

TRAINING WITH ANCHORS PROTOCOL

Purpose

To learn how to score student work reliably and accurately using anchor papers, rubrics, scoring guidelines.

Planning

- **Time:** varies based on the number of papers—approximately 30 minutes per paper
- **Group size:** 5–8
- **Materials needed** for each person:
 - o Sample work and task (see QPA website for additional samples)
 - o Task rubric
 - o Scoring guidelines (if applicable)
 - o Two anchors of student work with corresponding rubrics, annotations, and score reports
 - o Score sheet or task rubric can be used for scoring
 - o One extra score sheet is needed for the recorder, who will tally the scores for the whole group.
- **Roles:** Choose a facilitator, timekeeper, and recorder. (1 minute)

Process

- 1 Norms:** The facilitator reviews the protocol process and norms with the group. (2 minutes)
- 2 Examination:** Group members silently examine the rubric, scoring guidelines, and one anchor with the corresponding rubric, annotations, and score report. (12 minutes)
- 3 Clarifying questions:** The group asks any clarifying questions they have about the materials and process. (3 minutes)
- 4 Read and score:** Read the prompt and the essay independently and silently. Using the rubric, score the essay at each criterion point and overall. Underline the words, sentences, or phrases that provide evidence for your scores. (10 minutes)
 - a. Use a ✓ to indicate that a specific criterion on the rubric is evident or present.
 - b. Use a ? to indicate that you are unsure if a criterion is present.
 - c. Circle the score for each criterion.
- 5 Score sharing:** One at a time, team members share their scores for each criterion—without explanation—as the recorder completes the group’s chart. (1 minute)
- 6 Discussion:** The facilitator invites the group to consider where the differences in the scores occurred and why people scored differently for each rubric criterion—particularly the highest and lowest scores. Group members use their notes and underlined examples within the essay to justify their scores. *All comments need to be evidence based.* The group comes to consensus (at least 80%) for scores in each criterion and overall. (5–10 minutes)
- 7 Review anchor score:** Review the rubric, annotations, and score report explaining how the anchor was scored. (Note: Annotations are for training purposes and are not a model for what should be provided to students as feedback.) The facilitator records the consensus scores on the group’s chart for comparison, then opens a conversation around the following questions. (10–15 minutes)
 - a. Where were we aligned and where were we out of alignment?
 - b. What should be the feedback for the teacher on the prompt or other prompt-related questions or comments?
 - c. What is the next step for this student’s instruction?
- 8 Repeat steps 4–7:** Use the shortest allotted time for step 7.
- 9 Debrief:** The facilitator leads the debrief. (4 minutes)
 - a. Did the team honor the norms at all times?
 - b. What went well?
 - c. What could have gone better?
 - d. What will I take back to my classroom from this process?