

TOOLS FOR

MAKING IT  
REALPre-Scoring Video to Clarify  
Expectations for Effective TeachingDCPS Video-  
Quality Checklist

This time-saving form is used to pre-screen classroom video to determine its appropriateness for pre-scoring with an observation rubric.

Video pre-scored for observer training and assessment must include sufficient evidence to rate practice. Sometimes, video doesn't capture all the nuanced details or actions available to an in-person expert. The expert observers who participate in pre-scoring (called "master coders" or "anchor raters") need to see and hear enough in the video to identify the rubric's indicators of performance. Pre-screening saves master coders from struggling to rate, and ultimately rejecting, unscorable video.

District of Columbia Public Schools (DCPS) uses this checklist to pre-screen videos to decide which ones should be assigned to anchor raters. Developed by DCPS Filming Specialist Tamika Guishard, the tool asks pre-screeners who review each video to determine the extent to which the recording clearly conveys key aspects of the lesson and of teacher and student responses.

In DCPS, the completed checklists determine whether a video is rejected, is ideal for pre-scoring, or requires additional editing to move forward. Ideal videos require checks for all items in the form shown under Tier 2 and most items under Tier 1. Note that the form also asks for the start and end time in a video for a segment (a calibration clip) for the anchor raters to score.



This is one in a set of tools cited in the MET project practice guide *Making It Real: Pre-Scoring Video to Clarify Expectations for Effective Teaching*. Publications under the banner of *Building Trust in Observations* offer practical advice to states, districts, and technical assistance providers on how to build and improve a trustworthy observation system. All MET project resources are at: [www.metproject.org](http://www.metproject.org).

Video File Name:

Video Content:

**Timestamps for the calibration clip you've identified (Start to Finish):**

|   |   |
|---|---|
| <b>Tier 2<br/>Criteria</b>  | <input type="checkbox"/> An observer can identify the lesson objective (stated or implied).<br><input type="checkbox"/> An observer would have enough information about student understanding to score this lesson. Evidence:<br><input type="checkbox"/> Teacher Actions <input type="checkbox"/> Student Body Language<br><input type="checkbox"/> Student Verbal Responses <input type="checkbox"/> Student Work<br><input type="checkbox"/> There was no more than one moment where an inability to hear the teacher would affect the scoring of multiple standards.<br><input type="checkbox"/> During whole-group lessons, student responses are heard clearly enough to capture useful evidence as necessary.<br><input type="checkbox"/> During teacher/student exchanges, both parties are heard clearly enough to capture useful evidence as necessary.<br><input type="checkbox"/> When a visual was necessary for rating purposes, a clear shot of the visual is seen at the appropriate time.<br><input type="checkbox"/> The two cameras provided a good sense of what was happening in the room. |
| <b>Tier 1<br/>Criteria</b>  | <input type="checkbox"/> Most student faces are visible.<br><input type="checkbox"/> Extraneous audio (hallway noise, necklace against lapel mic, etc.) does not inhibit one's ability to hear the lesson and collect evidence.<br><input type="checkbox"/> An observer would have enough information about student understanding (teacher actions, student body language, verbal responses and work products) to score this lesson <b>with confidence</b> . Evidence:<br><input type="checkbox"/> Teacher Actions <input type="checkbox"/> Student Body Language<br><input type="checkbox"/> Student Verbal Responses <input type="checkbox"/> Student Work<br><input type="checkbox"/> An observer can see whether or not differentiation is happening.   |
| Timestamps for subtitles  | <i>If you transcribe all or part of this video, please include script when emailing this checklist.</i>   |
| Additional Notes  |   |
| <b>Final Evaluation:</b><br><input type="checkbox"/> This is a Tier 1 clip.<br><input type="checkbox"/> This is a Tier 2 clip. The following standards might be difficult to rate:<br><input type="checkbox"/> This clip is not ratable and should not be re-edited.<br><input type="checkbox"/> This clip needs revisions. Note time stamps and revisions necessary:<br><input type="checkbox"/> This footage should be used for training videos. The timestamps and Teach standards for those sections are: |   |