

## Brain Writing Activity – Sorted Responses

### Federal Minimums/Test Reductions

- Cut back to federal mandated minimums
- Eliminate KRA
- Eliminate Fall 3rd grade reading test
- Eliminate KRA
- Eliminate 3rd grade reading fall test
- Eliminate ELA and math assessments in so many grades and only give what is required in ESSA
- Eliminate Fall 3rd Grade Reading
- Eliminate KRA
- Only give what is mandated by the feds
- Meet the minimum ESSA requirements by administering only ELA II, Math II, and Biology (no additional EOC, no ACT required)
- Grade 3 Fall administration: Necessary as long as the Third-Grade Reading Guarantee retention piece is in place, we need this opportunity for students to meet proficiency. It is also helpful to teachers to plan instruction for the second semester once results are available.
- Go to federal minimums
- Make assessments relative for increasing scaffolding learning – reduce required assessments
- Does 3 – 8 need to be administered (if Fed says they don't) annually in ELA and Math?
- What happens to Ohio if we don't give a fed mandated test?
- The majority of tests are federally mandated – do we have a choice of instrument? Can we shorten each test and still get what we need – to still get valid and reliable results?

### Social Studies Testing

- Keep either 4th or 6th social studies, but not both
- If we have to cut, cut American History but keep government since basis of informed citizenry
- Delete either 4th or 6th grade social studies assessment
- Eliminate social studies grade 4 because content can be embedded in other areas but still test in grade 6
- Eliminate one social studies end of course exam in high school; while it's "ideal" to be "accountable for all", is it practical?
- American History/Ohio History can be integrated into K – 4 ELA curriculums; eliminate grade 4 social studies test but keep grade 6; we have to be open minded to not "testing everything" so it "gets taught"
- Reduce one social studies assessment in grades 9 – 12
- Eliminate 4th grade social studies test
- Eliminate 6th grade social studies test
- Require # of hours of instruction instead of social studies testing
- Eliminate 4th grade social studies
- Eliminate 6th grade social studies



- Eliminate 4th grade social studies test
- Eliminate 6th grade social studies test
- Eliminate social studies assessments – replace them with the US citizenship test
- Why not give the US citizenship test in place of high school end of course exam?
- Remove social studies from testing calendar; replace it with authentic assessment/performance based/project based
- Grade 4 and Grade 6 Social Studies – these tests could be eliminated
- Require hours of instruction instead of testing social studies
- Pursue social studies – require minimum # of hours, instead of testing each year

### High School Testing

- Do away with ELA I, just have ELA II
- Eliminate end of course exams
- Do we need ELA I and ELA II? Consider dropping ELA I
- Eliminate end of course exams
- Single test for high school students/graduation
- Eliminate end of course tests
- One test for high school students/graduation
- High school algebra as universal math class test then advanced kids ONLY take geometry/ACT
- Keep 9th grade ELA, eliminate 10th and advanced kids take 10th grade/ACT
- Eliminate EOC American History but keep American Citizenship
- Remove ELA I requirement
- Replace OST's with PSAT/PACT
- Can we just use the ACT/SAT instead of end of course exams?
- Eliminate ELA I and Math I tests typically taken in 9th grade. Have the following tests: 9th grade: Aimsweb benchmark screener 2x/ yr (50 min fall, 50 min winter); 10th grade: Pre- ACT (?? 2 hours), EOC ELA II (4 hours spring), ELA Math II (3 hours spring), EOC American Government (3 hours either January or Spring); 11th grade: ACT (5 hours spring), Biology EOC (3 hours spring); 12th grade: ACT re-take or other graduation pathway options as needed
- Keep ELA I test and Integrated Math I test (typically 9th grade; noted here for elimination) and Eliminate ELA II and Math II Tests (typically 10th grade). This would result in roughly the following: 9th grade: Aimsweb benchmark screener 2x/ yr (50 min fall, 50 min winter), EOC ELA I (4 hours spring) and EOC Math I (4 hours spring); 10th grade: Pre- ACT (?? 2 hours), EOC One of the American Social Studies (3 hours spring); 11th grade: ACT (5 hours spring), Biology EOC (3 hours spring); 12th grade: ACT re-take or other graduation pathway options as needed
- Eliminate all EOCs and let 11th grade ACT fulfill this entire requirement (this is the most extreme), and would require significant re-working of graduation requirements for which students need 18 points accrued from the 7 EOCs; this is most feasible if there are other graduation pathways for students that do not require high-stakes test (industry-credentials or other...)
- Why allow Integrated Math? Go back to Algebra I, Geometry
- Algebra universal math test for grades 9 – 12, advanced kids will take geometry
- Extend criteria for excusing students from ACT



- Voucher to take ACT/SAT tests – puts onto parents \_\_\_\_\_ and out of school logistical nightmare
- ACT/SAT – give parents a voucher to take it on a Saturday (like in the past), would give opportunities and get off of high school plate and the logistics nightmare

### Integrated Assessment System

- Use a nationally normed test aligned to our standards to meet multiple purposes
- Multipurpose assessments – 1 test with multiple functions/subjects
- Create tests to serve multiple purposes with timely and specific feedback for diagnostic uses
- Have assessments serve multiple purposes – no additional assessments for gifted identification
- Streamline time and amount of an assessment – for instance, 1 hour per student in over 25 hours per classroom for KRA
- Assessments should serve OTES, gifted, etc. purposes
- Assessments serve various functions (e.g. driving instruction at the student level, curriculum effectiveness at the district level, state & federal accountability). It would be helpful to have a matrix listing test by function. The only focus of the assessment should be to drive instructional decisions.
- Create state/federal assessments that measure outcomes using best-practice (short assessments at multiple points)
- With appropriate research and validation – use assessments for multiple purposes, but only if research supports this (i.e. gifted identification – again – must be valid/reliable) – MAP assessments do this currently

### Kindergarten Readiness Assessment

- Adjust the timeframe of the KRA to allow the results to be used for real time decisions
- Allow the KRA to be used for OTES, SLO, etc. purposes to streamline
- Menus of tests for KRA
- Reduce the amount of time needed to administer the KRA and refine it to allow timely and useful data, the information should be immediate; connect KRA to OTES and screening
- More items of KRA need to be added to iPad to improve administration
- Timing of KRA – allow district to administer before school starts or after August 1st
- Connect the KRA assessment with the OTES process and the ability to use it as a registration screener
- KRA needs to provide immediate and useful data with time to administer reduced
- Decrease amount of testing in KRA; give KRA earlier; get results back earlier
- KRA feedback is not provided in a timely manner so what is the REAL purpose of the assessment? What is the value if the results come back too late to help kids?
- Kindergarten: This is not a valuable assessment for teachers and could be eliminated. Relevant data are not provided until late November, and the assessment is an entrance test to know where students are when they begin kindergarten. We are required to complete a reading diagnostic for the K-3 Literacy indicator in order to determine if students are on track or not on track. We use Aimsweb reading benchmark assessments for this purpose. This information could be used for both purposes. If a similar assessment is needed for mathematics, the state could require a math diagnostic at kindergarten, and again, provide options that align with those



districts are already using because of the K-3 Literacy requirement (for example, Aimsweb has both reading and math benchmarks, as do many of the other ODE-approved diagnostics)

### Use of Tests; Immediate, Specific Feedback

- Provide immediate and specific feedback on assessment performance (item analysis, standard performance based on computer analytics)
- Make reporting more timely and specific so these tests can double as diagnostics and instructional guides
- Improved reporting (more specific analysis and quick turnaround) so it can be diagnostic
- Provide immediate feedback
- Increase timeliness of results
- 3rd Grade ELA FALL – timely results or get rid of it
- ELA Grade 3 Fall – require immediate feedback or do away with this test (results are not timely)
- Provide strand data to teachers
- Provide activities for teachers assessing
- Improve timeliness of results and data reported
- Provide assessments that provide actionable, timely data
- Provide feedback that is broken down to the standard level for teachers – item analysis
- Results given back are not specific – how can the assessments be improved to supply more specific and useful data?

### Testing Time, Test Prep, Test Types

- Create assessments that are only essential to social emotional development (IE kindergarten assessment)
- Create assessments that are more attainable for students
- Create assessments that gauge student performance over multiple points in time rather than ones that are autopsies and that are punitive
- Multiple points of OSTs would eliminate test prep or predictive tests
- Reduce test prep and OST predictive tests
- Test prep is a huge issue – reduce
- Focus on teaching content with test item construction meaningful and relevant so need for “test prep” is reduced
- Is there any way to further cut down on the amount of time spent taking each test? Time consideration is not only student testing time but also measures disruption to teaching days/schedule.
- Need to consider all staff time required for testing not just the actual student testing time, and the disruption to education for other students.

### Career Tech

- Elimination of Work-Keys Assessment as the 3rd pathway requirement in addition to the IC assessment
- Value to the CTE Technical Assessment end of course to the graduation pathway point level but provide a more efficient item analysis report that is standards based



- Elimination of Work Keys requirement that is embedded in the Work Readiness Grad Pathway – there is no advantage on purpose tied to the assessment/there is with credentials.
- Include and create a value aligned to state and federal expectations with Career Tech/EOC assessments
- Career Tech 2 Year Students – taking 4 WebXams (pre-and post-test) = 8, taking average tests; and taking ACT/SAT

### Integrate Multiple Content Areas

- Embed science and social studies measures into ELA to generate 3 proficiency scores (similar to new PSAT format)
- Could science be embedded in one of the other assessments? Disregard – then we get into the length issue
- How about humanities assessments that integrate social studies and ELA instead of separate assessments?
- Integrate social studies with ELA assessments – literacy standards

### System Changes; Other Recommendations or Questions

- No high stakes associated with it
- Get the high stakes graduation and accountability out of 9 – 12 testing – or K-12 testing
- Address the 3rd grade guarantee – do not hold students back
- Review what high performing states do and model it
- 3rd grade guarantee – drop the retention piece
- Define what we view as high performing? Possibly looking at progress of product – what and how students are making progress in their own way, not based on a norm reference
- Uncouple teacher evaluation from state tests and student growth at all levels
- Model after high performing states
- Look at progress v. achievement
- Research and model high performing states processes – Massachusetts #1 in testing, Ohio #27?
- Drop the accountability/value added piece out of the high stakes testing
- Allow the school board to be fully elected and not administration driven
- Take away the punitive nature of the test for students and teachers
- Take away the threat of retention for TGRG to allow more time on intervention and less on assessing
- Allow classroom data to apply to TGRG
- Allow districts greater range in when assessments are administered
- Allow classroom generated data as evidence of student learning for authentic formative instructional practice
- Informative/summative assessments that provide snapshots for evaluating individual students, needs to be relative
- Do the assessments meet student needs?
- Encourage assessments as that involve critical thinking
- While my point that what gets tested gets taught is absolutely true, a state-mandated test might not be best method for assessing students learning.

- I agree that its important to test but not for state accountability for every test. Also, we should measure growth over grade level achievement.
- What about project based assessments, portfolios of work samples \_\_\_\_\_; time to test and show you know it
- Assess the “must do’s” and allow local control of the “other measures” that must be reported
- Create assessments that are measuring outcomes through best practice
- Assessments can be used to improve, not just prove if data is gathered through the testing & learning process; focus should be growth
- Need to determine purpose for every assessment – is it to inform instruction, measure student performance, evaluate teacher performance or communicate district ranking? Are all important? Can we simplify and find instruments to serve multiple purposes that make sense?
- How do we frame assessments for learning? Change the compliance mindset. This mindset pervades educators AND students.
- Could state assessments be “chunked” into shorter pieces – eliminate the “marathon” especially for our 3 – 5 or 3 – 6th graders?
- Is our definition or format of assessment too narrow? Could we broaden this?
- Clarify purpose of testing – if its summative, can it be pushed back later in the year? Need to consider amount of testing with other assessments (AP, IB); taking into consideration if testing is moved back too far there isn’t a safety net for students who are not successful
- Why are we giving these tests at all? To see how much the students have learned? Benchmark against other states? Or evaluate teachers?
- Formative adaptive assessments that give immediate feedback to the schools; match assessments schedule to intensity of instruction/intervention. Struggling learners assessed formatively more frequently, successful students less assessments – use data already gathered through instruction
- Allow schools to choose from a menu of tests that can be used – local control is important
- Reduce from 5 designations to 3
- Reduce levels to 3 from 5