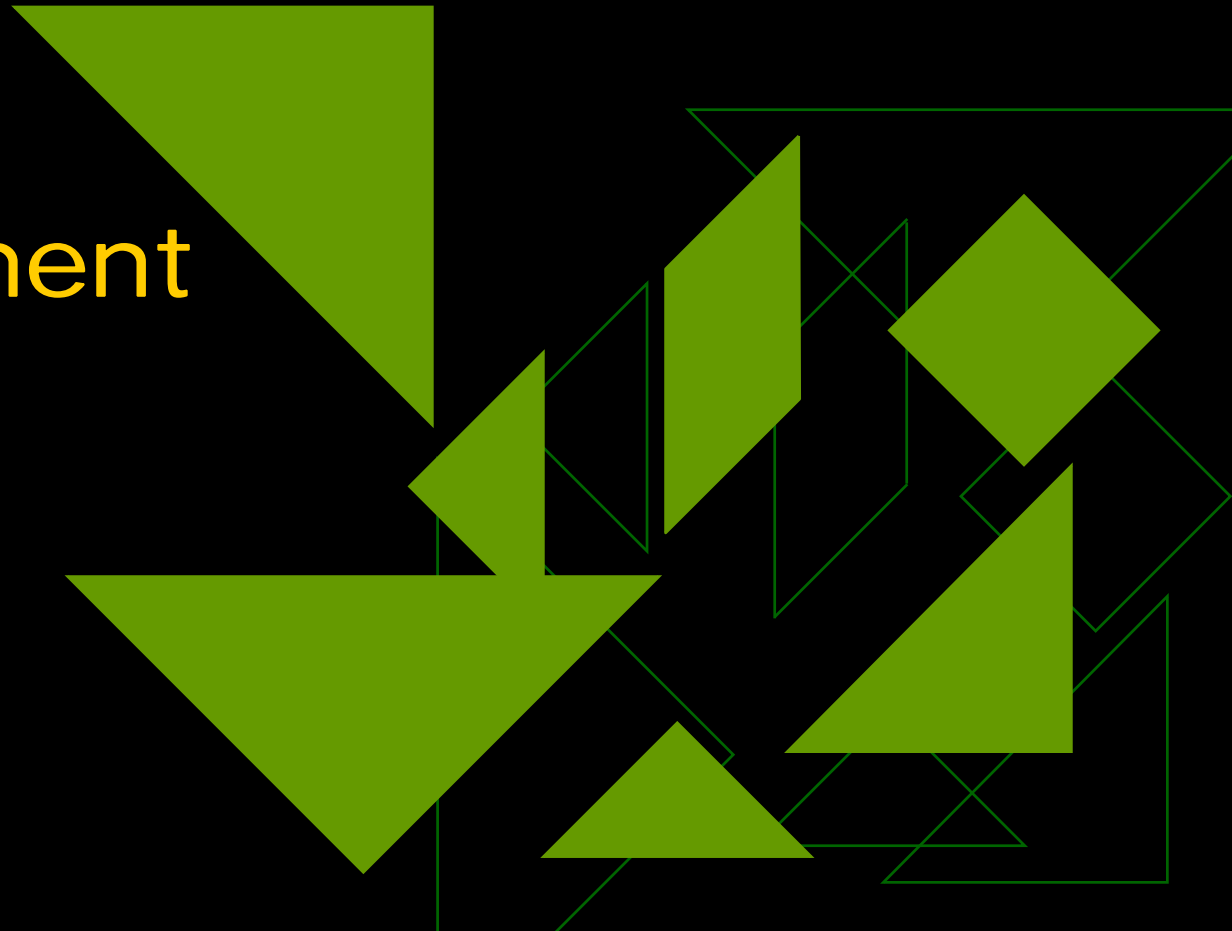
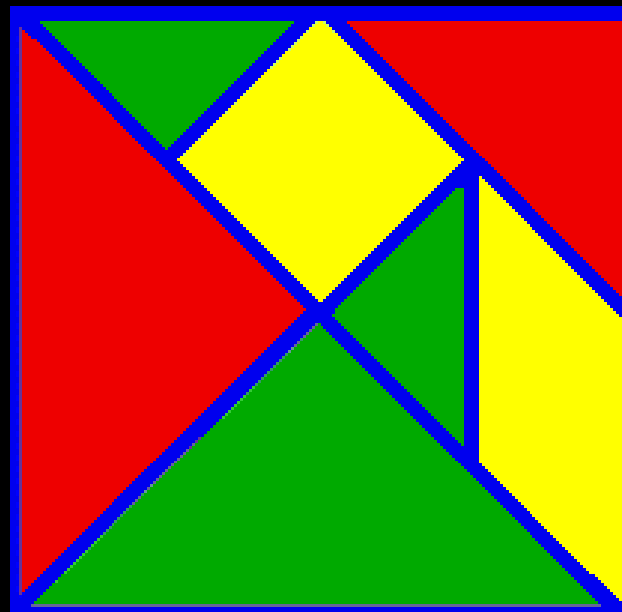


Tests for Higher Standards:

Linking Curriculum, Instruction, and Assessment

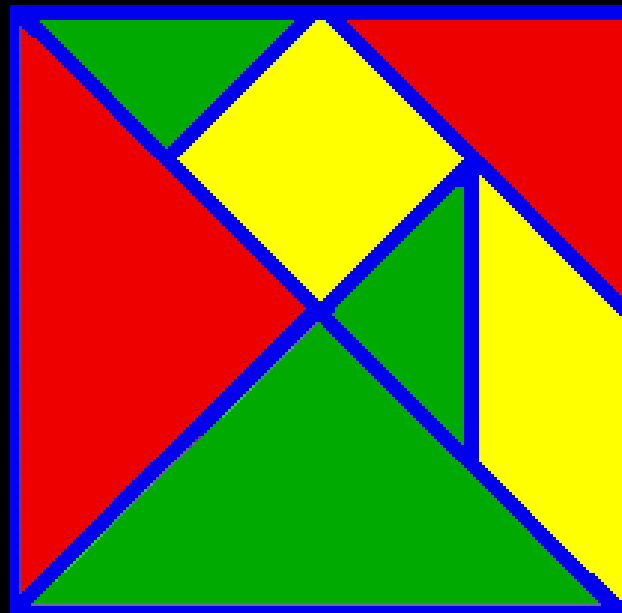


What is a tangram?





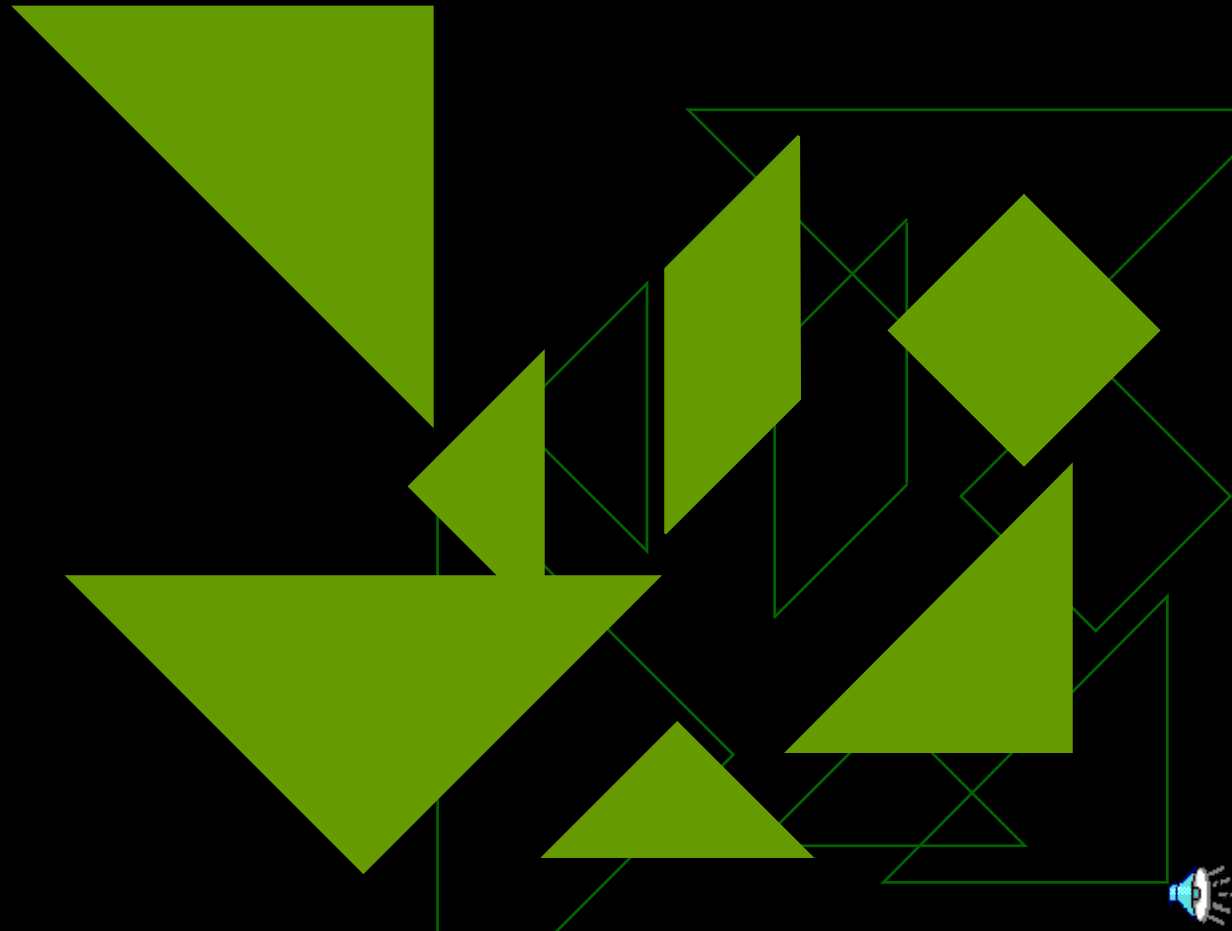
What is a tangram?



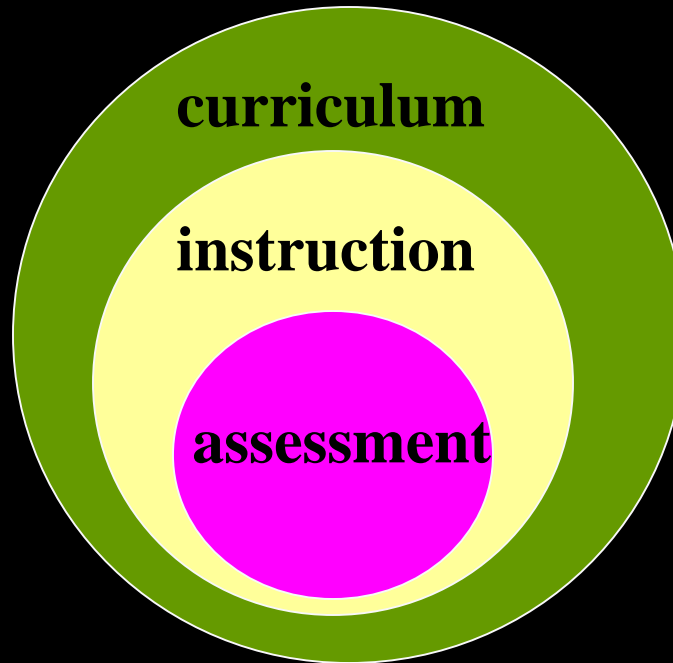
A tangram is an ancient Chinese puzzle that uses seven pieces cut from a square.



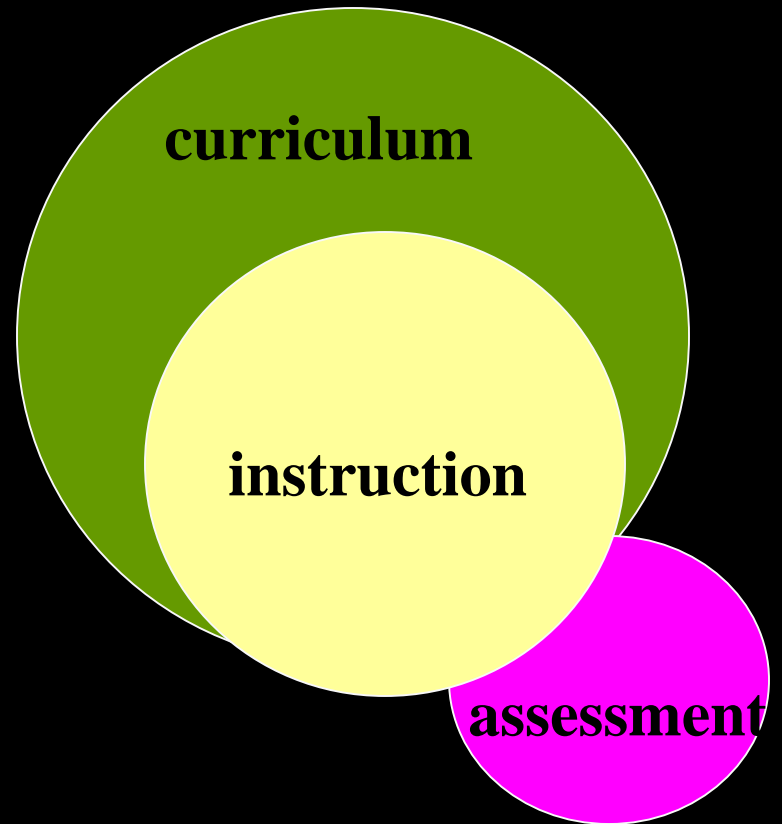
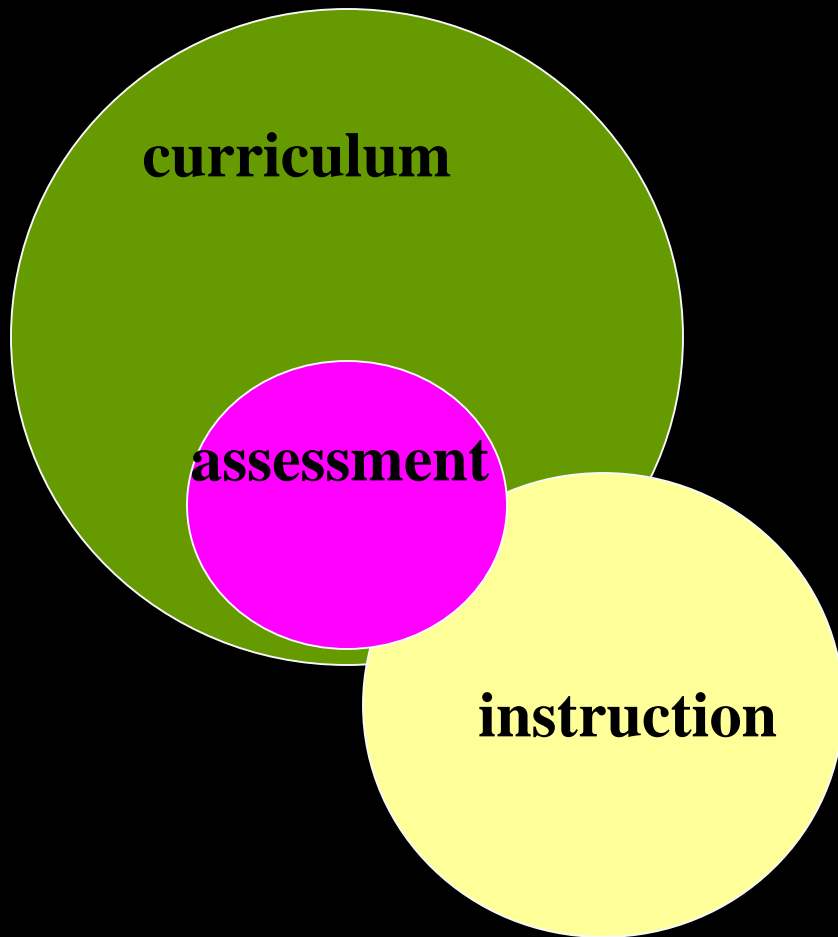
How are TfHS assessments like a tangram?



Curriculum Alignment



Classroom instruction and assessment must remain aligned with pacing guides, curriculum documents, and State blueprints



What's wrong with these pictures?

Diagnosis and Assessment of Student Learning

◆ Assessments are More Than Tests

- "Diagnosis and assessment of student learning ensure that students have mastered the objectives taught during a specified time period and that instruction is refined and fine-tuned based on the results."

◆ Assessment Takes Many Forms

- Pre-tests, post-tests, cumulative review tests, practice and simulation tests, teacher-made tests, warm-ups, homework, snapshot assessments, benchmark assessments

Diagnosis and Assessment of Student Learning

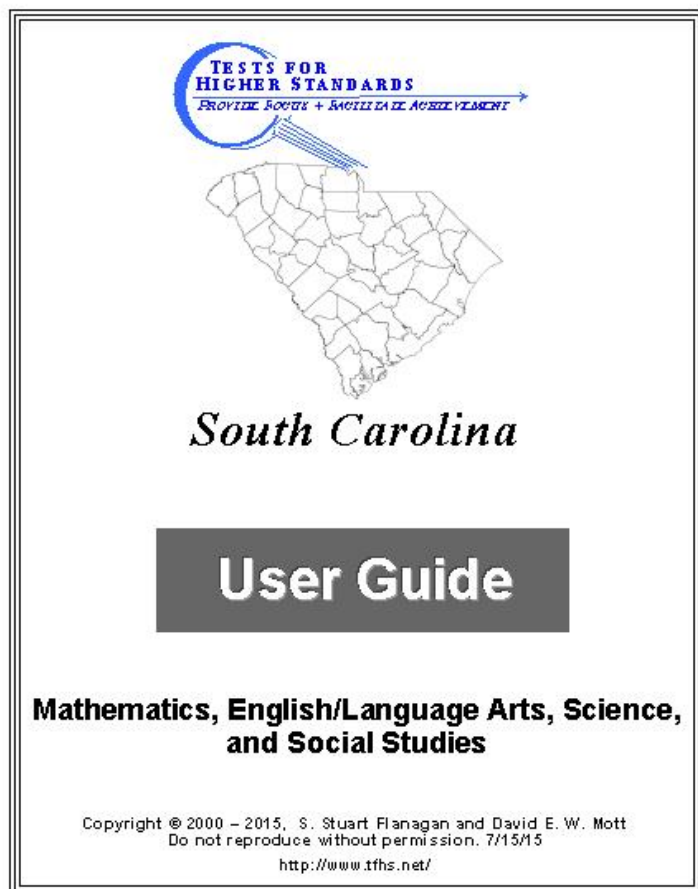
◆ Assessment Has Many Uses

- Assessment is a part of teaching
- Assessment, instruction and curriculum are interrelated in every lesson
- Assessment should diagnose a student's strengths or needs
- Assessment can provide feedback to the student and motivate him to achieve
- Assessments support and assess the mastery and retention of subject matter and determine the need for re-teaching, remediation or enrichment
- **Assessment informs and guides instruction**

Why Tests for Higher Standards?

- ◆ Provide valid, reliable SCCCR and PASS tests to help teachers and administrators diagnose the strengths and weaknesses of individual students
- ◆ Allow for great flexibility of use
- ◆ Provide a comprehensive standards-based approach to the assessment-planning-teaching process
- ◆ Utilize a comprehensive diagnostic system for student learning of the SC standards

User Guide



Tests for Higher Standards—South Carolina User Guide

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Research on Assessment

◆ **FACT:** The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be "dollops of feedback".

- **TESTS FOR HIGHER STANDARDS**, through simulation tests/grade level, 9-week tests, and ongoing assessments such as TfHS's Item Banks, provide "dollops of feedback" that is based squarely on the State's standards and only on the State's standards.
- **Maximum Potential Gain: 35%**

Research on Assessment

◆ **FACT:** Students need assessments that will tell them what they are doing is correct and what is incorrect. They need to know how to correct the performance and work on it until they do.

- **TESTS FOR HIGHER STANDARDS** provide diagnostic data so that the student and teacher will know specifically what needs correcting and the related assessment tools to determine the performance in question is correct. The feedback needs to be standards specific to maximize student gains.
- **Maximum Potential Gain: 30%**

Research on Assessment

- ◆ **FACT:** Assessment results need to be immediate. The greater the delay the less impact there is on achievement.
- **TESTS FOR HIGHER STANDARDS** provide assessments that allow for immediate feedback. There are several ways for this to happen depending on the scoring technique the teachers opt to employ: hand scoring, Scantron, online, student scoring, etc.
- **Maximum Potential Gain: 20%**

Research on Assessment

◆ **FACT:** Corrections should be specific to the task/objective.

- **TESTS FOR HIGHER STANDARDS** identify the specific standard that each and every test item measures. The standard is coded next to every item on each and every TfHS test. This better enables the teacher to assist the student in making specific corrections of specific, individual standards.

Research on Assessment

- ◆ **FACT:** Students could use TfHS's Classroom Matrix to know and evaluate their progress.
- **TESTS FOR HIGHER STANDARDS** offer the student a means of mapping and/or seeing their own progress. For grade level pre-post tests and simulation tests, there is an individual student profile and related Classroom Matrix that demonstrates what the student knows and the related ongoing progress or lack thereof.

Two Products to Improve Student Achievement



◆ Grade Level Tests

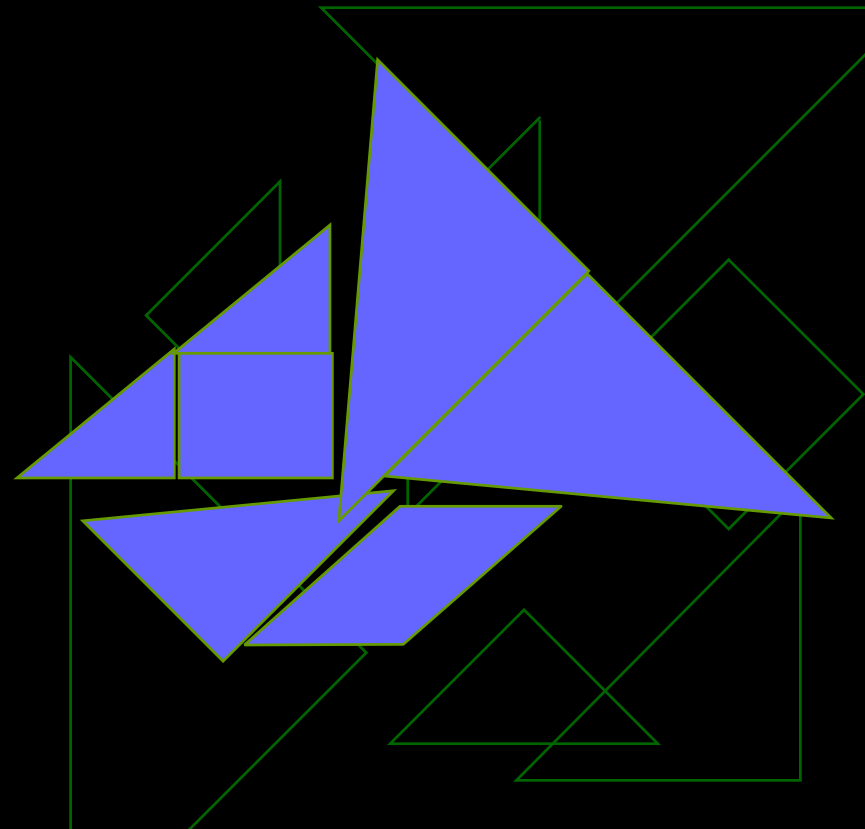
- Grades K-8 and End-of-Course

◆ Item Banks

- Grades K-8 and End-of-Course
- 

Two Products to Improve Student Achievement

Grade
Level
Tests



TESTS FOR HIGHER STANDARDS

MATHEMATICS

South Carolina College- and Career-Readiness Standards

GRADE LEVEL TEST

Grade 7 Pre-Test

Dr. S. Stuart Flanagan, Professor Emeritus
College of William and Mary

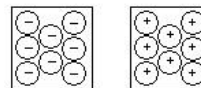
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Tests for Higher Standards in Mathematics
Grade Level Test
Pre-Test

Grade 7
SCCCR-Math

NS.1a

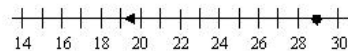
1. John made a chart showing the number of protons (positive charge) and electrons (negative charge) in a carbon atom. If he adds them together, what will the total charge be?



- A -8
B -16
C 16
D 0

NS.1b

2. Look at this number line.



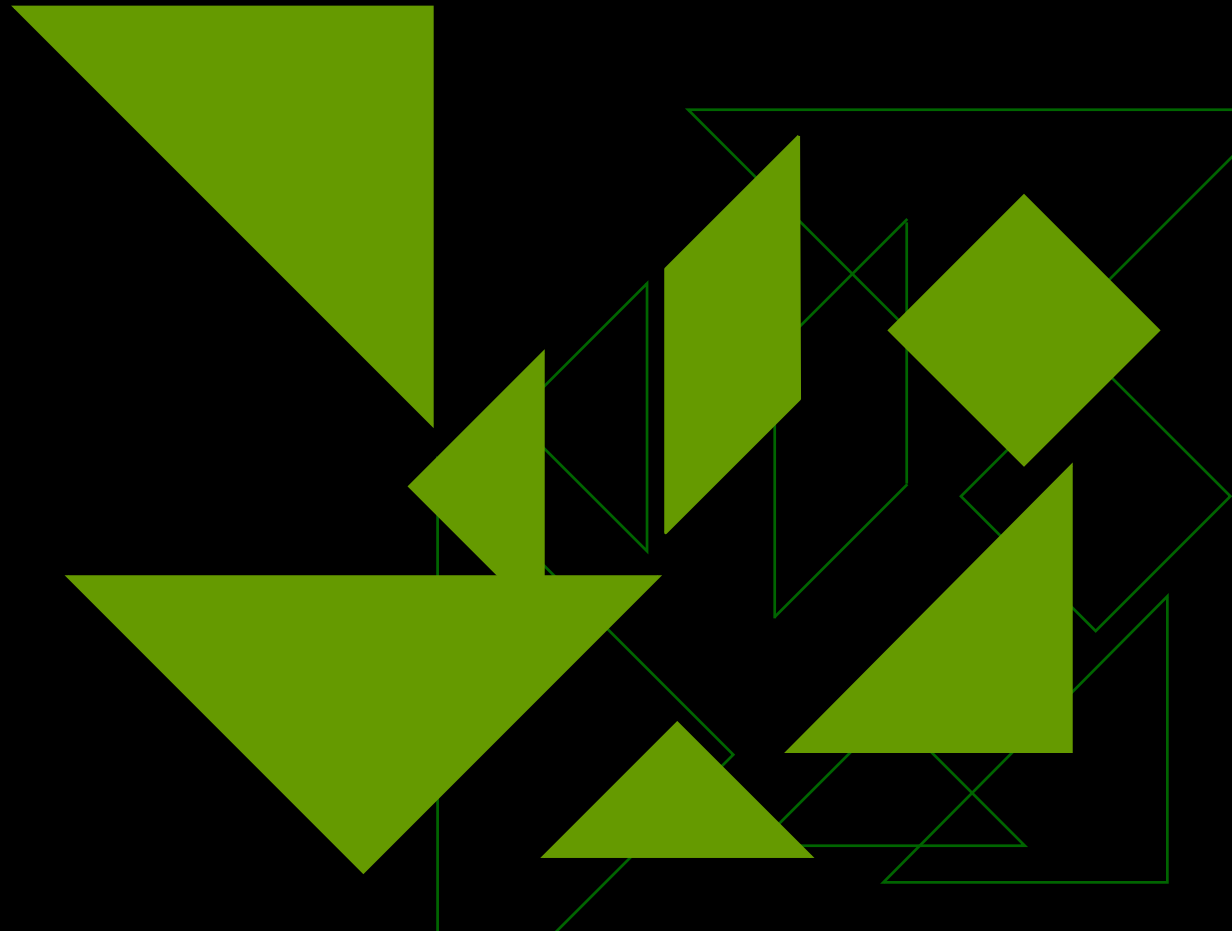
What number belongs in the blank?

$$29 + \underline{\quad} = 19$$

- A -11
B -10
C 10
D 11

Using Data to Inform Instruction

Let's Look
at a
Sample
Classroom
Matrix



Tests for Higher Standards in Mathematics I Classroom Matrix

Grade / School _____ Teacher _____ Date Completed _____

SCCER Math

Strand		The Number System														Ratios and Proportional Relationships							Expressions, Equations, and Inequalities													
Standard		The Number System														Ratios and Proportional Relationships							Expressions, Equations, and Inequalities													
Item #		The Number System														Ratios and Proportional Relationships							Expressions, Equations, and Inequalities													
		The Number System														Ratios and Proportional Relationships							Expressions, Equations, and Inequalities													
Student Names		The Number System														Ratios and Proportional Relationships							Expressions, Equations, and Inequalities													
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		The Number System																																		

TfHS Grade Level Tests

- ◆ Four core areas, K-8 grade level tests and high school End-of-Course Tests
- ◆ New tests for the SCCCR English and Math standards
- ◆ Tests for the SC Academic Standards in Science and History continue

TfHS Grade Level Tests

- ◆ Developed to help teachers focus instruction on the content and processes of the SC standards
- ◆ Criterion-referenced, four alternative, multiple choice tests with open-ended items
- ◆ 60-80 items per test/2-6 items per Standard
- ◆ Administered as a whole or in chunks

Using the TfHS Grade Level Tests

- ◆ Can be used before or after instruction to determine the progress of learning
 - Students who take a TfHS Grade Level Test as a pretest at the beginning of a school year should take the test designed for that grade level
 - Teachers could choose to use the TfHS Grade Level Test for the previous, just completed grade level as a diagnostic tool
 - ◆ Provides a class profile telling what needs the whole class has and specific needs of each student
 - Grade level tests may also be used to create benchmark tests, end-of-year tests, nine weeks tests, semester exams, unit tests

End-of-Year/Mid-Year Testing Using the TfHS Grade Level Tests

- ◆ The grade level tests may certainly be used as a portion of a local division-or teacher written mid-year, nine weeks, unit test, benchmark test or final examination
 - The grade level tests could be supplemented with locally relevant assessment
 - Any customization applied to any TfHS test must leave all copyright notices intact and must indicate that the test is a special form of the original TfHS product
 - Test items which are modifications or close adaptations of the TfHS test items remain the copyright of TfHS, as per copyright law
 - Other test items remain the property of the copyright owner

Practice Testing and Instruction Using the TfHS Grade Level Tests

Any use of the TFHS Grade Level Tests will do at least two things:

- ◆ Provide students with practice for the state-mandated tests
- ◆ Give teachers the chance to see SC standards content embodied in actual test items

Some tests, such as writing and reading, will be useful as instructional texts:

- ◆ Writing tests contain writing passages and answer choices that can become useful subject matter for class discussion
- ◆ Reading tests contain literature, both old and new, that may supplement other class reading
- ◆ Reading tests may help to build stamina for students taking the SC tests

Strengths and Limitations of the TfHS Grade Level Tests

Strengths:

- ◆ Simulate the experience of taking the state-mandated SC test
- ◆ Provide pre- and post-data about individual students and whole classes- student gains and teacher gains
- ◆ Provide diagnostic information about individual students on individual standards
- ◆ Provide a focus for instruction

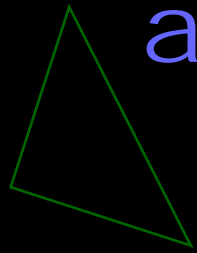
TfHS Grade Level (Simulation Tests)

- ◆ Grade level tests can be given toward the end of the school year as a preview of the State tests for grades 3-8 and end-of-course.

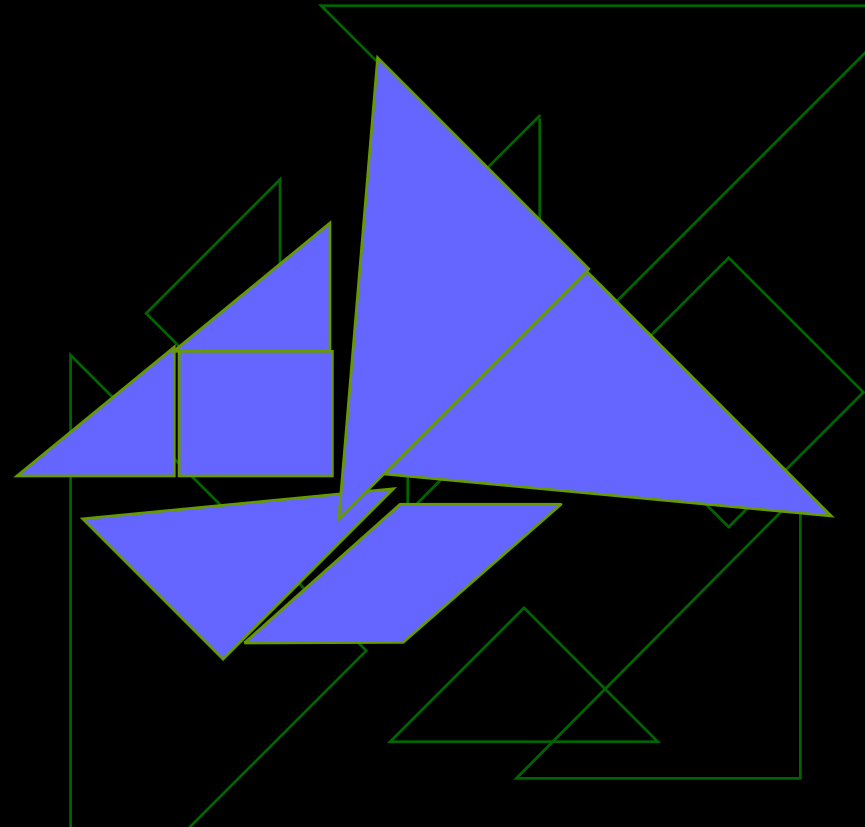
Recommended Uses for TfHS Grade Level (Simulation Tests)

- ◆ Give the grade level (simulation tests) under the same conditions that the State requires (utilize similar ancillary materials, etc.)
 - About five days prior to the State tests
 - ◆ Work through the results with students and have them psychologically ready for the real test (will provide limited time to carry out a diagnostic remediation strategy)
 - ◆ Ease test anxiety
 - ◆ Teach test-taking strategies
 - Two to four weeks before the State tests
 - ◆ Use the results to develop a diagnostic remediation crash program
 - Toward the last of the first semester
 - ◆ Use the results to develop a combination remediation program and an augmented , regular instructional process
 - ◆ Remediate the weak spots in already covered content and ensure coverage of uninstructed areas

Reflection and Questions
about...

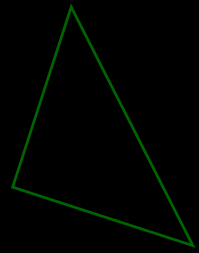


Grade
Level
Tests



Two Products to Improve Student Achievement

Item Banks



Standard B-4 Molecular Basis of Heredity

B-4.1

1. Which scientist shared the Nobel Prize with James Watson and Francis Crick for the development of the Double Helix model of DNA structure?

A Rosalind Franklin
B Linus Pauling
C Maurice Wilkins
D Max Planck

B-4.1

2. Which of the following would be the *complementary* DNA strand to the strand shown?

ATGGAGATG

A ATGGAGATG
B TACCTCTAC
C UACCUCUAC
D ATCCTCATC

B-4.1

3. Which of the following is NOT a component of a DNA nucleotide?

A adenine
B deoxyribose sugar
C uracil
D phosphate

B-4.1

4. Which of the following would be the complementary mRNA strand to the DNA strand shown below?

TGACCGCCGTATAAA

A ACUGGCGGCAUAAU
B ACTGGCGGCATATTT
C TGACCGCCGTATAAA
D ATGCCCGTGCGATGC

2-3.1

Use the story in the box to answer the next question.

Mrs. Warren has \$20. She is going to the grocery store. She will buy eggs, bread, and milk.

3. Mrs. Warren is a _____.

A consumer
B producer
C service

2-3.1

Use the story in the box to answer the next question.

Mr. Barton owns a farm. He grows tomatoes, watermelons, strawberries, and pumpkins. He sells the food he grows to people in a nearby city.

4. Mr. Barton is a _____.

A consumer
B producer
C service

Item Banks

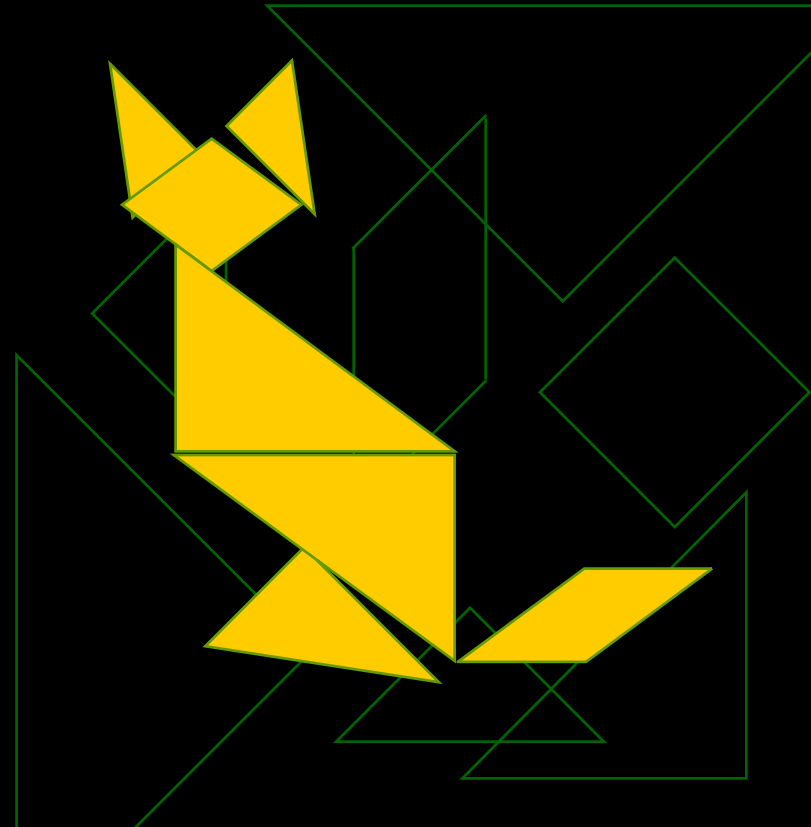
- ◆ Item Banks exist for all content areas, for all grades, all end-of-course test areas
- ◆ Enough items were developed to evaluate the various components of each SC standard so that a teacher could make a reliable judgment about a student's individual achievement
- ◆ Most banks contain 300-500 items
- ◆ Each item is a stand-alone Word document and can be modified

Uses for Item Banks

- ◆ Resource to teachers, parents, tutors, and others who are assisting with student learning
- ◆ Overhead transparencies can be made and used to either illustrate teaching points or to administer an assessment, without having to print a large number of pages
- ◆ Selections from several banks can easily be combined into one test
- ◆ **EXCELLENT** source of questions needed for developing benchmark and snapshot assessments

Reflection and Questions
about...

Item Banks



District Implementation Plan



Implementation Plan

- ◆ Phase I: Dissemination of materials, review of components, general and immediate uses
- ◆ Phase II: Content specific strategies and uses
- ◆ Phase III: Preparation for simulation tests/post-tests, using the data for remediation, remediation strategies
- ◆ Phase IV: Summer Session uses

Administrative Support and Involvement

- ◆ Supply testing materials to teachers, along with Classroom Matrices and Time/Sequence Planning Charts
 - Materials can be loaded on your school server
 - Materials can be copied on individual computers as long as materials are destroyed at the end of summer session
- ◆ Determine an assessment plan for your school
- ◆ Determine suitable plans to interact with teachers about initial test results, plans, and progress throughout the year

Administrative Support and Involvement

- ◆ Assist teachers as they develop appropriate class assessments for evaluating student achievement throughout the school year
- ◆ Assist teachers in providing remediation to students
- ◆ Review the item analysis on each assessment with the grade level and/or individual teacher...make sure that teachers are connecting assessing, analysis, and planning for instruction

Cost-cutting tips

- ◆ Classroom sets of materials
 - Not writing on tests
- ◆ Using Scanners and Online Scoring and Reporting
 - Online scoring: www.rosworks.com is available for TfHS content

Creating Benchmark and Snapshot Assessments



Creating Benchmark and Snapshot Assessments

- ◆ The teacher can use periodic cumulative review to support and assess the mastery and retention of subject matter and to determine the need of:
 - ◆ reteaching
 - ◆ remediation
 - ◆ enrichment

Creating Benchmark and Snapshot Assessments

- ◆ Study your district pacing guides to decide which standards are to be covered.
- ◆ Select items from the TfHS Item Banks.
- ◆ Use the templates provided on the TfHS CD.

First Nine Weeks

SOL	Topic	Section
8.1	Order of Operations	1.4
8.5	Powers and Squares Roots	1.3, 9.1
8.1, 8.4	Evaluating Algebraic Expressions Exploring Data: Tables and Graphs	1.5, 1.6
8.1	Simplifying Numerical Expressions	2.1, 2.2
	Solving One-Step Equations	2.3-2.9
8.3	Solving Practical Problems Involving Integers	3.1-3.8
8.15	Solving Multi-Step Equations	4.1-4.5
8.17	Solving Problems Using Formulas and Functions	4.6-4.8

Second Nine Weeks

SOL	Topic	Section
8.1, 8.3	Solving Practical Problems Involving Rational Numbers	6.1-6.8, 7.1-7.5
8.1, 8.3	Solving Practical Problems Using Percents	7.6-7.9
8.1, 8.3,	Using Ratios and Proportions	8.1-8.6
8.2	Subsets of the Real Number System	9.2, p.450
8.10	Pythagorean Theorem	9.3-9.4
8.6	Relationships Between Angles	10.1-10.4

Third Nine Weeks

SOL	
8.9	
8.8	
8.9	
8.7	
8.12	

ALIGNED CURRICULUM

"Teachers working in teams – grade levels, departments or other groups – are constantly connecting and aligning what is written, taught and tested to improve student achievement."

-Donna Dalton
Director of Curriculum and Instruction

TEAMWORK!



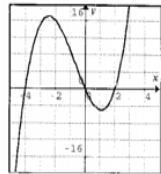
Let's Try It!

CUMULATIVE REVIEW...

Name: _____ Date: _____

Teacher: _____ Subject: _____

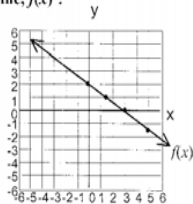
1. Consider the following graph of $g(x)$.



Which is *not* a zero of the function?

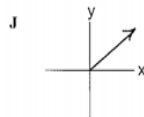
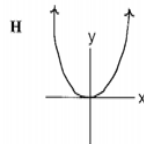
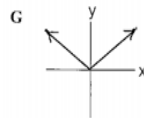
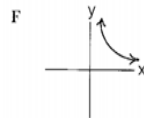
- F $x = -4$
- G $x = -1$
- H $x = 0$
- J $x = 2$

2. In the graph below, what is the slope of the line, $f(x)$?



- A $\frac{3}{2}$
- B $-\frac{3}{2}$
- C $\frac{2}{3}$
- D $-\frac{2}{3}$

3. Which graph illustrates *direct* variation?



Shoot for the
moon by creating
your own spiraled
cumulative review
and watch
student success
shine!!!!

Practice Test-Taking Strategies All Year Long

- ✓ Practice **highlighting**, underlining or circling key words or important details in the stem
- ✓ Ensure students can apply various strategies to solve different kinds of problems
- ✓ Ensure students understand the mechanics of test-taking, such as the need to follow instructions and check their work



You Do the Math!

- ◆ Say you commit to try spiraled cumulative review
 - 4 days a week
 - 3 multiple choice problems per day
 - ◆ How many questions reviewed per week?
 - ◆ How many questions reviewed per month?
 - ◆ After 5 months your students will have reviewed how many questions?
 - ◆ Given that simulation tests have approximately 50 questions, how many simulation tests will your students have experienced over a period of five months?



But I Just Don't Have Time to Create Quality Assessments!

PROBLEM

◆ Valid test items are difficult to write

- The item writer must have a thorough knowledge of the instructional objectives, content, students' levels of development and technical skills in item writing

◆ Spiraled cumulative reviews take too much time to create

SOLUTION

◆ Use valid test items created by the experts

- TfHS Item Banks

◆ Use the cut-and-paste technique...you are just a clip or two away from great spiraled cumulative review items

Have Some Fun by Reinforcing Effort and Providing Recognition

Shoot for the Moon!

Cumulative Review Points



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

<http://www.mrsperkins.com/files/100chart.doc>

Let's Try It!

**Be sure to check
for understanding!**

show your thinking

explain why you eliminated one of your choices

justify your answer

Creative Ways to Assess Students

◆ Games

- Jeopardy

- ◆ http://www.hardin.k12.ky.us/res_techn/download/blankjeopardy.ppt

- Who Wants To Be A Winner

- ◆ <http://www.teachnet.com/lesson/misc/winnergame022500.html>

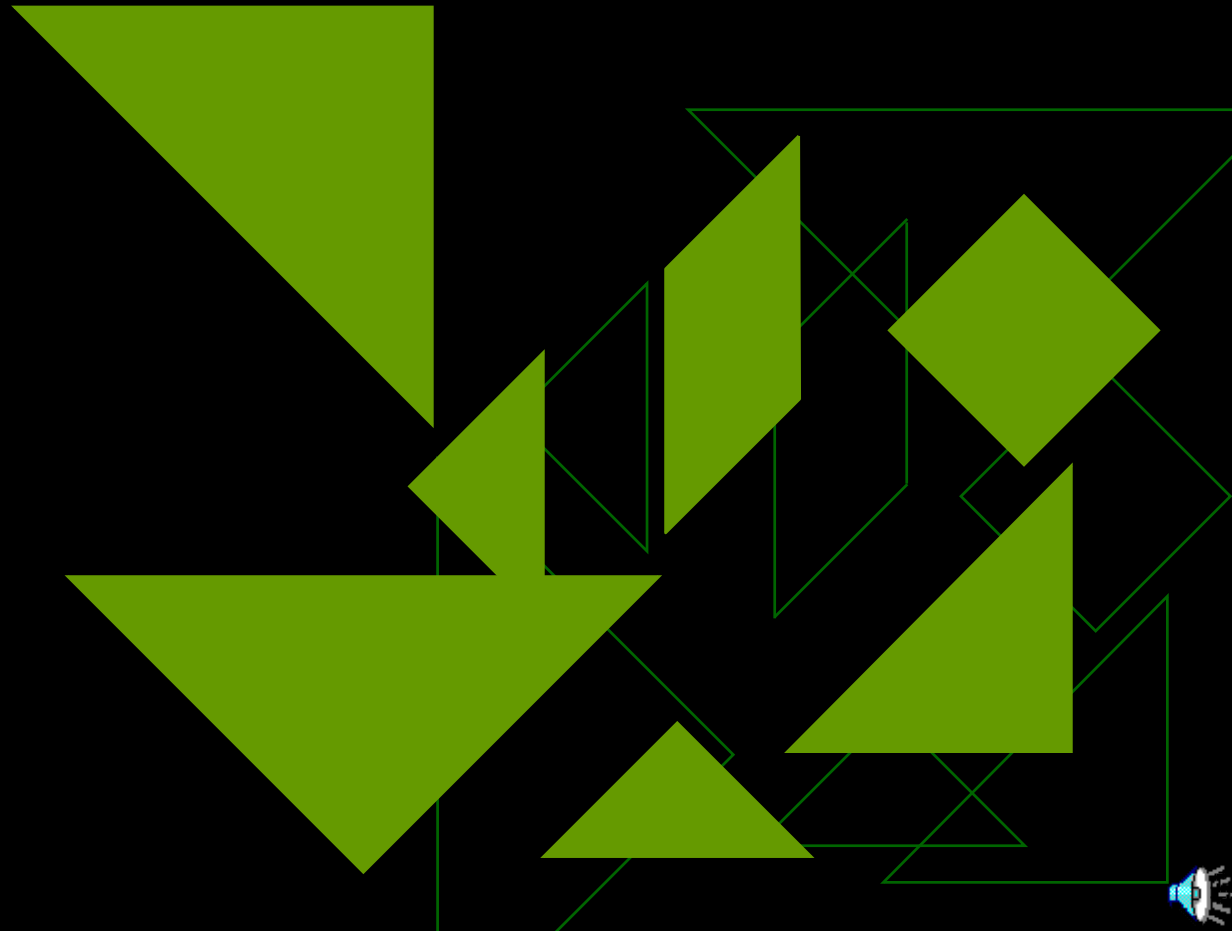
◆ Self-Directed Learning Kits

- Self-manage

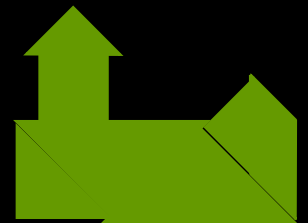
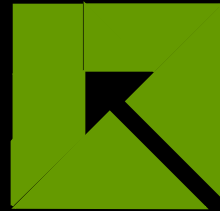
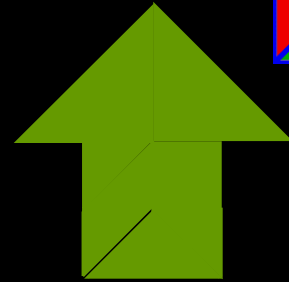
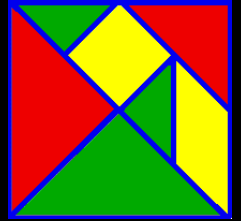
- Self-monitor

- Self-modify

How are TfHS assessments like tangram pieces?



Develop your individual
plan for
your school,
your teachers,
your students



We believe...

1. What we assess and how we assess communicates what we value.
2. Assessment should be learning opportunities for students not intrusions into instruction.
3. Assessment should give timely feedback on student achievement as well as on the effectiveness of instruction.
4. Assessment should reflect what is important to learn rather than what is easy to assess.
5. Assessment is ongoing and based on multiple sources of evidence.



TO BE A WINNER,

GIVE ALL YOU'VE GOT