GREAT SCHOOLS PARTNERSHIP

Pinellas Innovates
Pathways to Personalized Learning

Competency-Based Learning
Developing Task-Neutral Scoring Criteria

June 26 + 27, 2017
Pinellas County

ALL TOGETHER
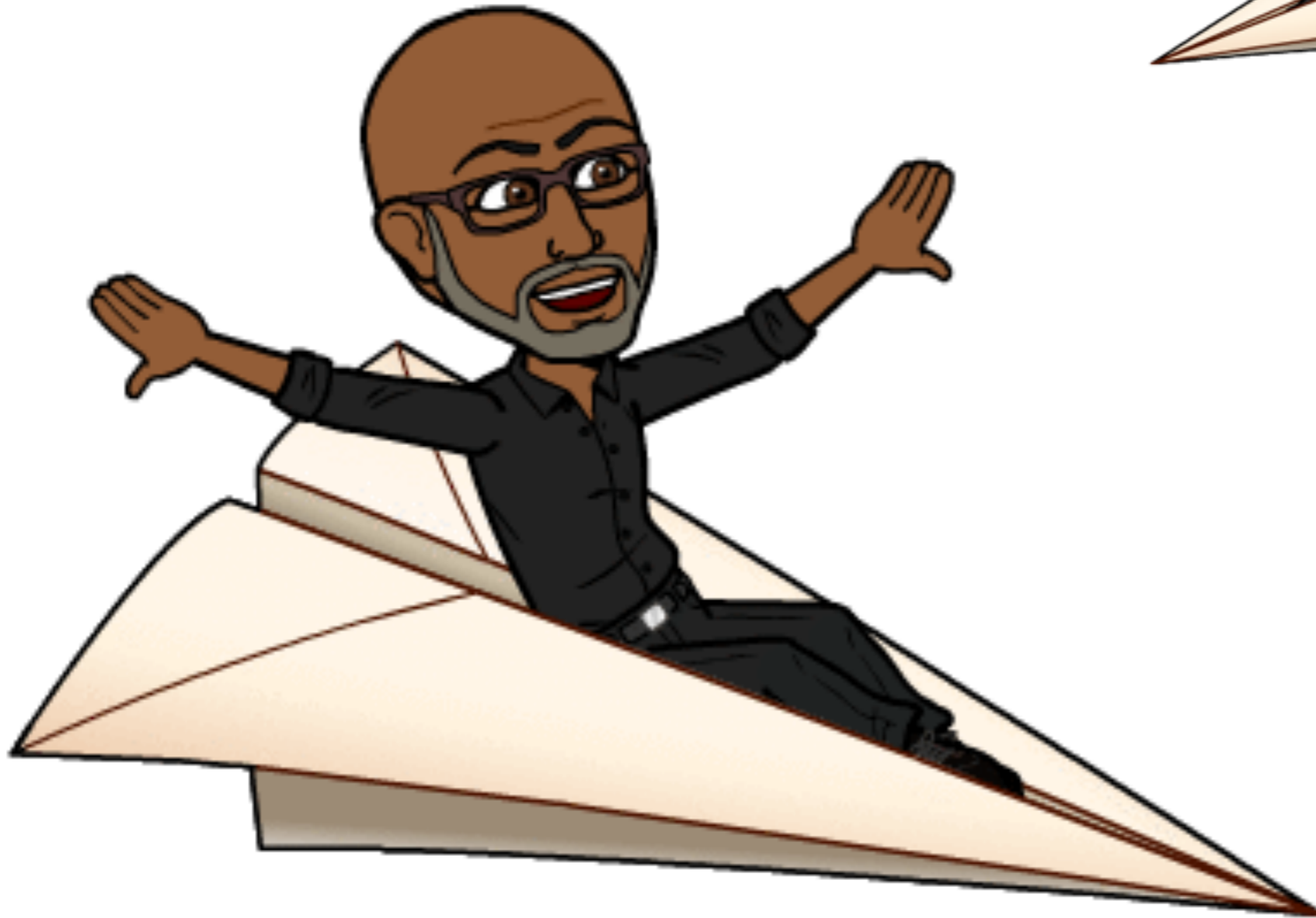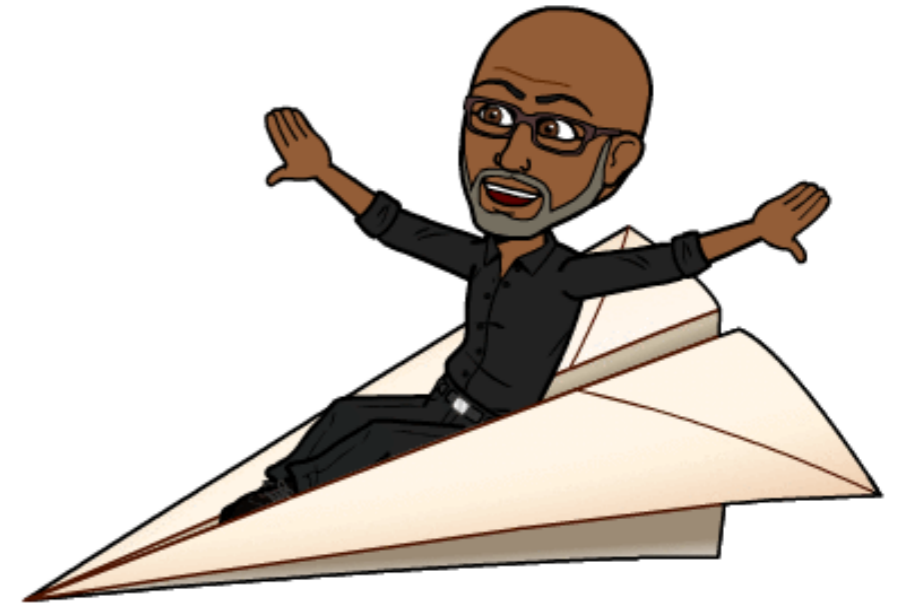# NOW

CONNECT

BUILD

SHARE

SWAP

FLY

RETHINK

FLY

TODAY'S PRESENTERS

From the Great Schools Partnership

Tony Lamair Burks II, Senior Associate

Katie Thompson, Senior Associate

Goal

To develop **task-neutral scoring guides** for each K-8 performance indicator in each content area proficiency

Outcomes

Articulate the role of scoring criteria in a competency-based system

Outcomes

Distinguish between stronger and weaker scoring criteria

Outcomes

Construct scoring criteria in my content area

Norms

- Respect differences

- Freely attend to personal needs

- Monitor airtime

- Listen well

- Foster good humor

- Support a culture of possibility

- Manage Technology*

What else do we need to do our best work together?

www.greatschoolspartnership.org/pinellas/

greatschoolspartnership.org/pinellas/

CONTACT

GREAT SCHOOLS PARTNERSHIP
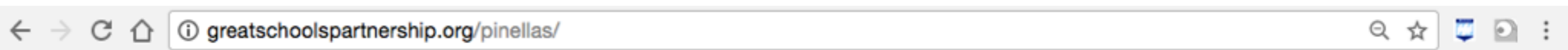
ABOUT   WORK   RESOURCES   PROFICIENCY   EVENTS   NEWS   DONATE

Implementation of Competency-Based Learning in Pinellas County, Florida

The Florida Seminar Series aims to provide a variety of examples of competency-based practices in action in K-12 education to help spark ideas and generate questions as Pinellas County plans for competency-based learning in their district. There will be a focus on illustrating different ways to personalize learning for students in a competency-based classroom.

Find all the **meeting materials** and essential **guiding documents and resources** to support your work.

Facilitators:

Katie Thompson, Senior Associate
Tony Burks, Senior Associate
Michelle Milstein, Senior Associate
Steve Sell, Senior Associate

Guiding Documents and Resources

WEBINAR I COMPETENCY-BASED LEARNING 101   +

Agenda

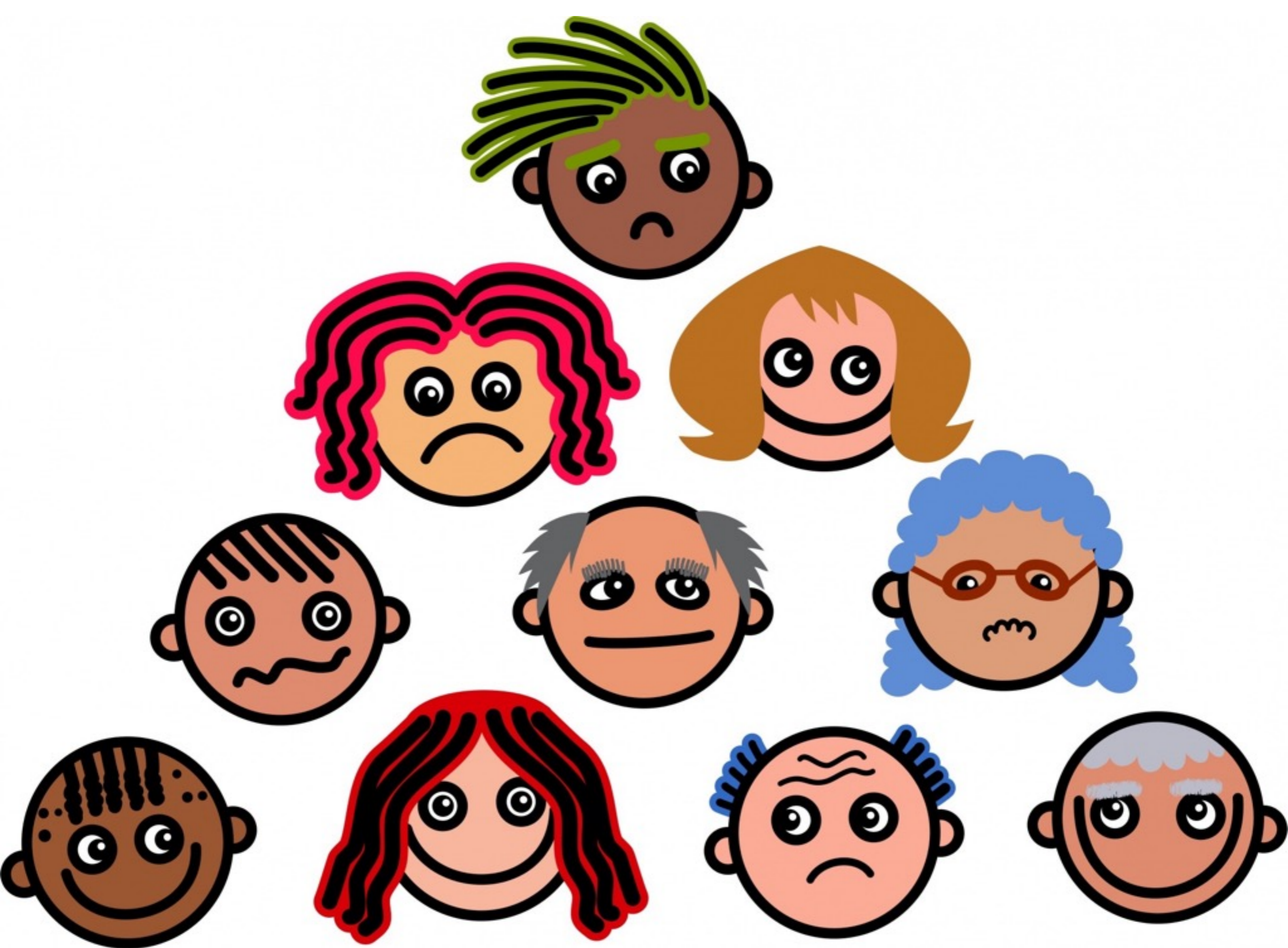Overview of Competency-Based Learning

Work-to-date in Pinellas County

Scoring Criteria Development

Lunch

Content Area Group Work

QUICK INTRODUCTION AND REVIEW

The Living Pyramid Experience

- **Read** the competency/mastery statement.
- **Position** yourself within the pyramid on one of the four levels according to where you think your statement best fits.
- **Converse** with up to two others with in your level about your specific statement, noting the differences in statements (if any).
- **Compare** your choice to the GSP Competency-Based Learning triangle

Competency-Based Learning Simplified
A Great Schools Partnership Learning Model

Graduation Requirement	Reporting Method		Assessment Method
YES	**Transcripts and Report Cards**	**Cross-Curricular** Graduation Competencies 5–8 competencies taught in all content areas	**Body of Evidence** Students demonstrate achievement of competencies through a body of evidence evaluated using common rubrics
YES	**Transcripts and Report Cards**	**Content-Area** Graduation Competencies 5–8 competencies for each content area	**Verification of Proficiency** Students demonstrate achievement of content-area graduation competencies through their aggregate performance on summative assessments over time
NO	**Progress Reports**	**Performance Indicators** 5–10 indicators for each cross-curricular and content-area competency that move students toward proficiency and the achievement of graduation competencies	**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

IDEA EXCHANGE

By Subject Area

- Where was I in my "thinking" and "doing" **before** starting my Proficiency-Based Learning journey?
- Where am I **now?**
- What do I see as the **benefits** of Proficiency-Based Learning?
- What I would do **differently**?

Our
Competency-Based
Work-to-Date

Meeting Sessions

→ **October 11 & 12, 2016 | Pinellas County | Competency-Based Progression Assessment Workshop**

→ **August 25 & 26, 2016 | Lake County**

→ **July 19 & 20, 2016 | Pinellas County | Competency-Based Progressions Instruction Workshop**

→ **June 9 & 10, 2016 | Pinellas County | Scoring Criteria Workshop**

→ **April 18, 2016 | Lake County | CBP Meeting**

→ **February 9, 2016, 2016 | Pinellas County | Content Specialist Meeting**

→ **January 27, 2016 | Pinellas County | SDT Meeting**

Webinars

→ **Webinar | Competency-Based Learning 101 | August 29, 2016**

→ **March 23, 2016 | School in the Spotlight | Casco Bay High School**

→ **March 8, 2016 | School in the Spotlight | Alan Shawn Feinstein Middle School**

→ **February 17, 2016 | Developing Task-Neutral Scoring Criteria**

Competency-Based Learning Webinar
Developing Task-Neutral Scoring Criteria
3:30 pm -4:30 pm

In this webinar, we will review the process of developing task-neutral scoring criteria, or rubrics, that can allow for equitable means for demonstrating proficiency within a personalized learning system. A protocol will be provided, along with specific criteria and examples of task-neutral scoring guides.

- Webinar Recording

- Presentation Slides

Scoring Criteria Protocols and Examples

GREAT SCHOOLS PARTNERSHIP

Scoring Criteria
Protocols and Examples

Scoring Criteria Process Documents	
Protocol for Defining Scoring Criteria Design Guide for Scoring Criteria Text Design Guide for Scoring Criteria	
Scoring Criteria Examples by Content Area	
English	ELA Scoring Criteria Henry County ELA Scoring Criteria ELA Indicator/Assessment Map
Math	Math Scoring Criteria Henry County Math Scoring Criteria Math Indicator/Assessment Map
Science	Science Scoring Criteria Henry County Science Scoring Criteria Standards by PRACTICE/CCC Science Indicator/Assessment Map
Social Studies	Social Studies Scoring Criteria Henry County Social Studies Scoring Criteria

Henry County Examples K-12

What is Competency-Based Learning?

COMPETENCY-BASED
LEARNING

IS NOT

A stand-alone intervention

COMPETENCY-BASED
LEARNING

IS

A suite of practices resulting from the thoughtful combination of best practices currently used by expert educators with solid support in the literature

Proficiency

=

Competency

=

Mastery

Competency-Based Learning Simplified
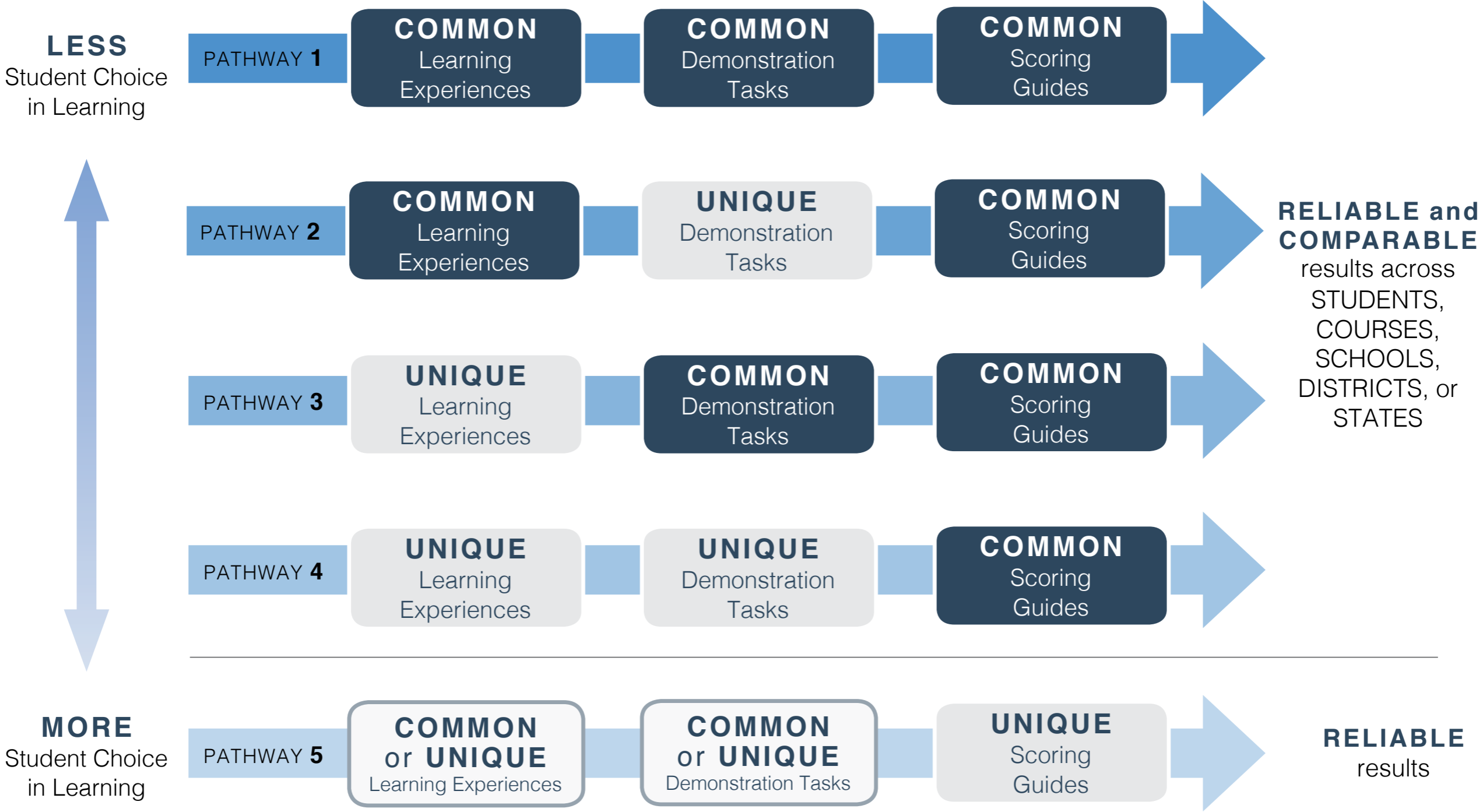A Great Schools Partnership Learning Model

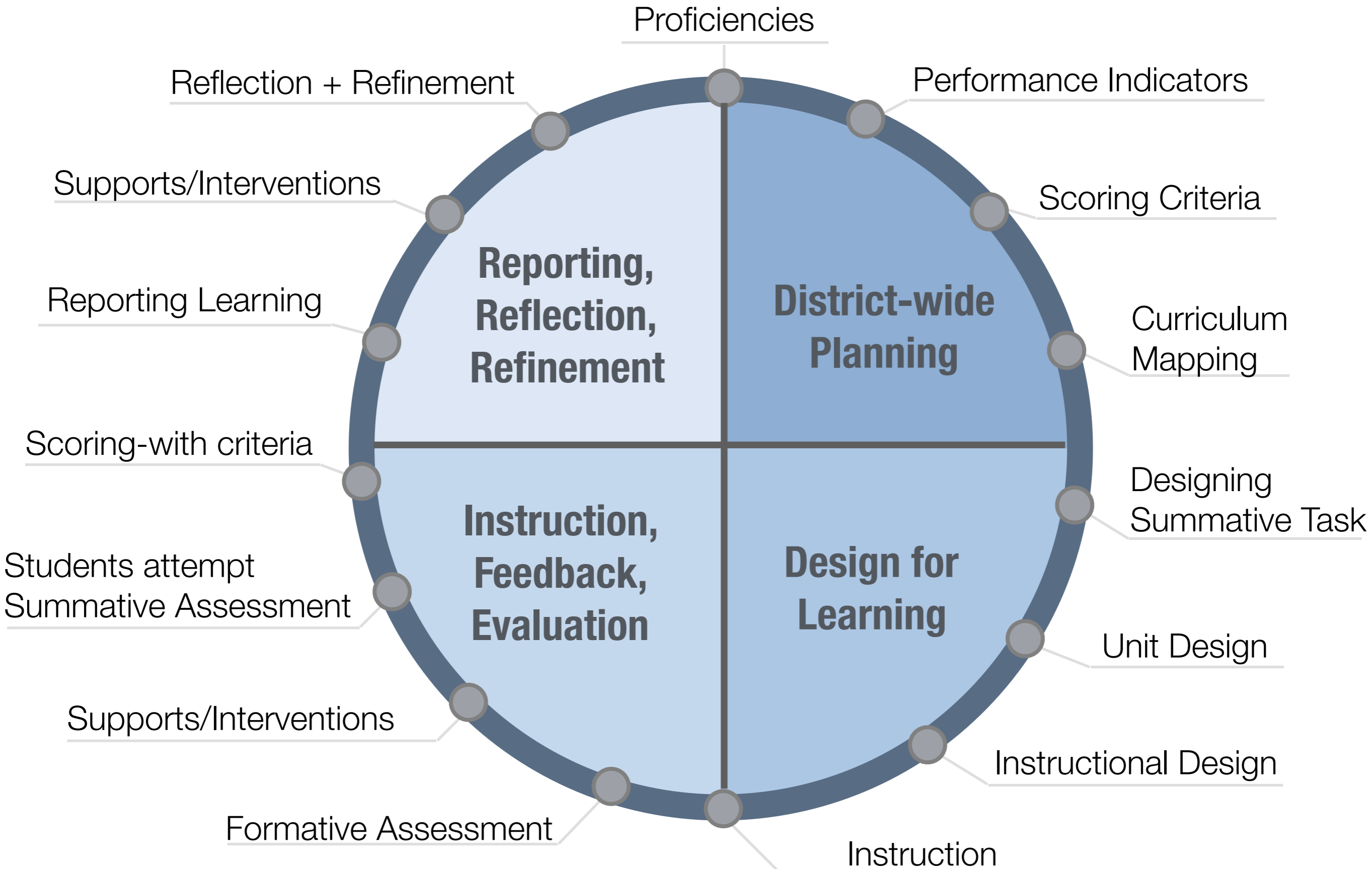| Graduation Requirement	Reporting Method		Assessment Method
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Assessment Pathways Simplified
A Great Schools Partnership Learning Model

LESS
Student Choice
in Learning

PATHWAY **1**
COMMON Learning Experiences → **COMMON** Demonstration Tasks → **COMMON** Scoring Guides →

PATHWAY **2**
COMMON Learning Experiences → **UNIQUE** Demonstration Tasks → **COMMON** Scoring Guides →

RELIABLE and COMPARABLE results across STUDENTS, COURSES, SCHOOLS, DISTRICTS, or STATES

PATHWAY **3**
UNIQUE Learning Experiences → **COMMON** Demonstration Tasks → **COMMON** Scoring Guides →

PATHWAY **4**
UNIQUE Learning Experiences → **UNIQUE** Demonstration Tasks → **COMMON** Scoring Guides →

MORE
Student Choice
in Learning

PATHWAY **5**
COMMON or UNIQUE Learning Experiences → **COMMON or UNIQUE** Demonstration Tasks → **UNIQUE** Scoring Guides →

RELIABLE results

From Standards to Practice

Proficiencies

Performance Indicators

Scoring Criteria

Curriculum Mapping

Designing Summative Task

Unit Design

Instructional Design

Instruction

Formative Assessment

Supports/Interventions

Students attempt Summative Assessment

Scoring-with criteria

Reporting Learning

Supports/Interventions

Reflection + Refinement

Reporting, Reflection, Refinement

District-wide Planning

Instruction, Feedback, Evaluation

Design for Learning

Where Are We Now?

Alignment to Standards/ Benchmarks

Performance Indicators	Benchmark Alignment
HISTORY: Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points and historic influences to analyze the forces of continuity and change in the community, the state, the United States and the world.	
Utilize research and inquiry skills to analyze history using primary and secondary sources and evaluate the credibility of those sources.	W.1.1; W.1.2; W.1.3; W.1.4; W.1.5; W.1.6; A.1.1; A.1.2; A.1.3; A.1.4; A.1.5; A.1.6; A.1.7
Examine the cause, course, and consequences of historical events based on a large array of sources.	W.3.4; W.3.9; A.2.6; A.3.1; A.3.4; A.3.6; A.3.10; A.3.16; A.4.1; A.4.5; A.4.7; A.4.9; A.4.14; A.4.15; A.4.17; A.5.1; A.5.6; A.5.7; A.5.8
Analyze the impact underrepresented groups have had on history.	W.3.3; W.3.16; A.2.5; A.2.6; A.3.4; A.3.8; A.3.15; A.4.4; A.4.11; A.5.2
Examine the influence of significant events, figures, and organizations during historical eras.	W.2.6; W.2.8; W.2.9; W.3.6; W.3.7; W.3.8; W.3.13; W.4.4; W.4.7; W.4.9; A.2.4; A.3.3; A.3.5; A.3.8; A.3.9; A.3.12; A.3.13; A.3.14 A.4.3; A.4.6; A.4.8; A.4.12
Determine the impact geography has had on cultures, institutions, and the course of historical events.	W.2.4; W.4.1; W.4.10; A.2.2; A.5.4
Compare the emergence and impact of ancient and classical civilizations.	W.2.1; W.2.2; W.2.3; W.2.5; W.2.7; W.2.10; W.3.1; W.3.2; W.3.5 W.3.10; W.3.11; W.3.12; 3.14; W.3.15; W.3.17; W.3.18; W.4.1; W.4.8; W.4.11
Identify and critique diverse perspectives to explore socio-cultural, political, and economic relationships in history.	W.2.4; W.3.2; W.3.10; W.3.11; W.3.13; W.3.17; W.4.2; W.4.3; W.4.4; W.4.5; W.4.6; W.4.7; W.4.12; A.2.1; A.2.3; A.2.5; A.3.2; A.3.7; A.3.11; A.4.2; A.4.10; A.4.13; A.4.16; A.4.18; A.5.2; A.5.3; A.5.5

Task-neutral Scoring Rubrics

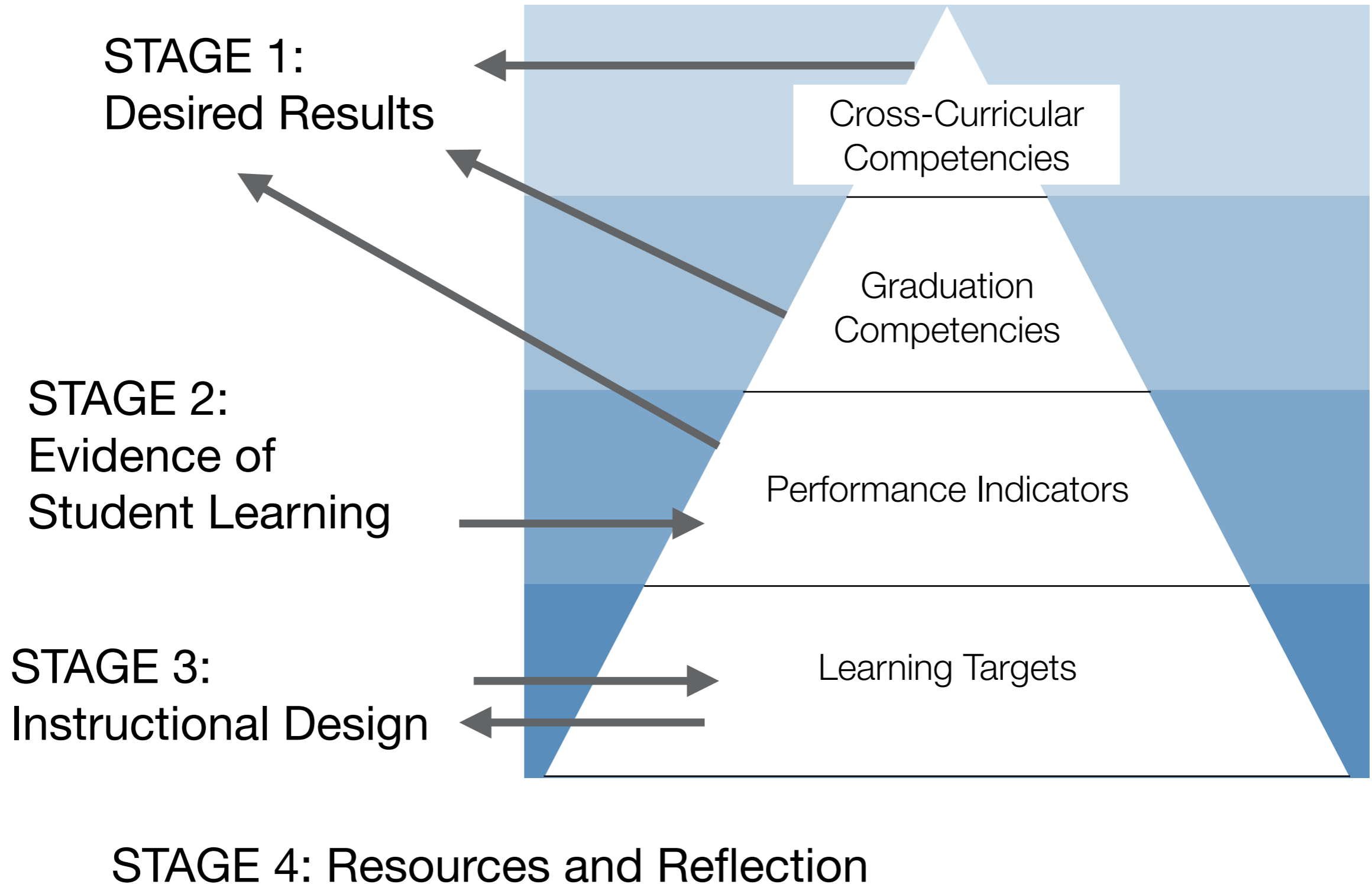| HISTORY: Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points and historic influences to analyze the forces of continuity and change in the community, the state, the United States and the world.				
Task Neutral Scoring Rubric				
Performance Indicators	**Emerging**	**Progressing**	**Proficient**	**Exceeds**
A. Utilize research and inquiry skills to analyze history using primary and secondary sources and evaluate the credibility of those sources.	_**Identifies**_ primary and secondary sources; _**Recognizes**_ basic information (who, what, where, when, why).	_**Summarizes**_ contents of evidence; Uses primary and secondary sources to support argument.	_**Utilizes**_ research and inquiry skills to analyze historical events using primary and secondary sources and evaluate the credibility of those sources.	_**Synthesizes**_ information from multiple sources to construct an argument about the past.
B. Develop credible explanations of the cause, course, and consequences of historical events based on reasoned interpretation of evidence.	_**Describes**_ the course of events; _**Lists**_ causes and effects.	_**Explains**_ the ways historical events are connected to one another; _**Summarizes**_ contents of evidence.	_**Develops**_ believable explanations of the cause, course, and consequences of historical events based on well-thought-out interpretation of evidence.	_**Evaluates**_ alternative explanations of the cause, course, and consequence of events.
C. Identify and critique diverse perspectives to explore social, political, and economic relationships in history.	_**Recognizes**_ social, political and economic relationships; _**Identifies**_ point of view.	_**Summarizes**_ diverse points of view relating to social, political and economic relationships.	_**Compares**_ diverse points of view to explore social, political, and economic relationships in history.	_**Analyzes**_ how social, political, and economic relationships lead to the formation of varying points of view.
D. Determine the significant events, figures, organizations and their contributions during historical eras and trace the impact on enduring themes.	_**Identifies**_ significant events, figures, and organizations;	_**Describes**_ how figures and organizations have shaped significant historical events.	_**Determines**_ the significant events, figures, organizations and their contributions during historical eras and trace the impact on enduring themes.	_**Synthesizes**_ the long-term effects of significant events, figures, organizations.
E. Analyze the effects of geography on cultures, institutions, and the course of historical events.	_**Identifies**_ geographical features.	_**Describes**_ the advantages and disadvantages of various geographical locations.	_**Analyzes**_ the effects of geography on cultures, institutions, and the course of historical events.	_**Connects**_ the effects of geography to long-term trends and themes in history.

Performance Indicators

Graduation Proficiency

HISTORY: Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points and historic influences to analyze the forces of continuity and change in the community, the state, the United States and the world.

Task Neutral Scoring Rubric

Performance Indicators	Emerging	Progressing	Proficient	Exceeds
A. Utilize research and inquiry skills to analyze history using primary and secondary sources and evaluate the credibility of those sources.	*Identifies* primary and secondary sources; *Recognizes* basic information (who, what, where, when, why).	*Summarizes* contents of evidence; Uses primary and secondary sources to support argument.	*Utilizes* research and inquiry skills to analyze historical events using primary and secondary sources and evaluate the credibility of those sources.	*Synthesizes* information from multiple sources to construct an argument about the past.
B. Develop credible explanations of the cause, course, and consequences of historical events based on reasoned interpretation of evidence.	*Describes* the course of events; *Lists* causes and effects.	*Explains* the ways historical events are connected to one another; *Summarizes* contents of evidence.	*Develops* believable explanations of the cause, course, and consequences of historical events based on well-thought-out interpretation of evidence.	*Evaluates* alternative explanations of the cause, course, and consequence of events.
C. Identify and critique diverse perspectives to explore social, political, and economic relationships in history.	*Recognizes* social, political and economic relationships; *Identifies* point of view.	*Summarizes* diverse points of view relating to social, political and economic relationships.	*Compares* diverse points of view to explore social, political, and economic relationships in history.	*Analyzes* how social, political, and economic relationships lead to the formation of varying points of view.
D. Determine the significant events, figures, organizations and their contributions during historical eras and trace the impact on enduring themes.	*Identifies* significant events, figures, and organizations;	*Describes* how figures and organizations have shaped significant historical events.	*Determines* the significant events, figures, organizations and their contributions during historical eras and trace the impact on enduring themes.	*Synthesizes* the long-term effects of significant events, figures, organizations.

Scoring Criteria

Unit Design

STAGE 1:
Desired Results

Cross-Curricular
Competencies

Graduation
Competencies

STAGE 2:
Evidence of
Student Learning

Performance Indicators

STAGE 3:
Instructional Design

Learning Targets

STAGE 4: Resources and Reflection

Stage 1: Desired Results

What is worth understanding?

- Identify assessed proficiencies and performance indicators (cross-curricular + content)

- Unpack and clarify what students will know and be able to do

- Determine the most important take-aways (enduring understandings)

Stage 2: Student Evidence

How will students show understanding?

▸ Select and develop scoring criteria aligned to performance indicators in Stage 1

▸ Design summative performance tasks aligned to performance indicators in Stage 1

▸ Design pre-assessments to uncover what students know and can do prior to instruction

Stage 3: Learning Experience

What promotes engagement, learning, and mastery?

▸ Identify learning targets aligned to performance indicators in Stage 1

▸ Design formative assessments that measure student progress toward targets

▸ Plan for differentiation, supports, extensions, and student choice

Unit Design
Table Talk

Examine components of sample Unit Plan

- How is this format similar to plans your teachers are familiar with?

- What should you consider when writing scoring criteria that teachers will use?

- What will teachers need for PD, time and resources to do this work?

Task-Neutral Scoring Criteria and Assessment

Scoring Criteria and Assessment

Performance Indicator	1	2	3	4
Formulate a long-term personal health plan, incorporating decision-making and goal-setting strategies	I don't understand the value of having goals for my own health.	I understand that personal health goals are important.	I make goals related to my health.	I value making goals related to my health.

Scoring Criteria and Assessment

Performance Indicator	1	2	3	4
Formulate a long-term personal health plan, incorporating decision-making and goal-setting strategies	I have no goals for my health	I have two goals for my health	I have three goals for my health	I have four or more goals for my health

Scoring Criteria and Assessment

Performance Indicator	1	2	3	4
Formulate a long-term personal health plan, incorporating decision-making and goal-setting strategies	I can list goals I have for my own health	I can explain ways I could reach a goal I set for my own health	I can create a plan to meet specific and measurable short term and long term health goals	I can adapt my plan and evaluate my progress so I can continue to positively impact my personal health

Scoring Criteria and Assessment

- What do you notice about imagining assessments for each type of scoring criteria?

- How does the language used in the scoring criteria impact the types of assessments you imagined?

Traits of Scoring Criteria	Weaker Statements	Stronger Statements
Is the criteria **task neutral**?	lists tasks or elements specific to this assessment ex: Analyzes the Articles of Confederation and Constitution for similarities and differences	can be applied to a variety of assessments and tasks ex: Analyzes primary source documents independently and in relation to other primary source documents
Do the criteria use a **clear taxonomy of thinking skills**? Does the **level of thinking expressed in the "meets" match that of the Performance Indicator**?	uses verbs not included on taxonomies of thinking (such as understands) uses verbs from different level of thinking than that of the Performance Indicator to describe "meets" work	applies the levels of thinking in a chosen taxonomy (Bloom's, Webb's, etc.) consistently
Are **all elements of the Performance Indicator** included?	leaves out elements of the Performance Indicator	includes all elements of the Performance Indicator
Do the criteria describe **complexity and quality** rather than frequency?	emphasizes only frequency rather than cognitive demand ex: criteria include use of rarely, never, frequently, 1,2,3, etc.	describes what a student knows and is able to do at each level of proficiency
Do the criteria **describe the complexity and quality positively**?	at "partially meets" or "does not meet" levels, describes only deficiencies in student work rather than what a student can do.	describes what a student includes and does at each level of proficiency

March 3, 2015

Option #1:
Scoring Criteria Workshop

Option #2:
Start Working!

Developing
Scoring Criteria

Traits of Scoring Criteria	Weaker Statements	Stronger Statements
Is the criteria **task neutral**?	lists tasks or elements specific to this assessment ex: Analyzes the Articles of Confederation and Constitution for similarities and differences	can be applied to a variety of assessments and tasks ex: Analyzes primary source documents independently and in relation to other primary source documents
Do the criteria use a **clear taxonomy of thinking skills**? Does the **level of thinking expressed in the "meets" match that of the Performance Indicator**?	uses verbs not included on taxonomies of thinking (such as understands) uses verbs from different level of thinking than that of the Performance Indicator to describe "meets" work	applies the levels of thinking in a chosen taxonomy (Bloom's, Webb's, etc.) consistently
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Do the criteria **describe the complexity and quality positively**?	at "partially meets" or "does not meet" levels, describes only deficiencies in student work rather than what a student can do.	describes what a student includes and does at each level of proficiency

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)

Considering the Process

Assumptions

Educators have developed professional learning groups, a culture of professional reflection, and routines that enable the regular review of student work

Considering the Process

Assumptions

Student work informs the creation of scoring criteria.

Considering the Process

Assumptions

Students and educators have developed a growth mindset.

Considering the Process

Assumptions

A K-12 system of scoring criteria is established.

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"

Building Upon Your Work

Learning Scales (tool for curriculum)	Scoring Criteria (tool for assessment)
Learning scales represent HOW students move through the curriculum	Scoring criteria verify proficiency regarding an indicator based on evidence usually derived from an assessment
Students move from one level to the next with different tasks	Scoring criteria are an evaluative tool that are used to score student work
Scales help teachers design the curriculum and identify next steps for instruction	Scoring criteria enable teachers to maintain consistency in scoring assessments and verifying student proficiency in performance indicators
Scales help students identify learning goals	Scoring criteria provide students with feedback about what knowledge and skills they are able to demonstrate

Scoring Criteria

Exceeds

Learning Scale

Level 1	Level 2	Level 3	Level 4

Proficient

Developing

Initiating

Creating a Rubric for a Summative Assessment

Performance Indicator	Emerging	Developing	Proficient	Exceeds
Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms (HS-PS1-1)	Student is able to locate an element on the periodic table	Student is able to locate an element on the periodic table, identify its basic properties, and determine the number of electrons in the outermost energy level.	Student is able to use the periodic table to accurately predict relative physical and chemical properties of elements. Student is able to describe the relationship between the patter of electrons and other characteristics of that element.	Student is able to analyze observed relative physical and chemical properties of elements and classify them appropriately in the periodic table.
Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron state of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties. (HS-PS-1-2)	Student is able to determine the outcome of a simple chemical reaction.	Student is able to determine the outcome of a simple chemical reaction and explain it in relation to the element's location on the periodic table	Student is able to use their knowledge of the periodic table to predict the outcome of simple chemical reactions. Student is able to explain the outcomes by explicitly referencing the periodic table and its inherent patterns.	Student is able to compare the results of different chemical reactions and explain the differences in outcomes by explicitly referencing the periodic table and its inherent patterns such as outermost electrons, trends, and properties of reactants.
B. Use evidence and logic appropriately in communication	Recognize ideas, concepts, problems, or varied perspectives related to a topic or concept but does not use reasoning to generate a clear claim.	Student includes information from several sources and analyzes or compares the information from these sources.	Analyze and integrate carefully selected evidence from diverse sources and incorporate the relevant pieces into the finished work, analyzing or comparing the information from these sources	Apply evidence in a novel or unfamiliar situation to design a model or solution.

Creating a Rubric for a Summative Assessment

Performance Indicator	Emerging	Developing	Proficient	Exceeds
Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms (HS-PS1-1)	Student is able to locate an element on the p... **Science Performance Indicator**	Student is able to locate an element on the periodic table, ide... ... determine the ... in the outermost energy level.	Student is able to use the periodic table to accurately predict relative physical and chemical properties of ... ... between the patter of electrons and other characteristics of that element.	Student is able to analyze observed relative physical and chemical properties of elements and classify them appropriately in the periodic table.
Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron state of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties. (HS-PS-1-2)	Student is able to determine the outcome of a simp... reaction. **Science Performance Indicator**	Student is able to determine the outcome of a simple chemical rea... ... the element's location on the periodic table	Student is able to use their knowledge of the periodic table to predict the outcome of simple ... ... nt is able to explain the outcomes by explicitly referencing the periodic table and its inherent patterns.	Student is able to compare the results of different chemical reactions and explain the differences in outcomes by explicitly referencing the periodic table and its inherent patterns such as outermost electrons, trends, and properties of reactants.
B. Use evidence and logic appropriately in communication	Recognize ideas, concepts, problems or... related to a topic or concept but does not use reasoning to generate a clear claim. **Cross-Curricular Performance Indicator**	Student includes information from ... and ... compares the information from these sources.	Analyze and integrate carefully selected evidence from diverse ... relevant pieces into the finished work, analyzing or comparing the information from these sources	... evidence in a novel or unfamiliar situation to design a model or solution.

Traits of Scoring Criteria	Weaker Statements	Stronger Statements
Is the criteria **task neutral**?	lists tasks or elements specific to this assessment ex: Analyzes the Articles of Confederation and Constitution for similarities and differences	can be applied to a variety of assessments and tasks ex: Analyzes primary source documents independently and in relation to other primary source documents
Do the criteria use a **clear taxonomy of thinking skills**? Does the **level of thinking expressed in the "meets" match that of the Performance Indicator**?	uses verbs not included on taxonomies of thinking (such as understands) uses verbs from different level of thinking than that of the Performance Indicator to describe "meets" work	applies the levels of thinking in a chosen taxonomy (Bloom's, Webb's, etc.) consistently
Are **all elements of the Performance Indicator** included?	leaves out elements of the Performance Indicator	includes all elements of the Performance Indicator
Do the criteria describe **complexity and quality** rather than frequency?	emphasizes only frequency rather than cognitive demand ex: criteria include use of rarely, never, frequently, 1,2,3, etc.	describes what a student knows and is able to do at each level of proficiency
Do the criteria **describe the complexity and quality positively**?	at "partially meets" or "does not meet" levels, describes only deficiencies in student work rather than what a student can do.	describes what a student includes and does at each level of proficiency

March 3, 2015

Crafting Scoring Criteria
Design Guide

- Scoring criteria illustrate increasingly complex cognitive demand

- Scoring criteria are task-neutral

- Scoring criteria focus on the quality of student work

- Scoring criteria emphasize student assets

Designing Scoring Criteria
Using the Design Guide

Performance Indicator	Initiating	Developing	Proficient	Exceeds
Students will be able to read and evaluate credible and sufficient materials and resources (CCSS.ELA.RH 11-12.2, 3; WHST 11-12.8)	I can identify the main idea and supporting details of materials and resources	I can summarize the main idea from materials and resources	I can analyze relevant materials and resources to draw evidence in support of a claim	I can determine where the text leaves matters uncertain based on author's purpose

Are the scoring criteria:

- **Task neutral?**

- Aligned with the **level of cognitive demand** in the Indicator?

- Include **all elements** of the Performance Indicator

- Describing **complexity** rather than frequency?

- Describing **what students can do** rather than deficiencies?

WRITING SCORING CRITERIA

Process

Choose one content area graduation competency and performance indicator

- **STEP 1**: Unpack the indicator

- **STEP 2**: Define proficiency (Meets)

- **STEP 3**: Develop statements above and below "meets"

Use the Scoring Criteria Design Guide to reflect on your work

Designing Scoring Criteria
Process

Step One:

Unpack the Performance Indicator

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 word 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 words 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 Proficiency

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

Craft a statement describing student work that "meets" expectations for that particular performance indicator.

Classroom Observation Bloom's Taxonomy Level
Reference Chart

	LEVELS + DEFINITIONS	SAMPLE QUESTIONS	SAMPLE ACTIONS	SAMPLE PRODUCTS
HIGHER-ORDER COGNITION ↑	**CREATING** — Putting new elements together to form a coherent or functional whole; reorganizing elements into new patterns and structures	How would you design... What would happen if... How could you think differently about...	Hypothesizing Designing Constructing	Story Poem Film Multimedia Project Song Painting Sculpture
	EVALUATING — Making judgments based on criteria or standards	How would you justify your posiiton? What data support your conclusions? How would you prioritize the evidence?	Testing Critiquing	Debate Report Investigation Conclusion Verdict
	ANALYZING — Breaking down material into its constituent parts and determining how the parts relate to one another and to an overall structure and purpose	What are the pros and cons? How do the parts fit together?	Differentiating Parsing Deconstructing	Survey Database Graph/Chart Spreadsheet Outline
	APPLYING — Carrying out and using a procedure in a given situation	What actions will lead to the result? What could happen next? Which events could not have happened?	Executing Implementing	Experiment Illustration Demonstration Interview Journal
LOWER-ORDER COGNITION ↓	**UNDERSTANDING** — Constructing meaning from instructional messages, including oral, written, and graphic communication	Can you outline? Can you clarify? What is the main idea?	Clarifying Categorizing Summarizing Matching Explaining	Explanation Definition Recitation Collection
	REMEMBERING — Retrieving relevant knowledge from long-term memory	How many? Who was it that? How would you recognize? When did this happen? Can you describe?	Recognizing Recalling	Worksheet List Reproduction

Churches, Andrew. Bloom's Taxonomy, Blooms Digitally. Tech & Learning. (2008)

Adapted from Anderson, L.W. and Krathwohl, D. (Ed.), (2001). A Taxonomy for Learning, Teaching, and Assessing: A revision of Bloom's Taxonomy of educational objectives, complete edition. New York: Longman.

Curriculum Institute. Bloom's Critical Thinking Cue Question. (2012). CurriculumInstitute.org.

NOTE: Sample products are illustrative purposes only—they are not intended to be an observation checklist. Obervers should not make recording decisions based on the presence or absence of these sample products, but rather on the level of cognition students are utilizing.

Avoid Terms Focused on Frequency

- **Frequently**
- **Reliably**
- **Rarely**
- **Never**

Use Terms Focused on Cognitive Demand

- **Create**

- **Evaluate**

- **Explain**

- **Describe**

Designing Scoring Criteria
Process

Step Three:

Describe Levels of Proficiency

Craft statements that describe what a student CAN do above and below "meets"

Designing Scoring Criteria
Example

Health Education Graduation Standard 5- ADVOCACY, DECISION-MAKING AND GOAL-SETTING SKILLS: Demonstrate the ability to use interpersonal communication and advocacy skills; make decisions; and set goals to enhance personal, family and community health.

Performance Indicator	1	2	3	4
Formulate a long-term personal health plan, incorporating decision-making and goal-setting strategies	I can **list** goals I have for my own health.	I can **explain** ways I can reach a goal I set for my own health.	I can **create** a plan to meet immediate and long-term health goals.	I can **adapt** my plan and **evaluate** my progress so I can continue to positively impact my personal health.

Designing Scoring Criteria
Example

Science Graduation Standard: PHYSICAL SCIENCES: STRUCTURE/PROPERTIES OF MATTER, FORCES, AND INTERACTIONS: Understand and analyze matter, reactions and physical systems as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts (PS 1 + PS 2)

Performance Indicator	1	2	3	4
Use the periodic table as a model to **predict** the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms. (HS-PS1-1)	Student is able to **locate** an element on the periodic table.	Student is able to **locate** an element on the periodic table, **identify** its basic properties, and **determine** the number of electrons in the outermost energy level.	Student is able to use the periodic table to accurately **predict** relative physical and chemical properties of elements. Student is able to **describe** the relationship between the pattern of electrons and other characteristics of that element	Student is able to **analyze** observed relative physical and chemical properties of elements and **classify** them appropriately in the periodic table.

Designing Scoring Criteria
Example

Math Graduation Standard 2- **ALGEBRA**: Interpret, represent, create and solve algebraic expressions.

Performance Indicator	1	2	3	4
Students will be able to **interpret** the structure of expressions.	I can **define** an expression.	I can **identify** the individual parts of an expression.	I can **examine** an expression and **justify** conclusions about the meanings of the different parts according to the context of the problem.	I can **create** an expression and **justify** conclusions about the meaning of all the different parts according to the context of the problem.

Designing Scoring Criteria
Example

Graduation Standard 6- HISTORY: Apply and demonstrate knowledge of major eras, enduring themes, turning points and historic influences to analyze the forces of continuity and change in the community, the state, the United States and the world.

Performance Indicator	1	2	3	4
Use evidence to **analyze** interpretations of historical events based on different perspectives	I can **state** different points of view of an historical event.	I can **contrast** different points of view of an historical event, citing general evidence to support my point.	I can **compare** and **contrast** interpretations of historical events from different points of view, using specific evidence to support my point.	I can **critique** different points of view regarding an historical event, using specific, convincing evidence to support my point.

Tune a sample

Art Example

Performance Indicator	Does Not Meet	Partially Meets	Meets	Exceeds
Students will be able to evaluate the features of composition in the artistic discipline	I can define features of composition but cannot identify any in a piece of work.	I have not identified any features of composition or the ones I have identified are incorrect.	I can correctly identify three features of composition in a piece of work that I have not seen before.	I can correctly identify and judge the quality of features in a composition in a piece of work that I have not seen before.

ELA Example

Performance Indicator	Does Not Meet	Partially Meets	Meets	Exceeds
CCSS.ELA-LITERACY.W.9-10.2.B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	The writer **includes** few basic facts. The quotes or examples chosen connect poorly with the claim, do not support the claim or indicate misunderstanding of the sources or texts.	The writer **selects** broad examples, well-known facts, or generalizations to support the claim.	The writer **discriminates** to support his/her claim with relevant facts, concrete details, quotations, or other information and examples. The writer makes some **decisions** about how to organize the evidence.	The writer **discriminates** to support his/her claim with facts, concrete details, quotations, or other information and examples which fully support the claim and may indicate sophisticated research. Evidence is organized in a logical or creative way

WRITING SCORING CRITERIA

Process

Choose one content area graduation competency and performance indicator

- **STEP 1:** Unpack the indicator

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Use the Scoring Criteria Design Guide to reflect on your work

USE STUDENT WORK TO GROUND THE REVIEW OF SCORING CRITERIA AFTER AN ASSESSMENT.

Ask…
What do we see students doing here?

Group Work

Tune Your Work

Protocol: Tuning Scoring Criteria

|	Process to Use in Your School
1	**Assign Roles** - Facilitator, Presenter, Note taker, Time keeper
2	**Presenter** - Share a limited set of draft scoring criteria + pose a focusing question (5 min)
3	Participants ask **clarifying questions** (2-3 min)
4	**Examine** scoring criteria using Design Guide (10-15 min)
5	Provide warm and cool **feedback** (10-12 min evenly split)
6	**Presenter reflects** on the take-away (2-3 min)

Group Tuning

Questions?
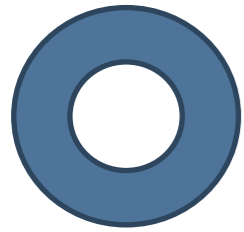
○ What's swirling around in your head?
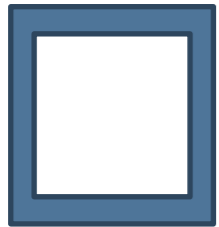
□ What squares with your thinking?
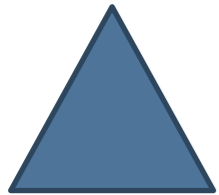
▲ What changes in practice does this make you consider?
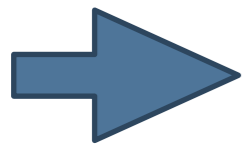
➤ What's one action step you will take next?

THANK YOU FOR PARTICIPATING

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