

Calibration Protocol¹

Materials needed for each person:

Assignment prompt, rubric, full set of student work, score sheets

Roles: Choose a facilitator, timekeeper, and recorder

Process:

1. The facilitator **begins the session** by reviewing the protocol process.
2. **Examination:** Group members silently examine the prompt, student work, the rubric (paying particular attention to the differences in performance descriptors for each level), and the score sheet.
3. **Clarifying questions:** The group members ask clarifying questions about the materials and process.
4. **Calibrate:**
 - a. Each team selects one student sample, and all 3 teachers read and score the assessment independently.
 - b. Each teacher shares their score, and explains and provides evidence to support their score
 - c. The team comes to an agreement on a common score
5. **Read and score** (~45 minutes):
 - a. Each group member **independently and silently** reads and scores every student's work and writes the score on the score sheet (NOT on the students' paper). Scorers should note words and phrases that best describe the qualities of the work and make notes to explain and justify their scores.
 - b. Tips:
 - i. Remember that the purpose of this activity is for you, as an educator, to analyze and learn from students' written work. This process is different than grading, in that your goal is not to providing feedback or assign a score to student.
 - ii. Consider each students' work on its own merit, meaning that evidence in the student work should always be the basis for the score, rather than the relative strength or weakness of a piece or other factors (such as growth over time).
 - iii. There may not be student work samples that reflect all rubric levels. This is okay!
6. **Score sharing:** One at a time, team members share their score for each of the rubric categories – without explanation – as the recorder completes the group's score sheet.
7. **Discussion:**
 - a. The facilitator invites the group to consider where the differences in the scores occurred and why people scored differently for each rubric area – particularly the highest and lowest scores.
 - b. Group members explain and justify scores by pointing to specific language in the rubric and evidence in the student work.
 - c. Discuss each piece of student work, focusing on issues regarding the meaning of the rubric, or the merit and validity of the evidence in the student work. Your goal is to reach consensus.

¹ Adapted from Quality Performance Assessment: A Guide for Schools and Districts (2012)

- d. As a group, choose one piece of work that illustrates each rubric level. You will share these with other teams of teachers, and explore similarities and differences in how you assessed student work.
8. **Debrief:** Discuss the following questions after the calibration:
 - a. What did we notice about scoring student work and using the rubric?
 - b. What trends did we see in student work?
 - Which students are demonstrating excellent explorations of language and identity? How can we continue to stretch and challenge them?
 - Which students are struggling to explore language and identity? How can we support, stretch, and challenge them?
 - c. Based on the results of calibration, what will your team continue to work on?
9. **Final reflections:** The recorder completes the reflection sheet for the group.

Score Sheet (Individual)

[illegible]

Please label and attach copies of student work samples to this document!
Be ready to share this with the large group.

	What makes this an example of performance at this level?
Example of Level 1	
Example of Level 2	
Example of Level 3	
Example of Level 4	

Overall, what were some of the points of discussion within your group?