

## *Teaching is the Core* Assessment Review Information: Portville Central School District (2014-15)

Portville Central School assigned a team of five teachers to be the design team that will engage in professional development to learn in-depth information on quality assessment design, performance-based tasks, and strategies to increase the rigor and authenticity of classroom assessments. Portville's design team represents the arts, physical education, videography, and technology. PCS selected these specific content areas in order to create high-quality, contemporary performance-based tasks and assessments that are valid, reliable, diversified and balanced, tightly aligned to NYS standards, and have an impact on instruction.

The design team collected and evaluated eight different assessments representing each of their content areas. Based on the audit results, the design team decided to create new and modified performance-based tasks and assessments and replace any assessments that do not meet the *Teaching is the Core* grant requirements.

In addition the *Teaching is the Core* professional development, the PCS design team has had two additional learning opportunities: PCS Superintendent Tom Simon provided instruction and "scenarios" from the *Understanding by Design Handbook: "Designing Performance Tasks,"* specifically focusing on the GRASPS design strategy: Goal; Role; Audience; Situation; Product or Performance; Standards Alignment. From this experience, the design team asked to visit the CA BOCES Center at Olean: Career & Technical Education Division. They met with Tracie Preston, Director; Stephen Dieteman, Building Principal; and James Schifley, CTE Curriculum & Instruction. The team also talked with and observed CTE teachers and students. These experiences helped to provide authentic context for the design team's planning a performance-based task and assessment development.

Given the delayed start and in-depth level of analysis and discussion required for each assessment, Portville's assessment review focused on the four content areas directly connected to performance-based tasks and assessments, but the district plans to use the information and process shared to audit additional assessments in 2015-16.