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PURPOSE: To draft descriptions of levels of proficiency for each Performance Indicator that:

- Are task neutral
- Align with the level of cognitive demand of the Performance Indicator
- Include all elements of the Performance Indicator
- Describe complexity rather than frequency at each level
- Focus on what students can do rather than what they can't do

TIME NEEDED: two hours or more for the first Graduation Standard; approximately one - two hours for each of the remaining Graduation Standards. *(This work takes time but once you complete it, you have the components ready-made for every rubric that you will need to build in the future)*

ROLES: Facilitator, timekeeper, note-taker

MATERIALS:

- Proficiency-Based Learning Simplified graphic
- Content-area graduation standards and performance indicators for the content area
- Cognitive taxonomies (e.g., Revised Bloom's Taxonomy, Marzano's New Taxonomy, or Webb's Depth of Knowledge)
- Design Chart for Scoring Criteria
- Chart paper and markers or projector and laptop(s)
- Student work related to Performance Indicators / Graduation Standards [Optional].

PROCESS:

1. **Project or write on chart paper a table with three columns for the first Performance Indicator.** (see below)
2. **Unpack the performance indicator and make two lists (10 min).** Discuss the Performance Indicator carefully, making two lists:
   - "I can…." statements that describe the skills students will need to demonstrate for proficiency on this performance indicator.
   - "I need to know" statements that describe the concepts, facts, vocabulary, and other content knowledge to effectively apply the skills.

Sample:
GRADUATION STANDARD: Reading 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 the word choices 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

3. Review student work¹ representative of the performance indicator. (20 min):
- Sort the student work into three categories: work that all agree **meets** the standard, work that all agree **does not meet** the standard, and work where there is not clear agreement about where it falls.
- Consider the work that **meets** the standard. Describe the attributes of the student work that relate to the performance indicator. A good prompt is: "what do we see the student doing in this work?"
- Consider the work that **does not meet** the standard. Describe the attributes of the work that relate to the performance indicator.
- Revise your list of "I can…" and "I need to know…" statements based on the discussion of student work. **Note:** The purpose of using student work here is not to score the work, but to *describe* what student work looks like at different levels of proficiency.

4. Define Scoring Criteria. (35 min)
- o **Project or write on chart paper a table for your Scoring Criteria with** five columns: the Performance Indicator, meets the standard, exceeds the standard, partially meets the standard, and does not meet the standard**.**
- o Review the **Design Chart for Scoring Criteria**. (5 min) When defining scoring criteria at different performance levels, create statement that:
  - Are task neutral
  - Align with the level of cognitive demand of the Performance Indicator (using the agreed upon cognitive taxonomy)
  - Include all elements of the Performance Indicator
  - Describe complexity rather than frequency
  - Focus on what students can do rather than what they can't do
- ▪ Based on discussion of necessary knowledge and skills from the chart completed in step 2 [and student work, if applicable], draft a holistic statement describing student work that meets expectations for the performance indicator that:

4. **Draft "Exceeds," "Partially Meets," and "Does Not Meet" Language² (30 min):**
- ▪ Choose the level above or below "Meets". Describe what a student *can* do.
  - o Is the difference from meets at the level of cognitive demand?
  - o Is the difference from meets because not all elements of the performance indicator are included?
  - o Is the difference from meets because of a difference in difficulty of material to which a student can apply this?
  - o Is the difference from meets some combination of the above?
  - o Draft a holistic statement describing student work at this level of performance.

5. **Debrief the process. (5 mins)**
What worked well? What was challenging? What are we learning that we can apply as we continue this work?

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[1] If student work is not available, this step can be omitted; however, it is strongly recommended to ensure common understanding of proficiency descriptions.

[2] If possible, ground this discussion in the exemplars of student work. Examine the exemplars of work that does not meet the standard asking, "what do we see students doing here?" This will help you describe the moves that student make when they are approaching proficiency, but have not achieved it yet. If there is an exemplar that all the teachers agree exceeds the standards, the same question can be used to describe what students do when they are highly proficient.

January 12, 2015

Protocol for
Defining Scoring Criteria
for Performance Indicators

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Scoring Criteria Sample

Performance Indicator	Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard	Exceeds The Standard
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 determine the meanings of unfamiliar words in a text.*	*I can identify key words and phrases in a text that contribute to its meaning and tone.*	*I can analyze the impact of word and phrase choices on the meaning and/or tone in a text.*	*I can analyze how the author's word choices affect his or her meaning and/or tone in texts that are above my grade level.*

Next steps:
Check the strength of your scoring criteria.
a.   Use design chart to review and tune scoring criteria.
b.   Review student work. How effectively does your scoring criteria help you assess the work?
c.   Note strengths of your scoring criteria based on design chart and student work review.
d.   Suggest areas to improve scoring criteria based on design chart and student work review.

Use formative assessment roadmap to inform instructional planning.[3]
Formative Assessment Roadmap

I can… / I need to know...	Learning experience(s)	Formative assessment(s)
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		
Connotation and denotation		
Sentence structure		
Context clues, parallel text, footnotes		
The tools of figurative language (similes, metaphors, personification)		

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[3] While this step is not a part of the scoring criteria protocol, it is important to capture the "I can / I know" statements to enable instructional planning.