

Protocol for DDM Spoken Production Calibration

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This protocol is in draft form. It is meant to provide better structure. Please, read it carefully before you start listening to recordings.

Teachers will break into groups of 3-4, group size permitting. Teachers will have prepped their DDM recordings to be easily accessible for other members of the calibration group.

Teachers will open their spreadsheets with all DDM Proficiency Grades, but they will not share those scores with each other yet. The purpose of not sharing scores is to allow the calibration partner a chance to assess without bias.

Teacher A: Teacher has their spreadsheet open with X number of rows, with each row representing one student with a corresponding score(s).

Teacher B: Teacher A informs you that he/she has X number of rows (number of students). You select 3 numbers at random. Teacher A then gives you the name of the three students to write down on the Calibration worksheet (*Template for DDM Spoken Production Calibration*), and their corresponding grade level (e.g. 8th grade Spanish, HS Spanish 3A. etc.) but the teacher will NOT give the Proficiency Level he or she assigned that student for the DDM.

In the group, teachers will all have students' names and sample recordings from one other teacher, not multiple teachers.

As a refresher before the activity begins the teachers should review the support materials in the WL Share Drive, as well as the ACTFL Guidelines

(http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/english/sp_eaking#novice)

Each teacher will fill out one of the worksheets for the session completed. The calibration partner will fill out columns A-C. Once all graders in the group have completed listening and assigning a proficiency level, the partners return the form to the original teacher. The teacher then fills in Column D (Teacher's original assessment).

The group will then take 3-4 minutes to discuss why they gave the grade. Even if the same grade is given, there should be discussion regarding why a particular proficiency assignment was given.

If there are differences in the assignment, that discussion is also important. Ultimately, the final assignment will be the original teacher's decision, but differences of opinion NEED to be noted. Substantial differences may mean there is opportunity for further Professional Development, and that must be noted.

Template for DDM Spoken Production Calibration

Teacher _____

Language _____

Assessment _____

Calibration Partner _____

Student Samples

A	B	C	D	E	F
Student	Grade/ Level	Partner's Assignment (Proficiency Scoring)	Teacher's Original Assignment	Teacher's New Assignment	Comments

Reflection

1. How accurate was your grading?

2. What patterns did you notice your partner's recordings that could help guide their lesson planning as we get closer to the next DDM assessment?

3. How can this calibration or tuning be improved?