

Agenda—September 27, 2014

Assessment/Rangefinding Particulars:

Rangefinding refers to the range of student scores within a score point on a rubric. Since we are using a four-point rubric, there are high and low examples within each score point. This doesn't change the fact that one point will be assigned--but it helps give perspective. A score of 3 on this rubric is considered an effective or proficient paper.

Students must provide evidence of reading and addressing the prompt. The prompt is considered the 'launching point' for writing and--for this reason--it will also include some information to help students understand the prompt. Audience is always 'your teacher' and the product is always an essay.

Writing is 'on demand, prompt based' and is therefore taken as 'draft quality.' Although there are deductions for grammatical errors, the content is much more important. Errors in grammar must detract from the writing/message. However, grammar instruction will be critical in the standalone assessment portion of PSSA.

No-one is hard timed on this for PSSA, although thirty minutes is recommended and two [full] blank pages are provided.

Steps:

- Silently read rubric. Highlight/mark every unique identifier for each bullet/checkbox
- Orally review/read deconstructed rubric
- Read prompt/task, consider the format and what is being asked of the student
- Carefully read essays, mark when needed
- Score on rubric, mark as needed
- Call out scores around the table [facilitator records] without defending
- Defend as needed/appropriate to determine score
- Repeat