



# LDC Rubric Webinar

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The Louisiana Department of Education, in partnership with Literacy Design Collaborative | November 29, 2018



## Overview of Pilot Project

- Louisiana has a long history of accountability aligned to the academic focus on grades 3-12 and has recently expanded accountability to publicly funded early childhood programs. However, Louisiana currently lacks measures to reflect the success of grades K to 2 specifically.
- A work group of K-2 teachers, school leaders, and system administrators from across the state met in Spring 2018 to inform the development of a K-2 accountability system that emphasizes academic coherence and quality.
- Based on the group's input, Louisiana is piloting four age-appropriate tools this year. Two tools measure the student's classroom experience : CLASS in K and the Best Practices Implementation Observation Form for first and second grades. Two tools measure the student's mastery of grade-level standards: the LDC writing rubric for first grade and the ELA and Math Checkup for second grade.
- The Department will study data gathered from the tools, including pilot participant perspectives, to determine whether to scale the tool, make any modifications, or discontinue its use next year.
- This Webinar addresses the LDC writing rubric that will be piloted in nearly 400 first grade classrooms statewide.



## Overview of 2019 Pilot Assessment

1. In March 2019, pilot sites will administer an on-demand prompt to the students in the pilot classrooms.
2. Students will read a text and write an extended informational response.
3. LDOE will collect the responses and through assessment partners, score sets of student work.
4. Schools will receive feedback on the scored work from their site.
5. The work will be scored with the LDC informational writing rubric, and this webinar is about that rubric specifically.



# Introduction to the Rubric



## Student Work Rubric: Informational/Explanatory Task, Grade 1

SCORING ELEMENTS	EMERGING		APPROACHES EXPECTATIONS		MEETS EXPECTATIONS		ADVANCED
	1	1.5	2	2.5	3	3.5	4
<b>TOPIC/MAIN IDEA</b>	Response does not address the prompt, does not name a topic, or is mostly off-topic.		Names a topic; response is <b>loosely related</b> to the prompt and the topic, or is <b>partially off-topic</b> .		Names a topic; response <b>addresses</b> the prompt and is <b>related</b> to the topic.		Names a clear topic; response addresses the prompt and <b>stays focused on the topic</b> .
<b>USE OF SOURCES</b>	Includes no information from sources.		Includes information from sources <b>loosely related</b> to topic.		Includes information from sources <b>related</b> to the topic.		Includes <b>detailed</b> information from sources related to the topic.
<b>DEVELOPMENT</b>	Lists no facts or facts unrelated to the topic.		Lists facts <b>loosely related</b> to the topic.		Lists facts <b>related</b> to the topic.		Lists and <b>elaborates on some</b> facts related to the topic.
<b>ORGANIZATION</b>	Sentences have no evident relationship with each other.		Sentences <b>are related</b> to each other.		Sentences are related to each other; <b>provides a sense of closure</b> .		<b>Sequences</b> sentences with a <b>beginning, middle, and end</b> ; provides a sense of closure.
<b>CONVENTIONS</b>	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing.		Errors in standard English conventions appropriate to the grade level <b>sometimes</b> interfere with the clarity of the writing.		<b>Consistently applies</b> standard English conventions appropriate to the grade level. <b>Minor</b> errors, while noticeable, <b>do not interfere</b> with the clarity of the writing.		Consistently applies standard English conventions appropriate to the grade level, <b>with few errors</b> . <b>Attempts to use untaught conventions</b> , appropriate to grade level.
<b>DISCIPLINARY CONTENT UNDERSTANDING</b> RL.1.2	Does not retell stories or the retelling is unclear.		Retells stories <b>with related details and/or some events out of sequence</b> .		Retells stories, <b>including key details, and generally conveys their central message or lesson</b> .		<b>Precisely</b> retells stories, including key details, and <b>demonstrates</b> their central message or lesson.
<b>DISCIPLINARY CONTENT UNDERSTANDING</b> RL.1.3	<b>Does not describe</b> characters, and/or settings, and/or events in a story, or the description is unclear.		Describes <b>some</b> characters, and/or settings, and/or events in a story.		<b>Generally</b> describes characters, settings, and <b>major events</b> in a story <b>using key details</b> .		<b>Precisely</b> describes characters, settings, and major events in a story, using key details.



## Introduction to the Rubric

- Developed with the Stanford Center for Assessment, Learning & Equity (SCALE)
- Field tested and refined by the feedback of thousands of educators nationwide
- Validated through multiple scoring studies performed by SCALE and Measured Progress

Learn more: [SCALE Rubric Revision Rationale](#)

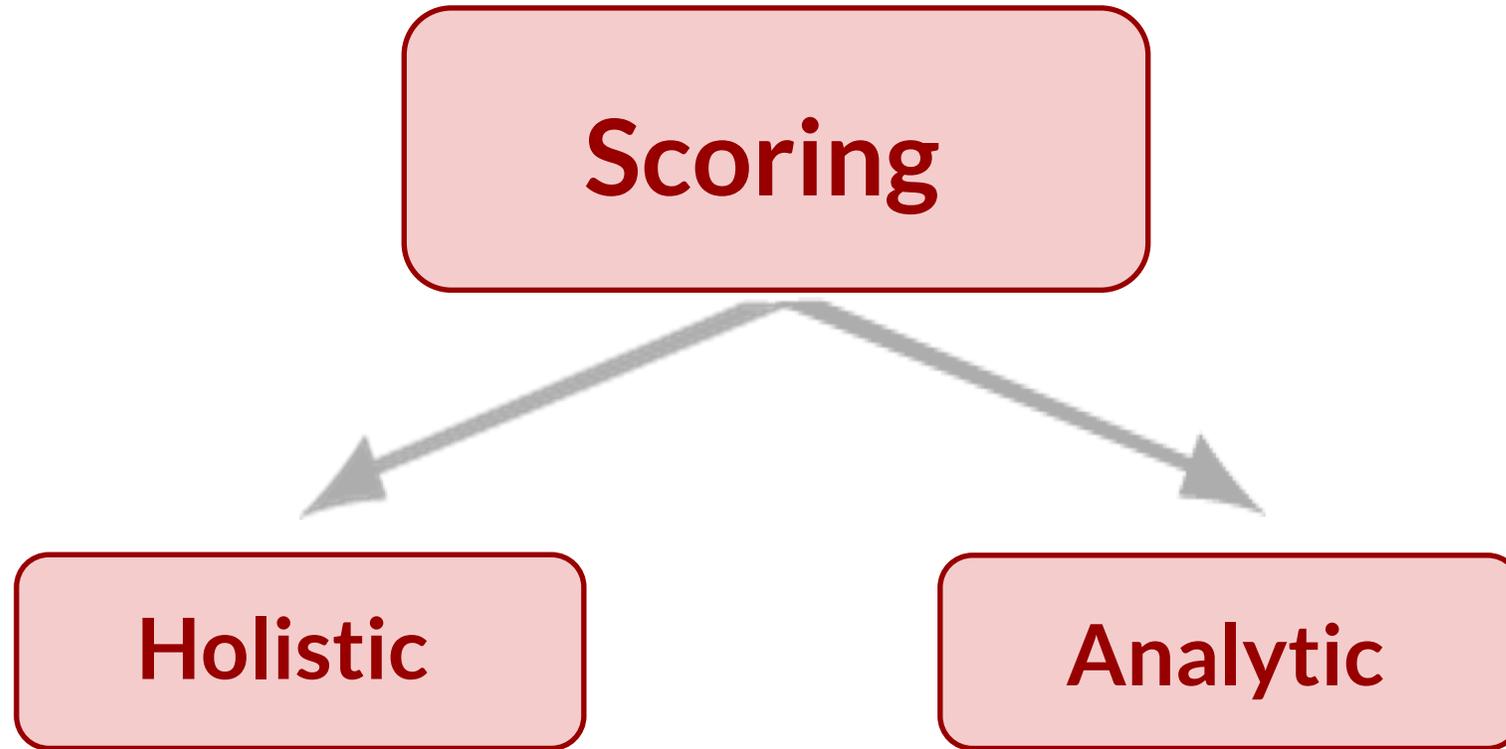


## Introduction to the Rubric

- Designed in a progression from Kindergarten to Grade 12
- Includes common writing dimensions usable by all disciplines
- Customizable with discipline-specific concepts and practices, including the Louisiana ELA Reading Standards for Literature and Informational Text

Learn more: [SCALE Rubric Revision Rationale](#)

## Two Types of Scoring





## Two Types of Scoring

**Holistic Scoring:** balances characteristics of writing to arrive at a single score appropriate to its overall quality.

**Analytic Scoring:** considers criteria of assessment separately, identifying a separate score for each criterion.

**Respond in the Chat:**

What are some advantages of **analytic scoring**?



## Value of Analytic Scoring

- More precise & informative
  - “I know what I did to earn these scores”
- Acknowledges strengths
- Facilitates targeted feedback
- Provides clear next steps for growth
- Allows weighting / prioritization of major skills (e.g., comprehension, clarity) over surface-level issues (e.g., conventions)



## Common LDC Scoring Dimensions

- Topic / Main Idea
- Use of Sources
- Development
- Organization
- Conventions



## Four Performance Levels

1	2	3	4
Emerging	Approaches Expectations	Meets Expectations	Advanced

Plus half-point levels (1.5, 2.5, 3.5)

## Standards Alignment in the Rubric

	Emerging	Approaches Expectations	Meets Expectations	Advanced
TOPIC / MAIN IDEA	Response does not address the prompt, does not name a topic, or is mostly off-topic.	Names a topic; response is loosely related to the prompt and the topic, or is partially off-topic.	Names a topic; response <b>addresses the prompt</b> and is <b>related to the topic</b> .	Names a clear topic; response addresses the prompt and stays focused on the topic.

### Louisiana Student Standards for English Language Arts: Writing 2

Write informative/explanatory texts in which they **name a topic**, supply some facts about the topic, and provide some sense of closure.

## Standards Alignment in the Rubric

	Emerging	Approaches Expectations	Meets Expectations	Advanced
USE OF SOURCES	Includes no information from sources.	Includes information from sources loosely related to topic.	<b>Includes information from sources related to the topic.</b>	Includes detailed information from sources related to the topic.

### Louisiana Student Standards for English Language Arts: Writing 8

With guidance and support from adults, recall information from experiences or **gather information from provided sources to answer a question.**

## Standards Alignment in the Rubric

	Emerging	Approaches Expectations	Meets Expectations	Advanced
DEVELOPMENT	Lists no facts or facts unrelated to the topic.	Lists facts loosely related to the topic.	<b>Lists facts related to the topic.</b>	Lists and elaborates on some facts related to the topic.

### Louisiana Student Standards for English Language Arts: Writing 2

Write informative/explanatory texts in which they name the topic, **supply some facts about the topic**, and provide some sense of closure.

## A Note about Use of Sources & Development

	Emerging	Approaches Expectations	Meets Expectations	Advanced
USE OF SOURCES	Includes no information from sources.	Includes information from sources loosely related to topic.	<b>Includes information from sources related to the topic.</b>	Includes detailed information from sources related to the topic.
DEVELOPMENT	Lists no facts or facts unrelated to the topic.	Lists facts loosely related to the topic.	<b>Lists facts related to the topic.</b>	Lists and elaborates on some facts related to the topic.



## Grades 6-8

	Emerging	Approaches Expectations	Meets Expectations	Advanced
SELECTION & CITATION OF EVIDENCE	<p>Includes minimal details from sources.</p> <p>Sources are used without citation.</p>	<p>Includes <b>details, examples, and/or quotations</b> from sources that are <b>relevant to the controlling idea</b>.</p> <p><b>Inconsistently</b> cites sources.</p>	<p>Includes details, examples, and/or quotations from sources that are relevant to the <b>controlling and supporting ideas</b>.</p> <p><b>Consistently</b> cites sources with <b>minor formatting errors</b>.</p>	<p>Includes <b>well-chosen</b> details, examples, and/or quotations from sources that <b>support</b> the controlling and supporting ideas.</p> <p>Consistently cites sources <b>using appropriate format</b>.</p>
DEVELOPMENT / EXPLANATION OF EVIDENCE	<p>Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.</p>	<p>Explanation of ideas and source material is <b>minimal</b> or <b>contains minor errors</b>.</p>	<p><b>Accurately</b> explains ideas and source material and <b>how they support the controlling idea</b>.</p>	<p><b>Thoroughly</b> and accurately explains ideas and source material, <b>using reasoning</b> to support and <b>develop</b> the controlling idea.</p>

## Standards Alignment in the Rubric

	Emerging	Approaches Expectations	Meets Expectations	Advanced
ORGANIZATION	Sentences have no evident relationship with each other.	Sentences are related to each other.	<b>Sentences are related to each other; provides a sense of closure.</b>	Sequences sentences with a beginning, middle, and end; provides a sense of closure.

### Louisiana Student Standards for English Language Arts: Writing 2

Write informative/explanatory texts in which they name the topic, supply some facts about the topic, and **provide some sense of closure.**

## Standards Alignment in the Rubric

	Emerging	Approaches Expectations	Meets Expectations	Advanced
CONVENTIONS	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing.	Errors in standard English conventions appropriate to the grade level <b>sometimes</b> interfere with the clarity of the writing.	<b>Consistently applies</b> standard English conventions appropriate to the grade level. <b>Minor</b> errors, while noticeable, <b>do not interfere</b> with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level, <b>with few errors. Attempts to use untaught conventions, appropriate to grade level.</b>

Louisiana Student Standards for English Language Arts: Language 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Louisiana Student Standards for English Language Arts: Language 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



## Custom “Disciplinary Content” Dimensions

### [LDC Reading Standard Rubrics](#)

- Developed in collaboration with SCALE
- Designed to evaluate the skills embedded in the reading standards in performance-based assessment contexts
- Can be used with full modules or with mini-tasks, formatively or summatively

# Reading Literature

<p><b>DISCIPLINARY CONTENT UNDERSTANDING</b></p> <p><b>RL.1.2</b></p>	<p>Does not retell stories or the retelling is unclear.</p>		<p>Retells stories <b>with related details and/or some events out of sequence.</b></p>		<p>Retells stories, <b>including key details, and generally conveys their central message or lesson.</b></p>		<p><b>Precisely</b> retells stories, including key details, and <b>demonstrates</b> their central message or lesson.</p>
<p><b>DISCIPLINARY CONTENT UNDERSTANDING</b></p> <p><b>RL.1.3</b></p>	<p><b>Does not describe</b> characters, and/or settings, and/or events in a story, or the description is unclear.</p>		<p>Describes <b>some</b> characters, and/or settings, and/or events in a story.</p>		<p><b>Generally</b> describes characters, settings, and <b>major events</b> in a story <b>using key details.</b></p>		<p><b>Precisely</b> describes characters, settings, and major events in a story, using key details.</p>

# Reading Informational Text

<p><b>DISCIPLINARY CONTENT UNDERSTANDING</b></p> <p><b>RI.1.2</b></p>	<p><b>Does not identify</b> the main topic and/or retells <b>insignificant</b> details.</p>		<p>Identifies the main topic and/or retells <b>some minor details of the text.</b></p>		<p>Identifies the main topic and retells <b>key details</b> of the text.</p>		<p>Identifies the main topic and <b>precisely</b> retells key details of the text.</p>
<p><b>DISCIPLINARY CONTENT UNDERSTANDING</b></p> <p><b>RI.1.3</b></p>	<p><b>Does not describe</b> two individuals, events, ideas, or information in the text, or the description is <b>unclear.</b></p>		<p><b>Describes</b> two individuals, events, ideas, or information in the text.</p>		<p>Describes <b>the connection between</b> two individuals, events, ideas, or information in the text.</p>		<p><b>Precisely</b> describes the connection between two individuals, events, ideas, or information in the text.</p>

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## Sample Assignment Prompt 2: Literary Text (1st Grade ELA)

After reading or listening to *Frog and Toad Together*, **write a retelling of the story** in which you **describe the story's central lesson**. Support your response with evidence from the text/s. Include captioned drawings of **key details from the beginning, middle, and end of the story** to help convey your message to your readers.

### Focus Standards:

**Key Ideas & Details 2: Retell stories, including key details. Recognize and understand the central message or lesson.**

**Key Ideas & Details 3: Describe characters, settings, and major events in a story, using key details.**

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## Sample Assignment Prompt 3: Literary Text (1st Grade ELA)

After reading and listening *The Great Kapok Tree*, write at least one paragraph in which you explain the central lesson learned by the main character. Support your response with evidence from the text.

### Focus Standards:

Key Ideas & Details 2: Retell stories, including key details. Recognize and understand the central message or lesson.

Key Ideas & Details 3: Describe characters, settings, and major events in a story, using key details.

## Student Work Sample A

The man learn about the  
Animot. That if he cut the tree  
they will be homeless, and will not  
have oxygen, and will not  
have no food to eat, even They  
will not grow up, and will  
have babies, and will not have the  
to die



## Student Work Sample A

After reading and listening The Great Kapok Tree, write at least one paragraph in which you explain the central lesson learned by the main character. Support your response with evidence from the text.

The man learn about the Animol. That if he cut the tree they will be homeles. and will not have oxenjen. and will not have no food to eat. even They will not grow up. and will have babys.

	1 - Emerging	2 - Approaches Expectations	3 - Meets Expectations	4 - Advanced
TOPIC / MAIN IDEA	Response does not address the prompt, does not name a topic, or is mostly off-topic.	Names a topic; response is loosely related to the prompt and the topic, or is partially off-topic.	Names a topic; response addresses the prompt and is related to the topic.	Names a clear topic; response addresses the prompt and stays focused on the topic.

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	Emerging	Approaches Expectations	Meets Expectations	Advanced
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	Emerging	Approaches Expectations	Meets Expectations	Advanced
<b>USE OF SOURCES</b>	Includes no information from sources.	Includes information from sources loosely related to topic.	Includes information from sources related to the topic.	Includes detailed information from sources related to the topic.

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	Emerging	Approaches Expectations	Meets Expectations	Advanced
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	Emerging	Approaches Expectations	Meets Expectations	Advanced
DEVELOPMENT	Lists no facts or facts unrelated to the topic.	Lists facts loosely related to the topic.	Lists facts related to the topic.	Lists and elaborates on some facts related to the topic.

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	Emerging	Approaches Expectations	Meets Expectations	Advanced
DEVELOPMENT	Lists no facts or facts unrelated to the topic.	Lists facts loosely related to the topic.	Lists facts related to the topic.	Lists and elaborates on some facts related to the topic.

	Emerging	Approaches Expectations	Meets Expectations	Advanced
ORGANIZATION	Sentences have no evident relationship with each other.	Sentences are related to each other.	Sentences are related to each other; provides a sense of closure.	Sequences sentences with a beginning, middle, and end; provides a sense of closure.

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	Emerging	Approaches Expectations	Meets Expectations	Advanced
<b>ORGANIZATION</b>	Sentences have no evident relationship with each other.	Sentences are related to each other.	Sentences are related to each other; provides a sense of closure.	Sequences sentences with a beginning, middle, and end; provides a sense of closure.

	<b>Emerging</b>	<b>Approaches Expectations</b>	<b>Meets Expectations</b>	<b>Advanced</b>
<b>CONVENTIONS</b>	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing.	Errors in standard English conventions appropriate to the grade level sometimes interfere with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level. Minor errors, while noticeable, do not interfere with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level, with few errors. Attempts to use untaught conventions, appropriate to grade level.

	Emerging	Approaches Expectations	Meets Expectations	Advanced
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	Emerging	Approaches Expectations	Meets Expectations	Advanced
Reading Standard 2	Does not retell stories or the retelling is unclear.	Retells stories with related details and/or some events out of sequence.	Retells stories, including key details, and generally conveys their central message or lesson.	Precisely retells stories, including key details, and demonstrates their central message or lesson.

	Emerging	Approaches Expectations	Meets Expectations	Advanced
Reading Standard 2	Does not retell stories or the retelling is unclear.	Retells stories with related details and/or some events out of sequence.	Retells stories, including key details, and generally conveys their central message or lesson.	Precisely retells stories, including key details, and demonstrates their central message or lesson.

	Emerging	Approaches Expectations	Meets Expectations	Advanced
Reading Standard 3	Does not describe characters, and/or settings, and/or events in a story, or the description is unclear.	Describes some characters, and/or settings, and/or events in a story.	Generally describes characters, settings, and major events in a story using key details.	Precisely describes characters, settings, and major events in a story, using key details.

	Emerging	Approaches Expectations	Meets Expectations	Advanced
Reading Standard 3	Does not describe characters, and/or settings, and/or events in a story, or the description is unclear.	Describes some characters, and/or settings, and/or events in a story.	Generally describes characters, settings, and major events in a story using key details.	Precisely describes characters, settings, and major events in a story, using key details.



## Next Steps

- View the recorded webinar with teachers by December 7
- Review the resources by December 14
- Attend a webinar about administering the assessment and uploading writing samples
  - Date and time TBD; likely in January
- Consider using resources provided by LDC to teach assignments aligned to specific reading standards (2 and 3 in particular) and try out the rubric



## Next Steps

- Purchase the assessment materials (text and assessment packets)
- Link to purchase will be provided through the DOE
- Cost will be approximately \$175 per set for 20 students; funds should be set aside from Striving Readers grant
- We are exploring a PDF text option as well as a hard copy text option



## Thank You

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