



*Keeping Our Promise to
the District's Children*

Making Our Standards Work

- Knowing
- Teaching
- **Assessing**

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Scoring Guides

- Leveled criteria for assessing student performance
- Clear expectations aligned to the skills and concepts of the standards

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Why Scoring Guides?

- They take the mystery out of learning – students know what will be required.
- They motivate students to understand and produce high-quality work.

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Tipping Scoring Guide

- Choose your favorite restaurant – family style or elegant dining.
- What would your server need to do to earn a 15% tip?
- What would (s)he need to do to earn a 20% tip?
- Take 10 minutes to develop your criteria and then we'll share out.

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Help All Students Succeed

- Share with students what “proficient” and “exemplary” work looks like in terms of specific and observable criteria.
- Use language that is understood by students, teachers and parents.
- Refer to the scoring guide frequently.
- Provide immediate feedback to improve work.
- Use the guide to assess completed work

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Scoring Guide Strategies

- Linked explicitly to standards and tasks
- Supported by examples of “proficient” and “exemplary” student work
- Refined through more than one draft
- Developed by teachers and students

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Three Types of Scoring Guides

- Procedural (Behavioral)
 - Used to set acceptable standards for classroom behavior and management
- Academic (Content)
 - Specific criteria used to assess academic performance (content and skills) on one task, assignment, project, or performance
- Generic (Generalized)
 - Same as academic, but applicable to more than one task, assignment, project or performance

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Two Kinds of Criteria

- Quantitative (Reflects specific number)
 - Proficient (e.g., 3 examples)
 - Exemplary (e.g., 4 or more examples)
- Qualitative (Reflects unique characteristics)
 - Proficient (e.g., Identifies main character)
 - Exemplary (e.g., Relates main character to self or another character in the story, noting similarities and differences)

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Performance Task 4

- **6.IT-E.1**
- Make a prediction about the author's purpose.
- Read the selection, identify the main ideas and supporting details.
- Describe how the supporting details confirm or negate your predictions.

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Task 4 - "Proficient"

- Student is able to identify ideas (main and some supporting).
- Student is able to support ideas (main and supporting) with reference to the text (may not cite the text).
- Student is able to evaluate the author's purpose (evidence from text is not provided).

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Task 4 - "Exemplary"

- All proficient criteria met PLUS:
- Student is able to identify ideas, (main and supporting).
- Student is able to support ideas (main and supporting) with evidence from the text .
- Student is able to evaluate the author's purpose with evidence supported in the text.

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Task 4 - "Progressing"

- Student is able to identify some ideas, but cannot distinguish between main and supporting ideas.
- Student provides some evidence, may not directly support the ideas.
- Student states author's purpose.

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Task 4 - “Not Yet Meeting the Standard(s)”

- Student is not able to identify ideas, main or supporting.
- Student is not able to cite evidence from the text to support ideas.
- Student cannot identify the author’s purpose.

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Start with “Proficient”

- Being “proficient” is the goal for all students.
- Review the task requirements AND unwrapped content/skills to determine proficient criteria.
- Scoring guide criteria should mirror what the task requires.

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The “Exemplary” Level

- Start first line with: “All proficient criteria met PLUS:”
- Look at each of the proficient criteria.
- Consider how each could be enhanced to go beyond “proficient”.

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The “Progressing” Level

- Written for specific criteria, OR
- Written as, “Meets 4 of 5 criteria needed for proficient”
- Both methods are effective.

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Possible Errors

- Too General = risk of unfairness and inconsistency
- Too Specific = risk of being too prescriptive
- The better error is to be “too specific.”
- Specificity is the key to fairness.

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Strive for Objective Language

- Specific
- Measurable
- Observable
- Understandable
- Matched to the task

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Write A Scoring Guide

- Review the performance tasks you developed
 - Directions to students
 - Targeted unwrapped skills and concepts.
- Create a four-level scoring guide using labels students will understand.
- Consider first what a “proficient” performance will demonstrate.

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Write A Scoring Guide

- Use language that is observable, measurable, and specific that students will understand.
- The guide should reflect the standards.
- The guide should mirror the task requirements.
- Repeat the process for the remaining tasks.

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Share Your Work

- **Address the following:**
 - Content Area & Grade Level
 - Power Standard(s)
 - Big Ideas & Essential Questions
 - Engaging Scenario
 - Performance Tasks & Scoring Guide(s)

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Summary of the Process

- Choose an identified Power Standard
- Unwrap that Standard
- Determine Big Ideas
- Create Essential Questions
- Write Performance Tasks
- Develop Engaging Scenarios
- Write Scoring Guides

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