

Name:

### Option 4 (Self-Study):

Complete a thorough exploration into the resources provided by the Ohio Department of Education and engage in planning how these resources can be integrated into supporting teachers utilize the results of their OST Item Analysis as evidenced in the creation of a Self-Study Product.

**Artifacts for submission include the following:**

1. Completion of Option 4 Self-Study Submission Guide (this document), including:
  - Notes from Learning & Assessment in Ohio Module
  - Planning for Self-Study Product
  - Supporting Materials for Self-Study Product
  - Connections
  - Self-Review of Summative Rubric
2. Completion of supporting materials for Self-Study Product

Use this submission guide as a documentation and tracking tool as you progress through the resources provided by the Ohio Department of Education, recording your notes in the document.

### Notes from Learning & Assessment in Ohio Module

Notes from exploring [Ohio's Assessment System](#) sources (2.2)

Notes from exploring [Learning in Ohio](#) resources (2.3)

Notes from exploring Ohio's Assessment Resources (2.4)

## Planning for Self-Study Product

Based upon your self-study exploration, what will you do with this information? Use the section below or a similar framework to plan your self-study product. Some possibilities could include creating a presentation for a professional learning experience, planning for a subject/grade specific TBT meeting, etc.

### Planning Section

## Supporting Materials for Self-Study Product

You will need to submit all supporting resources and materials developed as part of this self-study. These may include a lesson plan/progression, slide deck, activity resources, etc. Use this section to list the supporting materials that will be submitted as part of this self-study product.

### Supporting Materials

## Connections

The Option 4 Self-Study focus prioritizes the learning in the Learning and Assessment in Ohio module. Use this section to clearly articulate the connections made between your self-study product and the other modules in this course: Navigating the CRS, Item Analysis in the CRS, and Connecting Item Analysis to Improving Teaching & Student Learning.

### Connections

Navigating the CRS

Item Analysis in the CRS

Connecting Item Analysis to Improving Teaching & Student Learning.

## Self-Review of Summative Rubric

Complete a self-review of the summative rubric to ensure your self-study product is aligned with course competencies. Participants will be assessed on their performance task using the following rubric. Participants must earn at least 10 points to pass.

	<b>No Attempt (1)</b>	<b>Emerging (2)</b>	<b>Intermediate (3)</b>	<b>Advanced (4)</b>	<b>Score</b>
<b>Learning &amp; Assessment in Ohio</b>	No resources from the Ohio Department of Education are used.	Resources from the Ohio Department of Education are implied and referenced but not explicitly taught.	Resources from the Ohio Department of Education are explicitly integrated into the professional learning experience.	Connections between item analysis and utilizing resources from the Ohio Department of Education are clearly communicated.	
<b>Navigating the Centralized Reporting System</b>	No usage of the CRS is incorporated.	CRS usage is implied and referenced but not explicitly taught.	CRS usage is explicitly integrated into the professional learning experience by incorporating screenshots of the portal.	CRS usage is explicitly integrated into the professional learning experience through a live demonstration using the ODE Demo site.	
<b>Item Analysis</b>	No evidence of item analysis is used.	Item analysis explored within CRS portal only. No extracted item analysis method utilized.	Item analysis extracted from the CRS utilizing one of the simpler techniques.	Item analysis extracted from the CRS utilizing one of the more complex techniques.	
<b>Connecting Item Analysis to Improved Teaching &amp; Learning</b>	No connections made between item analysis and improving instruction or student learning	Connections to improving instruction or student learning are general and not specific to the data used with the audience.	Connections to improving instruction or student learning are responsive to the data that was analyzed and specific to the audience.	Connections to improving instruction or student learning are responsive to the data that was analyzed, specific to the audience, and incorporate resources from the Ohio Department of Education.	
<b>Overall Score</b>					
<b>Feedback/Comments:</b>					