

Process Writing Assessment Scoring Tips for Facilitators

Our Suggestions for Meeting the Challenges of:

LIMITED TIME

- Schedule a meeting early in the school year to set dates for scoring sessions
- Invite and answer general questions at department meetings/staff meetings
- Distribute an agenda and stick to time allotments
- Begin with norms (bring some and seek quick agreement)
- Ask someone with a sense of humor to be **Timekeeper** and to issue a mild warning and keep people on track
- Have charts/”parking lots” to collect questions/validate people’s issues and to come back to later
- Stress limitations of time, stay focused & get through; keep focused on objectives during trainings; stress pay for time and use common planning time to score
- Be assertive as facilitators to keep training moving so conversations/debates that aren’t meaningful get stopped

RESISTANCE/OPPOSITION

- Emphasize community aspect of scoring
- Mandate common administration of Process Writing Assessment
- Have incentives like food and prizes; keep it fun and light-hearted, promote punctuality
- Explain the teacher-driven aspect of this initiative and the investment on the part of many teachers
- Explain that successful schools see huge student gain through the process of collaboratively scoring student work
- Give appreciations/thank you’s for participation
- Note that authentic evaluation = qualitative/holistic
- Explain that holistic rubrics are designed to be time efficient
- Introduce purpose and objectives of the project
- Discuss the long term benefits of knowledge
- Reinforce that this process will lead to success on the CAHSEE
- Pay participants
- Provide flexibility for facilitators
- Note that the Project connects to grade level standards and college preparation
- Affirm that teachers may re-use the pre-writing strategies in classroom instruction
- Consider scoring off campus in a reflective, peaceful environment
- Know your colleagues and highlight or downplay the “mandatory” aspect
- Keep the coaching role in perspective
- Sell the merits of the movement!

BIASES/DISCREPANCIES

- *Compromise and settle on what's truly important*
- *Write down biases ahead of time and crumple them up ceremoniously!*
- *Remind everyone that they're rating the **writing**, not the **student***
- *Refer back to the language of the rubric to clear up confusion*
- *Repeat the "preponderance of evidence" mantra*
- *Provide a reminder about what holistic means*
- *Always fall back on anchors and rubrics to counteract biases*
- *Spend more time discussing differences between 2 and 3 papers*
- *Let close discrepancies go!*

EXTERNAL VALIDITY

- *Students are required by the state to take on-demand writing assessments; this helps prepare them*
- *This assessment and scoring process reflect Best Practices for urban districts*
- *This assessment promotes mastery of writing standards*
- *The prompt and rubrics are standards based*

LEADERSHIP ROLE: TEACHER LEADER SCOPE OF RESPONSIBILITIES

- *Provide an agenda for the scoring session you will facilitate*
- *Communicate with Writing Coaches (Stephanie Travaille or Sarah Breed) to get materials not included in the binder*
- *Communicate to others in your grade level about the scoring session you will lead*
 - *Facilitate a community scoring session - for your school or a group of schools*
 - *Assist teachers with compiling scores to submit to RA&A*
- *Clarify that you aren't the compliance officer or logistics administrator, that role is department head or principal, etc.*
 - *Remember that you are a facilitator, not the authority (no us vs them)*
 - *Keep a positive outlook and expectations*