

Four-Step Practice Answer Key

Example 1: Describe, model, and classify shapes and figures using applicable properties.

Step 1: Unpack the indicator

Content, Domain: Math, geometry

Level of Demand (verbs):

- Describe
- Model
- Classify
- Use

Range of types and kinds:

- Shapes and figures
- Applicable properties

Step 2. Draft the scoring guide

Draft Scoring Guide			
1	2	3	4
None/one of the three required demonstrations is present and accurate in a majority of responses.	Two of the three required demonstrations (describing, modeling, classifying) are present and accurate in a majority of responses.	The student uses applicable properties to: 1. describe shapes 2. model shapes 3. classify shapes Errors or omissions are minor and do not indicate gaps in understanding.	All three of the required demonstrations employ properties accurately and thoroughly. Applicable properties used may be sophisticated or insightful (axis of symmetry, regular/irregular figures).

Step 3: Determine what method/type of demonstration will allow students to provide evidence of the target.

Provide shapes for description and classification.

Items must make clear to students which of the three requirements they're being asked to demonstrate.

More than 1 property must be applicable in each situation.

Students must be able to respond without significant writing.

Example 2: Solve real-life problems using addition and subtraction of simple fractions.

Step 1: Unpack the indicator.

Content, Domain: Math, fractions

Level of Demand (verbs):

- Solve
- Add
- subtract

Range of types and kinds:

- Real-life problems
- Simple fractions

Step 2: Write the scoring guide.

Draft Scoring Guide			
1	2	3	4
The student attempts to add or subtract simple fractions.	The student either adds or subtracts simple fractions. Flaws indicate gaps in understanding.	The student correctly adds and subtracts simple fractions.	The student correctly adds and subtracts simple fractions and justification or workspace shows sophisticated understanding of fractions.

Step 3. Determine what method/type of demonstration will allow students to provide evidence of the target.

Real-life problems – more than 1.

Low text complexity.

Provide multiple opportunities to add and subtract.

Students do not need to identify fractions – they can be given the fractions to add and subtract.

All fractions are simple fractions.

Example 3. Solve multi-step, real-life problems using the four operations with whole numbers.

Step 1: Unpack the indicator.

Content, Domain: Math, 4 operations

Level of Demand (verbs):

- Solve
- add
- subtract
- multiply
- divide

Range of types and kinds:

- Multi-step problems
- Real-life problems
- Whole numbers

Draft Scoring Guide			
1	2	3	4
The student successfully uses 2 or fewer operations to solve problems.	The student successfully uses 3 of 4 operations to solve problems.	The student successfully uses all four operations to solve problems. Minor flaws do not indicate misunderstandings.	The student successfully uses all four operations to solve problems and ??

Step 3. Determine what method/type of demonstration will allow students to provide evidence of the target.

Multi-step, real-life problems – more than 1, more than 1 step
 Low text complexity.
 Multiple opportunities to demonstrate each of the 4 operations.
 Whole numbers.

Example 4: MLR’s Social Studies 9-Diploma. A1. h. Present and defend a well-supported position to a variety of audiences using a prescribed format.

Step 1: Unpack the indicator.

Content, Domain: Social Studies, argument

Level of Demand (verbs):

- Present
- Defend/support
- Use

Range of types and kinds:

- Position
- Variety of audiences
- Prescribed format

Step 2: Draft the scoring guide.

Draft Scoring Guide			
1	2	3	4
The student demonstrates one/none of the three requirements.	The student: Presents a position which: Is adequately supported in a non-prescribed format OR Uses the prescribed format with inadequate support.	The student: 1. Presents a position to a variety (how many? What kinds?) of audiences. 2. Defends the position with (adequate and relevant?) support. 3. Uses the prescribed format (appropriately?)	The student’s position is thoroughly supported with evidence appropriate to the specific audience. The demonstration may employ the prescribed format in a sophisticated or insightful manner.

Step 3. Determine what method/type of demonstration will allow students to provide evidence of the target.

- Could be either orally or in writing. (Could a position be adequately supported in another format?)
- A common format must be provided.

Example 5: CCSS RI – 6 Grade 5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Step 1: Unpack the indicator.

Content, Domain: Reading, informational

Level of Demand (verbs):

- Analyze
- Identify (note)

Range of types and kinds:

- Multiple accounts
- Same event or topic
- Important similarities
- Important differences
- Points of view

Step 2: Draft the scoring guide.

Draft Scoring Guide			
1	2	3	4
The student identifies neither similarities nor differences.	The student identifies key similarities or differences in points of view OR Identifies insignificant similarities or differences.	The student identifies key similarities and differences in the points of view of two accounts of the same event or topic.	All key similarities and differences are identified. Analysis may include insightful similarities or differences.

Step 3. Determine what method/type of demonstration will allow students to provide evidence of the target.

At least 2 accounts of the same event/topic.

Accounts must be rich enough to allow for ample similarities and differences.

Not high text complexity.

Method to show similarities and differences without extensive writing.

Example 6: CCSS W.1.a. 11-12. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

Step 1: Unpack the indicator.

Content, Domain: Writing, Explanatory

Level of Demand (verbs):

- Introduce
- Establish
- Distinguish
- sequence

Range of types and kinds:

- Precise claims
- Knowledgeable claims
- Significance of claims
- Alternate/opposing claims
- Reasons
- Evidence

Introduce	Precise claims Knowledgeable claims
Establish	Significance of the claims
Distinguish	The precise knowledgeable claim from opposing/alternate claims
sequence	Claim, counter claims, reasons, evidence

Step 2: Draft the scoring guide.

Draft Scoring Guide			
1	2	3	4
	<p>The student states a clear claim, but does not logically sequence requirements 2-5 OR States a clear claim but excludes or inadequately articulates one of the requirements 2-5.</p>	<p>The student writes a logically organized piece that:</p> <ol style="list-style-type: none"> 1. States a clear claim. 2. Describes the significance of the claim. 3. Identifies an opposing claim. 4. Explains the differences in the two claims. 5. Supports the chosen claim with (appropriate and relevant?) evidence. 	<p>The student’s descriptions, explanations or support are thorough or insightful.</p>

Step 3. Determine what method/type of demonstration will allow students to provide evidence of the target.

Written piece, long enough to demonstrate the requirements.

Example 6. Text Types and Purposes. W.1. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Step 1: Unpack the indicator.

Content, Domain: Writing, explanatory

Level of Demand (verbs):

- Introduce
- Organize
- Format

Range of types and kinds:

- Topic
- Complex ideas
- Concepts
- Information
- Headings, graphics, multimedia

Levels of demand + types and kinds:

Introduce topic

Organize (as a unified whole)

- Complex ideas
- Concepts
- Information

Format to aid comprehension (headings, graphics, and/or multimedia)

Step 2: Draft the scoring guide.

Draft Scoring Guide			
1	2	3	4
The student demonstrates one/none of the requirements.	<p>The student: Introduces the topic and develops ideas, concepts, and information in a unified whole, but does not include obvious formatting.</p> <p>OR</p> <p>The student introduces the topics and uses appropriate formatting, but does not develop a unified piece.</p>	<p>The student:</p> <ol style="list-style-type: none"> 1. Introduces the topic 2. Develops a unified piece by organizing: <ul style="list-style-type: none"> • Complex ideas • Concepts • Information 3. Uses headings, graphics, or multimedia (when appropriate for audience and purpose?) as aids to comprehension 	The student demonstrates all the characteristics of a “3” and includes insightful or sophisticated organization of ideas, concepts and information.

Step 3. Determine what method/type of demonstration will allow students to provide evidence of the target.

One written piece long enough to use formatting or graphics.