

District Test Coordinator Newsletter

K–8 Assessments

May 2013



This newsletter is distributed via email to the District Test Coordinator (DTC) on record at the American Institutes for Research (AIR). As DTC, *it is your responsibility to share this information, as appropriate, with other staff in your district.* Previous newsletters are available online. Go to education.ohio.gov and search keyword “newsletters.”

OAA Spring 2013 Reminder

The OAA Spring 2013 administration began April 22 and will end on May 10. The weeks of **April 22 – May 3** are to be used for the initial administration of the OAA, and the week of May 6 must be used for make-up testing *only*. Districts with enrollments fewer than 2500 will have completed, scorable test materials picked up on **May 3** (these districts should not schedule initial testing on May 3). Districts with enrollments between 2500 and 7000 will have a pickup on **May 6**, and districts with enrollments larger than 7000 will have a pickup on **May 7**. Any districts that had a building(s) designated as Early Return must complete testing at that building(s) by May 3, and scorable test materials for the designated building(s) will be picked up on May 3.

Grade 3 Reading Ohio Achievement Assessment (OAA) and Grade 3 Reading Guarantee

There is some confusion that the proficient score for the OAA grade 3 reading test has changed. The proficient level for the grade 3 reading OAA is 400 and **has not changed**. For school year 2012-13, the score of 390 on the grade 3 reading OAA is used to determine if the student should be *retained or promoted* to grade 4 and is based on the Third-Grade Reading Guarantee. For school year 2013-14, the score will be 392.

Key Dates for OAA Spring 2013

April 8 – May 8	Additional Order window open in TIDE
April 15 – May 17	Pre-Processing Record Change window open in TIDE
April 22 – May 10	Spring 2013 OAA administration
May 29 – 30	Pre-Reporting Record Change window open in TIDE; 6:00 p.m. close
June 15	Downloadable data results posted on OOARS
June 28	Printed score reports shipped to districts
July 1	Interactive data posted on OOARS

Key Dates for OAA-AASCD 2013

June 15	Downloadable data results posted on OOARS
July 19	Printed score reports shipped to districts
August 23	Interactive data posted on OOARS

Key Dates for OTELA 2013

May 8	Downloadable data results posted on OOARS
May 16	Printed score reports shipped to districts
May 23	Interactive data posted on OOARS
May 8 – June 5	Verifications window open in TIDE

Spring 2014 OAA Administration and Easter

The Spring 2014 OAA administration period will begin April 21 and end May 9. In 2014, Easter will be on Sunday, April 20, and Passover will end on Tuesday, April 22. In addition, some spring breaks may affect district test schedules. Please note that the Spring 2014 OAA administration window will not change. In 2011, a similar scheduling situation occurred. The same suggestions given in 2011 for districts to schedule the OAA will be shared in future newsletters.

DISTRICT TEST COORDINATORS
PLEASE SHARE THE SCHEDULE INFORMATION WITH YOUR TEST ADMINISTRATION STAFF!!!

Spring 2013 OAA Schedule

The Spring 2013 OAA will be administered **April 22 through May 10**. Please review the conditions that must be followed.

- **All schools** within a district **must** test the **same grade-level content area** on the **same day**. For example, all grade 3 students for the entire district, all buildings, will take the grade 3 reading test on the same day — one building with grade 3 students **cannot** test on a different day from the other buildings that have grade 3 students.
- Districts may **choose** to begin the initial administration on any date within the first two weeks of the test window April 22 through May 3.
- The starting date for each grade-level test administration **must** be the same district-wide.
- The tests may be administered on nonconsecutive days or back-to-back days.
- The testing sequence **must** be reading, mathematics and science.
- Any make-up test **may** be administered after the test has been initially administered to the entire grade level.
- The week of May 6 should be used for **make-up testing**, not *initial* testing, which should be done the weeks of April 22 through May 3. Initial testing involves the entire grade level; make-up testing involves only individual students who were absent at the time of the initial testing. Please note that make-up tests may be given on the “in-between” days if tests are administered on nonconsecutive days during initial testing.
- Scorable materials **must** be returned **no later than Friday, May 3, Monday, May 6 or Tuesday, May 7** (subject to the “rolling pickup” provision below). The return schedule for the initial test administration, excluding make-up testing, is based on K–12 school enrollment as follows:
 - ⌚ Fewer than 2,500 students: no later than Friday, May 3
 - ⌚ Between 2,500 and 7,000 students: no later than Monday, May 6
 - ⌚ More than 7,000 students: no later than Tuesday, May 7

OAA Pre-Processing Record Change Window in TIDE

The OAA pre-processing record change window will be open in TIDE (www.ohtide.org) through **May 17**. During the pre-processing record-change window, districts can use the TIDE record-change system to modify Pre-ID data and/or associate a student’s demographic information with the barcode of the generic label affixed to the student’s answer document or test booklet. To access this record-change window, click [Record Change] and search for the barcode on the generic or Pre-ID label associated with the student whose demographic information you want to enter in the system.

OAA Spring 2013 Demographic Page

Students who are administered a special version or accommodation of the OAA must have this information gridded [Boxes N, O, P] on the demographic page of his/her test booklet or answer document.

OAA Spring 2013 Classroom Reports

Classroom reports are based on the teacher name, course name and section number fields in the student record. At least one of these fields must be completed in the student record to ensure that classroom reports (Teacher Reports) are received. Districts will receive **no classroom reports** if these data are not included on the Pre-ID file or entered into the TIDE record change system during the Pre-Processing (**April 15 – May 17**) or Pre-Reporting Record Change windows. (**The May 29–30 window closes at 6:00 p.m. on May 30.**) Once results are reported, it is too late to complete the fields to generate a classroom report (Teacher Report).

OAA Pre-Reporting Record Change and Invalidation Window in TIDE

The Pre-Reporting Record Change window is the last opportunity districts have to modify Pre-ID data and/or associate a student's demographic information with the barcode of the generic label affixed to the student's scorable test booklet (grades 3 and 4) or answer document (grades 5 – 8). Districts may also submit requests for invalidations for the OAA through the Pre-Reporting Record Change window in TIDE (www.oh tide.org). The window is open **May 29–30** and closes at **6:00 p.m. on May 30**. Invalidations not submitted through TIDE must be submitted through EMIS. Any district that used a breach form **must** submit a request for invalidation for the test that was compromised. If one subject (all grades) or two subjects (grades 5 and 8) are compromised, then an invalidation must be submitted for the compromised subject(s). If all subjects are compromised, the document must be marked "Do Not Score" and returned with the non-scorable materials. Districts may contact the Office of Curriculum and Assessment if there are any questions about a request for invalidation.

OAA Rescore and Verification Requests

OAA results will be available electronically on Saturday, June 15. District Test Coordinators (DTCs) may submit verifications and rescore requests through TIDE from **June 15 – July 15** for the OAA. A password is required to enter the system.

The 30-day process has two time periods regarding the return of results:

- Requests submitted **June 15 – 26** will have results posted no later than **July 11**.
- Requests submitted **June 27 – July 15** will have results posted within 30 days of the online submission date.

Requests for **rescores** must be submitted for each subject area the district wants rescored for the student. Districts must continue to review the return of the results through TIDE. The vendor or the Ohio Department of Education **will NOT enter** into EMIS any scores changed through the rescore process.

Requests for **verifications** can be made for the following reasons:

- Missing student test results (a student score is missing OR a student score has been incorrectly assigned to a district)
- An incorrect score assignment (a student score has been exchanged with another student score in the same district or a student received more than one score in the same subject)
- An invalid test score assignment (a student received a DNA on a test that he or she took, or a student received a score on a test that he or she did not take)

Please note that there is a \$25 charge for each rescore request that results in no score change; there is a \$25 charge for each verification request. A purchase order is required at the time the rescore or verification is submitted. POs for OAA appeals should be payable to Pearson and mailed to the following address: Pearson, 2510 North Dodge Street, Iowa City, IA 52245.

Reporting Accelerated Students' Spring 2013 Test Results

Students who were accelerated in a grade for a subject beyond their regular grade of enrollment may have taken an achievement test in that accelerated grade/subject. Each student who took an achievement test in an accelerated grade/subject will receive an individual score report for that subject in the tested grade level.

In some cases, these students may have tested in several subjects at their enrolled grade level and/or at their accelerated grade. For example, a student enrolled in grade 4 may take grade 4 mathematics and may be accelerated to grade 5 reading. This hypothetical student will receive two individual score reports, one containing the grade 4 mathematics score and a "did not attempt" or "DNA" for grade 4 reading. The other score report will contain a grade 5 reading score for that student and a "did not attempt" or "DNA" for mathematics and science. Districts should receive these test score data in time to review and verify all test scores before each district reports these scores into the EMIS year-end reporting systems.

Please direct questions on the acceleration policy to the Office for Exceptional Children at 614-466-2650.

Magenta Pearson Early Return (Equating) Labels

The magenta Pearson equating return labels can be found in the BTC Return Kit of buildings designated for early return. If the quantity of labels is insufficient, DTCs should contact the Help Desk. Orders for the magenta equating return labels will be processed outside of TIDE.

Feedback on Material Delivery and Pick-up OAA Spring 2013 Administration

Pearson is requesting feedback on the OAA Spring 2013 test material delivery and pick-up. It is only through district reports, both positive and negative, that any improvements and changes can be made to ensure that material delivery and pick-up flow smoothly for future administrations. Please share your experiences with Pearson by sending an email with your District Name and IRN to ohio-8@support.pearson.com.

Spring 2013 Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD)

Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) results will be available electronically on **June 15**, and printed reports will be available July 19. Please note that Spring 2013 AASCD results will be available through the Online Reporting System, which can be accessed through the AASCD Portal (oh.portal.airast.org). Please note there are no rescores or verifications for the AASCD.

Changes to the Ohio Downloadable Data File Layout for Alternate Assessment

Ohio's new Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) was administered for the first time in spring 2013. The AASCD marks a change in Ohio's alternate assessment, which previously consisted of a portfolio-based collection of evidence. This change necessitated revisions to the Ohio downloadable data file layout. Alternate Assessment downloadable data files, which will be released on June 15, 2013, will reflect the following layout changes for the AASCD:

- Raw scores, subscales, conditions, and indicators will not be reported.
- Scaled scores will be reported in the scaled score field, as they are for the regular assessments.
 - OAA-AASCD's ELA score will be reported in the reading field only. It will not be reported in the writing field, as writing is not currently being administered for OAA.
 - OGT-AASCD's ELA score will be reported in the writing and reading fields, consistent with past practice for OGT AASWD.

The updated downloadable data file layout has been posted to ODE's website, www.ohiodocs.org and oh.portal.airast.org. Please notify all personnel who work with your downloadable data file that a new layout is available. Note that the data layouts for OAA, OGT and OTELA have not changed.

Spring 2013 OTELA Results and Verifications

Spring 2013 OTELA downloadable data will be available **May 8**. Student score reports will be delivered to districts by **May 16**. Interactive data will be posted online **May 23**. TIDE (www.oh tide.org) will be open **May 8 – June 5** for districts to submit verification requests. There will be a \$25 charge for each verification. There are no rescores for OTELA. Purchase orders for OTELA verifications should be payable to American Institutes for Research and faxed to 614-220-9012 or mailed to American Institutes for Research, Attn: Beth Flint, 41 South High Street, Suite 2425, Columbus, OH 43215. The PO number is required for each verification request. The DTC will be notified via email when the results are available. Note that results will not be posted until the district's PO is received. The DTC can access the results through TIDE by clicking [Appeals]. Printed results will not be sent to the district. There are no rescores for OTELA.

OTELA Interpretive Guide 2013

The OTELA Interpretive Guide 2013 presents information about score reports that provide data at the student, school and district levels. The Guide also gives information about the scale scores and the proficiency levels for each test: Reading, Writing, Listening, and Speaking. The interpretive guide, *Spring 2013 Understanding OTELA Results*, will be posted on two ODE Web sites under "Testing" after results are available to districts.

- 1. For the OTELA Web page, click [here](#).** Please go to the heading *2013 OTELA Test Materials* and click on the fifth bullet, *Spring 2013 Guide to Understanding Test Results*.
- 2. For the Documents and Forms Web page, go to:** OTELA Document Resources. Please click on the link *Guide to Understanding Test Score Results*.

Please contact Paula Mahaley by phone at 614 466-0217 or by email at paula.mahaley@education.ohio.gov if you have any questions about the Guide or regarding the OTELA.

Online Pilot Opportunity

The Online Assessment Pilot (OAP) will be available **May 6 – 31**. Participation is optional. Additional details related to the OAP, including an overview of procedures, technology requirements, schedules, documents, links, and software, are available on the OAP Portal at ohsspilot.portal.airast.org. Please note that the procedures and requirements apply only to the Spring 2013 OAP. These technology requirements should not be used to make formal plans for future assessments or to make purchasing decisions regarding hardware or software.

The purpose of the OAP is to provide educators, administrators and students with an opportunity to experience online assessments. The pilot will use grade 4 social studies content for demonstration purposes and is not an assessment of fourth-grade students' proficiency in social studies. Participation in the pilot will be limited to schools that have participated in the Spring 2013 Ohio Achievement Assessments (OAA) administration and grade 4 students who have a Statewide Student Identifier (SSID) number. Information related to the implementation of the OAP will be collected and used by ODE to inform the development of Ohio's next generation of assessments.

Questions regarding the technology, software or websites of the OAP should be directed to the Ohio Help Desk at 1-888-944-5001 or ohhelpdesk@air.org.

Questions concerning the online assessment pilot should be directed to Paula Mahaley in the Office of Curriculum and Assessment at 614-466-0223 or paula.mahaley@education.ohio.gov.

Link to Ohio Assessment Systems

DTCs can now link to all Ohio Assessment Systems from oh.portal.airast.org. This page includes links to

- the Ohio Alternate Assessment site
- OAA, OGT and OTELA TIDE site
- the OAA, OGT and OTELA Reporting site (SUCCESS/OOARS)

TIDE User Guide

The *TIDE User Guide* is available at www.ohiodocs.org. The *TIDE User Guide* can also be accessed from any page within TIDE by clicking [Help].

Rules Book

Districts should refer to the *Rules Book* for questions on the statewide assessments. There will be only one posting this year; however, any changes or corrections will be posted on the same page with the Rules Book. Please go to the ODE website at education.ohio.gov, keyword search: *rules book*. Please direct any questions on the *Rules Book* to Paula Mahaley by email: paula.mahaley@ode.state.oh.us.

Ohio Transition Document

Districts have questioned which standards the OAA will assess. The standards which are assessed by the OAA are stated in the *Ohio Transition Document*. Please refer to the *Ohio Transition Document* that has been placed at the end of this newsletter.

Grant to Develop New English Language Proficiency Assessment

Ohio, in a consortium with 12 other states, has been awarded a federal Enhanced Assessment Grant (EAG) for 6.6 million dollars to develop an English Language Proficiency Assessment (ELPA) which will eventually replace the member states' current ELPA (which in Ohio is the OTELA). The consortium, with Oregon as the lead state, is titled ELPA 21, which means English Language Proficiency Assessment 21st Century. The member states are Arkansas, California, Florida, Iowa, Kansas, Louisiana, Nebraska, Ohio, Oregon, South Carolina, Tennessee, Washington, and West Virginia. The grant timeline states the new assessment is expected to be operational in the school year 2016-17.

The grant requires the consortium to develop English Language Proficiency standards before the development process of the ELPA may begin. All the states, including Ohio, have existing English Language Proficient standards, but they do not correspond to the Common Core State Standards (CCSS), which is a requirement of the grant. The ELPA21 has begun the process of developing ELP standards that correspond to the CCSS, and has a target of December 2013 as the completion date. To aid in the development, California has given permission for the ELPA21 to use its recently developed and adopted state English Language Development standards as a basis for the development of the new ELP standards. More details will be shared as they are made available. Please direct questions/comments to Paula Mahaley, Dan Fleck or Abdinur Mohamud in the Office of Curriculum and Assessment at 614-466-0223.

Revised Diagnostic Assessments

Districts and community schools should have administered to all kindergarten through grade 3 students a **reading** diagnostic by **September 30, 2012**. Students who transfer to a district or a building within the district must be administered a reading diagnostic assessment within 30 days after the date of transfer. If the student has been previously administered a reading diagnostic assessment this school year, a school may use those *on-track/not on-track* results. If a student transfers in with no reading diagnostic result from the previous district or building, the new district or new building must give the district's designated reading diagnostic assessment for the purposes of the Third-Grade Reading Guarantee. The list of approved vendor reading diagnostic assessments will be posted on the Third-Grade Reading Guarantee web page.

The mathematics diagnostic assessments are required to be administered to all students in **grades one and two** and may be administered at any time during the school year. The writing diagnostic assessments are required to be administered to all students in grades **one through three** and may be administered at any time during the school year. Students who transfer to a district or a building within the district must be administered a mathematics and writing diagnostic assessment within 30 days after the date of transfer unless the student has been previously administered a mathematics and/or writing diagnostic assessment this school year in which case those results may be used.

Flexibility to administer an assessment other than ODE's for *mathematics and writing* is now contingent on a district or community school receiving a rating of "Effective" or above in the previous school year (2011-2012). These districts and community schools may use any vendor diagnostic they choose and do not need to submit waiver or notice to ODE. For subsequent school years, when the ratings are replaced with letter grades, ODE will determine the equivalent letter grade that will allow for flexibility.

Intervention is required for those students who score at the level of *not on-track* on the reading, writing and mathematics diagnostic assessments. The diagnostic results for all three subjects will be submitted to EMIS at the end of the school year. Please note there are no special versions for the state-developed diagnostic assessments such as Braille, large print, audio CDs, etc. The intent of the diagnostic assessments is to determine students' strengths and weaknesses and provide intervention.

A Diagnostic Guidance Document has been posted on the Diagnostic web page under the heading titled Diagnostic Assessments Related Materials at:

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=236>.

The Diagnostic Guidance Document has also been posted on the Third-Grade Reading Guarantee web page at: <http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=5&ContentID=129423&Content=131285>

Please review the Diagnostic Guidance Document for information on the administration of the diagnostic assessments. Please direct any questions on the diagnostic web page to Paula Mahaley at 614 466-0217 or paula.mahaley@education.ohio.gov.

Rumor Control

“A test administrator may decide if the reading questions will be read aloud before the student reads the reading passage or may decide a student does not require the read-aloud accommodation.”

No. Any deviation from the Read-Aloud Script must be **student directed**. The student may have the reading questions read aloud before the student reads the reading passage but the student must request this process. The student may state that she does not want the read-aloud accommodation but the test administrator cannot make the suggestion.

Resources

Previous *K–8 District Test Coordinator* and the *Ides of ODE* newsletters are online. Go to education.ohio.gov, search keyword “newsletters.”

ODE Website: Key Words

Go to education.ohio.gov, which is the home page for the Ohio Department of Education. Use the search box in the top right corner for the keywords listed below.

If you use these keyword search terms:	You will find links to:
<i>Acceleration Policy</i>	Information and resources for the grades 3 through 8 regarding the State Board of Education's model policy on acceleration, acceleration updates
<i>Alternate Assessment</i>	Manuals and information about Ohio's alternate assessment for students with significant cognitive disabilities (AASCD)
<i>Diagnostic Assessments</i>	Information and resources for the grades K through 3 Diagnostic Assessments in reading, mathematics and writing
<i>Guidelines for the Identification</i>	Information and resources for the identification and assessment of the limited English proficient student.
<i>Kindergarten Readiness Assessment-Literacy (KRA-L)</i>	Information and resources for the Kindergarten Readiness Assessment-Literacy (KRA-L), which is given to all kindergarten students up through the first six weeks of school. The assessment will measure skill areas important to becoming a successful reader. It also will help teachers plan for experiences and lessons that encourage reading.
<i>Limited English Proficient (LEP)/English Language Learners (ELL)</i>	Information from the Lau Center on Limited English Proficient (LEP) students/English Language Learners (ELL)
<i>Newsletters</i>	Archived copies of the Ides of ODE monthly e-newsletter on curriculum and assessment; the K–8 District Test Coordinator monthly newsletter and the OGT District Test Coordinator monthly newsletter
<i>Next Generation of Assessments</i>	Information on the new online assessments developed by the Partnership for Assessment of Readiness for College and Careers (PARCC) for the English language arts and mathematics assessments and by Ohio for the science and social studies assessments
<i>Ohio Achievement Assessments (OAA)</i>	The OAA information and resources
<i>Ohio Documents – Assessment Resources</i>	<i>District Test Coordinators' Manuals, Building Test Coordinators' Manuals, Directions for Administration, Interpretation Guide</i> for OAA, OGT, OTELA and AASCD ohiodocs.org
<i>Ohio Graduation Tests (OGT)</i>	The OGT information and resources
<i>Ohio Instructional Materials (IMS)</i>	Ohio's web-based sources to help teachers and educators creatively teach Ohio's Academic Content Standards to improve student achievement in Ohio ims.ode.state.oh.us
<i>Ohio Online Assessment Reporting System (OOARS)</i>	Secure access to data files of scored tests for authorized users for grades 3–8 achievement assessments, OGT and OTELA reports.success-ode-state-oh-us.info/Login.aspx
<i>Ohio Test of English Language Acquisition (OTELA)</i>	Information about the OTELA, the annual measure of English language proficiency required for all Limited English Proficient (LEP) students/English Language Learners (ELL) in Ohio.
<i>Practice Tests (OAA or OGT)</i>	Half- and full-length assessments designed for students as study aids for achievement and graduation tests downloadable as Adobe Acrobat (PDF) - based documents.
<i>Released Tests (OAA or OGT)</i>	Released test materials used during previous years. These pages contain links to Adobe Acrobat (PDF)-based versions of these released tests and test questions.
<i>State Student Identifier (SSID)</i>	SSID policy, SSID Users' Manual, requirements
<i>Special Versions</i>	Samples of state assessments in a variety of formats that assist with providing accommodations to students whose IEP, 504 or English Language Learners (ELLs) status allows for use of special testing accommodations (including large print, English audio (read-aloud) and foreign language translation versions).
<i>Success Website (OAA and OGT) for students, teachers, parents</i>	Online practice tests using released test questions, statewide item performance information, cross-references with standards and benchmarks, parent-friendly explanations of questions, practice scoring tools for constructed-response questions, information on score report interpretation for the OAA and OGT portal.success-ode-state-oh-us.info

If you use these keyword search terms:	You will find links to:
<i>Test Blueprints (OAA or OGT)</i>	Test blueprints that contain information about individual tests, including the number of test questions and the number of points for each test question. In addition, test blueprints identify the number of test questions by category: short-answer, multiple-choice or extended-response. This site also includes the policies on rules, protractors and calculators.
<i>Test Dates</i>	Several years' listing of dates of test administration
<i>Testing and Assessments</i>	Statewide testing home page
<i>Testing Data</i>	Statistical summaries and item analysis reports related to the various testing instruments developed and administered by the Ohio Department of Education (preliminary statewide results, raw score cuts for each test form, estimates of reliability, basic descriptive statistics)
<i>Testing Rules Book</i>	Comprehensive information about the administration of Ohio's statewide tests, including information on testing accommodations
<i>TIDE</i>	Website for customer service and to order materials for the OAA, OGT, and OTELA. District Test Coordinator secure access only. ohtide.org

Ohio's Transition Overview

	2013-2013 Academic Year Transition Year 1	2013-2013 Academic Year Transition Year 2	2013-2014 Academic Year Transition Year 3	2014-2015 Academic Year Full Implementation
What should district leaders be doing?	<p>Develop and initially implement an organized transition plan which includes gap analysis work, beginning with K-2.</p> <p>Redesigned district curriculum based on revised Academic Content Standards and Model Curriculum.</p> <p>Provide opportunities for staff to participate in state and district sponsored professional development on Academic Content Standards, model curricula and instructional practice.</p>	<p>Continue to implement transition plan. Make changes (if needed) to the plan based on the gap analysis data.</p> <p>Pilot and refine the redesigned district curriculum based on revised Academic Content Standards and Model Curriculum.</p> <p>Phase out content no longer present in the common core and revised Academic Content Standards and Model Curriculum.</p> <p>Provide opportunities for staff to participate in state and district sponsored professional development on Academic Content Standards, model curricula, instructional practice and assessment.</p>	<p>Continue to implement transition plan.</p> <p>Fully implement (and continue to modify) the refine district curriculum based on revised Academic Content Standards and Model Curriculum.</p> <p>Provide opportunities for staff to participate in state and district sponsored professional development on Academic Content Standards, model curricula, instructional practice and assessment.</p>	<p>Full implementation of the refined district curriculum based on revised Academic Content Standards and Model Curriculum.</p> <p>Provide opportunities for staff to participate in state and district sponsored professional development on Academic Content Standards, model curricula, instructional practice and assessment.</p>
What should teachers be doing?	<p>Examine ODE's Comparative Analysis Documents to outline changes.</p> <p>Familiarize self with the revised Academic Standards and Model Curriculum. Experiment with the resources, strategies, or classroom examples found in the document.</p> <p>Participate in state and district sponsored professional development opportunities supporting deeper content knowledge, increased rigor, and instructional practice.</p> <p>Incorporate 21st Century (Universal) Skills and College – Career Readiness standards into instruction through lessons, labs, projects and activities.</p>	<p>Develop expertise in new grade-level content. Include an examination of the conceptual learning progressions for adjacent grades.</p> <p>Pilot refined district curriculum, using resources and instructional strategies from the revised Academic Standards and Model Curriculum document.</p> <p>Incorporate 21st Century (Universal) Skills and College – Career Readiness standards into instruction through lessons, labs, projects, and activities.</p> <p>Participate in state and district -sponsored professional development opportunities supporting deeper content knowledge, increased rigor, and instructional practices.</p>	<p>Implement the redesigned district curriculum using resources and instructional strategies from the revised Academic Standards and Model Curriculum document.</p> <p>Ensure that lessons, labs, activities, and projects support 21st Century (Universal) Skills and College – Career Readiness.</p> <p>Use the Eye of Integration to design a project or unit.</p> <p>Evaluate lessons to ensure curriculum focus. Eliminate parts of lessons or units that do not have a strong connection.</p>	<p>Fully implement the redesigned district curriculum using resources and instructional strategies from the revised Academic Standards and Model Curriculum document.</p> <p>Ensure that lessons, labs, activities, and projects support 21st Century (Universal) Skills and College – Career Readiness.</p> <p>Use the Eye of Integration to design projects or units.</p> <p>Evaluate lessons to ensure curriculum focus. Eliminate parts of lesson or units that do not have a strong connection.</p>

Ohio's Transition Overview

	2013-2013 Academic Year Transition Year 1	2013-2013 Academic Year Transition Year 2	2013-2014 Academic Year Transition Year 3	2014-2015 Academic Year Full Implementation
What support is ODE providing?	<p>Comparative Analysis Documents.</p> <p>Targeted Professional Developments Meetings.</p> <p>Guidance document for evaluating resources.</p> <p>Webinars/Webcasts.</p>	<p>Curriculum and Instruction examples, such as the Eye of Integration.</p> <p>Resource and Materials Filters.</p> <p>Targeted Professional Developments Meetings.</p> <p>Guidance document for evaluating resources.</p> <p>Webinars/Webcasts.</p>	<p>Curriculum and Instruction examples, such as the Eye of Integration.</p> <p>Resource and Materials Filters.</p> <p>Targeted Professional Development Meetings/Webinars/Webcasts.</p> <p>Webcasts that illustrate how to use the revised Academic Content Standards and Model Curriculum Documents.</p>	<p>Curriculum and Instruction examples, such as the Eye of Integration.</p> <p>Resource and Materials Filters.</p> <p>Targeted Professional Developments Meetings/Webinars/Webcasts.</p> <p>Webcasts that illustrate how to use the revised Academic Content Standards and Model Curriculum Documents.</p>
What about assessment?	<p>State assessments remain aligned to the 2001-2002 Academic Content Standards.</p> <p>OAA/OGT item banks are being aligned to the common core and revised Academic Content Standards and Model Curriculum.</p>	<p>State assessments remain aligned to the 2001-2002 Academic Content Standards.</p> <p>Pilot online test prototypes and innovative testing options (such as performance-based or formative).</p>	<p>As blueprint flexibility allows, focus on assessing the content shared by the 2001-2002 Standards and the 2010 Standards and Model Curriculum document.</p> <p>Field testing PARCC items for Mathematics and ELA, state-developed items for Social Studies and Science.</p>	<p>New state assessment system fully operational and aligned to the 2010 Academic Content Standards and Model Curriculum.</p>