

Calibrating/ Scoring the Writing

Using Norma Jackson's Analytic Scoring Rubric and the Calibration Process to Guide Writing Instruction



Learning Outcomes



Analyze the stages of Norma Jackson's 12-Stage Analytic Writing Rubric and develop deep understanding of the skills at your grade level .



Explore and use the BISD calibration protocol using Norma Jackson's Grade Level Rubric and Four Step Scoring Success with student's writing examples .



Generate and identify skills to celebrate with students and skills for writing instruction.



Make connections between the BISD learning platform and how the learning today fits within the system.

Purpose



To learn to assess student writing in order to drive and provide a consistent aligned writing instruction in BISD classrooms . To answer the questions:

What should my students be able to do in their development of writing skills?

How does my instruction ensure that every child is growing as a writer?

The Why of Today...



- “The purpose of all academic assessment is to gain accurate information about what students know and can do. Collaboration among individuals scoring an assessment is one proven strategy for increasing the consistency and accuracy of results.”

• Rhode Island Department of Education & the National Center for the Improvement of Educational Assessment, Inc.



Educators in Birdville ISD will

1. Align instruction to the standards
2. Have a strong core instructional delivery system
3. Use appropriate interventions for struggling students and implement with fidelity
4. Use data for making instructional decisions

Roles and Responsibilities

Teachers as members of Professional Learning Communities	Principals as Pedagogically-Centered Instructional Leaders
<p>What do students need to know and be able to do?</p> <ul style="list-style-type: none"> Examine the curriculum documents Determine how to bundle standards within the lessons (leading standard, process skills, partner standards) <p>How will we know when they've learned it?</p> <ul style="list-style-type: none"> Develop common assessments aligned to the unit standards (both formative and summative) Use formative and summative data to monitor student progress <p>What instruction must take place to ensure students learn?</p> <ul style="list-style-type: none"> Design instruction in alignment with the cognitive rigor, content, and context of the standard by using the Clarifying Documents in eduphoria! Design student tasks that are aligned to the standards and prepare students to demonstrate mastery Select strategies that will cause students to engage in the thinking required of the standard Review data from assessments and make instructional decisions based upon the findings <p>What will we do if they haven't learned it?</p> <ul style="list-style-type: none"> Plan for re-teaching of standards that students did not master at the advanced level Select appropriate interventions for students struggling to achieve mastery <p>What will we do if they already learned it?</p> <ul style="list-style-type: none"> Plan for extending learning for those who have achieved mastery 	<ul style="list-style-type: none"> Serve as the liaison to clearly articulate the beliefs, vision, and mission so that campus goals align with those of the district Set high expectations for all teachers and students Set up a system to coach and mentor teachers through the Planning for Learning process Employ situational leadership to lead teachers, based upon their levels of readiness, to become more pedagogically-centered Seek additional support and training to build your pedagogical repertoire and deep understanding of district initiatives Set up a system to effectively communicate specific district information regarding curriculum and instruction to every teacher on campus Develop a schedule to regularly visit and work with each PLC on campus Use questioning strategies to lead teachers' thinking and professional growth Monitor instruction through frequent walkthroughs and examination of lesson plans Refer to curriculum documents to inform the expectations of classroom walkthroughs and lesson plans Review data, facilitate data discussions, and follow up on actions taken in response to the data Utilize the eduphoria! suite of applications and become an expert for teachers' use of the software
Central Office and Support Staff as Pedagogically-Centered System Leaders	
<ul style="list-style-type: none"> Establish the district beliefs, vision, and mission that guide in the development of clearly articulated goals Create and facilitate vertical and horizontal teams to develop, customize, review, and evaluate curriculum Design and deliver professional development that is aligned with district goals and supports staff in the implementation of district initiatives Communicate specific content area information through facilitator/district meetings Provide instructional support to principals and teachers upon request Monitor curriculum and instructional effectiveness by conducting classroom walkthroughs and staff conferences Write and evaluate district CBA assessments Employ and supervise appropriate support personnel Purchase and make recommendations for resources that align with the district curriculum 	

1. What do students need to know and be able to do?

- Examine the curriculum documents
- Determine how to bundle standards within the lessons (leading standard, process skills, partner standards)

2. How will we know when they've learned it?

- Develop common assessments aligned to the unit standards (both formative and summative)
- Use formative and summative data to monitor student progress

3. What instruction must take place to ensure students learn?

• Review data from assessments and make instructional decisions based upon the findings.

- Select strategies that will cause students to engage in the thinking required of the standard
- Review data from assessments and make instructional decisions based upon the findings

4. What will we do if they haven't learned it?

- Plan for re-teaching of standards that students did not master at the advanced level
- Select appropriate interventions for students struggling to achieve mastery

5. What will we do if they already learned it?

- Plan for extending learning for those who have achieved mastery

COLLABORATION 1:

Read Individually

“Why Calibrate the Scoring of Student Work?”
in packet.

Discuss With the Group

What is the Calibration scoring process?

Why is scoring students work using a analytic
holistic rubric important?

How will doing a calibration process help in your
writing instruction?



- ❖ Calibration or holistic scoring is a method by which trained scorers evaluate a piece of writing for its overall quality.
- ❖ The purpose of calibration is to ensure that student's work is evaluated with consistent and is aligned to the scoring rubric.
- ❖ It requires the scorers to evaluate the work as a whole, while considering the major elements.

COLLABORATION 2 : STEP 1

Analyze Norma Jackson
Documents:
(yellow documents in packet)

- ✓ Writing Expectations for On-Grade- Level Students
- ✓ Rubric Overview of Developmental Categories,
- ✓ NJ 12-Stage Analytic Writing Rubrics for your grade level.



COLLABORATION 2 : STEP 2

Discuss With the Group

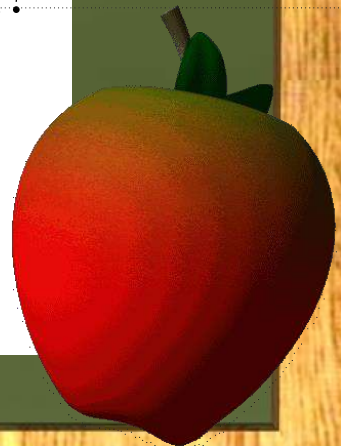
- ✓ What are the writing expectations for your grade level?



Highlight on rubric as you question:

- ✓ What changes in skills occur from one stage to the other?
- ✓ How do those skills change with sophistication?

Record your thoughts in your packet on
T-Chart.



COLLABORATION 3

SCORING – 10 MINUTES



Use Norma Jackson's Four Steps for Scoring Success on Writing Success (blue sheet) listen and take notes as Norma walks you through the 3-4 minute process.

Discuss With the Group

As a group review each step and why each step would be important in the whole scoring process.



COLLABORATION 4

CALIBRATION PROCESS AND SCORING – 20 MINUTES

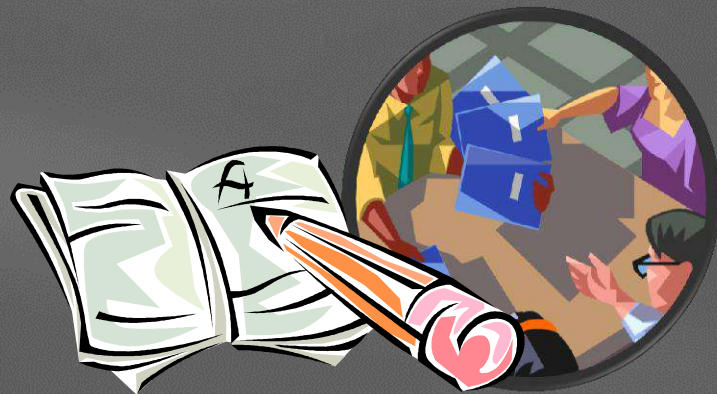
- ✿ Now it your turn as a group to try the four steps using the Calibration Process.
- ✿ Using Norma's Four Steps for Scoring Success on Writing Assessment Use the following process for each piece of student's writing.

Calibration Process

Group size: Sometimes you can have up to 2-8 (depends on the number of pieces of student work) Today you will work in partners to get more scoring completed. Partner up!

Materials:

Student work. Grading Rubric for grade level. Score cards
Try to keep each scoring session around 3 minutes.



Calibration Process

(30 minutes)

Things to Note: When calibrating writing it is important to look at prompt and ask questions to what the prompt has asked the student to do in the writing. Today we will just focus on the student's writing.

Read and score: Place one piece of student work between two partners. Use NJ Four Steps for Scoring Success Sheet.

Step One: (30-60 seconds)

Place the students name on the scoring card.

Read the paper quickly and decide what overall category (Emergent, Early, Developing, Competent) of development the student demonstrates. Write your decision on scoring sheet.

Calibration Process

Step Two: Next, using the grading rubric evaluate if the writing demonstrates skills in the first half or second half of this category of development. Evaluate the Development of Ideas and for Conventions. Score each and mark on score card. At times the score can be in between the stages mark that on your grading rubric.

Step Three: Score Sharing

Each partner shares their score for each rubric categories without explanation.

Partners explain and justify scores by showing evidence within student's writing.

Application to the Writing Instruction

Use green documents in packet to complete steps four and five.

Norma Jackson's

- ✓ *Writing Proficiency Error Analysis Chart*
- ✓ *English and Spanish Writing Skills to Secure*

Step Four: Each member identify 1-2 skills to celebrate. Teacher of student records. (Refer to NJ Step 3 of Scoring Success).

Step Five: Identify 1-2 skills the teachers of student will need to teach next. (Refer to NJ Step 4 of Scoring Success).

Thinking Strategy

I Used to Think...	Now I Think...	So I Will ...

Commitment

- ❖ Read in packet the details of the commitment.
- ❖ **WE ARE A TEAM!** If you need our help contact, Teresa Lawson and Literacy Coaches.

BISD Learning Platform

