

DDMs ~ Scoring and Setting Parameters

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So far in our journey, we have learned the basics of what a District Determined Measure is and how to construct one. Hopefully by this point in time, you have had the opportunity to give the “baseline” assessment that you created with your colleagues on January 17.



The next step is to discuss the scoring process and how to set the parameters for determining high, moderate and low growth. As we visited PLC's during the month of February, one of the most common question asked was, “How do we figure out how much growth our students have made? Who decides that?” We hope that the following helps to clarify some of your questions.

There are three components that help to determine student growth- clearly written rubrics or scoring guides, directions for making a growth determination, and parameters for what constitutes high, moderate, or low growth.

Scoring is defined as the systematic process of assessing student work. Clear scoring guidance can support student learning and educator practice by explicitly stating the aspects of student work that are essential while supporting fairness and transparency at the same time. If there are concerns regarding the quality of scoring when educators score their own student's work, there are options such as randomly re-scoring a selection of student work to ensure proper calibration or using teams of educators to score together.

While there are many ways to score student work, rubrics are an excellent resource for scoring performance assessments, constructed responses and open-ended items. Here are two different types of rubrics for your consideration:

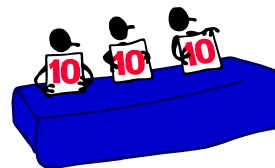
- Analytic- defines different characteristics to be observed, often in separate lines of the rubric. Since this type of rubric breaks a task down into smaller, more manageable components it may be easier to achieve higher levels of inter-rater agreement. They also provide clear formative feedback to educators and students about how to improve student work. Finally, analytic rubrics typically assume an equal rating for each category.
- Holistic- may define the same characteristics as an analytic rubric but asks the raters to consider them in a final rating. The advantage of this type of rubric is that they rely on the rater's judgment and may capture important elements lost in an analytic rubric. Acceptable levels of agreement between raters can be achieved through the use of anchor papers.

Save the Date:

August 6-8, 2014

Keys to Literacy will be offering a 3-day training on *Writing in the Content Areas & Keys to Argument Writing* August 6-8, 2014 right here at D-Y at the high school library. This is a free workshop for up to 35 teachers in grades 3-12. Those interested in earning one graduate credit from Endicott College will pay \$100 on the first day of the course.

Stay tuned for additional information.



Four Key Messages about Student Impact Ratings

Use Multiple Measures



DDMs and SGP are part of comprehensive evaluation system

Focus on Students



The focus of measuring student impact is improving student learning.

Build Capacity



Developing DDMs builds knowledge about assessment and data use.

Engage Educators



Educators have expertise developing and evaluating assessments.

There are 3 general approaches to measuring student growth:

- Pre-Test/Post-Test: likely the most straightforward way to measure student growth; it is called determining a “gain score”. However, it assumes that an improvement of one point is equal across the scale. If the beginning items on the test reflect basic recall of facts while later items reflect using that knowledge in a sophisticated way, then where the student showed improvement on the test will determine whether or not it is growth.
- Repeated Measures: provide additional information to teachers such as when students made improvements across the year.
- Holistic Evaluation: a rubric can be explicitly designed to translate into levels of high, moderate and low growth.

Making a Determination of High, Moderate, or Low Growth

Before the assessment is even administered, educators should investigate the instrument itself, imagining students at different levels and what level of growth would match their expectations. It is important to keep in mind that a DDM should provide all students an equal opportunity to demonstrate growth.

The guiding definition of low growth is that it is less than a year’s worth of growth relative to academic peers, while high growth is more than a year’s worth of growth. If a course meets for less than a year, the teacher(s) would decide how much growth could be expected during that time.

“Education breeds confidence. Confidence breeds hope. Hope breeds peace.”

— [Confucius](#)



DDM ~ FAQ's

Q: Do the same number of students have to be identified as having high, moderate, and low growth?

A: No, there is no set percentage of students who need to be included in each category.

Q: Can I change scoring decisions if I use the same DDM in the second year?

A: DDMs will undergo both small and large modifications from year to year; changing or modifying scoring procedures is part of the continuous improvement of DDMs over time.

Q: Can more than one educator be responsible for the same student's SGP?

A: Yes, students who receive instruction from multiple teachers may be included in multiple teachers' median SGP. For example, a student who attends both a regular Math class and participates in a pull-out Math remediation program focused on supporting those same skills could have his or her SGP score included in median SGP of both teachers.



Surf's Up

If you haven't already heard of it, take a moment to check out www.newsela.com! It is a free resource for teachers that allows students access to high-interest topics in today's daily news at five lexile levels so every student can access the same information at their reading level and improve their reading comprehension. Many of the articles include a quiz which is aligned to the Common Core, so teachers can track student progress. Categories include: War & Peace, Science, Kids, Money, Law, Health, and Arts. Teachers can set up classes and assign articles to students, which can be accessed on the computer and iPad.

DY's Special Ed Parents Advisory Council (SPED PAC)

DY SPED PAC is up and running!

This parent driven group advocates for children with disabilities and their families. They participate in the planning, development, and evaluation of special education programs within the DY district.

The PAC provides education, resources, supports, and facilitates partnerships within the community.

Meetings ~ All are welcome!!!

1st Wednesday of each month

SAE Library
Childcare is provided

Coming soon!

DY school website will soon have a SPED PAC page under "(Pupil Services)".

Please mark these dates on your calendar and share with parents.

March 27, 2014 @ 6pm @ SAE Library-
Speaker TBD
April 3, 2014 @ 7 pm @ SAE library
May 7, 2014 @ 7pm @ SAE library

Please contact co-chair Brian Beasley with any questions or concerns-

dypac@outlook.com

IPDP Reminder:

To enter information into your IPDP, go to the D-Y website "Quick Links" and click on DYPD.

Once you have logged in, go to "Settings" then click on IPDP at the very top of the page

For explicit directions: [IPDP Directions](#)

Coaches' Corner

Betsy Pontius – K-3 Math Coach

James Schwartz names Composition as the first of 5 Powerful Ideas that connect to all mathematical domains. He describes composition as putting units together, and guides practitioners to be flexible in their understanding of units.



The idea of Composition is alive and well in our district's K-3 classrooms. Kindergarteners are counting one set and then another set to determine the size of a new whole set. First grade students are “bonding” number parts to form a whole. Second grade students are clasping their hands together to show one ten. Third graders identify the number of parts of equal size, and determine the whole using multiplicative thinking.

This idea of Composition connects with all domains. Recently, I stumbled upon a Geometric activity that explores this idea:

1. The task: Students use pattern blocks to create a “unit” from 2 or 3 separate shapes. Students record their “new” unit by tracing and coloring their composition.
2. The extension: Use “The Shape Tool” (an interactive application from nctm.org). Students select a card (made during the task), take a quick look, (like subitizing with dot cards), then try and recreate what they saw via the computer application.

This activity suits learners at the Van Hiele levels of Geometric Reasoning, Level 1: Visualization.

Check out this link for more information and ideas: images.rbs.org/cognitive/van_hiele.shtml

Nix the Tricks by Kelly Brown –Math Coach 4-8



This resource was created for teachers to help their students make sense of the math they're learning and develop a deeper understanding of the concepts rather than rely on memorization techniques, short cuts, and a false sense of math magic. Periodically, we will highlight excerpts from the book to share with you. We encourage all interested educators to check out the book themselves; it can be downloaded for free at www.nixthetricks.com.

Nix: PEMDAS, BIDMAS

Because: Students interpret the acronym in the order the letters are presented, leading them to multiply before dividing and add before subtracting.

For example, students often incorrectly evaluate $6 \div 2 \cdot 5$ as follows:

Incorrect: $6 \div 2 \cdot 5 = 6 \div 10 = 0.6$

Correct: $6 \div 2 \cdot 5 = \frac{6}{2} \cdot 5 = 3 \cdot 5 = 15$

Fix: Students should know that mathematicians needed a standard order of operations for consistency. The most powerful operations should be completed first - exponentiation increases or decreases at a greater rate than multiplying, which increases or decreases at a greater rate than addition. Sometimes we want to use a different

order, so we use grouping symbols to signify “do this first” when it is not the most powerful operation. If students are still looking for a way to remember the order, replace the confusing acronym PEMDAS with the clearer GEMA.

G is for grouping, which is better than parentheses because it includes all types of groupings such as brackets, absolute value, expressions under square roots, the numerator of a fraction, etc. Grouping also implies more than one item, which eliminates the confusion students experience when they try to “Do the parentheses first.” in 4(3).

E is for exponents. Nothing new here.

M is for multiplication. Division is implied. Since only one letter appears for both operations, it is essential to emphasize the important inverse relationship between multiplication and division. For example, discuss the equivalence of dividing by a fraction and multiplying by the reciprocal.

A is for addition. Subtraction is implied. Again, since only one letter appears for both operations, it is essential to emphasize the important inverse relationship between addition and subtraction. You might talk about the equivalence of subtraction and adding a negative.