Introduction to Rater Training

COLORADO DEPARTMENT OF EDUCATION

COLORADO COMMUNITY COLLEGE SYSTEM

Rater Training

- Why is rater training important?
  - Promotes more accurate ratings
  - Promotes higher inter-rater reliability
  - Promotes higher intra-rater reliability

- We want to be able to meaningfully interpret and compare students' scores.
  - Test reliability and validity!
  - A student's scores should not depend on what rater he/she had.

Rater Training: Basic Steps

Prior to rater training, tasks and rubrics are created, reviewed, and validated by experts. Rater training typically involves these steps:

1. **Task/Rubric**. Trainees review the task and scoring rubric.

2. **Sample Student Work**. Trainer guides trainees through samples of student work at various performance levels.

3. **Practice Scoring**. Trainees practice scoring sample student work. Trainer and trainees discuss scores. Trainees receive feedback on scores.

4. **Reliability Check**

Rater Training: Step 1

- Raters (trainees) are given information about:
  - The purpose of the assessment
  - The tasks in which students will engage
  - Rubric format (i.e., score points, layout)
  - Scoring criteria (with definitions of key words)
  - Rubric point descriptions
- Remind trainees that scores should be based on:
  - Criteria in the rubric
  - The behavioral descriptors (i.e., rubric point descriptions) with each criterion in the rubric

Rater Training: Step 1

- Provide trainees with information about common rating errors:
  - Halo
  - Leniency
  - Severity
  - Central tendency

Rater Training: Step 2

- Trainees review “anchor papers” to help them envision what particular score points on particular criteria look like.
  - “High” anchor paper
  - “Medium” anchor paper
  - “Low” anchor paper

Example Anchor Papers

Justifications for Scores

Student scored 4 out of 4 on all criteria

Reading, Writing, & Communicating

6th grade

Global Warming: Nature Made

Although many citizens of Earth are torn between believing that Global Warming is our fault or believing that nature did it, I firmly believe that Global Warming is nature made. You and everyone else in your neighborhood should not have to worry about something that is just a cycle of nature.

First of all, the main reason that some scientists believe mankind made Global Warming is because of added carbon dioxide to the atmosphere. Scientists every

Criterion 1

Introduces claims: Engages the reader in the topic

Criterion 2

Organizational structure: Uses logical principles to organize reasons and evidence

Justifications for Scores

Student scored 1 out of 4 on all criteria

Global warming is caused by natral interuptions. Those out that think it is human made. Well your wrong you are not a sientist. Sientisk have been and still are studying Global warming.

How can be mans think its human caused. Some of them barent even been alive for that long. The sun is about asshot as a green house every year. Since Ive study Global warming and

Criterion 1

Introductory claims: Personal opinions confuse rather than strengthen the claim.

Criterion 2

Organizational structure: The connection between reasons and evidence or the reasons and the central claim is unclear.

Criterion 3

Supporting evidence: The writer demonstrates confusion about the topic.

Rater Training: Step 3

- Trainees score sample student work
  - Sample student work should represent various levels of performance.
  - Trainers might break up scoring each sample into sections.

- Purposes:
  - Assess inter-rater agreement on the rubrics
  - Identify potential issues with the tasks/rubrics

Rater Training: Step 3

- Discuss scores and provide feedback to one another
  - Are there any inconsistencies in your scores?
    - Talk about how each rater justifies his/her scores.
    - For major discrepancies/disagreements about scores…do the rubric point descriptions need to be re-written?
  - Is the rubric missing any important criteria?
  - Are any score points seldom-used? Why?
    - Trial data will help with this discussion, as well.

Rater Training: Step 4

- Reliability Check
  - Once you have agreed on scores to assign to the student work, your scores can be considered “expert” scores.
  - If you want to train new raters, you can use the same sample work and your ratings to calibrate new raters’ scores.

- Rater Calibration
  - Raters who have not been ‘calibrated’ to a scoring rubric introduce error into scores.

Rating Practice Documents

- Materials you will provide:
  - Student work samples
  - Rubrics

- Materials we have provided:
  - Rating Practice Guidelines
  - Scoring Sheet
  - Rater Calibration Tool (Excel doc)

All documents are on the website:
http://www.coloradoplc.org/node/12765