

**Harrison Central School District
District Assessment Review**

Part I: Results of TiTC Assessment Review

1. What is the total number of assessments on your District's Assessment Inventory Form (Attachment IV)?

The total number of assessments is 119. The total number of Social Studies assessments is 13. These assessments represent Student Learning Objectives (SLO) and Local Assessments across subject areas and grade levels district-wide.

2. What is the total number of assessments that were reviewed during the PNW BOCES TiTC Program Days? Indicate the subject/grade levels for these assessments.

22 assessments were reviewed in Social Studies for Grades 4, 5, 6, 7, 8, 9 and 10. These assessments were selected as a representative sample of district-wide Social Studies assessments in these grade levels and are not the complete set of Grades 4-10 Social Studies assessments. These assessments did not include Social Studies SLO and Local Assessments.

3. Based on the assessment review, what assessments will be eliminated, revised, kept, and added?

Please list the number and identify the assessments that will be eliminated from your repertoire.

None of the assessments reviewed will be eliminated from our repertoire at this time. Based upon our review of this representative sample of Social Studies assessments in Grades 4-10, the Harrison TiTC Team decided to develop one new prototype assessment each in grades 4, 6, 7, 8, and 10. Each of these assessments is based on the TiTC entry points required by the grant, with particular emphasis on "Thinking Demands and Rigor." These assessments are the first in Harrison to be fully aligned to the NYS K-12 Social Studies Framework. Based on the successful implementation of these prototypes, some or all of the 22 assessments reviewed may be eliminated.

The Harrison TiTC Team will involve a wider group of Grades 4-10 Social Studies teachers in making decisions on specific assessments to eliminate in each grade level. This decision will be made after a comprehensive review of our complete assessment repertoire, for our full implementation of the NYS K-12 Social Studies Framework.

Please list the number and identify the assessments that will be revised.

None of the assessments reviewed will be revised at this time. Based upon our review of this representative sample of Social Studies assessments in Grades 4-10, the Harrison TiTC Team decided to develop one new prototype assessment each in grades 4, 6, 7, 8, and 10. Each of these assessments is based on the TiTC entry points required by the grant, with particular emphasis on "Thinking Demands and Rigor." These assessments are the first in Harrison to be fully aligned to the NYS K-12 Social Studies Framework. Based on the successful implementation of these prototypes, some or all of the 22 assessments reviewed may be revised.

The Harrison TiTC Team will involve a wider group of Grades 4-10 Social Studies teachers in making decisions on specific assessments to revise in each grade level. This decision will be made after a comprehensive review of our complete assessment repertoire, for our full implementation of the NYS K-12 Social Studies Framework.

Please list the number and identify the assessments that will be kept.

Each of the 22 assessments reviewed may still be kept and used for local classroom instruction at this time. With a few exceptions (e.g., multiple-choice tests), all assessments contained short formative or extended-response writing prompts (e.g., document-based questions) and were considered to be a representative sample of Social Studies assessments district-wide. Based on the successful implementation of these prototypes, some or all of the 22 assessments reviewed may be kept.

The Harrison TiTC Team will involve a wider group of Grades 4-10 Social Studies teachers in making decisions on specific assessments to keep in each grade level. This decision will be made after a comprehensive review of our complete assessment repertoire, for our full implementation of the NYS K-12 Social Studies Framework.

Please list the number of assessments that will be added and designed inside of the BOCES TiTC professional development.

Five (5) assessments will be added and designed by the Harrison TiTC Team. One new prototype assessment will be added and designed in each of the following grades: 4, 6, 7, 8, and 10. Each prototype assessment will have the following characteristics:

1. Based on the NYS K-12 Social Studies Framework.
2. Models authentic, performance-based writing tasks similar to those outlined in the forthcoming NYS K-12 Social Studies Resource Toolkit (drafts now circulating).
3. Guides the development of similar assessments across each grade level.
4. Useful in district-wide professional development (starting in Spring 2015 and continuing into the 2015-16 school year) to help teachers transition from “units” to “inquiries” in Grades 4-10 Social Studies.
5. Able to be back-mapped to a new Social Studies inquiry.
6. Incorporates those entry points for which additional evidence was needed in our review of current assessments (e.g., alignment/validity, impact on instruction, reliability).

4. What did your assessment review reveal (capture summarizing statements in a well-crafted paragraph or two)?

We analyzed 22 assessments. A majority of these assessments involved student analysis of teacher-generated questions/problems for Thinking Demands and Rigor (Harrison’s main entry point for the grant). Most assessments were based on the production or recall of information, and were summative or formative in nature.

Additional evidence will be needed in most aspects of the grant’s additional entry points.

- Alignment and Validity: a standards statement to show how the assessments meet intended outcomes.
- Impact on Instruction: the extent to which assessments are used to make instructional decisions, and are used to meet diverse learning needs.
- Diversified and Balanced: multiple types of assessments that are modified and differentiated to meet learning needs.
- Reliability: statistical evidence through collaborative scoring.

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

As a representative sample of district-wide Social Studies assessments, the team drew three conclusions:

1. Writing prompts – from short, formative paragraphs to extended-response essays – are common in Harrison’s Social Studies assessments.
2. Thinking demands – our team’s highest priority for entry points – were most evident in the samples reviewed. Most assessments were labeled at the middle levels (apply/analyze) of Bloom’s taxonomy and Level 3 (strategic thinking) of Webb’s Depth of Knowledge taxonomy.
3. The new Social Studies Framework will provide the biggest driver to vertically align assessment practice district-wide. We believe our assessment practice in individual grade levels has rigor; the challenge is to vertically align these assessments according to the new Framework district-wide.