



IDENTIFYING EXEMPLARS OF STUDENT WORK & SCORER CALIBRATION PROCESS

May 20, 2015

DRAFT

Outcomes:

- 1) a collection of student work that demonstrates the performance expectations for the scoring criteria aligned with a specific assessment task;
- 2) calibrated teacher understanding regarding proficiency expectations; and
- 3) agreements leading to refined instructional practices and assessments tasks.

Preparations:

- 1) Each teacher involved in supporting student engagement with the original assessment task should bring a minimum of four pieces of student work. The work should represent the individual teacher's assumptions on work that collectively—across the scoring criteria used—falls along a continuum from not yet proficient to above proficient. (In cases where teachers are the only educator engaging students in this task, all work samples will come from that single teacher who may want to double the number of potential exemplars.)
- 2) Remove student names and any identifying information.
- 3) Create a collective scoring sheet where participants may keep track of their scores separate from the actual student work. (See appendix for a sample template)

Process

- 1) Collect all student work and note each piece with a unique identification number.
- 2) Provide copies of the assessment task and scoring criteria to all participants.
- 3) Review the assessment task and the rubric developed from the scoring criteria. Answer any clarifying questions.
- 4) Depending upon the number of teachers involved and the amount of student work, each piece should be scored by at least two different educators. In cases with relatively small numbers of student work, all work may be scored by all educators. Each participant individually reviews each sample of work and scores it using the rubric without knowing the scores from other scorers. (In cases with single teachers using the assessment, this teacher should identify other teachers within their department to assist with this process)
- 5) Chart scores for each piece of work.
- 6) Organize work into two groups—work that has received the same score from different scorers (and sub divide this group into similar groups by rating), and work that has received different scores
- 7) Review work that was scored similarly. Participants discuss points of agreement going to specific examples and instances in the student work. Confirm agreement of the decisions.
- 8) Review work that was scored differently. Participants should discuss why they chose the score they did and refer back to the rubric to reference particular elements of the scoring

criteria that are highlighted in the piece of student work. Through discussion, colleagues can come to shared agreements and develop a common interpretation of the scoring criteria.

- 9) Reflect upon the process and refine practices based upon the review of student work.
 - What did we learn from the student work that will help us revise the assessment in the future?
 - What did we learn from the student work that will help us improve instruction?
 - What did we learn from the process of scoring together that might help us clarify or improve the scoring criteria? (It should be noted that schools should avoid making changes to their task-neutral scoring criteria until the end of the school year since they are likely to be used frequently by several teachers)
- 10) Choose student work samples on which the team has strong and clear agreement about the final score to serve as exemplars in the future.

Next Steps

- Exemplars of student work should be saved for future use—both for returning and new teachers. Teachers should **not** create new sets of exemplars each year as students should be scored over time against a consistent set of performance expectations.
- Depending upon the assessment task, exemplars may be shared with students as a means to demonstrate expected proficiency.
- When the assessment task is used again by teachers who have been previously involved in scoring this assessment, each teacher should review the exemplars of student work. When the assessment task is used again by teachers unfamiliar with this assessment task, time should be taken to align these teachers with the proficiency expectations. These educators may want to use the GSP scorer alignment protocol.
- These exemplars may also be used with families to help them understand the types of assignments students work on and/or the process of how student work is scored among teachers.

Be mindful of these common sources of scorer bias:

- Appearance of work—neatness messiness/legibility
- Personal reaction to topic, strategy, reference, tone of student voice
- Familiarity with the student
- “Halo” effect- strong or poor performance in one criterion influencing the scoring of another aspect of the work
- Relative quality (i.e. “better than others I’ve seen”)
- Apparent student effort or improvement from previous efforts
- Length or complexity of student responses

Example Collective Scoring Chart

Work Identification Number	Scoring Criteria – Levels of Proficiency (?)			
	1	2	3	4
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				