

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. Activities listed below are designed to support multiple learning styles, as well as both elementary and secondary school 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. It is recommended that this Module be divided into one or more sessions to provide participants with time to absorb the materials and implement new instructional practices in the classroom. The sample agenda provides further guidance and ideas for implementation and can be divided into multiple sessions as appropriate.

Please note that timeframes are approximations and will vary depending on the audience. Provide additional time for any extensions 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
<p>What background knowledge and skills can we draw on to successfully interpret and use data to guide instructional decision making?</p>	<p>Participants will activate prior knowledge about data analyzed in Module III, as well as important elements in multiple choice and constructed response items.</p>	<p><i>First Thoughts</i> (20 minutes)</p>	<p>OAT or OGT item analysis graphs, <i>Module IV Pre-Assessment</i>, markers Optional: Bubble cut-outs (either scrapbook stickers or Ellison dyes), Post-it notes or cash register tape</p>	<p>As a precursor to the activities in this module, it is important to give participants time to reflect on the knowledge gained in previous data analysis sessions. The last step in this activity is to administer a quick pre-assessment, designed to give facilitators information on participants' prior knowledge and experience with analyzing multiple choice and constructed response items and interpreting results to guide instructional planning.</p>
	<p>Participants will use item analysis data to identify strengths and challenges, reflect on pre-requisite skills, and generate a list of implications for instruction and assessment.</p>	<p><i>Item Analysis Reflection, Part 2</i> (30 minutes)</p>	<p><i>Reflection Chart, Part 2</i> Optional: <i>Bright Ideas</i> worksheet</p>	<p>The <i>Item Analysis Reflection, Part 2</i> activity is an extension of an activity conducted in Module III, supporting the identification of challenging and successful questions. By</p>

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				<p>extending this activity, participants are reminded of their previous analysis and then begin brainstorming possible instructional implications, setting the stage for the activities to follow. This activity also provides facilitators with insight into the level of participants skill and expertise in the interpretation and use of item analysis data.</p>
<p>Why is it important to identify the level of cognitive demand required by our state standards and assessments?</p>	<p>Participants will determine the level of cognitive demand required by the Ohio Academic Content Standards and the Ohio Achievement and Ohio Graduation Tests.</p>	<p><i>What's in the Word?</i> (60 minutes)</p> <p><i>Performance Verbs</i> (90 minutes)</p>	<p>Released Ohio Achievement Test or Ohio Graduation items, <i>Words They May Not Know</i> chart, <i>Word Wall</i> chart Optional: <i>Defining the Performance Verbs</i> chart, computer, projector, screen</p> <p>Item analysis data, <i>Defining the Performance Verbs</i> chart, <i>Bloom's Taxonomy</i>, Ohio Academic Content Standards/Benchmarks, dictionaries, highlighters Optional: <i>Frayer Model</i> worksheet, <i>Performance Verb Card Sort</i></p>	<p>There are three activities in this series, all designed to strengthen participants' ability to recognize the level of cognitive demand required by the state standards and assessments. Each has a different focus and approach and should be selected based on need and pre-assessment results.</p> <p>In <i>What's in the Word</i>, difficult words, both content and process, are identified and instructional ideas are modeled and shared. It can serve as an entry activity to <i>Performance Verbs</i> or <i>Deconstructing Complex Standards</i>. The <i>Performance Verbs</i> activity focuses on verbs, giving participants time to identify and define performance verbs and</p>

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		<p><i>Deconstructing Complex Standards</i> (45 minutes)</p>	<p>Ohio Academic Content Standards, <i>Confusing Terms</i> handout, PowerPoint presentation: <i>Deconstructing Complex Standards</i>, computer, video projector, screen</p>	<p>consider implications for instruction.</p> <p><i>Deconstructing Complex Standards</i> is a third option, supporting the analysis of specific content standards and benchmarks to identify difficult words/concepts and the required process skills.</p>
<p>How can the analysis of assessment item formats inform our assessment practice?</p>	<p>Participants will strengthen their understanding of multiple choice items to assist with the development and use of these items in the classroom.</p> <p>Participants will strengthen their understanding of constructed response items and scoring guidelines to support the development and use of these items in the classroom.</p>	<p><i>Multiple Choice Challenge</i> (60 minutes)</p> <p><i>Scoring Guidelines</i> (45 minutes)</p>	<p>Released OAT/OGT multiple choice items, PowerPoint presentation: <i>The Multiple Choice Challenge</i>, <i>Designing Multiple Choice Questions</i> template, chart paper, markers, computer, projector, screen Optional: <i>Defining the Performance Verb</i> chart and <i>Bloom's Taxonomy</i></p> <p><i>Coded Extended Response Question and Scoring Guidelines</i> worksheet, <i>Constructed Response Question Form</i> template, released constructed response questions Optional: Overhead projector, screen or computer, projector and screen Optional: PowerPoint presentation: <i>Scoring Guidelines</i></p>	<p>The <i>Multiple Choice Challenge</i> supports deeper analysis of multiple choice item response patterns, refining participants' understanding of students' skill deficits and/or possible misconceptions. After analyzing assessments using a quality checklist, participants construct their own multiple choice assessment items.</p> <p><i>Scoring Guidelines</i> focuses on the level of detail required when answering extended response questions, supporting more purposeful instruction on how to fully respond to a question. The activity concludes with participants constructing their own items.</p>

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		<p><i>Understanding Constructed Response Questions</i> (45 minutes)</p>	<p>Released constructed response questions, <i>Answering CR Questions</i> chart, PowerPoint presentation: <i>Responding to Constructed Response Questions</i>, computer, projector, screen, highlighters, Post-it notes, chart paper, markers Optional: PowerPoint presentation: <i>Tips for CR Questions</i></p>	<p>In this activity, participants practice responding to a question using a structured process, providing insight into how students can narrow their focus and address important elements in their responses to constructed response items.</p>
<p>How can we align our instructional strategies with areas of need identified in state assessment data?</p>	<p>Participants will identify research-based instructional strategies and resources that support areas of need, through analysis of data from Ohio Achievement and Ohio Graduation Tests.</p>	<p><i>Instructional Strategies That Work</i> (60 minutes)</p>	<p>PowerPoint presentation: <i>Research-Based Instructional Strategies</i>, <i>Powerful Instructional Strategies</i> chart, <i>Resource Exchange Investigation</i> note taking guide, computers (one per person or one per every two people), projector, screen, speakers, Internet connectivity, D3A2 Resource Exchange or Success Web site Optional: Released test items, <i>D3A2 Resource Exchange</i> manual</p>	<p><i>Instructional Strategies That Work</i> addresses a critical component, the deployment of research-based instructional strategies to address areas of weakness identified in the data. This activity provides a review of five of the nine instructional strategies Robert Marzano outlines in <i>Classroom Instruction That Works</i>. Using the D3A2 Resource Exchange, participants locate standards-aligned resources that incorporate the five strategies reviewed.</p>

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How can we create powerful lessons that incorporate sound instructional and assessment practices?	Participants will design lessons that are based on identified standards and incorporate sound instructional and assessment practices.	<i>Lesson Planning</i> (90 minutes)	Ohio Academic Content Standards, <i>IMS Lesson Planning Tool</i> , <i>IMS Lesson Plan Template</i> , <i>Powerful Instructional Strategies</i> chart Optional: <i>A Planning Tool for Gradual Release of Responsibility</i> (Fisher, Frey, 2008)	As a culminating activity, participants design a single lesson plan based on the standards and benchmarks they identified as challenging through the analysis of data. Instructional and assessment strategies introduced in previous activities are incorporated. Facilitators may choose to assess the lesson plans as a performance-based measure of progress.
Culture of Continuous Improvement				
How can we collaborate to bring about changes in our practice that will impact student learning?	Participants will collaborate to address concerns and solve problems that arise in the instructional planning process.	<i>The 333 Story</i> (30 minutes)	<i>Results: The Essential Elements of Improvement</i> Optional: Chart paper and markers	This activity is useful as both an introduction and wrap-up activity. It emphasizes the importance of a “can do” attitude when addressing instructional challenges, provides brainstorming guidelines, and is a method for recording team commitment to taking action on the solutions generated during Module IV.
	Participants will collaborate to address concerns and solve problems that arise in the instructional planning process.	<i>Have You Thought About...?</i> (15 minutes)	4 x 6 or 5 x 7 index cards, one per person	The <i>Have You Thought About...?</i> activity gives participants time to interact with one another, gathering new insights and ideas about challenges identified during the session.

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	Participants will consider instructional challenges from multiple perspectives, expanding the range of possible solutions.	<i>Reframing Our Thoughts</i> (15 minutes)	Pen or pencils	This warm-up activity is designed to illustrate that changing our perspective often requires that we reframe our thinking.
Final Reflections				
How can I apply the skills I've acquired to improve my own instructional practice?	Participants will reflect on new learning and the implications for strengthening their own instructional practice.	<i>Final Reflection</i> <i>3-2-1 Exit Ticket</i> (10 minutes)	<i>Final Reflection</i> journal form Optional: <i>3-2-1 Exit Ticket</i>	The <i>Final Reflection</i> provides participants with time to consider how the knowledge and skills gained in Module IV will impact participants' classrooms or schools. The <i>3-2-1 Ticket</i> provides an additional opportunity for reflection, including a commitment to take action.