

INSTRUCTIONS

Experienced facilitators can use this guide to design customized learning opportunities appropriate for their audience. A blank agenda template is provided for planning purposes. It is recommended that the Module II Pre-assessment be administered as a first step. The participant data that is gathered can be used to inform planning efforts.

Activities listed in the guide are designed to support multiple learning styles as well as both elementary and secondary settings. Combined with the pre-assessment, activities can be differentiated according to need. Single activity sheets (descriptions, procedures, variations and notes) provide assistance with this endeavor.

Please note that timeframes are approximations and will vary depending on the audience. Additional time should be provided for any extension activities that are incorporated. Cultural activities listed at the bottom of the guide are highly recommended and should be woven in at the appropriate time in the agenda; such as at the beginning of a session, after a break, or at the conclusion, prior to administering the post-assessment.

| Guiding Questions | Learning Objectives | Activities/Timeframes | Materials/Resources | Facilitator Notes |
|--------------------|---|--|--|---|
| Why do we assess? | Participants will recognize that an effective and comprehensive assessment system measures students' performance and progress toward the academic content standards and is comprised of state, local and classroom-level assessments. | <i>Best of Times, Worst of Times</i> (20 minutes) <i>Remind Me Why</i> (40 minutes) | Discussion guide, PowerPoint presentation: <i>Best of Times</i> , chart paper/markers PowerPoint presentation: <i>Remind Me Why</i> , Optional: District and School Report Cards, plain paper | The <i>Best of Times, Worst of Times</i> activity is recommended as a warm-up prior to the <i>Remind Me Why</i> activity. |
| When do we assess? | Participants will examine the schedule of Ohio Statewide Assessments to better understand when we assess and the longitudinal assessment results available for their current students. | <i>Finding the History</i> (40 minutes) | <i>Class Assessment Data History</i> chart, <i>Assessment Tracking</i> chart, <i>Cohort Data Trail</i> chart, Optional: <i>Individual Student Test History</i> | <i>Finding the History</i> takes testing to the classroom level as teachers map out their students' test history. |

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|----------------------------------|--|--|--|---|
| <p>What do we assess?</p> | <p>Participants will be able to identify the format of the Ohio Academic Content Standards and understand that benchmarks are assessed with differing levels of frequency.</p> | <p><i>Academic Content Standards 101</i> (30 - 50 minutes, depending on background knowledge and experience of participants)</p> | <p><i>Standards</i> survey, PowerPoint presentation: <i>Academic Content Standards 101</i>, Optional: <i>Ohio Test Blueprints</i></p> | <p>This activity can be adapted for individuals, small groups or entire staffs. Options are provided for surveying participants to determine how much time needs to be spent on these concepts.</p> |
| <p>How do we assess?</p> | <p>Participants will differentiate among assessment item formats (e.g. multiple choice, short answer and extended response), and understand how these formats are distributed throughout the Ohio Achievement and Ohio Graduation Tests.</p> <p>Participants will understand that different scoring guidelines are used to score short answer and extended response items.</p> | <p><i>What's the Difference: Assessment Item Formats and Distribution</i> (60 minutes)</p> <p><i>Scoring Constructed Response Items</i> (30 minutes)</p> | <p><i>Question Comparison</i> chart, <i>Assessment Items Summary</i> chart, printed copies of a released Ohio Achievement Test and the corresponding <i>Ohio Test Blueprint</i>, locally developed or published assessment</p> <p>Ohio Department of Education <i>Success</i> Web site: http://portal.success-ode-state-oh-us Optional: Printouts of released items, sample responses, and scoring guidelines from the <i>Success</i> Web site</p> | <p>There are two objectives within this section of the module. It is recommended that both activities be conducted to get full coverage of the learning objectives. Both activities were designed to be customized for specific audiences (grade levels and/or content areas taught).</p> |

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|---|---|--|---|---|
| Culture of Continuous Improvement | | | | |
| Can the use of data improve our decision making and positively impact instruction in the classroom? | Participants will become more aware of beliefs and attitudes within their school on making data-driven decisions. | <i>Consensogram</i> (20 minutes) | Post-it notes or dots, <i>Consensogram Q1, Q2, Q3, Q4</i> posters, Optional: Excel <i>Consensogram</i> template | This activity was originally developed for the Ohio Leadership for Integrating Technology (OLIT) course and delivered to superintendents and principals across the state. If a staff has done the activity before, it can be repeated and the data compared to the original data collected to determine if changes have occurred over time. |
| How can we ensure we are respecting one another as we work together to read, analyze and interpret our data? | Participants will co-create norms for the school that support the effective use of data to guide decision making. | <i>Establishing Norms</i> (40 minutes) | <i>Sample Norms</i> , Chart paper, markers, Optional: Computer, video projector, screen | It is critical that norms be established before moving to the deep analysis of grade level, content area and/or overall school student achievement results. |
| Final Reflection | | | | |
| What implications does this information have for my own classroom assessment system? | Participants will reflect on their new learning and implications for their own assessment systems. | <i>Final Reflection</i> | <i>Final Reflection</i> journal form | At the conclusion of this module participants should be asked to record their thoughts in response to the provided question. Reflection allows participants time to consider how the knowledge and skills they have gained in Module II will impact their own classroom or school. |