



# Testing in Ohio

Paolo DeMaria, Superintendent of Public Instruction

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# 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
<b>Grade 3</b>	✓	✓		
<b>Grade 4</b>	✓	✓		✓
<b>Grade 5</b>	✓	✓	✓	
<b>Grade 6</b>	✓	✓		✓
<b>Grade 7</b>	✓	✓		
<b>Grade 8</b>	✓	✓	✓	

- 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
<b>Grade 3</b>	✓	✓		
<b>Grade 4</b>	✓	✓		✓
<b>Grade 5</b>	✓	✓	✓	
<b>Grade 6</b>	✓	✓		✓
<b>Grade 7</b>	✓	✓		
<b>Grade 8</b>	✓	✓	✓	

- 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
  - 9<sup>th</sup> grade; later 12<sup>th</sup> grade, 4<sup>th</sup> grade, 6<sup>th</sup> grade
  - Five Tests: Reading, Writing, Math, Science, Citizenship
  - 9<sup>th</sup> 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)

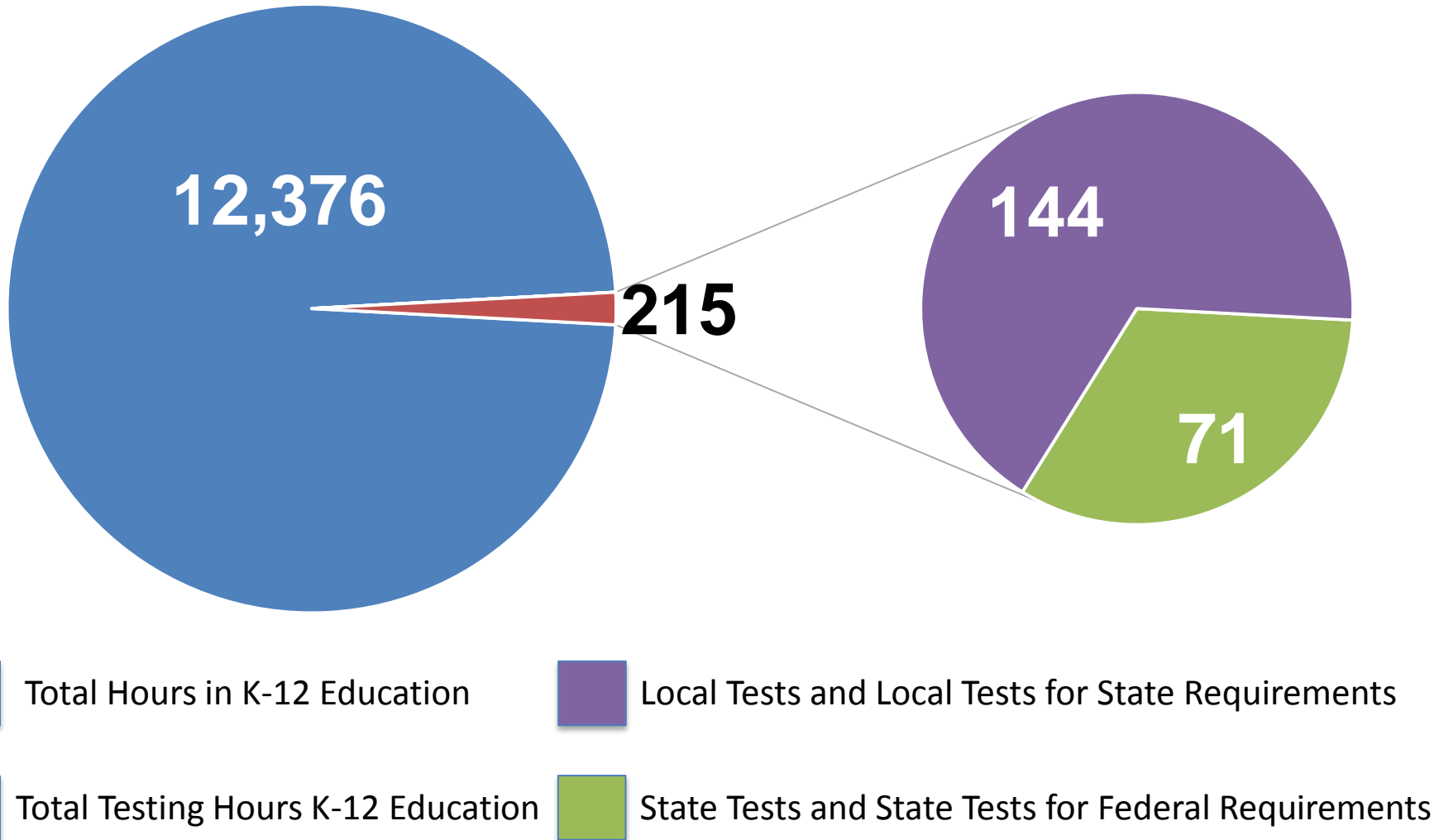


**How much time do students spend taking tests?**

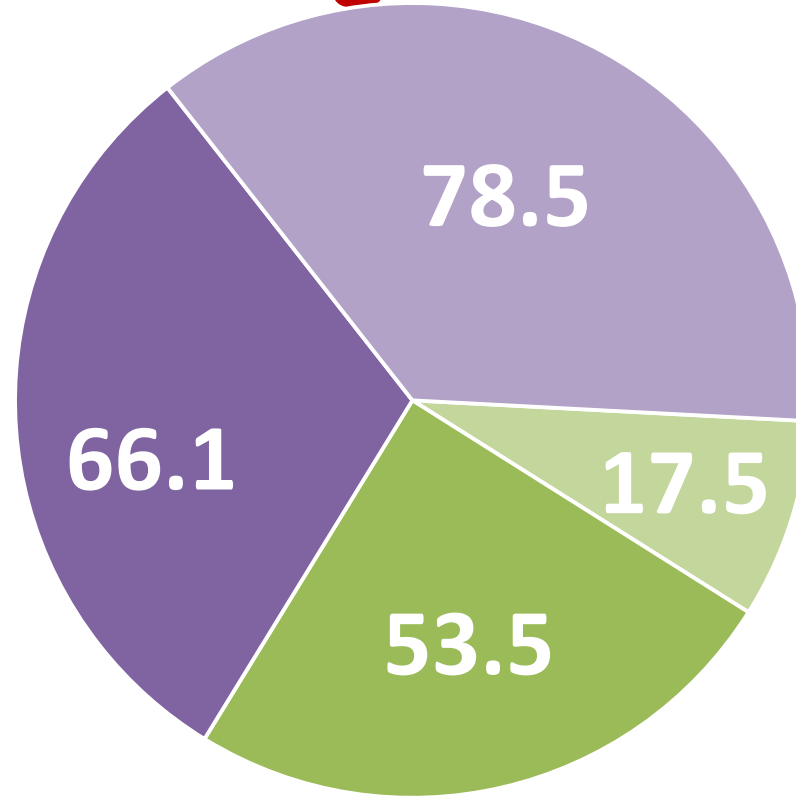
# How much time do students spend taking tests?

- 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?



# 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

