

Ohio School Boards Association Capital Conference and Trade Show

November 7 – 10, 2010

Greater Columbus Convention Center
Columbus, Ohio

Transforming teaching and learning

21st Century Learning

Monday, November 8, 2010

9:00 a.m.

C 226

Denny Thompson, director of curriculum & instruction, ODE

Jim Wright, director of assessment, ODE

Strategic planning

Reach your district's goals by planning for the future.

OSBA can help your district plan for a successful future by proactively implementing a strategic plan for your district. Experienced staff will work directly with the board, school officials, staff and the community to develop a dependable plan that will ensure your district reaches its vision.

Contact Kathy LaSota at (614) 540-4000 or (800) 589-OSBA to start the process that leads to a brighter future.

OSBA Mission

OSBA leads the way to educational excellence by serving Ohio's public school board members and the diverse districts they represent through superior service and creative solutions.

Ohio School Boards Association

8050 North High Street, Suite 100
Columbus OH 43235-6481
(614) 540-4000 fax (614) 540-4100
www.osba-ohio.org

Ohio's New Assessment System

Ohio School Boards
November 2010

Ohio Core Requirements

For the class of 2014:

English Language Arts: 4
units

Social Studies: 3 units

Mathematics: 4 units

Physical Education: $\frac{1}{2}$
unit

Science: 3 units

Health: $\frac{1}{2}$ unit

Electives: 5 units

Fine Arts: 2- $\frac{1}{2}$ units

House Bill 1 Initiatives

- **Revise the academic content standards**
 - Requires the inclusion of 21st century skills
- **Create a new high school assessment system**
 - Senior project to assess 21st century skills
- **Join the Partnership for 21st Century Skills**

Skill Sets in House Bill 1

- Creativity and innovation
- Critical thinking and problem solving
- Communication and collaboration
- Technology literacy
- Personal management
- Productivity and accountability
- Leadership and responsibility
- Interdisciplinary and project-based learning

New Assessment System

- Involve teachers as partners in assessment
- Tight alignment with instruction
- Allow students multiple ways to demonstrate what they know and can do

New Assessment System

- Measure skills and standards not applicable to paper-pencil tests
- Student demonstration of 21st century skills
- Signal college and career-readiness

New Assessment System

- Elementary and Middle Grades
- Combine reading and writing tests
- New standards setting
- Fewer performance level descriptors
 - Advanced
 - Accelerated
 - Proficient
 - Basic
 - Limited

New Assessment System

High School

- OGT will be replaced by a three part system:
 - **Examinable standards assessment**
 - Science, mathematics, English language arts
 - **Summative performance objectives**
 - Science, mathematics, English language arts, social studies
 - **Capstone project**
 - Individual or group project
- Graduation to be determined by composite score

Race to the Top Assessments

\$350 million in competitive grants to measure:

- Individual student growth
- College- or Career- readiness

Race to the Top Assessments

Assessment systems must inform:

- Teaching, learning and program improvement
- School effectiveness
- Principal and teacher effectiveness
- Individual student college- or career-readiness

Common Core Assessments

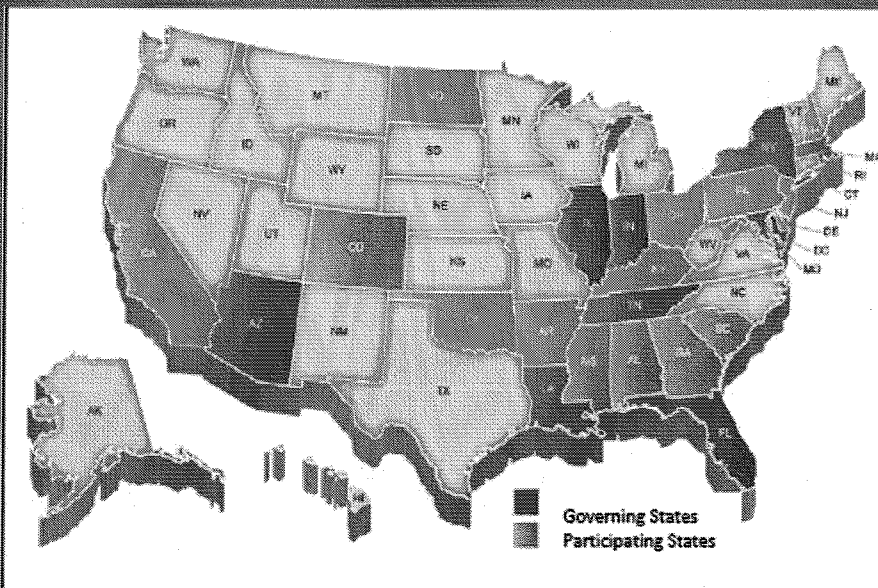
- Summative, but also
 - Formative
 - Interim
- Internationally benchmarked
- College- and career-ready
- Technology platform
- Universal design
- Teachers involved in scoring
- Track student growth

Common Assessment Elements

Both PARCC & SMARTER Balanced consortia have:

- On-line testing
- Interim and summative components
- Item Types
 - Multiple choice
 - Extended response
 - Technology-enhanced
 - Performance assessments
- High school tests: End-of-course vs. End-of-year
- Rapid reporting system to inform instruction
- Teachers involved in developing and scoring tests

PARCC Consortium



Key Features of PARCC Proposal

- Adopt common assessments and performance standards
- Anchored in college and career readiness
- Assessed at key times during the year, closer to when students learn material
- Computer based assessments
- Include sophisticated items and performance tasks to measure the standards more effectively

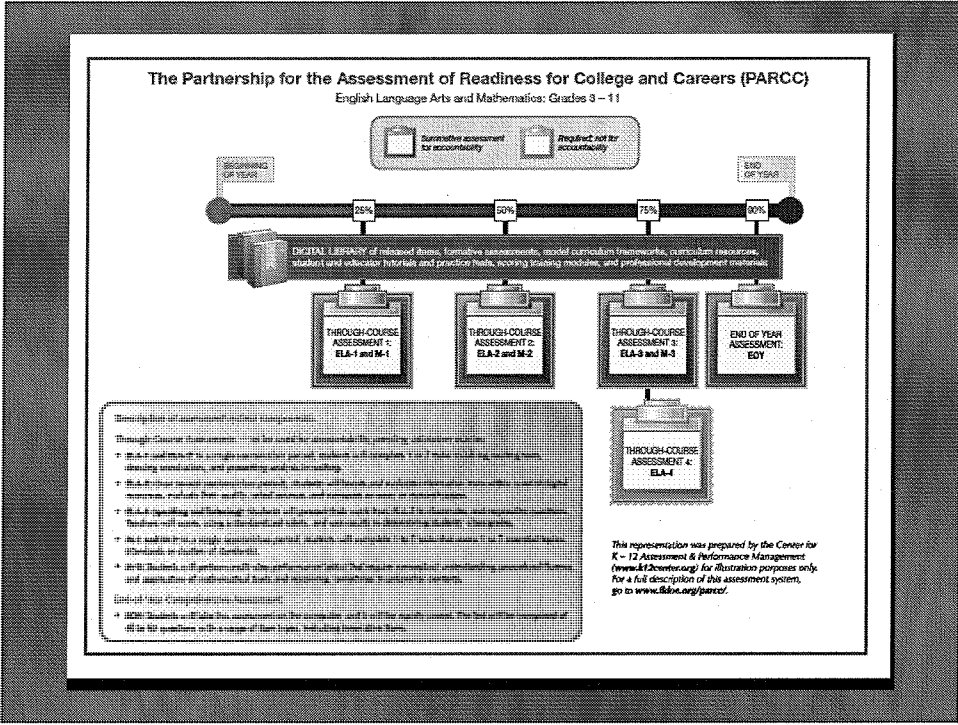
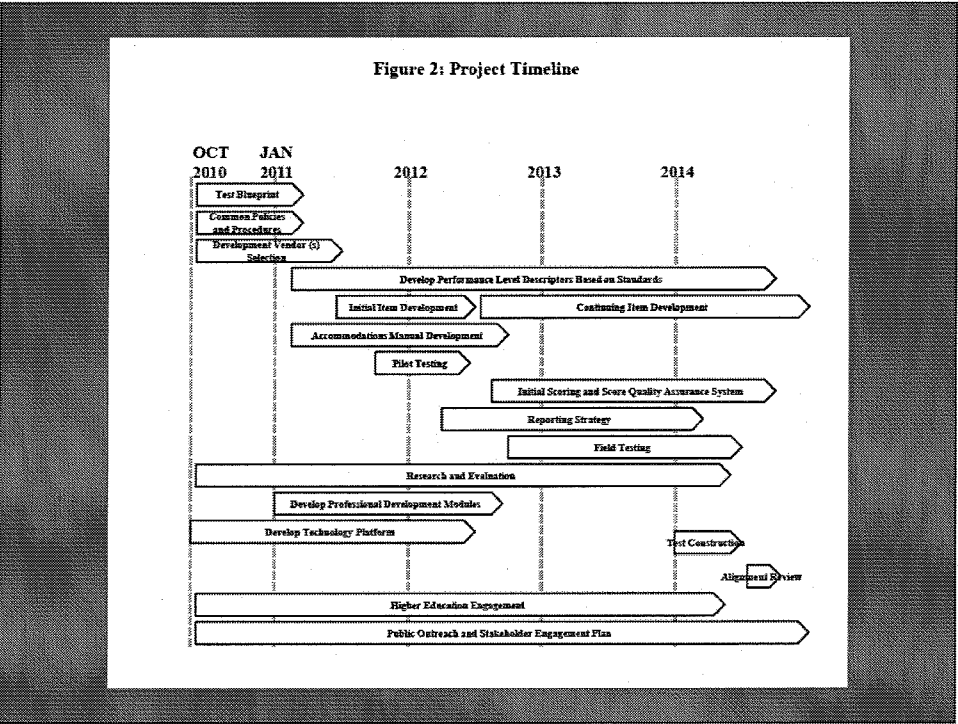
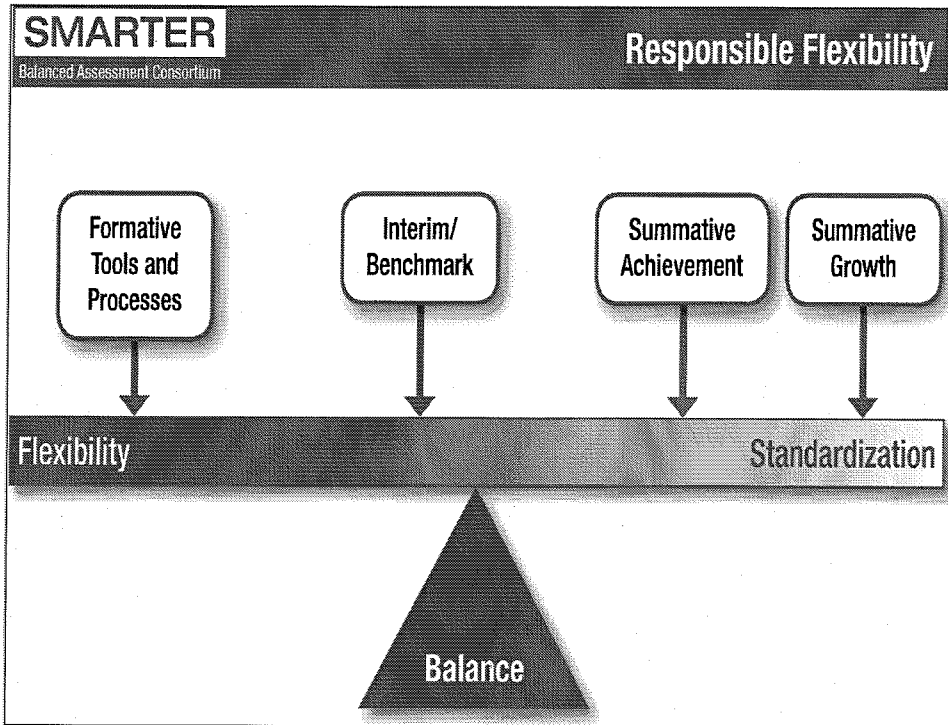


Figure 2: Project Timeline





Assessment Design

Grade/ ELA	Type of Component	Type of Data produced	Frequency	Number of items	Administration Mode	Scoring Method
3-8	Summative assessing Common Core	Scale score for achievement and growth	Once annually - 1-2 opportunities	30 Selected response 3 Extended constructed response 7 Technology enhanced 1 Performance event	Computer Adaptive, SR, EDR, TE Computer Delivered teacher administered performance event	Computer Adaptive: automated computer scoring Performance Event Combination of AI and teacher
Smarter Balanced Assessment Consortium						

Assessments

- **Pilot Field testing:**
2012-2013
- **Standard setting:**
2013-2014
- **New tests implemented:**
2014-2015

Website addresses for consortia

- **SBAC- <http://www.k12.wa.us/SMARTER/>**
- **PARCC- <http://www.fldoe.org/parcc>**

Implementation Timeline

**State Board Adopts
Standards**

June, 2010

**State Board Adopts
Model Curriculum**

March, 2011

Transition:
Teacher development,
Local curriculum revision
TEST DEVELOPMENT

2011 - 2014

**Transition
Complete**

June, 2014



Preparation for New Standards

Tasks for Districts

2010-2011

- Introduce new standards
- Participate in creating model curricula

2011-2012

- Build awareness of new standards
- Introduce model curricula
- Conduct crosswalk activities
- Initiate formative instruction PD

2012-2013

- Introduce performance tasks and scoring rubrics
- Continue formative instruction PD
- Practice online formative assessments
- Introduce instructional improvement system

2013-2014

- Integrate standards and curricula into district curricula and teachers' course planning
- Integrate performance tasks in course activities
- Prepare for online testing
- Complete formative instruction PD

Common Core Assessments

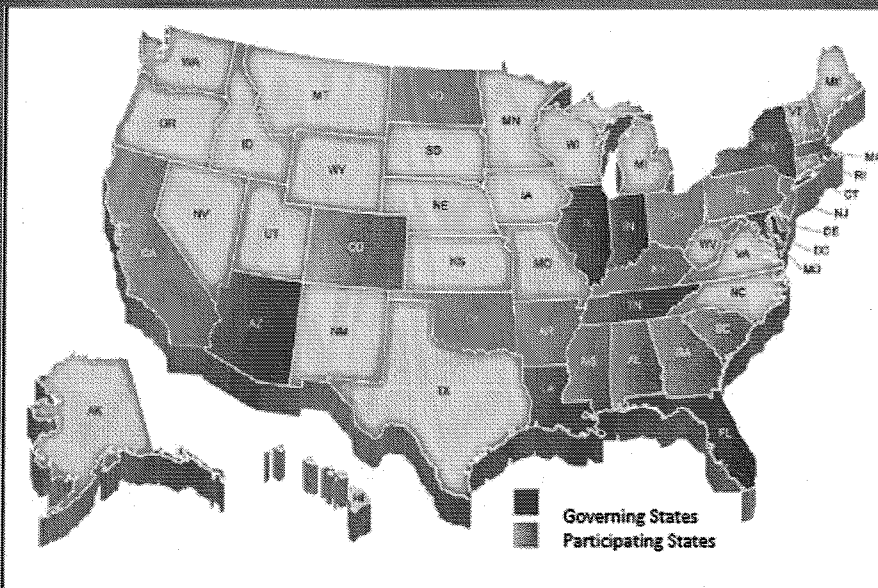
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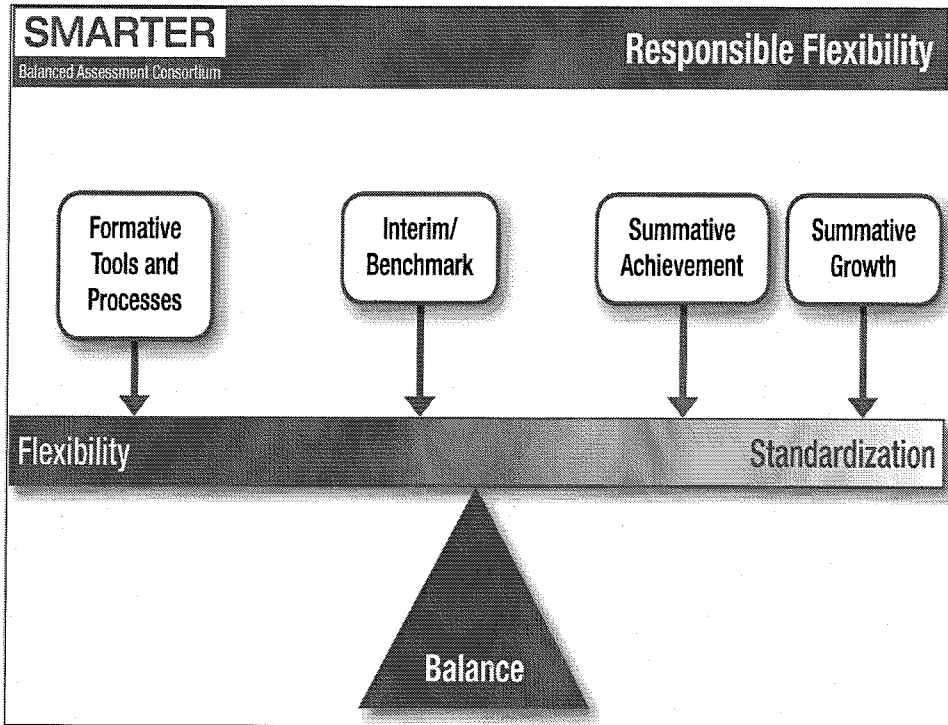
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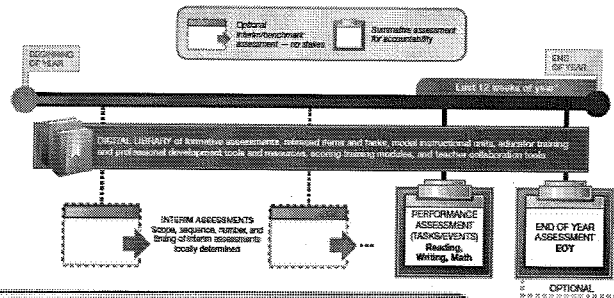
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Smarter Balanced Assessment Consortium						

Assessment Design



Grade/ E/LA	Type of Component	Type of Data Produced	Frequency	Number of Items	Administration Mode	Scoring Method
HS	Summative assessment Common Core	Scale score for achievement and growth	Once annually - 2-2 opportunities Must be administered at grade 11, may administer in grades 9 & 10	30 Selected response 3 Extended constructed response 7 Technology enhanced 3 Performance work	Computer Adaptive, SP, EER, TE Computer Administered performance event	Computer Adaptive automated computer scoring Performance Event Consentation of AI and teacher

The SMARTER Balanced Assessment Consortium (SBAC) English Language Arts and Mathematics: Grades 3-8 and High School



Description of assessment cycle components:

- Interim/Summative assessments:** These optional reports submit to a network of participating schools and are the same as the summative assessment. The first year will offer summative assessment reports for all students in the state of standards of a higher level for grade-level standards. Schools will not receive separate reports for individual students in subsequent years.
- Performance Assessment (Tasks/Events):** This is a summative assessment that is administered at the end of the school year. Each assessment will be administered to all students and will involve student-led planning, management of information, and oral communication. The assessment will include selected response, extended response, and technology-enhanced items. A combination of multiple-choice, extended response, and technology-enhanced items will be used. Each assessment will be administered to all students in the state of standards of a higher level for grade-level standards. Schools will not receive separate reports for individual students in subsequent years.
- Formative Assessments:** These are optional reports that are administered throughout the school year. They will be used to provide feedback to students and teachers. They will be used to provide feedback to students and teachers. They will be used to provide feedback to students and teachers.

* All of the above assessments will be available to all participating schools. Schools may choose to use the reports for their own purposes.

This representation was prepared by the Center for K-12 Assessment & Performance Management (www.k12center.org) for illustrative purposes only. For a full description of the assessment system, go to www.k12.ma.us/SMARTER.

* Item windows may be adjusted based on results from the research agenda and final implementation decisions.

Assessments

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RACE to the TOP

- **Performance Based Assessments**
- **Formative Assessments**

Performance-Based Assessments

Goals of Pilot

- Learn what it takes to construct and effectively implement performance assessments
- Develop rigorous standards-based performance assessments
- Field test these performance assessments across the state

Goals of Pilot

- Build capacity of Ohio educators and the K-12 system to implement a performance assessment system credibly and defensibly
- Evaluate the value and viability of incorporating performance assessments as one piece of Ohio's assessment and accountability system

Performance Based Assessment

- Two year pilot study
 - Funded by Gates & Hewlett Foundations
 - ODE and Stanford University
- Participating schools:
 - Selected by an advisory committee
 - Engage in professional development
 - Provide input on development of performance tasks
 - Implement performance tasks

Performance Based Assessment

- Team includes:
 - Classroom teachers
 - Special education
 - Gifted
 - Administrators
 - Technology and media specialists
 - Limited English proficiency
 - Library
- 11th and 12th Grades
- English, mathematics, science

Performance Based Assessment

- Project-based instead of on-demand tasks
 - (e.g. NAEP science tasks are on-demand)
- English-language arts and mathematics
 - Four interdisciplinary tasks each
- Science
 - Two course-specific tasks for the following: biology, chemistry, environmental science, and physics

Four Types of Assessment Items

TasksPerformance

DEVELOPED:

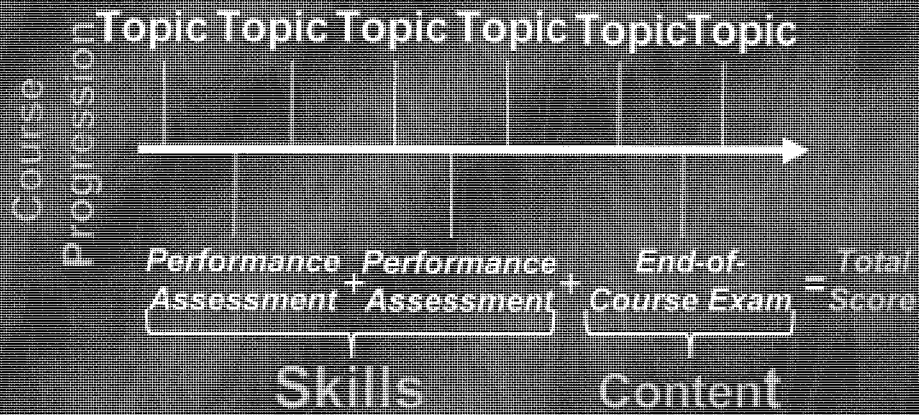
- Performance outcomes
- Rubrics
- Performance tasks

PERFORMANCE TASKS:

- English language arts: 4
- Science: 8
- Mathematics: 7

Potential Application

End-of-course exam validates performance assessments



Performance Based Assessment



- Urban
- Suburban
- Small City
- Rural

Phase II Of Pilot

- Refine current and create new tasks to build a task bank
 - Plan for inclusion of all performance tasks in digital form
 - Identify elements of college and career readiness in these tasks
- Develop performance tasks for social studies in grades 11-12 through same process

Phase II Of Pilot

- Begin planning a state-directed system for validating local performance task scoring
- Expand the pilot program to include career-technical education programs
- Employ a project manager to coordinate the work between the partners in this project

Task Scoring

- Tasks are amenable to scoring on a generalized rubric
 - A single rubric can be applied to all tasks within a single content area
 - Descriptions serve as anchors
- Scorer Training: January and April 2010
 - Teachers trained to score student work
 - Range-finding conducted
 - Tasks revised based on results

Questions?

- Contact: Office of Assessment 614-466-0223
 - james.wright@ode.state.oh.us
- Office of Curriculum & Instruction
 - denny.thompson@ode.state.oh.us