

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.

Directions: Read the selection and answer the questions.

Long ago, in a village far removed from Ch'ang An, which was then the capital of China, an old man asked a little boy a teasing question: "Which is closer, Ch'ang An or the sun?"

"The sun, of course," said the boy without hesitation.

"Wellawell," said the old man, smiling. "And why do you say the sun?"

"That's easy," said the boy. "We can see the sun from here, but we can't see Ch'ang An."

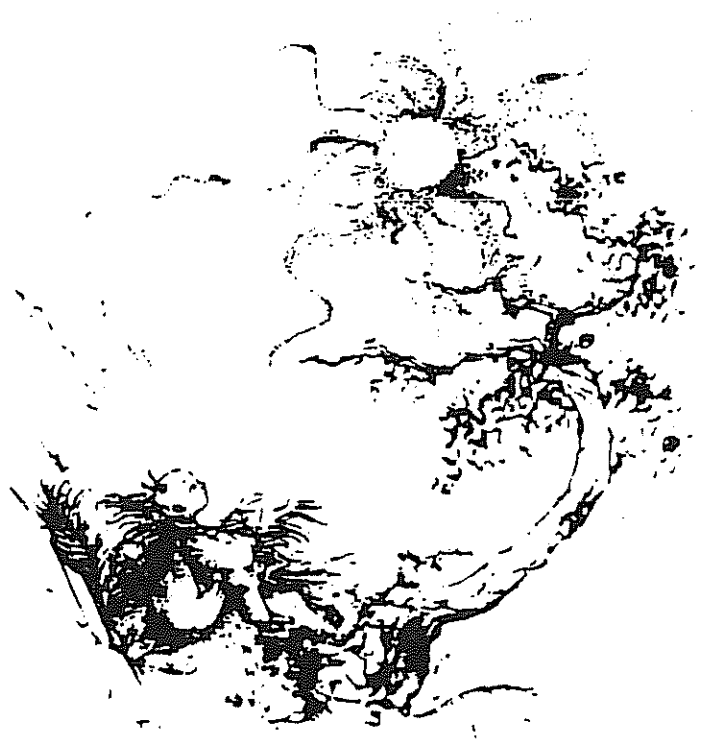
The old man thought the boy exceedingly clever, and the next day took him along to the market place to show him off. Throngs of people from the capital passed through this small village, for it was on a main road. The old man and the boy stood under a tree, and the old man pointed out this one and that one from afar, while the boy stared with open mouth at their strange and beautiful clothing.

"Now then," said the old man, when he saw that a goodly crowd had gathered round them under the tree, "tell us, young lad, which is closer: Ch'ang An or the sun?"

Promptly the boy answered,
"Ch'ang An, of course."

The old man's mouth sagged in disappointment. "But—but—only yesterday you told me the sun was closer."

"Yes," said the boy, "but that was before we saw all these people from Ch'ang An. Have you ever seen anyone who came from the sun?"



"Logic" from *Sweet and Sour Tales from China* retold by Carol Kendall and Yao-wen Li
Illustrated by Shirley Felts

9. Which of the following sentences best summarizes the meaning of the story?

- A. A person often believes only what he or she sees.
- B. An intelligent person can behave in a foolish way.
- C. Children often think like adults.
- D. The truth is different for different people.

10. Write your answer to the following in your **Answer Booklet**.

"The old man thought the boy exceedingly clever..."

Do you think the boy is clever? Use the selection to explain your answer.

11. As used in the selection, *goodly* means

- A. virtuous.
- B. fairly large.
- C. very curious.
- D. well-meaning.

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"

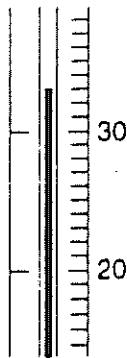
122. What was the geographic order of the fighting in the Revolution?

- 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.
 - 2) envy.
 - 3) contempt.
 - 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
 - 2) Paragraph 4
 - 3) Paragraph 5
 - 4) Paragraph 6

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°

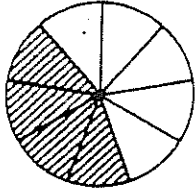
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37. Which of these is a correct way to write seven thousand seven in numerals?

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

38. What part of this circle is shaded?

- 1) $\frac{1}{9}$
- 2) $\frac{1}{3}$
- 3) $\frac{2}{9}$
- 4) $\frac{1}{4}$



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

- 1) $12 \div 2 = 6$
- 2) $3 \times 2 = 6$
- 3) $6 \div 3 = 2$
- 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) $5 - 5 = n$
- 2) $0 \div 5 = n$
- 3) $5 \times 0 = n$
- 4) $0 + 5 = n$

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

- 1) 5
- 2) 6
- 3) 8
- 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) $5 - 3$
- 2) $15 - 3$
- 3) $5 < 3$
- 4) $6 - 6 - 6$

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

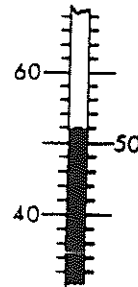
- 1) 12 cups
- 2) 1 gallon
- 3) 5 quarts
- 4) 7 pints

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

- 1) $16 - 4 = 12$
- 2) $48 \div 4 = 12$
- 3) $3 \times 4 = 12$
- 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
- 2) 4 inches narrower
- 3) 4 inches wider
- 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
- 2) 100
- 3) 10
- 4) 1



M

Mathematics

15. Which letter has a pair of parallel line segments?

A. A

B. H

C. L

D. K

16. Riley is making a pattern with numbers.

3, 12, 21, 30

What is the rule for this pattern?

A. add 3

B. multiply by 4

C. add 9

D. multiply by 10

MATHEMATICS TEST

Directions: For multiple-choice items, choose the best answer then blacken the corresponding space on your Answer Document. If you change an answer, be sure to erase the first mark completely. When you respond to the short-answer and extended-response items, you do not have to use the entire area of the space provided. The use of the grid paper in your Answer Document is optional unless otherwise stated. Be sure that your answers are complete and all your work appears in the Answer Document.

1. The table below contains the results of a biology experiment.

Record of Blooms

Week	1	2	3	4	5
Number of Blooms	3	9	27	81	b

Assuming the pattern shown in the table continues, what is the value of b ?

- A. 108
- B. 130
- C. 162
- D. 243