WiFi

Network: Wyndham-Guest

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Resources:

greatschoolspartnership.org/ri-champions

NEW ENGLAND
SECONDARY SCHOOL
CONSORTIUM

Rhode Island

Learning Champions

January 31, 2019

Welcome!

Today's Facilitators

From the Great Schools Partnership:

Courtney Jacobs, Senior Associate

Dan Liebert, Senior Associate

Katie Thompson, Senior Associate

Steve Sell, Senior Associate

Partners

Rhode Island Department of Education Coordinators

Colleen O'Brien, Literacy Specialist

Susan Pagliaro, Mathematics Specialist

Cali Cornell, College and Career Readiness Specialist

OUTCOMES

- Build a network of Learning Champion educators across Rhode Island
- Explore the role of Proficiency-Based Learning in supporting the development of graduates who are prepared for post-secondary education, work, and life
- Deepen understanding of assessment principles and practices to support the development of graduates who are prepared for post-secondary education, work, and life
- Calibrate scoring, determine proficiency levels and assemble sample student work

Today's Agenda

Welcome+Overview

Content Area Groups: Calibrated Scoring

Lunch

Content Area Groups: Calibrated Scoring

Debrief and Reflection

Closing & Feedback

Resources

www.greatschoolspartnership.org/ri-champions

Rhode Island Proficiency Frameworks

CROSS-CURRICULAR +

ENGLISH +

In-Person Meeting Sessions

EVENT #6 FEBRUARY 28, 2019 +

EVENT #5 JANUARY 31, 2019 +

EVENT #3 AND #4, JULY 17 + 18, 2018 +

Connect!

#RILearningChampions

Common Agreements

- Assume good intentions
- Listen well
- Allow others sufficient “air time”
- Freely attend to personal needs
- Foster good humor
- Honor the wisdom and perspectives of all
- Respect: time, social media wishes and works in progress
- Chocolate!

Logistics

Logistics

- Breakout rooms
- Restrooms
- Food

Questions?

If you have any questions please record them on a sticky note and post them on the parking lot poster.

Sweet Spot

Connections

Sweet spot: share a success in your work so far this year.

Candy Calibration

Pairs Pair Up

(Groups of 4)

Candy Calibration:

A fun way to focus on the process. Consider:

- How did you do in living up to the common agreements? Which common agreement(s) did your group exemplify?
- Which common agreement(s) did you struggle with?
- How did your conscious and unconscious bias/ lens enter the conversation and scoring?
- How did you handle difficulties and/or disagreements within your group?

Considered Wording

Instead of…	Try…
“I wouldn’t accept this level of work from my students.”	Stay focused on where students currently are and consider that a range of factors may have gotten them to where they are. How can we help all students progress?
“What are they teaching (or NOT teaching) in/at…?”	Consider what kind of feedback you might offer that would be helpful to students in building and demonstrating their skills.
“Wow—look at this one!” or other comments that draw attention to weaker pieces of student work.	Consider how you might talk about the piece of student work with the family of that student.

Candy Calibration

As a group: Review the candy scoring criteria. Consider the qualities you are looking for in the candy before you try it.

Individually: Try the piece of candy and score it against the scoring criteria. Note where the candy falls on the levels of proficiency.

In groups, participants share scores Round Robin style:

- Each participant shares their scores for each Performance Indicator. The group works through the Performance Indicators one by one, discussing them until they arrive at a consensus score.

As you discuss, follow these guidelines:

- Be open and listen to others.
- Refer to specific features of the candy as you explain your viewpoint.
- Be sure to use the language of the scoring criteria in this discussion.

*As you work through this process try to note how you handle difficulties and/or disagreements within your group and consider the conscious and unconscious bias/lens you bring to the scoring and conversation.

Debrief

- How did you do in living up to the common agreements? Which common agreement(s) did your group exemplify? Which common agreement(s) did you struggle with?
- How did conscious and unconscious bias/lens enter the conversation and scoring?
- How did you handle difficulties and/or disagreements within your group?
- How do you think this process will be different when the urgency is different (i.e. looking at student work, not candy)?

Share

How did you handle difficulties and/or disagreements within your group?

Thank You to Leadership Learning Champions!

Setting the Stage

Flow of the day

Setting the Stage

- Review Protocol
- Review Task & Unpack Scoring Criteria
- Grade Band Calibration Work
- Individual Scoring of Student Work

Lunch

- Individual Scoring of Student Work
- Revision and Reflection

Closing+Feedback

Reflection

- What lens am I bringing to this work (e.g. gender, race, age, role, expertise, etc.)?
- How does the lens impact how I score this work?
- What conscious/unconscious bias might be present in my scoring of work?
- What assumptions do I hold about the content, task, etc.?

Keep in Mind

- Assessing and scoring student work is not a "one and done" endeavor.
- Scoring and assessing work is a way of identifying necessary supports and interventions.
- Students should be provided multiple opportunities to revise work and/or retake task in an effort to achieve proficiency.

Considered Wording

Instead of…	Try…
“I wouldn’t accept this level of work from my students.”	Stay focused on where students currently are and consider that a range of factors may have gotten them to where they are. How can we help all students progress?
“What are they teaching (or NOT teaching) in/at…?”	Consider what kind of feedback you might offer that would be helpful to students in building and demonstrating their skills.
“Wow—look at this one!” or other comments that draw attention to weaker pieces of student work.	Consider how you might talk about the piece of student work with the family of that student.

Scoring & Collaboration

Scoring and Calibration Protocol

1. Get familiar with the task, Performance Indicators, and Scoring Criteria. (10 mins)
2. What is this task asking for? How would you answer the question(s)? (10 mins)
3. Select 3 pieces of student work to calibrate before individual scoring. (5 mins)
4. Select one of the Performance Indicators to focus on first. (1-2 mins)
5. Review one piece of student work and mark assessment related to the first Performance Indicator. (10 mins)
6. Share scores for the first Performance Indicator. Discuss scores until reaching a consensus score. *Notetaker records the consensus scores on the Group Consensus Scoring Sheet.
7. Repeat steps 4-6 until the group has reached consensus on scores for all Performance Indicators on at least three pieces of student work.
8. Select 10 pieces of student work that all participants will review and score.
9. Record score for each indicator on Individual Scoring Sheet, noting a score (based on the scoring criteria) for each performance indicator.
10. After 10 pieces have been scored and read, come back together and repeat step 6 (Group Calibration).
11. Notetaker captures scores of all individuals on group scoring sheet.
12. Repeat steps 8-11 after every 10 samples of student work.
13. Debrief.

As you read and score work, consider…

- How does the student work align or not align to the performance indicators?
- What level of proficiency is evidenced in the work as described by the Scoring Criteria?

As you discuss scores with colleagues, remember to…

- Be open and listen to others.
- Refer to specific features of the student work as you explain your viewpoint.
- Be sure to use the language of the Scoring Criteria in this discussion.

Reminder: If it is impossible to arrive at consensus after about 10 minutes of discussion, then move on.

Roles & Responsibilities

Facilitator:

- Ensure group is clear about the process being used for scoring & calibration and help keep the group on track
- Use norms to help group work through dilemmas, issues, etc.

Timekeeper:

- Manage time for the group according to time stamps on the protocol

Notetaker:

- Capture all final scores on group scoring sheet
- Responsible for taking notes according to questions on group tracker document

Step 1:

Individually, participants familiarize themselves with the task, the Performance Indicators, and Scoring Criteria.

(10 mins)

Step 2:

As a group, participants articulate their expectations for a response to the task with a focus on the language of the Scoring Criteria (e.g., solve the problem, how would you answer the question?, bulleted list).

(10 mins)

Step 3:

Select 3 pieces of student work to calibrate scoring.

(5 mins)

Step 4:

The group selects one of the Performance Indicators (being assessed in this task) to focus on first.

(1-2 mins)

Step 5:

Individually, participants review one piece of student work quietly and mark their assessments of the piece on their scoring sheet related to the first Performance Indicator.

(10 mins)

Step 6:

Each participant shares his/her scores for the first Performance Indicator for each piece of student work. The group discusses scores until reaching a consensus score.

(If consensus has not been achieved after 10 minutes of discussion, table that indicator's discussion and move to score the next indicator. Be sure to FLAG that Student ID as incomplete.)

Notetaker records the consensus scores on the Group Consensus Scoring Sheet.

Step 7:

Repeat steps 4-6 until the group has reached consensus on scores for all Performance Indicators on at least three pieces of student work.

Step 8:

As a group, select 10 pieces of student work that all participants will review and score.

1.

Step 9:

Record score for each indicator on Individual Scoring Sheet, noting a score of 1, 2, 3 or 4 (based on the scoring criteria) for each performance indicator.

Lunch

Step 10:

After 10 pieces have been scored and read, come back together and repeat step 6 (Group Calibration)

Step 11:

Repeat steps 8-10 after every 10 samples of student work.

Step 12:

Notetaker captures scores of all individuals on group scoring sheet

Wrap-Up & Debrief

Debrief the Protocol

Debrief

- What worked well?
- What did you find challenging?
- Ideas for how to use this process in schools?

Reflection on the Task

Discuss and Record

Was the task successful in eliciting evidence for the Content + Cross Curricular Performance Indicators that were to be assessed?

What language within the task was helpful in eliciting evidence from students?

What components within the task were problematic, or need revisions to ensure student success?

What next steps do you envision?

Next Steps +

Closing

Upcoming Work...

Session 6:

Date: February 28, 2019

Location: Wyndham Newport Hotel

Time: 8:30 am-2:30pm

Focus: Annotate Anchor Work; Revise Performance Indicators, Scoring Criteria and Assessment Tasks

Snow Date: March 12, 2019

Location: Wyndham Newport Hotel

Feedback

Questions?

Contact Information

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GREAT SCHOOLS PARTNERSHIP

NEW ENGLAND SECONDARY SCHOOL CONSORTIUM

RIDE Rhode Island Department of Education

Thank You