## The calibration model for achieving agreement

A range of student responses is selected

Teachers individually grade the selected responses using the *Guide to making judgments*

“Calibration process”

Teachers reach consensus using the *Guide to making judgments*

**Teacher A**

Grades all their students’ responses individually using the *Guide to making judgments*

**Teacher B**

Grades all their students’ responses individually using the *Guide to making judgments*

**Teacher C**

Grades all their students’ responses individually using the *Guide to making judgments*

### Notes

A facilitator selects samples deemed to be of a certain standard to be used in the “calibration process”.

Teachers individually grade the samples and then compare their judgment with the grade nominated for the sample. Standards descriptors are used as the basis for common and explicit language for teachers to use in their discussions about the quality of student performance. These discussions are based on evidence provided in student responses. Through this professional dialogue, teachers aim to adjust their interpretation and application of standards to reach consensus about the quality of the sample. This process is repeated for all the student samples. Teachers then individually grade all their students’ responses, applying their shared understanding achieved through this calibration process.

**Advantage** — Saves time because it focuses on establishing a common understanding of the standards in context, prior to marking all of the student responses.

**Disadvantage** — Establishing quality judgments up front can be a perceived top-down imposition of standards.