

**Grant Requirements:**

1. Inventory
2. Survey
3. Recommendations

**Timeline:**

- Survey/Inventory - September 2015
- Survey/Inventory Analysis - October 2015
- Final Recommendations - November 2015
- Recommendations/Report Sharing to DOE - December 2015

**Inventory: National Assessments**

<b>Exam Name</b>	<b>Formative or Summative</b>	<b>Grade/Description</b>	<b>Usefulness/Value</b>
SAT	Summative	10/11/12	College Entrance/Comparison of students in the nation
PSAT	Summative	9/10/11	College Entrance/Comparison of students in the nation/SAT readiness
AP Exams	Summative	10/11/12	College Entrance/Comparison of students in the nation/College Credit
ACT	Summative	11/12	College Entrance/Comparison of students in the nation
ASVAB	Summative	11/12	Military readiness
Accuplacer	summative	11-12...those taking DelTech courses	determines eligibility for college coursework

**Inventory: State Assessments**

<b>Exam Name</b>	<b>Formative or Summative</b>	<b>Grade/Description</b>	<b>Usefulness/Value</b>
SBAC Math	Summative	11	not received reports yet
SBAC ELA	Summative	11	not received reports yet
Driver Education	Summative	10	Determines driver's license
EOC Alg. II	Summative	10-11	Final Exam exemption Component V data
DCAS Science 9-10	Summative	10th	Bio & Phys Earth Science
EOC US History	Summative	11th...depends on when take the course	
Component 5 tests	pre/post	all grades...depending on the course  Teachers choose courses to test...not all tested	Determines teacher's component 5 rating
SBAC Interim teacher made test from test bank	formative	10th and 11th	

**Inventory: School Wide POLYTECH Assessments**

<b>Exam Name</b>	<b>Formative or Summative</b>	<b>Grade/Description</b>	<b>Usefulness/Value</b>
PSAT	Summative	9,10,11	AP potential/ Personalized Learning Plan/Kahn

STAR Reading	Formative	9, 10	Component V Determine reading levels & set goalsDe RTI
STAR Math	Formative	9-12	Component V data Special Ed Goals

**Inventory: Section Exams (Add more rows as needed)**

Department	Exam	Grade/Description	Usefulness/Value
CTE	Component V Pre/Post Tests	10-12	None in current form
	Certification Exams	10-12	Industry credentials
	OSHA Certification Exams	9-12	Safety
	International Code Council Certification Exam	11-12	Industry credentials
	CPR/Emergency Response	10-12	Industry credentials/safety
Science	pre/post Bio	10	component 5/ summatives/ final exams 20 % of class grade/ del tech midterm & final exam for college credit
	pre/post Phys Earth	9	
	Chemistry final	11	
	Physics final	11-12	
	AP Physics	11-12	
	(AP Bio not taught)	11-12	
	Research & Design	10?	
	Del Tech A&P mid & final	11-12	
Math	Departmental Final	9-12	20% of final course

	Exams for each course offered		grade
Social Studies	State Pre-/Post- tests  EOC History Exam  Unit Tests  Final Exam  AP U.S., Psych	9-12  mostly 10th/11th  9-12  9-12  11-12	Teacher accountability-not useful in current form State comparison of school districts Student mastery of unit skills and content Student mastery of course skills and content College credit/readiness
English Language Arts	Department Exams  State pre/post	9-12	20% of final grade  Component V
Spanish	State Pre and Post Tests/Final Exam/Exam to test out of course	9-12	Teacher Accountability/ Student Grades (20% of final grade)/Student Scheduling and Credits
Health/PE/Driver's Education	PE State Pre and Post Test PE - Fitness Gram Testing Health - Final Driver's Ed - State Pre and Post Test	9, 10 (PE)  9 (Health)  10 (Driver's Ed)	Teacher Accountability

## Survey Ideas:

Survey “addresses the needs of the grant and poses questions that could help make recommendations regarding future assessment practices”.....“Each instructional staff member will complete a survey that addresses their experiences with assessments at the classroom/school level.”

Potential survey sections:

- Section #1 (Number and type of assessments)
  - In a typical semester, how many tests (national, state, local) do you administer?
  - Of these tests, what percentage are national, state, school tests?
  - Who creates the local tests that you administer?
  - Is there redundancy in the tests that you administer? Explain.
  - How many instructional days are spent testing during an average semester?
  - Do you exempt students from exams? What is your basis for exemptions?
- Section #2 (Common assessments at POLYTECH, fidelity, and usefulness)
  - Which tests that you administer do you find the most useful and why?
  - How do you use data collected from tests?
  - Which tests do you find the least useful and why?
  - Does your department utilize common unit assessments? final exams? for which courses are there common assessments?
  - Does your department provide common test preparation materials?
  - When and how are the results of testing discussed/shared?
  - How do the results impact instruction?
  - Do you believe the Component V tests accurately measure the goals of the curriculum?
  - Do the testing methods ensure the integrity of the results?
- Section #3 (Use of assessments for instructional purposes - formative vs. summative)
  - How often do you engage in discussions with colleagues about test results?
  - Do you analyze your own testing data to determine validity of questions and student ability to meet a standard?
  - Can you cite an example of when you used test data to plan for future instruction?
  - Do you give a final exam in your class? If so, is it the same as other teachers who teach the same course?
  - Is there a way for students to earn an exemption from your final exam?
  - Do you value the data you get from your final exam? Do you use it to inform your instruction in the future?
  - Is your final exam grade given with a curve?
  - Do you give quizzes and unit tests in your courses?

- If there is someone else that teaches your same courses, are the tests/quizzes the same/common?
- What percentage are tests in your overall grade?
- Do you believe that there should be common expectations for test grade percentage in the school/department? Ex: Should all English I classes have the same test percentage? Should all 10th grade CTE classes have the same test percentage?
- Section #4 (Challenges/benefits of tests)
  - Do you feel that students are tested too much? Rate 1 to 5
  - What are the computer lab limitations?
  - What are the scheduling challenges and how are non-testing teachers affected? (ex. teachers kicked out of their rooms)
  - What can we do to make teacher training available on time and work properly?
  - What do you do with students who finish testing (SBAC) while others in your class are still testing?
- Section #5 (Individual testing/assessment beliefs)
  - In your opinion, how useful or beneficial is standardized testing in public school? Rate 1 to 5
  - I know the difference between a formative and summative assessment. True/False
  - Do assessments represent what was taught?
  - How much weight should be given to summative assessments?
- Section #6 (Test data collection and use)
  - How is data collected for your department/discipline?
  - How do you use assessment data to drive instruction?
  - In your opinion, should additional assessment data be used in rating technical high schools? (i.e., CTE Certifications)