Raising the Bar: Debunking Myths About Scoring

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“Playing It Safe” to Get the Highest Score

What Does This Data Chart Tell You About the Student’s Achievement?

- Student mastered the skill after 2-3 attempts: probably too easy.
- Time better spent teaching more challenging skills.

Scoring Portfolios – Quick Review

<table>
<thead>
<tr>
<th>Level of Complexity (LOC)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEVEL OF COMPLEXITY</strong></td>
</tr>
<tr>
<td>To what extent is the portfolio evidence aligned with the standards required for assessment in this subject?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unmatched To Standard</td>
<td>Student primarily addresses motor and communication “access skills” during instruction based on curriculum framework standards in this strand.</td>
<td>Student addresses curriculum framework standards that have been modified below grade-level expectations in this strand.</td>
<td>Student addresses a narrow sample of curriculum framework standards (1 or 2) at grade-level expectations in this strand.</td>
<td>Student addresses a broad range of curriculum framework standards (3 or more) at grade-level expectations in this strand.</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Most portfolio strands are LOC=3 (Entry Points)
Scoring Accuracy and Independence

Demonstration of Skills and Concepts (DSC) (Percent Accuracy)

<table>
<thead>
<tr>
<th>LOC</th>
<th>M</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The portfolio strand contains insufficient information to determine a score.</td>
<td>The student’s performance is primarily inaccurate and demonstrates minimal understanding in this strand (0-25% accurate).</td>
<td>The student’s performance is limited and inconsistent with regard to accuracy and demonstrates limited understanding in this strand (31-60% accurate).</td>
<td>The student’s performance is mostly accurate and demonstrates some understanding in this strand (61-75% accurate).</td>
<td>The student’s performance is accurate and demonstrates high quality in this strand (76-100% accurate).</td>
</tr>
</tbody>
</table>

Independence (IND) (Percent unassisted responses)

<table>
<thead>
<tr>
<th>IND</th>
<th>M</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The portfolio strand contains insufficient information to determine a score.</td>
<td>The student requires extensive verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (0-25% independent).</td>
<td>The student requires frequent verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (31-60% independent).</td>
<td>The student requires some verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (61-75% independent).</td>
<td>The student requires minimal verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (76-100% independent).</td>
</tr>
</tbody>
</table>

How the overall strand score is determined from LOC, DSC, and IND scores

• Based on the “final 1/3 time frame” of the data chart, the scores in LOC, DSC, and IND are combined into a “strand score.”

For LOC=3, this table is used to calculate strand scores
(Also see Educator’s Manual for MCAS-Alt, pp. 63-73)

Then, all strand scores are averaged give an overall score in a content area.

A score of 100% accuracy and 100% independence isn’t required to score Progressing!

• The table shows that any scores above 51% accuracy and 51% independence earn a score of Progressing.

The Take-Away:
• Students can attempt more complex entry points without fear of lowering their score.
• Therefore, push students to learn more challenging skills.
• Have students attempt new and different skills each year.

Data Charts: Three Scenarios for Calculating Accuracy and Independence

02
“Zero-Prompt Instruction:”
Always Independent, Working on Accuracy

“Errorless Teaching:”
Always Accurate, Working on Independence

Working on both Accuracy and Independence
Accuracy and Independence: Corrections/Edits/Prompts

- If student gets the answer correct, with or without prompting, that response is accurate.
  - If prompted, write “P” next to the prompted response on a work sample.
  - If a prompt of any kind is given, then the response is considered “non-independent” (i.e., prompted)
- If the response is incorrect, even with prompting, it is inaccurate
  - Mark it incorrect.
- If corrections/edits are made by the student, then it is an accurate and independent response.

Charting Accuracy and Independence for a Series of Responses

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Accuracy</th>
<th>Independence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1</td>
<td>Correct response (accurate)</td>
<td>Verbal prompt (not independent)</td>
</tr>
<tr>
<td>Question 2</td>
<td>Incorrect response (inaccurate)</td>
<td>Verbal prompt (not independent)</td>
</tr>
<tr>
<td>Question 3</td>
<td>Correct response (accurate)</td>
<td>Gestural prompt (not independent)</td>
</tr>
<tr>
<td>Question 4</td>
<td>Incorrect response (inaccurate)</td>
<td>Verbal prompt (not independent)</td>
</tr>
<tr>
<td>Question 5</td>
<td>Correct response (accurate)</td>
<td>No prompt (independent)</td>
</tr>
<tr>
<td>Overall Percent</td>
<td>60% accuracy (3/5 correct)</td>
<td>20% independence (1/5 independent)</td>
</tr>
</tbody>
</table>

All prompted responses are considered not independent.

Percentages Must Make Sense!

This sample was not scorable because scorer couldn’t verify how four questions could be 43% accurate and 43% independent.

Final Thoughts
Portfolio data and evidence must be authentic!

- Please do not fabricate information, falsify dates, replicate or duplicate evidence or data for a different student.
- In cases where this occurs, investigations will be requested and scores may be invalidated.
- Start early enough in the school year to complete your students’ portfolios by March 29, 2019.
- Attend training and review sessions and ask for help if you need it, before it’s too late.

In Summary

- Be clear and concise in describing how the work was created.
- Score your students’ work.
  - Show your students’ work or thought process where possible
  - Document accuracy and prompts clearly, item-by-item.
  - Scorers should see which responses were accurate and independent.
  - If not obvious, explain how you scored the work.
- Review your portfolio with another teacher before submitting.
- Use all available supports and resources.

THANK YOU

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