

Reasons to Use the Calibration Process (QPA Tool 4)

Build Common Understanding of Expectations

- Do we have common definitions of the language in the rubric?
- Do we agree on how to consistently score student work?

Improve Instruction

- What are the areas of growth for the student who did this work?
- What teaching strategies can we use to ensure the student learns what s/he needs to learn?

Design Stronger Tasks & Rubrics

- What adjustments can we make to performance assessment task to better elicit evidence of what students know and can do?
- Is everything we want to assess present in the rubric?

Identify Anchor Papers

- What does an exemplar look like at each level of performance?
- How can we annotate student work to illustrate expectations for proficiency to students and teachers?

Strategies for focusing on the above purposes include:

- Generate scoring notes and “look fors” to accompany a common rubric (See QPA Tool 27)
- Adapt the debrief questions
- Add a short feedback sheet for the presenter
- Create an agenda to sequence calibration, group discussion and decision-making, and varied groupings (See the QPA Anchor Selection process)

Discussion Questions:

1. Which of the above is an established part of our practice? Which seem comfortable?
2. Which of the above purposes do I aspire to try with my team? Are there any you want to learn more about?
3. How will we build school-wide understanding of quality work? How will we make calibration a part of our culture?