



# PASS Summary Judgment Score Sheet - Verifying Student Proficiency

## STEP 1 Determine Sufficiency of Evidence and Proficiency of Performance

Note: Sufficiency and proficiency are interrelated. Consider both before making both judgments.



**SUFFICIENCY:**  
Determine sufficiency of evidence.



**PROFICIENCY:**  
Determine proficiency of performance.

Does the collection sufficiently represent the standard?

The collection addresses the range of criteria or allows inferences about criteria not addressed.

Exceeds the Standard

The collection is above the description of proficient performance and allows inferences about knowledge and skills.

Have there been sufficiently varied opportunities and conditions for assessment?

The collection represents ample assessment variety for demonstrating proficiency.

Meets the Standard

The collection is consistent with the descriptions of proficient performance and allows inferences about knowledge and skills.

Is there sufficient evidence to be confident that the work represents the student?

Indicates that the work is the student's own performance.

Does Not Meet the Standard

The collection does not indicate performance as described at the proficient level.

## STEP 2 Assign a Summary Judgment Score

Proficient

E

**Exemplary\***

OR

H

**High-level Mastery of the Proficiency\***

If there is sufficient evidence to make a confident judgment AND if the student's work consistently meets and regularly exceeds the criteria, then the summary judgment score is E or H.



\* must be externally verified

M

**Meets the proficiency**

If there is sufficient evidence to make a confident judgment AND if the student's work meets the criteria, then the summary judgment score is M.

Not Proficient

W

**Working toward the proficiency**

OR

N

**Not meeting the proficiency**

If there is insufficient evidence to make a confident judgment OR if the student's work does not meet the criteria, then the summary judgment score is W or N.

Collection ID: \_\_\_\_\_

Judge: \_\_\_\_\_

Date: \_\_\_\_\_

# Scoring/Reflecting Guide

## Proficiency

Assessor ID: _____	Collection ID: _____	Mth SS 2L Sci V+PA E/L/H	Proficiency: _____
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Mark/circle one of the boxes below to show that,  
ON BALANCE this collection of work is...

<u>CLEARLY NOT PROFICIENT</u>	<u>TEMPTING BUT NOT PROFICIENT</u>	<u>PROFICIENT</u>	<u>CLEARLY MORE THAN PROFICIENT</u>
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Not!

Yes!

Please briefly explain what it was that was influential in helping you reach your decision about the degree to which this collection of evidence represented the level of proficiency noted in the PASS descriptions...

Why did you conclude this body of evidence shows proficient work, or not proficient work?  
(Please be as specific as possible when referring to the items included in the collection.)

# Exemplary Work Sample

## Nomination Form

Use this form to nominate an exemplary piece of work from a collection of evidence for further use in our training activities.

Assessor ID: _____	Collection ID: _____	Mth SS 2L Sci V+PA E/L/H	Proficiency: _____
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Check all of the following characteristics that influenced your decision to nominate this piece of work as exemplary. Please note any other characteristics that are not listed here but that influenced your thinking.

- \_\_\_\_\_ all criteria are addressed
- \_\_\_\_\_ essential criteria are emphasized
- \_\_\_\_\_ the work demonstrates comprehension of content at a high level
- \_\_\_\_\_ content knowledge is adequate but the quality of the presentation is exemplary
- \_\_\_\_\_ the work shows exemplary application of key skills/understandings
- \_\_\_\_\_ surpasses expectations on most criteria and meets expectations on others
- \_\_\_\_\_ other
- \_\_\_\_\_ other
- \_\_\_\_\_ other
- \_\_\_\_\_ other
- \_\_\_\_\_ other

Additional Comments:

# Notes on Proficiency

Does this collection of evidence represent proficient work?
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After we've determined that a collection of evidence provides sufficient evidence to support a confident decision about the quality of the student's performance, we can use that collection to judge whether the student's work is proficient at the level of the described benchmark.

The judgement about whether or not the collection represents proficient work is made by comparing the whole collection against the whole set of criteria. This is a wholistic judgment. The judgment is informed by the individual, and the collected, criteria that define the proficiency. The judgment is informed by the individual, and the collected, work samples in the collection.

The challenge is to recognize that being proficient at this level is larger than meeting each of the individual bullets listed for each criteria. Being proficient is greater than the sum of the specific parts. And, there is no formula.

In order to make this decision, you will need to consider some key factors to help think about the degree of proficiency represented. For example you might think about:

...the way that the collection of work shows high enough performance with the criteria that are "essential" to this proficiency...

...the way that the collection of evidence shows high enough performance across enough of the criteria to be representative of the whole proficiency...

...the way that the collection of evidence compares to the levels indicated in the proficient performance descriptions in the PASS standards...

And, ultimately, your decision comes down to the key phrase "high enough performance" at this level.

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# Scoring/Reflecting Guide Sufficiency

Assessor ID: _____	Collection ID: _____	Mth SS 2L Sci V+PA E/L/H	Proficiency: _____
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Mark/circle one of the boxes below to show that,  
ON BALANCE this collection of work is...

<u>CLEARLY NOT SUFFICIENT</u> to support a confident decision about the student's proficiency	<u>TEMPTING, BUT NOT SUFFICIENT</u> to support a confident decision about the student's proficiency	<u>SUFFICIENT</u> to support a confident decision about proficiency	<u>CLEARLY MORE THAN SUFFICIENT</u> to support a confident decision about proficiency
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Not!

Yes!

Please briefly explain what it was about the factors below (and any other factors you considered) that was influential in helping you reach your decision about the sufficiency of the collection of evidence... (Please be as specific as possible when referring to the items included in the collection.)

The "Quantity" of work present in the collection

"Representativeness" of work present in the collection

"Uniformity" of work present in the collection

and...

# Notes on Sufficiency

Is the evidence available in the collection  
sufficient for making (and confirming)  
verification judgments?

A successful collection of evidence must contain student work that is sufficient to support a confident decision about the quality of the student's performance. If the collection of evidence is not sufficient it cannot be used as the basis for a decision about proficiency level.

Therefore, before making a judgment about the degree of proficiency exhibited, the assessor must first examine, and decide, whether or not the collection of evidence available is sufficient for this purpose. Usually this decision "just happens" without conscious thought. We need to make this decision explicit.

In order to make this decision explicit, we should consider some key factors to help us think about the sufficiency of the collection presented. For example we might think about:

- the "quantity" of work presented...  
How many work samples (pieces of evidence) are included?  
Are these enough to be sufficient for this proficiency?
  
- the "representativeness" of the work presented...  
Does the collection provide work samples from across the range of criteria...and to what degree should it to be sufficient?  
Does the collection represent all criteria...and to what degree should it to be sufficient?  
Does the collection represent any criteria "essential" to the proficiency...and to what degree should it to be sufficient?
  
- the "consistency" or "uniformity" of the quality of the work presented...  
Does the collection present work that is of "consistently" the same quality...and to what degree does the evidence need to be uniform to be sufficient evidence?

# Exemplary Work Sample

## Nomination Form

Use this form to nominate an exemplary piece of work from a collection of evidence for further use in our training activities.

Assessor ID: _____	Collection ID: _____	Mth SS 2L Sci V+PA E/L/H	Proficiency: _____
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Check all of the following characteristics that influenced your decision to nominate this piece of work as exemplary. Please note any other characteristics that are not listed here but that influenced your thinking.

- \_\_\_\_\_ all criteria are addressed
- \_\_\_\_\_ essential criteria are emphasized
- \_\_\_\_\_ the work demonstrates comprehension of content at a high level
- \_\_\_\_\_ content knowledge is adequate but the quality of the presentation is exemplary
- \_\_\_\_\_ the work shows exemplary application of key skills/understandings
- \_\_\_\_\_ surpasses expectations on most criteria and meets expectations on others
- \_\_\_\_\_ other
- \_\_\_\_\_ other
- \_\_\_\_\_ other
- \_\_\_\_\_ other
- \_\_\_\_\_ other

Additional Comments:

These collections of student work samples:

1. Will be judged on how well they display proficiency;
2. May represent "close calls" as to whether or not they present the right mix of compelling evidence of proficiency;
3. May represent outstanding work that, in your view, clearly shows work that is beyond merely proficient; and
4. Should be discussed and reviewed with your Site Coordinator for inclusion with your application.

The deadline for this application is **Wednesday, April 9th** through your Site Coordinator, to the Portland PASS Office. Your site coordinator will confirm your reservation, lodging needs, meals and material with the PASS office.

### **What do I do when I am approved by my site-coordinator?**

Once your application has been submitted to PASS by your site coordinator, you should make a legible reproduction of each of your collections for submission to PASS. The instructions for preparation of collections of evidence are available in this application packet. They should be prepared so that they can be readily scored by other teachers; in other words, the work is legible and free of comments, grades, or other identifying marks (especially student notes) except as listed on the instruction sheet.

All materials must be at the PASS office in either Eugene or Portland no later than **Wednesday, April 16**, unless you individually negotiate a separate date with your Regional Network Coordinator. Your Site Coordinator will be facilitating the mailing or pick-up of materials. PASS will reimburse teachers up to \$100 for materials and time for the preparation of collections for this Institute outside of regular contract hours. (Persons preparing collections for scoring will be reimbursed at \$20 per collection, up to the \$100 limit.)

Remember to make whatever substitute arrangements are appropriate for your situation.



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**APPLICANT INFORMATION**

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This page is to be turned in to your site coordinator. You may keep the other application information (previous two pages) for your records.

Name: \_\_\_\_\_

School: \_\_\_\_\_

Preferred Phone: \_\_\_\_\_

Proficiency Area and Letter: \_\_\_\_\_

Class Title/Grade/Level: \_\_\_\_\_

Special Requirements  
For Materials (VCR, Audio, etc):

Numbers of Collections of Evidence:

**PLEASE REMEMBER THIS APPLICATION IS DUE NO LATER THAN APRIL 9, 1997 TO  
THE PORTLAND PASS OFFICE**

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## INSTRUCTIONS FOR PREPARATION OF COLLECTIONS

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### The collection of evidence as a whole

- Make one complete copy of each collection of evidence. Please take care to ensure that the submission is as legible and "copy-able" as possible. Submit the copy to PASS for the Institute.
- Each of the pieces of evidence should be free from student, school or teacher identification.
- Attach the classroom task or teacher instructions to each piece of work in the collection.

### Organization of the pieces

- **Coding each piece in the collection:** In the **upper right** of the first page each piece in the collection, abbreviate the subject area (e.g., Sci, SS, Mth) and then write the targeted proficiency letter (e.g., A, B). Immediately after the subject area abbreviation and the proficiency letter write the number of this piece in relation to the total number of pieces in this collection (e.g., 1 of 4, 3 of 5). The top right of the first page of each piece of evidence in the collection will therefore contain a line like: "Sci B 3 of 3" or "Mth C 2 of 5" etc. **This is the only coding you will have to do.**
- **Numbering each page in each piece:** Please paginate each multiple-page piece of evidence. Write the number of the page in relation to the total number of pages in that piece (e.g., page 2 of 6, page 1 of 2) in the **lower right** of each page. Please remember to use the word "page" in this entry to avoid confusion. Be sure that multiple-page pieces of evidence are securely stapled together.

### Organization of the collection

- The separate pieces of evidence must be put together into a collection folder (a manila folder). You need to be confident that the separate pieces of work will still be "collected" when they get to us.
- Now attach the Collection of Evidence cover sheet to the front of collection folder.

### Important reminders

- You may submit between **5 and 10** collections of evidence for the Teacher Verification Institute. Check with your Site Coordinator if you have questions.
- Applications must be received and forwarded by **April 9, by the Site Coordinator.**
- The collections of student work must be received by **April 16, at the PASS Office in Portland or Eugene.**

# COLLECTION OF EVIDENCE

Proficiency Area: \_\_\_\_\_

Proficiency Letter: \_\_\_\_\_

Number of pieces in this collection: \_\_\_\_\_

Student Name: \_\_\_\_\_ Lead Assessor: \_\_\_\_\_

Site Coordinator: \_\_\_\_\_ School: \_\_\_\_\_

Course Name/Grade Level: \_\_\_\_\_

*(Note to Verification Institute Participant: Please use this cover sheet for each collection of evidence prepared for the Institute.)*

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## FAQ'S FOR THE TEACHER VERIFICATION INSTITUTE

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### PURPOSE

Q. WHAT IS MEANT BY "TEACHER VERIFICATION OF PROFICIENCY BASED ON STUDENT WORK SAMPLES?"

A. Teacher Verification is a systematic process by which teachers examine student-built collections of work and determine the level of proficiency (readiness for college) represented by the work. This process has three requirements.

1. A collection of student work samples must exist. Teachers must base their verifications on real evidence and not on expectations or beliefs.
2. The collection of work samples must contain enough evidence to support a confident judgment about a student's proficiency.
3. Judgments about the level of proficiency achieved must be consistent across judges.

Q. WHAT WILL I GET OUT OF ATTENDING THIS INSTITUTE?

A. After this second, spring Teacher Verification Institute participants will have an understanding of the process necessary to consistently score collections of student work samples. Additionally, following the Institute, each participant will receive a visual and statistical report indicating how his/her judgments about proficiency matched the other participants'. Each days' work will close with a "de-briefing" to further clarify remaining questions and areas of uncertainty. From this work, participants will be much better equipped to begin negotiating teacher verifications of collections of student work samples in their own schools and classrooms.

Q. WHAT WILL MY STUDENTS GET OUT OF SUBMITTING COLLECTIONS OF WORK FOR THIS INSTITUTE?

A. Students who submit collections of work samples for review will be told how their work is judged-- proficient or not yet proficient. This information, interpreted and discussed with their teachers will be useful to help focus additional work or refinements necessary to develop evidence of proficiency where still needed.

Q. WHAT WILL PASS GET OUT OF THIS SPRING INSTITUTE?

A. PASS will have its first opportunity to test the empirical demands of verifying collections of student work samples in this setting, which is a precursor to the challenges of developing a consistent system to make these decisions in local schools and classrooms. PASS will also learn about areas for additional training to facilitate this portion of our work.

Q. HOW MUCH TIME WILL THE INSTITUTE TAKE?

A. Teachers will attend on either May 1 or May 2, depending on the day when the subject matter they are involved with is being examined. The work of the day will start promptly at 8:30 a.m. and conclude at 3:30 p.m.

## Instructions for Preparation of Student Collections of Evidence May 1 and 2 PASS Verification Institutes

### The collection of evidence:

- Should be as legible/clear as possible.
- Should be free from teacher/student identification.
- Include appropriate task or teacher instructions for each piece.

Each student's collection of evidence should be organized using the appropriate instructions below.

Form of Evidence	Instructions
<b>Print Materials</b>	<ul style="list-style-type: none"> <li>• Securely attach task/teacher instructions and student work for each piece.</li> <li>• <b>Code each piece</b> in the <i>top right hand corner</i> of each page in the piece, abbreviate the subject area (SCI, ELH, VPA, etc.) followed by the proficiency letter.</li> <li>• After the abbreviation and letter, write the number of this piece in relation to the total number of pieces in the collection (e.g. 1 of 4, 3 of 5, etc.). The top line of each piece in the collection is coded and might read, for example, "SCI E 2 of 4".</li> <li>• <b>Number the pages</b> within each piece in the <i>lower right hand corner</i> by writing "page" followed by the number of each page in relation to the total number of pages in the piece (e.g. page 1 of 2, page 4 of 9, etc.)</li> </ul>
<b>Still photographs</b>	<ul style="list-style-type: none"> <li>• Attach or color copy photos on 8 1/2 x 11 paper and treat as print materials.</li> </ul>
<b>Video/audio tapes</b>	<ul style="list-style-type: none"> <li>• Tape video/audio presentations in sequence on the tape. It would be helpful to indicate the approximate VCR counter location of each presentation.</li> <li>• Label the tape by indicating the name of each student in the order of appearance on the tape.</li> <li>• <b>Code each piece</b> on the tape <i>next to each students name</i> by abbreviating the subject area (SCI, ELH, VPA, etc.) followed by the proficiency letter.</li> <li>• After the abbreviation and letter, write the number of this piece in relation to the total number of pieces in the collection (e.g. 1 of 4, 3 of 5, etc.). The line next to each students name will be coded and might read, for example, "SCI E 2 of 4".</li> </ul>
<b>Slides</b>	<ul style="list-style-type: none"> <li>• Label each slide by treating individual or multiple slides as print material.</li> <li>• Collections which include slides should be packaged using manila envelopes (see "Packaging the Collections"). Plastic slide holders are recommended.</li> </ul>
<b>Posters/presentation boards, original art work</b>	<ul style="list-style-type: none"> <li>• Label each piece by treating it as print material (using the back of a piece or post it notes for coding is acceptable).</li> </ul>
<b>Internet resources</b>	<ul style="list-style-type: none"> <li>• Treat task/teacher instructions as print material for internet assignments.</li> <li>• Indicate on the instructions (or on a separate sheet) where and how to access the appropriate web page. (Web address and any needed special instructions).</li> </ul>

### Packaging the Collections

- Organize collections by gathering all pieces of evidence and student permission forms securely together in a manila folder, envelope, or "homemade" or professional folio.
- Large pieces may be submitted separately. Please indicate this to your network coordinator at the time of pickup.
- Attach the "Collection of Evidence" Cover Sheet to the front of the collection folder.