

Before, During, and After: Suggestions for Viewing and Dialoguing About the Webcast

Webcast 3: Increasing Student Success on Constructed-Response Items

This webcast models professional discussion and decision-making using performance data for released short-answer and extended-response questions on previous OGT mathematics tests. Panelists include Brian Roget (Ohio Department of Education), Carl Jones (Darke County Educational Service Center) and Anne Mikesell (Ohio Resource Center). Peggy Kasten from the Ohio Resource Center for Mathematics, Science and Reading (ORC) is the moderator.

The panelists analyze released items for evidence of student understanding, evidence of difficulties students have when responding to constructed-response questions and suggest strategies for improving student performance on similar items. The discussion includes a variety of specific suggestions and general strategies for enhancing mathematics teaching and learning.

The webcast considers the following questions:

- What do released items and data tell us about how well students are able to respond to short-answer and extended-response questions?
- Why do teachers find it difficult to teach and for students to learn how to write high-quality answers for constructed-response items?
- What are some specific activities that help to address weakness student responses often exhibit?

This webcast affords greatest benefit to those who are able to view the webcast in groups. Suggested strategies and discussion tools are provided to enhance the viewing experience.

Suggested Strategy for Group Viewing

The following strategy engages the members of a group viewing the webcast by initiating discussions and utilizing active listening techniques.

Before viewing: Engage in a brief discussion with colleagues about concepts and skills associated with responding to constructed-response questions and how the benchmarks in the Mathematical Processes standard are addressed.

While viewing: Make notes about significant ideas and suggested strategies shared by the panelists. For example, capture key messages on chart paper.

After viewing: Discuss new information and ideas for changing curriculum and/or instruction gleaned from the panelists' discussion.

Discussion Tool: Agree-Disagree Chart

(For use before and after viewing the webcast)

Directions:

- Mark whether you agree or disagree with each statement in the left column before viewing the webcast.
- After viewing the webcast, discuss each statement as a group. Identify whether you agree or disagree with each statement in the right column.

<i>Before Viewing</i>	<i>Statement</i>	<i>After Viewing</i>
Agree Disagree	Our students have an opportunity to learn all the content on the OGT.	Agree Disagree
Agree Disagree	There must be something wrong with an OGT question when more than 50% of the students statewide are unable to answer it correctly.	Agree Disagree
Agree Disagree	Our mathematics faculty should spend time together looking at the item analysis data for our students.	Agree Disagree
Agree Disagree	Our daily instruction adequately prepares students for the OGT.	Agree Disagree

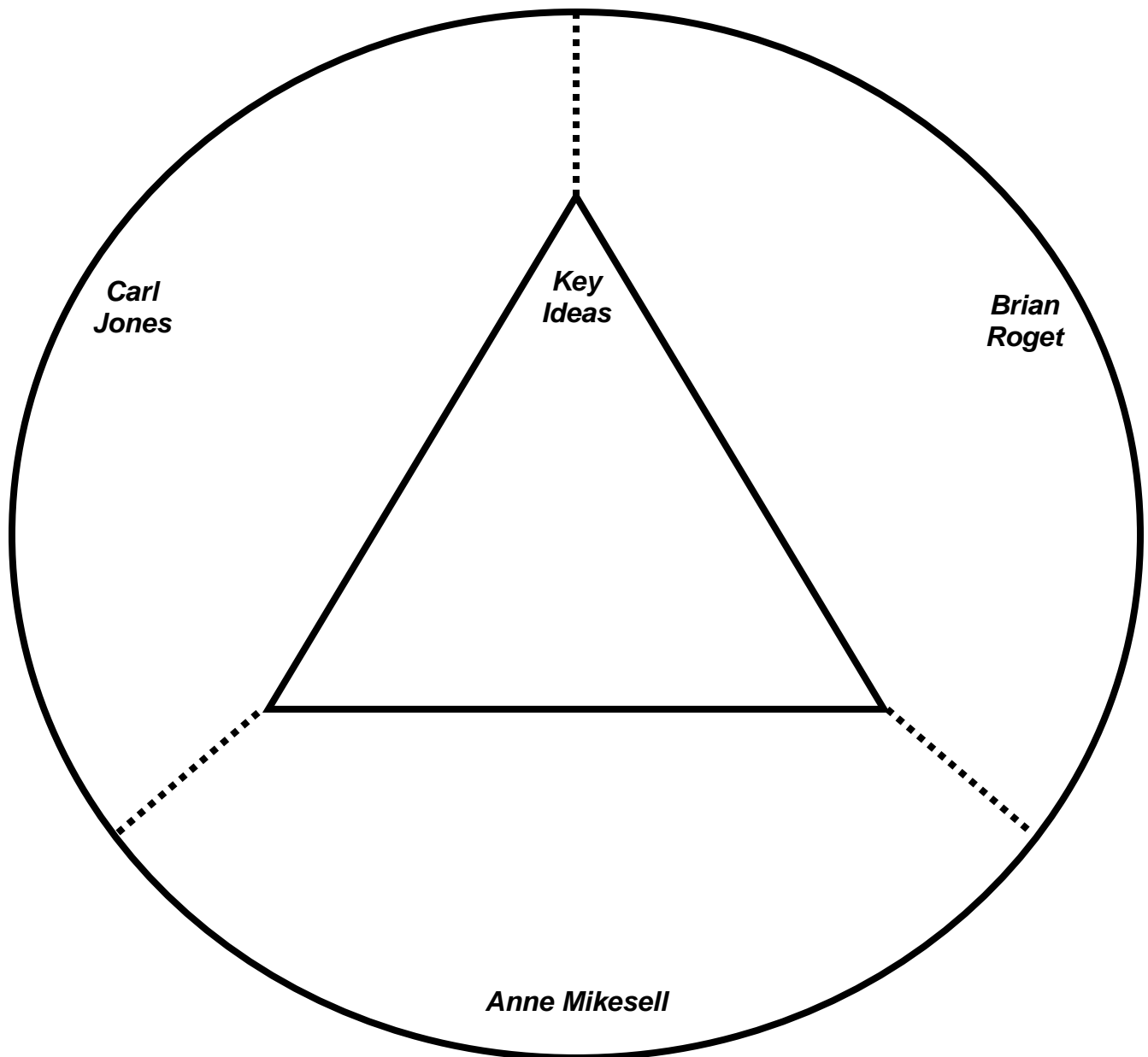
Discussion Tool: Key Ideas Chart

(For use during and after the webcast)

The Key Ideas Chart is used by individuals or groups to capture and generate discussion about the ideas and strategies shared by the panelists.

Directions:

- During the webcast, make note of important ideas shared by each panelist in the spaces provided.
- After the webcast, identify the idea(s) you find most important for strengthening students' performance on constructed-response questions. Think about how you would apply this idea in your teaching – be specific. Record your thoughts in the "Key Ideas" section. Discuss the ideas selected by individual members of the group and develop consensus around key ideas for further investigation and action.



Discussion Tool: Taking Action

(For use by mathematics faculties analyzing their own item analysis data)

Specific mathematics concepts and skills to investigate in our curriculum:

(e.g., when and how do we look at how students' use of mathematical processes is developed in elementary, middle and high school mathematics classes)

Instructional strategies that should receive increased focus:

(e.g., helping students talk, read and write about mathematics)