



Building Educator Assessment Literacy

A Partnership of WestEd and SCALE

English Language Arts
Facilitator's Guide
Oregon, 2017

FACILITATOR'S GUIDE OUTLINE

SESSION 1 – Assessment Literacy Introduction / 60 min.

1.A Orientation and Purpose Setting / 15 min.

- Present the information about the objectives of the training
- Lead the “Who Is in the Room?” icebreaker
- Orient participants to the note-taking guide
- Lead the “Getting to Know You” icebreaker

Handouts:

Note-Taking Guide

Additional Materials:

Sticky notes

1.B Types of Assessment / 25 min.

- Review types and purposes of assessment
- Discuss balanced assessment systems
- Lead participants through the “Role of Assessments in Teaching and Learning” activity

Handouts:

1.1: Types of Assessment Note-Taker

1.2: Types and Uses of Assessments

1.3: CSAI Overview of Major Assessment Types

1.C Performance Assessment / 20 min.

- Discuss performance tasks as item types
- Play the video, pausing as needed
- Lead participants through the “Why Performance Tasks?” activity
- Introduce principles of performance assessment

Handouts:

1.4: Role of Performance Tasks

Additional Materials:

Video 1.1: BEAL Assessment Overview

SESSION 2 - Deep Dive into a Smarter Balanced Performance Task / 150 min.

2.A Experiencing and Unpacking a Task / 45 min.

- Introduce the Smarter Balanced Practice Test
- Lead participants in experiencing a performance task from the perspective of a student
- Lead participants in unpacking the task's demands on students

Handouts:

2.1: Grade 5 ELA Performance Task

2.2: Grade 8 ELA Performance Task

Additional Materials:

Flip-Chart Paper

Markers

2.B Claims and Targets / 15 min.

- Guide participants to recognize what claims and targets are measured by each component of the Smarter Balanced ELA performance tasks
- Lead participants through the review of excerpts from Appendix B
- Lead participants in a discussion about what they noticed

Handouts:

2.3: Elementary Excerpt from Appendix B

2.4: Secondary Excerpt from Appendix B

2.C Introduction to the Writing Rubric / 15 min.

- Introduce the writing rubric associated with the performance task in 2.A
- Guide participants to familiarize themselves with the rubric

Handouts:

2.5: Grades 3–5 Opinion Writing Rubric

2.6: Grades 6–11 Argumentative Writing Rubric

2.7: Rubric Adjectives

2.D Gathering Evidence and Scoring / 20 min.

- Introduce the evidence-based scoring process
- Show the video and review key steps

Handouts:

2.1: Grade 5 ELA Performance Task

2.2: Grade 8 ELA Performance Task

2.5: Grades 3–5 Opinion Writing Rubric

2.6: Grades 6–11 Argumentative Writing Rubric

Additional Materials:

Video 2.1: ELA Hand Scoring – Elementary

Video 2.2: ELA Hand Scoring – Secondary

2.E Review of the Scoring Process with Anchor Papers / 15 min.

- Define “anchor papers”
- Guide participants through the review and discussion of the anchor papers

Handouts:

2.8: Elementary Student Sample A

2.9: Secondary Student Sample A

2.10: Elementary Student Sample B

2.11: Secondary Student Sample B

2.F Score and Discuss Two Samples / 40 min.

- Introduce/revise list of norms for the session
- Provide all necessary materials and walk through how to use them
- Allow time for independent scoring
- Allow time for discussion
- Review master scores and rationales

Handouts:

2.12: Elementary Student Samples C and D

2.13: Secondary Student Samples C and D

2.14: Elementary Student Samples C and D with Rationales and Highlighted Rubrics

2.15: Secondary Student Samples C and D with Rationales and Highlighted Rubrics

Additional Materials:

Highlighters (yellow, green, and blue) for each participant

Copies (separate from the materials booklet, 2 for each participant) of:

- 2.5: Grades 3–5 Opinion Writing Rubric
- 2.6: Grades 6–11 Argumentative Writing Rubric

Blank charting paper (2 per table group)

Sticky Notes

2.G Review of Full Scoring Guides and Other Writing Rubrics / (10 min.)

- *This session will only be included in the event that Session 2 overall is running ahead of schedule; otherwise facilitators should simply orient participants to the additional resources*
- Guide participants through the review of the full scoring guide for the performance task and the full set of SBAC performance task rubrics
- Point out key design elements of the research questions
- Introduce the writing rubrics/purposes by grade span

Handouts:

2.16: Full Scoring Guide for the Grade 5 ELA Performance Task

2.17: Full Scoring Guide for the Grade 8 ELA Performance Task

2.18: Smarter Balanced Performance Task Writing Rubrics

SESSION 3 - Learning from Student Work on Performance Tasks / 150 min.

3.A Introduction / 15 min.

- Guide participants to respond to the reflection questions (based on morning sessions) on chart paper
- Introduce session focus: curriculum-embedded assessment

Handouts:

None

Additional Materials:

Flip-Chart Paper

Markers

Sticky notes

3.B Analyzing Student Work / 35 min.

- Guide participants to analyze additional samples of student work from the performance task they examined during the morning sessions—specify that analysis should be through a formative assessment lens
- Prompt participants to complete the Analyzing Student Work Organizer

Handouts:

- 3.1: Grade 5 Student Samples
- 3.2: Grade 8 Student Samples
- 3.3: Analyzing Student Work Organizer

Additional Materials:

- Chart Paper
- Markers
- Sticky notes
- Copies (separate from the materials booklet, 2 for each participant) of:
 - 2.5: Grades 3–5 Opinion Writing Rubric
 - 2.6: Grades 6–11 Argumentative Writing Rubric

3.C Giving Feedback / 50 min.

- Lead participants through the Receiving Feedback Activity
- Present information about understanding effective feedback
- Guide participants to plan feedback strategies
- Allow participants to practice feedback strategies in pairs

Handouts:

- 3.1: Grade 5 Student Samples
- 3.2: Grade 8 Student Samples
- 3.3: Analyzing Student Work Organizer
- 3.4: Receiving Feedback

Additional Materials:

- Chart Paper
- Markers
- Sticky notes

3.D Modifying Instruction / 50 min.

- Unpack definition of curriculum-embedded performance assessment
- Prompt participants to review notes on the Analyzing Student Work Organizer
- Prompt participants to work in pairs to use notes to adapt the task for the classroom setting and document it on chart paper
- Lead participants through a gallery walk
- Introduce the PARB and additional resources

Handouts:

- 3.1: Grade 5 Student Samples
- 3.2: Grade 8 Student Samples
- 3.3: Analyzing Student Work Organizer

Additional Materials:

- Chart Paper
- Markers
- Sticky notes

Session #1.A: Orientation and Purpose Setting		15 min. Start: End:
PURPOSES: The purposes of this session are for participants to: <ul style="list-style-type: none"> • Understand the purpose and objectives of this training • Get to know one another • Understand how and why to use the Note-Taking Guide This session can be presented to all participants in a single group.		
Slides: 1–7 <i>Slides 1–2 are Welcome/Session 1 Main Title</i>	Handouts: Note-Taking Guide	Additional Materials: Sticky notes
WHAT TO DO Welcome and Introduction Icebreaker— Who Is in the Room? Note-Taking Guide Icebreaker— Getting to Know You	Present the information about the objectives of the training. Leave time to answer any questions or clarify any information about the purpose of the training, and address any essential housekeeping concerns for the whole group. Click through the list of roles and ask people to stand if they fall into the category listed on the slide. This is an opportunity to get a quick idea of who is in the audience in order to inform the professional development over the course of the day. Facilitators can feel free to change the categories on this slide. Make sure all participants have received a Note-Taking Guide. Point out that the purpose of the Note-Taking Guide is to help participants match their participation and note-taking to the purposes of the training. Following directions on the slide titled “Getting to Know You...” ask participants to write one word that comes to mind when they think about student assessment. Ask participants to post their sticky notes on a designated wall. Look for any patterns and share out. This may be a useful place to ask for an assistant to help organize the sticky notes. Patterns could be as simple as placing generally positive words in one cluster and generally negative words in another cluster, or you could let patterns emerge naturally. After participants have written their words, ask them to address the discussion question on the slide with their table group. To conclude this activity, point out interesting patterns that emerged from the sticky note clusters. Invite participants to look at the wall throughout the day. This is an opportunity for participants to introduce themselves to their table group and share a bit about their feelings on student assessment. This activity will also give facilitators a chance to “read” patterns in participants’ feelings and experiences with student assessment.	

QUESTIONS/ISSUES TO ANTICIPATE:

As participants discuss their feelings about student assessment, there may be participants who have strong negative feelings about some element of student assessment in their context. Try to set a tone that validates participants' concerns but retains a learning orientation.

It may be helpful to re-focus on the purpose of the training, which is to engage in collaborative analysis of student work generated by performance tasks, and to reflect on different ways of generating and using this kind of evidence of student learning.

ADDITIONAL NOTES:

You may wish to include additional slides for local context and welcome.

Session #1.B: Types of Assessment	<p style="text-align: right;">25 min.</p> Start: End:	
PURPOSE: The purpose of this session is for participants to: <ul style="list-style-type: none"> Develop a shared understanding of the intended purposes of different types of assessment within a balanced assessment system 		
Slides: 8–21	Handouts: 1.1: Types of Assessment Note-Taker 1.2: Types and Uses of Assessments 1.3: CSAI Overview of Major Assessment Types	Additional Materials: None
WHAT TO DO <i>Introduce Session 1.B and 1.C Objectives</i> Review types and purposes of assessment Discuss balanced assessment systems	<p>Walkthrough the objectives of 1.B and 1.C. Introduce participants to Handout 1.1: Types of Assessment Note-Taker. Let participants know that we will be reviewing three types of assessment, formative, interim, and summative, and that they can take notes in the “purpose” and “what does it look like in my context” boxes of this graphic organizer. We will return to the other two boxes later in the session.</p> <p>You may want to inform participants that this is not an exhaustive list of types of assessment. For example, we will not be focusing on diagnostic assessment, although there is detailed information about diagnostic assessment in Handout 1.3.</p> <p>Discuss the description and purposes of different types of assessment, as presented on the slides. For formative assessment, facilitate a whole group discussion of what formative assessment looks like in participants’ context. Provide clarification if the examples suggest any misconceptions about formative assessment.</p> <p>Unpack the quotation on the slide and facilitate a short discussion of what most resonates with participants. Ask participants to share what they think are the key features of a balanced assessment system. Help facilitate the discussion to reflect the role that each type of assessment should play to inform teaching and learning. Present the two graphics on assessment, using the suggested script in the slide notes, emphasizing the important, and different, role that each type of assessment plays.</p>	

“Role of Assessments in Teaching and Learning” activity	Give participants a few minutes to individually review the two reference handouts (1.2 and 1.3). Let participants know they don’t need to read these in detail; they are just provided as a resource. Allow them to work individually or in pairs to complete the graphic organizer. Ask participants to share out the questions about teaching and learning they can answer with each type of assessment. Provide clarification if participants’ questions reveal any misconceptions.
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QUESTIONS/ISSUES TO ANTICIPATE:

Use group discussions as opportunities to clarify any misconceptions that arise about the purposes of assessment.

If “Common Formative Assessment” comes up, clarify that this is actually an interim or benchmark assessment. Because discussion of what interim and summative assessment look like in participants’ context is likely to offer less variety, time has not been allocated for group discussion, as it has with formative assessment.

RELATED RESOURCES:

CCSSO’s “Formative Assessment: Examples of Practice” document: <http://www.csai-online.org/resources/formative-assessment-examples-practice>.

CRESST’s “District Adoption and Implementation of Interim and Benchmark Assessments” report: <http://www.csai-online.org/resource/68>.

CSAI site: <http://www.csai-online.org/sos?t=assessment&m=>.

ODE Local Assessment Resources: <http://www.ode.state.or.us/search/page/?id=512>

Session #1.C: Performance Assessment		20 min.
PURPOSES: The purposes of this session are for participants to: <ul style="list-style-type: none"> • Understand the role of performance assessment in providing robust evidence of student learning • Understand the role of performance assessment within the design of the Smarter Balanced Assessment System 		Start: End:
Slides: 22–30	Handouts: 1.4: Role of Performance Tasks	Additional Materials: Video 1.1: BEAL Assessment Overview
WHAT TO DO Discuss performance tasks as item types Play the video, pausing as needed for participant understanding (optional) Guide participants in “Why Performance Tasks?” activity Introduce principles of performance assessment	<p>Review the information on the “Item Types” slide, emphasizing that there are different types of items that can elicit different information about student learning. Performance assessment is a type of item that can be used for different purposes. Use the slide notes to discuss the slide with the graph, focusing on the ways in which performance assessment can assess deeper student learning.</p> <p>Explain to participants that the purpose of this video (BEAL Assessment Overview) is to frame the content of the workshop. We will revisit this graphic later in the training to orient ourselves. Play the video, pausing as needed to discuss the content with participants. After playing the video, pause for any whole-group questions or comments. Limit discussion, reminding participants that we will return to this content throughout the day.</p> <p>Walk through the steps outlined in the slides, including reading the handout titled “Role of Smarter Balanced Performance Tasks,” identifying and sharing the most important words and phrases from the handout, and inviting participants to answer the question, “Why is Smarter Balanced using performance tasks in its summative assessments?” Use the slide notes. Emphasize the importance of performance tasks in measuring college and career readiness, which is the primary claim of the Smarter Balanced assessments.</p> <p>Introduce the four principles of performance assessment, indicating that these principles apply to both on-demand/summative and classroom performance assessment. Ask participants to keep these in mind throughout the training and elicit any reactions from participants.</p>	

QUESTIONS/ISSUES TO ANTICIPATE:

If participants have technical questions about the Smarter Balanced assessments, let them know that this professional development is not about Smarter Balanced overall, but that they will be guided to specific Smarter Balanced resources that can help answer their questions. This professional development is solely about the performance task section of the summative assessment, and it provides an opportunity to look at performance tasks from the Smarter Balanced practice test, to examine student responses to those tasks in order to develop an understanding of what proficiency looks like, and to consider how to use the evidence of student learning elicited by these tasks for their own instruction.

Note that while the video reflects the entire Smarter Balanced assessment system, including the digital library and the interim assessment system, Oregon does not use these two optional tools and formative and interim assessment is done at the school and district level. This video also references Universal Design for Learning which is not a part of this specific training. Trainers may find that this video is not relevant for their purposes and can consider eliminating from this session.

RELATED RESOURCES:

ELA Summative Assessment Blueprint: <https://portal.smarterbalanced.org/library/en/elaliteracy-summative-assessment-blueprint.pdf>

Session #2.A: Experiencing and Unpacking a Task	<p style="text-align: right;">45 min.</p> Start: End:	
PURPOSES: The purposes of this session are for participants to: <ul style="list-style-type: none"> • Experience a Smarter Balanced performance task from the perspective of a student • Unpack what students must know and be able to do to be successful in this task 		
Slides: 31–37 <i>Slides 31–32 are Session 2 Main Title/Objectives</i>	Handouts: 2.1: Grade 5 ELA Performance Task 2.2: Grade 8 ELA Performance Task	Additional Materials: Chart Paper Markers
WHAT TO DO <i>Introduce Session 2 Objectives</i> Introduce Smarter Balanced Practice Test Inform participants about task content source Participants do performance task Unpack performance task, focusing on what students must know and be able to do	<p>Before beginning Session 2.A, walkthrough the objectives for the session overall.</p> <p>Remind participants that, while we are experiencing the performance tasks on paper, students will experience them online. If they have not done so, they should take the online practice test available on smarterbalanced.org.</p> <p>Inform participants that the task content was adapted for the session from Smarter Balanced practice tests. The tasks and scoring guides are available through the online version of the practice test on the Smarter Balanced website. The task can be shared publicly.</p> <p>Read aloud the instructions for the performance task: <i>“Work your way through all parts of the task, following instructions and responding to prompts as though you were a student. When you reach the full write, develop a thesis statement and an outline for writing, rather than a full response.”</i> Tell participants that they have 25 minutes. Answer questions, guide participants to find the performance task handout in their Materials Booklet, and help them get started.</p> <p>Once participants have completed the performance task, ask them to discuss initial reactions to the task, first in table groups, and then sharing out one observation or question per table. Next, have participants generate an initial list of the task’s demands on students (What do students need to know and be able to do to successfully complete this task?), and write them out on chart paper or a whiteboard. Then, point out common threads across groups, rather than having each group share out.</p>	

QUESTIONS/ISSUES TO ANTICIPATE:

Participants may have questions about how exactly the performance tasks assess the standards and about which standards are assessed in each section. This is a good opportunity to briefly mention the blueprint, but also tell them that the ways in which specific standards are assessed will be addressed in the next section of the training. If participants wish to learn more about performance tasks in general or view/do additional performance tasks, direct them to the Smarter Balanced website.

Smarter Balanced has made the Classroom Activity element of the performance tasks optional and will not invest in development of new classroom activities. Research indicated that, except for a very limited number of performance tasks, the classroom activity did not impact student performance on the tasks. Those identified tasks will be revised to include necessary background knowledge in the actual tasks. New tasks will be designed to include relevant background knowledge in the tasks.

RELATED RESOURCES:

ELA/Literacy Summative Assessment Blueprint

<https://portal.smarterbalanced.org/library/en/elaliteracy-summative-assessment-blueprint.pdf>

Session #2.B: Claims and Targets	<div style="text-align: right;">15 min.</div> Start: End:	
PURPOSES: The purposes of this session are for participants to: <ul style="list-style-type: none"> Better understand the structure of Smarter Balanced ELA performance tasks Recognize what claims and targets are measured by each component of the Smarter Balanced ELA performance tasks 		
Slides: 38–50	Handouts: 2.3: Elementary Excerpt from Appendix B 2.4: Secondary Excerpt from Appendix B	Additional Materials: None
WHAT TO DO Present content about Smarter Balanced claims and assessment targets Guide participants in the review of excerpts from Appendix B Prompt participants to engage in a discussion about what they noticed	<p>Briefly present the official definitions of claims and assessment targets given in the slides, and read aloud the four ELA-specific claims. Field questions if necessary, using slide notes for additional guidance. Explain that the target titles remain consistent across grade levels, while the exact text of the targets changes progressively across the grade bands.</p> <p>Point participants to the Excerpt from Appendix B handout in their booklets, which contain the full text of all the ELA claims and targets associated with the full-write portion of the performance task. Give participants time to review the document and discuss, visualizing the relationship between claims, targets, and (the likely more familiar) standards. If participants want to know more about claims and targets, direct them to the full ELA Content Specifications, Appendix B, which can be found online. If there is time, field lingering questions and reflections.</p> <p>Ask participants to consider the relationships among the claim, target, standards, and the full-write item on the performance task. Ask: How effectively does the full-write item measure the claim, target, and standards? How do you currently teach and assess these standards? Allow a few minutes for pair/small-group discussion, and then invite participants to share out.</p>	

QUESTIONS/ISSUES TO ANTICIPATE:

You will need to transition conceptually from the session focusing on experiencing/unpacking a task, which may feel like a big jump to participants. You can say something like: *“In the last session, we talked about the student’s perspective of experiencing a task. In this session, we are going to get clear on exactly what the content IS for the Smarter Balanced performance tasks by looking at claims and targets. This will also prepare you to score student work—particularly the full-write item. After we explore claims and targets in this session, you will know exactly what is being measured by the task, so you can look more carefully for evidence in the student work.”*

Participants may wonder how and/or why the claims and targets were created. It is important to emphasize that the claims and targets were designed to group or cluster standards together in meaningful ways so that students are assessed in a more integrated way (as outlined in the “Role of Smarter Balanced Performance Tasks” document, which participants read during Session 1, and in the “General Guidelines for Development of Performance Tasks” document, which can be found on the Smarter Balanced website.

ELA teachers may have difficulty with the idea that the ELA performance tasks are not designed to measure the reading claim. Acknowledge that success on the research questions and the full write is, in part, dependent on the student’s ability to read and comprehend the texts, but that the questions are assessing skills beyond reading comprehension. The research claim does incorporate several reading standards, but it was created to define a specific kind of reading, in which students are processing information across texts. While the texts may be long or numerous, they are selected to be at or below grade level. Some comprehension tools are provided. Students are not expected to read every single word of every single text; rather, they are instructed to skim the texts, read the research questions and the full-write prompt, and then return to the texts to look for useful information. This more closely mirrors the real research process than asking students to read straight through several texts. They may still need to read some of the texts in full, but they should approach the texts strategically, knowing that not all of them will provide useful information for answering the research questions or completing the full write.

Participants may have questions about how scores are reported. You should not spend time answering questions about test administration, score reporting, etc. Instead, you can direct them to the Smarter Balanced Preliminary Test Blueprint (linked below) and explain that scores are reported by claim, with evidence gathered from both the CAT portion of the test and the performance task.

RELATED RESOURCES:

ELA/Literacy Content Specifications

https://www.smarterbalanced.org/wp-content/uploads/2015/08/ELA_Content_Specs.pdf

ELA/Literacy Content Specifications—Appendix B

<https://www.smarterbalanced.org/wp-content/uploads/2015/08/Appendix-B-ELA-Content-Specs.pdf>

Session #2.C: Introduction to Writing Rubric		15 min. Start: End:
PURPOSE: The purpose of this session is for participants to: <ul style="list-style-type: none"> • (Elementary) Become familiar with the Smarter Balanced opinion writing rubric • (Secondary) Become familiar with the Smarter Balanced argumentative writing rubric 		
Slides: 51–61	Handouts: 2.5: Grades 3–5 Opinion Writing Rubric 2.6: Grades 6–11 Argumentative Writing Rubric 2.7: Rubric Adjectives	Additional Materials: None
WHAT TO DO Explain that the focus of Session 2 (sub-sessions C to F) focus on the full-write item. Provide context Gauge group’s familiarity with the writing rubric Give participants time to examine rubric Give participants time to discuss rubric	<p>Explain that this session focuses on helping participants better understand the scoring requirements for the full-write portion of the performance task. Later on, we will briefly review the full scoring guides (Handouts 2.16 and 2.17) and discuss the scoring requirements for other constructed-response items.</p> <p>Inform participants that, although this training is for K–12 teachers, rubrics have only been written for grades 3–11, with different grade spans focusing on different writing purposes. Instructional implications, however, apply to teachers at all grade levels. The focus rubric for this training is just one of five rubrics. The complete set (5 total) is included in the Materials Booklet (Handout 2.18).</p> <p>Ask participants to raise their hands: <i>“How many of you have had a chance to examine this specific writing rubric (Elementary group: Opinion; Secondary group: Argumentative)?”</i> Make an observation about what proportion of the group has familiarity with the rubric. Explain that in the next 10 minutes, they will have a chance to gain greater familiarity with the rubric.</p> <p>Guide participants to find the rubric in the Materials Booklet. Give participants five minutes to examine the rubric on their own. Ask them to make observations about the rubric and be prepared to discuss their observations with their group.</p> <p>Give participants five minutes to discuss their observations with their table groups, using the features of the rubric suggested in the slide (features of writing assessed, rubric structure, score levels, specific language).</p>	

Walk through rubric features and adjectives

Walk through features of the rubric and the list of associated adjectives (in Handout 2.7), using the suggested script in the notes pages for each slide.

QUESTIONS/ISSUES TO ANTICIPATE:

Q1: It looks like there are multiple indicators per dimension. How do you make a decision about what score to give if the scores cut across different levels on different indicators within the same dimension?

We don't have much time in this segment to go into details about this, but assure participants that we will go into more detail about how to handle cases like this in the next session.

Q2: How much does the performance task score contribute to the overall test score?

Refer them to the Smarter Balanced blueprint. Inform them that we cannot say specifically how much of the performance task score will be weighted in the overall test score.

Q3: What are elaborative techniques?

That topic will be covered in the next session.

Q4: If the rubric is the same across grades 3–5, does this mean that the same standard is applied to writing across grades 3–5?

No; the rubric alone is insufficient to describe what is expected in the student writing for each grade level. The performance tasks are designed to be grade-level-specific. The rubrics have little meaning without anchor papers. Anchor papers are necessary to illustrate what "adequate" means for each grade level. Smarter Balanced trains professional scorers to score using grade-level-specific papers for each writing purpose, which have been selected and master-scored from piloted tasks. These papers are called "baseline anchors."

Session #2.D: Gathering Evidence and Scoring

20 min.

Start:

End:

PURPOSES:

The purposes of this session are for participants to:

- Become familiar with the evidence-based scoring process
- Understand the rubric score levels and how to gather evidence in order to score student writing samples

Slides: 62–68

Handouts: (REVIEW)

2.1: Grade 5 ELA Performance Task

2.2: Grade 8 ELA Performance Task

2.5: Grades 3–5 Opinion Writing Rubric

2.6: Grades 6–11 Argumentative Writing Rubric

Additional Materials:

Video 2.1: ELA Hand Scoring – Elementary

Video 2.2: ELA Hand Scoring – Secondary

WHAT TO DO

Introduce and play the video

Introduce the video. Note that the video references a different task than the one participants experienced/unpacked as well as a different writing rubric. Indicate that they should focus on the video’s description of the process they should follow when gathering evidence and scoring.

While the video asks viewers to follow along in the materials, for the purposes of this training, these materials have not been provided. Participants should focus on the content of the video, not the specific materials.

Walk through Steps 1 and 2: Review the Performance Task Prompt and Writing Rubric

Give participants a few minutes to go back and review the writing prompt and rubric.

Walk through Step 3: Individually Read and Score

Review the key content from the video, priming participants for the next sub-session, and answer any lingering questions.

QUESTIONS/ISSUES TO ANTICIPATE:

Q1: Can you review what “preponderance of evidence” means?

We look at the strength of the evidence, focusing on the main scoring criteria for a given dimension, which are given in the summative statements at the top of each score level. For example, for Evidence and Elaboration, we would weigh the first and third indicators more than citing sources or style and vocabulary. We **don’t** average across the indicators to arrive at a score. Instead, we select the score that best represents the characteristics of writing that are assessed in this dimension. Preponderance of evidence is not about the quantity of evidence but about the strength of the evidence related to the focal criteria for the dimension.

Q2: Can you remind us what elaborative techniques are?

Smarter Balanced defines “elaboration” as the process of developing ideas by providing supporting details. These details may take the form of facts, definitions, examples (including selected, purposeful scenarios/anecdotes), descriptions, quotations, or explanations.

Q3: How are elaborative techniques different from use of sources?

The Smarter Balanced rubric has two separate indicators in Evidence/Elaboration—one for use of sources and one for elaborative techniques. This is because a student may use many elaborative techniques—e.g., personal anecdotes and prior knowledge—without drawing on sources within the performance task. A student may also just list information from the sources, without adequately explaining them or using them to develop ideas. This is why these two elements are evaluated as two separate indicators.

Session #2.E: Review of the Scoring Process with Anchor Papers		15 min. Start: End:
PURPOSE: The purpose of this session is for participants to: <ul style="list-style-type: none"> Understand the rubric score levels and how to apply the rubrics to score student writing samples 		
Slides: 69–73	Handouts: 2.8: Elementary Student Sample A 2.9: Secondary Student Sample A 2.10: Elementary Student Sample B 2.11: Secondary Student Sample B	Additional Materials: None
WHAT TO DO Define “anchor papers” Inform participants about sample source Give participants time to read Sample A and discuss Give participants time to read Sample B	Define “anchor papers,” using the suggested script in the slide notes page. Note that the anchor papers are necessary to make sense of the rubric language as it relates to a particular grade-level standard. Inform participants that all student samples used in this session are posted on the Understanding Proficiency website. They can be shared publicly. Guide participants to find the Sample A Handout. Provide directions, using the suggested script in the slide notes page, to focus their reading and discussion of the Level 3 anchor. Give participants three minutes to read the sample and another three minutes to discuss what they think the criteria are for a Level 3 paper. Then ask participants to share out their ideas about what is required for a grade 3 student essay to reach a Level 3 score. How does it help them understand what “adequate” means for 3rd grade? (two minutes for the share-out) Instruct participants to find the Sample B Handout. Give participants one minute to read the sample, with the questions on the slide in mind. Explain that we won’t be spending a lot of time analyzing and discussing the Level 1 anchor, but we want them to know what a Level 1 looks like.	

QUESTIONS/ISSUES TO ANTICIPATE:**Q1: What does it mean for a response to be “off-topic” or “off-purpose”?**

A student’s response is off-topic if it does not relate to the question or the topic of the performance task in any way. A student may end up writing about a subtopic within the topic; this is okay, and the student is not penalized for answering the question exactly as written. For example, if a prompt asks students to write an informational essay about animal habitats in general, and the student writes about a specific animal and its habitat (e.g., beavers and their habitats), the response would not be considered off-topic.

For an informational writing or opinion-writing performance task (in grades 3–5), a student may write either an informational or opinion essay and still get full credit. The student gets full credit because the forms of writing are very similar, and the two types of writing are evaluated on very similar criteria (e.g., organization, purpose, use of evidence from sources, elaboration, style, conventions). The only time a student is really “off-purpose” is if s/he writes a narrative, poem, or other type of creative writing, or presents a list of facts or an outline, when what is asked for is an informational/opinion article, report, or essay.

ADDITIONAL NOTES:

Note that the opinion/argumentative writing performance tasks are different from those in the past, in which students were asked to agree or disagree with a specific prompt. Students must go beyond arguing simply yes or no; they are essentially being asked to draw their own conclusions from the sources.

Session #2.F: Score and Discuss Two Samples

40 min.

Start:

End:

PURPOSES:

The purposes of this session are for participants to:

- Understand the rubric score levels and how to apply the rubrics to score student writing samples
- Collaboratively score student work from a Smarter Balanced performance task to build a common understanding of what student proficiency looks like

Slides: 74–83

Handouts:

2.12: Elementary Student Samples C and D

2.13: Secondary Student Samples C and D

2.14: Elementary Student Samples C and D with Rationales and Highlighted Rubrics

2.15: Secondary Student Samples C and D with Rationales and Highlighted Rubrics

Additional Materials:

Highlighters (yellow, green, and blue) for each participant

Copies (separate from the materials booklet, 2 for each participant) of:

- 2.5: Grades 3–5 Opinion Writing Rubric
 - 2.6: Grades 6–11 Argumentative Writing Rubric
- Blank charting paper (2 per table group)

Sticky notes

WHAT TO DO

Make sure participants have the materials they need

Hand out the blank rubrics to each table in advance, so that each participant has two blank rubrics for scoring. Each participant should also have three highlighters (yellow, green, and blue). Each table should have a piece of blank charting paper for each sample (two sheets) and sticky notes.

Introduce the purpose of independent scoring practice

Introduce the independent scoring practice, using the suggested script in the slide notes page. Emphasize the importance of the discussion with peers and the sense-making process, rather than being a “calibrated” scorer. Becoming calibrated would take much more practice than we are offering in this session.

Introduce how to chart scores

Introduce the charting process, using the suggested script in the slide notes page and the charting paper. Make sure you have handed out the chart paper to each table in advance.

Direct tables to elect a table leader

Direct each table to elect a table leader. Go over the responsibilities of the table leader. Give the groups 30 seconds to select table leaders.

<p>Give participants time to score Samples C and D</p>	<p>Direct participants to find Samples C and D. Use the suggested script on the slide notes pages to guide participants through the scoring process. Participants should score both samples individually, without consulting their tablemates. They should use the evidence gathering and scoring process modeled in the previous sessions. Please be strict about asking for silence during this period (20 min.). Scoring requires quiet concentration.</p> <p>After 20 minutes of scoring, announce that time is up. (If it looks like most people have finished scoring before 20 minutes are up, you can end the scoring period earlier.) Tell participants to write their scores for each sample on a sticky note (as shown on the slide) and pass it to their table leader.</p>
<p>Direct table leaders to chart the scores</p>	<p>Instruct table leaders to chart the scores, using tally marks on their blank charting paper. Each sample should have its own charting paper.</p>
<p>Direct participants to discuss areas of agreement and discrepancy and come to consensus on the scores for each sample</p>	<p>Have participants review the charting paper for each student work sample and identify areas of agreement and discrepancy. Have them discuss and come to consensus on the scores, using the questions on the slide. Remind them to explain their scores with examples and evidence from the samples. Give them about 10 minutes to discuss and come to consensus.</p>
<p>Direct participants to review the master scores and rationales</p>	<p>Announce that it is time to look at the master scores and rationales for the two student samples that they just scored and discussed. Guide them to find Sample C and D Handouts with Rationales and Highlighted Rubrics. Give them a few minutes to review, and let them know that they can read the rationales more closely later.</p>
<p>Answer questions</p>	<p>Then open up for questions and discussion of the master scores and rationales.</p>

QUESTIONS/ISSUES TO ANTICIPATE:

There are likely to be many questions about why the anchors were scored in the ways they were, specific to each sample and set of scores. Read the annotations carefully and make sure you feel comfortable explaining the evidence that supports a given score.

Some participants may feel bashful about bringing up questions if they experience a discrepancy between how they or their group scored the samples and how the samples were scored in the master annotations. Try to anticipate where there might have been some discrepancy (e.g., if the sample is strong, participants may wonder why it does not meet the Level 4 score; if the sample has some weaknesses, participants may wonder why it does not get a lower score). You can also monitor the room by circulating and looking at the areas of discrepancy among the groups' charted scores and the master scores. Address those areas of discrepancy by asking if anyone was wondering about why a sample was scored higher or lower than expected on a particular dimension.

Some participants may challenge the master scores because those scores do not comport with their original scores and their perceptions of what a "proficient" score should be for the grade level. Remind participants that the standard being set for the rubric levels are new and unique to Smarter Balanced full-write performances. A "Level 3" score may have "minor flaws," be "generally focused," or develop ideas

“adequately,” as noted in the summative comments at the top of the Level 3 score column. In other words, a “Level 3” in this rubric may not equal a “Level 3” in other four-level rubrics that they may have previously worked with.

Other, more general questions may be posed, such as:

Q1: Can a sample be scored a 3 on Evidence/Elaboration if the student gets a 2 on Organization/Purpose?

Remember that the Smarter Balanced rubric is an analytic rubric. The goal of analytic rubrics is to be able to discern specific areas of strength and weakness in students’ work, which can often vary across the domains. Although the rubric dimensions are interrelated, we try to isolate our evaluations of each dimension to the focal features of writing being assessed—e.g., even if an essay’s thesis/controlling idea is somewhat unclear or not fully sustained in a response (meriting a score of 2 on Organization/Purpose), we may know what the student is trying to convey, either through a clear statement of the thesis somewhere in the essay (e.g., in the conclusion) or through an accumulation of evidence in different parts of the essay. When we score the Evidence/Elaboration dimension, we may find that the student has included adequate details and examples from the sources and through prior knowledge. In this case, it is possible that a student could have an unclear/unsustained thesis (Level 2) and still merit a Level 3 score for Evidence/Elaboration. We don’t “double-ding” the student for having an unclear thesis in the Evidence/Elaboration dimension because we’ve already scored that feature of writing elsewhere. Crafting a clear and sustained thesis/controlling idea is a different skill from including supporting details for an idea or subtopic.

Q2: Do student essays get marked down if they do not cite sources by name or number of the source?

Although citation of sources is included as an indicator on the Evidence/Elaboration dimension of the rubric, it is a relatively minor aspect of scoring this dimension. If a student cites sources, it can help the student’s score on this dimension if there are some weaknesses in other indicators, but it does not really hurt the student’s score if the essay has strengths in integrating evidence from sources and using elaborative techniques, which is the focus of the Evidence/Elaboration dimension. (This is a departure from the scoring of the constructed-response research questions, which specifically ask that students cite the sources. In the constructed-response questions, if students do not cite the sources in response to questions that specifically request the citation of sources, their responses cannot earn full credit.)

Q3: How much direct copying is permitted in the essays or in the constructed-response questions?

The “NS” code (Non-Scorable) used in the full-write essay rubrics provides only general guidance about how much direct copying is permitted. “Direct copying” does not refer to the use of quotes when quotation marks are clearly used, and the source is cited. However, there should be limits even on the use of quoted material. There is no Smarter Balanced guidance that we know of that provides specific percentages of direct copying as the threshold for being scored an “NS” response. A general rule of thumb is that the amount of direct copying should be a very small percentage of the overall volume of writing, e.g., less than 20% of the total amount of writing. At the upper grade levels (e.g., grades 8 and 11), one would expect even less direct copying than that—perhaps less than 10%. At the lower grade levels (e.g., grades 3–5), one would expect more direct copying—perhaps up to 20%.

Session #2.G: Review of Full Scoring Guides and Other Writing Rubrics

10 min.*

** This session will only be included in the event that session 2 overall is running ahead of schedule; otherwise facilitators should simply orient participants to the additional resources.*

Start:

End:

PURPOSES:

The purposes of this session are for participants to:

- Review two resources for future study
- Understand basic structure/scoring criteria for the research questions
- Understand the key similarities/differences between Smarter Balanced performance task writing rubrics

Slides: 84–90

Handouts:

2.16: Full Scoring Guide for the Grade 5 ELA Performance Task
2.17: Full Scoring Guide for the Grade 8 ELA Performance Task
2.18: Smarter Balanced Performance Task Writing Rubrics

Additional Materials:

None

WHAT TO DO

Provide an overview of the purposes of this session

Tell participants that we will spend the remaining time before lunch reviewing two key resources: the full scoring guides associated with the performance task and the full set of Smarter Balanced performance task writing rubrics. When reviewing the full scoring guides, they should focus on taking note of scoring criteria for the research questions. When reviewing the full set of writing rubrics, they should focus on taking note of key similarities and differences.

Introduce the three main item formats used in research questions

Inform participants that they will only have time to scan these resources, as they are dense, but they can spend more time diving deeply into their content on their own time.

Introduce the writing rubrics/ purposes

Walk through the different item formats used in constructed-response questions associated with the performance tasks, and the point values associated with each item format.

Walk through the high-level similarities and differences between the SBAC performance task writing rubrics. Note grade spans for each writing purpose and how the purpose shifts from elementary rubrics to secondary rubrics.

Orient participants to the handouts/provide time for review	Give participants 5–7 minutes to review the resources.
Answer questions	Field any questions.

QUESTIONS/ISSUES TO ANTICIPATE (research questions):

How much are students expected to write in response to a short-text question? Generally, we have observed that the more students write, the more likely they are to get full credit on the question. However, they must also address the question and fulfill what it directs them to do. For example, if a question asks them to use two sources, they must address two sources. If the prompt asks them to cite two sources, the response should cite two sources. If the response directly responds to the prompt and fulfills all aspects of the prompt, a succinct response can earn full credit. In general, the criteria for full-credit responses include the inclusion of evidence from sources and an explanation of that evidence.

Should the quality of a student’s writing be assessed in the research question responses?

No. The quality of the student’s writing (conventions) should not matter in the scoring of the constructed responses. However, it is possible that raters who are scoring the responses will be influenced by the quality of the writing. In general, students should take care to respond to the constructed-response questions using full sentences (not sentence fragments or run-on sentences), correct spelling, punctuation, etc. It is more important that students understand what the question is asking and that their responses are focused and address all parts of the question. In addition, in most cases, the questions are looking for a response that includes evidence from multiple sources, and an explanation of that evidence. On a side note, the Research Claim comes from Writing Standards 7, 8, and 9, so research and writing are inherently intertwined.

Session #3.A: Introduction	<p style="text-align: right;">15 min.</p> Start: End:	
PURPOSES: The purposes of this session are for participants to: <ul style="list-style-type: none"> • Reflect on the instructional implications of the task and student work seen in Session 2 • Understand the goals for Session 3: deepening understanding of formative assessment by considering student work elicited by rigorous performance tasks through a formative assessment lens, as opposed to a summative/scoring lens 		
Slides: 91–95 <i>Slides 91–92 are Session 3 Main Title/Objectives</i>	Handouts: None	Additional Materials: Chart Paper Markers Sticky notes
WHAT TO DO <i>Introduce Session 3 Objectives</i> Reflect on Tasks and Student Work Introduce Focus on Assessment in the Classroom	<p>Before beginning Session 3.A, walkthrough the objectives for the session overall.</p> <p>Post three pieces of chart paper around the room, each with one of the reflection questions on the slide written at the top. Ask participants to reflect on these questions and then circulate around the room, writing their reflections on the chart paper. If the group size is large, consider asking participants to write their reflections on sticky notes to allow easier access to the chart paper. Allow about 7 minutes for this activity. While participants are returning to their seats, quickly review the responses and provide a short summary of themes that emerged on each question (2 minutes).</p> <p>Reintroduce the graphic on the slide, reminding participants that they saw this graphic in the video in Session 1. Explain that in this session, we will be focusing on the dark blue area of this graphic, curriculum-embedded assessment, specifically on responding to evidence of student learning elicited by performance tasks. We will review student responses to the same Smarter Balanced performance task we reviewed earlier, this time through a formative assessment lens, as opposed to through a scoring lens. Specifically, we will focus on interpreting and analyzing evidence, giving feedback, and modifying instruction in order to improve teaching and learning.</p>	

QUESTIONS/ISSUES TO ANTICIPATE:

Participants may have questions about the definition of curriculum-embedded assessment. For the purposes of this training, curriculum-embedded assessment is assessment that happens in the course of classroom teaching and learning. We will particularly focus on the formative assessment opportunities in curriculum-embedded assessment. A specific definition is presented on a later slide:

A curriculum-embedded performance task is fully integrated into a unit of study and provides students with ample instructional support. Ideally, curriculum-embedded tasks require students to do and produce authentic work with the skills and knowledge contained in a given unit.

ADDITIONAL NOTES AND RESOURCES:

Initial reflection activity can also be done at table groups.

Session #3.B: Analyzing Student Work	<p style="text-align: right;">35 min.</p> Start: End:	
PURPOSES: The purposes of this session are for participants to: <ul style="list-style-type: none"> • Deepen understanding of the formative assessment process by focusing on responding to evidence of student learning elicited from performance tasks • Analyze evidence of student learning elicited through a performance task, identifying strengths and areas for improvement. 		
Slides: 96–98	Handouts: 3.1: Grade 5 Additional Student Samples 3.2: Grade 8 Additional Student Samples 3.3: Analyzing Student Work Organizer	Additional Materials: Chart Paper Markers Sticky notes Copies (separate from the materials booklet, 2 for each participant) of: <ul style="list-style-type: none"> • 2.5: Grades 3–5 Opinion Writing Rubric • 2.6: Grades 6–11 Argumentative Writing Rubric
WHAT TO DO Analyze Student Work	Direct participants to find the new set of student work samples (Handout 3.1 for elementary and 3.2 for secondary). These are four additional student responses to the same task you reviewed in the morning. In small groups, ask participants to analyze the student essays through a formative assessment lens, identifying student strengths, areas for improvement, misunderstandings, and gaps. Ask participants to use the Opinion/Argumentative rubric to guide their analysis based on the success criteria for this performance task. Direct participants to Handout 3.3 to capture their analysis of each student sample and the overall patterns they observe. Ask participants to: <ul style="list-style-type: none"> • Individually read and analyze samples, writing notes as they go. (20 min.) • In pairs or small groups, identify a list of areas about which they may want to provide feedback to students, capturing their ideas in Handout 3.3. (10 min.) After groups have finished their discussions, ask a few participants to share out what they noticed. Let participants know that they will return to this list to inform their work throughout the afternoon.	

QUESTIONS/ISSUES TO ANTICIPATE:

While participants should use the appropriate rubric to guide their analysis of student work, they should not invest too much time in getting an “accurate” score. The rubric should be used to guide analysis of the student work to focus on the specific success criteria for this particular task and to guide participant thinking about the strengths and weaknesses demonstrated in the essay. Be prepared to provide gentle reminders if participants get “stuck” on the scores.

ADDITIONAL NOTES:

The facilitator may make the determination, based on participant feedback, to conduct this activity by returning to the four samples they reviewed in the morning, as opposed to introducing four additional samples. This may be a good option if you are running short on time or if participants seem fatigued. Additionally, the facilitator may wish to direct participants to read only 1–2 of the new samples to save time and mental energy.

Session #3.C: Giving Feedback

50 min.

Start:

End:

PURPOSES:

The purposes of this session are for participants to:

- Explore meaningful ways of responding to evidence of student thinking elicited by rigorous performance tasks
- Deepen understanding of formative assessment by planning and providing feedback that can move student learning forward

Slides: 99–109

Handouts:

- 3.1: Grade 5 Additional Student Samples
- 3.2: Grade 8 Additional Student Samples
- 3.3: Analyzing Student Work Organizer
- 3.4: Receiving Feedback

Additional Materials:

- Chart Paper
- Markers
- Sticky notes

WHAT TO DO

Receiving Feedback Activity

(10 minutes) After outlining the objectives of this session, count off participants, assigning each a number from 1 to 11. Ask participants to turn to Handout 3.4 and to find the page that corresponds to the number they were assigned.

Each page is a mock student work sample (cover sheet) with various types of feedback appended. Participants will imagine this work is their own and consider and share their reaction to the type of feedback they received.

- Have participants write their name neatly on the essay as if it were their own.
- Ask participants to take a moment to thoughtfully consider any feedback provided on the cover page for “their” essay.
- On “their” essay, ask participants to note their reactions: how does this feedback make you feel physically, emotionally, or otherwise? What do you know about your performance and what to do to improve? What questions do you have?
- Finally, ask participants to rate their motivation and understanding of next steps to improve this essay, on a scale of 1 to 4, with 4 being extremely motivated to improve it and 1 being completely disinterested/prefer to move on to next task.

Briefly share thoughts, and bring this input into focus as a frame for our exploration of the formative assessment process and the impact of feedback types.

<p>Understanding Effective Feedback</p>	<p>(10 minutes) Present the information on slides, setting the context for the focus of effective feedback. Ask participants to reflect on and write down three words that come to mind describing effective descriptive feedback. Give participants two minutes to write their descriptive words on a sticky note and allow 3 minutes for table talk. Ask for each table to report out, with each table adding only new words. Collect responses on chart paper and post them around the room. A list of some key adjectives about formative assessment can be found below. If these adjectives do not emerge from the group, add them to the list.</p> <p>Ask participants to share different modes or strategies they have used for providing feedback to students. Record their answers on chart paper and keep the chart paper posted. A list of modes is included in the slide notes if participants need support in generating ideas.</p> <p>Provide participants with an opportunity reflect on and discuss examples of effective feedback as a whole group.</p>
<p>Feedback Strategies</p>	<p>(5 minutes) Keeping in mind the qualities of and strategies for feedback just discussed, ask participants to work in pairs or small groups to plan how they would provide feedback for Student Samples A–D. Facilitator can briefly model this process using Student Sample A, directing participants to work on Samples B–D.</p> <p>Participants should consider what feedback strategy they would choose for each student and briefly explain the pedagogical rationales for their choices. Ask for volunteers to share their thoughts, making sure to hear plans for each student sample.</p>
<p>Feedback in Practice – Planning and Enacting Feedback</p>	<p>(25 minutes) Ask participants to work with a partner to review the student samples, and select a specific sample for which to plan a feedback conference with a student. If participants would prefer to respond to a pattern seen across multiple samples, they can plan a whole group feedback lesson. Give participants 10 minutes to work to plan their feedback. Participants should develop a plan for providing feedback, which should include three good questions that can move student thinking forward.</p> <p>Ask participants to switch partners and take turns giving feedback as the teacher, with the other partner playing the role of the student. After each enactment, ask groups to debrief the conversation. Each feedback session, including debriefing, should take about 7 minutes. Model the activity for student A before they begin.</p> <p>Ask for reflections on the activity.</p>

QUESTIONS/ISSUES TO ANTICIPATE:

Some key elements of effective feedback are included in the following list. If participants do not generate these words, add them to the list you are generating:

- Timely
- Relevant
- Actionable
- Practical
- Specific
- Non-evaluative
- Goal-referenced/related to learning goals
- Transparent
- Collaborative
- Reciprocal
- User-friendly
- Clear
- Ongoing
- Consistent
- Motivational
- Objective

ADDITIONAL NOTES:

Resources on Feedback:

Heritage, M. (2010). *Formative Assessment: Making It Happen in the Classroom*.

Brookhart, S. M (2008). *How to Give Effective Feedback to Your Students*.

Hattie, J., & Timperley, H. (2007). The Power of Feedback. *Review of Educational Research*.

Stenger, M. 5 Research-Based Tips for Providing Students with Meaningful Feedback. *Edutopia*, August 2014.

Wiggins, G. Seven Keys to Effective Feedback. *Feedback for Learning*, 70(1), pp. 10–16.

Session #3.D: Modifying Instruction		50 min. Start: End:
PURPOSES: The purposes of this session are for participants to: <ul style="list-style-type: none"> • Explore meaningful ways of responding to evidence of student thinking elicited by rigorous performance tasks • Deepen understanding of formative assessment by planning and modifying a performance task for the classroom setting in ways that respond to evidence of student learning elicited by the task 		
Slides: 110–119	Handouts: 3.1: Grade 5 Additional Student Samples 3.2: Grade 8 Additional Student Samples 3.3: Analyzing Student Work Organizer	Additional Materials: Chart Paper Markers Sticky notes
WHAT TO DO Introduce Curriculum-Embedded Performance Assessment Adapting a Task to a Classroom Setting Introduce the PARB and Additional Resources	(5 minutes) Quickly unpack the definition of curriculum-embedded performance assessment presented on the slide and the information in the graph on the revisited slide from Session 1, emphasizing that in a classroom setting, we have opportunities for formative assessment and scaffolding learning that are not available in an on-demand, summative performance assessment. Explain that in our next activity, we will brainstorm how we could adapt the performance task we reviewed today, providing ample opportunity for formative assessment and scaffolding learning. (30 minutes) Ask participants to revisit their notes on Handout 3.3, considering the reflection questions on the slide. Prompt participants to work with partners to adapt the task for a classroom setting, making it more engaging and providing meaningful opportunities for scaffolding learning and formative assessment. Give participants 15 minutes to plan their adaptation and to document it on chart paper. Give participants 5–7 minutes for a gallery walk, asking them to provide feedback on their colleagues’ posters. (5 minutes) Prior to the training, set up a personal account to the PARB and orient yourself to this resource, including understanding the search functions and knowing the kinds of tasks you can find there. Log into the PARB and quickly introduce participants to this as a resource for vetted, classroom-ready performance tasks. Demonstrate the search function, and let participants know that while you need an account to access the PARB, accounts are free and take only a moment to set up.	

Closing	(10 minutes) Direct participants to Handout 3.5 for addition resources related to Performance Assessment. Ask participants to reflect on the question on the slide. Feel free to use another closing activity of your choice.
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QUESTIONS/ISSUES TO ANTICIPATE:

Participants may feel intimidated if they feel the task in this session is to fully adapt or design a curriculum-embedded performance task. Make sure that participants understand that this activity is focused on adaptations that could be made to this task in a classroom setting (not a summative context) that respond directly to the evidence seen in the student samples. Given the limited time, this is an exercise in generating ideas about modifying instruction in a performance task, not designing a task.

ADDITIONAL NOTES: