Ohio’s History of Adopting Standards and Assessments is important to understand. The state initially adopted proficiency tests in reading, writing, math and citizenship that were NOT aligned to any academic standards. The Ohio Business Roundtable report, “A New Compact for Ohio Schools,” concluded that “Ohio needs a set of standards that are clear, specific and measurable, that describe the knowledge as well as the skills the state expects its students to master.” The bill also created the standards and assessments subcommittee that would be responsible for developing the academic standards. The subcommittee was made up of stakeholders, including representatives from the state board of education, state department of education, state board of hospitals, state board of higher education, and American Association of University Professors. The bill also created the state board of education, which is responsible for adopting and implementing the standards and assessments.

In 2010, House Bill 55 passed, requiring Ohio to move to an A–F style report card. The bill also established the Third Grade Reading Yearly “Progress” score, which allowed schools to track progress toward the goal of all students being proficient by 2014. The Ohio Department of Higher Education, 2016, accessed formative-summative.html

Ohio’s classrooms should not be test preparation factories. That is, curriculum and instruction and teaching and learning should be deep and go well beyond determining the best approach for identifying and reducing duplication and overlap in assessments. Strike the right balance between local and state assessments: Every stakeholder, including teachers, parents, students, and leaders know how to analyze and interpret the data to make informed decisions. Enhanced Teaching and Learning: Ohio’s standards and assessments represent a powerful tool for closing equity gaps—when leaders know how to analyze and interpret the data to make informed decisions.

Ohio continues to implement its new state-level standards and assessments: School leaders can make decisions about what to teach at each grade level or to graduate from high school. What students learn was largely up to individual school leaders, which meant that there wasn’t an expectation that students across the state would be prepared for entry-level jobs or the college courses without the need for remediation. The need for a higher education has been increasing in recent years. In 2010, the Ohio Department of Higher Education, 2016, accessed...
Determined.

A required review of the assessments in December 2016.

content standards review important. The department initiated to higher student achievement and for grade levels, provide critical standards to ensure they are suitable continues to fine-tune the academic

While the report does not call for the department to take specific action, it does provide a platform for driving the state’s content standard revision process currently underway.

The Ohio Department of Education continues to fine-tune the academic standards to ensure they are suitable for grade levels, provide critical knowledge in the subject areas, lead to higher student achievement and too. The skills that colleges and employers indicate are most important. The department initiated this process after the academic content standards review committee issued its report (February 2016). By fall 2016, the committee will have completed a revised set of standards in ELA and mathematics to be submitted to the State Board of Education and the Ohio House and Senate Education Committees. The State Board is on track to adopt the revisions to the standards by December 2016.

A required review of the assessments will come at a later date and is likely to be determined.

OHIO’S APPROACH TO ADMINISTERING ASSESSMENTS

While the state calls for the administration of a specific set of assessments, local school districts administer additional, locally-identified assessments to test their own needs. Based on the Ohio Department of Education’s Testing Reduction Study, 64 percent of total student testing time is spent on state assessments. 18 percent is spent on assessments selected by the district to fulfill a state mandate (e.g., teacher evaluation or Third Grade Reading diagnostic). And 17 percent is spent on assessments given by a district to meet its own needs.

Figure 1 identifies the state’s assessment schedule for grades 3-8. At the high school level, students who graduate in 2016 will be required to take end-of-course tests in English I and II, algebra I, geometry (or integrated mathematics 1 and 2), biology (or physical science for the class of 2015 only).

OHIO’S APPROACH TO ADMINISTERING ASSESSMENTS, cont.

American history and American government. Additionally, all juniors in the spring of 2017 must take either the ACT or SAT. Students may take these assessments online or on paper. 5

Assessment design flexibility. States can design assessments in three ways that have the potential to better support teaching and learning. First, states can choose to administer a series of assessments throughout the year that cumulatively result in a summative score. This flexibility means that states can design assessment systems that have the potential to better support teaching and learning. First, states can choose to administer a series of assessments online or on paper. 5

Innovative assessment pilot. States may use computer adaptive assessments that can measure student learning and provide information to teachers, students, and parents. These assessments are called “computer adaptive” because they adjust the difficulty of the questions based on the student’s responses. They can provide more and richer information about students’ progress and achievement. If used to measure student performance if we are to adequately prepare our students.

In the spring of 2017, only 38 percent of the state fourth graders were proficient or better in reading, and 47 percent were proficient or better in mathematics. While the state calls for the administration of a specific set of assessments, local school districts administer additional, locally-identified assessments to test their own needs. Based on the Ohio Department of Education’s Testing Reduction Study, 64 percent of total student testing time is spent on state assessments. 18 percent is spent on assessments selected by the district to fulfill a state mandate (e.g., teacher evaluation or Third Grade Reading diagnostic). And 17 percent is spent on assessments given by a district to meet its own needs.

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Ohio’s approach to administering assessments

Ohio’s approach to administering assessments is to focus on continuous improvement of educational outcomes. The department is expected to present a content standards review and potential changes after the academic year. The process continues to fine-tune the academic standards in ELA and mathematics. Senate Education Committees released a comprehensive report summarizing their findings. The report does not call for the Ohio Department of Education to take specific action, it states that it is on track to adopt the revisions to the standards by State Board.

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The Ohio Department of Education convened committees comprised of content field experts, parents, and employers, the Chancellor of the Ohio Board of Regents of Higher Education and the Superintendent of Public Instruction to review Ohio’s academic standards in ELA, mathematics, science, and social studies. After a year of conducting reviews, in February 2016 the committees issued a comprehensive report summarizing their findings. While the report does not call for the department to take specific actions, it does provide a platform for directing the broader standards revision process currently under way. The Ohio Department of Education continues to fine-tune the academic standards to ensure they are valid for grade levels, provide critical content field experts, parents, and employers indicate are most important. The department finalized this process after the academic standards revision committee issued their report (February 2016). By fall 2016, the revised academic standards will be implemented in the state-developed accountability systems and the Ohio House and Senate Education Committees. The State Board on track to adopt the revisions in the standards by December 2016.

A required review of the assessments was to come at a later date and is not to be determined.

### OHIO’S APPROACH TO ADMINISTERING ASSESSMENTS

Ohio’s new assessment schedule includes:

1. Better Information for Students and Families: Finally, academic standards meet three needs:
   - Accurately measure student success against clearly-articulated state academic standards;
   - Provide educators with the diagnostic information necessary to refine and improve teaching and learning; and
   - Gauge if a student is on track for success year-by-year, based on individual student results.

2. Provide policymakers and community leaders with an annual, comprehensive gauge of school and district performance against clearly-defined expectations.

2016 and 2017: BUILDING ON 30 YEARS

While the state calls for the administration of a specific set of assessments, local school districts administer additional, locally-identified assessments to support their local needs. Based on the Ohio Department of Education’s Testing Reduction Study, 94 percent of total student testing time is spent on state assessments. 8 percent is spent on assessments selected by the district to fulfill a state mandate (e.g., teacher evaluation or Third Grade Reading Guarantees diagnostic), and 8 percent is spent on assessments given by a district to meet its own needs. Figure 1 describes the state’s assessment schedule for grades 3-8. At the high school level, students who graduate in 2016 will be required to take end-of-course tests in ELA I and II, algebra I, geometry (or integrated mathematics 1 and 2), biology (or physical science for the class of 2015 only).
Ohio's 30-Year History of Academic Standards and Assessments

For much of the 20th century, Ohio had no consistent expectations, or standards, for what students should know and be able to do at each grade level or in order to graduate. High school graduation was largely pegged to the completion of a four-year course of study. While students who went on to college continued to benefit from clear state standards, students who did not were left to their own devices. For much of the 20th century, Ohio had no consistent expectations, or standards, for what students should know and be able to do at each grade level or in order to graduate. High school graduation was largely pegged to the completion of a four-year course of study. While students who went on to college continued to benefit from clear state standards, students who did not were left to their own devices.

In 1999, as Ohio begins to implement its new AIR system, the state must define expectations and require that the assessments accurately reflect those goals. The standards and assessments must be tightly integrated, allowing educators and their students to set high expectations and work together to achieve them. To effectively move toward these goals, the Ohio State Board of Education (Ohio) must provide the legislative framework and funding necessary to enable all students to achieve adequate proficiency in each of the areas critical to Ohio’s future:

- **Economics and Finance:** A strong economy and a well-educated workforce are essential to sustaining the state’s competitive position in today’s global economy.
- **Science and Technology:** Advancements in these fields are critical to maintaining Ohio’s position as a leader in manufacturing and high technology.
- **Health and Wellness:** A healthy and well-educated workforce is essential to maintaining the state’s competitive position in today’s global economy.

Ohio’s history of adopting standards and assessments is important to understand. The state initially adopted proficiency tests in reading, writing, math and citizenship that were not aligned to any academic standards. The state tested students on content they may or may not have been taught. Over the last 30 years, the state has moved from developing academic standards and subsequent assessments to measure student performance on those standards. Ohio’s test is a quick look at the 30-year timeline.

**1987**
- H.B. 231 passes, calling for fourth grade proficiency tests in reading, writing, math and citizenship. These tests would replace the fourth grade test on the local high school graduation, the state created the state’s first accountability system—calling for report cards to be prepared for districts and identifying designations of “Excellent,” “Effective,” “Continuous Improvement” and “Academic Emergency.”

**1992**
- S.B. 55 passes, implementing fourth and sixth grade proficiency tests in reading, writing, math and citizenship. The bill also called for the development and administration of a science proficiency test in fourth, sixth and eighth grades. The sixth grade proficiency test would become a requirement for graduating from high school for the graduating class of 2001.

**2001**
- S.B. 1, authorizing the development of academic content standards. It also allowed for new assessments aligned to the standards and revisions to the state’s accountability system.

**2002**
- Federal legislation reauthorized the Elementary and Secondary Education Act (known as No Child Left Behind) and required states to implement academic content standards in ELA and mathematics. The state was required to develop accountability systems for schools and districts that report information about student subgroups, implement interventions and consequences for schools and districts that did not make adequate yearly progress toward the goal of all students being proficient by 2014.

**2003**
- S.B. 1, requiring Ohio to meet the requirements of No Child Left Behind.

**2012**
- S.B. 117, specifying a required set of courses that a student would need to pass to receive a high school diploma, including a greater number of mathematics, English and reading classes.

**2015**
- S.B. 1, requiring Ohio to meet the requirements of the Every Student Succeeds Act.

As Ohio begins to implement its new AIR system, the state must define expectations and require that the assessments accurately reflect those goals. The standards and assessments must be tightly integrated, allowing educators and their students to set high expectations and work together to achieve them.

ENDNOTES

2. Policy Brief #2: Standards and Assessments

Recent News

- Ohio’s Standards for Teaching and Learning: An Overview and Analysis
- Ohio’s Standards for Testing and Accountability: An Overview and Analysis
- Ohio’s Standards for Quality Instruction: An Overview and Analysis
- Ohio’s Standards for Curriculum and Assessment: An Overview and Analysis

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**1987**
- H.B. 231 passes, calling for fourth grade proficiency tests in reading, writing, math and citizenship. This bill also called for the development and administration of a science proficiency test in fifth, sixth and eighth grades. The sixth grade proficiency test would become a requirement for graduating from high school for the graduating class of 2001.

**1992**
- S.B. 55 passes, implementing fourth and sixth grade proficiency tests in reading, writing, math and citizenship. This bill also called for the development and administration of a science proficiency test in fourth, sixth and eighth grades. The sixth grade proficiency test would become a requirement for graduating from high school for the graduating class of 2001.

**1992**
- S.B. 55 passes, implementing fourth and sixth grade proficiency tests in reading, writing, math and citizenship. The bill also called for the development and administration of a science proficiency test in fourth, sixth and eighth grades. The sixth grade proficiency test would become a requirement for graduating from high school for the graduating class of 2001.

**1999**
- The Ohio Business Roundtable report, “New Comp for Ohio Schools,” estimated that Ohio needs a test of academic standards that are clear, specific and measurable that describe the knowledge and skills that the state expects its students to master. This report also recommended that the state continue to emphasize critical non-cognitive factors such as grit, collaboration, teamwork, planning, organization, managing multiple priorities, etc., elements necessary for student success beyond high school.

**2001**
- S.B. 1, authorizing the development of academic content standards. It also allowed for new assessments aligned to the standards and revisions to the state’s accountability system.

**2002**
- Federal legislation reauthorized the Elementary and Secondary Education Act (known as No Child Left Behind) and required states to implement academic content standards in ELA and mathematics. The state was required to develop accountability systems for schools and districts that report information about student subgroups, implement interventions and consequences for schools and districts that did not make adequate yearly progress toward the goal of all students being proficient by 2014.

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- S.B. 117, specifying a required set of courses that a student would need to pass to receive a high school diploma, including a greater number of mathematics, English and reading classes.

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As Ohio begins to implement its new AIR system, the state must define expectations and require that the assessments accurately reflect those goals. The standards and assessments must be tightly integrated, allowing educators and their students to set high expectations and work together to achieve them.
The Ohio State Board of Education, in response to the requirements of H.B. 1 and as a result of the state’s H.B. 55 passes, implementing fourth and sixth grade proficiency tests in reading, writing, math and citizenship. The bill also called for the development and administration of a science proficiency test in fourth grade, and tenth grade and university readiness standards and shift focus to effectively implementing the standards, including high quality professional development and other supports that will ensure long term success. Rigorous college- and career-ready standards are how to go. We must focus our energy helping school districts successfully implement these standards.

Assessments

In Ohio’s new state of accountability: Ohio begins to implement its new All Assessment, the state must drive equity of assessments and ensure that the assessments accurately reflect student success against the standards, educators with the diagnostic information necessary to improve teaching, and measures school and district success.

H.B. 231 passes, calling for ninth grade proficiency tests in reading, writing, math and citizenship. Passage of these tests would require the ninth grade test on a requirement for high school graduation. The bill also stated the state’s first accountability system—calling for report cards be prepared for districts and identifying designations of “Excellent,” “Effective,” “Continuous Improvement,” “Academic Watch” and “Academic Emergency.”

1987

H.B. 211 passes, calling for third grade proficiency tests on reading, writing, math and citizenship. The bill also called for the development and implementation of fifth grade proficiency tests on reading, writing, math and citizenship. These tests would replace the third grade test on a requirement for high school graduation. The bill also stated the state’s first accountability system—calling for input cards to be prepared for districts and identifying designations of “Excellent,” “Effective,” “Continuous Improvement,” “Academic Watch” and “Academic Emergency.”

1999

The Ohio Board Business Roundtable report, “A New Compact for Ohio Schools,” concluded that “Ohio needs a test of academic standards that are close, specific and measurable that describe the knowledge as well as the skills the state expects its students to master upon graduation.”

2001

H.B. 3, authorizing the development of academic content standards. It also called for new assessments aligned to the standards and revisions to the state’s accountability system.

Federal legislation reauthorized the Elementary and Secondary Education Act (known as No Child Left Behind), setting the bar low only gives Ohio students and educators with the diagnostic information necessary to improve teaching, and measures school and district success.

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H.B. 1 passes, setting the bar high necessary for success and one that is equivalent to the level of other national standards. The bill stated that Ohio only gives Ohio students and families the knowledge of preparation and could have detrimental effects on student success beyond high school.

5. Strike the right balance between local and state assessments: Ohio policy makers must constantly balance the state’s suite of assessments and its purpose with a suite of assessments selected by local school districts. This means determining the best approach for identifying and reducing duplication of effort, developing and implementing a combination of summative and formative assessments, and ensuring that assessment results are reliable and valid.

6. Use the assessments to validate decision, not to drive teaching and learning: Ohio assessments should not be used as a form of punishment preparation for students, nor should it be a form of punishment preparation for teachers, but rather have a diagnostic function. The Ohio Standards for Learning are meant to identify the areas where students need to improve.

3. High standards and not high stakes: Ohio has been implementing standards and assessments for nearly 30 years. It is time to: 1) provide meaningful feedback, 2) foster a culture of improvement and innovation, and 3) use the results of assessments to improve teaching and learning.

2. No more standardized tests: Assessments such as NAEP and college boards are not necessary for success and one that is equivalent to the level of other national standards. The bill stated that Ohio only gives Ohio students and families the knowledge of preparation and could have detrimental effects on student success beyond high school.

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