**Purpose:** To refine scoring criteria aligned with competencies and performance indicators.

**Time:** 30 minutes per graduation competency and associated performance indicators.

**Participants:** 3–10 group members. Note that this protocol is designed for one teacher to present scoring criteria to a neutral group of participants. However, the protocol can also be adapted for a group to examine scoring criteria that they had previously collectively designed.

**Roles:** Facilitator, presenter, timekeeper

**Materials:**

- **Scoring criteria design guide**

- Draft scoring criteria

- Sample student work, if available

## Process

1.  **Introduction (3–5 min)**

    The facilitator presents an overview of the protocol, reminds the group of norms for giving and receiving feedback, and provides time to review the **scoring criteria design guide**.

2.  **Presentation (3–5 minutes)**

    The presenter shares the graduation competency, performance indicators, and associated scoring criteria. The presenter may share specifics about the process for drafting the scoring criteria or identify who helped develop them. The presenter may suggest a focus question to guide feedback.

3.  **Review of work (5–10 minutes)**

    Participants individually review the scoring criteria (and student work, if it is available), making note of warm and cool feedback based on the **scoring criteria design guide**.

4.  **Clarifying Questions (3–5 min)**

    Participants ask clarifying questions of the presenter to ensure they understand the documents and the presenter's focus question(s).

5.  **Warm feedback (round robin, open discussion; 5 min)**

    While the presenter silently takes notes, the group identifies specific elements of the scoring criteria that indicate alignment with the traits of effective scoring criteria. Participants reference the **scoring criteria design guide**. Observations should be objective: "I notice…" rather than "I like…"

6.  **Cool feedback (round robin, open discussion; 10 min)**

    While the presenter silently takes notes, the group identifies specific elements of the scoring criteria that could be strengthened, again referencing traits from the **scoring criteria design guide**.

7.  **Reflection (3–5 min)**

    The presenter identifies potential shifts and improvements to the scoring criteria as a result of the feedback and new ideas generated from the discussion. The presenter need not respond to all ideas or questions from the warm and cool feedback.

8.  **Debrief the process (3–5 min)**

    The facilitator helps the group assess how helpful the protocol was (or was not) in meeting the needs of the presenter.

    - What worked well in this process?
    - What could we improve to have more effective feedback?
    - What will we each be thinking about in our own instruction and assessment practices as a result of this process?