

Purpose: To enable teachers new to scoring summative assessment tasks to calibrate their scoring with a school or district’s task-neutral scoring criteria.

Time: 60 – 90 minutes

Roles: Facilitator, timekeeper, note-taker

Process:

- 1) While this process can be undertaken at any time prior to the teacher scoring the student work, we would suggest that teachers new to the summative assessment undertake this prior to engaging students in this task.
- 2) Each person reviews the scoring criteria and the summative assessment task requirements. Answer any clarifying questions.
- 3) Review a set of exemplar student work that covers every level of the scoring criteria. Discuss and come to an understanding regarding why each piece of student work received the score it did.
- 4) Provide a fresh set of exemplars of student work that has previously been scored with determined proficiency levels. Participants should not know the predetermined scores. Working alone, each participant scores these pieces of student work. Participants should keep track of their scores on a separate piece of paper and may want to use a collective scoring chart.
- 5) Share scores and compare to the predetermined scores on the exemplars.
- 6) If 80% of any one assessor’s scores align with the predetermined score, that participant should be considered ready to score on his or her own.
- 7) If less than 80% of an assessor’s scores are aligned with the original scores, the participants should discuss, using specific evidence from the student work, to reach a better understanding.
- 8) As necessary, repeat the calibration process.

Example Collective Scoring Chart

Work Identification Number	Score for Scoring Criteria			
	1	2	3	4
1				
2				
3				
4				
5				
6				
7				
8				