

***How the Georgia Formative Item Bank can Tell you What  
Students Know and are Able to Do***

***More Formative Items for Classroom Teachers***

***Dr. Dawn Souter***

***Race to the Top Project Manager***

***Division of Assessment and Accountability***

***Georgia Department for Education***



# *Goals of the Session*

- Share one of the support tools that are available for all Georgia teachers through GADOE's assessment initiatives AND information on how it has been expanded since 2012.
- Discuss how this assessment initiative facilitates work towards preparing students to achieve proficiency
- Explain how the assessment initiative connects to current educational improvement efforts in Georgia
- Provide information to Georgia educators on how to access and use the assessment initiative tools



# ***Purpose of Georgia's Assessment Initiatives***

- To provide assessment resources that reflect the rigor of Georgia's state-mandated content standards
- To balance the use of formative and summative assessments in the classroom
- To promote student learning
- To sustain implementation of Georgia's rigorous content standards



# *Inside the Formative Assessment Toolbox*

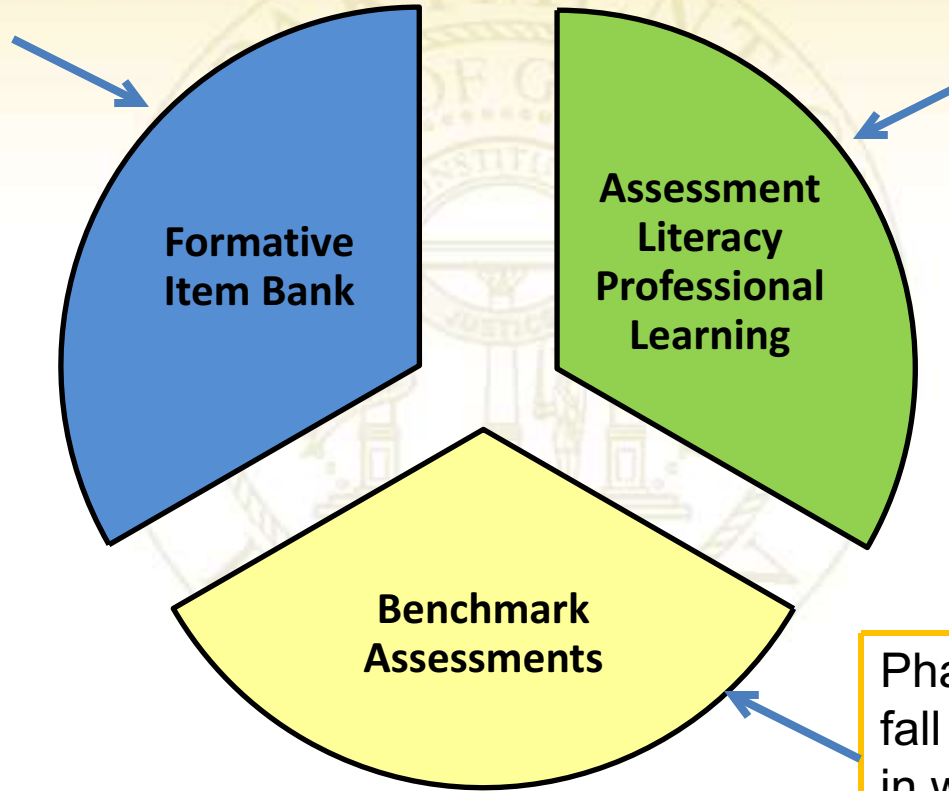
- Development of a three-prong toolkit to support teachers and leaders in promoting student learning
  - An expansive bank of formative instructional assessment items/tasks based on CCGPS in ELA and Mathematics as a teacher resource - **Phase I Release Fall 2012; Phase II Release NOW!**
  - A set of benchmark assessments in ELA and Math for grades 1 through HS and selected grades/courses for Science and Social studies – **Initial Pilot Fall 2013; Second Pilot Spring 2014**
  - An assessment literacy professional learning opportunity that focuses on implementation of research-based formative instructional practices (FIP) – **Initial Pilot January/February 2013 with Statewide Launch Summer 2013**



# ***Formative Assessment Initiatives***

***Bringing a Balanced Assessment Focus to the Classroom***

Phase I and  
Phase II items  
available in  
OAS now!



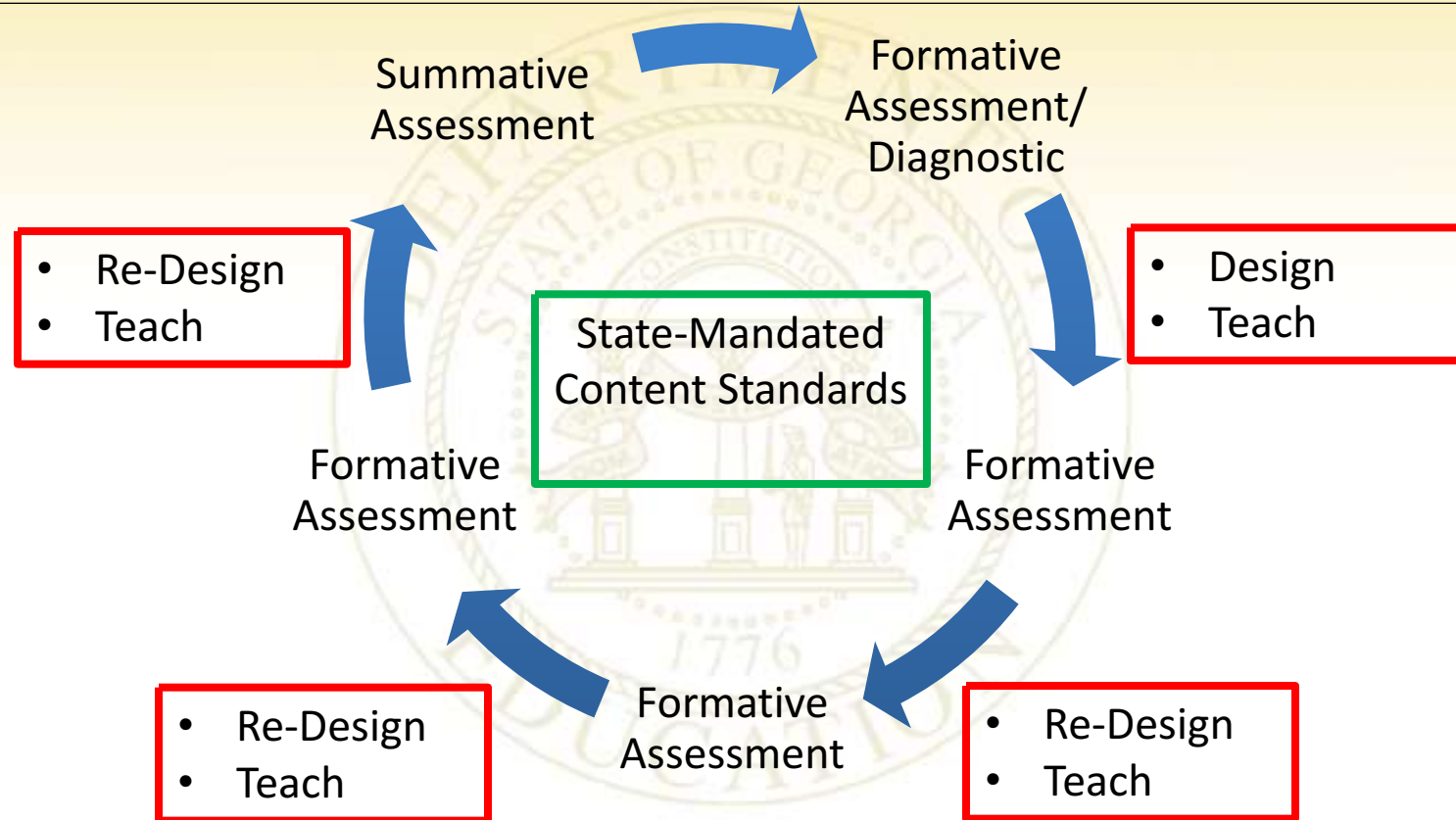
Pilot in winter  
2013; Statewide  
launch in  
summer 2013

Phase I item pilot in  
fall 2013; Phase II pilot  
in winter 2014



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# Formative Instructional Practices— Formative Assessment in Action



Re-Design might involve changing activities, instructional techniques, assessment methods or content, and/or differentiation based upon student needs.





***Major reviews of research on the effects of formative assessment indicate that it might be one of the more powerful weapons in a teacher's arsenal."***

***(Robert Marzano, 2006)***



# ***The Georgia Formative Item Bank***



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# ***Purpose of the Formative Item Bank***

The purpose of the Formative Item Bank is to provide items and tasks used to assess students' knowledge while they are learning the state-mandated standards. The items will provide an opportunity for students to show what they know and show teachers what students do and do not understand.



# ***Formative Item Bank Use***

The Georgia Formative Item Bank can be used in order to:

- Prepare students for the more rigorous expectations of the state-mandated standards.
  - To show these expectations, students must engage with a variety of item formats beyond multiple-choice
- Provide students practice with open-ended and constructed-response items
- Provide educators insight and access to evaluating open-ended response items



# ***The Georgia Formative Item Bank***

- Bank of over 1600+ classroom assessment items aligned with the state's content standards in ELA and Mathematics
- Created for exclusive use in Georgia classrooms
- Piloted with Georgia students
- Reviewed by Georgia educators
- Housed in the Georgia Online Assessment System (OAS)
- Preponderance of items at DOK 3 and 4
- Item, rubric and scored student sample papers provided
- Available to ALL Georgia Teachers!
  - 1600+ items in OAS right now!!!



# ***The Nature of Georgia's Formative Item Bank***

- Items created for Georgia educators as an instructional resource to be used formatively during instruction
  - Provide information about student performance throughout the academic year to inform instruction and interventions
  - Reteach, remediate, move forward, enrich
  - Low stakes; grading discouraged
- Support Georgia educators foster learning with an informative tool that keeps students, parents, administrators and educators themselves informed of students' current position on the pathway to proficiency.



# ***The Nature of Georgia's Formative Item Bank (continued)***

- Aligned with state-mandated content standards in English Language Arts (ELA) and Mathematics, grades 3 – HS
- Various formats, but primarily constructed - response, in order to measure the full expectations of what students need to know and be able to do to be on the trajectory of exiting high school college- and career-ready





# *Item Content*

- Georgia's Content Standards
  - Mathematics: Grades 3 – 8; high school Coordinate Algebra, Analytic Geometry and Advanced Algebra
  - English/Language Arts (including Reading): Grades 3 – 8; high school 9<sup>th</sup> and 10<sup>th</sup> grade literature and American Literature
- Items aligned to multiple standards
  - One primary standard
  - One or more secondary standards
- Alignment verified by Georgia educators





# *Item Formats*

- Multiple Choice
- **Mostly Constructed-Response**
  - Extended Response
  - Scaffolded
- Constructed-response items require students to provide explanations/rationales, provide evidence, and/or to show work
- Preponderance of items at DOK 3 and 4
- Provide teachers with evidence of true student understanding of content and process



# *Multiple Choice Items*

- Have four answer options
- Distractors (incorrect answers) should be believable and represent common conceptual and/or application errors
- Distractor rationales should assist teachers to identify specific student misconceptions to inform instruction



# ***Extended Response Items***

- May address multiple standards, multiple domains, and/or multiple areas of the curriculum
- May allow for multiple correct responses and/or varying methods of arriving at a correct answer
- Scored through use of a rubric and associated student exemplars



# Example of Extended Response Item

## ELA—Grades 9 – 10

9<sup>th</sup>/10<sup>th</sup> Grade ELA Standards RI.9.8; RI9.1; L9.1; L9.2; DOK 4

Passage Title: Juliette Gordon Lowe

Part A

Identify at least two arguments Juliette Gordon Low used as reasons to begin the Girl Scouts.

Part B

Evaluate whether or not these arguments are valid and whether there is enough evidence in the article to support them.

Be sure to complete ALL parts of the task. Use details from the text to support your answer. Answer with complete sentences, and use correct punctuation and grammar.



# Example of Extended Response Item

## Math—Advanced Algebra

Advanced Algebra, Standards A.REI.2; A.REI.4; A.APR.6, A.REI.1; DOK 3

Sreeja and Brandon solved the equation shown in different ways.

$$\frac{x^2 - 32}{x - 1} = 2x$$

### Part A

Before solving the equation, what solution could Sreeja and Brandon identify as extraneous? Explain your reasoning.

### Part B

Sreeja solved the equation by creating the proportion  $\frac{x^2 - 32}{x - 11} = \text{---}$ .  
Demonstrate how Sreeja used the proportion to solve the equation. In each step, explain the properties she used to determine the solution.

### Part C

Brandon solved the equation by simplifying the left side of the equation first. Demonstrate how Brandon simplified the expression on the left and then solved the equation. In each step, explain the properties he used to determine the solution.

Be sure to complete ALL parts of the task.  
Write your answer and show your work on the paper provided.  
Do NOT type your answer in the text box below.



# *Scaffolded Items*

- Include a sequence of items or tasks
- Designed to demonstrate deeper understanding
- May be multi-standard and multi-domain
- May guide a student to mapping out a response to a more extended task
- Scored through use of a rubric and associated student exemplars



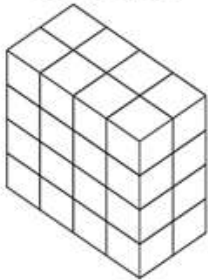


# Example of Scaffolded Item

## Mathematics—Grade 5

40. Juan found the volume of a toy shoebox by stacking a set of 1-inch cubes inside.

**Toy Shoebox**



Juan completely filled the shoebox with no extra space. He used all of the cubes.

**Part A**

What is the volume of the shoebox? Explain your answer. Then, Juan took out  $\frac{1}{4}$  of the cubes in the shoebox. How many cubes are still inside the shoebox? Show your work.

**Part B**

A second toy shoebox had different dimensions, but the same volume, as the first shoebox. What could be the dimensions of the second shoebox? Explain your answer using the volume formula of a prism.

**Part C**

A real shoebox had the following dimensions: 5 inches wide, 5 inches tall, and 14 inches deep. What is the volume of the real shoebox? How many 1-inch cubes would be needed to fill it? Show your work.

**Be sure to complete ALL parts of the task.  
Write your answer and show your work on the paper provided.  
Do NOT type your answer in the text box below.**



# *Rubrics*

- Holistic
- 5-point scale (0 – 4)
  - 4: Thoroughly Demonstrated
  - 3: Clearly Demonstrated
  - 2: Basically Demonstrated
  - 1: Minimally Demonstrated
  - 0: Incorrect or Irrelevant



# Example of Rubric

## Mathematics—Grade 5

| Rubric |                         |   |
|--------|-------------------------|---|
| Score  | Designation             | Description   |
| 4      | Thoroughly Demonstrated | The student successfully completes all elements of the item by demonstrating knowledge and application of measuring volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units (5.MD.4), applying the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems (5.MD.5b), and adding, subtracting, multiplying, and dividing decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relating the strategy to a written method and explain the reasoning used (5.NBT.7). |
| 3      | Clearly Demonstrated    | The student shows clear understanding of the standards listed above, but one of the explanations or work shown is insufficient or weak<br>Or<br>All parts of the item are correctly done except for a minor computational error<br>Or<br>The student successfully completes two of the three parts of the item and partially completes the other part.  |
| 2      | Basically Demonstrated  | The student shows basic understanding of the standards listed above, but two of the explanations or work shown are insufficient or weak<br>Or<br>The student successfully completes one of the three parts of the item and partially completes the other parts.   |
| 1      | Minimally Demonstrated  | The student shows minimal understanding of the standards listed above and completes only one of the three parts<br>Or<br>The student partially completes two of the three parts.  |
| 0      | Incorrect or irrelevant | The response is incorrect or irrelevant to the skill or concept being measured.   |



# Exemplar Papers

- Prototype answer – the “ideal” response
- Set of responses from actual Georgia students, collected during item pilots
- Samples scored by trained raters using rubric
- Papers allow teachers to review and compare their own students’ work to the sample responses for each score point
  - Helps standardize expectations of the standards
- Score point and annotations provided for each sample item response

*Note: The pilot was conducted using standard administration procedures in order to ensure that results were comparable across the state. When items/tasks are used during instruction, these administration rules do not have to apply and student results may vary; thus, teachers may want to modify the rubrics and even raise expectations. **Rubrics and exemplars should remain focused on high expectations.***



# Exemplar Paper

## Mathematics—Grade 5

### Exemplar

#### Part A

32 cubic inches.

24 cubes;  $\frac{33}{4} \times = 32$

$$\frac{1}{4} \times \frac{32^8}{11} = \frac{24}{24} \text{ or } \frac{1}{4} \times = 32832824$$

#### Part B

First shoebox:  $V = lwh =$  ,so44232; 32 is the volume of the first shoebox.

Possible dimensions for the second shoebox are 8 by 2 by 2 OR 16 by 2 by 1.  
82232; 162132.

#### Part C

55142514350 cubic inches. A total of 350 inch cubes would be needed to fill a real shoebox.





# Student Anchor Papers

| Part A  | Part B   |
|---|--|
| $4'' \times 4'' \times 2'' = 32''$  | $3 \times 3 \times 20$   |
| Volume = $32''$   | $- 3 \downarrow 1$   |
| $\begin{array}{r} 432 \\ - 32 \\ \hline 024 \end{array}$                            | $\begin{array}{r} 02 \\ - 0 \\ \hline 20 \\ - 18 \\ \hline 2 \end{array}$                                  |
| 24 cubes are left in the shoebox.   | The 2nd box could have the same dimensions on each side if you + the volume by 3 you could get W, L and D. |
| Part C: $L \times W \times D = \text{Volume}$                                       |  |
| $5'' \times 5'' \times 14'' =$  |  |
| $\begin{array}{r} 25 \\ \times 14 \\ \hline 100 \\ + 125 \\ \hline 350 \end{array}$ |  |
| How many 1" cubes = 350   |  |
| Volume = 350  |  |

Student Response

The student demonstrates basic understanding of the standards by performing correct work and getting correct totals on Parts A and C. Both parts are missing the designation of "cubic inches", however this does not lower this response to a 1. Part B has no correct work, and therefore does not add to the score.

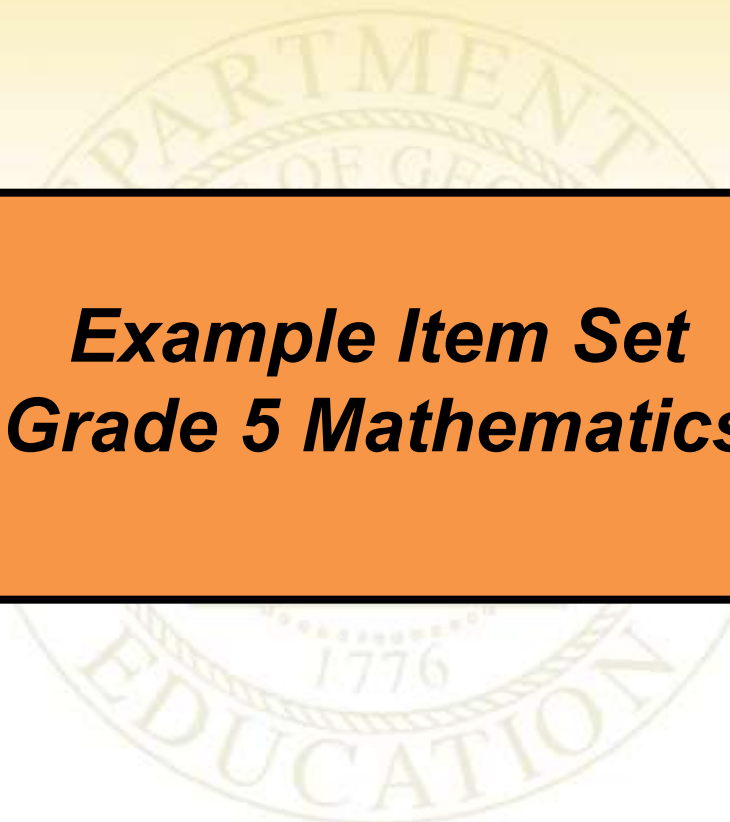
Scorer's Annotation

Score 2

Score based upon rubric







***Example Item Set  
Grade 5 Mathematics***



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# Sample Item

## Mathematics--Grade 5

5<sup>th</sup> Grade Mathematics Standards: 5.NBT.2; 5.NBT.5; DOK 2 (UIN: M0513126)

A car-sized robot named "Curiosity" is exploring the surface of Mars. It beamed a song from Mars back to Earth over a distance of approximately  $3.3 \times 10^8$  miles. The robot also took pictures of a mountain that is approximately 3 miles high.

### Part A

How many million miles did the song have to go from Mars back to Earth? Explain your work.

### Part B

There are 5,280 feet in a mile. How many feet are equal to 3 miles? Show your work.

Be sure to complete ALL parts of the task.

Write your answer and show your work on the paper provided.

Do NOT type your answer in the text box below.



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# Rubric

| Rubric |                         |  |
|--------|-------------------------|--|
| Score  | Designation             | Description  |
| 4      | Thoroughly Demonstrated | The student successfully completes all elements of the item by demonstrating knowledge and application of explaining patterns in the placement of the decimal point when a decimal is multiplied by a power of 10 (5.NBT.2) and fluently multiplying multi-digit whole numbers using the standard algorithm (5.NBT.5). |
| 3      | Clearly Demonstrated    | The student demonstrates clear understanding of the standards listed, but required work or explanation for one part is insufficient or missing.  |
| 2      | Basically Demonstrated  | The student demonstrates basic understanding of the standards listed by completing one of the two parts correctly with required work or explanation<br>Or<br>The student answers both parts correctly, but required work for both is insufficient or missing.  |
| 1      | Minimally Demonstrated  | The student demonstrates minimal understanding of the standards but answers only one part correctly without work or explanation<br>Or<br>The student shows the appropriate work for both parts but is not able to get a correct answer for either part.  |
| 0      | Incorrect or irrelevant | The response is incorrect or irrelevant to the skill or concept being measured.  |



# Exemplar

## Exemplar

### Part A

$$3.3 \times 10^8 = 330,000,000$$

I moved the decimal point 8 places to the right.

330 million miles

I found millions place, and it has a 0, 10 millions place has 3, and hundred millions place has 3. So the number has 330 millions.

### Part B

15,840 feet

$$\begin{array}{r} 5,280 \\ \times 3 \\ \hline 15,840 \end{array}$$

**Score 4**



# Student Anchor Papers

Part A  $3.3 \times 10^6 = 3,300,000.00$   
 It's 3,300,000 when you are multiply  
 with powers of 10 the little number at  
 the top of the number it tells you how  
 many zeros you are going to put.

Part B

$$\begin{array}{r} 5,280 \\ \times 3 \\ \hline 15,840 \end{array}$$

The student demonstrates clear understanding of the standards. In Part A, the student has some correct work and a correct answer, but the explanation for why the student moved the decimal point (When you multiply with powers of 10 the little number at the top of the number it tells you how many zeros you are going to put) is incorrect. Part B is completely correct.

**Score 3**

Part A

$$\begin{array}{r} 3.3 \\ \times 10 \\ \hline 0.30 \\ 330 \\ \hline 3,300,000,000 \end{array}$$

Part B

$$\begin{array}{r} 5,280 \\ \times 3 \\ \hline 15,840 \end{array}$$

The student has a basic understanding of the standards. Only Part B has correct work with a correct answer.

**Score 2**





# Student Anchor Papers

Part A How many million miles did the song have to go from Mars back to earth? Explain your work. The answer to this question is 3,300,000,000

Part B There are 5,280 feet in a mile. How many feet are equal to 3 miles? Show your work.

$$\begin{array}{r} 5,280 \\ \times 3 \\ \hline 15,840 \end{array}$$

The student has a basic understanding of the standards. Only Part B has correct work with a correct answer.

Score 2

A.  $3.3 \times 10^9 =$   $\begin{array}{r} 1000000000 \\ \times 33 \\ \hline 3000000000 \\ 3000000000 \\ \hline 3300000000 \end{array}$

The song had to go 3,300,000,000 miles from Mars back to earth.

B.  $\begin{array}{r} 5,280 \\ 5,280 \\ \times 3 \\ \hline 15,840 \end{array}$  There are 15,840 feet in 3 miles.

The student has a basic understanding of the standards. Only Part B has correct work with a correct answer.

Score 2





# ***Valuable Features of Formative Items – Mathematics***

- Items include intentional focus on assessing processes used by students as well as the required content
- Items applied in a real-world context
- Writing requirements, such as explanations and reasoning
- Student responses on constructed-response items/tasks
  - make student knowledge and skills transparent to teachers
  - illuminate student misconceptions





***Example Item Set***  
***Grade 8 English/Language Arts***



# Paired Passages

## Passage #1—Persuasive Essay

**Stimulus: If the stimulus is to contain art, complete the art page provided. In the stimulus box below place the art where applicable**

Please read both selections below and then answer the questions that follow.

### Bacterial Warfare



We are at war with bacteria! We are using antibacterial sprays to disinfect surfaces, antibacterial soaps to wash our dishes, clothes, and bodies, and now we even carry little bottles of antibacterial gel called hand sanitizer so that we can clean our hands when soap and water are not available! We are so determined to kill the bacteria in our environment because they are germs and germs are bad, right? Well, that is not entirely true. While some bacteria can be harmful, others are actually helpful. Bacteria are unicellular organisms that can enter and reproduce inside of other organisms, called host organisms. Some bacteria infect their host organism by attacking cells or producing toxins that make the host sick. Bacteria are responsible for causing illnesses and diseases such as strep throat, ear infections, and food poisoning in humans and other animals. Disease-causing bacteria are the true germs, and they are the bacteria we are attempting to kill with all of our antibacterial cleaning products and antibiotic medications.

However, some of these cleaning products are killing bacteria that are beneficial to the environment in which they live. The anti-bacterial cleaning products we use can enter our water systems and can seep into the ground. Even the medications we take can kill helpful bacteria that we need in order to keep our bodies functioning properly. There are bacteria that live in our bodies and help us to digest our food. Scientists have found many ways to use bacteria for helping people and the environment. Medical experts make medicines and vaccines from bacteria. They even use some types of bacteria to make antibiotics that help kill harmful bacteria. We also use bacteria to help clean up oil spills and to purify dirty water.

Nitrogen-fixing bacteria live in the soil and in the roots of some plants where they create a kind of nitrogen that the plants can use for nourishment. These plants then make proteins that we can eat. Other beneficial types of bacteria that live in the soil are decomposers, meaning that they get their food by decomposing or breaking down dead organisms. Without decomposers like bacteria, the Earth would be covered with piles of dead plant and animal matter. Knowing that there are so many good, helpful bacteria living among us, maybe we should reconsider the war we are waging against these so-called germs.

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# Paired Passages

## Passage #2—Informational Essay

### Irradiated Food

"I am afraid that the experiments you quote, M. Pasteur, will turn against you. The world into which you wish to take us is really too fantastic."

—La *Presse*, 1860

Keeping food fresh for long periods of time has been a goal of mankind for thousands of years. In early history, salt was the most effective method of keeping food from spoiling. Food spoilage is caused by bacteria that eat the food and leave waste products. Those waste products are the cause of spoiled food's funny smells and tastes.

After Louis Pasteur's work with bacteria in the 1800s, scientists quickly determined that killing the microorganisms that cause spoilage would be the most effective way of preserving food. Techniques such as canning and pasteurization all killed the bacteria, allowing the food to stay fresh longer. Pickling involves using a liquid that is edible, but is also anti-microbial. Canning and pasteurization use high heat to kill bacteria in foods.

A recent addition to these techniques is that of irradiation. By passing high-energy, ionizing radiation through the food, many types of bacteria, parasites, and even insects are killed. The radiation can come from high-energy electrons or X-rays from a particle accelerator. Also, gamma rays from radioactive materials can be used. These types of radiation can easily pass through packaging. The food can be sealed and then irradiated. This prevents recontamination after the sterilization process.

An important advantage to irradiation is that the process does not generate any heat. So food is not "cooked" as during canning or pasteurization processes. Fresh fruits and vegetables can be processed without damaging them. Another advantage to this process is that it reduces the speed of ripening in fruits. This helps them stay fresh and sellable for a longer period of time.

Research has shown that the bacteria commonly associated with food-borne illness (such as Salmonella and E. coli) are very sensitive to radiation. Relatively little radiation can destroy them. However, these are not the same bacteria that cause food to spoil. The bacteria that cause food spoilage must be destroyed with higher doses of radiation. At the highest amount of radiation, packaged meat and poultry can be shelf-stable even without refrigeration.

The safety of irradiated food for human (and pet) consumption is very important. Many concerns have led to the banning of this useful process in several countries. However,

current research has shown that those concerns are unfounded.

Scientific investigations of irradiated food have been ongoing since 1905. So far, there is no evidence that irradiation produces any form of toxicity in foods. The radiation level is low enough that it is physically impossible to make food radioactive. There is some minor loss of certain vitamins in the process. But the loss only affects approximately 10 percent of the total amount of vitamins in the food and is similar to the effect of cooking the food.

The irradiation of foods to extend shelf-life, kill micro- and macro-organisms, and slow the ripening process has a long and safe history. Hospitals, overseas transportation companies, and even the National Aeronautics and Space Administration routinely use irradiation to preserve foods and prevent disease from spreading by food.





# Example Item

## English Language Arts—Grade 8

8<sup>th</sup> Grade ELA Standards: RI.8.1; W.8.2; W.8.4; L.8.1; L.8.2; DOK 4

Consider the topic of protecting people from harmful bacteria. Select ideas from both “Bacterial Warfare” and “Irradiated Food” to organize into a multiple-paragraph essay that identifies and argues for the best ways to protect people from harmful bacteria.

Be sure to complete ALL parts of the task. Use details from the text to support your answer. Answer with complete sentences, and use correct punctuation and grammar.





# Rubric

| Rubric |                         |  |
|--------|-------------------------|--|
| Score  | Designation             | Description  |
| 4      | Thoroughly Demonstrated | The student demonstrates a thorough understanding of writing an informative text by selecting specific ideas and details from both "Bacterial Warfare" and "Irradiated Food" and organizing them into a well-developed multiple-paragraph essay on the topic of protecting people from harmful bacteria. The student uses complete sentences and correct punctuation and grammar.                              |
| 3      | Clearly Demonstrated    | The student demonstrates a clear understanding of writing an informative text by using details from both "Bacterial Warfare" and "Irradiated Food" and organizing them into two or more detailed paragraphs on the topic of protecting people from harmful bacteria. The student uses complete sentences and correct punctuation and grammar in most of the writing.   |
| 2      | Basically Demonstrated  | The student demonstrates basic understanding of writing an informative text by discussing some details from "Bacterial Warfare" and "Irradiated Food" but the response may be limited to two paragraphs or less and may offer only general statements on the topic of protecting people from harmful bacteria. The student uses complete sentences and correct punctuation and grammar in some of the writing. |
| 1      | Minimally Demonstrated  | The student demonstrates minimal understanding of writing an informative text by writing only general statements discussing "Bacterial Warfare" and "Irradiated Food." The response may be limited to one paragraph, and it lacks organization and extension of ideas. The response may also have significant errors in sentence construction, grammar, and punctuation.                                       |
| 0      | Incorrect or irrelevant | The student response is incorrect or irrelevant.   |



# Sample Student Anchors

Both of the selections have the same central concept; keeping people safe from harmful bacteria. "Bacterial Warfare" explains how people try too hard to stay safe from bacteria, and that all of these anti-bacterial products we use are actually hurting the helpful bacteria as well. "Irradiated Food" explains a way of keeping food preserved so bacteria cannot infect it and spoil it, and how people view this method.

"Bacterial Warfare" says that humans are using too many anti-bacterial products. I don't agree with this. I say that humans are using just enough products as of today. The products we use do kill harmful bacteria and are preventing people from getting sick, or reduce the chances of them getting sick. Yes, some of these products do kill helpful bacteria, but based on what I've heard in school, it kills very few helpful bacterias, and the few they do kill end up being replaced because of reproduction. All of the anti-bacterial products listed in "Bacterial Warfare" are much more helpful than they are harmful, and I disagree with the fact that this selection makes them out to be bad.

"Irradiated Food" explains the food preserving method of irradiation. Irradiation is where they take a radioactive material and has gamma-rays come off of said material, through packaging, and into the food. This, evidently, prevents food from spoiling and lengthens food's shelf-life. There are people who are concerned with the fact radioactive waves are being sent into the food when, according to the selection, the food doesn't even come out toxic. I agree with the author of this selection. This is mainly due to the fact that they were quite convincing in their writing. The author gave good reasons as to why irradiation is a good technique, and they were hard to challenge since they were backed up with evidence from scientists.

Yes, both of these selections have similar concepts, but "Bacterial Warfare" isn't necessarily agreeable seeing as it doesn't provide very many reasons to back up the ideas. "Irradiated Food", on the other hand, is extremely agreeable, and provides reasons as to why someone should agree.

The student demonstrates a thorough understanding of writing an informative text by selecting many specific ideas and details from both "Bacterial Warfare" (. . . that all of these anti-bacterial products we use are actually hurting the helpful bacteria) and "Irradiated Food" (Irradiation is where they take a radioactive material and has gamma-rays come off of said material, through packaging, and into the food. This, evidently, prevents food from spoiling and lengthens food's shelf-life) and organizing them into a well-developed multiple-paragraph essay on the topic of protecting people from harmful bacteria. The response demonstrates a thorough command of the conventions of standard English. Though there are a few minor errors, the meaning is clear throughout the response.

**Score 4**

6896723408rt

Bacteria is probably one of the most dangerous things in the world. It can cause severe sickness and all kinds of diseases. They can basically enter your body and attack cells which causes you to get sick. And we all know, getting sick is not on our schedules. There are sooooo many ways to kill these evil, disgusting germs, but the main ways are using antibacterial products and irradiation.

Antibacterial objects are my favorite things to kill bacteria. There are many differents products, like antibacterial cream and hand sanitizer (most common). Most people use soap and water, but soap and water does not kill ALL germs especially your hands. Your hands are the most nastiest things. Think about it. Everyday you have to touch doorknobs, rails, and every other single object. When we touch these, we gain bacteria that were on other people. The worse part is that as we touch those items, we touch our faces, arms, and eyes, which spread around our body. That is why it better to use antibacterial products. Irradiated food helps a lot too. Don't you hate it when you are ready to eat your food, and when you go get it, it has food spoilage. The reason for this is because the bacteria consumes the food and leaves the waste products inside of it. Ex, right? One way to stop food from spoiling was using salt. Irradiation is the most common way, though. It kills the bacteria and can keep fruits and vegetables fresh. It reduces spoilage in the global food supply. It also decreases the incidence of food-borne illness. It also helps the nutritional of the food get preserved.

The student demonstrates a thorough understanding of writing an informative text by selecting many specific ideas and details from both "Bacterial Warfare" (Bacteria is probably one of the most dangerous things in the world. It can cause severe sickness and all kinds of diseases. . . . Antibacterial objects are my favorite things to kill bacteria) and "Irradiated Food" (. . . bacteria consumes the food and leaves the waste products inside of it. . . . One way to stop food from spoiling was using salt. Irradiation is the most common way, though. It kills the bacteria) and organizing them into a well-developed multiple-paragraph essay on the topic of protecting people from harmful bacteria. The response demonstrates a thorough command of the conventions of standard English. Though there are a few minor errors, the meaning is clear throughout the response.

**Score 4**



# Sample Student Anchors

There are many ways to protect us from bacteria. You can spray your house with anti-bacterial spray, or you can irradiate your food to keep the bacteria out of it. You can wash your hands all you want, but bacteria will find a way back to you. There are many harmful bacteris, but there are also helpful ones, like what the passage "Bacterial Warfare" suggest. Bacteria can help us in ways we don't even think about. digesting our food, and overall keeping our boadies going. The things that we spray in our houses or what we use to clean our hands: kill the harmful bacteris, along with the helpful ones. Remember, there such thing as being to clean. Of course we don't want to get sick, but if we don't have the helpful bacteria in our bodies then what's the point? "Bacterial Warfare" suggest that we cut down a little on the anti-bacterial things. It kills the kind of bacteria we want along with the ones we don't want.

In "Irradiated Food," they explain that even our food has bacteria that can make us sick. They use the technique of irradiation to get rid of those bacteria. The rotten meat sitting in the back of your refregator is only going to stink more. The more it smells, the greater chance you have of becoming sick. Eating it will givr you food posioning, but ust smelling it as it rots can have quite an effect too. The smell radiates from the food into you so the very wif of it will make you sick to your stomach. Bacteria is all over the place. In the food we eat, on the things we touch, even in our very bodies. Some are helpful, some are harmful. We should work to keep the helpful bacteris in our bodies where they belong, and keep the harmful ones as far away from us as possible. Though sometimes we just can't help it. When we get sick, the helpful bacteris helps to fight off the harmful ones. Another reason why we need them. So maybe we should cut down on all the spry in our homes. We need to stay helathy, but there we don't want to overdo it.

The student demonstrates a clear understanding of writing an informative text by using relevant details from both "Bacterial Warfare" (*Bacteria can help us in ways we don't even think about. digesting our food, and overall keeping our boadies going*) and "Irradiated Food" (*. . . our food has bacteria that can make us sick. They use the technique of irradiation to get rid of those bacteria*) and organizing them into two detailed paragraphs on the topic of protecting people from harmful bacteria. Some of the supporting details are general, particularly those from "Irradiated Food." The response demonstrates command of the conventions of standard English. There are a few distracting errors, but meaning is clear. In order to earn a higher score, the student would need to provide a few more details from the "Irradiated Food" text.

Score 3

When you are trying to protect people from harmful bacteria and getting sick you will do whatever it takes. When it comes to people protecting themselves I think that using hand sanitizer and constantly washing your hands is a good idea. I mean if you wash your hands and teach your faimily to get clean, well thats a lot less sickness and bad germs going around.

Then when it comes to protecting the food that we all eat is when irradiated foods come in. It kills the germs that make people sick. It helps it stay on the shelf longer. So thats even less disease going around. So the best ways to protect people from harmful bacteria is to do what it takes. Learn what to do to help prevet getting sick. Then teach it to your family and your kids. Not only would that stop them from getting sick but it would stop their friends and alot more people. So honestly, your not just helping your self your helping other faimilys. Other faimilys who can learn what your doing who can teach it to their faimilys. It could become a cycle, to where it could effect the world. To where theres not as much sickness as there was.

The student demonstrates a clear understanding of writing an informative text by using relevant details from both "Bacterial Warfare" (*. . . I think that using hand sanitizer and constantly washing you hands is a good idea*) and "Irradiated Food" (*Then when it comes to protecting the food that we all eat is when irradiated foods come in. It kills the germs that make people sick. It helps it stay on the shelf longer*) and organizing them into two detailed paragraphs on the topic of protecting people from harmful bacteria. Some of the supporting details are general, particularly those from "Bacterial Warfare." The response demonstrates command of the conventions of standard English. There are a few distracting errors, but meaning is clear.

Score 3





# Student Sample Anchors

I believe that the best way(s) to protect people from harmful bacteria is by using both external germ killers and by preventing germs from spreading from our food. The way we can do this is by washing your hands and using hand sanitizer and to reduce the spread of germs from our food. Using both articles provided above you will learn that these benefits have their perks, but overall they help us greatly.

They keep our food from getting contaminated and reducing the spread of bacteria. They also help preserve food we need for shipping across seas and long-jevitex for long term preserving. Some may think that radiation is very harmful to the body but researchers have found that there is so little radiation used that there is no need to worry. So imbrace the new ways to preserve food and keeping hands clean because it has helped alot of people so far.

The student demonstrates a clear understanding of writing an informative text by using relevant details from both "Bacterial Warfare" (*The way we can do this is by washing your hands and using hand sanitizer and to reduce the spread of germs from our food*) and "Irradiated Food" (*. . . help preserve food we need for shipping across seas and long-jevitex for long term preserving. Some may think that radiation is very harmful to the body*) and organizing them into two detailed paragraphs on the topic of protecting people from harmful bacteria. Some of the supporting details are general, particularly those from "Bacterial Warfare." The response demonstrates command of the conventions of standard English. There are a few spelling errors, but meaning is clear.

**Score 3**

Families all around the world are desperate to protect their children from the horrible outcome of bacteria. But do you know the best ways to protect your family from it? In this article I will give you some handy tips on making your home a more more welcoming anti-bacterial place to live. First thing you need to know is that not all bacterias are bad for you, there are many bacterias that help support and funtion your bodies organs such as the bacteria that helps break down food or the bacteria you eat with your hot wings- blue cheese. But sometimes people aren't aware of these bacterias and so when they take medicines and pills they are killing the useful bacteria that is why you have to be very precautious about the medicines you give to your family because they may kill the good bacterias in your body. You can also try irradiated foods, in this process scientists use a small amount of radiation in order to kill harmful bacteria that lies within the food, this causes the food to last longer. In this process Irradiating food helps slow down the growth of ripening fruit meaning the fruit lasts longer it also helps with packaged food such as beef, chicken, fish, and other poultry products that you and your family love.

The student demonstrates basic understanding of writing an informative text. While the student provides some detailed and general support from both "Bacterial Warfare" (*. . . not all bacterias are bad for you, there are many bacterias that help support and funtion your bodies organs such as the bacteria that helps break down food*) and "Irradiated Food" (*In this process scientists use a small amount of radiation in order to kill harmful bacteria that lies within the food, this causes the food to last longer*), the response is not organized into multiple paragraphs. The response demonstrates an inconsistent command of the conventions of standard English. There are a few patterns of errors, particularly run-on sentences and punctuation, that occasionally impede understanding. In order to earn a higher score, the student would need multiple paragraphs and a better command of the conventions of standard English.

**Score 2**



# ***Valuable Features of Formative Items & Passages -- ELA***

- Primary standard for each item is reading (either Informational or Literary)
- Increased focus on informational reading
- Paired passages
  - Literary with Literary
  - Informational with Informational
  - Literary with Informational
- Alignment to grade appropriate Lexiles (a mixture of upper, middle and lower range reading passages based upon the Lexile bands for each grade level)
- Integration of reading content knowledge and skills with writing skills







# ***Formative Item Bank Pilot Findings***



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# Overall ELA Phase I Pilot (Spring 2012)

## Summary Data

| Grade          | Number of students and percent falling into each score point |               |               |               |              | Total student<br>N/ % |
|----------------|--|---------------|---------------|---------------|--------------|-----------------------|
|                | 0  | 1             | 2             | 3             | 4            |                       |
| <b>3</b>       | 475  | 1613          | 713           | 202           | 45           | 3048                  |
|                | <b>15.60%</b>  | <b>52.90%</b> | <b>23.40%</b> | <b>6.60%</b>  | <b>1.50%</b> | <b>100%</b>           |
| <b>4</b>       | 323  | 1518          | 814           | 199           | 83           | 2937                  |
|                | <b>11.00%</b>  | <b>51.70%</b> | <b>27.70%</b> | <b>6.80%</b>  | <b>2.80%</b> | <b>100%</b>           |
| <b>5</b>       | 367  | 1100          | 901           | 518           | 125          | 3011                  |
|                | <b>12.20%</b>  | <b>36.50%</b> | <b>29.90%</b> | <b>17.20%</b> | <b>4.20%</b> | <b>100%</b>           |
| <b>6</b>       | 155  | 960           | 811           | 418           | 111          | 2455                  |
|                | <b>6.30%</b>   | <b>39.10%</b> | <b>33.00%</b> | <b>17.00%</b> | <b>4.50%</b> | <b>100%</b>           |
| <b>7</b>       | 218  | 1387          | 1275          | 617           | 146          | 3643                  |
|                | <b>6.00%</b>   | <b>38.10%</b> | <b>35.00%</b> | <b>16.90%</b> | <b>4.00%</b> | <b>100%</b>           |
| <b>8</b>       | 264  | 1140          | 1029          | 338           | 89           | 2860                  |
|                | <b>9.20%</b>   | <b>39.90%</b> | <b>36.00%</b> | <b>11.80%</b> | <b>3.10%</b> | <b>100%</b>           |
| <b>9 - 10</b>  | 175  | 1016          | 783           | 361           | 81           | 2416                  |
|                | <b>7.20%</b>   | <b>42.10%</b> | <b>32.40%</b> | <b>14.90%</b> | <b>3.40%</b> | <b>100%</b>           |
| <b>11 - 12</b> | 376  | 1018          | 763           | 196           | 46           | 2399                  |
|                | <b>15.70%</b>  | <b>42.40%</b> | <b>31.80%</b> | <b>8.20%</b>  | <b>1.90%</b> | <b>100%</b>           |



# Overall ELA Phase II Pilot (Spring 2013)

## Summary Data

| Grade          | Number and Percent of Students Achieving Each Score Point |               |               |               |              | Total Student<br>N/ % |
|----------------|---|---------------|---------------|---------------|--------------|-----------------------|
|                | 0   | 1             | 2             | 3             | 4            |                       |
| <b>3</b>       | 812   | 1107          | 762           | 174           | 26           | 2881                  |
|                | <b>28.18%</b>   | <b>38.42%</b> | <b>26.45%</b> | <b>6.04%</b>  | <b>0.90%</b> | <b>100%</b>           |
| <b>4</b>       | 906   | 1145          | 765           | 168           | 63           | 3047                  |
|                | <b>29.73%</b>   | <b>37.58%</b> | <b>25.11%</b> | <b>5.51%</b>  | <b>2.07%</b> | <b>100%</b>           |
| <b>5</b>       | 839   | 948           | 1294          | 537           | 183          | 3801                  |
|                | <b>22.07%</b>   | <b>24.94%</b> | <b>34.04%</b> | <b>14.13%</b> | <b>4.81%</b> | <b>100%</b>           |
| <b>6</b>       | 626   | 1467          | 1028          | 408           | 86           | 3615                  |
|                | <b>17.32%</b>   | <b>40.58%</b> | <b>28.44%</b> | <b>11.29%</b> | <b>2.38%</b> | <b>100%</b>           |
| <b>7</b>       | 695   | 1002          | 1035          | 515           | 140          | 3387                  |
|                | <b>20.52%</b>   | <b>29.58%</b> | <b>30.56%</b> | <b>15.21%</b> | <b>4.13%</b> | <b>100%</b>           |
| <b>8</b>       | 1116  | 1534          | 827           | 391           | 80           | 3948                  |
|                | <b>28.27%</b>   | <b>38.86%</b> | <b>20.95%</b> | <b>9.90%</b>  | <b>2.03%</b> | <b>100%</b>           |
| <b>9 - 10</b>  | 1262  | 1816          | 559           | 106           | 9            | 3752                  |
|                | <b>33.64%</b>   | <b>48.40%</b> | <b>14.90%</b> | <b>2.83%</b>  | <b>0.24%</b> | <b>100%</b>           |
| <b>11 - 12</b> | 739   | 1389          | 1175          | 388           | 131          | 3822                  |
|                | <b>19.34%</b>   | <b>36.34%</b> | <b>30.74%</b> | <b>10.15%</b> | <b>3.43%</b> | <b>100%</b>           |



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# Overall Mathematics Phase I Pilot (Spring 2012) Summary Data

| Grade        | Number of students and percent falling into each score point |               |               |              |              | Total student<br>N/ % |
|--------------|--|---------------|---------------|--------------|--------------|-----------------------|
|              | 0  | 1             | 2             | 3            | 4            |                       |
| <b>3</b>     | 771  | 667           | 373           | 81           | 36           | 1928                  |
|              | <b>40.00%</b>  | <b>34.60%</b> | <b>19.30%</b> | <b>4.20%</b> | <b>1.90%</b> | <b>100%</b>           |
| <b>4</b>     | 795  | 800           | 360           | 87           | 58           | 2100                  |
|              | <b>37.90%</b>  | <b>38.10%</b> | <b>17.10%</b> | <b>4.10%</b> | <b>2.80%</b> | <b>100%</b>           |
| <b>5</b>     | 548  | 513           | 252           | 124          | 44           | 1481                  |
|              | <b>37.00%</b>  | <b>34.60%</b> | <b>17.00%</b> | <b>8.40%</b> | <b>3.00%</b> | <b>100%</b>           |
| <b>6</b>     | 927  | 768           | 269           | 65           | 14           | 2043                  |
|              | <b>45.40%</b>  | <b>37.60%</b> | <b>13.20%</b> | <b>3.20%</b> | <b>0.70%</b> | <b>100%</b>           |
| <b>7</b>     | 896  | 632           | 243           | 62           | 11           | 1844                  |
|              | <b>48.60%</b>  | <b>34.30%</b> | <b>13.20%</b> | <b>3.40%</b> | <b>0.60%</b> | <b>100%</b>           |
| <b>8</b>     | 984  | 791           | 314           | 100          | 51           | 2240                  |
|              | <b>43.90%</b>  | <b>35.30%</b> | <b>14.00%</b> | <b>4.50%</b> | <b>2.30%</b> | <b>100%</b>           |
| <b>9-10</b>  | 798  | 697           | 186           | 45           | 27           | 1753                  |
|              | <b>45.50%</b>  | <b>39.80%</b> | <b>10.60%</b> | <b>2.60%</b> | <b>1.50%</b> | <b>100%</b>           |
| <b>11-12</b> | 690  | 602           | 178           | 63           | 9            | 1542                  |
|              | <b>44.70%</b>  | <b>39.00%</b> | <b>11.50%</b> | <b>4.10%</b> | <b>0.60%</b> | <b>100%</b>           |



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# Overall Mathematics Pilot II (Spring 2013)

## Summary Data

| Grade         | Number and Percent of Students Achieving Each Score Point |               |               |              |              | Total Student<br>N / % |
|---------------|---|---------------|---------------|--------------|--------------|------------------------|
|               | 0   | 1             | 2             | 3            | 4            |                        |
| <b>3</b>      | 1378  | 1152          | 539           | 121          | 47           | 3237                   |
|               | <b>42.57%</b>   | <b>35.59%</b> | <b>16.65%</b> | <b>3.74%</b> | <b>1.45%</b> | <b>100%</b>            |
| <b>4</b>      | 1323  | 1264          | 325           | 83           | 25           | 3020                   |
|               | <b>43.81%</b>   | <b>41.85%</b> | <b>10.76%</b> | <b>2.75%</b> | <b>0.83%</b> | <b>100%</b>            |
| <b>5</b>      | 1351  | 1049          | 391           | 64           | 15           | 2870                   |
|               | <b>47.07%</b>   | <b>36.55%</b> | <b>13.62%</b> | <b>2.23%</b> | <b>0.52%</b> | <b>100%</b>            |
| <b>6</b>      | 1579  | 1171          | 370           | 135          | 53           | 3308                   |
|               | <b>47.73%</b>   | <b>35.40%</b> | <b>11.19%</b> | <b>4.08%</b> | <b>1.60%</b> | <b>100%</b>            |
| <b>7</b>      | 1602  | 856           | 219           | 72           | 36           | 2785                   |
|               | <b>57.52%</b>   | <b>30.74%</b> | <b>7.86%</b>  | <b>2.59%</b> | <b>1.29%</b> | <b>100%</b>            |
| <b>8</b>      | 1529  | 1049          | 619           | 217          | 88           | 3502                   |
|               | <b>43.66%</b>   | <b>29.95%</b> | <b>17.68%</b> | <b>6.20%</b> | <b>2.51%</b> | <b>100%</b>            |
| <b>9 - 12</b> | 2570  | 1435          | 299           | 59           | 23           | 4386                   |
|               | <b>58.60%</b>   | <b>32.72%</b> | <b>6.82%</b>  | <b>1.35%</b> | <b>0.52%</b> | <b>100%</b>            |





# ***Using Formative Item Bank Items in the Classroom***



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# Classroom Implementation Suggestions for the Formative Constructed Response Items

- Whole class instruction/direct instruction
- Demonstration lesson with active discussion
- Small, cooperative group activity
- Individual formative assessment (feedback provided by teacher)
- Inclusion classes with multiple adult supervisors/coaching
- Homework (ONLY following extensive explanation and experience with open-ended items provided by the teacher in the classroom)
- Parent Night activity where parents and their children work together
- No grades----rubric score accompanied by written and/or oral feedback highly suggested



# Recommended Uses of the Georgia Formative Assessment Item Bank

The Georgia Formative Assessment Item Bank was designed to be used by TEACHERS to:

- Determine students' readiness for future state assessments that will include items in an open-ended format
- Provide students with oral and written feedback specific to the standard, student standing in regards to the standard, and what the student needs to do to demonstrate proficiency
- Design instructional next steps, which includes re-teaching, remediation, and differentiation
- Assess their own professional growth needs, such as professional learning, collaboration, classroom materials and resources



# Determine students' readiness for the future open-ended state assessments

- Assess students' ability to:
  - demonstrate mastery of the rigorous state standards
  - respond to items written at DOK levels of 3 or 4 which require strategic and extended thinking
  - show work in mathematics, use appropriate processes and provide complete explanations
  - write effectively in both ELA and math, using grade level appropriate vocabulary and writing conventions
  - use textual information from passages to support and or defend responses
  - demonstrate thinking and reasoning skills



# Determine Next Steps Based Upon Student Performance on Formative Assessment Item(s)

## *Whole Group Instruction*

- Continue forward with instruction if students achieve mastery of standards as demonstrated on the formative assessment item
- Whole Class Re-teaching
  - Hold a class discussion about the item using the rubric and the student anchor papers
  - Design and implement a new lesson that addresses students' weaknesses
  - Provide remediation activities that address specific skills or topics as needed
  - Address common misconceptions
  - Demonstrate, step-by-step, how students can accurately construct a response to the item prompt(s)





# Determine Next Steps Based Upon Student Performance on Formative Assessment Item(s) (continued)

## *Small Group Instruction*

- Needs-Based Small Group Differentiation
  - Alter instruction based upon the common needs of small groups of students
    - Utilize alternate tasks that address the same standards
    - Adjust content delivery (perhaps break content into smaller, more concrete parts)
    - Assign students to small groups (like- or unlike abilities) that work collaboratively either with or without an adult on the formative item or other related activities
    - Alter pacing based upon student readiness to progress
    - Provide more/different level of teacher support (small group instruction by the teacher, parapro, inclusion/support teachers, and/or adult volunteers)
- Continuous use of formative instructional practices to continually understand and respond to the strengths and weaknesses of students



# Determine Next Steps Based Upon Student Performance on Formative Assessment Item(s)

## *Individualized Instruction*

- Allow time and opportunity for more one-on-one teacher-student dialogue
- Provide oral and/or written feedback to individual students
  - Explain the standard. (Where are you going?)
  - Explain their performance in regards to the standard. (Where are you?)
  - Explain what the student needs to do next. (Where to next?)
- Alter instruction based upon the individual needs of the student
  - Utilize alternate tasks that address the same standards (varied assignments)
  - Adjust content delivery (perhaps break content into smaller, more concrete parts)
  - Alter pacing based upon student readiness to progress
  - Provide tutoring inside or outside of class time



# Differentiation

## *Whole Group, Small Group, and Individualized Instruction*

What is differentiation?

“It means teachers proactively plan varied approaches to **what** students need to learn, **how** they will learn it, and/or how they will **show what they have learned** in order to increase the likelihood that each student will learn as much as he or she can, as efficiently as possible.”

Carol Ann Tomlinson, Presentation to the American School in London Learning Institute, 2013

<http://www.caroltomlinson.com/Presentations/Tomlinson%20ASL%20Institute%206-13%20V2.pdf>



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# Formative Instructional Practices— Formative Assessment in Action

- Re-Design
- Teach

State-Mandated  
Content Standards

- Design
- Teach

- Re-Design
- Teach

- Re-Design
- Teach

Re-Design might involve changing activities, instructional techniques, assessment methods or content, and/or differentiation based upon student needs.



# Determine Teacher Needs

- Resources (such as access to technology, textbooks, online content, and hands-on materials)
- Professional Learning
  - Subject Area Content
  - Literacy
    - Reading
    - Writing
    - Communication
  - Formative Instructional Practices
  - Standards-Based Instructional Practices
  - Up-to-date Technology Integration
  - Professional Learning Communities/Professional Learning Teams
  - Providing quality feedback
- Collaboration Opportunities





# ***Finding Formative Item Bank Items in the Online Assessment System (OAS)***



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# ***FIB Items in OAS***

- 1600+ Formative Items Available in OAS
- If you need an OAS log-in access code,
  - Contact your School Administrator for OAS log-in access code
  - School Administrators should contact their system test coordinator for assistance if needed
  - System Test Coordinators can find their system and school logins on the MyGaDOE portal in the “Custom” folder..




# Where do you Find the Items?

https://www.georgiaoas.org/cer/let/a2l

Online Assessment System

Convert Select

 **Online Assessment System**

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**OAS Login**

Logon ID:

Password:

Disable your [popup blocker](#) or hold your **CTRL** key down while clicking the **Login** button

[Home](#) [Parents](#) [Schools](#) [Training](#) [Support](#)

**OAS**  
Georgia's  
Online Assessment System

**Learn more about:**

- ◆ [Georgia State Assessments](#)
- ◆ [Georgia Standards](#)

**Take Advantage of What's New in OAS!**

**The first issue of our 2012-2013 Georgia Online Assessment System (OAS) newsletter is now available!**

[Click here](#)

**Available NOW: Formative Item Bank in OAS**

[www.georgiaoas.org](http://www.georgiaoas.org)



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# Searching in the OAS

|                 |                |              |                |                       |
|-----------------|----------------|--------------|----------------|-----------------------|
| <b>Students</b> | <b>Classes</b> | <b>Tests</b> | <b>Reports</b> | <b>Administration</b> |
|-----------------|----------------|--------------|----------------|-----------------------|

**Tests Menu**

**Choose one of the following options:**

---

[Create a new test](#)

[Modify a test](#)

[Delete a test](#)

[Try a test](#)

[Print a test](#)

[Assign test\(s\) to class\(es\) \(Assign DOE benchmark tests on the Classes Tab\)](#)

[View student test results](#)

[Score open ended items](#)

---

**Search for Tests by:**

Leave field blank to search all records

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# Searching in the OAS

**Create a New Test - ItemBank Mode**

There are problems with the following fields:

- Test name is required.
- Unique Test ID is required.

|   |  |
|---|--|
| <input checked="" type="checkbox"/> Test Name<br>(max 80 char)                  | <input type="text"/>   |
| <input checked="" type="checkbox"/> Test Identifier<br>(max 25 char, no spaces) | <input type="text"/>   |
| Randomize Sections?   | <input type="radio"/> Yes<br><input checked="" type="radio"/> No   |
| Type of Answers to Show when Test Results/Scores are Displayed                  | Correct and incorrect with answers<br><input type="checkbox"/> Show correct and incorrect answers after <input type="text"/> Attempts. |
| Bypass Playback?  | <input type="radio"/> Yes<br><input checked="" type="radio"/> No   |
| Select Test Generation Method:  | Let me choose the questions  |
| Test Time Limit (for all test sections)   | Note: Blank means test will not have a time limit.<br><input type="text"/> (minutes)   |
| Allow Test to be Pheased  | <input checked="" type="radio"/> Yes<br><input type="radio"/> No   |
| Proctor information, if required for this test:                                 | Note: Blank indicates that no proctor information is required.<br><input type="text"/>   |
| Proctor Login ID:   | <input type="text"/>   |
| Proctor Password:   | <input type="text"/> <input type="text"/> retype   |

**Test Score (Range) Definition**

The following table allows you to define the score ranges for this test and specify if the student should be directed to a particular learning site which is represented by a URL.

Select Score Type:

| From  | To   | Range Description<br><small>Note: this description will display on the results page</small> | Direct to URL        |
|---|--|---|----------------------|
| <input type="text" value="0"/><br><small>Inclusive</small>  | <input type="text" value="50"/><br><small>Exclusive</small>  | Did not meet learning objectives  | <input type="text"/> |
| <input type="text" value="50"/><br><small>Inclusive</small> | <input type="text" value="75"/><br><small>Exclusive</small>  | Minimally met learning objectives   | <input type="text"/> |
| <input type="text" value="75"/><br><small>Inclusive</small> | <input type="text" value="100"/><br><small>Inclusive</small> | Met learning objectives   | <input type="text"/> |
| <input type="text"/><br><small>Inclusive</small>            | <input type="text"/><br><small>Exclusive</small>             |   | <input type="text"/> |
| <input type="text"/><br><small>Inclusive</small>            | <input type="text"/><br><small>Exclusive</small>             |   | <input type="text"/> |

You create test name and ID that are unique and meaningful to you.

Naming Idea: "Formative" and Domain Name, such as literary comprehension





# Searching the OAS for Formative Items

## Example Search

The screenshot shows the 'Administration' tab of the OAS system. The search criteria are as follows:

- Test Name:** search (search) - An arrow points to this field from a box containing the text: "The name you created in previous steps".
- Item Level:** Level 2 items (school) - This dropdown menu is circled in red.
- Subject:** Language Arts - This dropdown menu is part of a larger box with the text: "Drop down to select subject and grade level".
- Grade Level:** 6 - This dropdown menu is also part of the "Drop down to select subject and grade level" box.
- Domain:** Formative - This dropdown menu is circled in red.
- Domain:** Literary Comprehension - This dropdown menu is part of a larger box with the text: "Drop down to select domain and standard (or select all)".
- Standard:** All - This dropdown menu is also part of the "Drop down to select domain and standard (or select all)" box.

Below the search criteria, there is a link for "advanced search". At the bottom, there are three buttons: "Back", "Clear", and "Show Items". The "Show Items" button is circled in red, and an arrow points to it from the right side of the slide.

All of the formative items are in Level 2 of the OAS which means all teachers have access.



# Create your test with the Formative Items

Online Assessment System Welcome A Teacher 1 [Help](#) | [Account Info](#) | [Logout](#)

**Students** | **Classes** | **Tests** | **Reports**

| Remove Item              | Item ID      | Item Level | Question  | Standard                                    | Subject       | Grade Level | Move To |
|--------------------------|--------------|------------|---|---|---------------|-------------|---------|
| <input type="checkbox"/> | ELA130006043 | 2          | Using information from the article, "Kayakin...       | e Provide a concluding statement or sect... | Language Arts | 6           | 1 ▾     |
| <input type="checkbox"/> | ELA130006044 | 2          | Read this sentence from the passage. Inhabit...       | 6.RL.4 Determine the meaning of words an... | Language Arts | 6           | 2 ▾     |
| <input type="checkbox"/> | ELA130006046 | 2          | This task has more than one (1) part. Read each pa... | 6.RI.2 Determine a central idea of a tex... | Language Arts | 6           | 3 ▾     |



# Assign your test to a class

Choose one of the following options:

[Create a new class](#)

[Modify a class](#)

[Delete a class](#)

[Assign test\(s\) to a class](#)

[Modify an expired class](#)

[Delete an expired class](#)

[Export test results by class](#)

[Delete test results by class](#)

Search for Class by:

Name



Leave field blank to search all records



# Assign your test to a class

Online Assessment System Welcome A Teacher 1 [Help](#)

---

**Manipulate Test(s) for Class:**  
**AELA50 Teacher 1(ATeacher091613Sample1)**

| My Test(s) Assigned                       |   | Other Test(s) Assigned                     |
|---|---|--|
| FIBWebinarTestNov13 (FIBWebinarTestNov13) | <div style="border: 1px solid red; border-radius: 50%; padding: 5px; display: inline-block;"><input type="button" value="New"/><br/><input type="button" value="Modify"/><br/><input type="button" value="Delete"/><br/><input type="button" value="Email"/><br/><input type="button" value="Print"/></div> | There are no Tests assigned to this class. |
| <input type="button" value="Back"/>       |   |  |



# Assign your test to a class

Online Assessment System Welcome A Teacher 1 [Help](#)

---

### Assign Test(s) To A Class

|   |   |   |
|---|---|---|
| Test Preview  | <i>Only one test can be selected at a time from each section.</i>   |   |
| Test(s) owned by you  | <div style="border: 1px solid black; padding: 2px;">FIBWebinarTestNov13 (FIBWebinarTestNov13)</div>   | <input type="button" value="Try Test"/>   |
| Other available test(s)   | <div style="border: 1px solid black; padding: 2px;">CPractice081613 (CPractice081613)<br/>SampleTestSp2014gr13 (SampleTestSp2014gr13)<br/>SampleTestSp2014gr412 (SampleTestSp2014gr412)<br/>CPractice081613B (CPractice081613B)</div> | <input type="button" value="Try Test"/>   |
| Number of Times Students enrolled in Class can take these Test(s) | <input type="text" value="2"/>  | <i>Note: Blank means unlimited number of times</i>  |
| Dates Test(s) can be taken  | From: <input type="text"/><br>To: <input type="text"/>  | <i>example: 01/01/2013<br/>Note: Blanks mean any date</i>   |
| Time Test(s) can be taken   | From: <input type="text"/><br>To: <input type="text"/>  | <i>example: 11:20:00 am<br/>Note: Blanks mean any time. If a time is entered student can only take test during that timeframe Mon - Fri</i> |
| E-mail Class Designer(s) Results?                                 | <input type="radio"/> Yes<br><input checked="" type="radio"/> No  |   |
| Show Test to Students?  | <input checked="" type="radio"/> Show<br><input type="radio"/> Hide   |   |
| Test Assignment   | <input checked="" type="radio"/> Assign Test(s) to the entire class<br><input type="radio"/> Assign Test(s) to individual students  |   |
| Include Class Average on Playback Report?                         | <input checked="" type="radio"/> Yes<br><input type="radio"/> No  |   |





# Students take the test

View Student Tests

View Teacher-Assigned Tests

Logout

Welcome Astudent Webinar 1

Student User Guide Parent User Guide

Click "Take Test" to take a new test, or "See Results" to see how you did on an old test.

FIBWebinarTestNov13 (FIBWebinarTestNov13) - Class: ATeacher091613Sample1

Show Paused Tests Only

Take Test See Results Help Me Go Back

## Test Results Page

1234567890fa16(Astudent Webinar 1)  
FIBWebinarTestNov13 (FIBWebinarTestNov13)

### Georgia Online Assessment System Results

Your test has questions that need to be manually graded.  
Your score will be available once this test has been graded.



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
www.gadoe.org

# Score open ended items

Choose one of the following options:

Create a new test  
Modify a test  
Delete a test

Try a test  
Print a test

Assign test(s) to class(es)  
~~View student test results~~  
[Score open ended items](#)



Search for Tests by:

Name

Search

Leave field blank to search all records



# Score open ended items

## Select a Test for Open-Ended Item Scoring

(only tests which have question results recorded will appear)

|  |                                       |
|--|---------------------------------------|
| *FIBWebinarTestNov13 (FIBWebinarTestNov13)   | <input type="button" value="Select"/> |
| *FIBWebinarTestNov13B (FIBWebinarTestNov13B) |                                       |

You have a total of 2 tests with student responses recorded.  
(\* indicates that at least one test instance needs to be manually scored)



# Score open ended items

Students

Classes





Tests

Reports

## Select Students for Open-Ended Item Scoring

Show only students to be graded / Show All

Show student names when grading open-ended items

| Select / De-Select All              | Student                             | Question #1   | Question #2   |
|-------------------------------------|-------------------------------------|---|---|
| <input checked="" type="checkbox"/> | Astudent Webinar 1 (1234567890FA16) |  |  |
| <input checked="" type="checkbox"/> | Bstudent Webinar 1 (1234567890fa19) |  |  |



- Scored



- Not Scored

You have 2 students' tests that need to be graded.

Back

Next



# Score open ended items

## Score Essay

|                              |   |  |  |                                    |
|------------------------------|---|--|--|------------------------------------|
| Test Name                    | FIBWebinarTestNov13                     | Question Number                            | Scoring  | Total Item Score (out of 4 points) |
| Student Name (Student Logon) | * Astudent Webinar 1 (1234567890FA16) ▼ | #1 ▼<br>Show Question<br>View Sample Paper | Performance Score  | <b>Not Scored</b>                  |
| Date/Time Test Completed     | * 11/19/2013 12:16:10 PM ▼              |  | <div style="border: 1px solid black; padding: 2px;">             Not Scored ▼<br/>             Not Scored<br/>             0<br/>             1<br/> <b>2</b><br/>             3<br/>             4           </div> |                                    |

\*\*\* - Indicates that one test instance needs to be manually scored

### Recorded Answer:

This is a sample conclusion.

### Rubric:

| Score    | Designation             | Description   |
|----------|-------------------------|---|
| <b>4</b> | Thoroughly Demonstrated | The student demonstrates a thorough understanding of the task by writing a well-developed conclusion. Information should include many specific text based details such as the different uses (sport and working), styles and features (sit-on and covered), and history (Arctic tribes of North America). The response must demonstrate a thorough command of the conventions of standard English. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response. |
| <b>3</b> | Clearly Demonstrated    | The student demonstrates a clear understanding of the task by writing a developed conclusion. The conclusion includes a few relevant details; some details may be general. The response must demonstrate a command of the conventions of standard English. There may be a few distracting errors in grammar and usage, but meaning is clear.  |









# Score open ended items

Online Assessment System Welcome A Teacher 1 [Help](#) | [Account Info](#) | [Logout](#)

[Students](#) | [Classes](#) | [Tests](#) | [Reports](#)

Select Students for Open-Ended Item Scoring

[Show only students to be graded](#) / [Show All](#)  
 Show student names when grading open-ended items

| Select / De-Select All   | Student                             | Question #1   | Question #2   |
|--------------------------|-------------------------------------|---|---|
| <input type="checkbox"/> | Astudent Webinar 1 (1234567890FA16) |  |  |
| <input type="checkbox"/> | Bstudent Webinar 1 (1234567890fa19) |  |  |

 - Scored  - Not Scored

You have 1 student test that needs to be graded.

[Back](#) [Next](#)



# Formative Item Bank Information Online

Curriculum-Instruction-and-Assessment/Assessment/Pages/default.aspx

Home ▾ Students Parents Teachers Business & Industry

Georgia Department of Education > Curriculum, Instruction and Assessment > Assessment Research, Development and Administration

## Testing/Assessment

### Mission

The purposes of the Georgia Student Assessment Program are to measure student achievement relative to the state-mandated content standards, to identify students failing to achieve mastery of content, to provide teachers with diagnostic information, and to assist school systems in identifying strengths and weaknesses in order to establish priorities in planning educational programs.

The assessment program includes customized criterion-referenced tests at the elementary, middle, and high school levels; and the National Assessment of Educational Progress in grades 4, 8 and 12. These mandatory state assessments include the Primary Assessments as well as Other Assessments.

### Primary Assessments

- CRCT
- CRCT-M
- EOCT
- GHSGT
- GAA
- Writing Assessments

### Other Assessments

- ACCESS for ELLs
- Georgia Kindergarten Inventory of Developing Skills (GKIDS)

### Contact Information

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Staff Contact List

### Assessment Resources

For Educators...

- Pre-ID Label Information 2013-2014
- Online Assessment System
- Formative Item Bank in OAS**
- GeorgiaStandards.org
- SCQPS
- Elementary and Secondary Education Act (ESEA)/No Child Left Behind (NCLB)
- College & Career Ready

For more information about the Formative Item Bank Project

# Formative Item Bank Information On-line

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/OAS-Resources.aspx>

The screenshot shows the Georgia Department of Education website. The header includes the state seal, the department name, and the slogan 'Making Education Work For All Georgians!'. Below the header is a navigation menu with links for Home, Student, Parents, Teachers, Business & Industry, and Contact Us. The main content area is titled 'OAS Resources' and features a sidebar with various service categories. The central text is titled 'Available Now: Formative Item Bank in OAS' and describes the purpose and contents of the bank. A red oval highlights this central text, and a red arrow points from it to the list of resources in the adjacent box.

**Georgia Department of Education**  
Making Education Work For All Georgians!

Dr. John D. Barge, State School Superintendent

Home Student Parents Teachers Business & Industry Contact Us

Georgia Department of Education > Curriculum, Instruction and Assessment > Assessment, Research, Development and Administration > OAS Resources

**OAS Resources**

Available Now: Formative Item Bank in OAS

**Purpose of the Formative Item Bank**

- To provide teachers with assessment and instructional resources that are aligned to CCSS and reflect its rigor
- To provide items and tasks for teachers to use in order to assess students' knowledge while they are learning the curriculum
- To assess students' conceptual and skill-level understanding
- To provide items and tasks that require students to
  - Apply the content they know to real world problems
  - Express logical reasoning by writing, showing their work and/or explaining their answer
- To balance the use of formative and summative assessments in the classroom

**Contents of the Formative Item Bank (Current Content in the Formative Item Bank: November 2012)**

- About 700+ Formative Classroom Assessment Items
- Grades 3 through High School
  - Math and ELA
    - Open-ended
      - Scaffolded
      - Scaffolded Responses
    - Selected Responses
  - Focused more on Depth of Knowledge levels 3 and 4

**How to Access the Formative Item Bank**

Items may be scaffolded in two ways:

- Items are scaffolded in the OAS and may be accessed by using the "build a test" function in the OAS. This function allows teachers to "shop" for items by subject area, grade, and primary standard.
- Many of the constructed-response items are aligned to multiple standards. To assist teachers in locating items that reflect multiple standards, an external item search tool has been created that will allow teachers to search for items by a specific standard. Item ID then can be entered into the OAS and the item can be directly located. Click on "Download Item Search Tool" to install the tool to your desktop.

**Formative Item Bank**

RTD Assessment Contacts

**Formative Assessment Resources for Educators**

- GA Formative Pilot Examiner Manual Spring 2012
- About the Formative Item Bank (Document)
- About the Formative Item Bank (Presentation)
- Student Checklist for English Language Arts
- Student Checklist for Responding to Mathematics
- About the Item Search Tool
- Download Item Search Tool
- Online Assessment System
- [www.georgiastandards.org](http://www.georgiastandards.org)

**Departments**

- Organization Structure
- Curriculum, Instruction and Assessment
- External Affairs and Policy
- Finance and Business Operations

**Programs & Initiatives**

- Career, Technical, and Agricultural Education
- Charter Schools
- Career, Technical, and Agricultural Education

**Data & Reports**

- Career, Technical, and Agricultural Education Reports
- CCRPI Reports
- Financial Reports
- School Reports

**Learning & Curriculum**

- [GeorgiaStandards.org](http://GeorgiaStandards.org)
- Standards & Curriculum
- Testing/Assessment

**GoDOE**

- About Us
- Policies
- State Board of Education
- Working at GoDOE
- Employee Login

## Includes:

- About the Formative Item Bank (document)
- About the Formative Item Bank (presentation)
- Student Checklist for ELA
- Students Checklist for Mathematics
- Link to the OAS
- Link to Georgia Standards.org

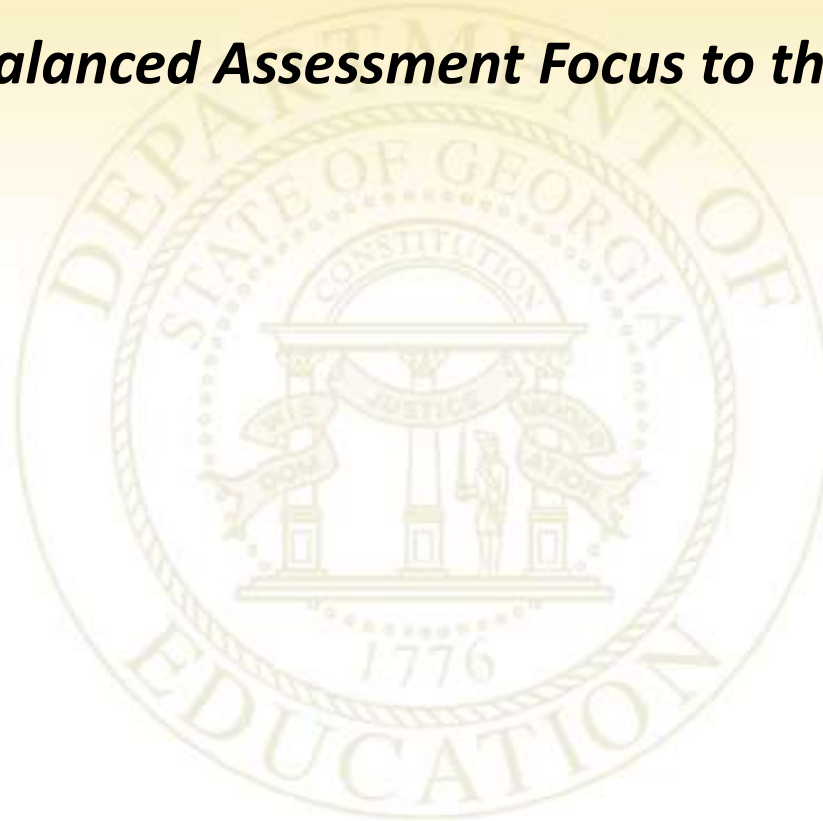
# *Georgia's*

# *Formative Assessment Initiatives*

*Bringing a Balanced Assessment Focus to the Classroom*

**Formative  
Item Bank**

**Assessment  
Literacy  
Professional  
Learning**



**Benchmark Assessments**



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"Making Education Work for All Georgians"  
[www.gadoe.org](http://www.gadoe.org)

***“Quality assessment is a system of assessing what students know and are able to do in a manner that garners accurate information from students for the purpose of improving learning.” (Rick Stiggins, 2008)***





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