

Harlan County Public Schools

SCORE Protocol

Purpose: 1) *To strengthen assessment items and assure a balanced assessment system* 2) *To increase assessment literacy among faculty and staff* 3) *To improve instructional practices and* 4) *To increase teacher and student performance through the analysis of assessment work.*

Step 1: Introduction

Facilitator introduces the teacher-presenter, explains the process, and offers tips for successful collaboration.

Step 2: Teacher Presentation

Teacher presenter shares samples of the assessment work (*assessment items, deconstructed standards, and learning targets*) and describes the context of the teaching/learning situation leading to the work including the scoring guide, timeline, and purpose of the work.

Step 3: Questions

Clarifying- Participants may ask non-evaluative questions about areas of the teacher presentation that are unclear for the purpose of clarification.

Focus- Facilitator presents focusing questions to guide group participants as they examine the work. Focus questions are critical to the process and should not be answered with a simple yes or no. Focus questions should provoke comments that will encourage teacher growth.

Question 1: What evidence is there that the teacher has provided students with a clear and understandable vision of the learning target(s) associated with the taught standard(s)? Samples of Evidence: Lesson Plans, Learning Targets (written in student friendly language)

Question 2: To what degree and in what way do the Learning Targets (“I Can” statements) align to the stated Core Content and Program of Studies standards. Are the Learning Targets congruent (direct match) or correlative (loosely connected or associated) to the standard(s)? What evidence supports your decision? Samples of Evidence: Deconstructed Standards, Program of Studies, Core Content for Assessment, Learning Targets

Question 3: What evidence is there that various types of Learning Targets are intentionally planned to scaffold student learning? (Knowledge, Reasoning, Skill, Product, Performance) Samples of Evidence: Learning Targets

Question 4: Do *each* multiple choice question and *each* open response question associated with *each* Learning Target congruently align to the stated standard? To what degree do the standard, the Learning Target, and the associated assessment item(s) demonstrate clear alignment? Samples of Evidence: Multiple Choice and Open Response Questions

- Each standard should have multiple learning targets and multiple assessments associated with that standard.
- Each Learning Target should have a minimum of 1 assessment item.

Step 4: Examine Teacher and Student work

Group participants examine the assessment work according to the focus questions that were presented by the facilitator in Step 3.

Step 5: Feedback

Supportive- Through collaborative discussion, group participants offer positive, supportive feedback. Participants describe where the work models characteristics of highly effective teaching and learning as well as characteristics of appropriate and balanced assessment practices.

Constructive- Through collaborative discussion, group participants outline challenges/barriers that were evidenced through the analysis of the work. Group participants explore possible disconnects or gaps revealed through the analysis and attempt to answer issues raised through the focus questions.

Feedback Summary- The group participants summarize findings and the facilitator charts the summary.

Step 6: Debriefing

Facilitator, presenting teacher, and group participants collaboratively discuss implications for teaching and learning including a “next steps” plan. Open discussion by all about the process is shared by the group.

Revised July 2010, jl