

This chart outlines how each of the Module IV activities interact to support: investigation of curriculum alignment practices; use of research-based instructional strategies and sound assessment practices; and comprehensive instructional planning. Module IV is designed to encourage participants to think beyond the Ohio Achievement and Graduation Tests, considering curriculum, instruction and assessment practices that support students' mastery of critical, life-long thinking and communication skills.

ACTIVITY	LEARNING OBJECTIVE	CURRICULUM	INSTRUCTION	ASSESSMENT
<b>First Thoughts</b>	Activate prior knowledge about data and the critical elements in multiple choice and constructed response items.	The opening activity is designed to assess participants' prior knowledge from previous D3A2 sessions, as well as to assess their ability to interpret multiple choice and constructed response items.		
<b>Item Analysis Reflection</b>	Use item analysis data to identify strengths and challenges, reflect on pre-requisite skills and generate a list of implications for instruction.	What have students learned previously that will help them answer this question?	Identification and use of skills the question requires. (i.e. categorize, classify, define)	What do students have to do to answer this question?
<b>What's in the Word?</b>	Determine the level of cognitive demand required by the Ohio Academic Content Standards and the Ohio Achievement and Ohio Graduation Tests.	What do students need to know?  How do words define or influence what is to be taught?	Vocabulary activities a.) Content words b.) Process words	How do words reflect what is to be assessed and to what degree?
<b>Performance Verbs</b>	Determine the level of cognitive demand required by the Ohio Content Standards and the Ohio Achievement and Ohio Graduation Tests.	What are the process words?  What do students need to be able to do?	Vocabulary activities a.) Performance verbs b.) Skills implied by process words	How do words reflect what is to be assessed and to what degree?
<b>Deconstructing Complex Standards</b>	Determine the level of cognitive demand required by the Ohio Content Standards and the Ohio Achievement and Ohio Graduation Tests.	How do words define or influence what is to be taught?  What do students need to be able to do?	Vocabulary activities c.) Difficult or confusing words d.) Skills implied by process words	How do words reflect what is to be assessed and to what degree?

<b>Multiple Choice Challenge</b>	Strengthen understanding of multiple choice items to assist with the development and use of these items in the classroom.	What skills need to be taught for students to successfully respond to multiple choice questions? (i.e., strategic reading skills, attention to detail)	Paying attention to: <ul style="list-style-type: none"> <li>• Question stems</li> <li>• Options</li> <li>• Distractors</li> </ul>	Does the multiple choice item accurately measure what it is intended to measure?
<b>Scoring Guidelines</b>	Strengthen understanding of constructed response items and scoring guidelines to support the development and use of these items in the classroom.	What degree of complexity do students' answers reflect?	Development, explanation and use of rubric scoring <ul style="list-style-type: none"> <li>• with teachers to guide instruction</li> <li>• with students to inform learning</li> </ul>	Does the student's answer contain all of the components required to receive full credit?
<b>Understanding Constructed Response Questions</b>	Strengthen understanding of constructed response items and scoring guidelines to support the development and use of these items in the classroom.	What degree of complexity do students' answers reflect?  What are some recognized ways of improving student responses?	Use of graphic organizers  Test taking tips from the Ohio Department of Education, <i>The IDEs of ODE</i>	Does the constructed response item accurately measure what it is intended to measure?  Does the student's answer contain all of the components required to receive full credit?
<b>Instructional Strategies That Work</b>	Identify research-based instructional strategies and resources that support areas of need, through analysis of data from Ohio Achievement and Ohio Graduation Tests.	What are some researched-based instructional strategies that will enhance instruction?	Guidance for instructional planning: <ul style="list-style-type: none"> <li>• Research-based Instructional Strategies</li> <li>• Activity Chart</li> </ul>	Do instructional strategies align with classroom assessment practices?
<b>Lesson Planning</b>	Design lessons that are based on identified standards and incorporate sound instructional and assessment practices.	What are some effective ways of planning instruction that include research-based instructional strategies and practices?	Research-based Instructional Strategies  Activity chart	Does the lesson incorporate appropriate assessment practices?