

Protocol for Collaborative Scoring

Facilitator manages the *conversation* & actions

Ask before actual scoring & discussion:

What is the current unit/topic? Have we got the right scale with us, along with the evidence?

Prep the team:

Let's re-examine the content scale, remembering that the spirit of this scale is key.

First, we'll score individually.

Here's how we do it: Take a sticky note & place your name on it. Then examine the evidence and record the student's score you believe it deserves and your teacher rationale. Remember to cite specific evidence of your reasoning.

Individual scoring has finished (if necessary, now break into groups of 3--5 people):

As we begin to discuss here, please remember to base your comments in observations, not in personal opinion. We base our judgments in evidence.

Post the sticky notes publicly at the same time (on a matrix, or the white board, or on the table in front of team members).

Sticky note process (organize the sticky notes into groups):

- Let's look at the data: look for trends in scoring, in comments, in pieces of evidence – also in outliers and in points of contention.*
- Where might student thinking have gotten off track? Why?*
- What points of contention are likely to be student issues compared to assessment issues?*
- Based on the evidence, what score are we confident giving? Why?*

Reflect: What makes the score we're declaring defensible and credible?

PLC Reflection

What next steps would we now take for this student(s)? How should instruction be adjusted?

What did we learn today? What learning took place during this scoring and discussion process?