

Defining Proficiency

Developing Scoring Guides for
Maine's Learning Results and CTE
Standards

Maine Learning Results Development Plan

- Committees of Maine Educators*
 - 2 Elementary
 - 2 Middle School
 - 2 High School
 - 2 Higher Education
 - All 8 Content Areas
 - VPA and Health and Physical Education will have larger committees

CTE Development Plan

- CTE Committees (Four members on each committee)
 - Automotive
 - Carpentry
 - Computer Technology
 - Culinary Arts

Timeline for Development

- May 27
- July 8
- August 11
- October 7

Process for Development

- Determine the number of levels (first cut)
- Determine the measurement topics (first cut)
- Marzano Research Laboratories drafts sample scoring guides and articulates proficiency language
- Collaboration between Marzano Research Laboratories and MDOE Scoring Guide Committees

First Cut for ELA

- 10 levels
- Identify Strands
- Identify Measurement Topics
- Articulate Proficiency
- Articulate 2.0 score

ELA Reading Strand

- Measurement Topics:
 - Vocabulary: Ownership
 - Vocabulary: Strategies
 - Phonemic Awareness
 - Phonics
 - Derivations
 - Fluency
 - Use of Comprehension Strategies
 - Identifying Purpose
 - Making Inferences
 - Literary Texts (Types, Features/Elements, Structures)
 - Informational Texts (Types, Features/Elements, Structures)
 - Persuasive Texts (Types, Features/Elements, Structures)

ELA Writing Strand

- Measurement Topics
 - Writing Process (Types, Purpose, Structure)
 - Narrative (Types, Purpose, Structure)
 - Argument/Analysis (Types, Purpose, Structure)
 - Persuasive (Types, Purpose, Structure)
 - Practical Application (Types, Purpose, Structure)

ELA Language Strand

- Measurement Topics
 - Grammar and Usage
 - Mechanics

ELA Speaking Strand

- Use of Effective Speaking Strategies
Relative to Purpose

| Strand: Learning about and exploring Education and Career and Life Roles | | |
|--|---|--|
| Topic: Relationships among learning, work, the community, and the global economy | | |
| Level: 4 | | |
| Score | | Sample Tasks |
| 4.0 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. | |
| | 3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success. | |
| Score 3.0 | The student: explains how success in school supports a student's ability to positively contribute to school, home and community The student exhibits no major errors or omissions. | Ask students to create a poster explaining the relationship between success in school and his/her positive contributions in school, home and/or community. |
| | 2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content | |
| Score 2.0 | There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> •recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> ocontribute, support •performs basic processes, such as: <ul style="list-style-type: none"> odescribes ways students can help at school, home and in the community However, the student exhibits major errors or omissions regarding the more complex ideas and processes. | Ask students to name/list chores/jobs he/she has at home and describe how doing these chores/jobs helps. |
| | 1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content | |
| Score 1.0 | With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. | |
| | 0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content | |
| Score 0.0 | Even with help, no understanding or skill demonstrated. | |

Work of the Committees

- Collaborate with Marzano Research Laboratory staff and articulate proficiency (3.0) and 2.0 in each measurement topic and level to pilot
- Determine the measurement topics for each content area or CTE program to test drive
- Determine the number of levels to articulate the progression of learning for each content area or CTE program to test drive

Roll Out

- Statewide conference to share the draft scoring guides in all 8 content areas and 4 CTE Programs
- Available to test drive and provide feedback for the continuous improvement cycle of development

Questions?