



RIDE Rhode Island
Department
of Education

Rhode Island Learning Champions

May 23, 2017

Courtney Jacobs, Senior Associate, GSP
Erin Dukeshire, Senior Associate, GSP

TODAY'S PRESENTERS

Erin Dukeshire,
Senior Associate



TODAY'S PRESENTERS

Courtney Jacobs,
Senior Associate



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Great Schools Partnership

207-773-0505

CONNECTIONS

CONNECTIONS

1. What have you taught?
2. What have you learned?

CONNECTIONS

What have you done well this year?
Or, in what area have you improved
the most?

Agenda

Webinar Outcomes

Review Drafts: Performance Indicators and Scoring Criteria

What Makes Strong Scoring Criteria?

Scoring Criteria Round #1

Scoring Criteria Round #2

Webinar Survey & Questions

Outcomes

Determine what a student can do and needs to know in order to demonstrate proficiency on Cross-Curricular Performance Indicators.

Outcomes

Determine what a student can do and needs to know in order to demonstrate proficiency on Cross-Curricular Performance Indicators.

OR

Reflect on your draft of Scoring Criteria for Cross-Curricular Proficiencies, or on samples from another state.

Outcomes

Give feedback on another group's draft of Scoring Criteria for Cross-Curricular Proficiencies, or on samples from another state.

Norms

Norms

- Assume good intentions

Norms

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- Listen well

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- Allow others sufficient “air time”

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- Foster good humor

Norms

- Assume good intentions
- Listen well
- Allow others sufficient “air time”
- Freely attend to personal needs
- Foster good humor
- Respect: time, social media wishes and works in progress

Norms

Examples of feedback from the April webinar:

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- "Measurable with rubric and allows for varied types of assessment..."

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- "Could this be broken up a bit or rephrased...?
Agree - I think if it's broken up more it would be easier to measure"

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Examples of feedback from the April webinar:

- "Measurable with rubric and allows for varied types of assessment..."
- "Could this be broken up a bit or rephrased...?
Agree - I think if it's broken up more it would be easier to measure"
- "How is difference or conflict dealt with?"

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Examples of feedback from the April webinar:

- "Measurable with rubric and allows for varied types of assessment..."
- "Could this be broken up a bit or rephrased...? Agree - I think if it's broken up more it would be easier to measure"
- "How is difference or conflict dealt with?"
- "I'm not sure multiple sources, contexts, disciplines are necessary for critical thinking."

Partnership

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SECONDARY SCHOOL
CONSORTIUM

Goals

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- Support a community of RI practitioner-learners to explore and support Proficiency-Based Learning in their classrooms, schools and/or districts

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- Craft an exemplar set of proficiencies, performance indicators and scoring criteria for cross-curricular skills and content areas

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- Support a community of RI practitioner-learners to explore and support Proficiency-Based Learning in their classrooms, schools and/or districts
- Craft an exemplar set of proficiencies, performance indicators and scoring criteria for cross-curricular skills and content areas
- Design sample assessments aligned to proficiencies, performance indicators and scoring criteria

Process Review

Cross-Curricular Proficiencies were determined, based on the Rhode Island Applied Learning Skills:

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- Reflection and Evaluation

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- Groups provided and considered feedback on the Performance Indicators to arrive at the current, working drafts of indicators for each proficiency.
- Learning Champions learned how to craft Scoring Criteria and studied samples from other states and districts.

Process Review

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- Some working groups brainstormed the skills and knowledge necessary to demonstrate proficiency on each Performance Indicator

Process Review

- Some working groups brainstormed the skills and knowledge necessary to demonstrate proficiency on each Performance Indicator
- Some working groups drafted scoring criteria for each Performance Indicator.

Feedback

In August, we will provide each Cross-Curricular Proficiency group with compiled feedback from other Champions, RIDE staff, and Great Schools Partnership Coaches.

What are Scoring Criteria?

Scoring Criteria

Describe levels of proficiency for each performance indicator.

How are they used?

CREATING A RUBRIC FOR A SUMMATIVE ASSESSMENT

Performance Indicator	Emerging	Developing	Accomplished	Exemplary
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CREATING A RUBRIC FOR A SUMMATIVE ASSESSMENT

Performance Indicator	Emerging	Developing	Accomplished	Exemplary
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.

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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.

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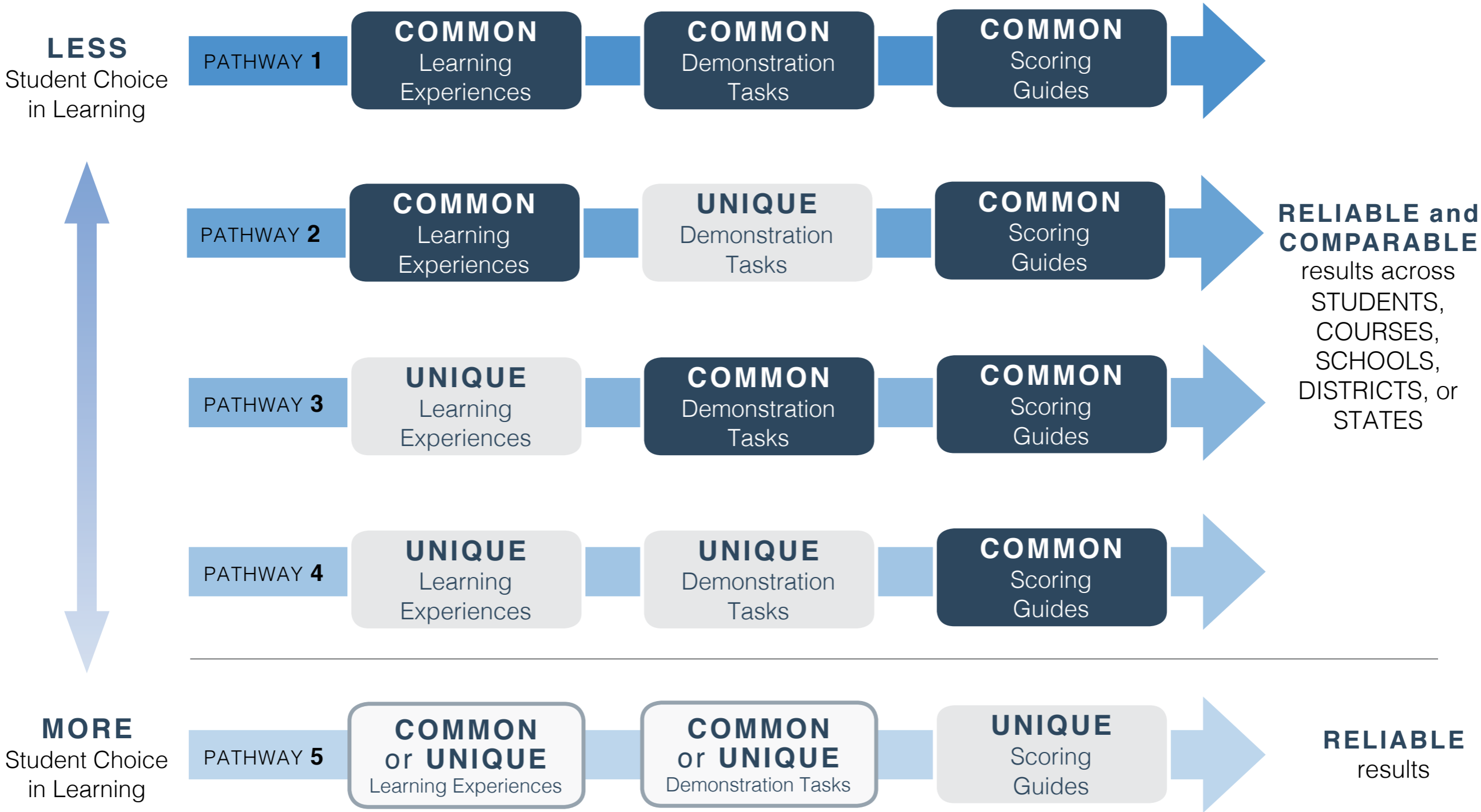
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Assessment Pathways Simplified

A Great Schools Partnership Learning Model

We believe that reliability results from the careful alignment of demonstrations tasks and instruction with intended learning outcomes. Comparability is possible when teachers assess student work with task-neutral common scoring guides and have time to calibrate their understanding and use. The graphic below represents five general learning pathways and how they can be assessed. While each of these has instructional value, only the first four will lead to greater comparability over time because they are assessed using common scoring criteria. We believe that these pathways are valuable and represent the many ways educators are personalizing learning for students in a proficiency-based learning system.



What makes strong Scoring Criteria?

Scoring Criteria

Design Guide

4 Principles

4 PRINCIPLES

Principle 1

Scoring criteria illustrate increasingly complex cognitive demand.

Is the level of thinking expressed in the performance indicator represented at the proficient level?

Has a chosen taxonomy been consistently applied?

4 PRINCIPLES

Principle 2

Scoring criteria focus on the quality of student work.

Do the criteria describe what a student knows and can do at each level of proficiency, rather than how often they can do it?

Is the language clear and student-friendly?

4 PRINCIPLES

Principle 3	Scoring criteria emphasize student assets.
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Are the criteria stated positively and represent what a student can do rather than describing deficiencies?

4 PRINCIPLES

Principle 4

Scoring criteria are task-neutral.

Can the scoring criteria be applied to a variety of tasks?

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)	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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. (Start by writing the description at the “competent” level.)

Designing Scoring Criteria

Process

Step Three:

Describe Other Levels of Performance

Craft statements that describe what a student CAN do above and below “competent”

Designing Scoring Criteria

Process

Step Four:

Check Your Work and Revise

Use the Scoring Criteria Design Guide to check your work and make adjustments.

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

Draft Review

<http://greatschoolspartnership.org/ri-champions/>

Review Process

Two rounds of work and feedback

Group	Round 1	Round 2
Research	"Need to Know / Can Do" Brainstorm	Give feedback on sample scoring criteria
Problem Solving and Critical Thinking	"Need to Know / Can Do" Brainstorm	Give feedback on sample scoring criteria
Collaboration	Give feedback on sample scoring criteria	Continue OR Give feedback to another group
Communication	Reflect on your own scoring criteria	Give feedback on another group's scoring criteria
Reflection and Evaluation	Reflect on your own scoring criteria	Give feedback on another group's scoring criteria

Round 1

Round 1: Directions

Group	Round 1
Research	"Need to Know / Can Do" Brainstorm
Problem Solving and Critical Thinking	"Need to Know / Can Do" Brainstorm
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Round 1: Where to Find Documents

Open [RI Champions Page](#) in separate tab/ browser or click on the link that will appear in the webinar space.

- “Need to Know”/“Can Do” Tables are under the Cross Curricular Proficiency they belong to (ex: Research)
- Scoring Criteria documents for feedback are under the “Give Feedback” bar at the bottom of the Champions' page. Find the document listed with your group's Cross Curricular Proficiency (ex: Communication)

Navigate back to Adobe webinar space to ask questions using the chat box



Round 1: Directions

Group	Round 1
Research	"Need to Know / Can Do" Brainstorm
Problem Solving and Critical Thinking	"Need to Know / Can Do" Brainstorm
Collaboration	Give feedback on sample scoring criteria
Communication	Reflect on your own scoring criteria
Reflection and Evaluation	Reflect on your own scoring criteria

Round 2

Round 2: Directions

Open [RI Champions Page](#) in separate tab/ browser or click on the link that will appear in the webinar space.

Group	Round 2
Research	Give feedback on sample scoring criteria for Research
Problem Solving and Critical Thinking	Give feedback on sample scoring criteria for Problem Solving and Critical Thinking
Collaboration	Continue giving feedback on sample scoring criteria for Collaboration OR Give feedback to another group
Communication	Give feedback on Reflection and Evaluation scoring criteria
Reflection and Evaluation	Give feedback on Communication scoring criteria

NEXT STEPS

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- Groups will be provided with feedback from RIDE staff, GSP staff and fellow Learning Champions
- During our August 8-9 in-person sessions you will have an opportunity to consider feedback and make revisions

UPCOMING EVENTS

July 23, 2017	Webinar #4	3 pm - 4 pm
August 8-9, 2017	In-person sessions	8 am - 3 pm each day

Other:

- Dates for the fall
- Affinity Group Feedback and Networking Ideas

QUESTIONS & FEEDBACK

Feel free to send us additional **questions** using the contact information on the RI Learning Champions website.

Provide feedback on this webinar in order to help make future webinars as productive as possible

<https://fs19.formsite.com/GSP1/form227/index.html>

THANK YOU!

<http://greatschoolspartnership.org/ri-champions/>

