

SPECIAL INSTRUCTIONS, SET-UP INFORMATION

Prior to the Session:

- Make sure there is a screen, projector and power strip available.
- Remind participants to bring their findings from Module III, including the *Item Analysis Reflection Chart, Part 1*.
- Arrive in advance to set up your computer or load files needed; check network log-in; verify Internet connectivity and check D3A2 Resource Exchange log-in.

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 can the interpretation of item analysis data be used to inform my decisions about curriculum, instruction, and assessment?

Time	Content/Activity	Learning Objectives	Description/Facilitator Notes	Materials/Resources
8:00 a.m. – 8:50 a.m.	<p>What background knowledge and skills can we draw on to successfully interpret and use data to guide instructional decision-making?</p> <p><i>First Thoughts</i></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> provides both an anticipatory set, as well as re-engages learners with their data. During work time, circulate and clarify any misconceptions groups have regarding the analysis of the data. Administer the pre-assessment to gather information on participants’ prior knowledge and experience with analyzing multiple choice and constructed response items and interpreting results to guide instructional planning. This information, along with the information gathered in the next activity is used to determine the necessity for the remaining session activities, as well as the time needed for each one.</p>	<ul style="list-style-type: none"> • OAT or OGT item analysis graphs • Module IV <i>Pre-Assessment</i> • Markers • Optional: Bubble cut-outs (either scrapbook stickers or Ellison dyes) • Optional: Post-it notes or cash register tape

	<p><i>Item Analysis Reflection, Part 2</i></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>Move participants from “reading” sample data in <i>First Thoughts</i> into a reflection on their own data, using the <i>Item Analysis Reflection</i> chart started in Module III. Remind participants that they are only brainstorming instructional implications at this stage and will continue this work in subsequent activities.</p>	<ul style="list-style-type: none"> ● <i>Reflection Chart, Part 2</i> ● Optional: <i>Bright Ideas</i> worksheet
<p>9:00 a.m. – 11:00 a.m.</p>	<p>Why is it important to identify the level of cognitive demand required by our state standards and assessments?</p> <p><i>What’s in the Word?</i></p> <p><i>Performance Verbs</i></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>Using the three most challenging items identified in previous activities, participants strengthen their ability to recognize the level of cognitive demand required by the state standards and assessments. Consider placing teachers of different content and grade levels together for <i>What’s in the Word</i> to broaden perspectives. As time permits, introduce the Frayer model and give participants time to try the process out with a word identified earlier.</p> <p>The <i>Performance Verbs</i> activity takes analysis to a deeper level as participants focus on performance verbs, giving participants time to identify and define additional performance verbs and consider implications for instruction.</p>	<ul style="list-style-type: none"> ● <i>Released Ohio Achievement Test</i> or <i>Ohio Graduation items</i> ● <i>Words They May Not Know</i> chart ● <i>Word Wall</i> chart ● Optional: <i>Defining the Performance Verbs</i> chart ● Computer, project, screen ● OAT and OGT 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

<p>11:00 a.m. – 12:00 p.m.</p>	<p>How can the analysis of assessment item formats inform our assessment practice?</p> <p><i>Multiple Choice Challenge</i></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>Use the <i>Multiple Choice Challenge</i> PowerPoint to give participants practice with analyzing student response patterns and identifying possible skill deficits and/or possible misconceptions. Encourage participants to use the quality checklist to analyze additional released items or their own assessments, then to construct a multiple choice item. Encourage participants to get comfortable reviewing each other’s work and providing feedback.</p>	<ul style="list-style-type: none"> Released OAT/OGT multiple choice items PowerPoint presentation: <i>The Multiple Choice Challenge</i> <i>Designing Multiple Choice Questions</i>
<p>12:00 p.m. – 12:45 p.m.</p>	<p>Lunch Break</p>			
<p>12:45 p.m.– 1:00 p.m.</p>	<p>How can we collaborate to bring about changes in our practice that will impact student learning?</p> <p><i>Reframing Our Thoughts</i></p>	<p>Participants will consider instructional challenges from multiple perspectives, expanding the range of possible solutions.</p>	<p>Bring participants back from the break with this engaging, warm-up activity. Have fun and encourage participants to discover and articulate how changing our perspectives often requires that we reframe our thinking. As the afternoon unfolds, remind participants, as appropriate, of their new insights during this activity.</p>	<ul style="list-style-type: none"> One pen or pencil per participant
<p>1:00 p.m. – 1:45 p.m.</p>	<p>How can the analysis of assessment item formats inform our assessment practice?</p> <p><i>Scoring Guidelines</i></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>Encourage participants to reframe their thinking, approaching constructed response items through the eyes of a student. <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>	<ul style="list-style-type: none"> <i>Coded Extended Response Question and Scoring Guidelines</i> worksheet <i>Constructed Response Question Form</i> template Released constructed response questions Optional: PowerPoint presentation: <i>Scoring Guidelines</i> Computer, projector, screen

<p>1:45 p.m. – 2:45 p.m.</p>	<p>How can we align our instructional strategies with areas of need identified in state assessment data?</p> <p><i>Instructional Strategies That Work</i></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>Inform participants that breaks are to be taken informally during work time. If participants have had previous exposure to Marzano’s research-based strategies, use the PowerPoint as a quick refresher and give them more time to identify resources in the D3A2 Resource Exchange. Encourage participants to make the connection between strategies and areas of weakness as identified in the data. Encourage the sharing of bookbags through the e-mail feature.</p>	<ul style="list-style-type: none"> • PowerPoint presentation: <i>Research-Based Instructional Strategies</i> • <i>Powerful Instructional Strategies</i> chart • <i>Resource Exchange Investigation</i> note taking guide • Computers (1 per person or 1 per every 2 people), projector, screen, speakers • Optional: Released test items, <i>D3A2 Resource Exchange</i> manual
<p>2:45 p.m. – 3:15 p.m.</p>	<p>How can we collaborate to bring about changes in our practice that will impact student learning?</p> <p><i>The 333 Story</i></p>	<p>Participants will collaborate to address concerns and solve problems that arise in the instructional planning process.</p>	<p>As a closing activity, emphasize the importance of a “can do” attitude and introduce the <i>Team Learning Log</i>. Give team members time to record their commitment to taking action on the solutions generated during the session.</p> <p>To support ongoing learning, ask participants to identify an IMS lesson plan from the Resource Exchange and review it, looking for the essential elements introduced in the module including alignment to standards, research-based instructional strategies and appropriate assessments. Another option is to introduce the <i>IMS Lesson Planning Tool</i> as a logical next step for pulling together all the ideas from the day. Assign pairs to complete the planning template at an agreed upon time.</p>	<ul style="list-style-type: none"> • Results: <i>The Essential Elements of Improvement</i> • Optional: Chart paper and markers • <i>IMS Lesson Planning Tool</i> • <i>IMS Lesson Plan Template</i>

<p>3:15 p.m. – 3:30 p.m.</p>	<p>How can I apply the skills I've acquired to improve my own instructional practice?</p> <p><i>Final Reflection</i></p>	<p>Participants will reflect on new learning and the implications for strengthening their own instructional practice.</p>	<p>Provide participants with time to reflect on how the knowledge and skills gained in Module IV will impact them.</p> <p>Distribute the post-assessments, asking participants to complete all the sections and to compare their pre- and post-assessment results on the first two performance-based items, reflecting on how their approach to the analysis of items has changed.</p>	<ul style="list-style-type: none"> • <i>Final Reflection</i> journal form • <i>Module IV Post-Assessment</i>
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