QUESTION CATEGORY: OHIO'S CONTENT STANDARDS

-Question: What is the difference between Ohio's Learning Standards and Clear Learning Targets?

-Answer: Clear Learning Targets are the unpacked version of Ohio's Learning Standards. They provide additional resources for each Standard such as underpinning scaffolding, related academic vocabulary, alignments to Ohio's model curriculum and the Common Core Appendices, vertical alignment for grade standards from previous year and next grade level, and sample questions with AIR-like examples.

-Question: What's the difference between Ohio's Learning Standards (Clear Learning Targets) and Curriculum Resources?

-Answer: Ohio's Learning Standards (Clear Learning Targets) are **what** is being taught. Curriculum Resources are **how** it can be taught. The Standards drive instruction and assessment – they are the student mastery goals. Curriculum Resources are the instruction and assessment used to help students master the Standards. They provide units, lessons, and strategies for teaching the Standards.

QUESTION CATEGORY: TEST PREPARATION

-Question: How can my teachers best prepare their students for success on the AIR?

-Answer: The best way to prepare students for the rigors of the AIR assessment in ELA is to teach and assess using the standards, not through the use of the practice exams. Although some familiarity with the AIR computer interface may be

beneficial on test day, class time can be more productively spent with students deeply analyzing texts and writing on a regular basis.

-**Question: Where can I access information about the AIR assessment?**

-**Answer:** As the Ohio AIR assessment continues to evolve, up-to-date resources to support teacher's understanding of the assessment content and composition can be found at the CCS ELA 6-12 website. At the Standardized Tests Quick Link, there is information on the test blueprint, released questions, reading and writing problems of the day, and links to AIR interface tutorials and additional guidance.

-**Question: In addition to the test portal, what are some other online practice sites?**

-**Answer:** In addition to the AIR practice and online tutorials provided in the ODE practice portal, students should use CommonLit. Other free sites such as NewsELA.com and Readworks.org can help teachers provided aligned, leveled resources for their students.

QUESTION CATEGORY: TEACHING AND LEARNING

-**Question: I see teachers reading to students as a whole group – is this a practice I should see at the secondary level?**

-**Answer:** Along with factoring in the reading levels of the student audience, what matters is the intent and the frequency you witness the whole-group reading. If a

teacher is reading a short section aloud to demonstrate fluency or prosody or to demonstrate reflective reading through read-aloud, then that is an appropriate use of whole-group reading. If a teacher is reading long sections to a class for the purpose of "catching up" or reading frequently to complete a chapter or section within a predetermined time-frame, then that practice should be addressed. Understanding the teacher's intent for implementing the practice goes a long-way to determining its appropriateness.

-Question: How much writing should students be doing in class? What is the CCS Writing Portfolio requirement?

-Answer: Writing should be integrated throughout ELA instruction, and not treated as an isolated activity. Each quarter, students should add to their CCS Electronic Writing Portfolio (stored in the student's Google Drive). In a typical 9-week quarter, a student should be expected to create and refine three (3) shorter pieces and two (2) longer pieces of writing. Expectations will vary based on ability levels, but a shorter piece could be anything created quickly, in a single sitting, up to 250 words. Short writing examples could include a concise paragraph or two, blogs, reviews, captions, directions, procedures, or micro-fiction. Longer writing pieces could be those that are more involved, require multiple edits, significant research, and/or are intended to provide a reader with more specific fine-grained detail relevant to a prompt. Not all writing needs to be formal or overly academic. A balance should be achieved.

FAQs

Clear,concise communication to a relevant audience is valid as well. Additional resources for supporting writing can be found at the CCS ELA 6-12 website – under Writing Strand at the ELA Strand Resources Quick Link.