open-ended questions; add length of time of test; increase rigor.	Assessment partially supports standardized administration and scoring protocols; partially aligned to CCLS; less than 2 components of taxonomy present; relies on one question type; lacks performance-based items.	W. Dederick, L. Rees	Prior to the next administration of this assessment.	Department meetings; planning time.
Math Grade 7 Post Assessment	Jr HS Math	☐ Keep ☐ Revise/Modify X Eliminate	Item map; administrator's manual; directions; extended response questions; multi-step questions; constructed response questions;	Does not support standardized administration and scoring protocols; only partially aligned to CCLS and less than 2 components of	E. Cukerstein, J. Pomykaj	Prior to the next administration of this assessment.	Department meetings; planning time.

			reformat part of exam.	taxonomy were present; results provide no disaggregated data to support learning goals of diverse groups of students; does not have an item map; replies on one item type; lacks performance-based items			
FACS Grade 9-12 Food & Nutrition Summative	HS FACS	☐ Keep ☐ Revise/Modify X Eliminate	Rewrite entire test.	Low on Blooms Taxonomy; low rigor.	FACS Department	Prior to the next administration of this assessment.	Department meetings; planning time.
FACS Grade 8 Post Assessment	Jr HS FACS	☐ Keep ☐ Revise/Modify X Eliminate	Rewrite entire test.	Low on Blooms Taxonomy; low rigor.	FACS Department	Prior to the next administration of this assessment.	Department meetings; planning time.
FACS Grade 7 Post Assessment	Jr HS FACS	☐ Keep ☐ Revise/Modify X Eliminate	Rewrite entire test.	Low on Blooms Taxonomy; low rigor.	FACS Department	Prior to the next administration of this assessment.	Department meetings; planning time.
PE Grade 1 Summative	Elementary PE	☐ Keep ☐ Revise/Modify	Connect standards to questions; add	To ensure student	JLE PE staff	Prior to the next	During common

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Assessment		X Eliminate	blueprint/timeline; diversify questions; add a point value rubric and improve directions.	understanding of grading expectations, processes for best possible outcomes, reason for assessment.		administration of this assessment.	planning time and department meetings the JLE PE staff will make needed revisions.
PE Grade 2 Baseline Assessment	Elementary PE	☐ Keep X Revise/Modify ☐ Eliminate	Connect standards to questions; add blueprint/timeline; diversify questions; add a point value rubric and improve directions.	To ensure student understanding of grading expectations, processes for best possible outcomes, reason for assessment.	JLE PE staff	Prior to the next administration of this assessment.	During common planning time and department meetings the JLE PE staff will make needed revisions.
PE Grade 7&8 Post Assessment	Jr HS PE	☐ Keep X Revise/Modify ☐ Eliminate	Connect standards to questions; add blueprint/timeline; diversify questions; add a point value rubric and improve directions.	To ensure student understanding of grading expectations, allow for students to review for units and material covered, to give students the most accurate	Jr. HS PE staff	Prior to the next administration of this assessment.	During common planning time and department meetings the Jr HS PR staff will make needed revisions.

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				questions and best answers possible.			

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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?
PE Grade K Baseline Assessment	Elementary PE	☐ Keep X Revise/Modify ☐ Eliminate	Connect standards to questions; add blueprint/timeline; diversify questions; add a point value rubric and improve directions.	To ensure student understanding of grading expectations, processes for best possible outcomes, reason for assessment.	JLE PE staff	Prior to the next administration of this assessment.	During common planning time and department meetings the JLE PE staff will make needed revisions.
PE Grade 9-12 Fall Summative	Secondary PE	☐ Keep X Revise/Modify ☐ Eliminate	Improve directions; add timeline; correct diagram numbers; add item map.	To ensure student understanding of grading expectations, for processes for best possible outcomes, reason for assessment, correct numbers with diagrams.	HHS PE staff	Prior to the next administration of this assessment.	During common planning time and department meetings the HS PE staff will make needed revisions.
PE Grade 9-12 Spring Summative	Secondary PE	☐ Keep X Revise/Modify ☐ Eliminate	Add timeline; include type of signal (volleyball),	To give students the most accurate questions and	HHS PE staff	Prior to the next administration of this	During common planning time and

			diversify questions.	options possible. Allow for students to cite the information from the correct units.		assessment.	department meetings the HS PE staff will make needed revisions.
Sports Management Summative	Secondary Computer Literacy	☐ Keep X Revise/Modify ☐ Eliminate	N/A	This assessment will not be used next school year.			Business course closed.
Critical Issues in Health Grade 12 Summative	Secondary Health	☐ Keep X Revise/Modify ☐ Eliminate	Use a variety of question types (matching and fill in); add timeline, blue print, update directions, rephrase and revise verbiage of questions and point scale.	So that students clearly understand the rubric and what is expected of them. To ensure students with a variety of learning styles can express their understanding of the material. To be as current as possible with the material.	N. Zincio	Prior to the next administration of this assessment.	During planning time and over the summer.
Health Grade 7 Post Assessment	Jr HS Health	☐ Keep X Revise/Modify ☐ Eliminate	Add timeline, blue print and point scale. Also add short answer and fill in the	To show in what time frame the students are learning the material. Also to	HJHS Health Teacher	Prior to the next administration of this assessment.	During planning time and department meetings.

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			blank.	give more variety of types of questions and to let students know what the point total is for the test.			
Health Grade 7 Pre-Assessment	Jr HS Health	☐ Keep X Revise/Modify ☐ Eliminate	Add timeline, blueprint, and point scale. Also add short answer and fill in the blank.	To show in what time frame the students are learning the material. Also to give more variety of types of questions and to let the students know what the point total is for the test.	HJHS Health Teacher	Prior to the next administration of this assessment.	During planning time and department meetings.
Health Grade 9-12 Summative	Secondary Health	☐ Keep ☐ Revise/Modify X Eliminate	Use a variety of question types (matching and fill in). Add timeline, blueprint, update directions, rephrase and revise verbiage of questions and point scale.	So that students clearly understand the rubric and what is expected of them. To ensure students with a variety of learning styles can express their understanding	N. Zincio	Prior to the next administration of this assessment.	During planning time and over the summer.

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				of the material. To be as current as possible with the material.			

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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?
ESL Grade 9-12 Summative Assessment	HS ESL/LOTE	☐ Keep X Revise/Modify ☐ Eliminate	N/A	We will not be using this test this year.	The teacher who created it retired. The new teacher is creating her own assessment.		
ESL Grade 7-9 Post Assessment	Jr HS ESL/LOTE	X Keep ☐ Revise/Modify ☐ Eliminate	Add directions; add rubric.	These were the suggestions given by the assessment review team.	J. Coryell	This action has already been completed.	
ESL English/Secondary English	HS ESL/LOTE	☐ Keep X Revise/Modify ☐ Eliminate	N/A	We will not be using this test this year.	The teacher for this course retired and the district is no longer offering this particular course.		
Italian 2 Grade 9 Final Exam	HS LOTE	☐ Keep X Revise/Modify ☐ Eliminate	Add rubric for writing; add administration directions; add item map	These items were not included in the test.	A. Barletta	Prior to the next administration of this assessment.	Department meetings; planning time.

Assessment Action Plan

Italian 1 Grade 8/9 Final Exam	Jr/Sr HS LOTE	☐ Keep X Revise/Modify ☐ Eliminate	Add blueprint; add rubric for writing; add point value for writing; add speaking tasks	These items were not included in the test.	A. Barletta	Prior to the next administration of this assessment.	Department meetings; planning time.
Italian 3 Grade 10 Final Exam	HS LOTE	☐ Keep X Revise/Modify ☐ Eliminate	Add item map; add directions for administration; add point value for writing; and rubric for writing.	These items were not included in the test.	A. Barletta	Prior to the next administration of this assessment.	Department meetings; planning time.
Spanish 1 Grade 7&8 Final Exam	Jr HS LOTE	☐ Keep X Revise/Modify ☐ Eliminate	Administrator's manual and scoring rubric.	These were the recommendations given by the assessment review team.	The teacher of this course.	Prior to the next administration of this assessment.	Department meetings; planning time.
Spanish Grade 9 Post Test	HS LOTE	☐ Keep X Revise/Modify ☐ Eliminate	Administrator's manual and scoring rubric.	These were the recommendations given by the assessment review team.	The teacher of this course.	Prior to the next administration of this assessment.	Department meetings; planning time.

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?
Spanish II Post Test	HS LOTE	☐ Keep X Revise/Modify ☐ Eliminate	Administrator's manual, blueprint, and scoring rubric.	These were the recommendations given by the assessment review team.	The teacher of this course.	Prior to the next administration of this assessment.	Department meetings; planning time.
Spanish III Post Test	HS LOTE	☐ Keep X Revise/Modify ☐ Eliminate	Blueprint and scoring rubric for writing.	These were the recommendations given by the assessment review team.	The teacher of this course.	Prior to the next administration of this assessment.	Department meetings; planning time.
Spanish IV Post Test	HS LOTE	☐ Keep ☐ Revise/Modify X Eliminate	Blueprint and directions in English.	These were the recommendations given by the assessment review team.	The teacher of this course.	Prior to the next administration of this assessment.	Department meetings; planning time.
General Music Grade 7 Post Assessment	Jr HS Music	X Keep ☐ Revise/Modify ☐ Eliminate	Time allotment; make it easier to read visually; include full test directions and standards.	To make it more user-friendly.	A. Mastrianni	Prior to the next administration of this assessment.	Department meetings' planning time.
General Music Grade 8 Post Assessment	JR HS Music	X Keep ☐ Revise/Modify ☐ Eliminate	Time allotment; make it easier to read visually; include full test directions and standards; include	To assess at a higher level.	A. Mastrianni	Prior to the next administration of this assessment.	Department meetings' planning time.

Assessment Action Plan

			short written response.				
Music Grade 2 Summative Assessment	Elementary Music	X Keep ☐ Revise/Modify ☐ Eliminate	Time allotment; make it easier to read visually; include full test directions and standards; include short written response.	To make it clearer.	P. Almstead	Prior to the next administration of this assessment.	Department meetings' planning time.
Music In Our Lives II Grades 9-12 Final Exam	Secondary Music	X Keep ☐ Revise/Modify ☐ Eliminate	Course is not being offered. No action needed.				
Senior High School Band 9-12 Post Assessment	Secondary Music	X Keep ☐ Revise/Modify ☐ Eliminate	Include written response questions.	To assess at a higher level.	S. Vorwald	Prior to the next administration of this assessment.	Department meetings' planning time.

QUEST★R III

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?
Art Grade 1 Summative Assessment	Elementary Art	☐ Keep X Revise/Modify ☐ Eliminate	Add blueprint; add other questions (short answer, MC); length of time of test.	These items are missing.	The teacher who wrote this test.	Prior to the next administration of this assessment.	Department meetings; planning time.
Art Grade 8 Final Exam	Jr HS Art	☐ Keep X Revise/Modify ☐ Eliminate	Add blueprint.	So the test can be read uniformly.	The teacher who wrote this test.	Prior to the next administration of this assessment.	Department meetings; planning time.
Art Grade K Summative Assessment	Elementary Art	☐ Keep X Revise/Modify ☐ Eliminate	Add blueprint; add other questions (short answer, MC); length of time of test.	These items are missing.	The teacher who wrote this test.	Prior to the next administration of this assessment.	Department meetings; planning time.
Digital Photography Post Test	Secondary Art	☐ Keep X Revise/Modify ☐ Eliminate	Add blueprint.	Suggestion made by assessment review committee.	The teacher who wrote this test.	Prior to the next administration of this assessment.	Department meetings; planning time.
Drawing and Painting Post Test	Secondary Art	☐ Keep ☐ Revise/Modify X Eliminate	Add blueprint and more diverse questions.	Suggestions made by assessment review committee.	The teacher who wrote this test.	Prior to the next administration of this assessment.	Department meetings; planning time.

Assessment Action Plan

Pottery-Sculpture Final Exam	Secondary Art	☐ Keep ☐ Revise/Modify X Eliminate	Students will make a final piece of art that reflect skills learned and they will do so creatively.	This is the focus of what I teach.	The teacher who wrote this test.	Prior to the next administration of this assessment.	During the last weeks of school. Students would be given an assignment that would be specific and yet require student's creative input.
Studio Art Grade 9-12 Post Test	Secondary Art	☐ Keep X Revise/Modify ☐ Eliminate	Add blueprint.	Suggestion made by assessment review committee.	The teacher who wrote this test.	Prior to the next administration of this assessment.	Department meetings; planning time.
Technology 9-12 Post Test Production Systems Summative	Technology	☐ Keep ☐ Revise/Modify X Eliminate	Align with standards including higher level of analysis and synthesis questions.	Map/Blueprint showing alignment of NYS standards; use project based portion with rubric; short answer problems.	J. Beyer	Prior to the next administration of this assessment, or as determined by revised APPR requirements.	Department meetings; planning time.

QUEST☆R III

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?
Technology 9-12 Post Test Transportations Systems Summative	Technology	☐ Keep X Revise/Modify ☐ Eliminate	Include map to show alignment of NYS standards; include a variety of questions.	Assessment relies on one item type. Selected response is only multiple choice.	J. Beyer	Prior to the next administration of this assessment, or as determined by revised APPR requirements.	Department meetings; planning time.
Technology Grade 7 Post Assessment	Technology	☐ Keep ☐ Revise/Modify X Eliminate	Align to NYS standards; use questions other than multiple choice.	Map/Blueprint needs to show high level of thinking, not just recall.	B. Buhler, B. Palmieri	Prior to the next administration of this assessment, or as determined by revised APPR requirements.	Department meetings; planning time.
Technology Grade 8 Post Assessment	Technology	☐ Keep ☐ Revise/Modify X Eliminate	Include a map to align with NYS standards.	Should contain higher level of learning, not just recall.	B. Buhler	Prior to the next administration of this assessment, or as determined by revised APPR requirements.	Department meetings; planning time.

QUEST★R *III*

Assessment Action Plan

Wood Tech Grades 9-12 Pre-Assessment	Technology	☐ Keep ☐ Revise/Modify X Eliminate	Align standards; one question had a mistake and needs to be fixed.	Map/Blueprint questions need point values and NYS learning standards aligned.	B. Palmieri	Prior to the next administration of this assessment, or as determined by revised APPR requirements.	Department meetings; planning time.
Computer Applications Pretest Part 1 Excel	Secondary Computer Literacy	☐ Keep X Revise/Modify ☐ Eliminate	N/A	This assessment will not be used next school year.			Business course closed.
Post Test in Computer Applications	Secondary Computer Literacy	☐ Keep X Revise/Modify ☐ Eliminate	N/A	This assessment will not be used next year.			Business course closed.
ELA Grade 8 LinkIt! Gr 8 CC Reading Form C Complete Post Assessment	Jr HS ELA	☐ Keep ☐ Revise/Modify X Eliminate	Test needs to be reformatted and chose one poem; passages number; clear indication of short response.	Would make the test more user-friendly and clearer.	ELA teachers, building principal; LinkIt!	Prior to the next administration of this assessment.	Department meetings; planning time.
ELA Grade 7 LinkIt! Gr 7 CC Reading Form C Complete	Jr HS ELA	☐ Keep X Revise/Modify ☐ Eliminate	Make modifications suggested on feedback forms; add item map.	These were the modifications suggested from the assessment review team.	ELA teachers; building principal; superintendent	Prior to the next administration of this assessment.	Department meetings; planning time.
Calculus Grade 12 Summative	HS Math	☐ Keep X Revise/Modify ☐ Eliminate	Teacher directions for administration; support learning	Any teacher needs to be able to administer the test	D. Hernandez	Prior to the next administration of this	Working with the ELL teacher;

Assessment Action Plan

			goals.	correctly; diversity of students requires different learning goals.	assessment.	planning time; department meetings.