



Testing in Ohio

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March 2017

Overview of the Presentation

- Why do students take tests and what tests are used?
- Ohio's Testing History
- How much time do students spend taking tests?
- What are we hearing from students, teachers, and families about testing?
- Key takeaways and next steps



Why do students take tests and what tests are used?

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Teacher Tests

Why:

- To understand each student's acquisition of knowledge, skills, and progress
- To guide teaching each day, semester, and year

What tests:

- Chapter 4 Math Test
- Student whiteboards
 - Computerized responses
- Exit Tickets

Why do students take tests and what tests are used?

District Tests

Why:

- To understand how well the district system is performing
- To guide district strategies during a school year and across years

What tests:

- STAR
- NWEA MAP
- AP/IB
- ACT/SAT (pre-2017)

Why do students take tests and what tests are used?

District Tests for State Requirements

Why:

- Teacher Evaluations
- Third Grade Reading Guarantee
- Gifted Student Identification

What tests:

- Student Learning Objectives
- Terra Nova
- Iowa Tests of Basic Skills

Why do students take tests and what tests are used?

State Tests

Why:

- To understand how well students are meeting the Ohio Learning Standards
- To guide state policies and support strategies across years.

Why do students take tests and what tests are used?

State Tests

	English language arts	Math	Science	Social Studies
Grade 3	✓	✓		
Grade 4	✓	✓		✓
Grade 5	✓	✓	✓	
Grade 6	✓	✓		✓
Grade 7	✓	✓		
Grade 8	✓	✓	✓	

- 1) English I, English II, algebra (integrated math I), geometry (integrated math II), biology, American history, and American government
- 2) ACT/SAT
- 3) WorkKeys

Why do students take tests and what tests are used?

State Tests for Federal Requirements

Why:

- To understand how the nation's education system is performing

Why do students take tests and what tests are used?

State Tests for Federal Requirements

	English language arts	Math	Science	Social Studies
Grade 3	✓	✓		
Grade 4	✓	✓		✓
Grade 5	✓	✓	✓	
Grade 6	✓	✓		✓
Grade 7	✓	✓		
Grade 8	✓	✓	✓	

- 1) English I, English II, algebra (integrated math I), geometry (integrated math II), biology, American history, and American government
- 2) ACT/SAT
- 3) WorkKeys

Core Reasons for Testing

- Identifying and supporting quality education for all students based on Ohio's Learning Standards.
- Ensuring all subgroups (English language learners, students with disabilities, etc.) of students receive equitable education.
- Consistent accountability for all schools.



Ohio's Testing History



Ohio's Testing History

1990:

- Ohio Proficiency Tests
 - 9th grade; later 12th grade, 4th grade, 6th grade
 - Five Tests: Reading, Writing, Math, Science, Citizenship
 - 9th grade tests were a condition for graduation
 - Not federally required

Ohio's Testing History

Mid-1990s:

- Growth in District Assessments
 - More and more districts saw the need for district-wide interim assessments to inform district efforts.

Ohio's Testing History

2005:

- Ohio Achievement Tests (OAAs)
- Ohio Graduation Tests (OGTs)
 - Response to No Child Left Behind (but exceeded federal requirements)
 - OAAs:
 - Grades 3-8 Reading, Math
 - Grades 4 Writing
 - Grades 5 & 8 Science, Social Studies
 - OGTs: Grades 10 Reading, Writing, Math, Science, Social Studies
 - Kindergarten Readiness Assessment - Literacy

Ohio's Testing History

2012:

- Teacher Evaluations
 - Student Learning Objectives (SLOs)
 - Significant shift in testing system
 - Fundamentally altered purpose
 - Drove additional testing

Ohio's Testing History

2015:

- Ohio State Tests:
 - Grades 3-8 English language arts and math
 - Grades 4 & 6 Social Studies
 - Grades 5 & 7 Science
- End-of-Course Exams: English I, English II, algebra I (integrated math I), geometry (integrated math II), biology, American history, American government
- New Kindergarten Readiness Assessment

Ohio's Testing History

- Other Notable State Tests
 - Career Tech WebXams
 - WorkKeys (Diploma Path)
 - ACT/SAT (Informational; Diploma Path)

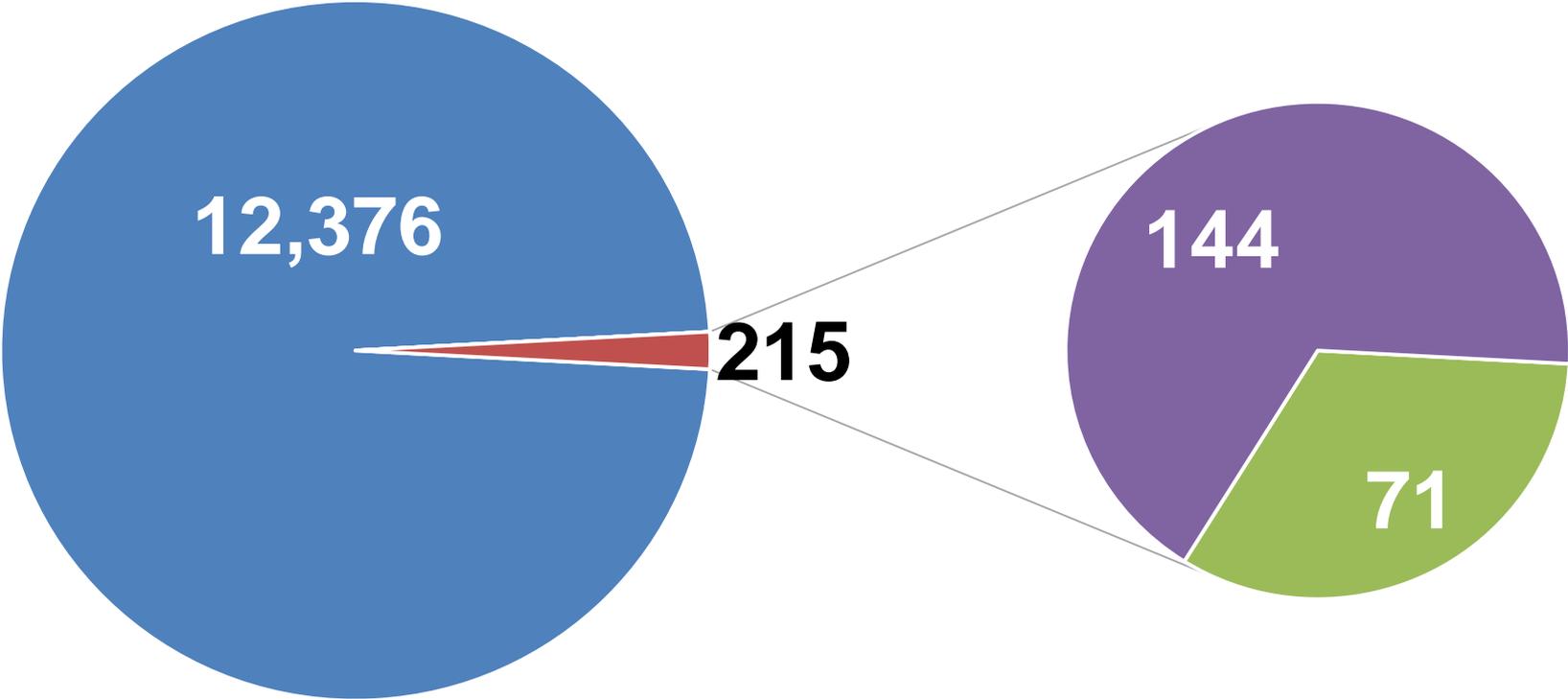


How much time do students spend taking tests?

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- Difficult to measure comprehensively
 - What we don't totally know:
 - What tests individual *districts* are using to meet state requirements
 - What tests individual *districts* are using to prepare for / monitor progress towards state requirements
 - What tests individual *schools* are using to meet state requirements
 - What tests individual *schools* are using to prepare for / monitor progress towards state requirements
 - What tests individual *teachers* are using to meet state requirement
 - What tests individual *teachers* are using to prepare for / monitor progress towards state requirements

How many hours do students spend taking tests?



Total Hours in K-12 Education



Local Tests and Local Tests for State Requirements

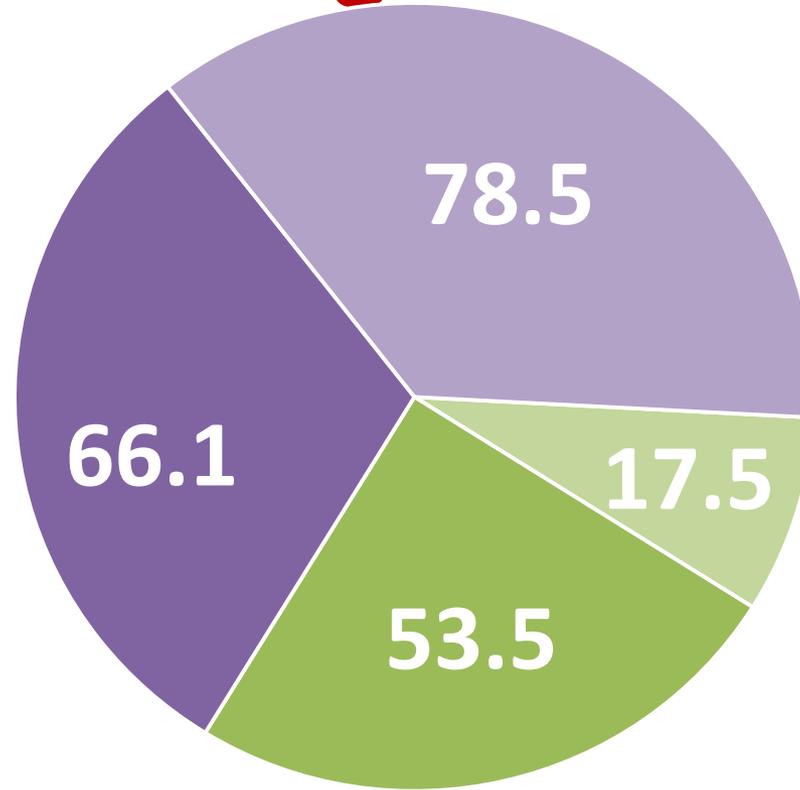


Total Testing Hours K-12 Education



State Tests and State Tests for Federal Requirements

How many hours do students spend taking tests?



Local Tests and Local Tests for State Requirements

Student Learning Objectives

State Tests and State Tests for Federal Requirements

State Tests

Progress

- 2015 Testing Time Report: The Ohio Department of Education's analysis of the types of tests and time needed for them, including recommendations to reduce testing time.
- S.B. 3: Statutory limitation on testing time
 - 2% for tests
 - Additional 1% for test prep



Key Takeaways and Next Steps

What are we hearing from students, teachers, and families about testing?

- There is a desire to reduce testing. People are most vocal about state assessments.
- Academic measures are not the only gauge of a student's readiness and development, or of a school's/district's quality
- Time is needed to acclimate to current new tests; limit anything else new

Key Takeaways

- Frustrations are not simply attributable to non-federally required state tests – but extend to the entire testing structure
- Focus on state tests impacts only two grade levels in the K-8 band
- There is a desire for other measures of student abilities and dispositions

Next Steps

- Superintendent's Advisory Committee on Assessments
 - Vision of “smarter,” more streamlined assessment approach
 - Recommendations for changes
 - Identify/encourage best practices (assessment audits, etc.)
 - Explore next generation
 - First meeting – March 2017

Questions

