Cut Scores
•Cut scores are used with summative assessments to measure where a student is at a given point in time.
•A cut score can be used to determine if a student "passes" a summative test.
•Cut scores DON'T tell you what to do next for students.

Pile and Plan

STEP ONE—Identify what the **essential learning target** is for the question and what proficiency looks like on the rubric.
STEP TWO—Separate student work samples into two piles: those who were proficient (or beyond), those who were not proficient.
STEP THREE—For those students who were not proficient, consider what evidence you have that can help you create a hypothesis about what the student(s) misunderstood or where the learning stopped. Create separate piles for each hypothesis
STEP FOUR—For each pile, collaboratively plan what the corrective instruction will look like.
STEP FIVE—Plan how to extend the learning for students who are proficient on the essential learning target.

Learning Target: Retell stories, including key details.

Directions to the teachers: You can use the text for a running record before you assess the learning target.

Have the students read "Kim's New Shoes".

Then say, "Retell what happened in the story." You can prompt the child by saying "Retell it like I haven't ever heard the story." (Teacher cannot give any specific prompting. You can prompt with "Tell me more," but specific prompting as "What was the problem" is not okay.)

Retell Component:	Circle if student says:	Notes:
Characters	Kim, Lizzy, Mom	
Setting	Shoe Store *If they say outside of school or home, ask what is the setting for most of the story>	Can be omitted from the retell. If so, ask student what the setting is when they are finished with the retell.
Problem Student needs to state at least one problem	Kim can't decide (make up her mind) on which pair of shoes. OR Kim doesn't want to get new shoes. OR She doesn't end up liking the shoes she buys.	
Solution	She finally makes a decision to pick the red shoes. OR Mom tells her which pair to pick OR She trades the shoes with a friend and is finally happy.	The solution depends on the problem the child names.

Rubric for Scoring

Extends	Student gives a descriptive and detailed retell. May include character's feelings, specific details from the text or inference from the story (mom being annoyed).
Mastery	Student names in sequential order all of the above story elements. Setting may be omitted.
Below	Student includes some of the story elements and/or occasionally goes out of order. OR Requires rigorous prompting to retell story elements.
Warning	Student was unable to state the story elements and/or was not in sequential order. OR cannot retell story elements with prompting.

Student 1: Kim's mom wants her to get new shoes but she doesn't want to. She likes the shoes she already has because they are pink.

What level is this group on the rubric?

Based on the student answer, what is the misunderstanding?

How would you respond to this group of students?

Student 2: This is about a girl and her mom. It has to do with getting new shoes.

> What level is this group on the rubric?
>
> Based on the student answer, what is the misunderstanding?
>
> How would you respond to this group of students?

Student 3: Kim has to go to the store with her mom to get new shoes. She wants to keep her old ones but her mom makes her get new ones. She has a really hard time finding shoes she likes. And then she decides to get a pair that are like the ones she already has. But then she can't make up her mind what color she wants.
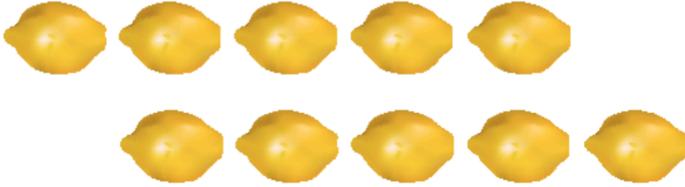
> What level is this group on the rubric?
>
> Based on the student answer, what is the misunderstanding?
>
> How would you respond to this group of students?

Fourth Grade Math Learning Target: Solve word problems involving multiplication of a fraction by a whole number.

Liam is making lemonade. He needs 16 ounces of lemon juice. He has 10 lemons.

Each lemon makes about 1 ½ ounces of lemon juice. Will he have enough lemon juice? Explain how you know.

Scoring Rubric

Proficient	Partially Proficient	Not Proficient
The student solves the problem correctly and is able to show an appropriate solution pathway explaining their answer.	The student does not show complete understanding of the learning target. (S)he either makes an error in executing the process; or solves the problem correctly, but doesn't provide an explanation of how.	The student doesn't show any understanding of the learning target. (S)he either chooses an inappropriate solution pathway or provides an explanation that shows misunderstanding of the problem.

Student Work Samples:
Student One: Liam has 10 lemons and they each make 1 ½ ounces of juice. So 10 times 1 ½ means that he has 10 ounces plus ½ ounce. That is not enough juice because he needs 16 ounces.

What level is this group on the rubric?

Based on the student answer, what is the misunderstanding?

How would you respond to this group of students?

Student Two: He needs ½ more lemons.

What level is this group on the rubric?

Based on the student answer, what is the misunderstanding?

How would you respond to this group of students?

Student Three: No because every two lemons is three ounces 3 times 5=15 and that's one ounce short.

What level is this group on the rubric?

Based on the student answer, what is the misunderstanding?

How would you respond to this group of students?

Learning Target: Use narrative techniques such as dialogue to develop experiences, events, and/or characters.

Directions: A student is writing a narrative for a literary magazine about two friends on a hot day. Read the draft of the introduction and complete the task that follows.

A Hot Day

Joe lounged outside under a tree, the only area having a significant amount of shade. It was only 9:00 a.m., but the temperature had already passed the 80-degree mark and was rising rapidly. Weather forecasters on the new programs had predicted that the heat wave would continue through the next couple of days. They had even provided safety precautions to take during times of high temperatures. Listeners had been advised to exercise only in the early morning hours and in the late evening hours. They had been instructed to drink a large quantity of water to stay hydrated. Joe was still debating what activity he wanted to do when his friend George arrived.

Write the dialogue that might have occurred when George walked up to Joe:

Rubric for Scoring:

Proficient	Partially Proficient	Not Proficient
The response includes dialogue that is appropriate and provides details which help develop the experiences, events or characters.	The response includes dialogue that is appropriate, but doesn't develop the experiences, events or characters.	The response either doesn't include dialogue or the dialogue is inappropriate for the response.

Student 1: George said, "Hey Joe. Man it's hot today." Joe said, "Yeah, so I was thinking with this heat wave, many we can make a lemonade stand." The two boys decided that a lemonade stand sounded like a good idea because they could make some money and have something to drink. They agreed to make the lemonade stand together and split the profits.

What level is this group on the rubric?

Based on the student answer, what is the misunderstanding?

How would you respond to this group of students?

Student 2: George should be active in the morning because hes awake early enough and while he exercises he should be drinking a lot of water to stay hydrated while he is exercising. The passage is somewhat like George because its explaining how lazy he's feeling during a heat wave.

What level is this group on the rubric?

Based on the student answer, what is the misunderstanding?

How would you respond to this group of students?

Student 3: George looked parched and gasped, "Man, it's like were on the sun." Joe tried to look at him, but the sun was glaring into his eyes. He then groaned and asked, "What do you want to do?" George seemed to be in deep thought. "Baseball?" he asked, "Are you crazy? If we play baseball, we'll pass out!" Joe didn't mean to be so harsh, but only an absolute lunatic would try to play baseball in this heat. But then he had a brilliant idea that seemed to have fallen from the sky and gave him a swift wack on the head. "How about we go down to the creek?" As if George had already known what he was going to say, he ran off and yelled over his shoulder to Joe, "Meet me there! I'm going to change into my swim trunks!"

What level is this group on the rubric?

Based on the student answer, what is the misunderstanding?

How would you respond to this group of students?

6th Grade Math

Learning Target: Use common factors and multiples to solve real world problems.

The florist can order roses in bunches of one dozen and lilies in bunches of 8. Last month she ordered the same number of roses as lilies. If she ordered no more than 100 roses, how many bunches of each could she have ordered? What is the smallest number of bunches of each that she could have ordered? Explain your reasoning.

Proficient	Partially Proficient	Not Proficient
The student chose a correct solution pathway and follows all of the steps needed to solve the problem correctly.	While the student has the correct answer, (s)he is unable to thoroughly explain how they got to the answer.	The student is unable to accurately answer the problem or explain his/her thinking.

Student 1:

The answer is 2 bunches of roses and 3 bunches of lilies. I listed all of the possible combinations with the two flowers and know that there is common multiple is 12 So I listed 1 bunch of roses and 2 bunches of lilies but that didn't work. So I went one more up.

What level is this group on the rubric?

Based on the student answer, what is the misunderstanding?

How would you respond to this group of students?

Student 2:
I listed all of the amounts of roses she could order up to 100 and all of the amount of lilies. The florist could have ordered multiples of 12 up to 100 –12, 24, 36, 48, 60, 72, 84 or 96.
That meant the lilies would be: 8, 16, 24, 32, 40, 48, 56, 64, 72, 80, 88, or 96.
I know that to have the same number of each flower the answer has to be a multiple of 8 and 12. Those numbers are 24, 48, 72 and 96.
Here's my picture to show how I figured out the answer

# of each kind of flower	24	48	72	96
# of bunches of roses	2	4	6	8
# of bunches of lilies	3	6	9	12

My answer is 2 bunches of roses and 3 bunches of lilies

What level is this group on the rubric?

Based on the student answer, what is the misunderstanding?

How would you respond to this group of students?

Student 3: I would look for common factors in all of the numbers in the problem.
The factors in 8 are 4 and 2
The factors in 12 are 4 and 3
The factors in 100 are 4 and 5
That means there would be 4 bunches of each.

What level is this group on the rubric?

Based on the student answer, what is the misunderstanding?

How would you respond to this group of students?