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:
  - Sample work and prompt/task
  - Task rubric
  - Score sheet or task rubric can be used for scoring
  - 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)

Process

1. The facilitator reviews the protocol process 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):
   - What did we notice about scoring student work and 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?