



**New York State Testing Program  
CTB/McGraw-Hill  
revised January 2008**

# Scoring Site Operations Manual



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# Table of Contents

## Chapter 1

<b>Background.....</b>	<b>1</b>
Introduction.....	2
Scoring Site Organization .....	3

## Chapter 2

<b>Scoring Site Personnel and Duties .....</b>	<b>5</b>
Leadership Team.....	6
Scoring Site Coordinators .....	6
Scoring Site Assistants .....	7
Scoring Leaders.....	7
Table Facilitators.....	7
Scorers.....	8

## Chapter 3

<b>Scoring Site Layout and Resources.....</b>	<b>9</b>
General Facility Requirements .....	10
Space Requirements .....	10
Equipment and Furniture Requirements.....	10
Scoring Site Coordinator’s Supplies .....	11
Ancillary Materials for the Scoring Site Coordinator.....	12

## Chapter 4

<b>Operations/Logistics .....</b>	<b>13</b>
Overview .....	14
Collecting, Storing, and Organizing Test Materials .....	14
Preparing Test Materials for Scoring .....	15
Checking In Test Materials from Schools .....	16
Randomizing and Building Test Book Folders .....	17
Staging Test Books for Scoring.....	17
Processing Test Books During Scoring .....	18
Flow of Test Materials .....	19
Quality-Checking Answer Sheets.....	20
Forwarding Answer Sheets to Scanning Centers and Returning Test Books to School Administrators.....	21
Delivery of Test Materials to Schools and Scanning Centers .....	22
Audit-Scoring for Test Books .....	22
Return of Ancillary Materials.....	23
Closing of Scoring Site.....	23

## Chapter 5

<b>Additional Preparation for Scoring .....</b>	<b>25</b>
Optional Pre-Scoring Meeting .....	26
Correspondence with Scorers .....	26
Assigning Scorer Numbers .....	26
Assigning Scorers to Scoring Tables .....	27
Backup Scoring Plan.....	27
Scoring Site Setup.....	27
Opening Remarks .....	28
Training for Scoring .....	28

## Chapter 6

<b>Reporting Sensitive Papers .....</b>	<b>29</b>
---	-----------

## Chapter 7

<b>Scoring Site Security.....</b>	<b>31</b>
-----------------------------------	-----------

## Chapter 8

<b>Scoring Support .....</b>	<b>33</b>
------------------------------	-----------

<b>Appendices.....</b>	<b>A-1</b>
------------------------	------------

Appendix A: Facility Square Footage Recommendations .....	A-2
Appendix B: Overview of Local Scoring Process .....	A-3
Appendix C: Overview of Regional and Districtwide Scoring Process.....	A-4
Appendix D: Scanning Centers (Regional Information Centers or RICs) .....	A-5
Appendix E: 2007–2008 S/CDN Executive Committee .....	A-8
Appendix F: New York City Department of Education 2007–2008 Assessment Implementation Directors .....	A-9
Appendix G: Table Configurations.....	A-11
Appendix H: Sample Table Tent .....	A-12
Appendix I: Sample Name Tags .....	A-13
Appendix J: Sample Security Sign for Door.....	A-14
Appendix K: Sign-In Log Template .....	A-15
Appendix L: How to Lift Boxes .....	A-16
Appendix M: English Language Arts Sample Answer Sheet .....	A-17
Appendix N: Mathematics Sample Answer Sheet.....	A-18
Appendix O: Check-In Log Template .....	A-19
Appendix P: Sample Classroom Roster .....	A-20
Appendix Q: Sample School/Group List .....	A-21
Appendix R: Box Label Template .....	A-22
Appendix S: Reader Assignment List.....	A-23
Appendix T: Return to Scorer Template.....	A-24
Appendix U: Folder Label Template .....	A-25
Appendix V: Table Facilitators’ Tally Sheet for Read-Behinds .....	A-26
Appendix W: Estimated Read Times for Paper and Pencil Scoring for English Language Arts.....	A-27
Appendix X: Estimated Read Times for Paper and Pencil Scoring for Mathematics.....	A-28

# **Chapter 1**

# **Background**

## **Introduction**

This scoring site operations manual provides guidelines, information, and procedures for Scoring Site Coordinators to facilitate scoring of the English Language Arts and Mathematics Tests. It details scoring operations from on-site delivery of students' testing materials to the conclusion of scoring. The manual is the result of cooperative efforts by CTB/McGraw-Hill, the New York State Education Department (NYSED), and New York State Staff/Curriculum Development Network (S/CDN).

# Scoring Site Organization

## Scoring Site Coordinator

- Supervision and management of the site
- Support for scoring
- Logistics for operations
- Security
- Coordination of site personnel
- Responsible for collection of audit papers

### Operations

#### Scoring Site Assistants

- Check in test books
- Prepare test books for scoring (organize and randomize)
- Deliver and collect scored test books
- Quality-check answer sheets
- Return answer sheets to scanning centers
- Return test books to schools
- Monitor and maintain security
- Maintain quality control
- Ship completed materials to schools

### Scoring

#### Scoring Leader

- Acts as a Scoring Trainer
- Monitors scoring sessions
- Supports Table Facilitators and scorers
- Administers Consistency Assurance Sets to Table Facilitators and scorers

#### Table Facilitators

- Monitor scoring progress to ensure scoring of all papers by the end of scoring period
- Conduct read-behinds
- Are a resource for rubric clarification

#### Scorers

- Score student responses

**All scoring personnel are responsible for maintaining the confidentiality of student responses.**



# **Chapter 2**

## **Scoring Site Personnel and Duties**

## Leadership Team

The leadership team for each site consists of a Scoring Site Coordinator, Scoring Leaders, and Table Facilitators. The leadership team will be responsible for training the scorers in the scoring process and calibrating the scorers during the scoring process. Training should be conducted prior to the day of scoring, so that when scoring starts, teachers are qualified and ready. The leadership team may want to conduct “mini” training sessions (no more than one hour) for some items on the day of scoring. This mini training could be a refresher course or could be used to answer questions that arose about items during training. The remainder of the scoring session(s) is spent reading “live” papers and calibrating scorers to the scoring rubric. The training is ongoing as the Table Facilitators monitor scorers’ work to ensure that they are scoring consistently.

### Scoring Site Coordinators

The Scoring Site Coordinator plays a key role in the organization of the scoring process and has three primary responsibilities:

- supervise all activities related to the scoring facility,
- manage activities related to the scoring session, and
- monitor operations related to flow of test materials (distribution and collection).

The Scoring Site Coordinator will perform the following tasks:

- identify, procure, and manage the scoring site,
- schedule the scoring session(s),
- prepare a Reader Assignment List and record scorer attendance (see Appendices),
- provide pre-printed name tags, table tents, and attendance records for all scoring staff members (see Appendices),
- respond to Scoring Leader or scorer requests about facilities or logistics,
- provide logistical assistance to Scoring Trainers,
- be available on-site during the entire scoring session(s) to handle site logistics, including catering, security, registration, scorer needs, etc.,
- coordinate delivery of test materials from schools to scoring sites,
- verify that the test books and answer sheets have arrived from assigned schools, scoring supplies have arrived at the site before scoring begins, and any missing materials are en route,
- supervise the preparation of all testing materials for scoring (test books and answer sheets),
- select candidates who can serve as Scoring Site Assistants,
- make facility, food, equipment, and supply arrangements, and
- arrange shipment of completed answer sheets from scoring site to scanning centers and scored test books back to schools.

The Scoring Site Coordinator will train Scoring Site Assistants in the following areas:

- checking in test books from school,
- preparing test books for scoring (organizing and randomizing),
- delivering and collecting test books,
- ensuring the return of answer sheets to the scanning centers and test books to schools, and
- monitoring and maintaining security.

### **Scoring Site Assistants**

The Scoring Site Assistants report to the Scoring Site Coordinator. They assist in the distribution, quality control, and collection of scoring materials, and in the re-boxing of test books to be returned to schools. Assistants should be available to the Scoring Site Coordinator before, during, and after the scoring session. Scoring Site Assistants are individuals who:

- interact with and respond to requests from the leadership team and the Scoring Site Coordinator,
- work conscientiously and responsibly,
- lift boxes weighing approximately 45 pounds (see Appendices),
- distribute scoring supplies and equipment,
- organize and distribute test books and answer sheets to scorers at specific tables (see Appendices),
- distribute and collect scoring materials as the session progresses under the supervision of the Scoring Site Coordinator,
- check answer sheets for stray marks, incomplete demographics, and unscored open-ended items,
- assist the Scoring Site Coordinator in tracking and reporting the number of scored test books and schools,
- handle requests from the leadership team about facilities and logistics,
- prepare answer sheets and test books for return to the scanning centers and schools, and
- monitor and maintain security of test books.

### **Scoring Leaders**

The main focus of the Scoring Leader is to monitor the scoring of student responses and provide support for the Table Facilitator and scorers during the scoring session. Before scoring begins, the Scoring Leader(s) should meet with the Scoring Site Coordinator, who can familiarize the Scoring Leader(s) with the scoring operations and scoring constructed responses. The Scoring Leaders' responsibilities are as follows:

- train the Table Facilitators and scorers,
- ensure that Table Facilitators and scorers meet scoring standards,
- demonstrate the correct method of marking scores on the answer sheets,
- monitor the scoring session, and
- provide support for the Table Facilitators and scorers during scoring.

### **Table Facilitators**

The Table Facilitator is an experienced scorer (i.e., has previously used rubrics to evaluate student papers) who will, if necessary, assist the Scoring Leader(s) with training additional scorers and ensuring that they meet scoring standards. For each test administration, the Table Facilitator must also meet current scoring standards.

One of the primary tasks of the Table Facilitator is to monitor the time scorers spend reading each student paper. Large numbers of student documents must be scored by the end of the scheduled scoring day(s), and feedback concerning excessive reading time should be provided where necessary. To ensure efficiency, accuracy, and consistency in the scoring process, the Table Facilitator will randomly select and score a few of each scorer's completed test books. This read-behind process allows the Table Facilitator to provide guidance during scoring by reinforcing the appropriate part of the rubric.

In addition, the Table Facilitator is required to complete the following tasks:

- serve as the table's primary resource for information on scoring rubrics and methods; if unsure of a score point, the Table Facilitator will consult with the Scoring Leader for further clarification,
- maintain a quiet atmosphere at the table by keeping talking and other distractions at a minimum,
- perform read-behinds and record the results,
- help scorers reach and maintain suggested reading rates, and
- discuss rubrics and anchors with scorers.

### **Scorers**

Scorers are teachers or other qualified school educators, representing Grades 3 through 8, who have been designated by school principals. Scorers are assigned to an individual scoring site. A list of the designated scorers from each participating school will be available prior to the scoring session. Scorers must be qualified to score. Scorers are required to:

- attend the entire training session,
- score accurately,
- complete a sufficient number of test books to finish scoring within the allotted time frame, and
- maintain student confidentiality and objectivity while scoring.

# **Chapter 3**

## **Scoring Site Layout and Resources**

## General Facility Requirements

Factors to consider when selecting a scoring site:

- excellent lighting
- adequate ventilation
- secure facility

All test books and scoring guides must be regarded as secure and confidential materials. These materials should not be left unattended during breaks or lunch while scoring is in progress and should be kept under lock and key after work hours. (See additional information in Chapter 7, Scoring Site Security.)

- adequate parking

## Space Requirements

### Scoring Room

The scoring room must comfortably accommodate the required number of scorers. (See Appendices.) The recommended square footage allows for space to accommodate necessary tables, allowing Scoring Site Assistants to circulate without disturbing the scorers. Scorers need to work at large tables with comfortable chairs.

### Break Area

A separate area for lunch and breaks must be provided so that food is not present in the scoring room. The break room should have seating capacity for all scorers. (Breaks may be staggered if necessary.)

### Materials Room

A room for processing scoring materials should be available. The materials room is used for processing test materials prior to scoring and for sorting test materials after scoring is complete. It is ideal for the materials room to be located adjacent to the scoring room(s). The Scoring Site Assistants will need 3 to 6 large tables for processing test materials throughout the scoring session.

## Equipment and Furniture Requirements

### Telephones

A telephone (this can be a pay phone) must be available for scorers at the facility. Also, there must be phone access for the Scoring Site Coordinator to make and receive calls during the scoring session(s). Telephones and cell phones cannot be used in the scoring rooms at any time. Therefore, staff and participants who have cell phones are asked to turn them off while in the scoring rooms. Telephones and cell phones are not only distracting, but they also present security risks in regard to confidentiality of test materials and student scores.

## Sound

In large scoring rooms, acoustics can be an issue. A microphone for the Scoring Site Coordinator may be necessary. This microphone preferably would be a lavalier model or one that can be clipped to a lapel, allowing the speaker more freedom and range of movement.

## Equipment

The following equipment may be needed:

- hand cart
- electric pencil sharpeners
- easel with paper (flip chart) and markers

## General Scoring Room Setup

- a separate table in the front of the room for each Scoring Leader(s)
- an additional table for scorer check-in and supplies
- one table for the Scoring Site Assistant's quality control station
- adequate workspace on tables; each scorer should be comfortable and have sufficient space to accommodate test books and other scoring materials to his or her right and left (See Appendices for sample table configurations.)
- comfortable chairs for scorers—since they may be sitting for up to six hours each day

## Scoring Site Coordinator's Supplies

(Quantities may vary depending on the size of site.)

- Post-its®—small (one pad per scorer), medium (20 pads for general use)
- Calculator
- 4 or more rolls of cellophane tape with dispenser
- 3 or more rolls of sealing tape for boxes
- 2 or more rolls of masking tape
- Staplers
- 1 box staples
- Sharpened No. 2 scoring pencils
- Erasers—Magic Rub®
- 2 electric pencil sharpeners
- 1 box highlighter pens
- 1 First Aid Kit
- 2 boxes of tissue
- Paper strips for banding answer sheets to be returned to scanning centers
- Paper clips
- 6 rulers
- 1 box large rubber bands

## **Ancillary Materials for the Scoring Site Coordinator**

### **Templates and samples provided by CTB/McGraw-Hill:**

- Table signs containing a number for each table (See Appendices)
- Name tags with the Scorer's name and number (See Appendices)
- Box Label (See Appendices)
- Reader Assignment List (See Appendices)
- Read-Behind Log (See Appendices)
- Return to Reader Template (See Appendices)

### **Items provided by scanning center(s):**

- Sample answer sheets

### **Items provided by NYSED:**

- Scoring Evaluation Forms
- Training Materials Inventory Form
- Training materials

### **Items provided by schools:**

- Classroom rosters for each class tested
- School/Group List
- Packing checklist from each school

# **Chapter 4**

## **Operations/Logistics**

## Overview

The overall scoring operations involve numerous steps:

- Checking in test materials from schools
- Organizing and randomizing test books for scoring
- Staging the test books
- Delivering the test books to the tables
- Maintaining a quality check of the answer sheets
- Returning the test books to schools and the answer sheets to scanning centers
- Sending the selected audit papers to the designated location

The following is a list of test materials you can expect from each school:

- School/Group List (SGL) (top of Box 1)
- Classroom roster
- Packing list
- Test books
- Answer sheets (inserted in the nested test books)

The following forms should be photocopied from the Appendices in the back of this manual:

- Scoring Sign-In Log
- Check-In Log
- Box Label
- Reader Assignment List
- Return to Scorer
- Folder Label

Overviews of the scoring process are shown in the Appendices.

## Collecting, Storing, and Organizing Test Materials

### Package books after test administration:

1. Collect all test materials, including used and unused test books, answer sheets, completed biographical data, and student identification labels.
2. Teacher's Directions may be left in the classroom or collected, depending upon the preference of the school.
3. Request that each teacher provide an updated classroom roster. This roster should include all students currently in each class.

4. Nest used test books with answer sheets by student, stack by classroom, place classroom roster on top of stack, and band with paper bands.
5. Securely store unused test books and other test materials until all scoring within the state is complete.
6. Use the box(es) in which test materials arrived for storing the test materials and for sending them to their next destination. Remove any previous markings and labels from the box(es). If original boxes are not available, use substitutes, provided they are marked correctly.
7. Unused test books may be used for instructional or staff development purposes when they are no longer secure.

## Preparing Test Materials for Scoring

### Local Scoring

1. Store unused test books securely until all scoring within the state is complete.
2. Collect all banded test books.
3. Organize the banded stacks of test books by class—for example, Class 1, Class 2, Class 3.
4. Photocopy and complete the SGL. (See Appendices.) Transfer the total number of students tested for each class, indicated in the upper right-hand corner of the classroom roster, to the SGL. Repeat this process for each classroom. Fill out the requested information for each class in your school.
5. Classroom Number: Write the homeroom number.
6. Grade: Write the grade of the students who took the test (e.g., Grades 3–8, or ungraded).
7. Number Tested: Write the number of students who completed the test, including students who took makeup tests.
8. **Keep the completed SGL with the updated classroom roster(s) on top of the used test books.** Send a copy of the SGL and classroom roster(s) to the scanning center to help with accountability. Place stacks of banded test books into boxes, with the SGL and classroom roster(s) on top. Store used test books in a secure location in the school until the scheduled scoring day(s).

### Regional or Districtwide Scoring

Photocopy and complete the SGL. Transfer the total number of students tested for each class, indicated in the upper right-hand corner of the classroom roster, to the SGL. Repeat this process for each classroom. Fill out the requested information for each classroom in the school:

1. Classroom Number: Write the homeroom number.
2. Grade: Write the grade of the students who took the test (e.g., Grades 3–8, or ungraded).

3. Number Tested: Write the number of students who took the test. Be sure to include students who took makeup tests.
4. Place banded stacks of test books with inserted answer sheets in the box(es) to be sent to your scoring site.
5. Put the completed SGL with the updated classroom roster in Box 1, on top of the used test books.
6. Attach an orange label to each box, and indicate your school name, BEDS Code, and the number of test books enclosed. Label the boxes for delivery to your scoring site.
7. Number the box(es) (e.g., “Box 1 of 5,” “2 of 5,” “3 of 5,” etc.).
8. Seal the box(es) securely with packing tape, and follow local testing directions for delivery of completed test materials to scoring sites.

## Checking In Test Materials from Schools

### Local Scoring

1. Confirm that test books have been received. Verify that the test book count written on the classroom roster matches the number of books received from the class. Use the test book counts on the classroom roster to calculate the total number of books received from each class.
2. If the test book counts do not match, do not continue. The classroom roster can be used to determine which students’ test books are missing. Contact the teacher to locate the missing books.
3. Continue verifying the number of test books from each class while maintaining class stacks on the worktable. When every test book from all classes is accounted for, the randomizing process can begin.
4. File a copy of the classroom rosters for reference.
5. Stack test books by class for randomizing.

### Regional or Districtwide Scoring

1. Check the sequential numbering on each box (for example, “1 of 5,” “2 of 5,” etc.) to make sure that the shipment from each school is complete.
2. If a shipment is complete, open the boxes and check the first box to find the SGL, classroom roster, and packing checklist. Place these sheets in a safe location because they will be used to verify test books were received for all tested students.
3. Complete a Check-In Log (see Appendices) with columns for school name, box number (for example, “1 of 5”), date shipment was received, and check-in date. Use the Check-In Log to record this information for every box received.
4. Total the number of test books received from a school by adding the number of test books reported on the colored label affixed to the outside of the box(es). Record this total on the check-in log.
5. Retain a copy of the Check-In Log and the packing list for reference.

## Randomizing and Building Test Book Folders

Randomizing the test books is recommended to maximize the number of teachers scoring any one group of tests. It involves mixing test books from all districts (if scoring regionally), all schools (if scoring districtwide), or all classes (if scoring locally). These test books are then placed into folders in preparation for scoring.

1. Select multiple districts, schools, or classes with approximately an equal number of test books for randomization. Position a box from each of these districts, schools, or classes in a row on the floor. Line up all remaining boxes behind their corresponding district, school, or class.
2. Randomly pull a book or a set of books from the first box for each district, school, or class, and then immediately repeat this procedure. Insert 5 to 10 books or sets of books in a file folder. (Note: Mathematics Grades 4 and 8 and all ELA Grades will have the first book nested inside the second book.)
3. Continue randomly pulling test books or sets of test books from each district's, school's, or class' box until all books have been sorted into groups and placed into folders. If one district, school, or class box is depleted before the others, continue pulling from the remaining district, school, or class boxes until all books are placed in folders.
4. Use large rubber bands to secure the test books inside each file folder. Affix a folder label to the front of each file folder. (Folder labels must be printed in advance using the sample folder label shown in the Appendices.)
5. Place folders in boxes. A box (12" × 8-3/4" × 5") can hold up to 60 test books or 6–12 folders, but it is suggested that you limit the number of books or folders to a weight that is comfortable to lift.
6. Fill out a box label. Write the school names and the number of books in the spaces provided.
7. Number each box consecutively (for example, "1 of 3," "2 of 3," "3 of 3," etc.), and tape the box label securely to the outside of the box.
8. Repeat the process for the remaining districts, schools, or classes at the scoring site.

## Staging Test Books for Scoring

All boxes will be routed to separate scoring areas depending on content to be read and quality checked. Each test book will be scored for English Language Arts or Mathematics.

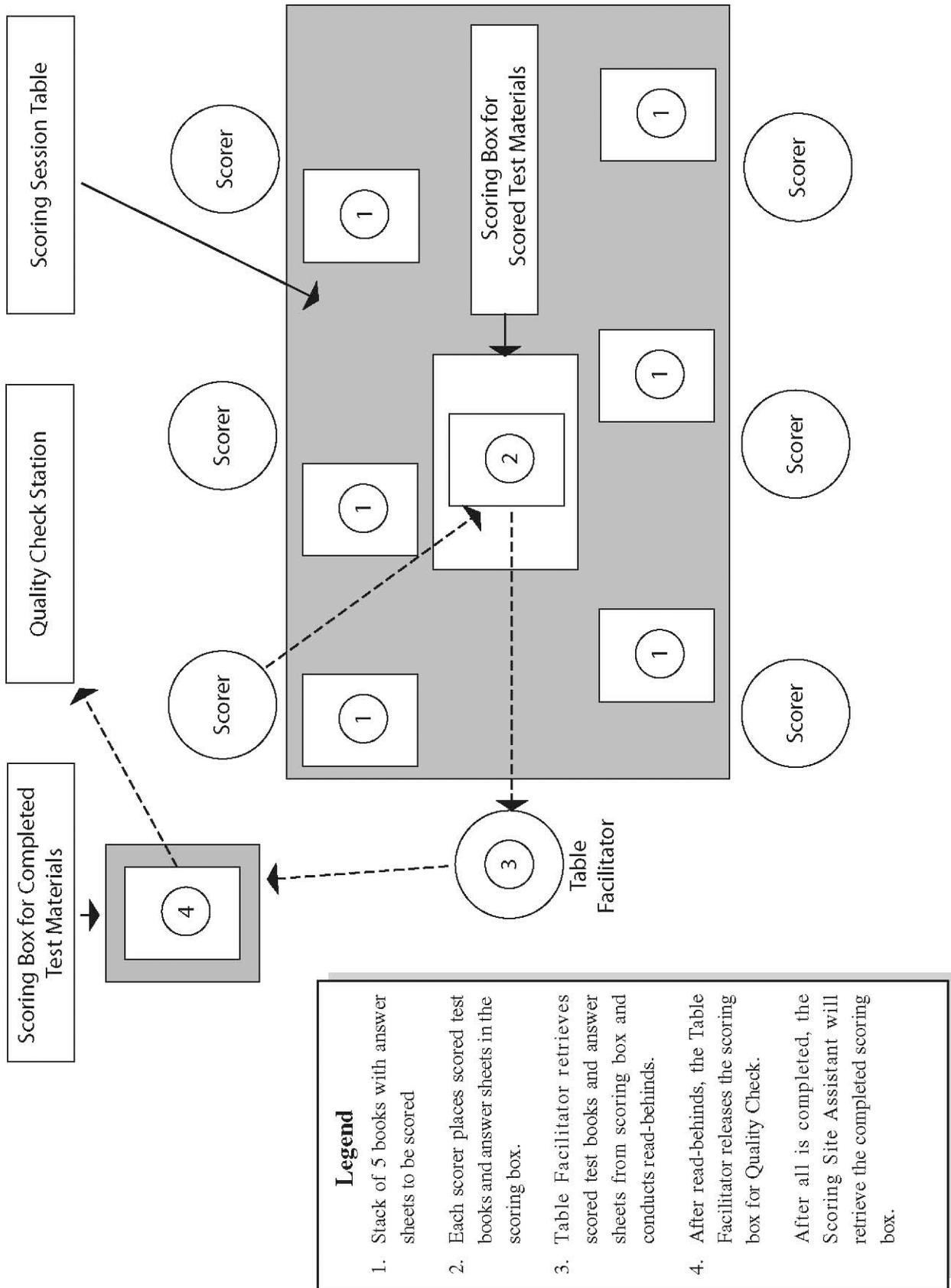
Following are the steps for staging test books for scoring:

1. Designate a location for each grade and content area for staging boxes.
2. At the start of a scoring session, provide enough boxes of test books to each scoring table for readers to score. Make sure the boxes for districts, schools, or classes are distributed to many tables within a content area.
3. It has been estimated that the Reading session takes longer to score than the Listening or Writing Mechanics sessions. Because of the varied reading rates, the remaining test books at the scoring site should be scored in the following order for English Language Arts: Reading, Listening, and Writing Mechanics.

## Processing Test Books During Scoring

1. The reader worktables will be arranged so that the Table Facilitator/Scoring Leader is at the head of the table, with up to six readers positioned around the table.
2. All folders containing test books will be routed to the Scoring Committees. For English Language Arts Tests, there are three content areas to score: Reading, Listening, and Writing Mechanics. For Mathematics, there are sets of questions to score in each test book in each folder, and each scorer scores the test question(s) assigned.
3. At the start of a scoring session, folders are placed in the “in-process” box on the scoring table. Scorers will remove a folder, record their scorer number, score their assigned questions, record their scores on the answer sheet, and pass the folder to the next teacher to score (in a round-robin fashion). If there are any questions (for example, hard-to-score test, sensitive student response, etc.), the scorer should speak with either the Table Facilitator or Scoring Leader.
4. When a scorer has completed scoring a test book, the answer sheet will be placed inside the test book and returned to the folder. For Mathematics, each scorer checks off his or her assigned question(s) on the folder label, indicating that the question(s) were scored. When all questions have been scored, place folder in the “completed” box.
5. Unscored folders are brought to the worktable as needed.

## Flow of Test Materials



## Quality-Checking Answer Sheets

The quality-checking procedure involves a review of the scores filled in on the answer sheets by the scorers. During the quality review, any errors made by the scorers should be detected and corrected while the books and answer sheets are still in the scoring area. The task of quality-checking the books should be assigned to a Scoring Site Assistant.

### Steps for Quality-Checking the Answer Sheets

1. Make sure the number of books in the folder matches the total number written on the folder label.
2. Take the books out of the folder. Open the first book and inspect the answer sheet to be sure all fields have been filled in properly. Look for missing bubbles, lightly marked questions, and double-marked questions.
3. If bubbles are marked properly on all answer sheets, the folder is placed in a “completed scoring” box. These folders are ready for return-processing, which means the answer sheets are sent to the scanning center and the books are returned to the teachers.
4. If there are any answer sheets with missing information, a Post-it® is placed in the folder, which is then put aside until all test books have been checked for errors.
5. The test book and answer sheet are given to the appropriate Table Facilitator or Scoring Leader for corrections. After the corrections are made, return the test book and answer sheet to the quality control station.

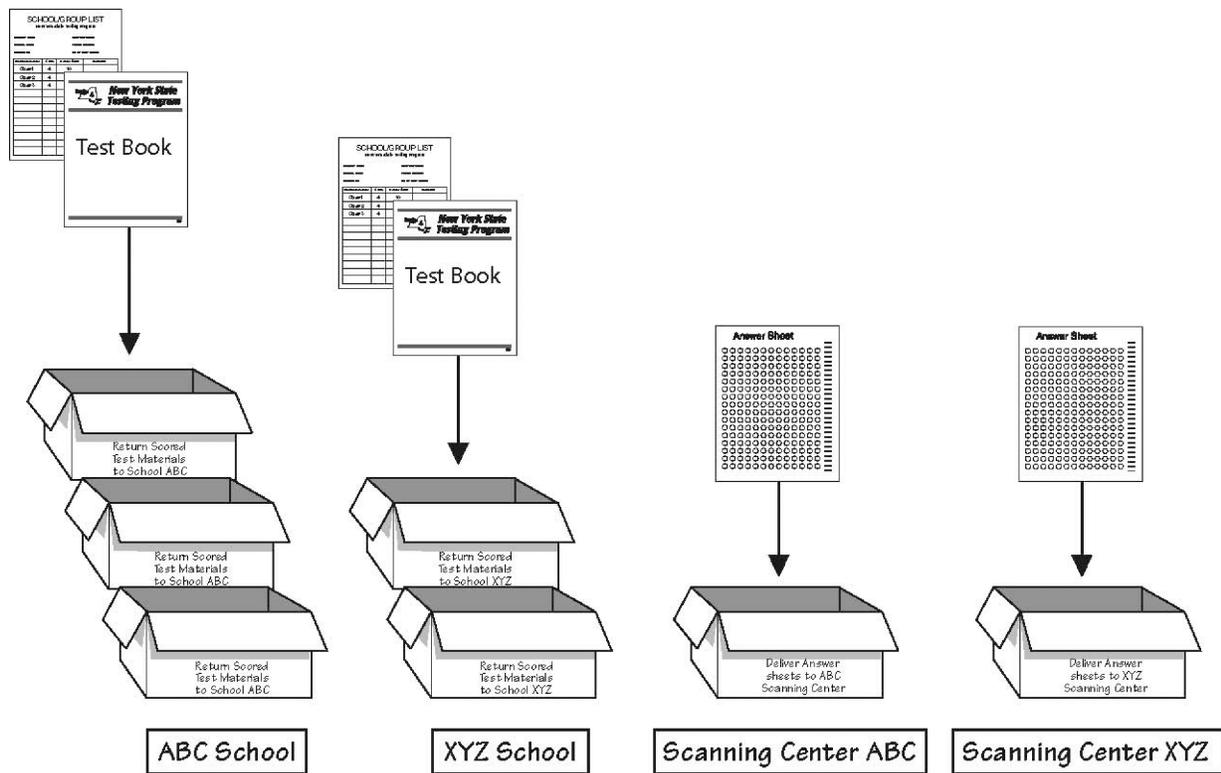
## **Forwarding Answer Sheets to Scanning Centers and Returning Test Books to School Administrators**

Returning test materials to the schools begins after all materials in all folders have been scored. Verify that every folder has been accounted for and scored before starting to remove the answer sheets.

### **Steps for Returning the Test Materials to the Schools and Scanning Centers**

1. Remove the test books from the folders, and ensure that each set of books remain nested.
2. If scoring regionally or districtwide, sort the nested test books into school groups.
3. Further sort the nested test books into classes using the classroom roster(s).
4. Count the test books and verify the total counts against the totals on the School/Group List (SGL).
5. Remove the answer sheets from the test books and place them on top of a copy of the SGL and classroom rosters, building a stack of answer sheets for the school.
6. Before placing the answer sheets on top of a copy of the SGL and the classroom rosters, please make sure you have verified that all student information (e.g., name, ID number, etc.) is complete.
7. If an answer sheet is soiled or mutilated in some manner, the school must transcribe all student information and test responses onto an unused answer sheet, which is then added to the stack. Please do not fold, bend, tape, or staple any answer sheets.
8. Continue this process until all answer sheets are removed.
9. Count the answer sheets. Verify that the total number of answer sheets equals the number of test books.
10. Place the answer sheets into a box for mailing. Affix the address label for the appropriate scanning center. Return all answer sheets to the designated scanning center.
11. Return test books to each school.

## Delivery of Test Materials to Schools and Scanning Centers



**Return test books to schools using the boxes they came in, and deliver answer sheets to scanning centers.**

### Audit-Scoring for Test Books

The New York State Education Department conducts an annual audit of the scoring of test books. Approximately 10 percent of schools that administer these tests are selected for inclusion in the audit through a random-sampling procedure. The principal of each selected school receives a letter from the Department during the scoring period for the test books. After the scoring is completed and the student answer sheets have been sent to the scanning centers, schools selected for the audit are to send all their completed test books to the designated location.

It is important that schools affix the individual student identification labels sent to them by the scanning centers to the backs of the test books. Accompanying the Department letter is a form to be completed by the principal and enclosed in each box of test books. These test books are returned to the participating schools after they have been recorded. Statewide results of the audit are published in the annual technical report for each test and are posted on the Department's web site at <http://www.emsc.nysed.gov/osa/pubs.html>.

## Return of Ancillary Materials

The Scoring Site Coordinator will be responsible for all materials listed below. Please refer to the *School Administrator's Manual for Public and Nonpublic Schools* for guidelines.

The following is a checklist of materials to be returned:

- Scoring Sign-in Log (with assigned scorer numbers): See Appendices.
- Confidentiality Agreements: Verify the completion of all the confidentiality agreements for each scorer and Scoring Site Assistant.
- Training Materials Inventory Sheet: A log verifying the arrival of training materials.
- Scoring Evaluations: Provided by the Department to keep a record of individuals who can be recommended to serve as Table Facilitators during the next scoring session.

## Closing of Scoring Site

After the scoring and preparation of test materials for delivery to scanning centers and schools, the Scoring Site Coordinator supervises the closing of the scoring facility. Scoring Site Assistants as well as other members of the leadership team may help with these procedures.

- Arrange secure shipments of all answer sheets and test books.
- Check scoring areas for overlooked materials.
- Return all ancillary materials.



# **Chapter 5**

## **Additional Preparation for Scoring**

## Optional Pre-Scoring Meeting

Although the pre-scoring meeting is optional, it is highly recommended to ensure an effective and efficient scoring session. This meeting allows time to organize scoring materials, set up the scoring room, and make any adjustments that are necessary to ensure a successful scoring session. It is suggested that the Scoring Site Coordinator and Scoring Site Assistants attend.

The pre-scoring meeting can be scheduled anytime prior to the beginning of the scoring session. The Scoring Site Coordinator and Scoring Leader(s) should introduce themselves, discuss facilities, and make processing plans. Lunch should be provided for those participating in the pre-scoring meeting.

## Correspondence with Scorers

In corresponding with scorers, notify them in writing of the following:

- to dress comfortably, bring a sweater or dress in layers,
- to commit to the entire scoring period,
- to arrive at a specified time,
- to inform the Scoring Site Coordinator of special needs (food, wheelchair access, etc.),
- of the emergency phone number at the scoring site,
- about the availability of parking,
- about the backup scoring plan (see Backup Scoring Plan later in this chapter),
- to contact nonpublic schools to invite them to participate in the testing program, and
- about snow days.

## Assigning Scorer Numbers

Each scoring committee must be assigned a scorer number. In addition, each scorer must be assigned a unique scorer number. The scorer number is a way of identifying scorers or scoring teams in order to provide feedback when conducting read-behinds. Records of the names of Scoring Committee members and the questions assigned to them should be retained for one year. The answer sheet has a place for teachers to record the Scoring Committee's number. Teachers should write their individual scorer numbers on the top right-hand corner of the test books as another way of keeping track of who has scored them. Refer to the Scoring Leader Handbook for details. The Scoring Leader Handbook is available on the Department's web site at <http://www.emsc.nysed.gov/osa>.

## Assigning Scorers to Scoring Tables

The following factors should be taken into consideration as scorers are assigned to scoring tables:

- If possible, assign an equal proportion of experienced and inexperienced scorers to each table. Some regions may have difficulty in recruiting experienced scorers, but it is recommended that at least one experienced person be assigned to each table. Even one person who has scored before makes a difference.
- Assign people from the same school/district to different tables. Part of the staff development activity is the opportunity for cross-district sharing. Mixing people from different districts at a table fosters this sharing.
- Attempt to have diversity (ethnic and gender) at each table.

## Backup Scoring Plan

Each scoring site has a projected number of test books that need to be scored. The absence of even one scorer may cause a delay in the scoring process. The Scoring Site Coordinator, therefore, should develop a backup plan for completing the scoring process should such a delay occur (i.e., illness, weather conditions, etc.). Backup scorers may be drawn from the pool of assigned scorers.

## Scoring Site Setup

### Scoring Room

Tables and chairs should be set up prior to the arrival of the Scoring Leader(s) and scorers on the scoring day(s). During the optional pre-scoring meeting, table numbers, scorer numbers, scoring guides, and supplies (pencil, eraser, Post-its<sup>®</sup>) need to be placed on the tables and at each scorer's location. Two plastic cups per table are suggested for holding sharpened pencils versus pencils that need to be sharpened.

### Lunch and Snacks

Refreshments should be set up in a location separate from the scoring room. Coffee, tea, decaffeinated coffee, and snacks (bagels, pastries, fresh fruit, etc.) should be available throughout the day. Fruit juices, iced tea, and a variety of sodas (diet and regular), with a combination of regular and decaffeinated coffee, are essential in the afternoon. Pitchers of ice water should be available throughout the day.

### Starting Times/Breaks

It may be necessary to stagger starting/break periods for Scoring Site Assistants. For example, one Assistant may work from 8 A.M. to 4 P.M., another from 9 A.M. to 5 P.M., and another from 10 A.M. to 6 P.M. Assistants may wish to work out a schedule with the Scoring Site Coordinator, who must know exactly who will be working the early and late shifts.

## Opening Remarks

The Scoring Site Coordinator should make opening remarks on the first day of scoring. This is essential to help clarify the Scoring Site Coordinator's role. These remarks should be brief and not more than 15 minutes, but should include the following general guidelines for the scoring session:

- importance of signing the attendance sheet and confidentiality agreement,
- wearing of name tags each day,
- provisions for morning coffee, lunch, and morning/afternoon snacks,
- NO food/drinks in the scoring room or at the tables, except for hard candy,
- parking arrangements at the site,
- smoking policy at the scoring site,
- location of restrooms,
- phone availability and emergency numbers,
- backup scoring plan, and
- emergency evacuation procedure.

## Training for Scoring

### Scoring Leader Training

Scoring Leaders receive a full day of training on the rubric(s) for English Language Arts or Mathematics during the two-week period following test administration. During this training, they are provided with Scoring Leader Materials containing rubrics, anchor papers, annotated training sets, as well as training tips and guidelines. The Scoring Leaders train and qualify Table Facilitators and scorers and ensure that they meet current scoring standards.

### Scorer Training

Scorers, including Table Facilitators, receive training on the rubric(s) for English Language Arts or Mathematics before scoring live student papers. Using the scoring guide(s) and practice set(s), they become familiar with the rubrics, evaluate and discuss anchor papers, and practice by scoring and discussing sets of training papers. At the end of training, scorers must meet current scoring standards.

# **Chapter 6**

## **Reporting Sensitive Papers**

If a scorer reads a student response that reveals a sensitive issue, he or she should share this response with the Table Facilitator and the Scoring Site Coordinator. The reporting protocol set forth for Mandated Reporters must also be followed. A sensitive response includes:

- an indication of abuse, neglect, or maltreatment,
- suicidal tendencies, or
- other psychological problems.

If the Scoring Site Coordinator thinks that the student response warrants a formal report, he or she will notify the school principal and/or the school counselor who will determine whether a report should be filed. Papers with sensitive responses must be returned to the school when scoring is complete.

# **Chapter 7**

## **Scoring Site Security**

Stringent security measures are required at all scoring sites. All site personnel must regard the test items, test books, and answer sheets as absolutely secure materials. The Scoring Site Coordinator is responsible for maintaining the security of all test materials throughout the scoring process. All test materials are secure until all scoring is completed throughout the state. Therefore, it is imperative that the Scoring Site Coordinator communicate and enforce all security policies.

***NOTE: No one is permitted, for any reason, to take any response books or answer sheets from the scoring site.***

If a breach of security is discovered, it must be reported immediately to the Scoring Site Coordinator who will report the security breach to the Department. To help ensure proper security and standardization across the scoring sites, these procedures are to be followed.

### **Room Security**

While scoring is in progress, all student test books and answer sheets, as well as scoring materials, must be regarded as secure and confidential. These materials should not be left unattended at any time and should be kept under lock and key after work hours. Please arrange staffing so that all scoring rooms are occupied by a responsible person at all times. You should be able to accomplish this with your existing staff.

### **Room Signs**

Where applicable, room signs are recommended. Please post STOP signs on the door of your scoring room (See Appendices, Security Sign for Door). These signs are used to discourage people from entering the scoring rooms (occupied or not) without checking in with the Scoring Site Coordinator.

### **Materials Room Security**

Only Scoring Site Assistants are to be permitted to bring testing materials to and from the scoring areas, unless otherwise authorized by the Scoring Site Coordinator.

### **Confidentiality Agreements**

Everyone involved in the scoring session may be required to sign a confidentiality agreement prior to the receipt of any scoring materials.

# **Chapter 8**

## **Scoring Support**

The Department will provide each scoring site with support that will help with the scoring process. This support will include:

- Grade- and content-specific manuals
  1. Scoring leader materials (*Scoring Leader Handbook*, scoring guides, practice sets, and consistency assurance sets)
  2. Scorer materials (scoring guides and practice sets)
  3. *Scoring Site Operations Manual*
- the Department web site address for the scoring Question and Answer document
- DVD sets of recorded handscoring trainings
- the help line number that will be available during the scoring period

Each site can expect to receive the scoring materials and DVDs during the last two days of the makeup period.

Scoring updates at the web site <http://www.emsc.nysed.gov/osa> are activated the week following the makeup period for each test administration.

# Appendices

# Appendix A: Facility Square Footage Recommendations

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## Facility Square Footage Recommendations Content and Grade-Level Site Configurations

### English Language Arts

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Grade(s)	Content Area	Scorers Per Site	Table Groups Per Site	Recommended Minimum Square Footage
3, 4, 5	Reading	54	9	3,000
3, 4, 5	Listening	54	9	3,000
3, 4, 5	Writing Mechanics	54	9	3,000
6, 7, 8	Reading	54	9	3,000
6, 7, 8	Listening	54	9	3,000
6, 7, 8	Writing Mechanics	54	9	3,000

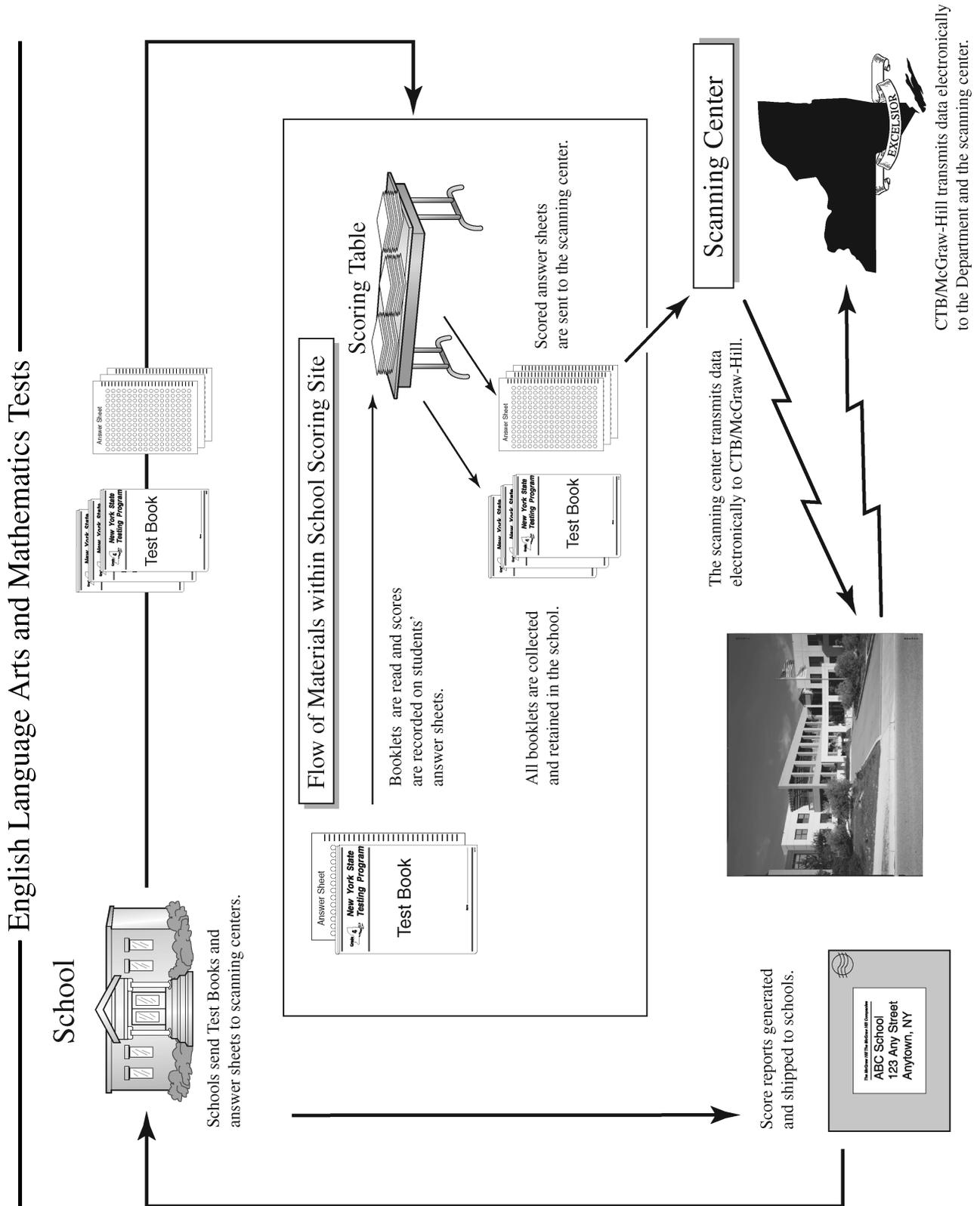
Note: For Grades 3, 5, and 7, the Listening content area includes the editing paragraph.

### Math

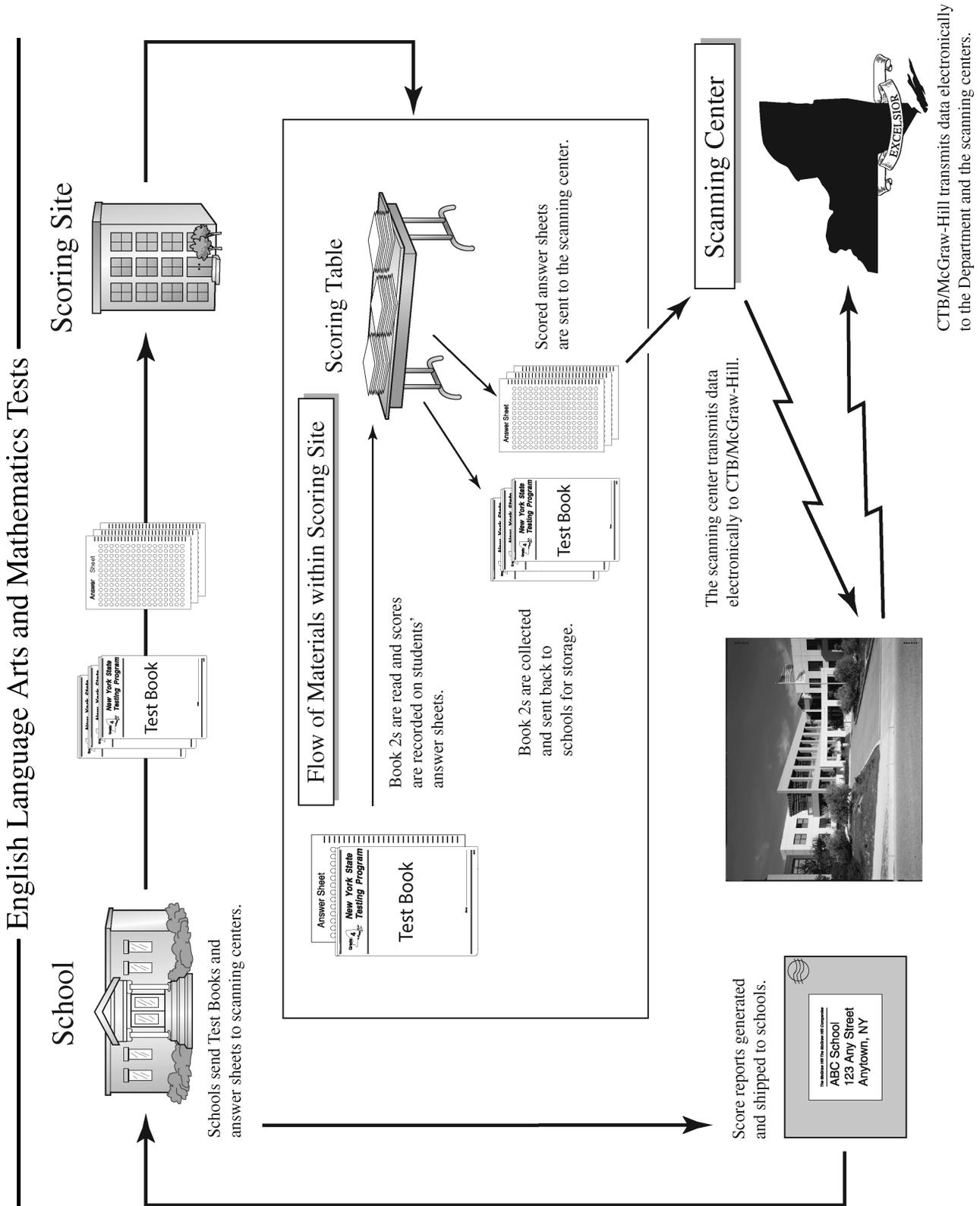
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3, 4, 5	Math	54	9	3,000
6, 7, 8	Math	54	9	3,000

# Appendix B: Overview of Local Scoring Process



# Appendix C: Overview of Regional and Districtwide Scoring Process



## Appendix D: Scanning Centers (Regional Information Centers or RICs)

Location	Contacts	
<p><b>Albany (NERIC)</b> 1031 Watervliet-Shaker Road Albany, NY 12205</p>	<p>Bill Adam 518-862-5310 518-862-5378 (fax) wadam@gw.neric.org testing@gw.neric.org</p>	<p>Gail Newcomb 518-862-5355 gnewcomb@gw.neric.org Bob Frawley 518-862-5315 rfrawley@gw.neric.org Jim Christoff 518-862-5330 jchristo@gw.neric.org</p>
<p><b>South Central RIC Broome-Tioga BOCES</b> Mail Drop #31 435 Glenwood Road Binghamton, NY 13905</p>	<p>Tim Farnham 607-757-3009 tfarnham@btboces.org Sue Foster 607-757-3008 sfoster@btboces.org</p>	<p>Tim Clark 607-757-3017 607-757-3000 (fax) tclark@btboces.org</p>
<p><b>Buffalo Public Schools</b> Office of Shared Accountability Attn: Robin Wheeler 2008 City Hall 65 Niagara Square Buffalo, NY 14202</p>	<p>Robin Wheeler 716-816-3621 716-816-3044 (fax) rwheeler@buffaloschools.org</p>	<p>Sanjay Gilani 716-816-3611 sgilani@buffaloschools.org</p>
<p><b>Eastern Suffolk BOCES</b> Regional Information Center 15 Andrea Road Holbrook, NY 11741</p>	<p>Lorraine Harrington 631-244-4285 lharring@esboces.org</p>	<p>Elaine Rosa 631-244-4221 erosa@esboces.org Andrew Setzer 631-244-4240 or 4243 631-244-4003 (fax) asetzer@esboces.org</p>
<p><b>Erie 1 (Western) BOCES</b> Assessment, Test Scoring and Analysis Services Computer Services 355 Harlem Road West Seneca, NY 14224-1892</p>	<p>Barbara Burgstahler 716-821-7088 716-821-7432 (fax) bburgstahler@elb.org</p>	<p>Marie Perini 716-821-7466 mperini@elb.org</p>
<p><b>Greater Southern Tier (GST) BOCES</b> Computer Services Center 459 Philo Road Elmira, NY 14903</p>	<p>Melissa Zelko 607-795-5342 607-795-5307 (fax) mzelko@gstboces.org</p>	

## Scanning Centers (continued)

Location	Contacts	
<b>Madison-Oneida (Mohawk) BOCES</b> Mohawk Regional Information Center 4937 Spring Road Verona, NY 13478	Christina Lohr, Sally Zielasko 866-986-6742 315-361-2700 315-361-5768 (fax) clohr@moric.org szielasko@moric.org	
<b>Mid-Hudson (Ulster) Regional Information Center</b> 175 Route 32 North New Paltz, NY 12561	Linda Sexton 845-255-1450 x1239 lsexton@mhric.org	Lisa Pullaro 845-255-1450 x1246  Denise Rooney 845-255-1450 x1247
<b>Monroe 1 BOCES</b> 41 O'Connor Road Fairport, NY 14450	Steve Jackson 585-349-9062 585-377-1459 (fax) sjackson@bocesmaars.org	Gregg Gleba 585-387-3894 ggleba@bocesmaars.org
<b>Monroe 2 BOCES</b> 3625 Buffalo Road Rochester, NY 14624	Mari-Ellen Maloney 585-349-9025 585-349-9065 (fax) mmaloney@monroe2boces.org	
<b>Nassau BOCES Duffy Avenue</b> Curriculum, Instruction and Technology 102 Duffy Ave. Hicksville, NY 11801	Robert Brisbane 516-832-2744 516-608-6616 (fax) rbrisban@mail.nasboces.org	Jean Cunningham 516-832-2730 jcunning@mail.nasboces.org  Rosemary Syren 516-832-2759 rsyren@mail.nasboces.org
<b>New York City Department of Education</b> Tweed Courthouse 52 Chambers Street, Room 309 NY, NY 10007	Joan Flig 718-349-5627 718-349-5642 (fax) jflig@schools.nyc.gov  Dereck Walcott 212-374-3466 212-374-5908 (fax) dwalcot@schools.nyc.gov	Cassandra Johnson 212-374-3492 crjohns@schools.nyc.gov
<b>NYC-DOE-DAA Scan Center Division of Assessment and Accountability</b> (for public schools only) 44-36 Vernon Blvd., Room 207 Long Island City, NY 11101	Joan Flig 718-349-5627 718-349-5642 (fax) jflig@schools.nyc.gov	Juliana Lupu 718-349-5601 718-349-5642 (fax)

## Scanning Centers (continued)

Location	Contacts	
<p><b>OCM BOCES</b>            Central New York Regional            Information Center            6820 Thompson Road            P.O. Box 4866            Syracuse, NY 13221-4866</p>	<p>Lori West            315-433-8370            lwest@cnyric.org</p> <p>Bill Heppeler            315-433-8317            315-433-8368 (fax)            wheppele@cnyric.org</p>	<p>Mary Brady            315-433-8303            mbrady@cnyric.org</p> <p>Nancy Canavan            315-433-8307            ncanavan@cnyric.org</p>
<p><b>Rochester City School District</b>            Director            Research Evaluation and            Testing            131 West Broad Street            Rochester, NY 14614</p>	<p>Bonnie Sale            585-262-8567            bonnie.sale@rcsdk12.org</p> <p>Annabelle Tescione            585-262-8345</p>	<p>Jeanette Silvers            585-262-8480            585-262-8684 (fax)            jeanette.silvers@rcsdk12.org</p>
<p><b>Southern Westchester BOCES</b>            Lower-Hudson RIC            44 Executive Blvd.            Elmsford, NY 10523</p>	<p>Rob Mahig            914-784-2700 x3287            914-345-3719 (fax)            rmahig@lhric.org</p>	<p>Maureen McCarthy            914-592-4203 x337            mmcarthy@lhric.org</p> <p>Pat Carey            914-784-2700 x3246            pcarey@lhric.org</p>
<p><b>Syracuse City Schools</b>            Office of Information and            Technology            258 East Adams Street            Syracuse, NY 13202</p>	<p>Anita Murphy            315-435-4281            315-435-4978 (fax)            amurphy@scsd.us</p>	<p>Kim Shaffer            315-435-4281            kshaffer@scsd.us</p> <p>Kelly Malone            315-435-4281            kmalone@scsd.us</p>
<p><b>Wayne-Finger Lakes BOCES</b>            EduTech Newark Office            Eisenhower Building            131 Drumlin Court            Newark, NY 14513</p>	<p>Laurel Skellett            315-332-7365            315-331-7045 (fax)            lskellett@edutech.org</p>	<p>Chris Voit            315-332-7460            cvoit@edutech.org</p> <p>Help Desk            1-800-722-5797</p>
<p><b>Yonkers City School District</b>            Director            Accountability, Assessment            and Evaluation            1 Larkin Center            Yonkers, NY 10701</p>	<p>Ruth Diones            914-376-8232            914-376-9144 (fax)            rdiones@yonkerspublicschools.org</p>	<p>Amal Rabadi            914-376-8023            arabadi@yonkerspublicschools.org</p> <p>Anita Akroush            914-376-8023            aakroush@yonkerspublicschools.org</p>

## Appendix E: 2007–2008 S/CDN Executive Committee

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(518) 477-9833 (fax)  
gcruz@questar.org

**Jane Suddaby**      **Mid-State JMT**  
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(315) 963-3885 (fax)  
jsuddaby@oswegoboces.org

## Appendix F: New York City Department of Education 2007–2008 Assessment Implementation Directors

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Integrated Service Center	Assessment Implementation Director
<p><b>Manhattan</b>  <b>Comprising Districts:</b>  <b>1, 2, 3, 4, 5, &amp; 6</b>            333 Seventh Avenue            7<sup>th</sup> Floor            NY, NY 10001</p>	<p>Suzanne Muller            (212) 356-3784            (212) 356-7523 (fax)            SMuller@schools.nyc.gov</p>
<p><b>Bronx</b>  <b>Comprising Districts:</b>  <b>7, 8, 9, 10, 11, &amp; 12</b>            1 Fordham Plaza            7<sup>th</sup> Floor            Bronx, NY 10458</p>	<p>Sharon Cahr            (718) 741-5559            (718) 741-7954 (fax)            SCahr@schools.nyc.gov</p>
<p><b>Brooklyn</b>  <b>Comprising Districts:</b>  <b>13, 14, 15, 16, 19, 23 &amp; 32</b>            131 Livingston Street            3<sup>rd</sup> Floor            Brooklyn, NY 11201</p>	<p>David Rapheal            (718) 935-5965            (718) 935-4888 (fax)            DRaphea@schools.nyc.gov</p>
<p><b>Queens</b>  <b>Comprising Districts:</b>  <b>24, 25, 26, 27, 28, 29 &amp; 30</b>            28-11 Queens Plaza North            2<sup>nd</sup> Floor, Room #43            Long Island City, NY 11101</p>	<p>John Sutton            (718) 391-8352            (718) 391-6887 (fax)            JSutton@schools.nyc.gov</p>

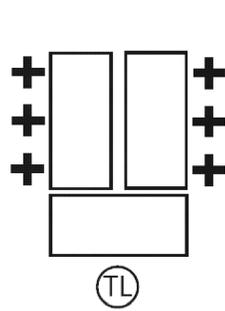
## New York City Department of Education (continued)

Integrated Service Center	Assessment Implementation Director
<p><b>Staten Island</b>  <b>Comprising Districts:</b>  <b>17, 18, 20, 21, 22 &amp; 31</b>            715 Ocean Terrace            Building A, Room #A127            Staten Island, NY 10301</p>	<p>Judy Cohen            (718) 390-1579            (718) 420-5665 (fax)            JCohen32@schools.nyc.gov</p>
<p><b>Special Education</b>  <b>D75</b>            400 First Avenue            Room #662C            NY, NY 10010</p>	<p>Steven Weinrich            (212) 802-1521            (917) 256-4245 (fax)            SWeinri@schools.nyc.gov</p>
<p><b>Charter Schools</b>  <b>D84</b>            52 Chambers St            Room #405            NY, NY 10007</p>	<p>Jeannemarie Hendershot            (212) 374-5550            (212) 374-5581 (fax)            JHendershot@schools.nyc.gov</p>
<p><b>Homebound Instruction</b>            3450 E. Tremont Ave.            1st Floor            Bronx, NY 10465</p>	<p>Moira Magro            (718) 794-7241            (718) 794-7237 (fax)            MMagro@schools.nyc.gov</p>
<p><b>Hospital Instruction</b>            3450 E. Tremont Ave.            1st Floor            Bronx, NY 10465</p>	<p>Keri Kaufmann            (718) 794-7266            (718) 794-7263 (fax)            KKaufmann@schools.nyc.gov</p>

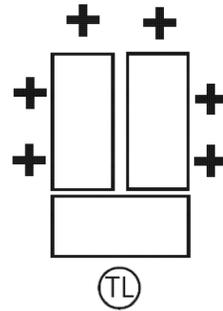
# Appendix G: Table Configurations

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## 8 Foot Table Model (8' x 3-1/2')

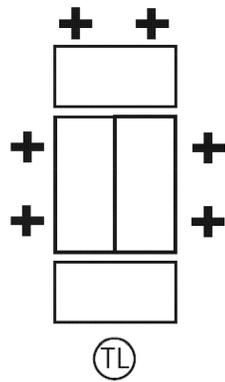


Closed Table  
Leg Model

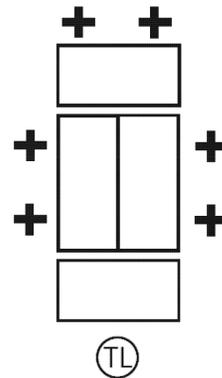


OpenTable  
Leg Model

## 5–6 Foot Table Model (5' x 3') (6' x 2-1/2') or (6' x 3')

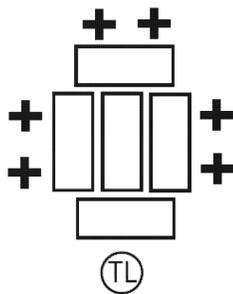


Closed Table  
Leg Model

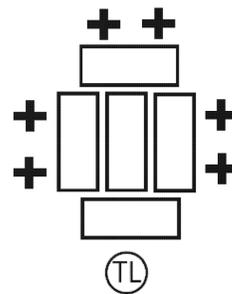


OpenTable  
Leg Model

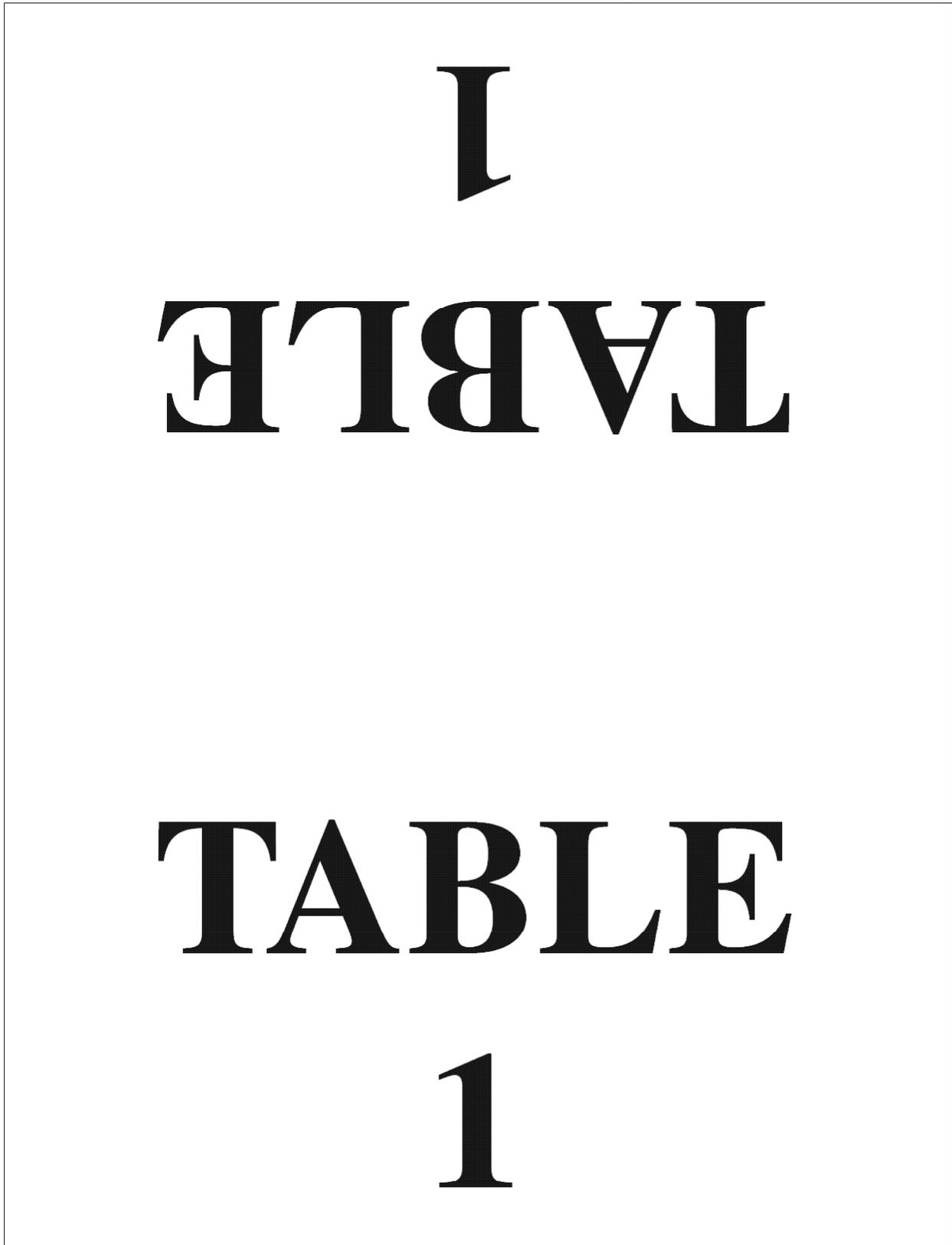
## 5 Foot Conference Table Model (5' x 2')



Closed Table  
Leg Model



Open Table  
Leg Model



## Appendix I: Sample Name Tags

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**054111**  
**Diane**  
**Cardinalli**

**054115**  
**Mechelle**  
**Kammermier**

**054112**  
**Penny**  
**Edmiston**

**054116**  
**Katherine**  
**Kane**

**054113**  
**Joyce**  
**Edmondson**

**054117**  
**Stacy**  
**McConnell**

**054114**  
**Georgia**  
**Garges**

**054118**  
**Katy**  
**Merrill**

**New York State Testing Program  
Scoring Session**

**STOP!**

**Do You Have a Badge?**

**Admission Only with Official Name Badge  
For Information Please See**

---

**Or Call**

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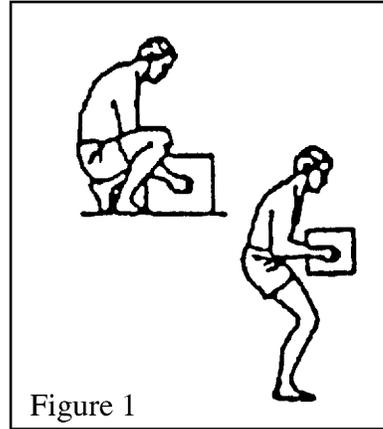
## Appendix L: How to Lift Boxes

### Helpful Lifting Hints for a Healthy Back

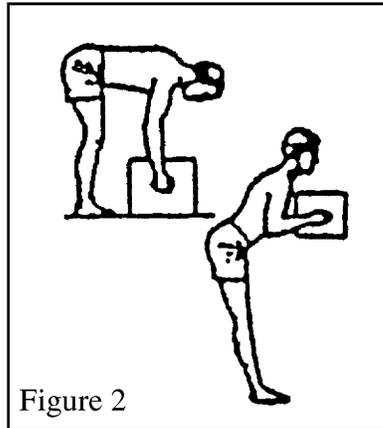
Bend your knees; squat and lift with your thigh muscles, not your back (See Figure 1). Never bend over with your knees straight and lift with the upper torso. Move slowly and avoid sudden movements.

Try to avoid lifting loads that are in front of you and above the waistline (See Figure 2). Avoid bending over to lift heavy objects from car trunks, as this places a strain on lower back muscles.

Correct Lifting Posture



Incorrect Lifting Posture



## **Appendix M: English Language Arts Sample Answer Sheet**

**A current Answer Sheet is available from the scanning centers.  
Please see Appendix D for contact information.**

## **Appendix N: Mathematics Sample Answer Sheet**

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**A current Answer Sheet is available from the scanning centers.  
Please see Appendix D for contact information.**



**Appendix P: Sample Classroom Roster**

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# Sample

## CLASSROOM ROSTER

TEACHER NAME: \_\_\_\_\_

TOTAL: \_\_\_\_\_

SCHOOL NAME: \_\_\_\_\_

BEDS CODE: \_\_\_\_\_

STUDENT NAME	Grade								
Adams, Adrian	4								
Baughn, Jennifer	4								
Benson, Anita	4								
Brown, Tracy	4								
Cisneros, David	4								
Cooper, Nathan	4								
Greco, Vinnie	4								
Muchado, Kenny	4								
Smith, Susan	4								
Styles, Dominic	4								
Tanner, Rebecca	4								
Wylie, Roger	4								



# Appendix R: Box Label Template

Box Label

# New York State GRADE \_\_\_\_

CONTENT:

- |  |   |
|--|---|
| <input type="checkbox"/> Reading           | <input type="checkbox"/> Quality Checking |
| <input type="checkbox"/> Listening         | <input type="checkbox"/> Quality Checking |
| <input type="checkbox"/> Writing Mechanics | <input type="checkbox"/> Quality Checking |
| <input type="checkbox"/> Mathematics       | <input type="checkbox"/> Quality Checking |

BOX: \_\_\_\_\_ OF \_\_\_\_\_

# of Stacks in the box: \_\_\_\_\_

School Name	# of books

Completion Date: \_\_\_\_ Checker Initials: \_\_\_\_



*New York State*  
**RETURN TO SCORER**

**GRADE:** \_\_\_\_\_

**BOX #:** \_\_\_\_\_

**CONTENT:**

- Reading**
- Listening**
- Writing Mechanics**
- Mathematics**

***SCORER #:*** \_\_\_\_\_

## Appendix U: Folder Label Template

---

Folder Label	
Item	Scorer Number
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____
9.	_____
10.	_____
11.	_____
12.	_____
13.	_____
14.	_____
15.	_____
16.	_____
17.	_____
18.	_____

## **Appendix V: Table Facilitators' Tally Sheet for Read-Behinds**

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Fill in the names of the scorers at your table. Put a check in each box each time you read behind for that scorer.

<b>Scorer Name</b>	<b>Read- Behind 1</b>	<b>Read- Behind 2</b>	<b>Read- Behind 3</b>	<b>Read- Behind 4</b>	<b>Read- Behind 5</b>

# Appendix W: Estimated Read Times for Paper and Pencil Scoring for English Language Arts

## New York State Testing Program 2008 Estimated Read Times for English Language Arts

*Note: All indicated times are in minutes and/or fractions of minutes*

	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	Electronic	Pen/Paper										
<b>Reading</b>												
Item #21	0.33	0.50										
Item 32-35			3.00	4.50								
Item #21					0.50	1.00						
Item 31-34							3.25	5.00				
Item #27									0.66	1.00		
Item #28									0.66	1.00		
Item 31-34											3.25	5.00
<b>Listening</b>												
Item #26	0.50	1.00										
Item #27	0.50	0.75										
Item #28	0.50	0.75										
Item 29-31			2.00	4.00								
Item #26					0.50	1.00						
Item #27					0.50	1.00						
Item 27-30							3.33	5.33				
Item #33									0.66	1.00		
Item #34									0.66	1.00		
Item #35									0.75	1.25		
Item 27-30											3.33	5.33
<b>Writing Mechanics</b>												
Item 35R & 31L			2.75	4.5								
Item 34R & 30L							3	5				
Item 34R & 30L											3.25	5.25

Grade	Total # of Books	Book #s to be Hand Scored
3	2	1 & 2
4	3	2 & 3
5	2	1 & 2
6	3	2 & 3
7	2	1 & 2
8	3	2 & 3

# Appendix X: Estimated Read Times for Paper and Pencil Scoring for Mathematics

## New York State Testing Program 2008 Estimated Read Times for Mathematics

Note: All indicated times are in minutes and/or fractions of minutes

	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	Electronic	Pen/Paper										
Item 1	0.13	0.70	0.19	0.76	0.17	0.67	0.15	0.65	0.37	1.62	0.22	1.47
Item 2	0.33	0.90	0.52	1.09	0.47	1.47	0.15	1.15	0.25	1.12	0.28	1.15
Item 3	0.18	0.75	0.28	0.75	0.48	0.98	0.30	1.30	0.28	1.15	0.53	1.41
Item 4	0.13	0.70	0.17	0.74	0.38	1.38	0.29	0.79	0.67	1.92	0.35	1.60
Item 5	0.25	1.01	0.23	0.98	0.42	0.92	0.25	1.25	0.88	2.13	0.48	1.35
Item 6	0.18	0.93	0.12	0.69	0.38	1.38	0.35	0.85	0.27	1.14	0.35	1.22
Item 7			0.07	0.64	0.62	1.12	0.33	0.83	0.75	1.62	0.28	1.15
Item 8			0.33	0.90	0.30	1.30	0.83	1.83	0.18	1.43	0.38	1.25
Item 9			0.50	1.25			0.32	0.82			0.33	1.20
Item 10			0.18	0.75			0.37	0.87			0.30	1.17
Item 11			0.18	0.75							0.32	1.19
Item 12			0.35	0.92							0.40	1.27
Item 13			0.28	1.03							0.33	1.58
Item 14			0.25	1.01							0.21	1.46
Item 15			0.18	0.75							0.33	1.58
Item 16			0.17	0.74							0.52	1.77
Item 17			0.28	0.85							0.43	1.30
Item 18			0.20	0.77							0.28	1.15

Grade	Total # of Books	Book #s to be Hand Scored
3	2	2
4	3	2 & 3
5	2	2
6	2	2
7	2	2
8	3	2 & 3



