

## Calibration Protocol

**Purpose:** To calibrate the scoring of student work and to score the instructional implications of the prompt or task, student work, and rubric.

### Planning and Preparation:

- **Time:** Approximately 60-70 minutes for one set of student work
- **Group size:** 4-8
- **Materials needed for each person:**
  - Prompt or task
  - Task rubric
  - Student work
  - Score sheet
  - Score sheet for recorder
- **Roles:** Choose a facilitator, timekeeper, and recorder

### Process:

1. **Examination** (10 minutes): Group members silently examine the text and prompt.
2. **Discuss proficient responses** (10 minutes): The group discusses and comes to consensus on what is expected in a proficient student response.
3. **Read and place in groups** (10 minutes): Using the rubric, group members independently and silently read the student work, ranking them as high, average, or low based on their overall impression.
4. **Score student work** (10 minutes): Student work is then scored and scores are recorded on the score sheet. Scorers should note words and phrases in the rubric's performance level descriptors that best describe the qualities of the work and make notes to explain and justify their scores. It is important to note that sometimes there won't be work for every score point. Be sure that the scoring rubric and evidence in the student work are the focus rather than trying to find high scores just to have them. Remember, the student work must be worthy of the score assigned.
5. **Score sharing** (2minutes): 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.
6. **Discussion** (approximately 20 minutes):
  - 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, resolving issues centered on either the meaning of the rubric or the merit and validity of the evidence in the student work until consensus is reached.
7. **Debrief** (approximately 8 minutes): Discuss the following questions:
  - What did we notice about scoring student work and using the rubric?
  - What would be the next steps for instructing this student?
  - What revisions should be made to the task and instructions?
  - What are the implications for our instructional practice?