

Teaching is the Core Grant

Watkins Glen School District has participated with a consortium of four districts in the Greater Southern Tier BOCES to take a deep look at assessments and how they are used to drive instructional change. The primary purpose of this grant is to promote efforts to improve the quality of local assessments that are currently in use, while simultaneously reducing the number of local assessments that are perceived not to inform instruction.

The assessment of student learning is integral to instruction when it provides an accurate source of feedback to guide educator instruction, student learning activities, and decision making. The New York State Education Department (NYSED) recognizes that instructional objectives are best supported when students interact with multiple assessment strategies, that is, various forms of assessment that deviate from traditional, fill-in-the-blank methods. While testing is an important part of the instructional cycle and necessary to monitor student academic progress and contribute to decisions at the classroom, school, district, and state levels, the amount of testing should be the minimum necessary to inform effective decision-making. Assessment results should be used only as one of multiple measures of progress, and assessments should reflect our instructional priorities.

Several meetings were held with grade levels and departments across all four districts to:

- Determine which assessments support the instructional goals of the district;
- Determine an appropriate action plan that will minimize unnecessary assessment and increase the use of diverse and quality assessment practices by developing or selecting new assessments if possible;
- Support the use of diversified assessment strategies by encouraging a review of local assessments currently in use for Education Law §3012-c (Annual Professional Performance Review, APPR) as well as other purposes; and
- Establish a professional development program that will aid teachers in identifying high-quality assessments and improving assessment practices.

Assessments reviewed to date this school year:

	Number of Assessments Kept for Quarters 2 & 3	Number of Assessments Eliminated for Quarters 2 & 3	Number of Assessments Modified for Quarters 2 & 3	Number of Assessments Created for Quarters 2 & 3	Total Assessments Reviewed Effective May 1, 2015
Watkins Glen CSD	36	2	20	0	58
District Name:	Number of Assessments Kept for Quarters: 2, 3 & 4	Number of Assessments Eliminated for Quarters: 2, 3 & 4	Number of Assessments Modified for Quarters: 2, 3 & 4	Number of Assessments Created for Quarters: 2, 3 & 4	Total Assessments Reviewed for Teaching is The Core School Year: 14-15 Quarters: 2, 3 & 4
Watkins Glen CSD	42	2	26	1	71