GREAT SCHOOLS PARTNERSHIP

NEW ENGLAND SECONDARY SCHOOL CONSORTIUM

Scoring Criteria Workshop:

FROM PERFORMANCE INDICATORS TO SCORING CRITERIA

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OUTCOMES

Clarify the role of scoring criteria within a personalized learning system

OUTCOMES

Gain practice in utilizing tool for improving grade level/content area standards and performance indicators.

OUTCOMES

Identify and practice a process for developing scoring criteria at the school level

OUTCOMES

Access to tools + resources to support the development of scoring criteria

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- Welcome, overview, introductions
- Warm up, start with the “Why”
- “Critical Friend” your Performance Indicators & revise

N

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- Designing Scoring Criteria
- Tools + Resources
- *Begin* the work of Unit Design

Defining Personalization

Personalized Learning = Mastery-Based Graduation + Multiple & Flexible Pathways + Learner-Centered Accountability

Why MBE

Clear, universal, rigorous, college & career-ready expectations for all students

Why MBE

+ Clearly articulated levels of proficiency that students can attain in each area of skill & knowledge

Why MBE

Assessments clearly

\+ aligned to the identified standards + performance indicators

Why MBE

+ Consistency in scoring to ensure equitable application of expectations

Why MBE

+ Clear, descriptive and actionable feedback to students

Why MBE

A system of comprehensive, just-in-time, tailored support for students who are struggling or exceeding

Why MBE

Opportunities for students to take greater ownership of their learning by allowing for voice + choice in how and where they learn + how they demonstrate learning

Why MBE

- Increased attendance, engagement, voice, and choice

MASTERY

is a student's ability to transfer learning in and/or across content areas.

Why MBE

Mastery = Transfer

Proficiency-Based Learning Simplified

A Great Schools Partnership Learning Model

Graduation Requirement	Reporting Method		Assessment Method
YES	**Transcripts** and **Report Cards**	**Cross-Curricular** Graduation Standards 5–8 standards taught in all content areas	**Body of Evidence** Students demonstrate achievement of standards through a body of evidence evaluated using common rubrics
YES	**Transcripts** and **Report Cards**	**Content-Area** Graduation Standards 5–8 standards for each content area	**Verification of Proficiency** Students demonstrate achievement of content-area graduation standards through their aggregate performance on summative assessments over time
NO	**Progress Reports**	**Performance Indicators** 5–10 indicators for each cross-curricular and content-area standard that move students toward proficiency and the achievement of graduation standards	**Summative Assessment** Graded summative assessments are used to evaluate the achievement of performance indicators
NO	**Teacher Feedback**	**Learning Objectives** Learning objectives guide the design of curriculum units that move students toward proficiency and the achievement of performance indicators	**Formative Assessment** Ungraded formative assessments are used to evaluate student learning progress

STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1 INITIATING

Some efforts have been made to align coursework with career and college-ready learning standards, but in practice many teachers continue to use lessons that are unaligned or outdated. The school uses a standardized credit system based on seat time, letter grades, number averaging, and other traditional practices to measure academic progress and determine readiness for graduation. There is a great deal of variation from classroom to classroom in grading practices and standards. Students are often unaware of learning expectations for courses and lessons, and they rarely receive descriptive feedback on assignments. High-stakes external assessments often unilaterally drive instruction and lesson design.

3 DEVELOPING

School-wide curricula and instruction have been aligned with common learning standards, but this effort has not been systematic or systemic. District and school leaders have engaged in conversations about adopting a true standards-based system, and the principal and teacher-leaders have visited schools that are using effective standards-based practices. Teachers are employing multiple formative assessment strategies in the classroom, and academic support is being provided to ensure that struggling students have learned material before they move on to the next lesson. Some departments have developed common rubrics to enhance the consistency of grading and reporting, but this practice has not been embraced by all teachers or institutionalized school-wide. In some cases, learning expectations remain unclear and many students are still unaware of their own learning strengths and weaknesses or which learning standards teachers are addressing.

5 PERFORMING

The school has publicly committed to becoming a true standards-based learning community, and graduation policy has been modified to require all students to demonstrate mastery of learning standards and high levels of college and career readiness before receiving a diploma. The faculty has prioritized learning standards in every content area so that the most essential content, skills, and habits of mind are covered in depth before teachers move on to additional material and standards. Multiple assessments are used to determine that students have mastered what they have been taught, and underperforming students are provided with additional instructional time, academic support, and alternative learning options to ensure that they are able to learn and demonstrate achievement in ways that work best for them. All teachers use common scoring guides that provide detailed descriptions of required learning proficiencies at each developmental stage and expected level of performance.

STEP 4 >> SCORE YOUR SCHOOL

Place an **X** on the scale below to indicate your school's performance in this dimension.

☐	1	2	3	4	5
NOT ADDRESSED	INITIATING		DEVELOPING		PERFORMING

TEACHING + LEARNING

STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1 INITIATING	3 DEVELOPING	5 PERFORMING
Some efforts have been made to align coursework with career and college-ready learning standards, but in practice many teachers continue to use lessons that are unaligned or outdated. The school uses a standardized credit system based on seat time, letter grades, number averaging, and other traditional practices to [illegible] for graduation. There is a great deal of variation from classroom to classroom in grading practices and standards. Students are often unaware of learning expectations for [illegible] and they rarely receive descriptive feedback on assignments. High-stakes external assessments often unilaterally drive [illegible]	School-wide curricula and instruction have been aligned with common learning standards, but this effort has not been systematic or systemic. District and school leaders have engaged in conversations about adopting a true standards-based system, and the principal and teacher-leaders have visited schools [illegible] practices. [illegible] teachers are employing multiple formative assessment strategies in the classroom, and academic support is being provided to ensure that struggling students have [illegible] before they move on to the next lesson. Some departments have developed common rubrics to enhance the consistency of grading and [illegible] In some cases, learning expectations remain unclear and many students are still unaware of their own learning [illegible]	The school has publicly committed to becoming a true standards-based learning community, and graduation policy has been modified to require all students to demonstrate mastery of learning standards and high levels of college and career readiness before receiving a diploma. The faculty has prioritized [illegible] in every content area so that the most essential content, skills, and habits of mind are covered in depth before teachers move on to additional material and standards. Multiple assessments are used to determine [illegible] they have been taught, and underperforming students are provided with additional instructional time, academic [illegible] ways that work best for them. All teachers use common scoring guides that provide detailed descriptions of required learning proficiencies at each developmental [illegible] performance.

Multiple assessments are used to determine mastery…All teachers use common scoring guides that provide detailed descriptions of required learning proficiencies and expected levels of performance.

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Place an **X** on the scale below to indicate your school's performance in this dimension.

NOT ADDRESSED | 1 INITIATING | 2 | 3 DEVELOPING | 4 | 5 PERFORMING

Protocol

Review the Design Criteria Chart for Performance Indicators

Compare & contrast your statements to “stronger statements”

Engage in process to critique and revise performance indicators

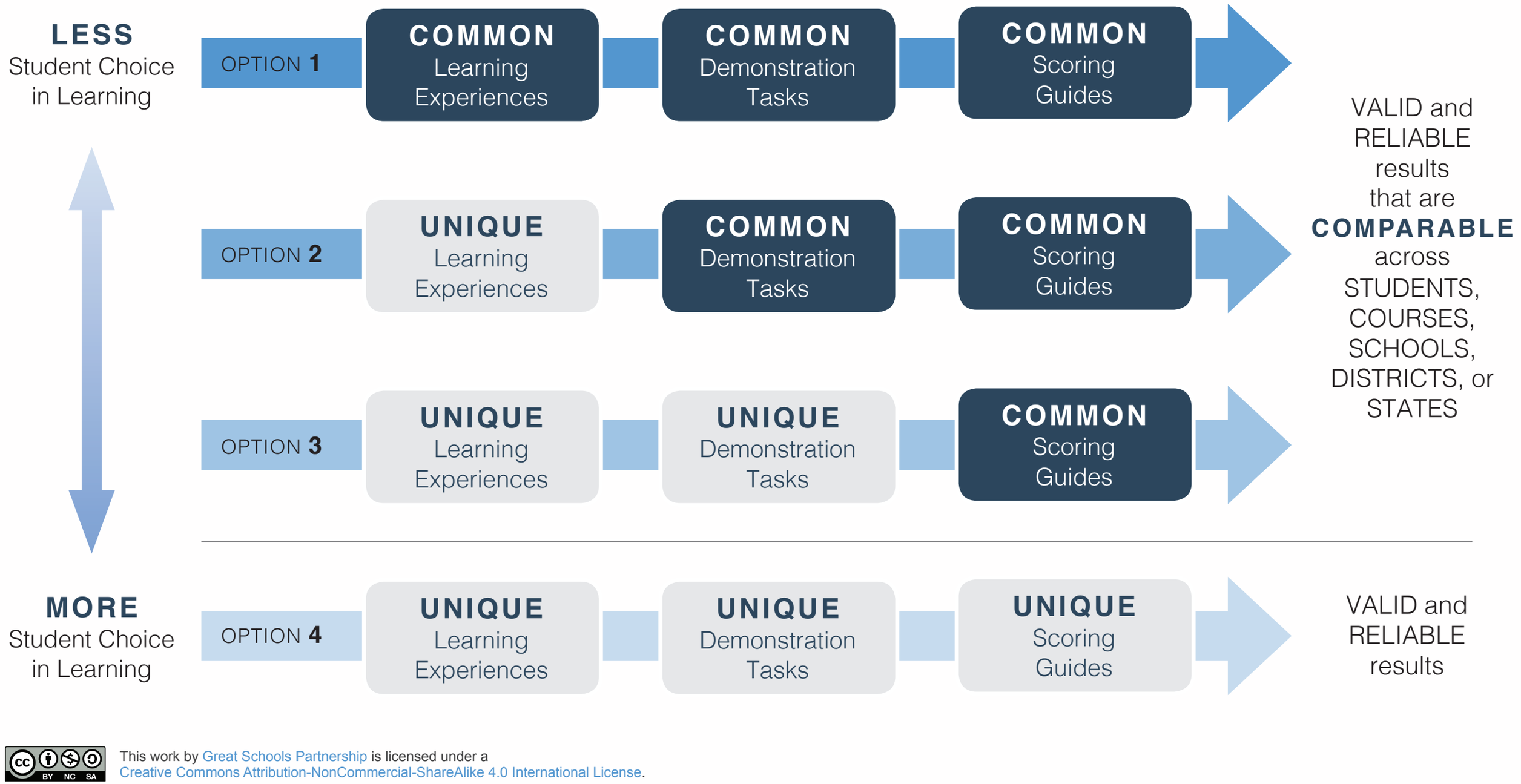
Debrief

In reflecting on the process, what did you notice?

Share a “before and after” example.

Assessment Pathways Simplified

A Great Schools Partnership Learning Model



Designing Scoring Criteria: Preliminary Steps

Consistency in Structure	Levels of proficiency are named and consistently applied throughout the school within the common scoring scale *(i.e. Does not meet, Partially meets, Meets, Exceeds or 1, 2, 3, 4)*
Common Phrasing	• Phrases defining each level of proficiency are structured in a similar manner • For example, phrases all begin with an active verb, “I can,” “Students are able to”

Designing Scoring Criteria:

Sample

Performance Indicators	Does Not Meet	Partially Meets	Meets	Exceeds
1. Students will be able to develop appropriate research questions. (CCSS.ELA-Literacy.WHST.11-12.7)	I can **list** some specifics about a topic that would help develop my understanding.	I can **identify** broad questions that are relevant to my studies and focus my research.	I can **construct** open-ended questions that build on one another and require evidence and support.	I can **analyze** my own research questions to refine them based on my earlier questions and learning.

Each set of scoring criteria can eventually become a line in a rubric for a project that assesses multiple performance indicators.

Designing Scoring Criteria: Continuum of Achievement

Cognitive Demand	Weaker Statements	Stronger Statements
• What **depth of knowledge** does the performance indicator demand? • Are there **defined levels of achievement** and rigor associated with each level of proficiency? • Do the scoring criteria identify **complexity** rather than frequency?	• Lists tasks specific to assessments • Emphasizes only frequency rather than cognitive demand (e.g. rarely, sometimes, never; 1, 2, 3 times) • Leaves out elements of the performance indicator • In the "partially meets" or "does not meets" categories, describes deficits, rather than describing what a student can do	• Can be applied to a variety of assessments or tasks • Applies Bloom's Revised Taxonomy, Marzano's New Taxonomy, or Webb's Depth of Knowledge scales when defining levels of achievement • Includes all elements described in the performance indicator • Describes what a student knows or is able to do at each level of proficiency

Designing Scoring Criteria:

Sample

1	2	3	4
I can describe linear and exponential functions as increasing/growth or decreasing/decay.	I can recognize how a linear or exponential function must change for a particular problem.	I can explain the starting value and the change factor for a linear and exponential function.	I can create models for real world problems in terms of linear and exponential functions.

Describe Recognize Explain Create

Considering the Process

"…if I don't look carefully at the types of thinking required by the standard, I most likely will miss teaching and assessing at the **appropriate level of rigor**."

- Jan Chappuis (2014)

Designing Scoring Criteria: Process

Step One

Ask: What skills and knowledge does this Performance Indicator describe?

Designing Scoring Criteria:
Skills + Knowledge Review

9/10 Fiction/Non Fiction

Performance Indicator	I can...	Need to Know
***c**. Determine or clarify the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the impact of specific word and phrase choices on meaning and tone (4, Language 4,5).*	• *I can figure out precisely what an author means by each word in a text.* • *I can tell the difference between when an author intends a word to be understood literally and when an author is using a word as part of a figure of speech* • *I can analyze how the author's word choices affect his or her meaning or tone.*	• *parts of speech* • *sentence structure* • *context clues, parallel text, footnotes* • *the tools of figurative language (similes, metaphors, personification)* • *vocabulary: connotation/denotation, figurative* • *tone*

Designing Scoring Criteria: Process

Step Two

Describe the **level of cognitive demand** that will be met at each level of proficiency within this indicator.

Sample Scoring Criteria:

Content Area: World Language

Novice Low	Novice Mid	Novice High	Intermediate Low
I can **recognize** letters, symbols, and characters in the target language. I can **recognize** high frequency words and/or phrases in context.	I can **recognize** words, phrases, and characters with the help of visuals. I can **identify** highly contextualized words and phrases, including cognates and borrowed words.	I can **interpret** familiar words, phrases and sentences in short and simple texts related to everyday life. I can **identify** main ideas of a simple text using context and/or pictures for cues.	I can **identify** main ideas and **cite** supporting details in short and simple texts. I can make inferences by identifying key details from the text.

Verbs that describe cognitive demand

Recognize

Recognize & Identify

Identify & Interpret

Identify, Cite & Make Inferences

Avoid Terms Focused on Frequency

FREQUENTLY

RELIABLY

RARELY

NEVER

Use Terms Focused on Cognitive Demand

CREATE

EXPLAIN

RECOGNIZE

DESCRIBE

Applying the Design Guide

1. In your packets, find the **sample scoring criteria** and the Design Guide for Scoring Criteria.

Applying the Design Guide

2. Working with your colleagues, **apply the design guide** to the first set of scoring criteria

   a. Would you classify these as strong or weak?
   b. If they are weak, how can they be strengthened?

Applying the Design Guide

3. Move on to the next set of sample criteria and follow the same steps

Protocol

Review the Design Guide for Scoring Criteria

Review the Protocol for Defining Scoring Criteria for Performance Indicators

Begin to develop Scoring Criteria for one Performance Indicator

IF POSSIBLE, USE STUDENT WORK TO GROUND THE DISCUSSION AND REVIEW.

Ask: "What do we see the student doing here?"

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QUESTIONS

Protocol

Text-based discussion of “How Good is Good Enough”?

Adapt the “Save the last word for ME” protocol

Stages of “Traditional” Design

Planning and Implementation

Define Desired Results

What students will know and be able to do

Determine Acceptable Evidence

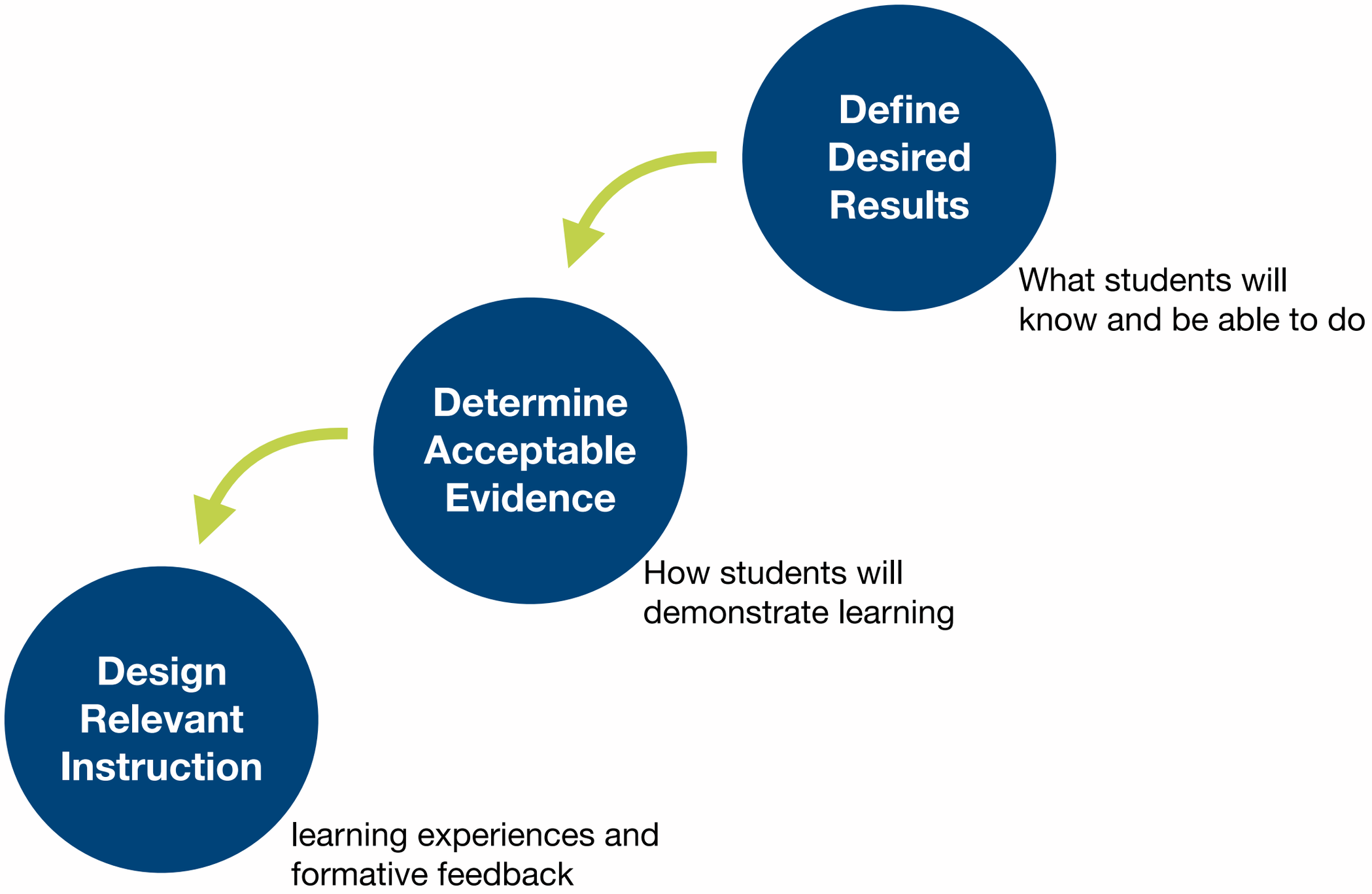
How students will demonstrate learning

Design Relevant Instruction

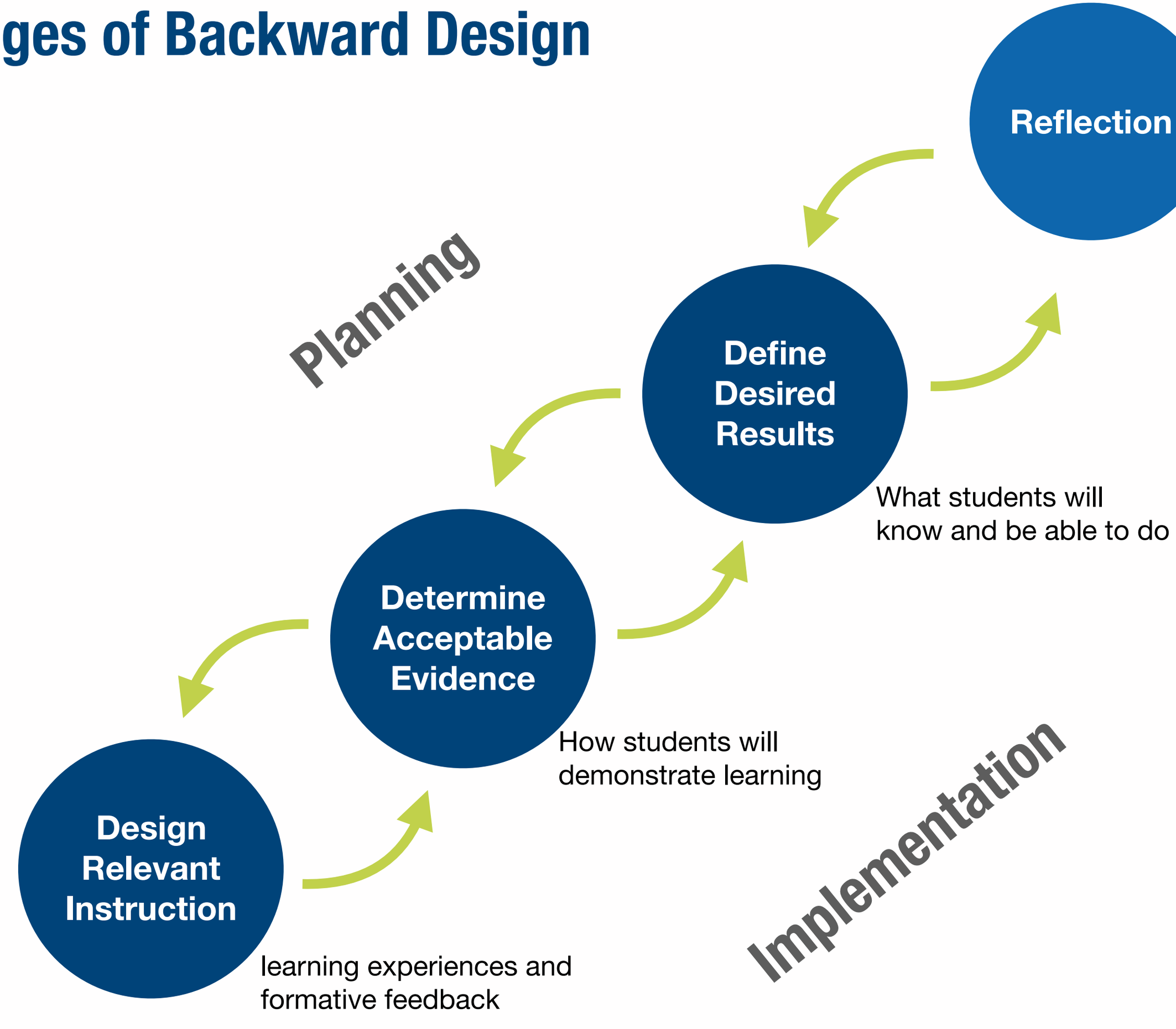
learning experiences and formative feedback

Stages of Backward Design

Planning



Stages of Backward Design

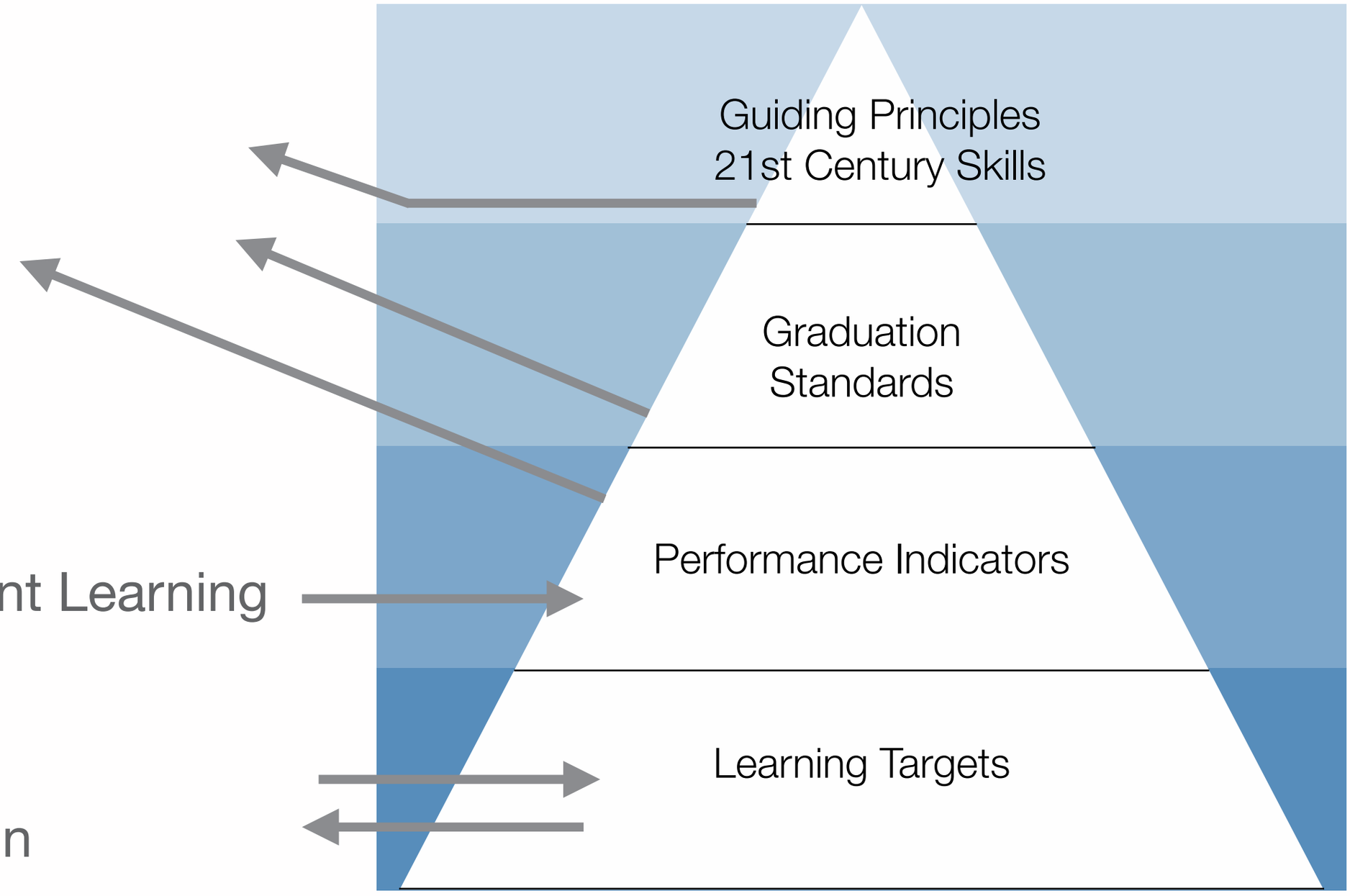


Stages of Unit Design

STAGE 1:
Desired Results

STAGE 2:
Evidence of Student Learning

STAGE 3:
Instructional Design



Stages of Unit Design

Stages	Teacher Considerations	Student Considerations	Instructional Planning
Stage One What is worth understanding?	• Identify enduring understandings • what matters about what we are learning? • Identify related standards/indicators	• What do I need to learn and why? • What makes this important or useful?	• What is the hook? • What activity, task, reading, or video will help to engage students with these ideas?
Stage Two How will I know/show understanding?	• Unpack indicators • Select/develop scoring criteria • Design summative assessments	• Sequence skills/knowledge • Identify points for formative assessments • Identify what students already know	• What materials and activities will help students practice, acquire and demonstrate what they need to know?
Stage Three What promotes engagement, learning and mastery?	• Where can students have voice and choice? • What supports and extensions will ensure all students learn?	• What is the essential question? • What makes the concept real and compelling?	• Identify what students already know. • What will make the materials and activities engaging and accessible to all students?

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Enduring Understandings

- Are **more than facts** and discrete pieces of knowledge
- Are **about the ideas and meaning** that provide coherence to a set of facts
- Are about the **inferences we make** based on facts and knowledge
- Are about skills and knowledge that are **transferable**
- Are about **when and how to use what we know**

Essential Questions

- **Open ended**; thought-provoking; intellectually engaging
- Require **higher-order** thinking
- Highlight important, **transferable ideas**
- Raise **additional questions**
- **Require support** and justification—not yes/no
- **Can be revisited** over time

Hook

- **Connects** to the essential question/s
- Immerses students in **related questions/challenges** that require more than “book” knowledge to resolve
- Builds **student interest, engagement or curiosity**-through thought or experience
- Encourages students to access **prior knowledge**
- Reveals multiple **perspectives**
- Allows students to make **personal connections**

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Identify and Unpack

Standards + Indicators

9/10 Fiction/Non Fiction

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Assignment(s)

Finish Scoring Criteria for all Performance Indicators

Choose ONE unit that you have taught that would include some of the Performance Indicators you have created and prepare to work on to format in Unit Design process.

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THANK YOU

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