RATING PRACTICE GUIDELINES

Before you begin...

1. Discuss how trial data reflect the strengths and weaknesses of rubrics.
2. If there are any major issues with the rubrics, discuss how to correct them.
3. Once you have resolved any major issues with the rubrics, begin the rating practice.

Rating Practice

Group Leader

- Assign a group leader for your content area/grade band. The group leader should have a computer, and he/she will record information for the group.
- The group leader should:
    ◊ Collect all samples of student work from each group member.
    ◊ Number each sample in the top right corner.
    ◊ Collect all rubrics. Write the corresponding student sample number on each rubric.

Task & Rubric. Re-familiarize yourselves with the task, rubric, and each criterion on the rubric.

Rate Student Samples

- The group leader should choose one sample of student work to be scored by the whole group. Discuss the rubric criteria as you score the sample.
- The group leader should distribute the remaining student work samples. Evaluate the samples using the scoring rubric. Use only the criteria provided on the rubric. Make notes about wording in the rubric that could be clarified, added, or omitted. Sticky notes might be helpful for this step.
- Record your scores on the provided **Scoring Sheet.** Copies of the Scoring Sheet are provided with your training documents.

Record Scores. When the samples have made their way around the table and back to the group leader, the group leader will record the scores into the Excel document called the '*Rater Calibration Tool*.'

Discuss Rater Agreement. The group leader will facilitate a discussion about rater agreement—*the goal is to reach 100% agreement*. Examine the Rater Calibration Tool. Think about:

- Are there many inconsistencies in scores (i.e., % of matches is not 100%)?
- What is each rater's rationale for their scores on each criterion?
- What is the range of scores?
- Are any score points seldom-used? If so, why?
- If you cannot reach consensus on the scores, talk about the reasons for this.

  ◊ Does the rubric need to be revised? If the group has difficulty deciding between two score points for a particular criterion, create some rules for resolving the disagreement (e.g., what information carries the most weight in that particular criterion?).
  ◊ Do parts of the task need to be revised?

- If you reach consensus on scores, make notes about the decision-making process that led you to the consensus. You can also create "anchor papers" from your scored student samples. These anchor papers can be used to train other raters.