



School District of Greenfield

***LEARNING*GROWING**

*** SUCCEEDING**

Focus of Session - Rubrics are common tools for assessing and evaluating learners' performance. Quality rubrics are aligned to established learning targets, include dimensions of quality, and provide reachable next steps to future possibilities. Depending on how they are constructed, rubrics can either encourage and assist or deflate and label. In this session we will review our district's mission statement then explore the research of Carol Dweck, Peter Johnston, and others as we focus on how we can build and/or revise rubrics that support growth and assess student learning.

<p><i>Pathways to Success</i></p>	<p>DESIRED RESULTS</p>	<p>Teaching and Learning: How do we design and facilitate rigorous and relevant opportunities to equip learners for success?</p>	<p>Engagement: How do we engage parents, families, and other stakeholders in educational pursuits?</p>	<p>Kids First: How do our actions demonstrate our belief that all learning begins with meaningful relationships?</p>
<p><i>We believe that all learning begins with meaningful relationships. Our mission is to develop learners who can apply knowledge and think innovatively as a result of engaging in rigorous and relevant opportunities.</i></p>	<p>Create and maintain positive and supportive learning environments</p>	<p>Facilitate understanding of context related to current academic, social, and economic conditions</p>	<p>Set and reach high expectations, with an emphasis on continuous growth for all</p>	
	<p>Experience an understanding-based engaging curriculum, including integration of technology and 21st Century transfer goals / innovative thinking and application/contribution</p>	<p>Communicate consistent and clear expectations throughout the learning process</p>	<p>Prioritize and demonstrate a laser-like focus on enhancing student learning and achievement</p>	
	<p>Use high-leverage assessment practices to equip students with the ability to apply knowledge and meet expectations evidenced by a meaningful array of artifacts anchored in rich performance tasks</p>	<p>Model expectations of valued skills and habits of mind in collaborative adult interactions</p>		
	<p>Include experiences designed to develop learners who are responsible, respectful, and positively engaged</p>			

Learning Intentions w/Success Criteria

- Participants will accurately distinguish between criteria and directions; and between language that promotes growth vs. discourages it
- Participants will provide effective feedback, using parameters of high quality and value
- Participants will preliminarily plan to revise existing rubrics to promote a growth mindset
- Participants will collegially share how to adopt or adapt elements into existing practice

Directions

- Establish learning partners and engage in purposeful community building
- Say hello to a proximity partner (one)
- Share the current process you—or colleagues you work with—use to construct or select rubrics

Directions and Criteria

1. Using the two Post Its – Write “Directions” on the top of one (Post It) and “Criteria” on the top of the other
2. Co-construct Definitions; Record on Post Its
3. Establish Working Principles of Distinction
4. Test Hypothesis / Sort
5. Reconsider—Revise
6. Review Qualitative words (page **B**)
7. Construct Your Own Pair’s Set (page **B**)
8. Debrief

Frequently Seen in Traditional Practice

- Mix Criteria of Directions
- Select Strands to Develop Not Aligned to Standard/ Target
- Focus on Many Strands
- Mix of Product and Process
- Label Areas of Ineffectiveness; Lack a Ladder to Identify Incremental Growth
- Use of Negative Language

Examples of Language Used

1. “No _____”
2. “Lacks _____”
3. “Seriously Flawed”
4. “Minimal”
5. “Very limited _____”
6. “Did not _____”

Rubrics with a *Growth* Mindset



Mind Map Rubric

	5 	4 	3 	2 	1 
Neatness and Presentation 	The mind map was well presented and all the information is easy to understand	The mind map was well presented and most of the information is easy to understand	The mind map was mostly well presented but some of the information was difficult to understand	The mind map was not neat enough to understand most concepts	The mind map was not neat enough to understand
Use of images/symbols 	Most categories are enhanced with simple symbols or diagrams	Some categories are enhanced with simple symbols or diagrams	A few categories are enhanced with simple symbols or diagrams	The mind map includes some images	The mind map includes a few images
Use of colour 	Has included colour to show all connections and/or to categorise topics throughout the mind map	Has included colour to demonstrate some connections and or topics throughout the mind map	Has included some colour in the mind map but has not used colour to categorise throughout the mind map	Has used very little colour in the mind map and has not used colour to categorise throughout the mind map	Has failed to include colour in the mind map

	4. Distinguished	3. Proficient	2. Apprentice	1. Novice
Research – Quality: Information from reputable sources	Included facts, quotes, and paraphrasing from reliable sources. Included research from subject matter experts.	Included facts, conclusions, and opinions from reliable sources.	Included a mixture of facts from reliable sources and opinions from unreliable sources.	Included more opinion than fact. Information was taken from unreliable sources.
Writing-Ideas: Interesting, informative details	All details were unique, interesting, and related to the profile idea. Writing included information based on fact.	Writing had many interesting details which supported the profile idea. Writing included interesting information.	Writing had three or more details that supported the main idea.	Writing had few details.
Content-Creativity: Unique delivery	Project demonstrated student’s own interpretation and expression of research material. Use pictures, images, or other visual aids to display information in multiple ways.	Used student-centered materials as well as exiting material from other sources. Student devised a creative way to design or deliver the project.	Information was factual but showed little student interpretation. Project based primarily on sample work. Student added one or more original ideas.	Project was built from a template, designed only as prescribed, or was based entirely on sample work.
Organization-Time Management: Uses time wisely	Used time well. Work was turned in early or on time.	Most work was done on time.	Some work was not done on time. Monitored progress occasionally. Did not change work habits or schedule accordingly. Worked frantically to finish project on time.	Did not use time well. Little or no work was done on time. Did not monitor progress adequately. Project was not completed on time.
Design-Layout and Organization: Organized and easy to read	Content was well organized with headings and subheadings. Text and graphics were neatly organized and made the project easy to read.	Project was organized with headings and subheadings. Text and graphics were placed to make the project easy to read.	Most of the project was organized. The placement of text and graphics sometimes made the project hard to read.	Project was hard to read. There was no clear structure. Text and graphics were randomly placed.

Research

- Hattie (1.44 = Self-Reported Grades/Student Expectations; .75 = Feedback)
- Dweck (*Mindset*)
- Johnston (*Choice Words and Opening Minds*)
- Denton & Hodges (Responsive Classroom - *The Power of Our Words*)
- Heritage (Work with Learning Progressions)
- Anne Davies (Consider the 4 Questions: What Matters; What Matters Most? Is It Qualitative? Is it Positive?)
- Funk & Fay (Love and Logic)

Example



- Writing
- Inquiring
- Teaching
- Collaborating
- Creating Rubrics



Upgrading Process

- Use Target/Method Match; Select Skill, Reasoning Ability, Understanding or Disposition to Assess
 1. Identify strand(s), *based on standard(s)/learning target(s)*, that will develop over time through practice and effective feedback
 2. Determine where “there” is—ultimately, what do you want to see as evidence of success? **(Single Pt. Rubric)**

Component

Ideas

The meaning and development of the message

Organization

The structure and arrangement of the piece

Voice

Evidence of a personal and authentic imprint on the writing

Word Choice

The purposeful selection of words and phrases

Sentence Fluency & Variety

The purposeful use of sentence components

Conventions

The elements of language that help deliver the message

Elements

- The topic is narrow and manageable.
- The details go beyond the obvious.
- There are reasonably accurate details.
- The ideas are fresh and original, shown from a unique perspective.
- The author is writing from knowledge or experience.
- The readers' questions are anticipated and answered.
- An inviting introduction draws the reader in.
- The author has included thoughtful transitions.
- The sequencing is logical and effective.
- The pacing is well controlled.
- The conclusion gives a solid sense of closure.
- The voice is appropriate for the audience and purpose.
- The reader feels a strong interaction with the writing.
- The author has taken risks, shows confidence in his or her writing.
- If the writing is informative or argumentative, it reflects understanding and commitment to the topic.
- If the writing is narrative, it seems honest, personal, and engaging.
- The words are specific and accurate.
- The author has included striking words and phrases.
- The language is natural, effective, and appropriate to the audience and purpose.
- The author has used lively verbs, specific nouns, and appropriate modifiers.
- The language selected by the author clarifies and enhances the meaning of the writing.
- The sentences are well constructed; they are complete and correct.
- The sentences vary in length, structure, and complexity.
- The sentences have varied beginnings.
- The sentences include creative and appropriate connectives.
- The writing has appropriate rhythm and cadence.
- The sentences showcase the meaning.
- The spelling is accurate.
- The punctuation is correct.
- Proper use of capitalization is evident.
- The paragraphing is sound.
- The grammar and usage are handled well.
- Where appropriate, the author manipulates conventions for a stylistic effects.

School District of Greenfield Professional Practice Goal Criteria

Goal Statement:

Not Yet - Feedback	My Professional Practice Goal (PPG)	Meets Criteria – Evidence
	Clearly indicates what I want to change about my practice that will positively impact student learning.	
	Includes aligned and appropriate personal learning that is necessary to make the instructional change.	
	Is SPECIFIC based on an area of need identified through self-reflection and is soundly aligned to components within Danielson’s Domains.	
	Is MEASURABLE including identifiable and appropriate evidence to measure success in meeting my goal.	
	Is ATTAINABLE and articulates significant improvement that is both motivating and worthy of pursuit.	
	Is RESULTS-BASED with evidence of professional learning and instructional impact that is clearly articulated and related to the improved instructional practice within Danielson’s Levels of Performance.	
	Is TIME-BOUND with a clear and logical deadline for the goal.	

Not Yet	Meets Expectations
	<p>Baseline Data and Rationale</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence of multiple appropriate sources to complete a thorough review of student achievement data, including subgroup analysis. <input type="checkbox"/> The rationale for the SLO goal is clearly supported by the data analysis. <input type="checkbox"/> The baseline data accurately justifies the individual starting point for students included in the target population.
	<p>Alignment</p> <ul style="list-style-type: none"> <input type="checkbox"/> The SLO is accurately aligned to specific content standards that represent the critical content and meaningful big ideas for learning within a grade-level and subject area. <input type="checkbox"/> The identified standards are appropriate and closely aligned to support the area(s) of need and the student population identified in baseline data. <input type="checkbox"/> The SLO is clearly written in the SMART goal format.
	<p>Student Population</p> <ul style="list-style-type: none"> <input type="checkbox"/> The student population identified in the goal(s) is clearly justified, based on the results of the data analysis.
	<p>Targeted Growth</p> <ul style="list-style-type: none"> <input type="checkbox"/> Growth trajectories reflect appropriate gains for students, based on identified starting points or benchmark levels. <input type="checkbox"/> Growth goals are set to be rigorous, yet attainable. <input type="checkbox"/> Targeted growth is regularly revisited based on progress monitoring data, and appropriately adjusted, if needed.
	<p>Interval</p> <ul style="list-style-type: none"> <input type="checkbox"/> The interval is appropriate given the SLO goal. <input type="checkbox"/> The interval clearly reflects the duration of time the target student population is with the educator. <input type="checkbox"/> Appropriate mid-point checks are planned, data is reviewed, and revisions to the goal are made if necessary. <input type="checkbox"/> Mid-point revisions are based on strong rationale and evidence supporting the adjustment mid-course.
	<p>Evidence Sources</p> <ul style="list-style-type: none"> <input type="checkbox"/> The assessments chosen to serve as evidence appropriately measure intended growth goals/learning content. <input type="checkbox"/> Assessments are valid, reliable, fair, and unbiased for all students in the target population. <input type="checkbox"/> The evidence reflects a sound and balanced use of assessment data. <input type="checkbox"/> Progress is continuously monitored and an appropriate amount of evidence can be collected in time for use in the End of Cycle Summary conference. <input type="checkbox"/> Teacher-created rubrics, if used to assess student performance, have well-crafted performance levels that: <ul style="list-style-type: none"> <input type="checkbox"/> Clearly define levels of performance; <input type="checkbox"/> Are appropriately easy to understand, given intended audience; <input type="checkbox"/> Show a clear path to student mastery.
	<p>Instructional (for teachers) and Leadership (for principals) Strategies and Support</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strategies reflect a differentiated approach appropriate to the target population. <input type="checkbox"/> Strategies were appropriately adjusted throughout the interval based on formative assessment and progress monitoring data. <input type="checkbox"/> Collaboration with others—teachers, effectiveness coaches, instructional coaches, principals, assistant principals, and other administrators—is clearly indicated when appropriate. <input type="checkbox"/> Appropriate professional development opportunities are addressed.
	<p>Scoring</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accurately and appropriately scored the SLO. <input type="checkbox"/> Score is solidly substantiated by student achievement data.

Upgrading Process

- Use Target/Method Match; Select Skill, Reasoning Ability, Understanding or Disposition to Assess
 1. Identify strand(s), *based on standard(s)/learning target(s)*, that will develop over time through practice and effective feedback
 2. Determine where “there” is—ultimately, what do you want to see as evidence of success? (Single Pt. Rubric)
 3. **Discuss and describe “typical progression” as the performance grows (see Daniels and Harvey) p.J.**
 4. **Refine language; adjust according to audience and purpose**

Not Yet <i>Feedback</i>	Meets Expectations	Exceeds Expectations <i>Evidence</i>
	<p>Strands</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accurately align to identified standard(s) or learning target(s) <input type="checkbox"/> Contain a manageable number of strands; number is appropriate for the developmental level of the learner <input type="checkbox"/> Comprised of significant elements that matter most in the desired performance <input type="checkbox"/> Focus on components that can be accurately observed with validity <input type="checkbox"/> Progression of sophistication is distinct; strands are clearly delineated <input type="checkbox"/> Constructed a using parallel pattern of strands across dimensions of growth <p>Criteria</p> <ul style="list-style-type: none"> <input type="checkbox"/> Focus on components that can be observed with validity <input type="checkbox"/> Clearly separate process from product in order to target specific expectations <input type="checkbox"/> Constructed using qualitative words and/or phrases <input type="checkbox"/> Where possible, crafted using succinct phrases <input type="checkbox"/> As a group, comprehensively represent everything the is essential in a successful performance <p>Language</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses descriptive and precise word choice <input type="checkbox"/> Incorporates positive language to accentuate current and future abilities <input type="checkbox"/> Includes language (vocabulary and construction) readily accessible to the learner; considerations include background knowledge and experiences, and developmental level <p>Growth Mindset</p> <ul style="list-style-type: none"> <input type="checkbox"/> Represent discipline-specific patterns of predictable growth <input type="checkbox"/> Growth progressions represent upgrades in performance that are rigorous, yet attainable <input type="checkbox"/> Emphasize what is going well, in order to build—vs. what is not, in order to label <p>Use</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher purposefully shares with learner prior to expected performance <input type="checkbox"/> Teacher and learners regularly refer to expectations in rubric during learning experiences <input type="checkbox"/> Teacher and students utilize and discuss a range of varied performance samples that demonstrate variety in ways expectations can be met <input type="checkbox"/> Teacher (and eventually learners) model strategic think alouds designed to develop clear understanding of evidence for judgments <input type="checkbox"/> Learner frequently refers to rubric to monitor progress and confidently make adjustments in production and when engaged in focused, strategic revision <input type="checkbox"/> Assessors (self, peer, teacher, and/or external) use strands in rubric to provide effective feedback designed 	

Types of Feedback

There are essentially 4 distinct types of feedback:

1. Evaluative

2. Descriptive

3. Motivational

4. Effective

Effective Feedback Is:

- 1. Meaningful**
- 2. Accurate**
- 3. Timely**
- 4. Specific**

Process for Providing Feedback with a *Growth* Mindset

- 1. First** – Read or (Ideally) Listen to the Learner
Explain His/Her Performance
- 2. Next** – Create a Mental List of All of the Areas
That Need Attention
- 3. Now** – Prioritize
- 4. After That** – Craft the Feedback
- 5. Finally** – Deliver the Feedback

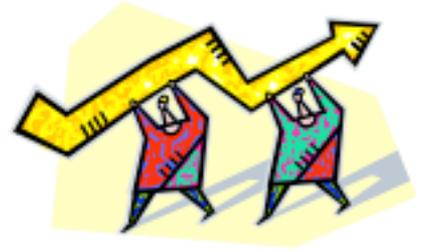
Feedback with a Growth Mindset

First, focus on what is (already) going well, according to the rubric. *In this performance, you did an excellent job at _____, for example _____* (provide explicit areas where the learner met or exceeded the expectation). *As you continue to revise, how might you work to _____?* (pointing to a next strong step—something that will, based on your judgment, add to an enhanced performance. Do not direct or correct; rather, focus on the goal. **PROVIDE WAIT TIME/THINK TIME** If the learner does not have ideas for next steps, you may suggest a few options (remind of an example, point out a resource, ask a peer for his/her advice)—always providing choices—never exact next moves. **Goal** = keep the learner in charge of the learning. *Some tools you might consider as you move forward are...*

Focus on Language

- The Power of using the word “**Might**”
- Using the word **And** instead of But
- Leveraging the use of Strategic Questions / Providing Choices / Leaving the Learner in Control
- **Focus on process feedback** versus **person feedback**
 - Research found that the impact of both positive and negative person feedback (“good girl” or “I’m disappointed in you”) was more or less the same and much less effective than process feedback (“how did you do that” or “what do you need to do next?”). There is very little value and perhaps even some harm in feedback that focuses on the qualities of the person. But feedback focused on goals and processes can change everything for the good!

Application



Directions:

1. Select one of the existing rubrics (**pages P, Q, R, S, or T**)
2. Use the tools we've discussed, including the single-point rubric, copied on green paper (and represented in your packet on **page 0**) as you work with your proximity partner to craft effective feedback designed to improve (or upgrade) current practice.

Focus on Language

Learners provide feedback in the ways they have received it.

According to Johnston (2012)

*...the fact that much of the feedback children experience comes from their peers. **We have to remember that we are not just giving students feedback [as teachers]; we are also teaching them to provide it. In a way, we are teaching them to teach. If students can provide productive feedback, then collectively they will tend to get more feedback. And it will be more immediate feedback, because, rather than waiting for the teacher, their peers can provide it. More feedback improves learning, and immediate feedback is more effective than delayed feedback. Increasing the responsiveness of the classroom by actively teaching students how to respond to each other's efforts magnifies the effects of our teaching.** (p. 36)*

Progressions – *Sure Six*

- Continuous Growth/Commitment
- Meaningful Relationships
- Best Practices for ALL Learners
- Processes to Support Alignment
- Active Student Engagement
- Evidence of Learning

Pathways to Success

DESIRED RESULTS

Teaching and Learning:

How do we design and facilitate rigorous and relevant opportunities to equip learners for success?

Engagement:

How do we engage parents, families, and other stakeholders in educational pursuits?

Kids First:

How do our actions demonstrate our belief that all learning begins with meaningful relationships?

We believe that all learning begins with meaningful relationships. Our mission is to develop learners who can apply knowledge and think innovatively as a result of engaging in rigorous and relevant opportunities.

Create and maintain positive and supportive learning environments

Facilitate understanding of context related to current academic, social, and economic conditions

Set and reach high expectations, with an emphasis on continuous growth for all

Experience an understanding-based engaging curriculum, including integration of technology and 21st Century transfer goals / innovative thinking and contribution

Communicate consistent and clear expectations throughout the learning process

Prioritize and demonstrate a laser-like focus on enhancing student learning and achievement

Use high-leverage assessment practices to equip students with the ability to apply knowledge and meet expectations evidenced by a meaningful array of artifacts anchored in rich performance tasks

Model expectations of valued skills and habits of mind in collaborative adult interactions

Include experiences designed to develop learners who are responsible, respectful, and positively engaged



21st Century Electronic Portfolio

Creativity	Collaboration	
Innovation	Communication – Written, Visual & Oral	
Design Thinking	Aesthetic Response	
Community-mindedness	Global Perspective	
Financial Literacy	Perseverance /Grit	
Inquiry Process	Problem Solving	
Self-Awareness – Career/Life Planning	Insights into Learning	
Leadership	Adaptability/ Nimbleness	
Decision Making	Initiative/Entrepreneurship	
Curiosity and Imagination	Citizenship	Health / Wellness



Leadership

Definition: *A process of social influence that works to increase the efforts of others in pursuit of a common goal.*

Novice

Capable

Proficient





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David Niguidula

Talk with your partner, discuss:



- ***connections*** you made to background knowledge or experiences
- ***new learnings***
- ***action step*** you are considering, as a result of your learning

How did you do?

- Participants will **accurately** distinguish between criteria and directions; and between language that promotes growth vs. discourages it
- Participants will provide **effective** feedback, using parameters of high quality and value
- Participants will **preliminarily plan to** revise existing rubrics to promote a growth mindset
- Participants will **collegially** share how to adopt or adapt elements into existing practice

