

Revised SCORE Rationale

Harlan County Public Schools 2010/11

Purpose: The foundation of a balanced assessment model is the development of quality formative classroom assessments which are designed around student friendly learning targets derived directly from the clearly defined standards (Core Content for Assessment and the Program of Studies).

We must utilize the entire combined curriculum document to insure that the skills, concepts, and understanding found in the POS are being taught at the proper level. Teaching just the CCA results in the omission of important skills, concepts, and understandings which are needed in later grades in order to fully understand new content.

- All principals will begin the school year by reviewing both the power point and video presentations found on the KDE website which describe how learning targets are created by deconstructing standards.
<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/CCS+Resources.htm> .
A copy of teacher sign in sheets should be submitted to Mr. Roark to document the viewing of the videos.
- Teachers will be encouraged to begin utilizing the POS along with the CCA in the creation of learning targets. Learning targets will in turn be used as the basis for the creation of teacher created formative student assessments.
- **STEP 1: Teachers will be required to transform at least one standard (the CCA and accompanying POS) which can be found on the combined curriculum document into a series (in most cases 3-8) of student friendly learning targets which are structured as "I can" statements. STEP 2: The "I can" statements will then become the basis for a teacher generated formative assessment which is organized around the "I can" statements. STEP 3: The overall assessment created by the teacher will be reviewed using a district prescribed protocol.**
- **Teachers DO NOT have to create original assessment items, assessment items may come from any source but must clearly assess the stated learning target**
- An example of an assessment created from a learning target based on a science standard will be given to each principal to share with their staff.
- District personnel will be available upon request to assist teachers in this process.
- Each principal shall conduct one revised SCORE session arranged either by content group or by grade each of the first three 9 weeks.
- **Each teacher will be required to bring THREE items to the meeting:**
 - 1. A copy of the combined curriculum document for the specific standard on which they are focused and will be assessing.**
 - 2. A list of approximately 3- 8 learning targets which they have created from the CCA and POS statements they are focused on for their standard. These learning targets should be simple "I Can" statements which show exactly what you believe the students should be able to do based on the deconstruction of that particular standard.**
 - 3. A complete MC and OR based assessment over the one particular standard they are focused on with the assessment clearly organized around each of the learning targets (" I Can") statements.**
- Schools which make AYP will have one session each 9 weeks led by the principal w/ assistance from the school's liaison.
- Schools which fail to make AYP will have one session each 9 weeks led by the principal with the assistance of the full district ASSIST team.

*Principals are urged to create time for teachers to meet prior to the assessment review protocol session to work together in PLCs to ensure that the learning targets ("I can" statements) they create are linked to both the CCA and it accompanying POS statements.