

# ASSESSMENT LITERACY:

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## FROM PERFORMANCE INDICATORS TO SCORING CRITERIA

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# OUTCOMES

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Clarify the role of scoring criteria within a personalized learning system

# OUTCOMES

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Identify a process for developing scoring criteria at the school level

# OUTCOMES

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Access to tools + resources to support the development of scoring criteria

# AGENDA

- Welcome, overview, introductions
- Framing Assessment within a Personalized Learning System
- Designing Scoring Criteria
- Tools + Resources
- Questions

# Defining Personalization

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Personalized Learning = Proficiency-Based Graduation + Multiple & Flexible Pathways + Learner-Centered Accountability

# Why PBE

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Clear, universal, rigorous,  
college & career-ready  
**expectations** for all  
students

# Why PBE

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+ Clearly articulated **levels of proficiency** that students can attain in each area of skill & knowledge



# Why PBE

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Assessments clearly  
+ aligned to the identified  
standards +  
performance indicators

# Why PBE

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+ Consistency in scoring to ensure equitable application of expectations

# Why PBE

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+ Clear, descriptive and actionable **feedback** to students

# Why PBE

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+ A system of comprehensive, just-in-time, tailored support for students who are struggling or exceeding

# Why PBE

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Opportunities for students  
to take greater ownership  
of their learning by allowing  
+ for voice + choice in how  
and where they learn +  
how they demonstrate  
learning

# Why PBE

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→ Increased attendance,  
engagement, voice, and  
choice

# Why PBE

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= Successful student  
learning

# Why Proficiency-Based Education?

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Clear, universal, rigorous, college & career-ready expectations

- + **Clearly articulated levels of proficiency**
- + Assessments aligned to standards + indicators
- + Consistency in scoring
- + Clear, descriptive, actionable feedback
- + System of interventions and supports
- + Learning pathways and demonstrations
- > Increased attendance, engagement, voice, choice



## STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

<b>1</b>	<b>INITIATING</b>
<p>Some efforts have been made to align coursework with career and college-ready learning standards, but in practice many teachers continue to use lessons that are unaligned or outdated. The school uses a standardized credit system based on seat time, letter grades, number averaging, and other traditional practices to measure academic progress and determine readiness for graduation. There is a great deal of variation from classroom to classroom in grading practices and standards. Students are often unaware of learning expectations for courses and lessons, and they rarely receive descriptive feedback on assignments. High-stakes external assessments often unilaterally drive instruction and lesson design.</p>	

<b>3</b>	<b>DEVELOPING</b>
<p>School-wide curricula and instruction have been aligned with common learning standards, but this effort has not been systematic or systemic. District and school leaders have engaged in conversations about adopting a true standards-based system, and the principal and teacher-leaders have visited schools that are using effective standards-based practices. Teachers are employing multiple formative assessment strategies in the classroom, and academic support is being provided to ensure that struggling students have learned material before they move on to the next lesson. Some departments have developed common rubrics to enhance the consistency of grading and reporting, but this practice has not been embraced by all teachers or institutionalized school-wide. In some cases, learning expectations remain unclear and many students are still unaware of their own learning strengths and weaknesses or which learning standards teachers are addressing.</p>	

<b>5</b>	<b>PERFORMING</b>
<p>The school has publicly committed to becoming a true standards-based learning community, and graduation policy has been modified to require all students to demonstrate mastery of learning standards and high levels of college and career readiness before receiving a diploma. The faculty has prioritized learning standards in every content area so that the most essential content, skills, and habits of mind are covered in depth before teachers move on to additional material and standards. Multiple assessments are used to determine that students have mastered what they have been taught, and underperforming students are provided with additional instructional time, academic support, and alternative learning options to ensure that they are able to learn and demonstrate achievement in ways that work best for them. All teachers use common scoring guides that provide detailed descriptions of required learning proficiencies at each developmental stage and expected level of performance.</p>	

## STEP 4 >> SCORE YOUR SCHOOL

Place an **X** on the scale below to indicate your school's performance in this dimension.



STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1 INITIATING	3 DEVELOPING	5 PERFORMING
<p>Some efforts have been made to align coursework with career and college-ready learning standards, but in practice many teachers continue to use lessons that are unaligned or outdated. The school uses a standardized credit system based on seat time, letter grades, number averaging, and other traditional practices to measure academic progress and determine readiness for graduation. There is a great deal of variation from classroom to classroom in grading practices and standards. Students are often unaware of learning expectations for course and lessons, and they rarely receive descriptive feedback on assignments. High-stakes external assessments often unilaterally drive instruction and have a strong influence on learning outcomes.</p>	<p>School-wide curricula and instruction have been aligned with common learning standards, but this effort has not been systematic or systemic. District and school leaders have engaged in conversations about adopting a true standards-based system, and the principal and teacher-leader have visited schools using effective standards-based practices. Teachers are employing multiple formative assessment strategies in the classroom, and academic support is being provided to ensure that struggling students have opportunities to learn before they move on to the next lesson. Some departments have developed common rubrics to enhance the consistency of grading and reporting, but this practice has not been adopted by all teachers or implemented school-wide. In some cases, learning expectations remain unclear and many students are still unaware of their own learning strengths and weaknesses relative to learning standards. Teachers are addressing these issues.</p>	<p>The school has publicly committed to becoming a true standards-based learning community, and graduation policy has been modified to require all students to demonstrate mastery of learning standards and high levels of college and career readiness before receiving a diploma. The faculty has prioritized learning standards in every content area so that the most essential content, skills, and habits of mind are covered in depth before teachers move on to additional material and standards. Multiple assessments are used to determine if all students have mastered what they have been taught, and underperforming students are provided with additional instructional time, academic support, and additional learning opportunities that are available to learn and demonstrate proficiency in ways that work best for them. All teachers use common scoring guides that provide detailed descriptions of required learning proficiencies at each developmental level and expected level of performance.</p>

**Multiple assessments are used to determine mastery... All teachers use common scoring guides that provide detailed descriptions of required learning proficiencies and expected levels of performance.**

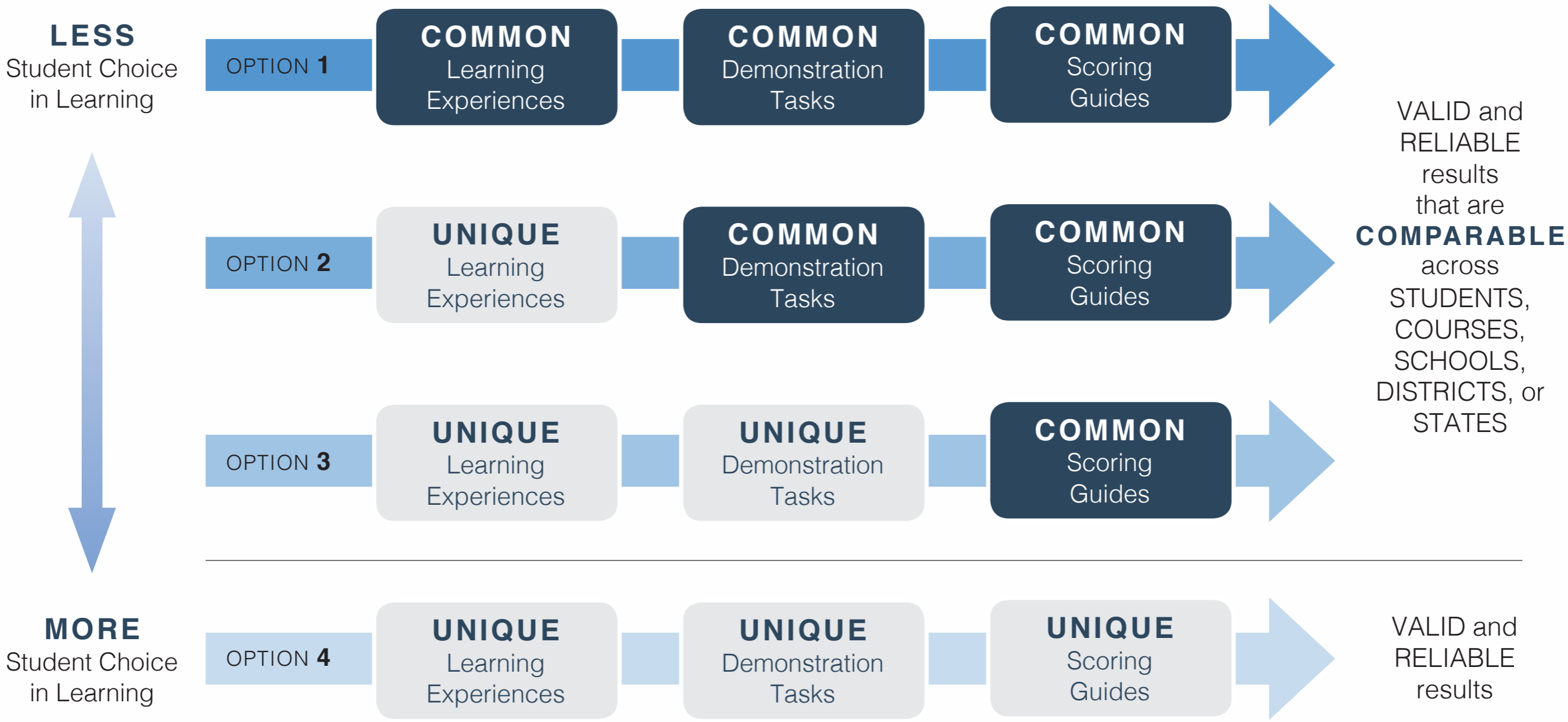
STEP 4 >> SCORE YOUR SCHOOL

Place an **X** on the scale below to indicate your school's performance in this dimension.



# Assessment Pathways Simplified

A Great Schools Partnership Learning Model



# Designing Scoring Criteria: Preliminary Steps

<b>Consistency in Structure</b>	<ul style="list-style-type: none"><li>• Levels of proficiency are named and consistently applied throughout the school within the common scoring scale (<i>i.e. Does not meet, Partially meets, Meets, Exceeds or 1, 2, 3, 4</i>)</li></ul>
<b>Common Phrasing</b>	<ul style="list-style-type: none"><li>• Phrases defining each level of proficiency are structured in a similar manner</li><li>• For example, phrases all begin with an active verb, “I can,” “Students are able to”</li></ul>

# Designing Scoring Criteria:

## Sample

<b>Performance Indicators</b>	<b>Does Not Meet</b>	<b>Partially Meets</b>	<b>Meets</b>	<b>Exceeds</b>
1. Students will be able to develop appropriate research questions. (CCSS.ELA-Literacy.WHST.11-12.7)	I can <u>list</u> some specifics about a topic that would help develop my understanding.	I can <u>identify</u> broad questions that are relevant to my studies and focus my research.	I can <u>construct</u> open-ended questions that build on one another and require evidence and support.	I can <u>analyze</u> my own research questions to refine them based on my earlier questions and learning.

Each set of scoring criteria can eventually become a line in a rubric for a project that assesses multiple performance indicators.

# Designing Scoring Criteria: Continuum of Achievement

Cognitive Demand	Weaker Statements	Stronger Statements
<ul style="list-style-type: none"> <li>• What <b>depth of knowledge</b> does the performance indicator demand?</li> <li>• Are there <b>defined levels of achievement</b> and rigor associated with each level of proficiency?</li> <li>• Do the scoring criteria identify <b>complexity</b> rather than frequency?</li> </ul>	<ul style="list-style-type: none"> <li>• Lists tasks specific to assessments</li> <li>• Emphasizes only frequency rather than cognitive demand (e.g. rarely, sometimes, never; 1, 2, 3 times)</li> <li>• Leaves out elements of the performance indicator</li> <li>• In the “partially meets” or “does not meets” categories, describes deficits, rather than describing what a student can do</li> </ul>	<ul style="list-style-type: none"> <li>• Can be applied to a variety of assessments or tasks</li> <li>• Applies Bloom’s Revised Taxonomy, Marzano’s New Taxonomy, or Webb’s Depth of Knowledge scales when defining levels of achievement</li> <li>• Includes all elements described in the performance indicator</li> <li>• Describes what a student knows or is able to do at each level of proficiency</li> </ul>

# Designing Scoring Criteria:

## Sample

1	2	3	4
I can describe linear and exponential functions as increasing/growth or decreasing/decay.	I can recognize how a linear or exponential function must change for a particular problem.	I can explain the starting value and the change factor for a linear and exponential function.	I can create models for real world problems in terms of linear and exponential functions.

Describe

Recognize

Explain

Create

# Considering the Process

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“...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)



# Designing Scoring Criteria: Process

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## Step One

**Ask:** 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
<p><i>c. Determine or clarify the meaning of words 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></p>	<ul style="list-style-type: none"> <li><i>I can figure out precisely what an author means by each word in a text.</i></li> <li><i>I can tell the difference between when an author intends a word to be understood literally and when an author is using a word as part of a figure of speech</i></li> <li><i>I can analyze how the author's word choices affect his or her meaning or tone.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>parts of speech</i></li> <li><i>sentence structure</i></li> <li><i>context clues, parallel text, footnotes</i></li> <li><i>the tools of figurative language (similes, metaphors, personification)</i></li> <li><i>vocabulary: connotation/denotation, figurative</i></li> <li><i>tone</i></li> </ul>

# Designing Scoring Criteria: Process

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## Step Two

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

# Sample Scoring Criteria:

## Content Area: World Language

Novice Low	Novice Mid	Novice High	Intermediate Low
<p>I can <b>recognize</b> letters, symbols, and characters in the target language.</p> <p>I can <b>recognize</b> high frequency words and/or phrases in context.</p>	<p>I can <b>recognize</b> words, phrases, and characters with the help of visuals.</p> <p>I can <b>identify</b> highly contextualized words and phrases, including cognates and borrowed words.</p>	<p>I can <b>interpret</b> familiar words, phrases and sentences in short and simple texts related to everyday life.</p> <p>I can <b>identify</b> main ideas of a simple text using context and/or pictures for cues.</p>	<p>I can <b>identify</b> main ideas and <b>cite</b> supporting details in short and simple texts.</p> <p><b>I can make inferences by identifying key details from the text.</b></p>

*Verbs that describe cognitive demand*

**Recognize**

**Recognize &  
Identify**

**Identify &  
Interpret**

**Identify, Cite &  
Make Inferences**

# Avoid Terms Focused on Frequency

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FREQUENTLY

RELIABLY

RARELY

NEVER

# Use Terms Focused on Cognitive Demand

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CREATE

EXPLAIN

RECOGNIZE

DESCRIBE

**IF POSSIBLE, USE STUDENT  
WORK TO GROUND THE  
DISCUSSION  
AND REVIEW.**



**ASK: “WHAT DO WE SEE  
THE STUDENT DOING  
HERE?”**





# Use the Design Guide to tune your work

Cognitive Demand	Weaker Statements	Stronger Statements
<ul style="list-style-type: none"><li>• What <b>depth of knowledge</b> does the performance indicator demand?</li><li>• Are there <b>defined levels of achievement</b> and rigor associated with each level of proficiency?</li><li>• Do the scoring criteria identify <b>complexity</b> rather than frequency?</li></ul>	<ul style="list-style-type: none"><li>• Lists tasks specific to assessments</li><li>• Emphasizes only frequency rather than cognitive demand (e.g. rarely, sometimes, never; 1, 2, 3 times)</li><li>• Leaves out elements of the performance indicator</li><li>• In the “partially meets” or “does not meets” categories, describes deficits, rather than describing what a student can do</li></ul>	<ul style="list-style-type: none"><li>• Can be applied to a variety of assessments or tasks</li><li>• Applies Bloom’s Revised Taxonomy, Marzano’s New Taxonomy, or Webb’s Depth of Knowledge scales when defining levels of achievement</li><li>• Includes all elements described in the performance indicator</li><li>• Describes what a student knows or is able to do at each level of proficiency</li></ul>

# Applying the Design Guide

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1. In your packets, find the sample scoring criteria and the Design Guide for Scoring Criteria.

# Applying the Design Guide

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2. Working with your colleagues, apply the design guide to the first set of scoring criteria

Would you classify these as strong or weak?

If they are weak, how can they be strengthened?

# Applying the Design Guide

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3. Move on to the next set of sample criteria and follow the same steps

# QUESTIONS





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# THANK YOU

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