

Protocol for Defining Scoring Criteria for Performance Indicators - Disaggregated

PURPOSE: To draft descriptions of levels of mastery for each Performance Indicator that:

- Are task neutral
- Align with the level of cognitive demand of the Performance Indicator
- Include all elements of the Performance Indicator
- Describe complexity rather than frequency at each level
- Focus on what students can do rather than what they can't do

TIME NEEDED: Two hours or more for the first graduation competency; approximately one - two hours for each of the remaining graduation competencies. *(This work takes time but once you complete it, you have the components ready-made for every rubric that you will need to build in the future)*

ROLES: Facilitator, timekeeper, note-taker

MATERIALS:

- Mastery-Based Learning Simplified graphic
- Content-area graduation competencies and performance indicators for the content area
- Cognitive taxonomies (e.g., Revised Bloom's Taxonomy, Marzano's New Taxonomy, or Webb's Depth of Knowledge)
- Design Chart for Scoring Criteria
- Chart paper and markers or projector and laptop(s)
- Student work related to Performance Indicators / Graduation Competencies [Optional].

PROCESS:

- 1. Project or write on chart paper a table with three columns for the first Performance Indicator.** (see below)
- 2. Unpack the performance indicator and make two lists (10 min).** Discuss the Performance Indicator carefully, making two lists:
 - a. "I can...." statements that describe the skills students will need to demonstrate for mastery on this performance indicator.
 - b. "I need to know" statements that describe the concepts, facts, vocabulary, and other content knowledge to effectively apply the skills.

Sample:

GRADUATION COMPETENCY: Reading Fiction/Non Fiction

Performance Indicator	I can...	Need to Know
Determine or clarify the meaning of words and phrases as they are used in the text, including: <ul style="list-style-type: none">• <i>Figurative, connotative and technical meanings;</i>• <i>Analyze the impact of specific word and phrase choices on meaning and tone (4, Language 4,5).</i>	I can figure out precisely what an author means by the work choices in the text. <ul style="list-style-type: none">• <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>• <i>I can analyze how the author's word choices affect his or her meaning or tone.</i>	<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; and• tone.

3. Review student work representative of the performance indicator.¹ (20 min):

- Sort the student work into three categories: work that all agree **meets** the standard, work that all agree **does not meet** the standard, and work where there is not clear agreement about where it falls.
- Consider the work that **meets** the standard. Describe the attributes of the student work that relate to the performance indicator. A good prompt is: “what do we see the student doing in this work?”
- Consider the work that **does not meet** the standard. Describe the attributes of the work that relate to the performance indicator.
- Revise your list of “I can...” and “I need to know...” statements based on the discussion of student work.

Note: The purpose of using student work here is not to score the work, but to *describe* what student work looks like at different levels of mastery.

4. Define Scoring Criteria. (35 min)

- **Project or write on chart paper a table for your Scoring Criteria with five columns:** the Performance Indicator, meets the standard, exceeds the standard, partially meets the standard, and does not meet the standard.

¹ If student work is not available, this step can be omitted; however, it is strongly recommended to ensure common understanding of mastery descriptions.

- Review the **Design Chart for Scoring Criteria**. (5 min) When defining scoring criteria at different performance levels, create statement that:
 - Are task neutral
 - Align with the level of cognitive demand of the Performance Indicator (using the agreed upon cognitive taxonomy)
 - Include all elements of the Performance Indicator
 - Describe complexity rather than frequency
 - Focus on what students can do rather than what they can't do
- **Copy the text** that you have written in the “I can” column and paste it into the “meets” column of your rubric.
- **Draft “Exceeds,” “Partially Meets,” and “Does Not Meet” Language² (20 min):**
 - Choose the level above or below “Meets”. Describe what a student *can* do at this level [using student work if applicable].
 - ☞ Is the difference from meets at the level of cognitive demand?
 - ☞ Is the difference from meets because not all elements of the performance indicator are included?
 - ☞ Is the difference from meets because of a difference in difficulty of material to which a student can apply this?
 - ☞ Is the difference from meets some combination of the above?

Sample:

Performance Indicator	Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard	Exceeds The Standard
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	<ul style="list-style-type: none"> • I can figure out unfamiliar words in texts that are below the Text Complexity band for my grade level. • I know some of the vocabulary of word choice ('detonation') 	<ul style="list-style-type: none"> • I can use some tools (such as context clues, parallel text, and footnotes) that I can use to help me figure out the meanings of words in texts at the Text Complexity band for my grade level. 	<ul style="list-style-type: none"> • I can figure out precisely what an author means by word choices in the text. • I can tell the difference between when an author 	<ul style="list-style-type: none"> • I can figure out unfamiliar words in text that are above the Text Complexity band for my grade level. • I can distinguish figurative language, word

² If possible, ground this discussion in the exemplars of student work. Examine the exemplars of work that does not meet the standard asking, "What do we see students doing here?" This will help you describe the moves that student make when they are approaching mastery, but have not achieved it yet. If there is an exemplar that all the teachers agree exceeds the standards, the same question can be used to describe what students do when they are.

(4, Language 4,5).	'connotation,' and 'figurative') • I can identify some important words in the text but may not yet analyze them correctly.	• I know the words 'denotation,' 'connotation,' 'and figurative' • I can identify important words in the text but may not yet analyze them correctly.	intends a word to be understood literally and when an author is using a word as a figure of speech. • I can analyze how the author's word choices affect his or her meaning or tone.	relationships, and nuances in word meanings, even when words have similar denotations. • I can analyze subtle changes in tone or meaning that are achieved through word choice.
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5. **Repeat this process for each Performance Indicator** until all performance indicators in a graduation competency have scoring criteria.

6. **Debrief the process.** What worked well? What could we improve on for next time? (5 min.)

Next Steps:

- Tune the scoring criteria that you have written using the **Design Chart for Scoring Criteria**.
- Align or develop assessments aligned with performance indicators.
- Use the scoring criteria to evaluate student work and tune the scoring criteria based on its utility for describing student work.