Session Goals

- Deepen understanding of implementing the CCSS through an LDC lens
- Consider scoring of student work as a strategy for determining instructional next steps and assessing professional development needs

Implementing LDC and the CCSS

- Literacy Matters Video
- Student Power Point

What evidence of implementing the CCSS do you observe in these two video expressions? How does this evidence match up against the evidence you observed in your district classrooms?

- Small and whole group discussion
Scoring Student Work

- How can scoring student work be used as a school improvement strategy?
- How are you currently using this strategy to inform your work?

Shared Practice

- Hillsborough Public Schools
  - Moving LDC forward to scale

Review of LDC Rubric -
Background and Rationale
LDC Rubrics – Scoring v. Grading

- The LDC rubric is constructed for classroom use and to provide feedback to students and teachers. It is for feedback. It is not a summative rubric, as might be used in state exams to measure a set of absolute criteria.

LDC Rubrics – Scoring v. Grading

- It helps students know expectations before the task is completed, and where their strengths and weaknesses are after the task is completed.

LDC Rubrics – Scoring v. Grading

- It helps teachers gauge the effectiveness of their instructional choices and delivery.
LDC Rubrics – Scoring v. Grading

- This rubric is designed for teaching that looks for progress NOT failure. No one fails. Students use the feedback to improve as do teachers.

Analyzing the LDC Scoring Rubric for Argumentative or Informational Writing

- Deconstruct the rubric against a set of standards.
- Work with a partner and use the materials provided to analyze the rubric for the module you taught.
- Practice scoring student work using the sample essay provided.

Using the LDC Rubrics

- Rubric designed as a holistic and analytical rubric.
- To use as holistic, circle one of the terms on the top line – make an overall judgment of the student paper. You can circle boxes as feedback.
- To use analytically, circle a score for each category, then average.
Scoring Student Work

- Practice sample
- Student sample
- Compare your scoring outcomes with colleagues.

Using Scored Student Work

In team groups discuss the following:

- What patterns or themes emerged from the student work scored?
- What are instructional next steps based on the student work scored?
- What are three next steps?