

Collaborative Scoring Protocol

Step 1 – Review Proficiency

Review criteria for proficiency and the rubric for each standard or target. As a team, specifically identify the differences among scoring levels for each standard or target.

Standard/Target:		
Lower Score	Difference in Evidence	Higher Score

Step 2 – Bring Student Work

Have each teacher bring two to three examples of student work that they believe are at different proficiency levels. Remove or cover the students' names from the work samples.

Step 3 – Initial Calibration

Have each teacher select one of the student work samples they brought and pass it to the teacher next to them. Teachers score this first student work sample individually and silently. Once all teachers have score the first student sample, they pass the student sample they just scored to the teacher next to them. Teachers then score the second student work sample individually and silently. Repeat this process until teachers have scored each student sample (one per teacher) once. Review each student sample one at a time and record in a results table how each teacher scored the sample. Use the following guiding questions to discuss and calibrate.

1. What evidence did you select that supports your score?
2. What led to the difference in scores?
3. For scores that are different, can the rubric or criteria clarify which score is more accurate? If not, which score does team consensus support is more accurate?

Standard/Target:				
	Scorer 1	Scorer 2	Scorer 3	Scorer 4
Student Work Sample 1				
Student Work Sample 2				
Student Work Sample 3				
Student Work Sample 4				

Once the team feels they are on the same page, move to step 4. Otherwise, repeat step 3 to build further consensus.

Step 4 – Check for Consensus

Repeat the process used in step 3 with new student work samples (one per teacher). This round of collaborative scoring is an opportunity for the team members to check that they are truly in agreement by applying their interpretations to the data, having now gained more clarity in their discussion from the first round. Review each student sample one at a time and record in a results table how each teacher scored the sample. The same guiding questions can again frame any further discussion or calibration.

1. What evidence did you select that supports your score?
2. What led to the difference in scores?
3. For scores that are different, can the rubric or criteria clarify which score is more accurate? If not, which score does team consensus support is more accurate?

Standard/Target:				
	Scorer 1	Scorer 2	Scorer 3	Scorer 4
Student Work Sample 1				
Student Work Sample 2				
Student Work Sample 3				
Student Work Sample 4				

Step 5 – Apply Calibration

Once the team feels they are confidently calibrated, all student work can be scored. Teams should feel confident in their calibration when they've reached consensus on their interpretation of each level of proficiency and when they have the collective belief that they will consistently apply this scoring to the remaining student work.