**Facilitators’ Guide for Assessment Literacy Module 3**

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| **After Slide 1:**  Look through the slide printout, the Handouts and Templates. Use the “Compare/Contrast Chart—Module 3: Scoring” found in the Module 3 Training Set to preview learning about scoring keys and scoring rubrics found in this module.   |  | | --- | | **Compare/Contrast Module 3: Scoring** |   Use the following Compare/Contrast chart and the PowerPoint Handout to preview learning about scoring keys and scoring rubrics found in this module. Provide Definitions and Characteristics   |  |  |  | | --- | --- | --- | | **Compare/Contrast Module 3: Scoring** | | | |  | *Scoring Key* | *Scoring Rubric* | | Definition  Slides  9/15 | Possible Responses:  *Tools that provide the correct answer and point value for a selected response item.* | Possible Responses:  *Scoring rubrics are tools used to measure and evaluate students’ achievement of a task. Rubrics are able to score items and tasks based on one or more dimensions. These dimensions are often called “criteria.”* | | Characteristics  Slides  9,12/15-16 | Possible Responses:  *Display other information about an item, such as*   * *Name of assessment* * *Grade and/or course* * *Administration (when the assessment is administered)* * *Total possible points of the entire assessment* * *The item’s number as it appears on the test* * *The item tag* * *The item type* * *The item’s point value* * *The item’s answer.* | Possible Responses:  There are two major types of scoring rubrics: holistic and analytic.   * In holistic scoring, the scorer is combining multiple aspects or criteria with a particular classification scheme. This means that the performance is judged in its totality and assigned a point value based on a single dimension or criteria. * Conversely, analytic rubrics define key criteria either within or across multiple dimensions and assign point values. These point values are aggregated into the classification scheme, and aggregated points are assigned to determine “pass or fail” classifications.   Holistic rubrics are best suited for Short Constructed Response items, as well as for items that do not assess multiple performance skills/criteria.  Holistic rubrics   * are used when performance criteria cannot be separated clearly, * combine all performance criteria for simultaneous evaluation * require the scorer to enter only a singular point value based on the student’s performance as a whole   Analytic rubrics are best suited for Extended Constructed Response items and Performance Tasks, since these item types normally assess multiple performance skills and/or criteria.  Analytic rubrics   * are used for more complex tasks that measure many skills at once, * separate performance criteria into separate dimensions, and each criterion is scored individually, and * provide every scoring level of each different criterion its own statement that specifies guidelines for attaining that specific level of achievement   When enacting the procedural steps for creating either holistic or analytic rubrics, some additional guidelines may be useful.   * Choose criteria that assess intended learning outcomes of the standards or instructional goals you intend to assess. Effective rubrics do not list all possible criteria; they list the right criteria for the assessment’s purpose. Ask yourself this question: “What characteristics of student work would give evidence for student learning of the knowledge or skills specified in the standard or instructional goal? “ * Criterion selected should demonstrate the following characteristics: * Appropriate. Each criterion represents an aspect of a standard, curricular goal or instructional goal that students are intended to learn. * Definable. Each criterion has a clear, agreed-upon meaning that both students and teachers understand. * Observable. Each criterion describes a quality in the performance that can be perceived by someone other than the person performing. * Distinct form one another. Each criterion identifies a separate aspect of the learning outcome the performance is intended to assess. * Complete. All the criteria together describe the whole of the learning outcomes the performance is intended to assess. * Able to support descriptions along a continuum of quality. Each criterion can be described over a range of performance levels.   Describing Criteria Performance   * Describe a continuum of levels of performance quality for each criterion.   + Describe what is observed   + Clear   + Cover the whole range of performance   + Distinguish among levels   + Center the target performance (acceptable, mastery, passing) at the appropriate level   + Feature parallel descriptions from level to level * Avoid odd numbers of criteria descriptor levels. * Identify and describe the Proficient Level first. * Describe student performance in terms that allow for many different paths to success. | |
| **After slide 19:**  Participants can discuss the TDA item (from Module 2) and review the PDE TDA rubric. |

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| **After Slide 20:**  Participants could use the PDE TDA rubric to create an analytic rubric for instructional value. |

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| **After Slide 24**  Using the “Guidelines for Selecting and Describing Criteria Performance,” critique the following holistic rubric.  Selecting Criteria   * Choose criteria that assess intended learning outcomes of the standards/instructional goals.   + Appropriate   + Definable   + Observable   + Distinct from one another   + Complete   + Able to support description s along a continuum of quality   Describing Criteria Performance   * Describe a continuum of levels of performance quality for each criterion.   + Describe what is observed   + Clear   + Cover the whole range of performance   + Distinguish among levels   + Center the target performance (acceptable, mastery, passing) at the appropriate level   + Feature parallel descriptions from level to level * Avoid odd numbers of criteria descriptor levels. * Identify and describe the Proficient Level first. * Describe student performance in terms that allow for many different paths to success.  |  |  |  | | --- | --- | --- | | ***Score*** | ***Oral Presentation Holistic Rubric*** | ***Critique*** | | 4 | * The topic is addressed clearly * Speech is loud enough and easy to understand * Good eye contact * Visual aid is used effectively * Well organized |  | | 3 | * The topic is addressed adequately * Speech has appropriate volume * Eye contact is intermittent * Visual aid helps presentation * Good organization | | 2 | * The topic is addressed adequately * Speech volume is not consistent * Student reads notes-erratic eye contact * Visual aid does not enhance speech * Organization falters occasionally | | 1 | * The topic needs more explanation * Speech is difficult to understand at times * Lack of adequate eye contact * Poor visual aid-does not contribute to understanding * Lack of organization | | 0 | * The topic is not addressed * Speech cannot be heard or understood * No eye contact-reads entire speech * No visual aid * No evidence of organization | |

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| **After Slide 25**  Using the top-down approach for designing rubrics, adapt the following oral presentation holistic rubric to become a visual presentation (poster, PowerPoint , YouTube, science fair project, etc.) rubric. (If the rubric was critiqued after Slide 24, consider correcting flaws when adapting the statements for the visual presentation rubric. Otherwise, disregard the flaws.)   |  |  |  | | --- | --- | --- | | ***Score*** | ***Oral Presentation Holistic Rubric*** | ***Visual Presentation Holistic Rubric*** | | 4 | * The topic is addressed clearly * Speech is loud enough and easy to understand * Good eye contact * Visual aid is used effectively * Well organized |  | | 3 | * The topic is addressed adequately * Speech has appropriate volume * Eye contact is intermittent * Visual aid helps presentation * Good organization |  | | 2 | * The topic is addressed adequately * Speech volume is not consistent * Student reads notes-erratic eye contact * Visual aid does not enhance speech * Organization falters occasionally |  | | 1 | * The topic needs more explanation * Speech is difficult to understand at times * Lack of adequate eye contact * Poor visual aid-does not contribute to understanding * Lack of organization |  | | 0 | * The topic is not addressed * Speech cannot be heard or understood * No eye contact-reads entire speech * No visual aid * No evidence of organization |  | |

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| **After Slide 26**  (This task requires that the two previous tasks for slides 24 and 25 have been completed.)  1. Create a task statement that would be appropriate for the Visual Presentation Holistic Rubric that was adapted after Slide 25. Be sure to consider a standard/grade level that this task is assessing.   |  | | --- | | Task Statement: |   2. Using the Quality Assurance Checklist (Handout 3.1.2, Slide 26), provide a review statement for each of the task criteria based on the Visual Presentation Holistic Rubric that was adapted and the Task Statement that was created.  **3.1.2 Scoring Rubric: QA Checklist**   |  |  | | --- | --- | | **Targeted Content Standards** | Does the rubric reflect a performance continuum?  Review Statement: | | **Developmentally Appropriate** | Is the rubric clear and concise?  Review Statement: | | **Aligned to Task** | Does the rubric provide all dimensions (components) of the task?  Review Statement: | | **Criteria** | Does the rubric include expectations for a “fully correct” response?  Review Statement: | | **Potential Bias** | Does the rubric omit non-cognitive attributes (e.g., motivation, timeliness)?  Review Statement: | | **Editing** | Have editorial correctness and Universal Design principles been applied?  Review Statement: | |
| **After Slide 29:**  Improve the following multiple response choices based on the selected response scoring guidelines presented in Slide 29. *(As a follow-up to module 2, it would be appropriate to improve the item stems as well!)*  *(The questions come from an online “American Trivia” source,* [*http://www.triviacountry.com/M1-Multiple-Choice-Trivia-Questions.htm*](http://www.triviacountry.com/M1-Multiple-Choice-Trivia-Questions.htm) *, so are not intended to be linked to any specific standards or grade levels. )*  1. In the year 1900 in the U.S. what were the most popular first names given to boy and girl babies? A. William and Elizabeth B. Joseph & Catherine C. **John and Mary** D. George/Anne  Use of and, &, /  Alphabetize  2. When did the Liberty Bell get its name? A. when it was made, in 1701 B. when it rang on July 4, 1776 C. **in the 19th century, when it became a symbol of the abolition of slavery** D. none of the above  Longer distractor  Use of “none of the above”  3. In 1985, five percent of U.S. households had telephone answering machines. By 1990 what percentage of homes had answering machines? A. 15 percent B. 10 percent C. **31 percent** D. 51 percent  Numerical order  4. Which of these characters turned 40 years old in 1990? A. **Charlie Brown** B. Bugs Bunny C. Mickey Mouse D. Goofy  Alphabetize  Selection “D” should have two names, like the others  5. Before becoming George Bush's Secretary of Defense, what was Dick Cheney's position? **A. congressman from Wyoming** B. governor of New Hampshire C. secretary of defense under Ronald Reagan  Should have four selections  Selection “C” is not written parallel to “A” and “B”  *This set comes from* [*http://cft.vanderbilt.edu/guides-sub-pages/writing-good-multiple-choice-test-questions/#alternative*](http://cft.vanderbilt.edu/guides-sub-pages/writing-good-multiple-choice-test-questions/#alternative)*.*  6. Who gathered the data that helped reveal the structure of DNA?  A. Francis Crick  B. George Washington  Should have only four selections  Selection “E” is not plausible  C. James Watson  D. Rosalind Franklin  E. Snoopy  7. How many chromosomes are found in a typical human cell?  A. 12  B. 18  The website where this item is found claims that “the alternatives are overlapping because a cell that contains 18 chromosomes also contains 12; a cell that contains 32 also contains 18 and 12, etc.  C. 32  D. 46  E. 54  8. Who received a Nobel Prize for discovering the structure of DNA?  A. Francis Crick D. A and B  Use of “A and B, B and C, A and C”  Use of two columns  B. James Watson E. B and C  C. Rosalind Franklin F. A and C |

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| **After Slide 38**  Complete the following charts, citing advantages/disadvantages for using a Holistic vs. an Analytic rubric for each of the following items type.  Trainer Reference: (Statements come from “How to Create and Use Rubrics for formative and summative assessment,” Susan M Brookhart, ASCD 2013)   |  |  |  | | --- | --- | --- | |  | Advantages | Disadvantages | | Holistic | 1. Scoring is faster than with analytic rubrics. 2. Requires less time to achieve inter-rater reliability. 3. Good for summative assessment | 1. Single overall score does not communicate information about what to do to improve. 2. Not good for formative assessment. | | Analytic | 1. Gives diagnostic information to teacher. 2. Gives formative feedback to students. 3. Easier to link to instruction than holistic rubrics. 4. Good for formative assessment; adaptable for summative assessment; if you need an overall score for grading, you can combine the scores. | 1. Takes more time to score than holistic rubrics. 2. Takes more time to achieve inter-rater reliability than with holistic rubrics. |  |  |  |  | | --- | --- | --- | | Item Type:  SCR Stand-Alone | Advantages | Disadvantages | | Holistic |  |  | | Analytic |  |  |  |  |  |  | | --- | --- | --- | | Item Type:  SCR Passage-Based | Advantages | Disadvantages | | Holistic |  |  | | Analytic |  |  |  |  |  |  | | --- | --- | --- | | Item Type:  ECR Stand-Alone | Advantages | Disadvantages | | Holistic |  |  | | Analytic |  |  |  |  |  |  | | --- | --- | --- | | Item Type:  ECR-TDA | Advantages | Disadvantages | | Holistic |  |  | | Analytic |  |  |  |  |  |  | | --- | --- | --- | | Item Type:  Performance Task | Advantages | Disadvantages | | Holistic |  |  | | Analytic |  |  | |

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| **After Slide 48**  A. How might you adapt and complete a scoring guide for the following question(s) provided in “matching” format?  B. Based on prior learning about writing selected response stems and answer selections, what improvements might you make to this item?  Several inventions of historical significance are listed in Column I. For each question, select the name in Column II which is associated with that invention. Record your choice on the line preceding the question number. Remember that an answer may be used only one time.   |  |  | | --- | --- | | Column I  \_\_\_\_ 1.  airplane \_\_\_\_ 2.  steamboat \_\_\_\_ 3.  automobile \_\_\_\_ 4.  radio \_\_\_\_ 5.  iron stoves \_\_\_\_ 6.  television | Column II  a.  John Baird b.  Sir Frederick Banting c.  Henry Ford d.  Benjamin Franklin e.  Robert Fulton f.  Marchese Marconi g.  Orville Wright |   Item Scoring Guide for Scoring Key, Matching Item   |  |  |  |  | | --- | --- | --- | --- | | **Assessment Name** | **Grade/Course** | **Administration** | **Total Possible Points** | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Item #** | **Item Tag** | **Item Type** | **Point Value** | **Answer** | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |

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| **After Slide 56:**  Write statements to score responses to the following prompts, using the rubric chart provided.  Prompts:  1. 4th Grade SCR Stand-alone item. (Consider writing the rubric for each individual question or for all three questions grouped together.)  Question found at <http://www.edteck.com/dbq/eiq/4_ss_crq.pdf>.     |  |  | | --- | --- | | 2 points |  | | 1 point |  | | 0 points |  |   2. 8th Grade SCR Passage-based item.  Passage found at <http://www.nationsreportcard.gov/reading_2007/r0040.aspx>.  **Kid Fights Cheater Meters and Wins!** The true story of a girl with a stopwatch and a bag of nickels who uncovered a local parking scandal and helped change the laws of her state . . .  Ellie Lammer wasn't trying to spark a revolt, she just wanted a haircut. That was in the fall of 1997. Ellie was 11 years old at the time, and she was getting her tresses trimmed in her hometown of Berkeley, California. When Ellie and her mom returned to their car, they found a parking ticket stuck to the windshield. It didn't seem possible: Less than an hour earlier, Ellie had pumped an hour's worth of coins into the meter. But now the needle was at zero, and Ellie's mom owed $20.  Feeling cheated, Ellie dropped another nickel in the meter and twisted the knob. The needle clicked over to the four-minute mark. Ellie stared at her watch while her mom watched the meter. Less than three minutes later, all of the time had expired. There it was: proof that they'd been cheated. The city tore up the ticket when Ellie's mom complained about the meter.  But the experience left Ellie wondering how many other meters were inaccurate. Six months later, she decided to find out. She'd been looking around for a good science-fair project—and that meter in Berkeley still bothered her. So armed with a bag of nickels and a stopwatch, she hit the streets.  Ellie didn't have the time or money to test every meter, so she focused on a sample of 50 meters located in different parts of the city. To avoid inconveniencing motorists, she did her research after 6 P.M. and on Sundays, when the meters were not in use. She put in eight minutes' worth of nickels in each meter, then measured how much time it really gave.  The results were not pretty. Ellie's findings suggested that more than nine out of every ten meters in the city were inaccurate—and that every fourth parking meter was running out of time too quickly. With 3,600 parking meters in the city, that meant a lot of undeserved tickets. As Ellie wrote in her science-project report, "I learned which meters cheat you and which meters cheat the City of Berkeley. But I learned that almost all meters cheat someone, so beware."  When the science fair rolled around, Ellie presented her findings with computer-generated charts and graphs. Her classmates weren't very interested in her project. "It's not like they have to drive a car or put money in a parking meter," she explains. But her project was a huge hit with parents. More than 50 of them lined up that night to share their own parking-meter horror stories with Ellie.  After that, word about Ellie's meter project spread fast. Within a few weeks, Ellie got a call from local politician Diane Woolley. At the time, Berkeley was considering replacing its meters with more accurate digital ones. Ellie shared her findings at city hall, and the politicians were impressed. "We don't get reports this thorough when we pay consultants hundreds of thousands of dollars," one remarked. Based on Ellie's study, they decided to purchase 2,000 new meters.  The California state legislature also decided to crack down on cheater meters. After Ellie presented her findings, they enacted "Lammer's Law," which requires California's 26 counties to test the accuracy of parking meters. Any meter found to be inaccurate must be fixed or dismantled.  California Governor Pete Wilson signed the law on November 1, 1998. At the time, he commented, "Ellie's ingenuity and dedication has earned her the gratitude of those Californians who've dug through their purses and pockets in search of exact change to feed the meters, only to return to find their cars bearing the dreaded green envelope of a parking ticket."  Ellie became a celebrity. She was in newspapers all over the country and featured on local television news during the summer and fall of 1998. CNN did a story about her. She was even a guest on the Late Show with David Letterman. "It was kind of a weird moment of being a celebrity," she says.  Ellie, who's now an eighth-grader at Martin Luther King Middle School, is proud of the work she's done. But she doesn't see meter monitoring as her life's work: "Right now I don't mind being known as the parking-meter girl, but I'm sure that later in life I'll want something different."  © 2000 by Consumers Union of U.S., Inc. Yonkers, NY 10703-1057, a nonprofit organization.  Reprinted with permission from ZILLIONS ® for educational purposes only.  Question: Choose two things Ellie Lammer did and explain what those things tell about her. Use examples from the article to support your answer.   |  |  | | --- | --- | | 2 points |  | | 1 point |  | | 0 points |  |   *Below is the rubric used by NAEP:*  *Extensive*  *These responses use information in the article to provide a description of Ellie Lammer. Responses at this level provide at least two specific text-based examples of things that Ellie Lammer did and explain what these things say about her character.*  *Essential*  *These responses use information in the article to provide a description of Ellie Lammer. Responses at this level provide one example of something Ellie Lammer did and explain what this thing says about her character. Responses may provide a generalization about Ellie's actions without providing specific examples from the article (e.g., Ellie Lammer dealt with the meter problem); however, these responses do explain what the generalization says about Ellie's character.*  *Partial*  *These responses provide a description of Ellie Lammer that focuses only on surface level aspects of her as described in the article. Responses at this level may focus on Ellie's actions without explaining what they say about her character. Or responses at this level may provide a general statement about Ellie's character without providing any support from the article (e.g., she is determined).*  *Unsatisfactory*  *These responses provide random information from the article about Ellie Lammer or unsupported personal opinions about Ellie Lammer. Responses at this level demonstrate no understanding of Ellie's actions as described in the article and provide no insight into Ellie's character.*  3. 3rd grade SCR Evidence-based item. PARRC released item  (This item received online commentary regarding its design, that can be found at <http://www.burkinsandyaris.com/parccs-evidence-based-selected-response-ebsr-is-it-complex-or-just-poorly-written/>.      Questions:  Part A: What is one main idea of “How Animals Live?”  Part B: Which detail from the article best supports the answer to Part A?   |  |  | | --- | --- | | 2 points |  | | 1 point |  | | 0 points |  | |

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| **After Slide 66**  Below is a 6th Grade Mathematics ECR item, released from the state of Maryland.  1. Read the item and the holistic rubric that follows.  2. Using the chart at the end of the activity block, consider how this task could be scored using an analytic rubric, and identify a minimum of three criteria that might be included in that rubric. (Review the standards and the task requirements to inform your decision making.)  3. Provide descriptors that define a continuum of quality for student response for one of the criteria you have identified.  The item can be found at:  [**http://mdk12.org/assessments/k\_8/items/cr\_itemprop/msa\_math\_6\_032.html**](http://mdk12.org/assessments/k_8/items/cr_itemprop/msa_math_6_032.html)   |  | | --- | | **Standard 1.0** Knowledge of Algebra, Patterns, and Functions | | **Topic C.** Numeric and Graphic Representations of Relationships | | **Indicator 1.** Locate points on a number line and in a coordinate plane | | **Objective b.** Graph ordered pairs in a coordinate plane.  **Assessment limit:** Use no more than 3 ordered pairs of integers (-20 to 20) or no more than 3 ordered pairs of fractions/mixed numbers with denominators of 2 (-10 to 10) |   Jae made a map of her classroom using a coordinate plane. This table shows the ordered pairs that represent the locations of three students' desks.   |  |  | | --- | --- | | **Student** | **Location of Desk** | | Jae | (0, 1) | | Max | (-6, 1) | | Adela | (-1, -4) |   **Step A** On the coordinate plane plot the ordered pairs that represent the locations of the three students' desks.  http://mdk12.org/share/assessment_items/images/items/pr2008/math6/3549811_AR2.gif  **Step B**   * Explain why the points you plotted are correct. Use what you know about ordered pairs in your explanation. Use words, numbers, and/or symbols in your explanation. * Jae wants to add the location of Dallan's desk to her map. Dallan's desk should be plotted at (-4, -4). Jae thinks that if she connects the points she will form a square. Explain whether Jae is correct or incorrect. Use what you know about ordered pairs and geometric shapes in your explanation. Use words, numbers, and/or symbols in your explanation.   *Step A is scored 0 (Incorrect) or 1 (Correct) and assesses 1.C.1.b. Step B is scored with a 4 point (0, 1, 2, 3)* [*rubric*](http://mdk12.org/assessments/k_8/items/cr_itemprop/msa_math_6_032.html#rubric) *and assesses Processes of Mathematics.*  The rubric can be found at:  <http://mdk12.org/share/rubrics/msa/mathematics/pdf/msa_mathematics_ECR_rubric.pdf>  ECR Rubric   |  |  | | --- | --- | | 3 points | The response demonstrates a comprehensive understanding and analysis of a problem.  • Application of a reasonable strategy in the context of the problem is indicated.  • Explanation of and/or justification for the mathematical process(es) used to solve a problem is clear, fully developed, and logical.  • Connections and/or extensions made within mathematics or outside of mathematics are clear and stated explicitly.  • Supportive information and/or numbers are provided as appropriate. | | 2 points | The response demonstrates a general understanding and analysis of a problem.  • Application of a reasonable strategy in the context of the problem is indicated.  • Explanation of and/or justification for the mathematical process(es) used to solve a problem is feasible, but may be only partially developed.  • Connections and/or extensions made within mathematics or outside of mathematics are partial or overly general, or may be implied.  • Supportive information and/or numbers are provided as appropriate. | | 1 point | The response demonstrates a minimal understanding and analysis of a problem.  • Partial application of a strategy in the context of the problem is indicated.  • Explanation of and/or justification for the mathematical process(es) used to solve a problem is logically flawed or missing.  •Connections and/or extensions made within mathematics or outside of mathematics are flawed or missing.  •Supportive information and/or numbers may or may not be provided as appropriate. | | 0 points | The response is completely incorrect, irrelevant to the problem, or missing. |   Notes:  *Explanation* refers to students’ ability to communicate howthey arrived at the solutionfor an item using the language of mathematics.    *Justification* refers to students’ ability to support the reasoning used to solve a problem,or to demonstrate whythe solution is correct using mathematical concepts and principles.  Students need to complete rubric criteria for explanation, justification, connections and/or extensions as cued for in a given problem.  Merely an exact copy or paraphrase of the problem will receive a score of “0”.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Criteria for an Analytic Rubric | | | | | | Criteria | 3 points | 2 points  (consider this level as proficient) | 1 point | 0 points | | 1. |  |  |  |  | | 2. |  |  |  |  | | 3. |  |  |  |  | | 4. |  |  |  |  | |

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| **After Slide 78**  Use the link from the previous activity to see demonstrations of anchor answers.  <http://mdk12.org/share/rubrics/msa/mathematics/pdf/msa_mathematics_ECR_rubric.pdf> |

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| **After Slide 78**  Identify 3 similarities between the “bottom up” approach for designing rubrics (slide 25) and the scoring framework process (slides 74-78) .   |  |  |  | | --- | --- | --- | |  | Bottom-up approach for designing rubrics | Scoring Framework process | | 1. |  |  | | 2. |  |  | | 3. |  |  | |

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| **After Slide 79**  1. Using information provided in Modules 2 and 3 critique and revise the following task and scoring tool.  2. Apply the Quality Assurance checklist to the revision.  This item is found at <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=5480#.VTQ-yJOUIrc>. It has been adapted to relate directly to PA Standards.  **Name of Activity:** **Creative Dance Assessment**  **Suggested Grade Level:** 7-8  **Purpose of Assessment:** To assess student abilities of the following PA standards in the arts and humanities, relating specifically to creative dance.  **9.1.8.A:** Know and use the elements and principles of each art form to create works in the arts and humanities.  Dance: • energy/force • space • time  **9.1.8.B:** Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph • improvise  **9.1.8.C:** Identify and use comprehensive vocabulary within each of the arts forms.  **9.1.8.E:** Communicate a unifying theme or point of view through the production of works in the arts.  **Description of Task**  ASSIGNMENT: Create a group dance that uses:  A. 3 locomotor, 2 non- locomotor skills,  B. Two each of the elements of space, time and force, and  C. A theme that shows contrast and transition.  The dance should  D. be in AB, ABA or ABC form.  E. be at least 32 beats long.  F. be based upon a theme or event (see item C)  You must teach and rehearse your group to perform your dance, and provide a written “script” for your dance (using dance vocabulary) and hand it in immediately prior to your group’s performance.    Rubric:  Level 4 (highest level):  A. Dance includes 3 or more locomotor skills, 2 or more non-locomotor skills.  B. Dance includes at least 2 or more of each element of space, time and force. C. Dance shows contrast and transition. D. Dance is in AB, ABA form or ABC form.  E. Dance must last at least 32 beats or longer. F. The theme of the dance is mentioned and explained what dance skills represent each part.  Level 3:  A. Dance includes at least 3 locomotor and 2 non-locomotor skills. B. Dance includes at least 2 of each element of space, time, and force. C. Dance shows at least contrast or transition. D. Dance is in AB, ABA, or ABC form. E. Dance lasts at least 32 beats F. The theme of the dance is mentioned.  Level 2:  A. Dance includes at least 2-3 locomotor and 1-2 non-locomotor skills. B. Dance includes 1-2 of each element of space, time, and force. C. Dance shows at least contrast or transition. D. Dance is in AB, ABA or ABC Form E. Dance is 24-32 beats long. F. The theme may or may not be mentioned.  Level 1:  A. Dance includes at least 1-2 locomotor and 1 non-locomotor skill. B. Dance includes 1or 2 elements of space, time, and force. C. Dance shows at least contrast or transition. D. Dance is in AB, ABA, or ABC form. E. Dance is 12-24 beats long. F. The theme may or may not be mentioned. |

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| **For additional information, after Slide 95:**  Use the link below to review the process used to  1. identify the anchor answers provided, and  2. incorporate the anchor answers as part of a calibration process.  <http://oaklandwrites.org/documents/rubrics/7BanPhoneAnchors.pdf> |