

Audio Transcript

Teachers Conducting the Calibration Protocol

0:24 The first thing you have to do just as a group is just remember the norms and not take anything personally. I know it's hard to do, not get mad at me for telling you this, to stop, and not, and all that stuff. But our first step is just to look at the prompt for three minutes. And the score sheet, but we're not necessarily scoring, but we're reviewing everything, making sure that we understand it, so we ask clarifying questions afterwards.

0:55 Our next step, any clarifying questions not about the, basically just about the work that we looked at, is there anything that we need to understand before we start scoring this together? And we have two minutes to do this.

1:13 That we are using this rubric to score? Yes. Okay. These are printed.

1:28 Any other clarifying questions?

1:30 We're scoring the essay that's titled the 26th necessary?

1:36 Yes

1:37 OK.

1:41 You can certainly score any one of the three. I think it's the one that was developed that was addressed in the results.

1:49 Any other clarifying questions? So we can move ahead. We have 10 minutes to read and score this student work. If you want to, make notes on the rubric to justify your score, so if we discuss afterwards, you can remember why you gave it what you did.

2:15 We're in a circle. Just list whatever number we do. So you have two minutes for this section.

2:24 So, the first, statement of purpose. Ken, what's your score? One. Jamie? Two. Jules? Two. Katie? One. Crystal? Two. Nicole? Two. Nancy? Two. And I gave it a two.



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2:47 Elaboration of evidence. Ken. One. Jamie? One. Jules? Two. Katie? Two. Crystal? Two. Nicole? One. Nancy? Two. And I gave it a one.

3:06 Conventions. Ken.

3:08 Oh, I gave you the wrong one. Weren't we on language?

Yes.

Oh sorry, I'm a two.

Alright, we'll do this super quick for the last one.

3:19 Uh, two. Jamie? Three. Jules? Three. Katie? Four. Crystal? Two. Nicole? Two. Nancy? Two. And I said two.

3:36 Oh wait, I gave it a one, just kidding. Sorry.

That's okay. OK we're done with that part. We're recording.

3:42 Alright, so now at this point, we have to look at where the greatest disparity was amongst the scores and discuss where they were and why we gave them what we did. As you heard, as I did, you probably noticed, there's not a lot of disparity in some of these scores. If there's not a lot, we can determine, OK, what was the most difficult for us to grade, wherever you are with that. We have eight minutes to do this.

4:11 Looking at the record sheet, the scores that have the greatest range were in the last category, the conventions category. We had two people saying one, and we had two people saying three, and everybody else said two. So I don't know if the ones want to speak to why they said a one, or if the threes want to speak to why they said a three.

4:29 I put one because of the third bullet down one. It says __ didn't format for citation with significant errors. He does quote things, but there's no citations. And then there's, whatever this is at the end. That's supposed to be the works cited page? So again, significant errors in citation.

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4:55 Same exact thing for me. I think that there was, some slight grammatical errors, but just the lack of that parenthetical citation was what caused me to give it a one.

5:07 Anyone who didn't agree to that?

5:09 I'm sorry, can you just repeat which section are we on please?

5:12 Conventions. The last one. So it encompasses this.

5:17 Okay, so. I think I might be willing to switch to a one. Just because I'm reading the language now has frequency or says information has a sense of lack of sense of variety, I would totally agree with that. In which I would score a one.

5:41 I actually agree too. I was focusing more on the grammatical stuff and less on citation, but would that be so on citation, does not make sense.

5:49 So you would go to a, you had a three, so you're going to go from a three to a one. The reason why I said two and not a one, because, one of the bullets on the one, it says, maybe I was reading that. I didn't think that the errors were severe, and I felt that the citation issue was addressed with the elaboration of evidence. In terms of, it didn't have in text citation, so I've kind of hit it there. It begs the question, like how many times do we penalize the kid on the same scale?

6:39 Yeah, I went back and forth around those too. I just kept going back on forth from the two to the one in the elaboration of evidence. Because it's like minimal or irrelevant. And then, the overarching language in the elaboration of evidence two is like uneven, cursory support, partial, uneven use of, so I saw that there was, he was attempting to use, like source material, but then, he was definitely not citing it.

So, you said you felt that the convention of citing properly is an elaboration of evidence, or just be use of evidence?

If you look at the elaboration of evidence, part of it is that you use credible sources, and then, you cite the evidence. So if you're asking a child to cite the evidence, I don't disagree. The child should be citing evidence. But if we're already, you know, looking at it in terms of it's part of the evidence,

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7:48 I guess I was looking at that citing evidence in the elaboration as referring to the evidence that you've put in your paper to support your argument whereas, I was looking at citation in grammar usage as the actual MLA citation.

I agree with that completely.

8:05 OK. I think it's not the same scale so much as

I definitely grappled with the exact same thing though. It took me 10 minutes of going back and forth and be like.

So it seems like we also need more clarity in working the rubric as to when we talk about citing evidence. Are we talking about just citing evidence or using the correct format to cite the evidence? It's just not here in the word box.

8:33 So it seems like the language in those categories in the rubric should be more clearly defined for what exactly it refers to. Is there another category that we were..

Just for the record, I want to move from a three to a two.

8:53 Just looking at this, the only thing the student really showed any strength in, was the language and vocabulary area of the rubric, and uh, it's pretty obvious that this piece of writing was flawed on the basis of the evidence was there to support what the student was trying to say.

9:22 It's directly reflecting this planning sheet though. His best argument was that very last piece.

9:28 Usually when you do this, you do kind of talk about each category. We're all on the same page on many of these categories, so it doesn't really make sense to drag it out and talk about that when we all kind of have the same kind of justification. So let's move into debriefing. We have two minutes per question, eight minutes, but, you know, we have time left, so we can make this last as long as we need it to.