



GREAT
SCHOOLS
PARTNERSHIP

Webinar
Series



Ensuring Consistency When Using Common Assessments

May 27, 2015

TODAY'S PRESENTERS

From the Great Schools Partnership:

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Outcomes

Explain looking at student work in the context of our work on implementing a proficiency-based learning model



Outcomes

Identify rationale and key benefits of looking at student work



Outcomes

Review processes and strategies to build consistent scoring on common standards and indicators among multiple scorers.

Agenda

Proficiency-Based Learning Context

Review Scoring Criteria

Rationale for Looking at Student Work

Strategies to Build Capacity to Learn from Student Work

Introduce Strategies to Promote Scoring Consistency

Questions?

Think-Pair-Share

How might looking at student work together improve teacher work?

What might we be able to learn from looking at student work?

Proficiency-Based Learning Simplified

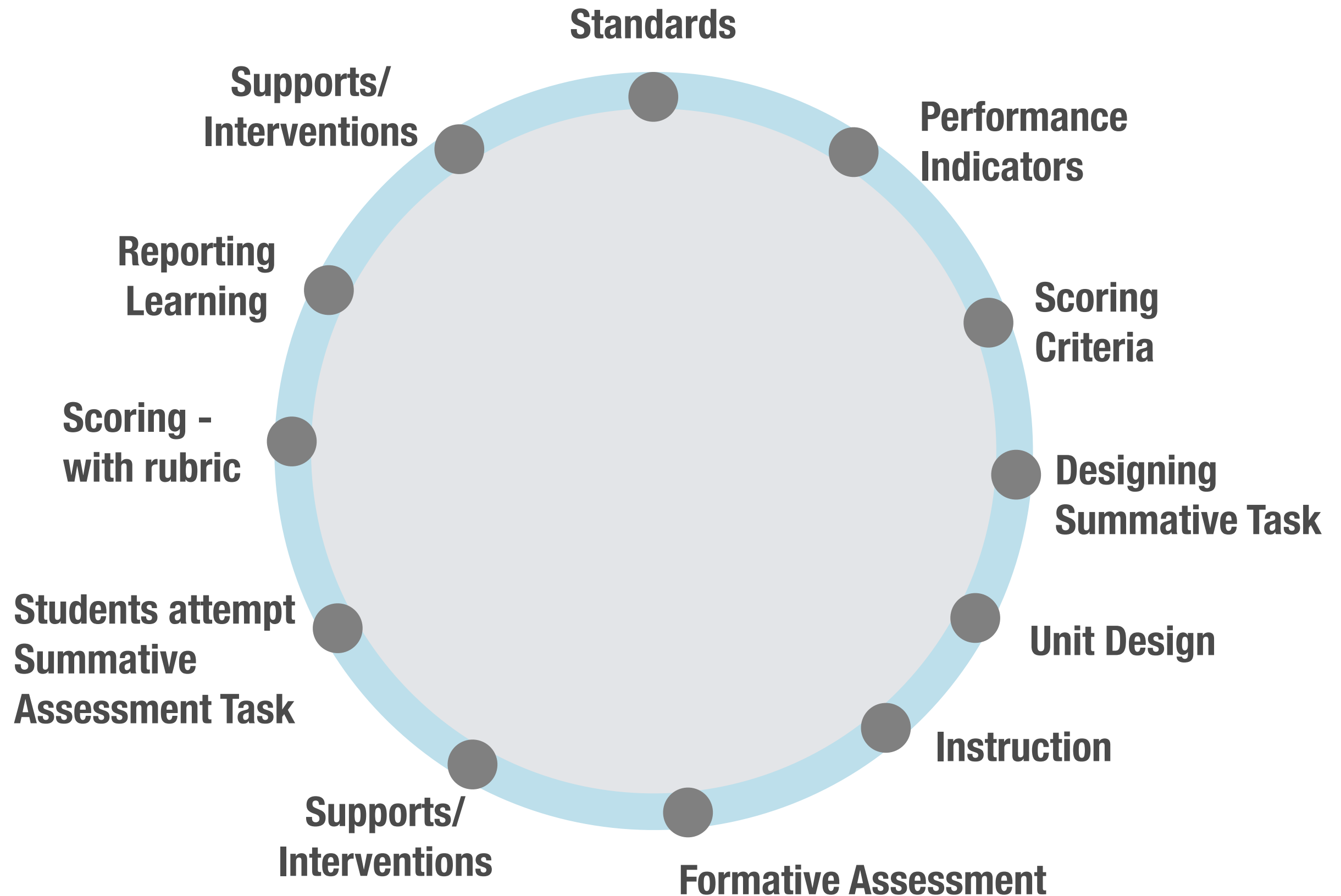
A Great Schools Partnership Learning Model

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



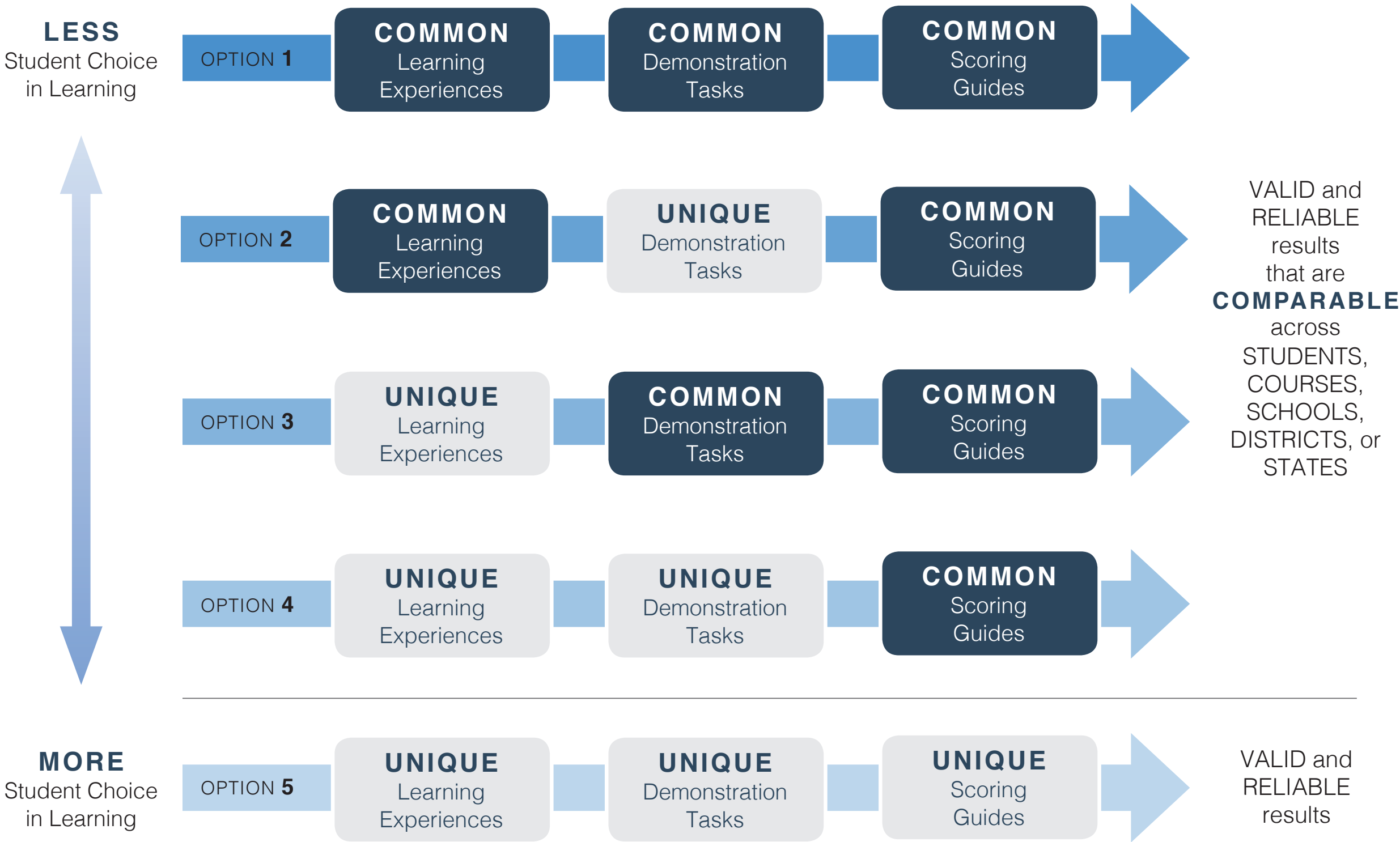
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From Standards to Units



Assessment Pathways Simplified

A Great Schools Partnership Learning Model



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Designing Scoring Criteria

Scoring criteria describe levels of proficiency for each performance indicator.

Performance Indicators	Does Not Meet	Partially Meets	Meets	Exceeds
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

Crafting Scoring Criteria:

Design Guide- 5 Components

Scoring criteria:

- Are **task neutral**
- Are aligned with the **level of cognitive demand** in the Performance Indicator
- Include **all elements** of the Performance Indicator
- Describe **complexity** rather than frequency
- Focus on **what students can do** rather than deficiencies

CRITERIA	WEAKER ASSESSMENTS	STRONGER ASSESSMENTS
ALIGNMENT: How aligned is the assessment task to the graduation standards and performance indicators?	<ul style="list-style-type: none"> Graduation standards and performance indicators are not identified Task requires skills and knowledge not aligned to standards and indicators 	<ul style="list-style-type: none"> Graduation standards and performance indicators are clearly identified Cognitive level of assessment task matches the level in the identified indicators Content knowledge and skills required in assessment task match those identified in the indicators Method of assessment matches the level of thinking in identified indicators
ACCESSIBILITY: How accessible is the assessment task to all students?	<ul style="list-style-type: none"> Expectations are undefined or unclear Levels of student performance are not identified Work habits are combined with academic performance Task is not easily differentiated Task provides little or no opportunity for student choice 	<ul style="list-style-type: none"> Expectations of the assessment task are clear to students Scoring criteria clearly defines levels of student performance Work habits are clearly separated (and independently assessed) from performance on academic standards Assessment task could easily be differentiated to ensure all students can achieve proficiency at a rigorous level Assessment task allows students to pursue multiple pathways and still demonstrate proficiency Task engages students in a novel or interesting way, connecting to student interests
TRANSFER: How relevant is the assessment task to the real world?	<ul style="list-style-type: none"> Task is strictly content-based Task is only for a classroom audience Task can be accomplished using only one source or familiar sources 	<ul style="list-style-type: none"> Task lends itself to a real-world or simulated real-world product Task is complex (interdisciplinary, incorporates transferable skills, and/or assesses multiple performance indicators) Task provides opportunity for students to engage with a school, community, or expert audience Task requires the use of multiple sources Task requires application in a new setting or with new information
RIGOR: How challenging is the task? Does it require students to apply, analyze, evaluate or create using what they have learned?	<ul style="list-style-type: none"> Task only requires students to recall, summarize, or define 	<ul style="list-style-type: none"> Task requires higher order thinking – application, analysis, evaluation or creation

Summative Assessments

Key Traits:

1. Alignment
2. Accessibility
3. Transfer/Relevance
4. Rigor

What Impacts Learning?

**Teachers working collaboratively to
understand their impact**

is one of the most high impact strategies a district or school can
employ to positively effect student learning.

Why Look at Student Work

“The activities of productive professional learning communities often center on student work and data. Analyzing student work together gives teachers opportunities to develop a common understanding of what good work is, what common misconceptions students have, and what instructional strategies are working.”

—Linda Darling-Hammond and Nikole Richardson

Why Look at Student Work

“The value of looking at student work resides in its potential for bringing students more consistently and explicitly into deliberations among teachers. Looking at student work has the potential to expand teachers’ opportunity to learn, to cultivate a professional community that is both willing and able to inquire into practice, and to focus school-based teacher conversations directly on the improvement of teaching and learning.”

—Judith Warren Little, Maryl Gearhart, Marnie Curry, and Judith Kafka

CREATE THE RIGHT CONDITIONS



Image courtesy of Jessica Lock, retrieved from The Noun Project

HOW DO WE LOOK AT STUDENT WORK?

Willingness/openness

Judgment free

Curious/questioning

Asset-based
(vs. Deficit-based)

Collaborative Assessment Conference

1. The teacher shares the student work without details about the assignment or student.
2. **Review** the work silently and individually, making notes as needed
3. **Describe** the student work—What do you see?
details and descriptions without judgment
4. Ask **questions** about the work—What questions does this work raise for you?
5. **Speculate** about what the student is working on—What do you think the student is working on? What do you think the student was focused on here?
6. **Presenting teacher reflects**—what led them to bring the work, what they heard, what's interesting
7. **Implications** for teaching and learning

Practice

Practice describing the work

1. Make individual notes/observations (2-3 mins)
2. Share at your table—at least 3 rounds (3-5 mins)
3. Pause to re-examine the work (1-2 mins)
4. Share another round of observations (2-3 mins)

Share and Debrief as a whole group (5-7 mins)

HOW DO WE CALIBRATE OUR SCORING?



IDENTIFYING EXEMPLARS OF STUDENT WORK & SCORER CALIBRATION PROCESS

May 20, 2015
DRAFT 006

Outcomes:

- 1) a collection of student work that demonstrates the performance expectations for the scoring criteria aligned with a specific assessment task;
- 2) calibrated teacher understanding regarding proficiency expectations; and
- 3) agreements leading to refined instructional practices and assessments tasks.

Preparations:

- 1) Each teacher involved in supporting student engagement with the original assessment task should bring a minimum of four pieces of student work. The work should represent the individual teacher's assumptions on work that collectively—across the scoring criteria used—falls along a continuum from not yet proficient to above proficient. (In cases where teachers are the only educator engaging students in this task, all work samples will come from that single teacher who may want to double the number of potential exemplars.)
- 2) Remove student names and any identifying information.
- 3) Create a collective scoring sheet where participants may keep track of their scores separate from the actual student work. (See appendix for a sample template)

Process

- 1) Collect all student work and note each piece with a unique identification number.
- 2) Provide copies of the assessment task and scoring criteria to all participants.
- 3) Review the assessment task and the rubric developed from the scoring criteria. Answer any clarifying questions.
- 4) Depending upon the number of teachers involved and the amount of student work, each piece should be scored by at least two different educators. In cases with relatively small numbers of student work, all work may be scored by all educators. Each participant individually reviews each sample of work and scores it using the rubric without knowing the scores from other scorers. (In cases with single teachers using the assessment, this teacher should identify other teachers within their department to assist with this process)
- 5) Chart scores for each piece of work.
- 6) Organize work into two groups—work that has received the same score from different scorers (and sub divide this group into similar groups by rating), and work that has received different scores
- 7) Review work that was scored similarly. Participants discuss points of agreement going to specific examples and instances in the student work. Confirm agreement of the decisions.
- 8) Review work that was scored differently. Participants should discuss why they chose the score they did and refer back to the rubric to reference particular elements of the scoring

Common Sources of Scorer Bias

- Appearance of work—neatness messiness /legibility
- Personal reaction to topic, strategy, reference, tone of student voice
- Familiarity with the student
- “Halo” effect- strong or poor performance in one criterion influencing the scoring of another aspect of the work
- Relative quality (i.e. “better than others I’ve seen”)
- Apparent student effort or improvement from previous efforts
- Length or complexity of student responses



Identifying Exemplars of Student Work and Scorer Calibration Process

Outcomes

1. a collection of student work that demonstrates the performance expectations for the scoring criteria aligned with a specific assessment task;
2. calibrated teacher understanding regarding proficiency expectations; and
3. agreements leading to refined instructional practices and assessments tasks.



Identifying Exemplars of Student Work and Scorer Calibration Process

Preparations

1. Each teacher should bring a minimum of four pieces of student work representing the individual teacher's assumptions on work that collectively—across the scoring criteria used—falls along a continuum from not yet proficient to above proficient.
2. Remove student names and any identifying information.
3. Create a collective scoring sheet to keep track of scores separate from the actual student work.



Identifying Exemplars of Student Work and Scorer Calibration Process

Process

1. Note each piece of student work with an identification number.
2. Provide copies of the assessment task and scoring criteria.
3. Review the assessment task and the rubric.
4. Each piece should be scored by at least two different educators working individually without knowing the scores from other scorers.
5. Chart scores for each piece of work.



Identifying Exemplars of Student Work and Scorer Calibration Process

Process

6. Organize work into two groups—work that has received the same score from different scorers (and sub divide this group into similar groups by rating), and work that has received different scores
7. Review work that was scored similarly.
8. Review work that was scored differently. Through discussion, colleagues can come to shared agreements and develop a common interpretation of the scoring criteria.



Identifying Exemplars of Student Work and Scorer Calibration Process

Process

9. Reflect upon the process and refine practices.

- What did we learn from the student work that will help us revise the assessment in the future?
- What did we learn from the student work that will help us improve instruction?
- What did we learn from the process of scoring together that might help us clarify or improve the scoring criteria?

10. Choose student work samples to serve as exemplars in the future.



Identifying Exemplars of Student Work and Scorer Calibration Process

Next Steps

- Exemplars of student work should be saved for future use—both for returning and new teachers.
- Depending upon the assessment task, exemplars may be shared with students as a means to demonstrate expected proficiency.



Identifying Exemplars of Student Work and Scorer Calibration Process

Next Steps

- When the task is used again, each teacher should review the exemplars of student work. When the assessment task is used by teachers unfamiliar with this assessment task, time should be taken to align these teachers with the proficiency expectations.
- These exemplars may also be used with families to help them understand the types of assignments students work on and/or the process of how student work is scored among teachers.

What about new teachers?



SCORER CALIBRATION PROTOCOL

May 20, 2015
DRAFT 006

Purpose: To enable teachers new to scoring summative assessment tasks to calibrate their scoring with a school or district's task-neutral scoring criteria.

Time: 60 – 90 minutes

Roles: Facilitator, timekeeper, note-taker

Process:

- 1) While this process can be undertaken at any time prior to the teacher scoring the student work, we would suggest that teachers new to the summative assessment undertake this prior to engaging students in this task.
- 2) Each person reviews the scoring criteria and the summative assessment task requirements. Answer any clarifying questions.
- 3) Review a set of exemplar student work that covers every level of the scoring criteria. Discuss and come to an understanding regarding why each piece of student work received the score it did.
- 4) Provide a fresh set of exemplars of student work that has previously been scored with determined proficiency levels. Participants should not know the predetermined scores. Working alone, each participant scores these pieces of student work. Participants should keep track of their scores on a separate piece of paper and may want to use a collective scoring chart.
- 5) Share scores and compare to the predetermined scores on the exemplars.
- 6) If 80% of any one assessor's scores align with the predetermined score, that participant should be considered ready to score on his or her own.
- 7) If less than 80% of an assessor's scores are aligned with the original scores, the participants should discuss, using specific evidence from the student work, to reach a better understanding.
- 8) As necessary, repeat the calibration process.

Example Collective Scoring Chart

Work Identification Number	Score for Scoring Criteria			
	1	2	3	4
1				
2				
3				
4				
5				
6				
7				
8				

Scorer Calibration Process

Purpose

To enable teachers new to scoring summative assessment tasks to calibrate their scoring with a school or district's task-neutral scoring criteria.

Scorer Calibration Process

ONE

While this process can be undertaken at any time prior to the teacher scoring the student work, we suggest that teachers new to the summative assessment undertake this prior to engaging students in this task.

Scorer Calibration Process

TWO

Each person reviews the scoring criteria and the summative assessment task requirements.
Answer any clarifying questions.

Scorer Calibration Process

THREE

Review a set of exemplar student work that covers every level of the scoring criteria. Discuss and come to an understanding regarding the scores.

Practice

1. Review the Scoring Criteria
2. Review the Grade 5 English Language Arts exemplar
3. Discuss as a group:
Why is this a 3? How does it meet the criteria?

Scorer Criteria

Performance Indicator	Does Not Meet	Partially Meets	Meets	Exceeds
Students will be able to determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (MA)(ELA.K-12.R.1.02)	I can identify a lesson from the selection with some support from the text.	I can explain a lesson using summary information or details from the text.	I can analyze a text to identify a lesson and use key evidence and details from the selection to explain.	I can make an argument about the lesson in a text, supported by clear and specific examples .

Scorer Calibration Process

FOUR

Provide a fresh set of student work that has previously been scored. Participants should not know the predetermined scores. Working alone, each participant scores these pieces of student work.

Scorer Calibration Process

FIVE

Share scores and compare to the predetermined scores on the exemplars.

Practice

1. Review student work Sample A
2. Using the scoring criteria, score the work. Make notes as to why you are scoring it as you are.
3. Share your individual scores
4. Discuss as a group:
How close or far apart are we? Why did we score this as we did? What were the key considerations in reaching your determination of the score?

Scorer Calibration Process

SIX

If **80%** of any one assessor's scores align with the predetermined score, that participant should be considered ready to score on his or her own.

Scorer Calibration Process

SEVEN

If less than 80% of an assessor's scores are aligned, participants should engage in a discussion to reach a better understanding.

Scorer Calibration Process

EIGHT

As necessary, repeat the calibration process.

Questions?





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THANK YOU

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