

MONOPOLY

for SCR Success



Northwest ISD
Professional Learning Expectations
A Culture of Learning

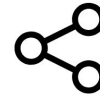
P

PARTICIPATE POSITIVELY



L

LISTEN FOR AND SHARE
DIFFERENT PERSPECTIVES
WITH RESPECT



N

NAVIGATE LEARNING
WITH A GROWTH MINDSET



I

IDENTIFY HOW YOU WILL APPLY
THIS LEARNING TO YOUR WORK



S

SET GOALS AND PLAN NEXT STEPS



D

DEMONSTRATE PROFESSIONALISM



To Receive Credit for this session, make
sure you complete the survey at the end

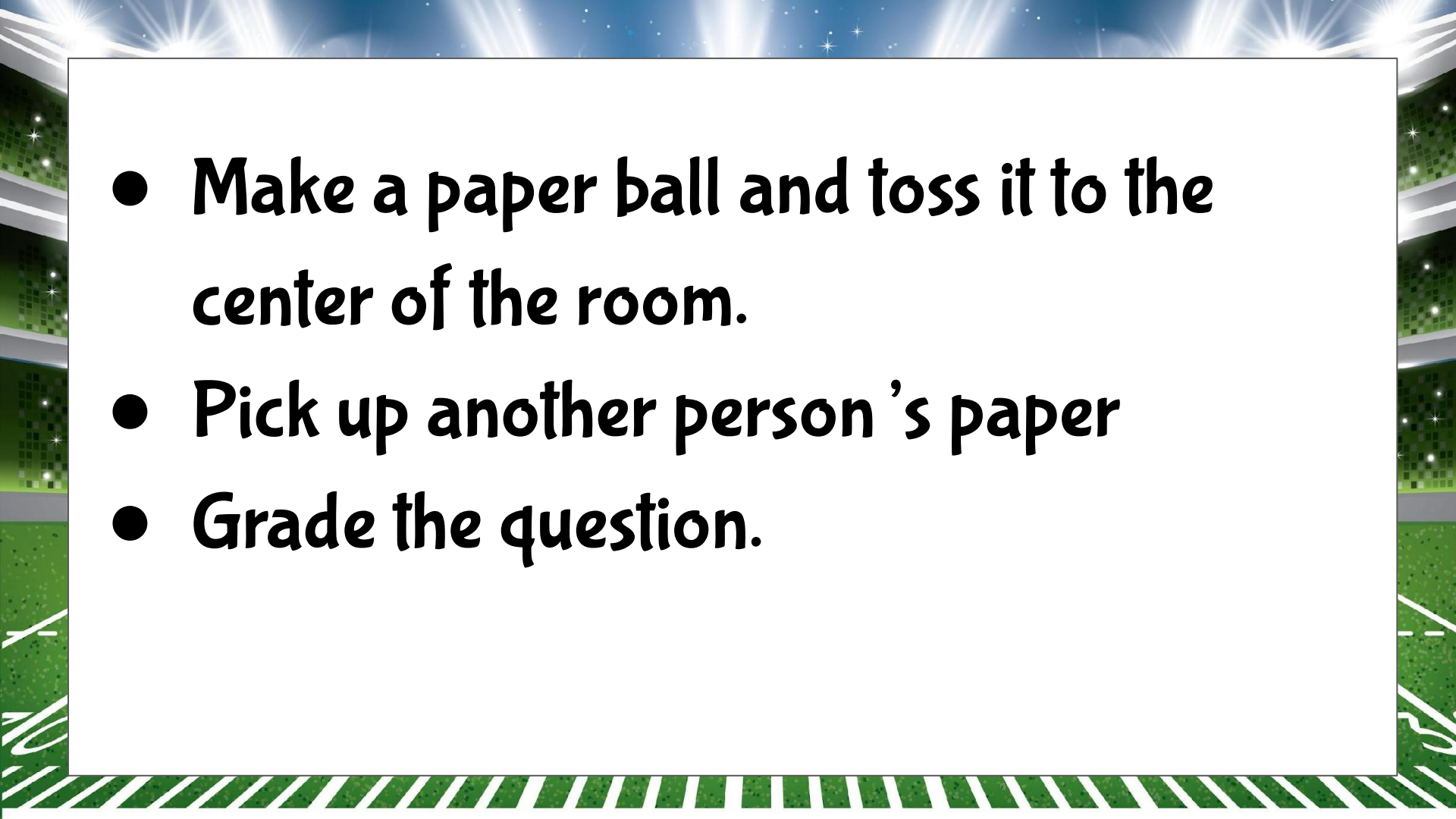




Karen Groves
Secondary Teacher Support
Specialist
Karen.Groves@NISDtx.org

Answer the following prompt on a piece of paper from your table:

Which TWO body systems are MOST DIRECTLY responsible for students being able to feel rain on their skin? Identify the body systems AND explain how these systems are responsible for creating a sensation on skin.

- 
- **Make a paper ball and toss it to the center of the room.**
 - **Pick up another person's paper**
 - **Grade the question.**

Rangefinding with TEA

Field Testing and Rangefinding– Writing prompts are field tested to determine if they are appropriate for use on an operational assessment. Once a prompt is selected, student responses for that prompt collected during the field test are then used to determine the scoring boundaries and definitions guided by the rubric.

Scoring Rubric Review to Score 2 (full credit)

Item—Specific Rubric Score:

The response provides complete and correct understanding:

Identify **TWO** body systems that are **MOST DIRECTLY** responsible for feeling rain on the skin.

- Nervous system
- Integumentary system

AND

- Explain how each of the two body systems are responsible for creating a sensation on skin.

Scoring Rubric Review to Score 1 (half credit)

The student answers half of the question correctly. The response provides partial understanding:

- The student correctly identifies and explains one of the two body systems (nervous or integumentary).

OR

- The student correctly identifies the two body systems with missing or incomplete explanations.

OR

- The student correctly explains how the nervous and integumentary systems are responsible for creating a sensation on skin without identifying the body systems.

Scoring Rubric Review to Score 0 (no credit earned)

The response is incorrect or irrelevant. The response provides little to no understanding.

Grading an Essay vs. Scoring with a Rubric

Feature	Scoring with a Rubric	Grading an Essay
Purpose	Evaluate with specific skills/criteria	Assign an overall grade
Focus	Trait-based (evidence, clarity)	Holistic (content, effort, formatting)
Scale	Standardized (0–2)	Lettergrade or total points
Objectivity	More objective, based on defined levels	More subjective, teacher-dependent
Common Use	STAAR	Classroom essays, projects



State of Texas Assessments of Academic Readiness

Grade 8 Science

Short Constructed-Response
Scoring Guide

Spring 2024



**Let's Play
NORTHWESTOPOLY for
SCR Success!**

The future of SCRs!

Starting in 2027–2028 SCRs are being phased out as STAAR is replaced by SST (Student Success Tools)

However SCRs:

- **Align with district content literacy goals**
- **Remain on district assessments**
- **College Board AP Test will continue to have FRQs**

Putting SCRs into Play!

Do you feel like you can make scoring rubrics for SCRs in your classroom?

What might your biggest challenge be?

Wrapping it up!

How can we incorporate practice on SCRs and understanding rubrics regularly in class?



Want Attendance Credit?

To receive attendance credit for all sessions, you **must fill** out the feedback form after each session. You can get to the feedback form by using the tinyurl below or scanning the QR code. Please do so within 30 minutes of the session ending. You will receive a copy of your response, so you can make sure you did your survey and to check attendance. **Save this for your records!**

<https://tinyurl.com/ENGAGE26FB>

SCAN HERE >

