**Facilitator Directions for RICAS Mathematics: Calibrating Expectations Using Existing Student Work Samples**

(Updated 1/26/22)

This set of directions compliments those included in the notes section of the Power Point and can be used with any RICAS mathematics released item. Unless otherwise indicated, assume that each participant will need their own copy of the documents listed below. While you may decide to include the standard and the task on the same sheet of paper, be sure to **copy each student response and the Scoring Guide on a separate piece of paper. Please do not double side them.**

There will be times during the session when you will be asked to pause the presentation and work individually or with your small group. The total time to work through the module can vary, but we advise you to set aside **a minimum of two hours** to allow for deep and thoughtful conversations.

**Prior to the Calibration Session:**

1. **Make copies** of the task and the [standard(s)](https://www.ride.ri.gov/InstructionAssessment/ContentStandards.aspx#44071958-mathematics-standards) it assesses. Paper versions of tasks can be found on the [Released Items and Practice Tests](https://www.ride.ri.gov/InstructionAssessment/Assessment/ReleasedItemsPracticeTests.aspx#42501797-rhode-island-comprehensive-assessment-system-ricas) page of the RIDE website. The standard(s) linked to the selected task can also be found there. (Should you choose to have participants view the electronic versions of the tasks, they can be found at the [RICAS Resource Center](http://ricas.pearsonsupport.com/released-items/math/).)
2. **Make copies** of the task Scoring Guide. They can be found either in the [Released Item Answer Keys](http://ricas.pearsonsupport.com/released-items/math/) for a task’s grade level at the RICAS Resource Center or the Massachusetts Department of Education’s [MCAS Student Work/Scoring Guides](https://www.doe.mass.edu/mcas/student/default.html) page.
3. **Remove scores** and **make copies** of the released student work samples. **Arrange** the pieces of work in a random order and **code** them alphabetically. The codes should have no relation to the actual scores given to each piece of student work. The student work samples can also be found on the [MCAS Student Work/Scoring Guides](https://www.doe.mass.edu/mcas/student/default.html) page.
4. **Create** and **copy** a document revealing the official scores for each piece of student work.
5. **Create** a Master Scoring Sheet for you to use as the facilitator. This can be a traditional paper document, a digital version which can be displayed, or a poster version. A sample has been included with this suite of resources.
6. Students in grades 5 – 8 have mathematics reference sheets they can use during the assessment. Participants can access these electronically if you are going to have them view the digital version of the task in TestNav8 or you can provide them with paper copies available at [RICAS Assessments: Test Design: Mathematics Information](https://www.ride.ri.gov/InstructionAssessment/Assessment/RICASAssessments.aspx#39551515-test-design-mathematics-information) on the RIDE website.

**During the Calibration Session:**

1. **Distribute** scrap paper and allow participants time to boot up their computers if you would like them to view the electronic version of the selected task. Distributethe mathematics reference sheets if you chose to make paper copies.
2. **Begin** the webinar presentation.
3. **Pause** the presentation after **Slide 6** and **distribute** the standard, the Scoring Guide, and the task. Allow time for each participant to review the standard on their own. You may choose to have a brief discussion about the rigor of the standard.
4. If you have chosen to view the electronic version of the task, there is time to do this during **Slides 7** and **8**. **Pause** as needed after each slide.
5. **Slide 9** gives each participant the opportunity to work the task. They will be prompted to consider alternate solution strategies, possible misconceptions, and their own expectations for performance. **Pause** here to provide them time to do so.
6. **Slide 10** introduces the Scoring Guide. **Pause** after the slide to allow for processing time.
7. **Pause** after **Slide 11**. **Distribute** student work samples and allow participants time to individually rank and score each piece of student work. When they are all done, ask each person to share their scores with the group so you can **record** them on the Master Scoring Sheet.
8. **Pause** again after **Slide 12**. It initiates the first group discussion and prompts you to **establish/share** a set of norms to guide conversations. Discussion should lead to consensus on group scores which you will again **record** on the Master Scoring Sheet.
9. **Share** the official scores (see below) with each participant and **record** them on the Master Scoring Sheet. You will be prompted in **Slide 13** to conduct a second group discussion making comparisons between the consensus group scores and the official scores. **Pause** after this slide to allow for this discussion and to consider next steps.

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| **Official Scores for Student Work Samples** |
| Student Work Code | Official Score |
| A | 3 |
| B | 1 |
| C | 4 |
| D | 2 |
| E | 0 |
| F | 4 |