## The conference model for achieving agreement

**Teacher A**

Grades student responses individually using the *Guide to making judgments*

**Teacher B**

Grades student responses individually using the *Guide to making judgments*

**Teacher C**

Grades students responses individually using the *Guide to making judgments*

Submit selected samples representative of A–E qualities

“Conferencing process”

Teachers reach consensus using the *Guide to making judgments*

Teachers review their judgments

### Notes

Teachers grade student responses individually and then select student samples representative of their application/understanding of the A to E qualities. A meeting is convened during which a “conferencing process” is employed to enable teachers to share samples and discuss their judgments. Standards descriptors are used as the basis for the common and explicit language for teachers to use during discussions about the quality of the student performance. These discussions are based on the evidence provided in student responses.

Through professional dialogue, teachers aim to reach consensus on the interpretation and application of the standards. Teachers review judgments about their previously graded student responses applying their shared understanding achieved through this conferencing process.

**Advantage** — Teachers are involved in professional dialogue of reaching consensus with other teachers.

**Disadvantage** — Establishes a common interpretation and application of standards after student work has been allocated a grade.