

About OGAP

The Ongoing Assessment Project (OGAP) is a systematic, intentional, and iterative mathematics formative assessment system. OGAP helps teachers gather and interpret evidence of student learning – guided by the latest mathematics education research on student learning – in order to design instructional responses targeted to students' developing understandings. OGAP is not a curriculum, but enhances any program teachers are using. OGAP has worked with thousands of teachers in schools and districts in Alabama, Kentucky, Michigan, Nebraska, New Hampshire, Ohio, and Vermont.

About the Consortium for Policy Research in Education (CPRE)

The Consortium for Policy Research in Education (CPRE) brings together education experts from renowned research institutions to contribute new knowledge that informs K-12 education policy and practice. Our work is peer-reviewed and open-access for education policymakers, practitioners, and researchers at cpre.org.

Praise for the OGAP system

"This was a powerful professional development experience. I can't remember the last time I learned so much in so short a time. I've heard from a number of teachers who are really excited about what they learned and how it will impact their instruction."

– District administrator

"In reading lessons, we would always do a pre-assessment to figure out where the student is. OGAP does that for mathematics and has actually brought the school forward in something that should have been happening already – now we have the tools to make it happen." – School principal

"Many times when I thought the students understood the concepts, I would give them a formative assessment and find that they needed more work. I would then teach the lesson another way." – 5th grade teacher

"The concepts and ideas about fractions really make sense now. Analyzing my students' work has enabled me to focus on where their specific needs are and the training has given me a stronger understanding and tools to use." – 5th grade teacher

"I know as I'm teaching every day what the students are understanding and what they're not understanding." – 4th grade teacher

"The strength of the OGAP system is that continual assessment – not waiting until the end of a unit, but continually assessing students through this intentional and organized system. I love that at the end of every lesson, I've got a question to give my students so I'm constantly assessing their understanding." – 5th grade teacher

"Why hasn't this research been put in this format before? Now I get it." – 3rd grade teacher

The Ongoing Assessment (OGAP) Project

Helping teachers meet the mathematics Common Core State Standards through the use of formative assessment and learning progressions

The OGAP System

The OGAP system is seamlessly integrated into a set of tools, practices, support materials, and professional development that comprise the OGAP formative assessment system for multiplicative reasoning and fractions, topics that account for about 80% of the Common Core State Standards in mathematics for grades 3-5. These topics also form the foundation for a student's understanding of proportionality and other middle school math topics.

The OGAP system has been developed through the distillation of hundreds of studies on mathematics education and two development studies – funded by the US Department of Education and the National Science Foundation – which analyzed more than 50,000 samples of student work and 70 teacher logs. These studies show promising impacts on teacher knowledge and instruction and student learning.

For each mathematics content area (e.g., multiplicative reasoning, fractions), the OGAP formative assessment system includes:

- » **Frameworks and learning progressions** that synthesize the problem structures, problem situations, and typical learning progressions for specific mathematics topics;
- » **Item banks and pre-assessments** designed to elicit students' developing understandings;
- » **OGAP e-Tool iPad® app** that allows teachers to efficiently select assessment items, store student work, and analyze and record patterns of student performance to inform subsequent instruction.

Comprehensive materials and professional development focused on:

- » **Implementation of the Common Core State Standards in mathematics;**
- » **Formative assessment and the intentional and systematic use of the OGAP system** of pre-assessment, analysis, planning, and ongoing probing and instructional decision making as students are learning;
- » **Mathematics education research** on how students learn specific mathematics concepts, common errors, and preconceptions and misconceptions that may interfere with learning new concepts.

“Prior to this training I was a first year teacher with an overwhelming sense of dread. Not only did this leave me excited and ready to teach fractions, but I also feel confident that I can use these tools everywhere to help myself.” — 5th grade teacher

We are seeking 60 elementary schools to participate in an experimental impact study of the Ongoing Assessment Project.

OGAP and a team of researchers from the Consortium for Policy Research in Education (CPRE) at the University of Pennsylvania have been awarded a research grant by the National Science Foundation to implement and study OGAP at scale in grades 3-5 in schools during the 2014-15 and 2015-16 school years. We are seeking 60 elementary schools to participate in an experimental impact study of OGAP. Half of these schools will be selected by lottery to receive OGAP at no cost to the school or teachers. The other 30 schools will participate in the research as a comparison group. All participating teachers and schools will be compensated for their time spent providing information to the research team.

Schools that are selected to be part of the OGAP training are required to have all grades 3-5 teachers participate. It is strongly recommended that special educators and math interventionist who provide services to students at these grade levels also participate. Training and support will occur over two years, 2014-15 and 2015-16. Teachers in grades 3-5 will participate in a 3-day summer institute, one follow-up day during the fall, and ongoing support from trained teacher leaders. School or network teacher leaders will receive additional training by OGAP trainers, both in-person and online, to support the implementation and build system capacity.

Each teacher in a school participating in OGAP will receive an iPad® mini for use of the OGAP e-Tool. Additionally, all OGAP training materials, facilitator notes, and the OGAP formative assessment item bank will be available online.

OGAP provides training and support for both teachers and teacher leaders to build system capacity.

Schedule for OGAP Training & Support

Summer 2014	
Teachers	3-Day Training on OGAP's Multiplicative Reasoning
Teacher Leaders	Additional day of OGAP Facilitation Training
2014-2015 School Year	
Teachers	1 day direct PD by OGAP team + Bi-weekly grade level meeting focused on using the OGAP system, facilitated by Teacher Leaders
Teacher Leaders	3 days face-to-face supplemental support from OGAP trainers and monthly virtual meetings.
Summer 2015	
Teachers	3-Day Training on OGAP's Fractions
Teacher Leaders	1 additional day of OGAP Facilitation Training
2015-2016 School Year	
Teachers	1 day direct PD by OGAP team + Bi-weekly grade level meeting focused on using the OGAP system, facilitated by Teacher Leaders
Teacher Leaders	3 days face-to-face supplemental support from OGAP trainers and monthly virtual meetings.

“This is the most powerful and effective professional development I have ever experienced.” — 3rd grade teacher