

Prior to the Session:

- Give the pre-assessment ahead of time and make adjustments to the agenda as needed.
- Make sure there is a screen, projector and power strip available.
- Arrive in advance to set up your computer or load the files needed; check network log-in; verify Internet connectivity.
- Post Consensogram charts.

During the Session:

- Note approximate and actual delivery times and adjust accordingly. Times listed are approximations and may have to be adjusted depending on the group and the amount of dialogue.

After the Session:

- Collect final reflections and post-assessment forms. Review for both content and process concerns and to guide planning for future sessions.
- Fill out and submit the facilitator feedback form and fill out the facilitator journal form to support your own learning.

How does the state measure your students' understanding / mastery of the standards?

Time	Content/Activity	Learning Objectives	Description/Facilitator Notes	Materials/Resources
8:00-8:20 a.m.	<p>Why do we assess?</p> <p><i>It Was the Best of Times, It Was the Worst of Times</i></p>	<p>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.</p>	<p>This is an introductory activity designed to get participants comfortable with the topic of assessment.</p> <p>In small groups, participants share personal experiences with assessment, providing both positive and negative examples. After sharing within their groups, participants brainstorm what elements of each experience make it either positive or negative and identify commonalities. Small groups share their findings with the whole group, followed by a facilitated dialogue designed to uncover similarities between group responses. The discussion guide provides assistance with probing deeper.</p>	<ul style="list-style-type: none"> • <i>Best of Times, Worst of Times</i> discussion guide • PowerPoint presentation: <i>Best of Times</i> • Computer, video projector, screen • Chart paper / markers

<p>8:20–9:10 a.m.</p>	<p>Why do we assess?</p> <p><i>Remind Me Why</i></p>	<p>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.</p>	<p>After participants have the opportunity to remember their own experiences with assessment and reflect on their classroom and school practices, move to clarifying the purpose of assessment. Following a brainstorming or a Quick Write experience, participants share their responses to develop a common understanding. The remainder of the presentation guides them through the purpose of the state achievement and graduation tests and reviews state and federal assessment requirements. The presentation ends with a ladder analogy explaining the sequence and purpose of each module in the D3A2 professional development series, setting the context for future learning experiences.</p>	<ul style="list-style-type: none"> • PowerPoint presentation: <i>Remind Me Why</i> • District and School Report Cards (Optional) • Plain paper for Quick Write • Computer, video projector, screen
<p>9:10-9:40 a.m.</p>	<p>What do we assess?</p> <p><i>Finding the History</i></p>	<p>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.</p>	<p>In grade level or content teams, participants move through an activity designed to help them clarify what Ohio Achievement Tests (OAT) or Ohio Graduation Tests (OGT) data are available for their students and for all students in the school. The activity also clarifies other sources of data that may be available at the school or district level from short-cycle assessments.</p>	<ul style="list-style-type: none"> • <i>Class Assessment Data History</i> chart • <i>Assessment Tracking</i> chart • <i>Cohort Data Trail</i> chart • <i>Individual Student Test History</i> (Optional) • Computer, video projector, screen (Optional)

<p>9:40-10:00 a.m.</p>	<p>What do we assess? <i>Ohio Academic Content Standards 101</i></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>After establishing when students are assessed, it's time to look at what we assess in the state of Ohio. This activity is designed to be a quick check for educators already familiar with the format of the Ohio Academic Content Standards. A pre-assessment can be administered to assess understanding, followed by a PowerPoint presentation reviewing key terminology. Note: If the participants' scores are high on the survey, make this PowerPoint available to individuals that need clarification and move on with the agenda. The Norms activity listed at the end of the session can be substituted into the agenda at this point.</p>	<ul style="list-style-type: none"> • <i>Standards</i> survey • PowerPoint presentation: <i>Academic Content Standards 101</i> • Computer, video projector, screen • <i>Ohio Test Blueprints</i> (Optional)
<p>10:00 a.m. - 10:15a.m.</p>	<p>BREAK</p>		<p>Before taking a break, provide directions for the <i>Consensogram</i> activity. During the break, participants can place their dots or Xs on the charts.</p>	<ul style="list-style-type: none"> • Wall charts to display responses in bar graph form. • Dots or markers
<p>10:15 a.m. - 10:30a.m.</p>	<p>How will we gain awareness of the beliefs and attitudes within the school on making data-driven decisions? <i>Consensogram</i></p>	<p>Participants will become more aware of beliefs and attitudes within their school on making data-driven decisions.</p>	<p>Consensograms are a means for gathering and displaying information from a large group on their beliefs and attitudes toward data-driven decision making. After the break, gather participants around the wall charts. Give them time to examine the data and notice patterns and trends. Using the leading questions, ask the group to share their findings. Close the activity with a comment about the importance of checking in from time to time on the staffs' attitudes and beliefs toward data. After the session, results can be recorded in the Excel spreadsheet template provided.</p>	<ul style="list-style-type: none"> • Different colored post-it notes, markers or colored dots for each question to be answered • Excel consensogram template (Optional) • Computer, video projector, screen (Optional)

<p>10:30 a.m. - 12:00 p.m.</p>	<p>How do we assess?</p> <p><i>What's the Difference? - Assessment Item Formats and Distribution (60 minutes)</i></p>	<p>Participants will differentiate among assessment item formats, including multiple choice, short answer and extended response.</p>	<p>This activity is designed to reinforce participants' knowledge about assessment item formats. Through examination of released Ohio test items, Test Blueprints, and classroom assessments, a deeper understanding of the following concepts is developed: grade level indicators are taught to achieve benchmark mastery; Ohio Achievement Tests (OAT) and Ohio Graduation Tests (OGT) questions are created to assess benchmarks; assessment items are written in three formats.</p>	<ul style="list-style-type: none"> • <i>Question Comparison</i> chart • <i>Assessment Items Summary</i> chart • Printed copy of a released Ohio Practice Test (with corresponding Blueprint) • Locally developed or a published assessment
	<p><i>Scoring Constructed Response Items (30 minutes)</i></p>	<p>Participants will understand that different scoring guidelines are used to score short answer and extended response items.</p>	<p>Participants will practice scoring short answer and extended response items to deepen their understanding of how Ohio Achievement Tests (OAT) and/or Ohio Graduation Tests (OGT) items are scored.</p> <p>In Module IV: Interpretation and Use of Item Analysis Data, this experience will be extended as teachers have more opportunities to practice and apply this knowledge to their own classroom setting.</p>	<ul style="list-style-type: none"> • Ohio Department of Education Web site at: http://www.ode.state.oh.us • Ohio Department of Education Success Web site: http://www.portal.success-ode-state-oh-us <p>Copies of released items and sample responses from the <i>Success</i> site. (Optional)</p>

<p>12:00 p.m. – 12:15 p.m.</p>	<p><i>Final Reflection</i></p> <p><i>Post-Assessment & Session Evaluation</i></p> <p><i>Next Steps: Establishing Norms</i></p>	<p>Participants will reflect on their new learning and implications for their own assessment systems.</p> <p>Participants will co-create norms for the school that support the effective use of data to guide decision making. (Optional)</p>	<p>At the conclusion of Module II, participants are asked to record their thoughts in response to the question listed. Reflection allows participants time to consider how the knowledge and skills they have gained in Module II will impact their own classroom or school. Following the final reflection, participants fill out a post-assessment form. It includes a session evaluation.</p> <p>Optional: The <i>Establishing Norms</i> activity can be introduced as a next step for the staff. If time permits, the activity can be explained and the group asked to brainstorm during common planning time, etc. Remember to fill out and submit the facilitator evaluation form and complete a facilitator journal entry.</p>	<ul style="list-style-type: none"> • <i>Final Reflection</i> journal form • Post-Assessment • Sample Norms (Optional)
------------------------------------	--	---	---	--