

The Peace of Wild Things

Using 4.0 Scoring Guides: Formative and Summative

This unit includes 4.0 scoring guides based on the work of Robert Marzano. These guides may differ from traditional rubrics in a variety of ways:

1. They contain descriptors that are intended to identify what students must know and do to meet the intended standards for each assignment.
2. They are ideally used by teachers **AND** students. That is, the more that students can use these guides and take ownership of their own work, the better. Assessment should be *ongoing* and *shared*.
3. They do not designate specific point values to be recorded as grades. Standard rubrics often include point ranges for different categories (e.g. exceptional = 9-10 pts; proficient = 7-8 pts. etc.). Assigning point ranges and grades is left to teacher discretion.
4. They define exceptional work as writing and thinking that is distinguished by deeper, more critical and original thinking. Proficient work, in contrast, is writing and thinking that is characterized by a sound understanding of what has been presented and discussed *in class*. In short, students who can effectively use the thinking of others—teacher and classmates—score proficient; students who think, read, and write beyond what has been presented and discussed in class score exceptional.

Using this philosophy, then, students who score proficient earn grades in the B range, while students who score exceptional earn grades in the A range. Approaching proficiency results in student grades in the C range, and students who need help generally earn grades in the D range.

5. Formative assessments are intentionally designed so that students practice the discrete skills necessary to be successful on the summative assessment. As such, formative scoring guides provide students with opportunities to see and use the descriptors that will appear later on the summative scoring guide. Students should have seen the individual components of the summative guide *as they are introduced prior to the summative assessment*. In this way, students should not be surprised as to how they will be scored at the end of the unit.

Considerations:

- If it is customary in your school/classroom to assign specific point values to your scoring guides and rubrics, you can certainly customize those included in this unit to meet your needs.
- Most state standards are generally challenging for most students. As such, few students genuinely exceed proficiency. Using these scoring guides, you may want to give serious consideration to the “exceeds proficiency” descriptors; it is not uncommon for students who earned exceptional scores in the past to score proficiently.