



## Literacy Design Collaborative

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### Top Ten Principles of LDC Module Jurying

**1. Know the rubric.**

It is your Constitution. Granted, that means it is sometimes hard to interpret, but every score must be an attempt to apply the rubric's language and meaning.

**2. Trust evidence, not intuition.**

Intuition is a powerful force, but it is also highly subjective (or specific to the individual). Calibration with other scorers requires us to base our judgments on the evidence that everyone can see, not on what a particular person feels.

**3. Match evidence to language in the rubric.**

A safe rule of thumb: If you circle something on the rubric, be sure you can circle its justification(s) in the module itself.

**4. Weigh evidence carefully; base judgments on the preponderance of evidence.**

Within each scoring dimension, the score must be based on the overall performance as evidenced throughout the module. Therefore, the score is not based on the module's best or worst moment; rather, it reflects what is generally true about the module's overall quality within each of the analytic scoring dimensions.

**5. Know your biases; minimize their impact.**

The trick is not to rid yourself of bias; that's impossible. But you do need to recognize what your biases are, and be mindful of how they can trigger first impressions that color all judgments that follow.

**6. Focus on what the module includes, not on what the module does not include.**

Scorers who attend to what is in the module, rather than what is not, or what is missing, tend to score more accurately. That shouldn't surprise us: It is easier to agree on *what is* than on *what could be*. A score is always based on *what is*.

**7. Isolate your judgment: One bad element does not equal a bad module.**

Problems in task prompts sometimes affect the overall quality of the module. But an analytic rubric is not designed to assess one's overall impression of a module. Rather, it is isolating variables, distinguishing between relative strengths and weaknesses. Certain modules will require that you invest more cognitive work into their scoring. Be sure not to be overly punitive in scoring those modules, and be mindful that a module's low score in one scoring dimension does not cloud your judgment on the scoring of other, unrelated dimensions.

**8. Resist seduction: One good element does not equal a good module.**

It also works the other way. You read a particularly well designed task prompt, and after that the module designer can do no wrong. (This is known as the "halo effect.") One exceptional strength does not cancel out the weaknesses..

**9. Recognize pre-loaded template elements.**

The LDC module templates provide a standardized set of Common Core State Standards, Skills List, and Instructional Ladder Elements that are meant to be selected and adapted for a particular module. Focus on how well aligned those standards, skills, and instructional elements are to the demands of the teaching task and whether the teacher has sufficiently customized those elements for the specific purposes of the module .

**10. Stick to the rubric.**

Don't measure what is not being measured. Be wary of applying criteria (e.g., personal preferences) that are not evaluated in the rubric.