

Appendixes

Appendix A

The Role of Assessment

A strong, effective, aligned educational system has three parts. Standards are one important part. Curriculum and instruction is the second, and assessment aligned with the standards is the third part of an integrated system. Ohio has developed and adopted clear and rigorous academic content standards for its students. Educators and the public need to know if students meet these standards. Assessment represents a student's demonstration of understanding, it provides evidence of what students know and are able to do. A comprehensive and thoughtful assessment system also provides needed information for instructional planning and decision-making. Ohio's comprehensive assessment system includes several types of assessment:

- achievement tests;
- diagnostic assessments;
- classroom assessments; and
- national and international assessments.

Each type of assessment provides invaluable information to Ohio's educators, parents, students and communities. While each piece supports the others, each also serves its own unique purpose.

Achievement Tests

Achievement tests provide the broadest picture of student performance. Ohio's achievement assessments, including the Ohio Graduation Test (OGT), are administered at specified grades and are based on the Ohio academic content standards benchmarks. Statewide assessments measure student achievement and provide guidance for making program decisions and for decisions related to the allocation of resources at the state and local level.

Diagnostic Assessments

Diagnostic assessments are administered annually and are designed to give teachers and parents detailed information as to the strengths and weaknesses of individual students. They provide teachers with important information for instructional planning.

Classroom Assessments

One of the most important components in implementing an aligned standards-based system is ongoing classroom assessment. Teachers constantly assess student performance on an ongoing basis, using both informal and formal measures. Listening to and questioning students are forms of classroom assessment, as are performance assessments, such as writing a research report or solving mathematical problems. Teachers use classroom assessments to evaluate students' performance and progress and to plan instruction that is tailored to students' needs. Classroom assessments provide a rich picture of student performance. One benefit of classroom assessment is that the feedback is frequent and immediate. Another benefit is that teachers can plan and use assessment in the way that best suits their students' needs. Teachers can design and administer entry-level assessments to determine students' prerequisite skills. They can monitor students' progress frequently to adjust the pace of instruction appropriately (formative assessments) and develop and use summative assessments to assess their instructional methods and their students' achievement.

National and International Assessments

Through participation in national and international assessment opportunities, such as NAEP and TIMSS, Ohio is able to compare the achievement of its students against that of students in other states and other nations. In this way, Ohio ensures that its standards are sufficiently rigorous and world-class.

The Best Preparation for All Types of Assessment

In Ohio's aligned system, teachers who develop classroom assessments based on the academic content standards grade-level indicators will know that they are evaluating students against a common reference point shared by all Ohio teachers. When teachers design instructional plans based on the grade-level indicators, they will be preparing students for the statewide diagnostic and achievement tests. Teachers will not have to take time out from instruction to prepare students for assessments. Standards-based instruction will prepare students for the assessments. In this way, Ohio's aligned system will support schools, teachers, and parents in ensuring that all students meet the rigorous demands of the new century.

Suggested Assessment Strategies

K-2

anecdotal records	group work	oral presentation	self evaluation
application exercises	group-made tests	problem solving	small group
case conference	interdisciplinary experiences	profiles	speakers
charts	inventories	projects (individual/group)	student records
collaborative teaching	journals	pupil graphs	teacher-made tests
collections	logs	pupil-teacher conferences	technology application
contracts	mapping	quizzes/worksheets	timelines
custom-made tests	modeling	reports (oral/written)	video-making
directed-informal	note taking	role playing/simulation	whole group
field trips	observation	samples of work	writing
group discussion	oral evaluation	scrapbooks	

3-5

acting	field trips	oral evaluation	script writing
anecdotal records	group discussion	oral presentation	self evaluation
application exercises	group work	posters	simulations
artwork	group-made tests	problem solving	small group
autobiographies	interdisciplinary experiences	profiles	speakers
case conference	inventories	projects (individual/group)	student records
charts	journals	pupil graphs	tape recordings
collaborative teaching	laboratory practicals	pupil-teacher conferences	teacher-made tests
collections	logs	questionnaires	technology application
competitions	mapping	quizzes/worksheets	timelines
contracts	note taking	reports (oral/written)	video-making
directed-informal	observation	role playing/simulation	whole group
		scrapbooks	

Suggested Assessment Strategies (Cont.)

6-8

acting	group discussion	oral evaluation	script writing
anecdotal records	group work	oral presentation	self evaluation
application exercises	group-made tests	posters	small group
autobiographies	individual interviews	problem solving	speakers
case conference	interdisciplinary experiences	profiles	student records
charts	inventories	projects (individual/group)	tape recordings
collaborative teaching	journals	pupil graphs	teacher-made tests
collections	laboratory practicals	pupil-teacher conferences	technology application
community service	logs	questionnaires	timelines
contracts	mapping	quizzes/worksheets	video-making
custom-made tests	modeling	reports (oral/written)	whole group
directed-informal	note taking	role playing/simulation	writing
field trips	observation	samples of work	
		scrapbooks	

Suggested Assessment Strategies (Cont.)

9-12

acting	group work	oral evaluation	self evaluation
anecdotal records	group-made tests	participatory exercises	small group
application exercises	individual interviews	posters	speakers
autobiographies	interdisciplinary experiences	problem solving	student records
case conference	inventories	profiles	student service experiences
charts	journals	projects (individual/group)	tape recordings
collaborative teaching	laboratory practicals	pupil graphs	teacher-made tests
collections	leadership workshops	pupil-teacher conferences	technology application
community service	logs	questionnaires	timelines
contracts	mapping	quizzes/worksheets	video-making
custom-made tests	modeling	reports (oral/written)	whole group
directed-informal	note taking	role playing/simulation	writing
field trips	observation	samples of work	
group discussion	oral evaluation	scrapbooks	
		script writing	

Appendix B

Intervention

Intervention is a recognized alternative or supplemental action designed to remediate, reinforce, or extend student learning relative to the specific performance objective. Suggested intervention strategies are identified in the Intervention Services Model on the following page.

Two important assumptions need to be remembered when implementing intervention:

- intervention must always be tied to assessment, and
- intervention is a shared responsibility.

Teacher Notes:

Intervention Services Model

Level	Resources	Records	Activities
<p>Classroom</p> <p>Intraclass group</p> <p>Alternative instruction</p>	<p>Courses of study</p> <p>Benchmarks and/or Grade Level Indicators</p> <p>Appropriate instruction materials (always understood to include reading and writing materials, handbooks, and word processors)</p>	<p>Students folder/portfolio</p> <p>Folder should contain records of Benchmarks and/or Grade Level Indicators objectives mastered and allow for documentation of intervention provided.</p>	<ol style="list-style-type: none"> 1. Provide time daily for sustained silent reading and sustained silent writing. 2. Modify materials. 3. Adjust instruction to learning styles. 4. Personalize instruction. 5. Use direct teaching. 6. Use collaborative learning. 7. Use learning contracts/teacher-student goal setting. 8. Use diagnostic/prescriptive teaching. 9. Conduct student conferences. 10. Provide time in resource room (language arts/writing center). 11. Develop instructional plan with student. 12. Provide independent activities coded to specific objectives. 13. Form literary response/discussion groups. 14. Use flexible grouping. 15. Provide tutoring <ol style="list-style-type: none"> a. Peer tutoring b. Volunteer tutoring c. Parent tutoring d. Cross-age tutoring e. Cross-grade tutoring 16. Use attitude and interest inventories. 17. Use outside resource personnel. 18. Involve parents in the intervention and implementation plan. 19. Use diagnostic self-report. 20. Conduct personal interview. 21. Provide intensive phonics instruction.
<p>Building</p> <p>Interclass grouping</p> <p>Resource/intervention room</p> <p>Tutorial program</p> <p>Intervention assistance team</p>	<p>Student folder/portfolio, documentation of interclass grouping, course of study, Benchmarks and/or Grade Level Indicators</p> <p>Appropriate instructional materials</p> <p>Student folder/portfolio, documentation of resource/intervention effort, course of study, Benchmarks and/or Grade Level Indicators</p> <p>Benchmarks and/or Grade Level Indicators, appropriate instructional materials</p>	<p>Continue to update student folder, including evidence of growth in reading and writing (writing samples, reading records, etc.)</p> <p>Continue to update student folder</p> <p>Complete record of intervention effort given to professional overseeing tutoring for recording in student folder</p> <p>Update student folders and document intervention effort</p>	<ol style="list-style-type: none"> 11. Develop instructional plan with student. 12. Provide independent activities coded to specific objectives. 13. Form literary response/discussion groups. 14. Use flexible grouping. 15. Provide tutoring <ol style="list-style-type: none"> a. Peer tutoring b. Volunteer tutoring c. Parent tutoring d. Cross-age tutoring e. Cross-grade tutoring 16. Use attitude and interest inventories. 17. Use outside resource personnel. 18. Involve parents in the intervention and implementation plan. 19. Use diagnostic self-report. 20. Conduct personal interview. 21. Provide intensive phonics instruction.
<p>District</p> <p>Summer school</p> <p>In-term extra hours program (with teacher)</p> <p>Required remedial academic course</p>	<p>Courses of study, student folders/portfolios, Benchmarks and/or Grade Level Indicators, appropriate instructional materials, documentation of intervention effort</p> <p>Benchmarks and/or Grade Level Indicators, appropriate instructional materials, documentation of intervention effort</p> <p>Courses of study, student folder, Benchmarks and/or Grade Level Indicators, appropriate instructional materials</p>	<p>Provide list of Benchmarks and/or Grade Level Indicators mastered and evidence of reading and writing growth to professional responsible for recording student progress</p> <p>Student folder/portfolio</p> <p>(Folder should contain records of Benchmarks and/or Grade Level Indicators mastered and allow for documentation of intervention provided.)</p>	<ol style="list-style-type: none"> 16. Use attitude and interest inventories. 17. Use outside resource personnel. 18. Involve parents in the intervention and implementation plan. 19. Use diagnostic self-report. 20. Conduct personal interview. 21. Provide intensive phonics instruction.