



ASSESSMENT Update

Kent City Schools
Board of Education
November 17, 2015

A quick review about STATE Tests...

“Why do we have state tests?”

State tests are critical for **measuring student learning** and ensuring that all of Ohio’s students receive a high-quality education. The results from state tests **provide the public with much-needed information about how all students are performing**. Student test scores are the foundation of **Ohio school and district report cards**, which are designed to show parents, taxpayers and school leaders how well our students are performing. State tests are one way we identify schools and districts that need additional support and recognize those that have done a great job helping all students learn.”

A quick review about STATE Tests...

- **Federal and state laws** require testing for specific grades and subjects.
 - Tests measure student achievement with the **Ohio Learning Standards**
 - **Grades 3-8 and High School end of course tests:**
 - Grades 3-8: English language arts & Mathematics
 - Grades 4 & 6: Social Studies
 - Grades 5 & 8: Science
 - High School End of Course Tests:
 - ELA 1 & 2 (9 & 10)
 - Algebra 1 & Geometry
 - American history & American government
 - A Science Exam*
- * HS students may be taking the Physical Science or Biology Exam

A quick review about STATE Tests...

- State test development goes through many stages and **Ohio educators contribute to every step**
- The 3rd grade ELA results contribute to promotion/ retention as part of the **Third Grade Reading Guarantee**
- The **Alternate Assessment for Student with Cognitive Disabilities (AASCD)** is an alternative testing format for identified students
- The **Ohio English Language Proficiency Assessment (OELPA)** replaces the OTELA for qualifying students who have English as a Second Language
- The **Ohio Graduation Test (OGT)** is still a graduation requirement for this year's juniors and seniors, and they have continued opportunities to retake needed sections

Welcome to the 2015-2016 School Year!

What is the same as last year?

- Tested grades/ areas*
- Science and Social Studies test formats *have not changed in any way**
- *HS students may be taking the Physical Science or Biology Exam
- Option to test with paper/ pencil or online
- Federal and State requirements to administer tests
- AASCD format and administration

What is new?

- ALL tests created by AIR (American Institute for Research)
- Shorter! (by more than half)
- Given during one testing window close to the end of the school year. (High schools also may give end-of- course tests at the end of 1st sem.)
- Grade 3 Fall English language arts (not reading or OAA) test window is later
- OTELA replaced by OELPA

More about the Grade Level and High School Course Tests

In KENT:

Third graders will take both parts of the Fall ELA test *on paper* on **December 3**

Some high school students* will take both parts of the tests *online* on **December 8**

Grades 3-10 will take both parts of spring ELA tests *online* during window of **April 4 - 22**

All other academic tests: both parts administered *online* during window of **April 13 - May 3**

More about the AASCD, OELPA, and OGT

The **AASCD** will be given during the window of **February 22 through April 15** instead of the grade level tests for qualifying students

Qualifying students who are English Language Learners will take the **OELPA** during the window of **February 29 through April 22**.

The **OGT** was administered the week of October 26 for juniors and seniors who need to pass one or more sections. The next administrations will be in March and June

What do we DO with the testing information?

In addition to state reports, we use the data to...

...evaluate the progress of students to inform future instruction

...evaluate the alignment of course curriculum and materials to tested Learning Standards

...correlate with other internal assessments to assess student needs for enrichment or remediation

How else do we LEARN about our STUDENTS?

Daily classroom observations and formative and summative assessment are integral to understanding our students, their needs, and progress toward rigorous and attainable goals.

Teachers who work with our students every day utilize all of the resources at hand - most importantly their direct interactions with the students themselves - to make instructional decisions for individuals and their classes as a whole.

How are we preparing for the State Tests?

Every day teaching of the skills and knowledge in the Learning Standards!

Technology needs assessments began last year

Teacher awareness and trainings began last year

All-district initial technology test this week

Teachers are incorporating technology and test-taking strategies into instruction

Trainings for Test Administration are under way

Thank you - Questions?

— Karen Rumley —
Director of Instruction
