

CALIBRATION PROTOCOL

Purpose

To calibrate our scoring of student work as we explore the instructional implications of the prompt/task, student work, and rubric.

Planning

- **Time:** 35-40 minutes
- **Group size:** 4–8
- **Materials needed** for each person:
 - o Sample work and prompt/task
 - o Task rubric
 - o Score sheet or task rubric can be used for scoring
 - o One extra score sheet is needed for the recorder, who will tally the scores for the whole group.
- **Roles:** Choose a facilitator, timekeeper, and recorder. (1 minute)

Setting Norms

- Honor our learning and be respectful of the work of the teacher and the student.
- Keep the conversation constructive; avoid judgmental language.
- Be appreciative of the facilitator’s role and follow the guidelines and time constraints.
- Keep feedback crisp and to the point.
- Don’t skip the debrief process.

Process

- 1 Norms:** The facilitator reviews the protocol process and norms with the group. (2 minutes)
- 2 Examination:** Group members silently examine the prompt, student work, the rubric, and the score sheet. (3 minutes)
- 3 Clarifying questions:** The group asks any clarifying questions they have about the materials and process. (2 minutes)
- 4 Read and score:** Using the rubric, group members independently and silently read and score the student work, recording their scores on the score sheet and making notes to justify their scores. (10 minutes)
- 5 Score sharing:** One at a time, team members share their scores for each of the rubric categories—without explanation—as the recorder completes the group’s score sheet. (2 minutes)
- 6 Discussion:** 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. (Approximately 2 minutes per criterion: 8 minutes)
- 7 Debrief:** Discuss the following questions (approximately 2 minutes per question: 8 minutes):
 - o What did we notice about scoring student work and the rubric?
 - o What would be the next steps for instructing this student?
 - o What revisions should be made to the task and instructions?
 - o What are the implications for our instructional practice?