

Evaluating Performance Assessments Calibration Protocol

Overview & Purpose of Protocol:

Use this protocol as a team to calibrate understanding of high-quality performance assessment design. Prior to beginning the protocol you will need the performance assessment rubric, and teacher-designed performance assessments to evaluate with the rubric.

Setting Up the Protocol:

Select a facilitator. Facilitator will need to keep the protocol moving, maintain group norms, and keep time for the protocol.

Select a performance assessment for participants to evaluate and discuss: Ideally, the selected performance assessment should include each of the following:

1. Measureable (and clearly defined) student **learning outcomes**;
2. Task description or **prompt** (what were students asked to do?);
3. Assessment or performance criteria (**rubric**)

Provide hard copies of rubric and performance assessments or provide access through the calibration tool on www.connectedstudios.org

Protocol Steps (30 min per performance assessment):

- I. **Introduction (2 min.)** - Facilitator briefly introduces protocol purpose, steps, and guidelines
 - a. Participants briefly introduce themselves (if necessary)
 - b. Choose one performance assessment to evaluate and make sure everyone has a copy/access needed to evaluate that performance assessment
- II. **Review the performance assessment (8 min.)** – Participants silently and individually review the performance assessment and score it on the rubric.
 - a. Participants **take notes to provide evidence** of scoring during discussion
- III. **Clarifying questions (2 min.)** – Facilitator allows for participants to ask clarifying questions about the performance assessment design
 - a. Facilitator holds tightly an expectation for clarifying vs. probing questions:
 - i. Is there something a scorer needs to know to be able to evaluate the performance assessment design?
 - ii. Can the question be answered with a yes or no, or very brief response?
 - iii. Think carefully, are you trying to make a suggestion or provide feedback through your question? If yes, save your question - there will be time later for this.

- IV. *Compare scores and identify variance (3 min.)*** – Facilitator asks each participant to share scores for each of the three scoring domains
- a. Facilitator tracks each of the scores on a master copy (unless scores were submitted online, in which case you would refer to the calibration report)
 - b. Facilitator points out areas of alignment & variance
 - i. Where were scorers most divergent in their evaluation of this performance assessment?
- V. *Discuss variance as a group (8 min.)*** – Facilitator invites participants to share evidence and rationale for assessments
- a. Questions for the group to consider:
 - i. What were the reasons for variance in evaluation? What evidence can participants cite to support those reasons?
- VI. *Improvement feedback (7 min.)*** – Facilitator invites participants to share feedback on the design of the performance assessment
- a. Questions for the group to consider:
 - i. What were the strengths of this performance assessment?
 - ii. What revisions could be made for this performance assessment to better align to the quality criteria?
 - b. Questions for the performance assessment designer to consider:
 - i. Are there any ideas or suggestions you are looking for specifically?
 - ii. What do you take away from the feedback/discussion?