


Non-Numerical Target Setting

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What this session seeks to do:


- Provide an approach to non-numerical target setting
- Attend to:
 - NYSED’s Next Generation Assessment Priorities
 - Best practices and approaches to target setting
 - Attend to learner-centered practices
- A way to leverage mandates



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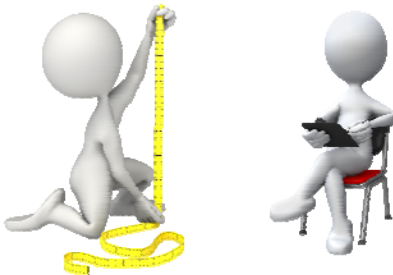
What this session cannot do:

- Provide explicit guidance around APPR issues
- Act as a proxy for technical assistance



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Considering How we Measure



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NYS Next Generation Assessment Priorities

1. Quality assessment design
2. Assessments woven tightly into the curriculum
3. Performance assessment
4. Efficient time-saving assessments
5. Technology
6. Differentiation across HEDI

Source: RFQ #15-001

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Difficult to accomplish without rubrics

1. Quality assessment design
2. **Assessments woven tightly into the curriculum**
3. **Performance assessment**
4. Efficient time-saving assessments
5. Technology
6. Differentiation across HEDI

Source: RFQ #15-001

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Page 1 of Handouts Performance Assessments 101

With a neighbor, consider the question: **How might or do assessments like this help you and your district leverage mandates to support student learning and your district goals?**



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Quality rubrics are for:

- **authentic** products, demonstrations, and processes that reflect or are those used by students and adults outside of school
- **complex tasks** that take time to complete or that students engage in more than once over the year

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What is a rubric?

- an instructional tool
- an assessment tool
- a scale that describes levels of quality

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Due: _____

Demonstration Speech Rubric

Name: _____ Topic: How to _____

You will be presenting a five-to-six speech. You may train us. You'll do something of interest to you. Present as if we know nothing about it. The aim of a visualmedia aid is a requirement! Your presentation should be a minimum of 3 minutes.

	0	1	2	3	4	5
Introduction						
Attention getter	0	1	2	3	4	5
Preview main points	0	1	2	3	4	5
Body						
Listed materials	0	1	2	3	4	5
Repeat first point	0	1	2	3	4	5
Repeat second point	0	1	2	3	4	5
Repeat third point	0	1	2	3	4	5
Revised main points	0	1	2	3	4	5
Good concluding statement	0	1	2	3	4	5
Followed up with	0	1	2	3	4	5
Closed eyes	0	1	2	3	4	5
Clear eye gaze	0	1	2	3	4	5
Feet & legible	0	1	2	3	4	5
Visual Aids						
Had all materials (not and organized)	0	1	2	3	4	5
Added to the speech/effectively used	0	1	2	3	4	5
Effectively used	0	1	2	3	4	5
Delivery						
Eye contact	0	1	2	3	4	5
Volume	0	1	2	3	4	5
Body movement	0	1	2	3	4	5
No Voiced Pauses/Rate	0	1	2	3	4	5

Total: ____/85

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This is not a rubric
This is a Likert scale

Assess YOURSELF!

- I'm a **Novice**.
I'm just starting to learn this, and I don't really understand it yet.
- I'm an **Apprentice**.
I'm starting to get it, but I still need someone to coach me through it.
- I'm a **Practitioner**.
I can mostly do it by myself, but I sometimes mess up or get stuck.
- I'm an **Expert**.
I understand it well, and I could thoroughly teach it to someone else.

Which statement BEST describes you?

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Rubric for Practice Work

- 4 Expert:** I understand this and can teach others.
- 3 Practitioner:** I've got it, just need to fine tune.
- 2 Apprentice:** I've almost there, need more practice & have some questions left.
- 1 Novice:** I need additional help & should make an appointment with me soon.

RUBRIC FOR PRACTICE WORK!

"How you do it?"

- 4** = I get this so well, I can teach it!
- 3** = I get it! I understand it well!
- 2** = I get most of it, but still need more practice. ASK QUESTIONS!
- 1** = I need help! Don't get it at all! ASK QUESTIONS!

Level I	Level II	Level III	Level IV

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Level I	Level II	Level III	Level IV
Just starting to do it	Getting it	Got it	Beyond it
Expertise in Nursing			
Nurse's Aid	Nurse's Assistant	Nurse	Nurse Practitioner
Understanding the Complexities of the Constitution			
Law Student	Lawyer	Judge	Supreme Court
Degree of Importance on Mount Olympus			
Mortal	Demi-God	God	Zeus
Ability to Speak a Second Language			
Monolingual	Translator	Bilingual	Simultaneous Translator
Degree of Mastery over The Force			
Youngling	Padawan	Jedi Knight	Jedi Master
Public Acknowledgment of Quality of Scientific Findings			
Likes on YouTube	Ribbon at Science Fair	Nobel Prize	Ig Prize


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Ability to Speak a Second Language			
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Degree of Mastery over The Force			
Youngling	Padawan	Jedi Knight	Jedi Master
Public Acknowledgment of Quality of Scientific Findings			
Likes on YouTube	Ribbon at Science Fair	Peer-reviewed Pub	Nobel or Ig Prize
Performance Against Expectations			
Significantly Below	Below	Met	Exceed

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Page 2 of Handouts Rubric Fundamentals

With a neighbor, consider the question: **What, if any, cognitive dissonance did this raise for you given the climate in your district and NYS?**



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Anatomy of a Rubric

Writing Component	Project Master Rubric (Scoring)			
	Novice I	Apprentice II	Professional III	Expert IV
CTE Content	Uses various technical terms and knowledge	Demonstrates comprehension of technical vocabulary and content	Consistently demonstrates comprehension of technical vocabulary and content	Applies technical vocabulary to design solutions to complex problems
<i>In the essential question assigned, the task completed or the problem solved is appropriate professional knowledge applied to the world?</i>	Information measurable and/or verifiable	Information sometimes unclear or contradictory	Information accurate and verifiable	Consistently precise, complete, accurate information
Reader needs more information to understand the main clearly claims are substantiated by details or examples	Most topical elements are addressed with a few supporting details or examples	Topic elements are all addressed with some supporting detail	The topic is addressed fully, with strong details and evidence of depth in understanding of topic knowledge	

Dimensions: AKA the stuff that's important

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Levels: Degrees of quality the important stuff can take

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Reader needs more information to understand the main clearly claims are substantiated by details or examples	Most topical elements are addressed with a few supporting details or examples	Topic elements are all addressed with some supporting detail	The topic is addressed fully, with strong details and evidence of depth in understanding of topic knowledge	

third level of rubric: Description of what it looks like when **expectations of quality around the important stuff are met**


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Anatomy of a Rubric

Writing Component	Project Master Rubric (Scoring)			
	Novice I	Apprentice II	Professional III	Expert IV
CTE Content <small>is the essential question answered in the context of the content area? Is the content relevant to the career path? Is the content applicable to the world?</small>	Uses correct technical terms and knowledge	Demonstrates comprehension of technical vocabulary and content	Consistently demonstrates comprehension of technical vocabulary and content	Applies technical vocabulary to design solutions to complex problems
	Information accurate and/or correct	Information sometimes unclear or contradictory	Information accurate	Consistently precise, complete, accurate information
	Reader needs more information to understand the situation. Goals are unambitious by design or execution.	Most expert content are addressed, with a few supporting details or examples	Topic of expert knowledge	The topic is addressed fully, with supporting details and evidence of high-level understanding of applicable knowledge

Content: How you communicate your expectations to students AND the language teachers can use for feedback; describes what we see in anchors and examples and what we're looking for in student work

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Do I agree or disagree with these holistic scores? Do they feel "right"?

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What makes a rubric "quality"

- It communicates expectations
- It describes what's better than good
- It describes what beginners do
- It captures significant growth
- It supports student self-assessment
- It supports teacher/instructor feedback

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Page 3 of Handouts Attending to Reliability

W.11-12.01a	Law Student	Lawyer	Judge	Supreme Court
Claim (D1)				
Evidence (D2)				
Counterclaim (D3)				
Organization (D4)				

Explicit alignment to standards or criteria is a non-negotiable in order to attend to both validity and reliability.

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Possible sources for criteria:

- New York State Learning Standards
- Common Core Learning Standards
- Next Generation Science Standards
- C3 Social Studies
- Dispositions
- District goals, mission or vision
- School-developed and articulated goals



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Common Rubric Challenge

How rubrics fail

Expert performance in a complex domain

© Greg Ashman 2015

Source: <https://gregashman.wordpress.com>

Common Rubric Challenge

How rubrics fail

Expert performance in a complex domain

Expert performance in a complex domain with features highlighted to create rubric

© Greg Ashman 2015

Source: <https://gregashman.wordpress.com>

Common Rubric Challenge

How rubrics fail

Expert performance in a complex domain

Expert performance in a complex domain with features highlighted to create rubric

Learners are prompted by rubric to reproduce only highlighted features

© Greg Ashman 2015

Source: <https://gregashman.wordpress.com>

Possible Solutions to the Challenge

- Make your dimensions count.
- Ensure top row is the most important criteria.
- Provide rich and diverse anchors (examples).
- Share rows horizontally (tasks and departments).
- Share rubrics vertically (grade above and below).

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Developmental Rubrics

HOUSTIC, DEVELOPMENTAL RUBRIC FOR CCLS W1

Beginning Level 1	Beginning Level 2	Beginning Level 3	Beginning Level 4	Second Grade Level 1	Second Grade Level 2	Second Grade Level 3	Second Grade Level 4	Third Grade Level 1	Third Grade Level 2	Third Grade Level 3
A	B	C (Expectation)	D	E (Expectation)	F	G	H	I (Expectation)	J	K (Expectation)
The student is beginning to understand the writer's purpose.	The student is beginning to express his or her opinion.	The student has expressed an opinion and preference through his or her drawing, writing, and speech.	The student has used writing and drawing to share his or her opinion and state a preference.	The student has described a topic, written an opinion, and explained the reasons behind his or her opinion. The piece ends abruptly.	The student has described a topic, written an opinion, and explained the reasons behind his or her opinion. The piece has an explicit conclusion.	The student has listed reasons for his or her opinion through listing, goals, and provided an explicit conclusion.	The student has listed reasons for his or her opinion and provided an explicit conclusion.	The student has written a block of text that includes a topic, a topic sentence, and a conclusion to convey his or her opinion and reasons.	The student has written a block of text that includes a topic sentence, a topic sentence, and a conclusion to convey his or her opinion and reasons.	The student has written an opinion piece that includes a topic sentence, a topic sentence, and a conclusion to convey his or her opinion and reasons.
Evidence: It's unclear what the writer wanted to say. The student's opinion is not in line with the beginning of the text.	Evidence: There's a sense of an opinion. A reader has a starting place for questions to better understand the student's opinion.	Evidence: A reader can infer the student's opinion from what he or she wrote, drew, or said during discussion.	Evidence: A reader can infer the student's opinion from what he or she wrote and drew.	Evidence: A reader understands the student's opinion on the topic but has an explanation not provided. A reader may have a hard time telling if the student finished writing or ran out of words.	Evidence: A reader can infer the student's opinion on the topic but has an explanation not provided. A reader may have a hard time telling if the student finished writing or ran out of words.	Evidence: A reader can infer the student's opinion on the topic but has an explanation not provided. A reader may have a hard time telling if the student finished writing or ran out of words.	Evidence: A reader can infer the student's opinion on the topic but has an explanation not provided. A reader may have a hard time telling if the student finished writing or ran out of words.	Evidence: A reader is provided reasons using a basic organizational structure such as a numbered list or the middle of the text.	Evidence: A reader is provided reasons using a basic organizational structure such as a numbered list or the middle of the text.	Evidence: A reader is provided reasons using a basic organizational structure such as a numbered list or the middle of the text.

Page 4 of Handouts Dealing with Rubrics' Restrictions

Review the text on page 4. When you feel comfortable with the restrictions of rubrics, read Task 1 (*please do not complete it at this time*).


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Page 4 of Handouts Task 1: Talking with a Partner

W.11-12.01a	Law Student	Lawyer	Judge	Supreme Court
Claim (D1)				
Evidence (D2)				
Counterclaim (D3)				
Organization (D4)				


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Page 5 of Handouts Task 2: Without Talking



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Page 5 of Handouts Task 2: IRR



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The real work of IRR

Train Scorers

Scorer training may begin after operational testing is completed and make-up testing has begun. In order to ensure that tests are scored reliably, it is essential that scorers receive scorer training every time they serve on a committee to score a State test. Please see recommended scorer training time on page 16 of the Scoring Leader Handbook. If your scorers have not been previously trained, more training time will be needed on the scoring day to ensure accurate and reliable scores. Furthermore, those persons responsible for scorer training must strictly adhere to the training procedures detailed in the Scoring Leader Handbook.

Prior to training, all scorers and score leaders are required to sign the **Exam Scoring Confidentiality Agreement**, found in **Appendix M** or **Appendix A** of the **Scoring Leader Handbook**. Scorers and Scoring Leaders agree to maintain and honor the security and confidentiality of all secure test materials.

A Consistency Assurance Set (CAS) will be provided for each grade. The CAS is to be incorporated into the scoring training process to:

- Establish a uniform process statewide for training scorers, and
- Improve the reliability of statewide scoring.

2015 Grades 3-4 Common Core English Language Arts and Mathematics Tests School Administrator's Manual 33

When evaluating students' work, how frequently do two scorers agree?

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Considering the Time Factor

1. Quality assessment design
2. Assessments woven tightly into the curriculum
3. Performance assessment
4. Efficient time-saving assessments
5. Technology
6. Differentiation across HEDI

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Large-Scale Examples

- The New York State Performance Standards Consortium
[\(http://performanceassessment.org/\)](http://performanceassessment.org/)
- New Hampshire's NCLB waiver project
<http://nhpr.org/post/districts-experimenting-new-tests-writing-questions-only-half-task>



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Page 6 of Handouts Understanding Target Setting



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Givens for Target Setting

- Growth from Level I to Level III represents the growth of someone who has never demonstrate the skill or created the product being assessed to someone who has demonstrated mastery.
- Growth from Level III to Level IV represents a student who has already demonstrated mastery and can now approach the task in a new and creative way.

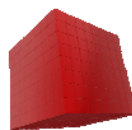
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Options for Target Setting

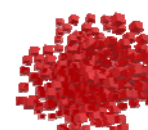
Holistic Target

- Target based on student's aggregated performance



Analytic Target

- Target based on students based on student's disaggregated performance



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Page 6 of Handouts Practice Target Setting

With your partner, review the sample students and determine:

1. A holistic score
2. An analytic score (if you determine one is necessary)

Consider documenting your thinking for future reference



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Additional Considerations

- What structures do we have in place to ensure quality anchors and examples?
- What structures do we have in place to ensure inter-rater reliability?
- What steps have we taken to ensure the alignment of our tasks to our scoring rubrics?
- Are we measuring what matters or what's easy to measure?

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Questions, wonderings, follow-up needs around scoring protocols, rubric design, anchoring, or quality assessment design?

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