

*Ohio House Education and Career Readiness Committee
Testimony of Melanie Elsey ~ HB181
June 13, 2017*

Chairman Brenner, Vice Chair Slaby, Ranking Member Fedor, and members of the House Education and Career Readiness Committee, thank you for the opportunity to provide testimony in support of HB181. This legislation is intended to repeal some of the complexities of Ohio's assessment system, which have evolved over the past two decades and will serve to stabilize elements of local control that have been casually lost.

For those of us who are over 32 years of age or are educators who taught in the classroom prior to 1994, we remember the time when teachers creatively met the academic needs of students, students periodically took norm-referenced assessments (i.e. Iowa Test of Basic Skills, California Achievement Test) without spending the majority of the year's instructional time teaching to the test, and students learned in environments that were much less scripted and less stressful – and they learned well.

It was a simple, but effective system that respected the separation of roles between the state executive department and local school districts. There was a substantial shift in state policy, which began in February of 1992 with the passage of SCR53 and was codified with the passage of the state budget in 1993 (HB152).

In 1992 the OGA created the Education Goals and Strategies Commission, which was charged with "developing a consensus for articulating shared educational goals for Ohio and for the initiation of systemic change to meet these goals." This Commission appointed the Ohio Learner Outcome Panel, which was instructed to develop specific measurable outcomes for students enrolled in the public school system. It is important to point out that the first draft of state outcomes for Ohio graduates failed to include core academics. This list was sent out early February 1993 in surveys entitled, "An Invitation to the Future: Raising Expectations and Achievement." (see attached list of proposed education goals and 25 measurable (tests) outcomes) The second draft brought to the State Board of Education in September 1993 still focused on outcomes that could not be objectively measured (see attached list, e.g. "demonstrate curiosity, open-mindedness, and skepticism in civic behavior" or "develop healthy coping strategies" or "exhibit a realistic and optimal sense of well-being"). This is still relevant because the Ohio Department of Education continues to advocate for the testing of a student's "dispositions."

At this point in time the State of Ohio shifted from using assessments to measure *how well* students had learned basic academic content to determining *if they had learned a predetermined list* of content. With the passage of HB152 in July of 1993 the State of Ohio moved to an outcome-based system and replaced the use of standardized norm-referenced assessments with standardized criterion-referenced state proficiency tests.

For the first time the State Board of Education shifted into the role of approving the lists of what would be taught, developing assessment instruments that would measure student performance against these lists, and setting scoring standards to identify which students had mastered these lists. It was well intended, but the effect of this system change has been disastrous for both students and the teaching profession. It is a system that has masked the underperformance of students and unfairly expected educators and school districts to aim for constantly changing targets.

For example, at the State Board of Education meeting, December 13, 1994, a resolution was offered by Virgil E. Brown, Jr. (item #19) to set a score standard (for the very first time) for the Fourth Grade Proficiency Test. His resolution would have required "that all score standards for the fourth grade proficiency tests be established at a level equivalent to at least 70 percent correct, effective for the tests administered in March 1999." This was his response to the recommendation by the Ohio Department of Education that the proficiency level be set at 50 percent of the answers correct.

In the discussion on his resolution Mr. Brown stated that the board had been told that the test material and test questions would be fair for a fourth grade exam. He further stated, "I think it is somewhat misleading to the parents, teachers, and to fourth graders to continue to accept that level of expectation (50% correct) as acceptable.... I think we ought to try to aim high...."

In responding to Mr. Brown's recommendation to raise the bar, Ohio's State Superintendent of Public Instruction, Dr. Ted Sanders, made the following statement that absolutely became a self-fulfilling prophesy for the next two decades (see attached transcript):
"A 50% or a 70% percent are meaningless unless you know something about the difficulty of the items that are being measured. And that, indeed, a 50% on one test may actually indicate a higher level of performance than a 70% on another test. ***If we are forced in the future, in the developmental work to make sure that we have percentage scores that are at and/or above a 70% level, means we will have to reframe the whole approach that we use in test development, and to make sure that we have sufficient items that are of lower difficulty,*** which will make our tests less informative as a diagnostic tool than what this test now will be."

He was describing the capacity of the State to manipulate the content of the assessments. The reality has been that not only can the content of the questions be "customized" (manipulated), but the cut off scores can (and have) been adjusted to keep a system more marketable to the public.

(Please see attached comparative sample of questions over a 40-year period.)

There was a point in time that scoring 50% of the answers correct on any given test would be considered an "F" or a failing grade. Ohio initiated the new system in 1994 with this expectation identified as "proficient."

In the years to come, the State Board of Education would frequently make changes to the list of standards and to the cut off scores for increasingly changing criterion-referenced assessments. We have had 23 years of expecting conformance to moving targets.

Sadly, the score standards referenced in testimony before this committee on May 14, 2013 reflected an even lower bar set to identify "proficient" students. The testimony provided by the Vice President of the State Board of Education included an attachment describing cut scores set in 2011 and were in effect at the time of his testimony. (See attached chart, e.g. 35% proficient for 6th grade reading, 32% for 7th grade math)

With the passage of HB1 (state budget) in 2009, the system became more complex. We moved from the use of criterion-referenced assessments in broad content areas to mandating the use of a series of state approved end-of-course exams. This led to the development of an odd point system to determine if individual students would be college or career ready. Morphed into this was the

use of PARCC assessments. These were more recently replaced with tests developed by American Institutes for Research (AIR) to assess mastery of Common Core State Standards in Ohio, which were recently re-adopted by the State Board of Education (without the CCSS label).

It is important to understand what has been done in hindsight in order to understand the need for the passage of HB181.

HB181 re-establishes the use of norm-referenced assessments in state policy, which would provide a much more stable system. It would preclude teachers from teaching to a list and allow greater flexibility in all areas of instruction.

Some of the basic elements of HB181 that we strongly support:

- * One norm-referenced assessment would be selected for use statewide, using an RFP process with oversight from the General Assembly, while still allowing for multiple paths for graduation.
- * Once the assessment is selected, a nonpartisan LOEO within LSC would be responsible for acquiring the list of general objectives (which could simply be that which is published/provided by the vendor pursuant to the RFP) to serve as the aligned (more generalized) standards to retain conformance to federal law.
- * Results of assessments would be reported using percentiles that would allow the comparison of students with the results of the normed sampling of students in the same age or grade cohort. This means there would be no more manipulation of the scoring system by the State.
- * Scoring ranges would be set based on quintiles, with "limited" identified as the 1st through 20th percentile, and so forth.
- * The concept of the 3rd grade reading guarantee would be strengthened by using a more reliable instrument to assess, improving the role of parents, and more credibly identifying students who would benefit from retention at the 3rd grade level.
- * Many of the complexities in state education policy would selectively be repealed.
- * The use of Common Core State Standards, which has been a source of consternation for the public, would be extracted from State policy.
- * Local school districts would approve their own graded courses of study, which would provide greater depth to instruction than a system driven by a state generated list.
- * The state frameworks for the evaluation of teachers and principals would be repealed and replaced with a requirement for local school boards to adopt policies and procedures for these evaluations, which includes a role for the teachers' labor organization.
- * Privacy protections for the use or reporting of personally identifiable student information would be improved.

We believe Ohio's students and their families will be better served if there is a genuine change to the system. Thank you for your consideration of these important concepts. I would be glad to answer any questions you may have.

Melanie Elsey
Legislative Director
American Policy Roundtable
Strongsville, Ohio

April 9, 1992

TO: Committee Responsible for Restructuring the Minimum
Standards for Elementary and Secondary Schools

FROM: Ted Sanders

SUBJECT: Charge to the Committee

The committee has been given the responsibility for restructuring the Minimum Standards for Elementary and Secondary Schools. With the passage of Senate Current Resolution 53, it will be necessary for the restructuring committee to work closely with the Outcomes Panel established by the resolution.

The charge to the committee is to restructure the standards so that they:

1. Address individual student performance, accountability, and school and student improvement;
2. Focus on the skills, knowledge, and attitudes that students will need to live, learn, and work in a global society;
3. Identify state and local outcomes, standards, and indicators.

LEARNER GOALS

AS DRAFTED BY THE EDUCATION GOALS AND STRATEGIES COMMISSION

1. Participate as productive members of a global society
2. Maintain wellness
3. Act in an ethical manner
4. Value diversity
5. Communicate effectively
6. Use technology personally and occupationally
7. Be creative and appreciate the creativity of others
8. Succeed in the world of work
9. Use thinking skills to make decisions in a variety of life roles
10. Be environmentally responsible
11. Pursue lifelong learning

LEARNER OUTCOMES

AS DRAFTED BY THE LEARNER OUTCOMES PANEL

1. Participate in civic and community service activities
2. Function as a productive and responsible citizen of a global society
3. Exercise the basic rights and responsibilities for citizenship in a democratic society
4. Demonstrate skill in applying technology
5. Function as a responsible family member
6. Maintain physical, emotional, and social well-being
7. Manage personal resources to attain goals
8. Identify and access community resources to attain goals
9. Monitor progress toward career/life goals and skills
10. Establish priorities to balance multiple life roles
11. Demonstrate understanding of child development and the role of parenting
12. Demonstrate appropriate interpersonal skills
13. Demonstrate the ability to find and use information
14. Identify and explore needs, opportunities, and resources for life-long learning
15. Apply critical and creative thinking skills to solve problems
16. Demonstrate ability to recognize and correct mistakes
17. Identify and use a variety of personal organizational skills
18. Demonstrate an understanding of the cultural identity of self and others
19. Respect individual differences, points of view, and the work of others
20. Function effectively within multicultural environments
21. Recognize and develop one's creative talents
22. Produce and value quality products and services
23. Demonstrate effective listening and communication skills
24. Work cooperatively with others to solve problems and achieve goals
25. Make decisions that conserve and enhance the natural environment

**Preparing Ohio's
Learners for the
Twenty-First Century**

21

***PRE K -1 2
STANDARDS***

Working Draft (September 1, 1993)

Goal 2: TO ENHANCE LEARNER CAPACITY TO USE REASONING AND PROBLEM SOLVING SKILLS IN *SOCIAL STUDIES*

The skills of analytical thinking encourage people to understand themselves, social and economic systems, and their world. These are the tools that enable one to recognize differences and understand compromise. Social studies provide opportunities within which to develop capacities for reasoning and addressing problems of social interaction.

Disciplines and Other Dimensions	Learners Can	Source/Reference
S O C I A L S T U D I E S	Representative Indicators	Based upon the Report of the National Council for the Social Studies Task Force on Scope and Sequence, 1989.
	<ul style="list-style-type: none"> Demonstrate curiosity, open-mindedness, and skepticism in civic behavior 	
	<ul style="list-style-type: none"> Recognize and formulate concepts, problems, and issues 	
	<ul style="list-style-type: none"> Analyze issues from multiple perspectives 	
	<ul style="list-style-type: none"> Use applicable social studies concepts in addressing problems 	
	<ul style="list-style-type: none"> Identify alternative courses of action and assess the consequences of those alternatives in promoting common interests 	
	<ul style="list-style-type: none"> Determine goals or values involved in decisions 	
<ul style="list-style-type: none"> Tolerate ambiguity and paradox 	<p>*See Source/Reference Glossary</p>	

Goal 5: TO ENHANCE LEARNING CAPACITY FOR PERSONAL WELL-BEING IN LEARNER DEVELOPMENT

It is imperative that one understand that learning requires physical and mental readiness. Such readiness includes a knowledge of personal, social, and physical factors that can inhibit or enhance learning.

Disciplines and Other Dimensions	Learners Can	Source/Reference
Representative Indicators		
L E A R N E R D E V E L O P M E N T	<ul style="list-style-type: none"> Exhibit positive attitude toward school, family, and self 	OCAP:W & FL, SEAP, ODE, APA, CHAR-ED
	<ul style="list-style-type: none"> Be cognizant of physical, emotional, and intellectual growth and development 	SEAP, APA, ECE, OCAP:W & FL
	<ul style="list-style-type: none"> Establish an independent identity 	OCAP:W & FL, SEAP, ECE, ODE
	<ul style="list-style-type: none"> Describe the importance of a balance in career, family, and leisure activities (skills) 	OCAP:W & FL, NOICC
	<ul style="list-style-type: none"> Demonstrate behaviors that maintain physical and mental health 	SEAP, ECE, CHAR-ED
	<ul style="list-style-type: none"> Develop healthy coping strategies 	USDE:CP, CHAP ET
	<ul style="list-style-type: none"> Relate personal interests to career choices 	OCAP:E, NOICC, OCAP:W & FL
	<ul style="list-style-type: none"> Develop interpersonal skills necessary to live and work harmoniously in society 	USDE:S, USDE:CP, OCAP:W & FL, SEAP, ODE, CHAR-ED
	<ul style="list-style-type: none"> Exhibit attitudes necessary for success in working, learning, and living 	OCAP:W & FL, OCAP:E, ODE, SEAP, NOICC, CHAR-ED
	<ul style="list-style-type: none"> Exhibit a realistic and optimal sense of well-being 	USDE:S, USDE:CP, SEAP, APA, ECE
		*See Source/Reference Glossary

EVALUATION REPORT

Educational Team
Phil Codrea
Laura Lindsay
Holly Thermo..

Learner: _____

P = Proficient
I = In Progress

SKILLS

	GRADING PERIODS						
	1	2	3	4	5	6	F
Problem Solving	P	I					
Decision Making	I	P					
Communication	I	I					
Goal Setting	I	P					
Access Information	P	P					
Teamwork	P	I					

ATTITUDES

	GRADING PERIODS						
	1	2	3	4	5	6	F
Sense of Self	P	P					
Perspective-Consciousness	P	P					
Respect of Self and Others	P	I					
Value of Learning	I	I					
Appreciation of Change	P	P					

SPECIAL AREA CLASSES

	GRADING PERIODS						
	1	2	3	4	5	6	F
Physical Education	B+	B	Good Effort, Absence is affecting class performance				
Art	A-	A-					
Music, Band, or Strings	A	B	Positive attitude				
Challenge	/	/					

TEACHER REFLECTION

is showing improvement, especially in her journal.
 is working to fast and not understanding concepts in Math 1.
 Needs to do steno.
 No Harris Burdick story
 New Zealand group needed more direction, where was the dan

**STATE BOARD OF EDUCATION MEETING - DECEMBER 13, 1994
TRANSCRIPT FROM TAPE RECORDING OF THE FOLLOWING DISCUSSION:**

Background: "At the November 1994 Board meeting, Virgil E. Brown, Jr., asked that the following resolution (Item 19) be considered at the December Board meeting:

19. RESOLUTION REQUIRING THAT ALL SCORE STANDARDS FOR THE FOURTH-GRADE PROFICIENCY TESTS BE ESTABLISHED AT A LEVEL EQUIVALENT TO AT LEAST 70 PERCENT CORRECT EFFECTIVE FOR THE TESTS ADMINISTERED IN MARCH 1999." Superintendent's Report, December 1994

Mr. Ocasek: Virgil, number 19.

Mr. Brown: Thank you, Mr. President. Does everyone have a copy? O.K., it's coming around now. Resolution or item 19 is a resolution that is being presented at my request. In a summary fashion, an explanation is that we have established standards for the fourth-grade proficiency exam. And I am asking in this resolution that those standards in the March 1999 test administration be increased. We have been told that the test material and the test questions are fair test material for a fourth grade exam. They are testing information that a fourth grader should be expected to know and yet we are beginning the standard for satisfactory performance at about a 50% - 60% level of passing. We are not accepting such a passing rate in the 9th grade exam or very much in life thereafter. I think it is somewhat misleading to the parents, teachers, and to fourth graders to continue accept that level of expectation as acceptable. I feel it is better to identify as many students who are in need of intervention as possible, as early as possible so they may receive the necessary assistance. If we are to reach the goals that are being put forth, not only nationally, but here by us in Ohio, I think we ought to try to aim high. If tests results and administrations between now and 1999 indicate that some change from my proposal is required, this Board certainly has the authority to change it in an intervening time. But by this resolution we are notifying all in the educational community that we intend to aim high and hopefully we will reach that goal. Therefore, I have presented this resolution for your consideration that the score starting in the March 1999 test administration be raised to a level of 70% for a satisfactory passage rate.

Mr. Ocasek: You so move sir?

Mr. Brown: Yes.

Mr. Griffin: I'll second it.

Mr. Ocasek: John seconds the motion. This is on the fourth grade proficiency test.

Dr. Sanders: May I speak?

Mr. Ocasek: Dr. Sanders has the floor.

Dr. Sanders: Thank you, Mr. President, members of the Board, and Mr. Brown. I whole-heartedly endorse Board member Brown's intent by offering the resolution. You heard the discussion as you set the cut-off scores for the fourth-grade proficiency test. I have concerns there, as well as with our ninth-grade test, that there is a need across time to review and to potentially and in fact probably raise the cut-off scores for each of those proficiency tests. And in fact in looking at the work of the various review panels that provided us the technical advice in setting the scores I would like to have offered a recommendation that could have potentially set these scores higher, but I realize several things. One of which, those panels have technical expertise that I do not have. Second, we are going to be called upon to defend these actions potentially and, therefore, we must make these decisions very, very carefully and listen very carefully, therefore, to the advice of the various reviewing panels. I do believe that it is well in order to review, do a study, come back and present that study to the Board in the time frame recommended by Mr. Brown. I do have some concerns, however, with setting a specific cut-off score at this point without being informed by the those further studies. I now understand, in listening to him, that his intent is not to be rigid with these particular cut-off scores. I would certainly want that to be a part of the understanding and the record, so that we not be challenged now or then bound even then by this specific setting of the cut-off score at 70% because percentages are percentages. We need to look at the cut-off score having some meaning surrounding the purpose of the test itself.

Mr. Ocasek: Virginia

Mrs. Smith: I agree with everything that has been said if we were living in a perfect world. But, we are not living in a perfect world. This test has never been given before in the State of Ohio. And, there are a lot of schools that do not have the money to buy the textbooks to teach to this test, because Ohio history was taught in seventh grade and it needs to be taught now in third and fourth grade for a fourth grade test. An awareness of it needs to be there in third grade and then in fourth grade it needs to be taught. And so, if it were a perfect world, and we had all those textbooks in place and it wasn't a test that was never given before, if it was a test that was really a standardized diagnostic test, I agree - the 70%. But it isn't. There are so many variables to take into consideration about if all this is going to be taught to the students. And a lot of the schools do not have the time or the resources, the people, the money, to get their courses of study ready for that test. And since I've been giving tests for years. And so; I really have a big concern. So, I like what you're saying. And I want to do it. But, I want to do it after this first round is done so that we can see what happens.

Mr. Ocasek: Marie.

Mrs. Pfeiffer: I would like for Mr. Trent to come and share what he thinks of this.

Dr. Sanders: I have three comments.

Mr. Ocasek: I will yield to Dr. Sanders for that.

Dr. Sanders: I will let Roger speak for himself. I think there are three points that I would want to make as Roger comes to the microphone. First of all, while we have not given the test to all fourth graders, we have given the test to a sample of fourth graders in the development of the test. We've done that in accordance with the standards of the profession. And one can presume that you can guess, make informed decisions, based upon that sampling. And, indeed, you have done so as you looked at the various review committees' work as you set the cut-off score. I guess I continue to be a bit frustrated by the difficulty that we continue to have with percentage scores. They mean absolutely nothing. And yet they appear to mean everything. I don't mean just to the Board, but with the public generally. A 50% or a 70% are meaningless unless you know something about the difficulty of the items that are being measured. And that, indeed, a 50% on one test may actually indicate a higher level of performance than a 70% on another test. If we are forced in the future, in the developmental work, to make sure that we have percentage scores that are at and/or above a 70% level, means we will have to reframe the whole approach that we use in test development, and to make sure that we have sufficient items that are of lower difficulty, which will make our tests less informative as a diagnostic tool than what this test now will be. And yet that's exactly the direction I see us being driven by the continued discussion about what a 50 or a 70% actually means. This is a diagnostic test. It is a test that requires school districts to give intervention to all students who do not make an acceptable score. And indeed, we have treated in the setting of the cut-off scores a recognition of that fact, as opposed to what we would do with the ninth-grade proficiency test, in that we have used a standard error of measure and actually gone beyond where the cut-off score would have been by that standard error of measure to make sure that we capture all students who might require intervention. And so, the technical people that have worked on this test and bring the recommendations to you, have given very careful consideration to each of the issues that you raise here today. And I believe the best view to take is that we have appropriately set the cut-off scores for the first administration of this test. Yes, there is considerable evidence that we ought to come back and visit and rethink whether or not the cut-off score is appropriate in the future. That we ought to be conduct the studies that are necessary to better inform such a decision and to bring recommendations back to the Board. However, I do not believe that you should at this time arbitrarily set what that new cut-off score should be or approximate for that matter. Rather, place all of us on notice that, indeed, you want the information with which to make more appropriate decisions about this cut-off score in the future.

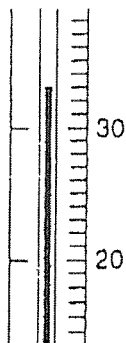
Mr. Ocasek: Let's let Virginia comment.

Mrs. Jacobs: I want to comment on Dr. Sanders. What you're saying is that no children need remediation who are above the score attained.

Dr. Sanders: I didn't say that. I said the law requires that if you do not meet the cut-off score, that the district must provide intervention. The law doesn't use the term remediation. It uses intervention. But that does not say that there might not be intervention requirements for students who are even beyond the cut-off score. So don't read me as saying that please.

Do your figuring here.

41. About how long is a new, standard-sized pencil?
- A. 7 inches
 - B. 7 pounds
 - C. 7 yards
 - D. 7 ounces
42. Frida and Diego mix 2 ounces of lemon juice, 1 pint of iced tea, and 14 ounces of orange juice to make a punch. They want to put the punch in a pitcher. What is the minimum amount of liquid the pitcher needs to hold?
- A. 1 quart
 - B. 2 quarts
 - C. 24 ounces
 - D. 26 ounces
43. From this picture of part of a thermometer, what is the temperature shown to the nearest degree?



- A. 19°
- B. 27°
- C. 33°
- D. 36°

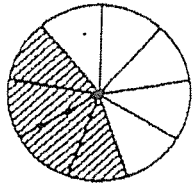
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37. Which of these is a correct way to write seven thousand seven in numerals?

- 1) 7,700 3) 7,007
2) 7,070 4) 7000,7

38. What part of this circle is shaded?

- 1) $\frac{1}{8}$
2) $\frac{1}{5}$
3) $\frac{3}{8}$
4) $\frac{1}{4}$



39. Which one of these number facts cannot be shown by the dot picture below?

- 1) $12 \div 2 = 6$ 3) $6 - 3 = 2$
2) $3 \times 2 = 6$ 4) $2 \times 3 = 6$



40. In which of these addition exercises do you change tens to a hundred or carry a hundred?

- | | | | |
|---|---|---|---|
| 1) $\begin{array}{r} 331 \\ +147 \\ \hline 478 \end{array}$ | 2) $\begin{array}{r} 285 \\ +252 \\ \hline 537 \end{array}$ | 3) $\begin{array}{r} 247 \\ +126 \\ \hline 373 \end{array}$ | 4) $\begin{array}{r} 230 \\ +460 \\ \hline 690 \end{array}$ |
|---|---|---|---|

41. Which of these numbers is 8 more than 4 tens?

- 1) 12 2) 48 3) 84 4) 408

42. In which of these examples does n not equal 0?

- 1) $5 - 5 = n$ 3) $5 \times 0 = n$
2) $0 \div 5 = n$ 4) $0 + 5 = n$

43. How many 2-ounce candy bars does it take to make 1 pound?

- 1) 5 3) 8
2) 6 4) 9

44. Which of these numbers has the numeral 1 in the hundreds place and the numeral 2 in the ones place?

- 1) 3142 2) 1243 3) 4123 4) 3412

45. Which of these examples shows a short way to find $3 + 3 + 3 + 3 + 3$?

- 1) $5 - 3$ 3) $5 < 3$
2) $15 - 3$ 4) $6 - 6 - 6$

46. Which of these is the largest amount of milk?

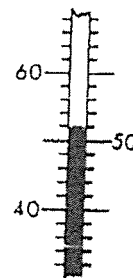
- 1) 12 cups 3) 5 quarts
2) 1 gallon 4) 7 pints

47. In which of these exercises is the 12 a product?

- 1) $16 - 4 = 12$ 3) $3 \times 4 = 12$
2) $48 \div 4 = 12$ 4) $8 + 4 = 12$

48. What temperature does this thermometer show?

- 1) 51°
2) 52°
3) 56°
4) 64°



49. The new "Litelon" cloth is 44 inches wide. How does its width compare with material one yard wide?

- 1) 8 inches wider 3) 4 inches wider
2) 4 inches narrower 4) 10 inches narrower

50. With which of these divisors could you have a remainder of 5?

- 1) 3 2) 4 3) 5 4) 6

51. Sue's answer to an addition example was 4937. The 9 should have been an 8. How much too large was her answer?

- 1) 1000 3) 10
2) 100 4) 1



5
GRADE 5
BEGIN HERE

**Number of Servings of Food Sold for Lunch
on Wednesday at Longfellow School**

(Each picture stands for 10 servings)

Baked Beans	
Bread and Butter	
Cake	
Ice Cream	
Macaroni	
Meat Loaf	
Salad	
Soup	
Vegetable	

21. Which kind of food was most popular?
1) Vegetables 3) Salads
2) Meats 4) Desserts
22. Of which of the following foods were the fewest servings sold?
1) Salad 3) Meat loaf
2) Soup 4) Bread and butter
23. Which food ranked third in the number of servings sold?
1) Bread and butter 3) Ice cream
2) Cake 4) Meat loaf
24. About how many servings of baked beans were sold at Longfellow School on Wednesday?
1) 4½ 2) 5 3) 45 4) 50

Tim gathers the eggs every day on his father's farm. One week he kept a record of the number of eggs the hens laid each day. He drew this picture to show what he found.

Egg Production for One Week

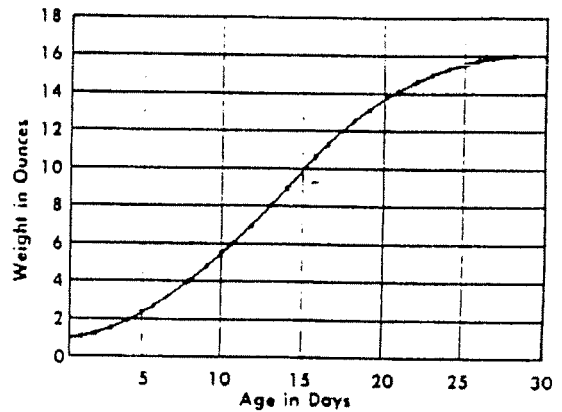
(Each basket means one dozen eggs.)

Sun.	
Mon.	
Tues.	
Wed.	
Thurs.	
Fri.	
Sat.	

25. How many eggs did Tim get on Thursday?
1) One-half dozen 3) Sixty
2) Almost six dozen 4) Sixty dozen

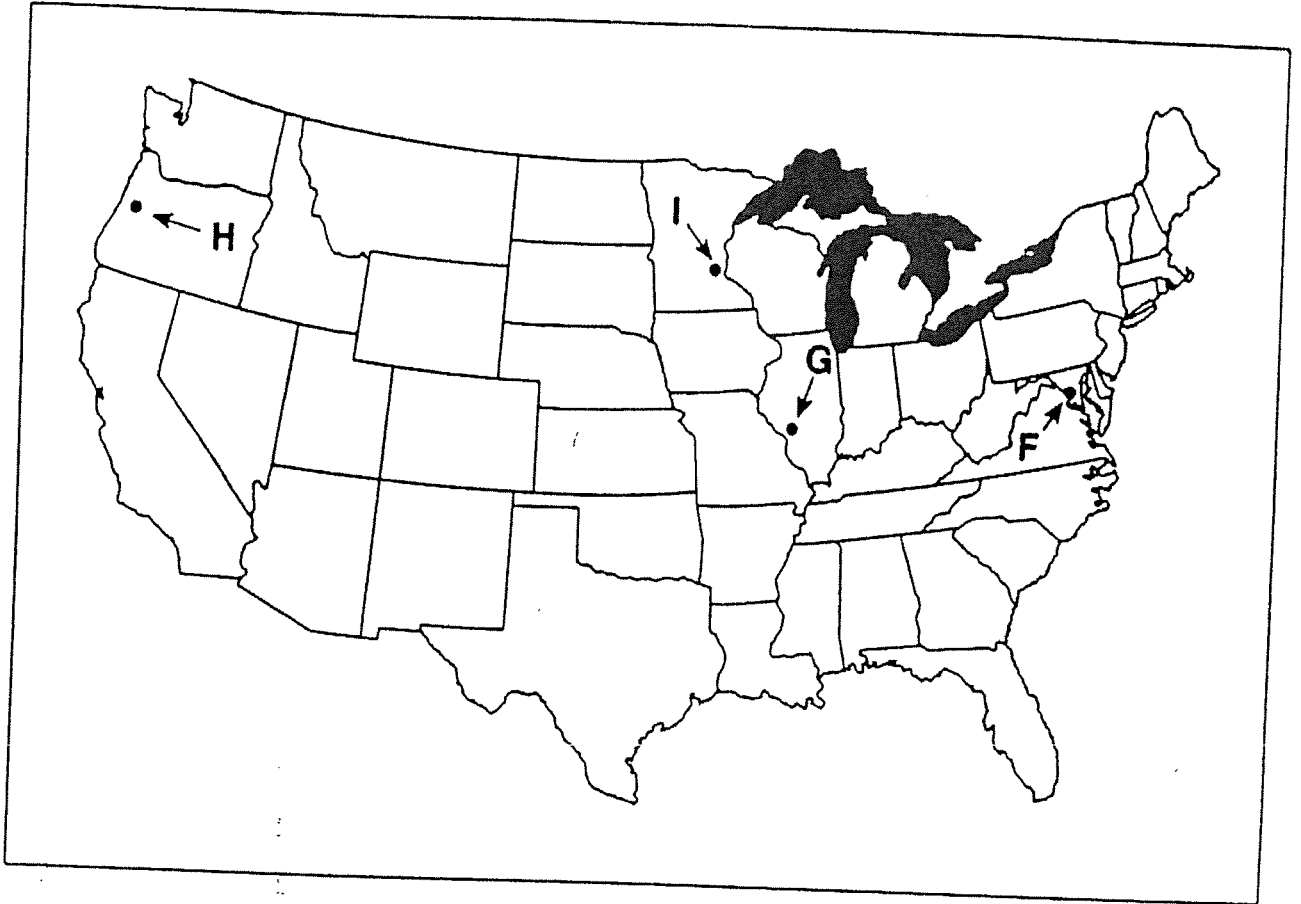
26. How many more eggs did Tim get on Monday than he did on Sunday?
1) 12 2) 10 3) 6 4) 1
27. On how many days did he get six dozen eggs or more?
1) None 3) Four
2) One 4) Seven
28. About how many eggs did the hens lay on Friday?
1) Between 500 and 600
2) Between 60 and 70
3) Between 50 and 60
4) Between 5 and 10

Ken raises pigeons. His squabs are ready for the market when they are 28 days old. The graph below shows the average weight each day per bird.



29. About how much does a two-week-old bird weigh?
1) One ounce 3) Nine ounces
2) Six ounces 4) Sixteen ounces
30. Two-week-old birds weigh about how much more than one-week-old birds?
1) Three ounces 3) Six ounces
2) Four ounces 4) Nine ounces
31. About how much does a squab weigh when it is ready for market?
1) Eight ounces 3) Fourteen ounces
2) Twelve ounces 4) One pound
32. During which week is there the greatest increase in weight?
1) The first 3) The third
2) The second 4) The fourth





6. Which of the letters on the map above identifies the capital of the United States?

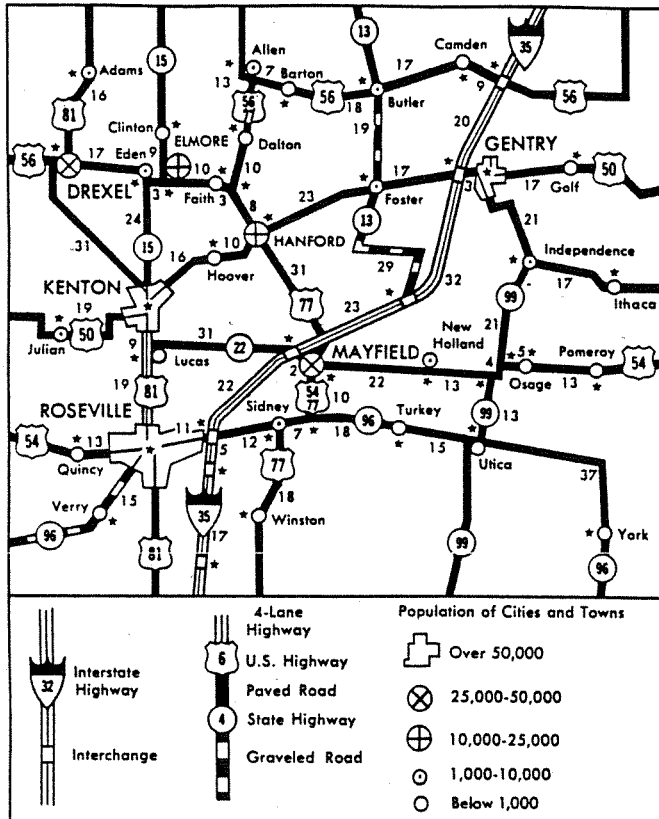
- A. F
- B. G
- C. H
- D. I

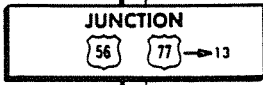
7. Which of the following is **NOT** evidence of cultural diversity in the United States?

- A. Many aspects of the culture of the United States have been adopted in other countries.
- B. Much of the history of the United States is about people from many different cultures.
- C. The culture of the United States includes aspects of many different cultures from other countries.
- D. People from different cultures participate in running the government of the United States.

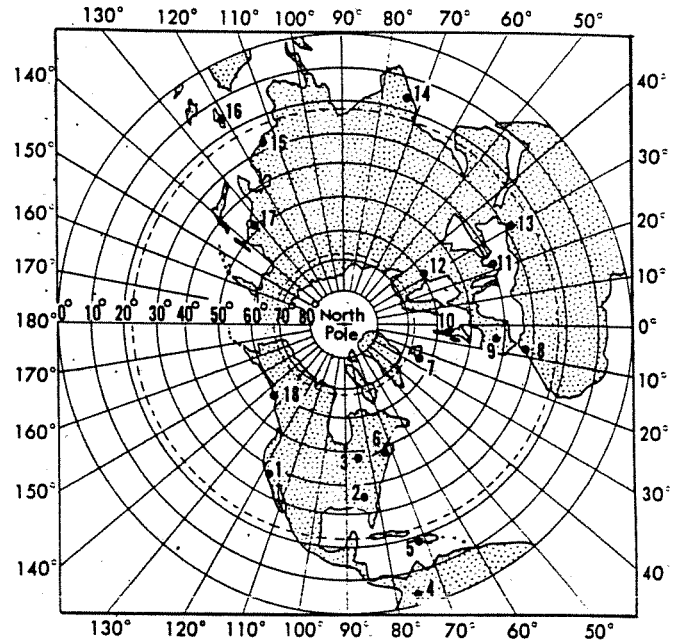
Go on to the next page.

The map shown below is a part of a road map. To help you find quickly any city or town shown on the map, the names of the cities and towns have been arranged in alphabetical order, beginning near the top. The key to the map is given below it.



79. Which of the following towns is the largest?
 1) Drexel
 2) Hanford
 3) Independence
 4) Utica
80. At which of these towns is there no highway junction?
 1) Butler
 2) Foster
 3) Osage
 4) Sidney
81. How far is it from Lucas to Winston by the shortest route?
 1) 27 miles
 2) 60 miles
 3) 66 miles
 4) 68 miles
82. Where might this highway sign be located?

- 1) At Allen
 2) Near Elmore
 3) At Hanford
 4) Near Roseville
83. What happens to U. S. Highway 56 three miles east of Faith?
 1) It turns north.
 2) It turns east.
 3) It turns south.
 4) It ends.
84. Mr. Jenks averages 12 miles per gallon of gas. About how many gallons will he use in going from Kenton to Gentry?
 1) 3
 2) 5
 3) 6
 4) 7

The polar map below shows the North Pole and eighteen cities with important airports. These are numbered in a counter-clockwise direction and are identified in the key below the map.



- | | | |
|----------------------------|------------------------|-------------------------|
| 1. Los Angeles, California | 7. Reykjavik, Iceland | 13. Cairo, Egypt |
| 2. Atlanta, Georgia | 8. Casablanca, Morocco | 14. Bombay, India |
| 3. Detroit, Michigan | 9. Madrid, Spain | 15. Siangtang, China |
| 4. Bogota, Columbia | 10. Glasgow, Scotland | 16. Manila, Philippines |
| 5. Port Au Prince, Haiti | 11. Athens, Greece | 17. Vladivostock, USSR |
| 6. Quebec, Canada | 12. Leningrad, USSR | 18. Juneau, Alaska |

85. When it is midnight in Quebec (6), in which city is it nearest high noon?
 1) Bogota (4)
 2) Madrid (9)
 3) Siangtang (15)
 4) Juneau (18)
86. Which of these is closest to the point 20°N. Latitude, 75°E. Longitude?
 1) Bogota (4)
 2) Port Au Prince (5)
 3) Bombay (14)
 4) Manila (16)
87. Which of these airplane trips by the most direct route would take one closest to the North Pole?
 1) Siangtang (15) to Quebec (6)
 2) Detroit (3) to Leningrad (12)
 3) Glasgow (10) to Juneau (18)
 4) Manila (16) to Los Angeles (1)
88. Which of these is most nearly straight south of Glasgow (10)?
 1) Bogota (4)
 2) Reykjavik (7)
 3) Casablanca (8)
 4) Madrid (9)
89. At which of these latitudes is the distance around the earth from east to west the greatest?
 1) 0°
 2) 23½°N.
 3) 45°N.
 4) It is the same at all latitudes.



41. Ms. Burger runs a pretzel factory. Which of the following does she need to make the pretzels?

- A. Fruit
- B. Flour
- C. Frosting

42. Jamal's assignment is to find when Ohio became a state. Which of the following sources of information is the best place to find the date of Ohio's statehood?

Circle the letter of the best source of information.

- A *Natural Wonders of Ohio*
- B *The Ohio Almanac*
- C *Folklore of Ohio*

Tell why Jamal should choose this book.

Something to Keep the Ears Warm

Barbara Taylor

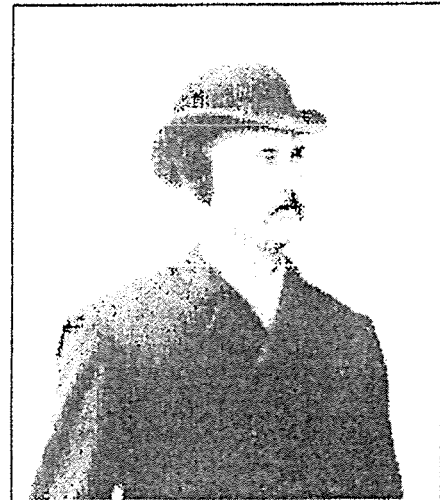
1 Fifteen-year-old Chester Greenwood of Farmington, Maine, had a problem with his ears. They were very sensitive to the freezing cold of the long Maine winters.

2 While other children his age would race sleds down slopes, build ice forts, and skate on frozen ponds, poor Chester would rub his ears and go home.

3 One December day in 1873, Chester decided he had to do something. He tied a scarf around his head, but it itched and would not stay in place. Then he hit upon the idea of covering just his ears. Chester bent a piece of wire into loops, fitted the loops over his ears, and attached the loops to a hat. Chester asked his grandmother to cover them with wool and fur.

4 When the other kids saw Chester in his strange headgear, they laughed. But the laughter stopped when they realized that Chester was staying outside in the cold longer than he ever had before. Soon the other kids were asking Chester if he would make them covers for their ears. Chester Greenwood realized he was on to something big.

5 Orders from all over town started pouring in. Chester's mom and grandmother were busy helping him make more earmuffs, the name people were calling Greenwood's clever invention.



This photograph shows the inventor of earmuffs proudly promoting his product. Chester Greenwood's imagination served him well all of his life. He is credited with more than 100 other inventions.

- 6 As word of Chester's earmuffs spread throughout New England, the inventor found ways to improve his invention. Instead of attaching the ear covers to a hat, Chester fastened them to the end of a strip of flat metal that he fitted over his head. The band held the ear covers firmly in place.
- 7 By the time he was 19, Chester had received a patent for his invention and was well on his way to becoming rich and successful.

Use the selection to answer questions 1 - 5.

1. What was Chester most interested in when he created the first set of earmuffs?
- A. creating jobs for his mother and grandmother
 - B. becoming well-known as an inventor
 - C. earning money from his invention
 - D. using his invention himself

2. "Orders from all over town started pouring in. Chester's mom and grandmother were busy helping him make more earmuffs, the name people were calling Greenwood's clever invention."

Identify the opinion in the sentences above and explain why it is an opinion.

Write your answer in the **Answer Document**. (2 points)

Q 1 The American Revolution came to a conclusion soon after a succession of victories in the southern colonies. After trying in vain to smash the rebellion first in New England and then in the middle colonies, the British turned their attention southward.

Q 2 In 1778 they struck at Savannah, Georgia. After a bloody battle they captured the town and soon controlled most of Georgia. South Carolina was next. Early in 1780 the British captured Charleston. A few months later they defeated the American forces at Camden. Encouraged by their successes, the British then headed into the interior of North Carolina.

Q 3 When he heard the bad news, Washington sent General Nathanael Greene to the Carolinas. A native of Rhode Island, Greene was one of the most skillful officers in the American Army. He gathered together the scattered troops who had escaped capture. Soon he commanded four thousand ragged, hungry men, some without guns.

Q 4 Greene knew he could not defeat the British in battle. His only hope was to tire them out and get them away from the coast where British warships supplied them with food and weapons. So Greene made an unexpected attack and retreated swiftly. The British commander, Lord Cornwallis, hurried after him. After running for miles, Greene and his men suddenly turned and attacked, then retreated again. Cornwallis found he had to leave his cannon and other supplies along the way as he tried to keep up with Greene. After he was more than two hundred miles inland, his food ran low. Now it was his turn to retreat. Back to the coast he went, leaving most of Georgia and the Carolinas in American hands.

Q 5 Next the British tried to conquer Virginia. There a handful of American troops under Lafayette successfully imitated Greene's tactics. Cornwallis complained that gentlemen did not fight that

way. After a few attempts to capture Lafayette, he went into winter quarters at Yorktown. The British warships sailed southward, planning a brief attack on French islands in the West Indies.

Q 6 When this news reached Washington in the North, he studied his maps and saw an opportunity for victory. Yorktown is located on a peninsula that sticks out into Chesapeake Bay. Swiftly and silently, Washington led his army southward to the peninsula and cut off Cornwallis' retreat by land. At the same time he arranged to have friendly French warships sail into Chesapeake Bay. Cornwallis was surrounded. In front of him stood the American army. In back of him waited the French fleet. He had to surrender.

Q 7 On October 19, 1781, eight thousand British soldiers laid down their guns, while an American band played a popular tune called "The World Turned Upside Down." The war ended then and there, although the peace treaty was not signed for more than a year. Americans had won their independence.

121. Which title is best for this article?

- 1) "The Importance of Sea Power in Winning Wars"
- 2) "The Last Battles of the American Revolution"
- 3) "The Stupidity of Lord Cornwallis"
- 4) "The World Turned Upside Down"

122. What was the geographic order of the fighting in the Revolution?

- 1) From New England to the middle colonies, and then south
- 2) From the east to the west, and then north
- 3) From the southern to the middle colonies, and then north
- 4) From the west to the east, and then to Canada

123. Which of the following does not describe Greene's troops?
- 1) They were poorly clothed.
 - 2) They were badly equipped.
 - 3) They were skillfully led.
 - 4) They were carefully trained.
124. Why did Cornwallis abandon his cannon when he was pursuing Greene?
- 1) He wanted to march more quickly.
 - 2) The cannon soon rusted and would not work.
 - 3) He ran out of ammunition.
 - 4) He was afraid the cannon might be captured.
125. In what direction did Greene retreat?
- 1) South toward French possessions
 - 2) West from the coast
 - 3) North toward Washington's winter quarters
 - 4) East toward the French fleet
126. Why did Cornwallis retreat to the coast?
- 1) Most of his men had been killed.
 - 2) His army needed food and rest.
 - 3) The British fleet needed his help.
 - 4) A large American army blocked his advance.
127. What was the chief reason for the success of Greene's strategy?
- 1) The superior courage of his men
 - 2) The speed of his march
 - 3) The help he received from the French fleet
 - 4) His ability to corner the British
128. Why were the British able to win and hold several southern seaports?
- 1) British warships controlled the harbors.
 - 2) The people along the seacoast were unfriendly to the American cause.
 - 3) American officers did not consider the seaports worth fighting for.
 - 4) The seaports had not yet been settled by the colonists.
129. Why was Yorktown a poor place for an army to establish itself?
- 1) It did not have a good harbor.
 - 2) The climate was damp and unhealthy.
 - 3) There was only one way of escape by land.
 - 4) It was a long way from supplies of food and weapons.
130. Which of the following was most important to the victory at Yorktown?
- 1) General Greene's plan of attack
 - 2) Lafayette's skill as a military leader
 - 3) The cooperation of the French fleet
 - 4) The shortage of food in the British camp
131. Which of these would make the best heading for paragraph 2?
- 1) "The capture of Savannah"
 - 2) "Bloody battles"
 - 3) "Plans of the British"
 - 4) "British successes in the South"
132. In an outline, the first part of paragraph 4 might be headed "Greene's battle tactics." Which of these would make a parallel heading for the last part of the paragraph?
- 1) "Cornwallis' retreat"
 - 2) "Leaving the cannon"
 - 3) "The control of Georgia and the Carolinas"
 - 4) "The British surrender"
133. Cornwallis' attitude toward Lafayette's tactics was one of
- | | |
|----------|--------------|
| 1) fear. | 3) contempt. |
| 2) envy. | 4) respect. |
134. Cornwallis might have escaped surrender if
- 1) he had been willing to fight.
 - 2) he had not lost most of his army.
 - 3) the British fleet had not gone south.
 - 4) he had not lost his cannons in previous battles.
135. What seemed to be the main strategy of the British throughout the Revolution?
- 1) To avoid pitched battles
 - 2) To starve the colonists into submission
 - 3) To prevent the French from helping the colonists
 - 4) To divide and conquer the colonies a few at a time
136. Which paragraph gives the best idea of American military tactics during the Revolution?
- | | |
|----------------|----------------|
| 1) Paragraph 3 | 3) Paragraph 5 |
| 2) Paragraph 4 | 4) Paragraph 6 |

Ohio House of Representatives, Committee on Education

May 14, 2013

Chairman Stebelton, Vice Chair Brenner, Ranking Member Fedor and members of the Education Committee. Thank you for allowing me to address the Committee to provide some basic information regarding Ohio's Academic Content Standards. My remarks will be brief so the bulk of your time this evening can be spent hearing from two school districts.

My name is Tom Gunlock and while I serve as a member and Vice President of the State Board of Education, I am here this afternoon as an individual and not at the request of the State Board of Education.

I would like to introduce two of my State Board colleagues that are here this evening: Board President Debe Terhar and Member-At-Large C. Todd Jones.

Recently, there have been several questions raised about Ohio's Academic Content Standards, particularly the Mathematics and English Language Arts content standards that were developed as part of the Common Core State Standards Initiative.

Before we move forward with the larger discussion, I think it's important to clear up confusion around some of the terminology we use. Too often terms are used interchangeably when they represent very different things. To have a full discussion about Ohio standards and how they may be implemented at the local level it is critical that we come to an understanding on the correct definition of term.

Content Standards: Content standards are simply an overview of what students should know or be able to do at each grade level or as part of a specific course. Content standards do not indicate how knowledge or skills shall be taught or what textbooks and materials should be used. Content standards do not dictate assessments used to measure student learning nor do content standards specify or require data collection systems or data points to be collected.

Curriculum: Curriculum is a written, organized framework that guides instruction delivery. In addition to content, curriculum includes goals and processes used. Content is the "what" while curriculum includes the when and how content and skills are taught to students.

Assessment: An assessment is an instrument or test designed to measure a student's level of skill or mastery in a specific subject area that is expected at the end of a designated grade and/or is required as part of the Ohio graduation requirement.

As early as 2007, Ohio began reviewing and planning to revise content standards in the four academic core areas: English language arts, mathematics, science and social studies. The first area to be addressed was mathematics. The conclusion: Ohio's mathematics standards were very broad, included a wide number of topics, but dealt with few in any great depth.

Spring 2011 Ohio Achievement Assessment and Ohio Graduation Test Raw Cut Scores

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	OGT
Reading Proficient Cut Score	28/49	23/49	25/49	17/49	21/47	23/48	20.5/48
Reading Proficient Percentage	57%	47%	51%	35%	45%	48%	43%
Reading Accelerated Cut Score	34/49	37/49	39/49	30/49	31/47	34/48	31.5/48
Reading Accelerated Percentage	69%	76%	80%	61%	66%	71%	66%
Reading Advanced Cut Score	40/49	44/49	43/49	37/49	38/47	40/48	38/48
Reading Advanced Percentage	82%	90%	88%	76%	81%	83%	79%
Math Proficient Cut Score	30/52	25/52	25/52	20/50	16/50	16/46	20/46
Math Proficient Percentage	58%	48%	48%	40%	32%	35%	43%
Math Accelerated Cut Score	41/52	37/52	34/52	29/50	29/50	28/46	29/46
Math Accelerated Percentage	79%	71%	65%	58%	58%	61%	63%
Math Advanced Cut Score	46/52	43/52	38/52	34/50	36/50	36/46	35.5/46
Math Advanced Percentage	88%	83%	73%	68%	72%	78%	77%

Source: Ohio Department of Education