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## ELA/Literacy Professional Development Activity

# Conducting a Scoring Session Using Your Own Students' Work

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### Overview

In this session, participants will examine their own students' work against one or more dimensions on the rubric. If teachers are working in grade spans, the scoring can be accomplished in one of two ways. Teachers can score their own student work, the advantage being that they can collect data to inform instruction for their specific students. Or, all of the papers for a grade level can be pooled and divided among the teachers, the advantage being grade-level discussion and deeper understanding of student proficiency.

This activity is appropriate for groups that are already familiar with the Smarter Balanced performances tasks and who have experience using the Smarter Balanced full write rubrics for scoring. For groups that are new to the rubrics, consider the Understanding Proficiency professional development activity, "Scoring Session with Understanding Proficiency Resources."

The pace is intended to be fairly quick, with the activity serving as a starting point for deeper subsequent conversation and action within or across grade-level teams.

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### Objectives

Participants will:

- \* Score their own students' writing using the Smarter Balanced full-write rubric
- \* Consider next steps based on evidence gathered during scoring

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### Time

#### ACTIVITY OPTION 1

- \* 90 minutes

#### ACTIVITY OPTION 2 OR 3

- \* 3 hours

### Activity Option 1 (90 minutes)

#### MATERIALS AND PREPARATION

##### Preparation:

Note: There are two options for eliciting student work for this activity:

(1) Ask teachers to administer one of the performance tasks from the Smarter Balanced Practice Test.

- \* Support each participating teacher to administer the selected performance task for his or her grade level. Remember that student responses cannot be retrieved from the Practice Test interface, so students must record their answers in another place, such as in a Word file or by hand.

(2) Ask teachers to administer a teacher-developed writing assignment that can be scored using a Smarter Balanced performance task rubric. The task should ask students to use source material and be designed so that students are able to score at the highest score points on the rubric.

- \* Select one of the writing purposes assessed in the Smarter Balanced performance tasks at the appropriate grade band for participants. (*Opinion* and *Informational* for grades 3-5, *Narrative* for grades 3–8, and *Argumentative* and *Explanatory* for grades 6–11)
- \* Support each participating teacher to assign a writing task for the identified writing purpose that can be evaluated with one of the Smarter Balanced full-write rubrics.

Prepare the following materials for each participant:

- \* Smarter Balanced rubrics for the correct writing type for all dimensions to be scored. Participants will need as many rubrics as copies of student papers. Corresponding rubrics for each task can be found on the ELA/Literacy grade-level pages.
- \* A small set of student work from each teacher's own classroom, ideally with names covered (assigning a number instead works well). In a 90-minute session, participants will only have time to read a few pieces of student writing. Participants should have enough copies of each student response for both partners or for each member of the small scoring group.
- \* A scored set of student full-write essays to use as anchor papers. If they have administered the Smarter Balanced Practice Test item, they will need scored student work associated with the specific task. If they are generating work from their own task, they should have student work for the same writing purpose and/or the same grade level.
- \* Different colored highlighters (one for each dimension to be scored)
- \* Post-Its
- \* Pens/pencils

### Activity Option 1 (continued)

#### Optional Materials:

To orient participants to the process of evidence-based scoring, consider playing the video called *Gathering Evidence and Scoring Using Smarter Balanced Rubrics* in the Understanding Proficiency ELA/Literacy Video Library; there are two versions, one for elementary teachers and one for secondary teachers.

To provide an example of a productive scoring discussion among educators, consider playing one of the scoring videos featured in the Understanding Proficiency ELA/Literacy Video Library.

<http://understandingproficiency.wested.org/ela/video-library/>

#### FACILITATING THE ACTIVITY

##### Setting the Stage

(5 minutes)

Presenter says:

*Today we're going to work in pairs or small groups on using an evidence-based approach to scoring student work using the Smarter Balanced rubrics. We will begin scoring the \_\_\_\_\_ dimension. We will use a highlighter to tag evidence in the student writing and to score this dimension on the rubric.*

Then review the instructions below, as well as the materials.

##### Review the Rubric

(5–10 minutes)

Presenter says,

*Please take a few moments to reacquaint yourselves with the indicators on this dimension of the rubric. Also pay attention to the boldfaced text on the top row that describes the overall characteristics of a paper at each score point.*

Attend to any questions about the rubric. In the interest of time, defer broader discussions about the rubric and focus on questions that pertain to the scoring activity.

### Activity Option 1 (continued)

#### Score the Samples:

(60–70 minutes)

Ask each team to work together to score their small set of papers through the following process:

1. Begin by looking quickly over the set of student work as a whole, making two piles, one with papers that will likely be scored as a 3 or 4 and one with papers that will likely be scored as a 0, 1, or 2. Take no more than 5 or 10 minutes to make this initial division.
2. Begin working with the papers that you placed into the 3-4 pile. For each paper, use a new rubric, writing the student's name or number at the top of the rubric.
3. Highlight each specific indicator on the rubric that the paper demonstrates and, as part of the same step, highlight the evidence from the paper.
4. Based on the preponderance of evidence, assign the paper an overall score on the dimension. Importantly, this means that the score should not be determined by taking an average of the indicators; instead, choose the score point that best describes the paper. Note that once you examine the papers more closely, a paper that you initially identified as likely a 3 or 4 might actually be a 2 or even a 1 or 0.
5. Once you are done with the 3-4 pile, move on to the 0-1-2 pile, repeating steps 4 and 5. Note that once you examine the papers more closely, a paper that you identified as likely a 0, 1, or 2 might actually have earned a higher score.

#### TIPS AND TRICKS FOR PARTICIPANTS AS THEY ANALYZE:

- \* Regularly look back to the anchor papers to ensure that your scores are calibrated.
- \* Make a note on any papers that you find difficult to score so that you can ask a colleague for his or her opinion.
- \* Use the language of the rubric when writing your notes.
- \* Base your comments on the student's performance as evidenced in the response rather than on a student's perceived overall ability. For example, say *The student's response demonstrates a weak sequence of events* rather than *The student is unable to create a strong sequence of events*.
- \* Look for patterns in student responses.

### Activity Option 1 (continued)

#### Reflection (10–20 minutes)

Ask the group to reflect in their teams on the scoring activity, considering the following questions:

- \* What insights did you have about the task and the rubric after analyzing and scoring your students' work?
- \* What did you learn about your students by analyzing and scoring your students' work?
- \* What implications and next steps for teaching and learning did you draw from analyzing and scoring your students' work?

Time permitting, ask each team to share out big "ahas" and questions.

### Activity Option 2 (3 hours)

Complete the full Option 1 Activity for one dimension and then repeat it for a second dimension. Time permitting, repeat with the third dimension.

Consider viewing one of the scoring videos in the Understanding Proficiency Video Library to demonstrate a productive scoring discussion.

### Ideas for Next Steps

- \* You could have teachers use the evidence from student work to design lessons to help their students' progress. The form and structure of these lessons would, of course, depend on their students' responses and individual needs. See the "Instructional Reflections" documents for different models of how individual teachers reflected and planned to act in response to their students' performance on the full write.