**Performance (Scoring) Scales Development Template**

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| **PBGR:** Use historical thinking to analyze how past and present interactions of people, cultures, and the environment shape global communities. |
| **Grade Level/Course/ Unit of Study:**  |
| **EXEMPLARY/ ADVANCED**Constructs knowledge/(far) transfer, extends thinking | **In addition to PROFICIENT, in-depth insights, solutions, and/or applications go beyond what was explicitly taught.****The student:** Constructs knowledge and extends thinkingDo tasks offer opportunities for extended thinking (e.g., drawing upon cross-curricular knowledge; expanding personal or world perspectives; using elaborated communication)? | **Evidence from this unit/course** **(Instructional or Summative Tasks)** |
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|  | **?** | **In addition to PROFICIENT performance,** exhibits some in-depth insight or applications **with partial success** = attempts to go beyond what was taught; extends thinking, but was not completely successful **Still** **performing at the Proficient level.** |  |
| **Do me first!****PROFICIENT**Tasks require (near) transfer & integration of skills and knowledge  | **The student:*** Uses …
* Analyzes …
* Supports conclusion about …
* Makes deep connections …

**The student exhibits no major misconceptions, no key factual inaccuracies, nor relevant omissions.** |  |
|  | **?** | **In addition to score APPROACHING performance,** no major errors and partial knowledge of most of the PROFICIENT content and skills. Evidence of some flawed explanations, thinking/misconceptions **Still** **performing at the Approaching level.** |  |
| **APPROACHING**Performs or understandsthe less complex aspects parts (in isolation) required for more complex tasks | **There are no major errors or omissions regarding the basic details, facts, and routine processes, as the student:*** recalls terminology or basic concepts:
* performs basic processes:
* constructs or interprets…
* connects…

**The student may exhibit some key misconceptions, regarding the integration of more complex ideas and processes.** |  |
| **BEGINNING** | **With scaffolding and added supports, demonstrates a partial understanding of some basic details, terms, and routine processes**  |  |
|  | **Even with help, no evidence of understanding or skills is demonstrated.** |

The Hess Scale Development template is adapted from Marzano’s work with performance scales and Great Schools Partnership scoring scales guidelines. Complete the table with your grade-level or course expectations for each PBGR, describing PROFICIENT, and then other levels of performance.

**Types of Scoring Criteria**

**Try doing a “DOK check” of your assessment task expectations, unit lesson targets, and scoring rubric criteria**: Does the wording of assessment prompts and rubric wording match the intended Depth of Knowledge (DOK) expected to be observed in student work? Do the unit lessons build to the highest DOK expected by the end of the unit?

 **Process criteria** – following the correct steps is usually only a DOK 1 level. If students are designing their own process, such as in deciding which variables to control and how to collect and organize data it would bump up to DOK 2 or DOK 3 depending on the task.

 **Form criteria** – applying correct formats and rules (e.g., what makes a good oral or visual presentation) is usually only DOK 1

 **Accuracy of content criteria** – locating/describing correct facts, details, definitions, or principles would generally be DOK 1; demonstrating conceptual understanding or accurate applications of concepts are generally DOK 2

 **New knowledge criteria** – providing support for insights, judgments, and synthesized ideas is DOK 3 or DOK 4 depending on the sources required

 **Impact criteria** – evaluation of whether the final product achieved its intended purpose looks at coherence and effectiveness across criteria and generally would be at DOK 3 or 4, since form, process, and accuracy are used to generate supporting/compelling evidence for ideas (new knowledge) for a particular purpose and audience