Scoring Argumentative Writing: Using the SB Rubric

Goals

- Provide opportunities to deeply learn the SB Argumentative rubric by scoring student work

1. Warm up exercise
2. Taking the test
3. Rubric orientation
4. Scoring student responses
If you want to know if someone can do something, have them do it and score it by a set of rules [Rubrics]

Authentic, active, requires creativity and synthesis and application –highest cognitive complexity

Rubrics with student responses provide a platform for instruction and common language around learning

Marriage of assessment and instruction-Formative

SBAC: Writing about what is read will be assessed at every grade
Write short paragraph about the first time you rode a rollercoaster. Directive: Which best communicates this experience [narrative mode]?

a. The line was a long line. It took a long time to get to the front. I felt sort of funny before I rode the rollercoaster. The line was so long. I am glad I rode the rollercoaster after all. I ride it all the time now when I go there.
b. Looming before us was the infamous Wild Mouse Rollercoaster. The line of miners going up Chilkoot Pass in the Klondike had nothing on this one. Several birthdays came and went before we reached the front, while my stomach did wingovers, sweat beading on my forehead. Here we go! Visible still are my finger prints embedded in car 29’s safety bar.

c. It took 45 minutes to get to the front of the line for the rollercoaster, and I was getting nervous. I got more and more nervous until we finally reached the front. We were on, and it was fun, but I did not let go of the bar. I really like the part that goes through the pool of water. Now it is my favorite ride. I also like the Ferris wheel.

❖ Build a Rubric; Learning progressions
Focusing Questions

Why did you place one paragraph above the others?
[now generalize from the specific and build a rubric; inductive reasoning]

How well is the emotional state of the writer portrayed in each paragraph?

How well described is the length of the line to the Rollercoaster in each paragraph?
Lessons

• The majority of participants always correctly place the order from low to high as A, C, B with any training or rules. Why?

Answer: there are innate understandings of Quality that are further enhanced through careful, extensive training with Anchor responses which are the physical embodiment of the abstract rubric.
Some of these **Quality** Markers...

- B allows you to ‘see and feel’ the experience.
- A is simplistic
- B is tighter
- C is OK but general
- B has imagery
- A has repetitive sentence structure
- A has weaker word choice than B and C
- A says ‘felt funny;” What does that mean?
- B uses hyperbole- ‘several birthdays came and went’
Why is accurate scoring important?

- Ethical: Fairness for each student

- Accurate scoring means deep understanding of the rubric which can lead to more accurate and targeted feedback to students: use of this rubric formatively in the classroom
Now let’s take a look at the 6-12 Smarter Balanced Argumentative Rubric...[rubric=set of rules]
Implementing the Idaho Core Standards: Scoring Using the SB Argumentative Rubric Part 2
Part 2: Smarter Balanced Argumentative Rubric

“A foolish consistency is the hobgoblin of little minds, adored by little statesmen and philosophers and divines.” -Emerson

Walk a mile in their shoes: Prior to discussing the rubric or sample response have participants ‘take the test.’ Cold. And have them answer these essential questions:

1. What skills must students have and display to do well on this item? Keep a list and share them during your PD session.

2. What is challenging; what is easy?
Sample of participant’s feedback…

- Close reading
- Creating claims
- Note-taking
- Citing evidence
- Time management
Sample of participant’s feedback…

• How to read and revisit the prompt
• Understanding of preference vs evidence
• Flexibility with applying strategies
• How to pair reading with writing
Sample of participant’s feedback…

- Strategies for speeding up the process—like pre-reading
- Outlining
- Graphic organizers
- Perseverance
- Building Stamina
- Identifying relevant evidence based on “lens” (the prompt)
Now let’s look at the National Park Assignment, the Rubric and finally score some student responses……