**PACE Summer Institute:**
PACE Calibration/Consensus Scoring

**Welcome & Training Video**

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**Registration Folder Materials**

- Agenda booklet
- Partners & Login Info Sheets
- Copy of “The Nuts & Bolts of Consensus Scoring: PACE Calibration” training PowerPoint with the attached documents explaining how to access your “class” of students and work samples in PerformancePLUS as well as enter consensus scores in PerformancePLUS.
Agenda

• Training
• Consensus Scoring, AM Session
• Lunch
• Consensus Scoring, PM Session (new partner!)
• Evaluation & Adjourn

The Nuts & Bolts of Consensus Scoring: PACE Calibration

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Overview of Training

• The Big Picture
• A Few Golden Rules of Consensus Scoring
• How to Consensus Score
• Some Things to Note
• Organization and Materials
The Big Picture

• You will be defining TRUTH—how often do you get to say that?
• This work is critical for evaluating the technical quality of PACE, specifically the comparability of scoring across schools and districts
• You will work with an assigned partner to independently score a piece of student work using the same rubric
• Try to reach consensus (or agreement) about the scores on the rubric
• Repeat!

A Few Golden Rules of Consensus Scoring

• Working with a partner to come to a consensus decision may not be easy.
  – We all have different personalities and different ways of making decisions.
• A few Golden Rules:
  – Asking questions is not a sign of disrespect...
  – But be respectful
  – “Two ears and one mouth”
  – Everyone’s opinion matters
  – You are all experts
• Do not go back and re-score student work samples, even if you think of something later.

How to Consensus Score in 6 Steps

Step 1: Gather Materials

• In your assigned scoring room, you will see a stack of individual score sheets and copies of grade/subject PACE Common Task Student Instructions and Rubrics. Each person will need 1 score sheet per session (morning/afternoon).
• All PACE Common Task Student Instructions, Rubrics and training materials can be found at: http://nh-doe.libguides.com/PACEINSTITUTE2018 (Password: granite).
Step 2: Review the PACE Common Task and Rubric with your assigned partner (about 5 minutes).

- Discuss how many dimensions (rows) there are to score and familiarize yourself with the proficient (Level 3) indicators on the rubric.
- Read the task and then discuss what you would expect to see in a proficient (Level 3) student response. What types of student work does the task elicit? Be specific.

Example: Gr 3 Math Rubric

<table>
<thead>
<tr>
<th>Computation1 (Q1a, 2c)</th>
<th>Calculates areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computation2 (Q1b)</td>
<td>Recognizes area as additive. Applies decomposition to solve real world problems.</td>
</tr>
<tr>
<td>Reasoning (Q1c)</td>
<td>Constructs viable mathematical argument.</td>
</tr>
<tr>
<td>Communication (Q2a-2b)</td>
<td>Solves real world problems involving perimeters of polygons and exhibits (models) rectangles with the same perimeter and different areas.</td>
</tr>
<tr>
<td>Structure (Q2d)</td>
<td>Conjecture is supported based upon an identified pattern or structure connecting area and perimeter.</td>
</tr>
</tbody>
</table>

Gr 3 Math PACE Common Task

Moving Day
Your family is moving. There are two bedrooms for the children. You need to find out which room is larger because two of you will be sharing a room.

Part 1:
1a. What is the area of Bedroom A? ________
Show your work.

What would you expect in a proficient (level 3) student response? What type of student response is the task eliciting?
Step 3: Access your assigned “class” of students and their student work samples in PerformancePLUS.

Step 4: Individually score the student paper (about 5-10 minutes).

- Write your teacher login code and subject area/grade level you are scoring on the individual score sheet.
- Open up a student’s PACE Common Task and write the 7-digit student code located in the file name on your score sheet.
- Use evidence from the student work to make decisions.
- Record individual scores on the individual score sheet. Put an “X” in any dimension not present on your rubric.
- You should not discuss your scores with your partner until the next step.
Step 5: Reach consensus (if possible) (about 5 minutes).

- Go through each rubric dimension and say what score you gave.
- Where you gave the same scores, write them down under “Consensus score” on both of your score sheets.
- Where you did not give the same scores, discuss why each of you gave it the score you did using evidence from the student work. Do your best to reach consensus.
- If you cannot reach consensus within a few minutes go tell the content moderator your teacher login code, the 7-digit student code, and the scores you could reach consensus on so they can score only what you could not reach consensus on. Do not enter any score for that student in PerformancePLUS if you did not reach consensus. The content moderator will enter all scores for that student.

Consensus Scoring Training

Consensus?  
YES Go on to the next student in your assigned class.

NO Give teacher login code, 7-digit student code, and the scores you could reach consensus on to moderator right away.

Step 6: ONE person will enter consensus scores into PerformancePLUS.

- Once you are done individually scoring and reaching consensus on ALL the student work samples in your assigned class with your partner, one person will now enter ONLY THE CONSENSUS SCORES for each student work sample into PerformancePLUS.
Once you've scored every student work sample in your assigned class in PerformancePLUS and entered in the consensus scores...

Turn in all materials to your content moderator.
1. Individual score sheets
2. Copies of PACE Common Task Rubrics

Estimated Time Frame: About 10-15 minutes per student work sample.
• It may take you longer with the first couple of students, but then by the afternoon we are hoping for about 10 minutes (or less) per student work sample.
• Goal is 10 student work samples in the morning and 14 in the afternoon for each pair of scorers.

Some things to note...
• Copy quality
  – Copies are sometimes hard to read. Score them the best you can.
  • If it is impossible to score (or you don’t feel comfortable scoring it because of the copy quality), let your content moderator know.
• Otherwise, do your best.
• Scroll through every page of the uploaded student files even if it looks like it might be blank because sometimes it is not.

Morning Scoring Session
• You have been assigned a partner not from your school district that you will work with during the morning session (see Partners & Login Info. handout).
• Moderators are located in the hallway outside your scoring room.
• RETURN all materials to your content moderator BEFORE going to lunch. All student work samples in your assigned class in PerformancePLUS should be scored prior to lunch—if not, please tell your content moderator.
  – Delete all downloaded student work from your computer’s download folder.
• If you finish early, you may be asked to score additional student work samples.
Afternoon Scoring Session

- Promptly pick up materials after lunch and find your new assigned partner.
- Moderators will be in the same locations.
- RETURN all materials to your content moderator at the end of the day and complete the evaluation that will be emailed to you after lunch. All student work samples in your assigned class in PerformancePLUS should be scored prior to leaving for the day—if not, please tell your content moderator.
- Delete all downloaded student work from your computer’s download folder.
- If you finish early, you may be asked to score additional student work samples.

PerformancePLUS

- Two attached handouts:
  - Accessing Your “Class” of Students and Work Samples in PerformancePLUS
  - Entering Consensus Scores in PerformancePLUS

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