

PURPOSE

To draft descriptions of levels of proficiency for each performance indicator that:

- illustrate increasingly complex cognitive demand;
- are task-neutral;
- focus on the quality of student work; and
- emphasize student assets.

Time	Two hours or more for the first graduation standard and associated performance indicators; approximately one to two hours for each of the remaining graduation standards
Roles	Facilitator, timekeeper, notetaker
Materials	<i>Design Guide for Developing Scoring Criteria</i> , graduation standards and performance indicators, taxonomy guide (e.g., Bloom's revised taxonomy or Webb's Depth of Knowledge), chart paper and markers or laptop and projector
Reference Materials	<i>Proficiency-Based Learning Simplified</i> graphic and <i>Assessment Pathways Simplified</i> graphic

PROCESS

A. Unpack the performance indicator. (10 min)

- Independently review the performance indicator and record what students need to know and do in order to meet the expectations of the indicator.
- In a group, create a table with two columns for each indicator. Label the columns "What a student needs to do" and "What a student needs to know." Share your individual reflections and record in the columns. Come to consensus on the skills and knowledge necessary to meet proficiency through the identified performance indicator.

B. Review the *Design Guide for Developing Scoring Criteria*. Read and discuss the four principles of effective scoring criteria. (5–10 min)

C. Describe proficiency. Draft a statement that represents students' knowledge and skills at the proficient level. (10–20 min) Be sure to:

- Identify the level of cognitive demand associated with the performance indicator;
- Reference the chart created in step one to draft a statement that includes the necessary knowledge and skills of the performance indicator; and
- Consider what the student is demonstrating through the work rather than what is absent.

D. Draft scoring criteria for remaining levels of progression. (20–40 min)

- Review a taxonomy chart and identify the level of cognitive demand associated with each level of progression.
- To exceed the standard, the scoring criteria should reflect a level of thinking that exceeds that of the proficient level.
- To partially meet the standard, the scoring criteria should reflect a level of thinking that is one level lower on the taxonomy scale.
- Continue to draft language that follows the principles of effective scoring criteria.

E. Tune work with the *Design Guide for Developing Scoring Criteria*. (10–20 min)

- Silently review the scoring criteria associated with a set of performance indicators.
- Identify strengths.
- Identify areas for improvement.
- Share observations and ideas for improvement.

F. Debrief the protocol. The facilitator helps the group assess how helpful the protocol was (or was not) in meeting the needs of the presenter. (5–10 min)

- What went well?
- Were everyone's ideas heard?
- How could the process be improved in the future?
- What are the next steps we will take?