

# **Grades 3–8 Common Core English Language Arts and Mathematics Tests**

## **Scoring Leader Handbook**



**2015 Edition**

# THE UNIVERSITY OF THE STATE OF NEW YORK

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# Introduction

This *Scoring Leader Handbook* provides guidelines, information, and procedures for both scorers and scoring site coordinators to facilitate scoring of the 2015 Grades 3–8 Common Core 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 Pearson and the New York State Education Department (NYSED).

## Important Information for Scoring the Tests

### Scoring Models

For 2015, all tests can be scored regionally, districtwide, locally, or by a private contractor. Scorers must indicate a scoring model code (see Page 20 of this handbook) on the student answer sheets.

### Consistency Assurance Set

A Consistency Assurance Set (CAS) will be provided for each grade. The sets are to be incorporated into the scoring training process to:

- help ensure fair, accurate scoring on every student response; and
- improve the reliability of scoring statewide.

### Dates for Scoring and Returning Student Answer Sheets

In order to receive official individual student score reports, public school districts must adhere to specific dates for scoring and returning student answer sheets to the scanning centers. These dates can be found at <http://www.p12.nysed.gov>. Nonpublic schools administering the Grades 3–8 Common Core English Language Arts and Mathematics Tests must partner with a Regional Information Center (RIC) for the provision and scanning of answer sheets and also must adhere to the same deadlines.

Public schools that return their answer sheets to the scanning centers after the specified dates will have their students’ scores computed by the scanning centers and reported to NYSED. Answer sheets submitted to the RIC by nonpublic schools after the specified dates will not be included in the calculation of the school’s mandated services aid. Student scale scores and performance levels, however, will be available from the scanning centers.

### Scoring Materials

For 2015, scoring materials will be provided to schools on two CDs, one for English language arts and one for mathematics, containing scoring materials in PDF format. It is the school’s responsibility to print all scoring materials needed for training and scoring of the Grades 3–8 Common Core English Language Arts and Mathematics Tests from the CDs. Once all scoring is completed, all printed scoring materials, as well as the CDs, must be returned to the Department’s contractor for secure destruction following the procedures described on Page 41 in the 2015 *School Administrator’s Manual*, available at <http://www.p12.nysed.gov/assessment/manuals>.

## **Adherence to Scoring Protocol**

To maximize standardization of the scoring process, a Scoring Operations Certificate will be included in Appendix O of the 2015 *School Administrator's Manual*. Persons responsible for overall scoring operations are required to sign this certificate, which states that each of the scoring procedures listed were “fully and faithfully implemented.” Schools must retain this certificate in their files for one year.

**No one, *under any circumstances*, including the student, may alter the student's responses on the test once the student has handed in his or her test materials. Teachers and administrators who engage in inappropriate conduct with respect to administering and scoring State examinations may be subject to disciplinary actions in accordance with Sections 3020 and 3020-a of Education Law or to action against their certification pursuant to Part 83 of the Regulations of the Commissioner of Education.**

# Scoring Site Organization

## Scoring Site Coordinator

- Supervision and management of the site
- Support for scoring
- Logistics for operations
- Security
- Coordination of site personnel
- 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

- Act as a scoring trainer
- Monitor scoring sessions
- Support table facilitators and scorers
- Administer CAS 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 to ensure accurate and reliable scoring
- Be a resource for rubric and training material clarification

### Scorers

- Score student responses

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

# Scoring Site Personnel and Duties

## Leadership Team

The leadership team for each site consists of a scoring site coordinator, scoring site assistants, scoring leaders, and table facilitators. The leadership team will be responsible for training the scorers in the scoring process and calibrating the scorers' responses during the scoring process. Training must be conducted prior to the start of scoring, so that when scoring starts, scorers are qualified and ready. The remainder of the scoring session(s) is spent reading "live" papers and conducting read-behinds as a check of scorer accuracy. The training is ongoing, as necessary, 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
- monitor operations related to the 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 Scorer Assignment List (Appendix B) and record scorer attendance using the Sign-In Log Template (Appendix C)
- provide pre-printed name tags, table tents, and attendance records for all scoring staff members
- 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
- arrange shipment of completed answer sheets from scoring site to scanning centers and scored test books back to schools. Use the Secure Materials Tracking Log (Appendix H) to record the movements of secure test materials between locations.

The scoring site coordinator will train scoring site assistants in the following areas:

- checking in test books from schools;
- preparing test books for scoring (organizing and randomizing);
- delivering and collecting test books; and
- 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 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;
- distribute scoring supplies and equipment;
- organize and distribute test books and answer sheets to scorers at specific tables;
- 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 questions;
- 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:

- prior to scoring, reviewing the scoring PDF files for scorer-trainers that were shipped on CDs from NYSED;
- training the table facilitators and scorers;
- ensuring that table facilitators and scorers meet scoring standards by performing read-behinds;
- demonstrating the correct method of marking scores on the answer sheets;
- monitoring the scoring session; and
- providing 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 ensure 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 the scorers spend reading each student paper. If scorers read too quickly, they may miss key information and incorrectly score a student response. In addition, reading too slowly can cause scorers to assess a student response analytically instead of holistically. 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, number performed, and whether the table facilitator agreed with the assigned score. If the table facilitator did not agree with the assigned score, note the score point difference between the two scores;
- help scorers reach and maintain suggested reading rates; and
- discuss rubrics and guide papers with scorers as necessary to maintain accuracy.

## **Scorers**

Scorers are teachers or other qualified school educators, representing Grades 3–8, 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 and must not score their own students' test books. Scorers are required to:

- review the scoring PDF files, prior to actual scoring, for the grades and questions they will be scoring;
- attend the entire training session for the questions they will be scoring;
- 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.

# Scoring Site Layout and Resources

## General Facility Requirements

Factors to consider when selecting a scoring site:

- excellent lighting
- adequate ventilation
- adequate parking
- secure facility

All test books and Training Sets 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 in a safe or vault after work hours. (See additional information on Page 23, Scoring Site Security.)

## Space Requirements

### Scoring Rooms

The scoring rooms must comfortably accommodate the required number of scorers. The square footage should allow 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. As a rough estimate, about 550 square feet of space for every 10 scoring personnel is recommended.

### Break Area

A separate area for lunch and breaks must be provided so that food/drinks are not present in the scoring room.

### 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 three to six large tables for processing test materials throughout the scoring session.

## General Scoring Room Setup

- a separate table in the front of the room for each scoring leader
- 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
- comfortable chairs for scorers—they may be sitting for six or more hours each day

## Ancillary Materials for the Scoring Site Coordinator

### Templates and samples provided by NYSED:

- Training materials on CDs
- Scorer Assignment List (Appendix B)
- Sign-In Log Template (Appendix C)
- Table Facilitators' Record of Read-Behinds (Appendix D)
- Table Facilitators' Tally Sheet for Read-Behinds (Appendix E)
- Box Label Template (Appendix F)
- Return to Scorer Template (Appendix G)
- Secure Materials Tracking Log (Appendix H)
- Exam Scoring Confidentiality Agreement (Appendix A)

### Items provided by schools:

- Classroom Rosters for each class tested (see sample, Appendix I)
- School/Group List (see sample, Appendix J)
- Packing checklist from each school

## Preparation for Training

### Training Materials

In order to maintain scoring consistency from site to site, it is crucial that scoring leaders explain the training materials, listed below, using the same language and emphasis.

#### *Scoring Leader Handbook*

This *Scoring Leader Handbook* describes the scoring materials and procedures that must be used when training teachers to score a constructed response.

### Training Set

Early in the training, ask the scorers to refer to their Training Set. Explain that the Training Set contains sample student responses that will be used as references (guide papers) when the scorers begin to score actual test books. Ask them not to read ahead, but rather to stay on the page being discussed.

Whenever introducing material in the Training Set, inform the scorers which page is being read aloud so that they can read along silently. To ensure scorers are viewing the correct page during training, the scoring leader should identify the pages for the scorers by referring to the boxed identification information beneath the student response (e.g., Practice Set 1, Consistency Assurance Set 1, etc.). Having the scorers simultaneously hear and see the information will not only help keep the group together but also will help them internalize the criteria. Read aloud the rubrics, the scoring policies, guide papers, and all annotations. Carefully explain each guide paper. In particular, explain that a score of zero is assigned to the lowest performance level holistically and that, on each scale, the highest score point is reserved for the best performance level. Explain and

read the annotations for each guide paper for the question being discussed. The Training Set is formatted to progress from the highest score to the lowest score for each question. Answer any questions about the guide papers and move on to the next question. Encourage the scorers to take notes on their materials during training. Emphasize that these materials are theirs to use during the scoring session only and they will be securely destroyed after all scoring is completed.

For English language arts, the responses for Grades 3–8 will be scored individually. This means that the scorers will assign an individual score for each of the short and extended responses using a two- or four-point scale. Proceed through the Training Set question by question after first reviewing the passage and the rubrics. Make sure the scorers understand the questions and what is expected for a successful response. Be sure to read the possible exemplary responses for each question. Explain that the possible exemplary responses are examples of top responses and that a successful response may look very different from the example given. Scorers must realize that more than 200,000 students have responded to these questions and some of those students may produce relevant text-based responses that differ considerably from those included in the training materials.

For mathematics, proceed through the Training Sets question by question. For each question, begin by explaining the Mathematically Sound and Correct Response. Make sure that the scorers understand the questions and what is expected for a successful response. It is important to emphasize that the Mathematically Sound and Correct Response shown is not necessarily the only correct response. Explain that for each question there are several possible approaches and a successful full response may look very different from the example given. Scorers must realize that more than 200,000 students have responded to these test questions, and some of those students may have produced perfectly sound, mathematically appropriate responses that differ considerably from the Mathematically Sound and Correct Responses or the guide papers.

Throughout the training session, maintain an atmosphere that promotes clarification rather than debate, not letting a discussion become contentious and, therefore, counterproductive. If a scorer disagrees with a score on a guide, practice, or Consistency Assurance Set response, remind the scorers that they must not let their perspectives interfere with accurate scoring. Imposing beliefs or standards that are inconsistent with the project scoring standards may cause scorers to score responses either too stringently or too leniently. **To ensure accurate and consistent scoring, scorers need to use only the standards defined in the training materials.** There are multiple samples of each score point in the Training Set and Practice Sets so that the scorers will have ample guide papers to use to help them make good scoring decisions. One or two “controversial” guide papers should not derail the training process or prevent the scoring leader from training the scorers to score accurately.

Answer questions patiently and thoroughly, but feel free to say, “It’s time to move on,” if the discussion is starting to be unproductive. Part of the scoring leader’s job is to maintain control of the group. Training time is limited, and it is important to stay on schedule.

It is helpful to demonstrate the use of yellow flags (i.e., Post-it Notes®) to scorers as a means of indexing their Training Sets. Use a flag where a new question is introduced, noting the question number on the flag. Place another flag slightly lower for each question so that all numbers can be easily seen. Also, scorers could make their own list of questions with their respective page numbers, or such a list could be written on a medium for all to see. This way, during the scoring/discussion of the Practice Set and the scoring of the students’ test responses, the scorers can easily look at a guide paper for reference and comparison.

Explain that accurate scoring comes from using the Training Set effectively. The rubric description for a particular score point should always be referenced in conjunction with the guide papers for the test question. These responses act to elaborate upon the rubric and help the scorers to interpret the rubric correctly. They can be used effectively for reference and comparison.

**Condition Code A:** Each rubric contains an explanation for **Condition Code A**, which is assigned when test questions are left blank in the tests. If there is an attempt to answer the question and it is incorrect, then it receives a score of zero. If there is no attempt to answer the question, it is given a Condition Code A. There are no examples of **Condition Code A** in the training materials. Tell scorers this application will be explained after completing the discussion of the Training Set and Practice Set.

## **Practice Set**

Once the discussion of the Training Set has been completed, start directly on the Practice Set. Explain that this set is an opportunity for the scorers to practice scoring. They should use the criteria they have learned from the discussion of the Training Set to score the student responses on their own. Explain that the Practice Set contains several student responses in order by question, but **not** by score point. Move through the Practice Set by question.

For English language arts, tell the scorers there are five or ten required student responses depending on question type in each Practice Set. For mathematics, tell scorers there are five required student responses for each question type in each practice set. Unlike the Training Set, in which the guide papers are arranged from high to low score points, these responses are placed in random order.

Ask the scorers to read to themselves the first student response and write down a score. Encourage them to base their score on their overall holistic impression. If their impression is that the response could be scored as either a two **or** a three, tell them to reference the guide papers in the Training Set to see whether the Practice Set response is more like the two-point or the three-point response found there. Give them a couple of minutes to read and score the first sample, then tell them the correct score. Explain the rationale for the score, and answer any questions. Have the scorers score the remaining practice student responses as necessary.

Like the Training Set, the Practice Set is annotated for the scoring leader to help explain the scoring decisions. The scorers' sets, however, are not annotated, so remind the scorers to take notes during the explanations of the scoring decisions. Be prepared to explain a score from both directions. For example, a sample with a correct score of two may have received both ones and threes from the scorers, so be prepared to explain why it is not a one and why it is not a three.

The most effective way to justify a scoring decision is to show how the sample compares with the guide papers in the Training Set. As scoring leader, be supportive and positive during this training process and keep bringing the scorers back to the rubrics, Training Set, and guide papers.

Tell the scorers not to worry if they incorrectly scored several of the samples. This is a Practice Set that will introduce them to a variety of responses, some of which are different in approach from the Training Set's guide papers. Much can be learned from incorrectly scoring responses because the scorer will tend to try harder to understand the scoring rationale of those particular responses. Remind the scorers that the goal is to understand why each sample received the score it did and that

it is more productive to focus on why a paper is a two rather than to argue why it should receive a score that is different from the one assigned.

Despite thorough preparation, a scorer might ask a question for which the scoring leader does not know the answer. Please feel comfortable saying, “I don’t know but I will find out,” and move the training forward. During the time when the scoring help line is available, the scoring leader may call the Scoring Helpline Monday–Friday at 888-705-9415 between 7:30 a.m. and 4:30 p.m. (ET) during the scoring dates. For the exact dates that this helpline will be available, please refer to the 2015 *School Administrator’s Manual* at <http://www.p12.nysed.gov/assessment/manuals>.

Another type of question the scoring leader should be prepared for concerns hypothetical student responses. Scorers may ask, “What if the student had done this?” or “What if the student had not done that?” It is recommended that you tell your scorers that you would prefer to talk only about actual student responses rather than hypothetical ones because talking about responses that do not really exist can cause unnecessary confusion. It is best to use actual responses that represent the situation in order to make scoring judgments. In other words, while discussing a scoring decision it is safer to limit conversation to the written responses that all scorers can see.

The challenge for the scoring leader during this part of the training process is twofold: to remain diplomatic and patient if any scorers become frustrated and at the same time to keep the training process moving forward. Scoring leaders should listen to the scorers’ questions and concerns and address them as thoroughly as possible while still keeping to schedule.

## **Consistency Assurance Set**

Once review of the Practice Set is completed, administer the CAS to scorers. Tell scorers to use the rubrics and Training Sets when scoring the CAS. Be sure to emphasize that scorers are to complete their Consistency Assurance rounds independently and that silence is necessary in order to allow everyone to work without distraction.

It is the role of the scoring leader to establish the best way to administer the CAS for his or her group. The following is an example of one way the CAS may be administered: distribute a set and score sheet to each scorer, and be sure that every scorer writes his or her name on the score sheet. As scorers complete their sets, collect their score sheets. Consider dismissing scorers to the break area as they complete their sets in order to maintain a quiet environment for the remaining scorers to complete their work and for you to review the completed sets. Depending on the number of scorers at your training session, help from the table facilitators may be needed in distributing, collecting, and reviewing the scorers’ Consistency Assurance rounds.

Review the sets when they have been completed by all scorers. Use the results of that review to determine what clarification or additional training, if any, may be needed. Decide the best format and structure for that additional training based on review of the scorers’ work.

## **Student Answer Sheets**

A variety of answer sheets are being used by different scan centers. Before training scorers, find out from the site coordinator what the answer sheet for your site looks like so you can instruct your scorers on how to fill it out properly. Give each scorer a student test book that has not been scored, and take the group through the steps of scoring a book. A blank test book and student answer sheet

will be required for demonstration purposes. Show scorers where to record their scores. To ensure that the correct answer sheet is used for a particular test book, show scorers how to compare the student's name on the test book with the name on the answer sheet. Emphasize that scorers must darken the corresponding circles.

Make sure to:

- score questions only once;
- completely darken the circles; and
- erase neatly and thoroughly, if necessary.

Scores should be written only on the answer sheets; except for the scorer number on the cover, scorers should never write in the test books.

Explain the care and handling of answer sheets (i.e., do not fold, wrinkle, or make any stray marks on the documents). Details about the quality control of answer sheets can be found in the 2015 *School Administrator's Manual* at <http://www.p12.nysed.gov/assessment/manuals>. Emphasize that these answer sheets will be machine scored, so care must be taken to avoid any stray marks.

## **Additional Responses**

The Training Set and Practice Set contain student responses that have been identified as “Additional” papers. Though recommended, use of these responses during training is not required. These responses may be used to supplement the required training or only used as an additional reference resource during scoring.

## **Scoring Materials**

CDs containing PDF files for scoring will be shipped to schools. It is the school's responsibility to print all scoring materials needed for training and scoring of the Grades 3–8 Common Core English Language Arts and Mathematics Tests from the CDs. These files must be used for training after administration of the tests.

Additionally, scoring site coordinators and scoring leaders may call the Scoring Helpline Monday–Friday at 888-705-9415 between 7:30 a.m. and 4:30 p.m. (ET) with questions pertaining to training or scoring during the scoring periods. For more information on the dates of operation for each grade, please see page VI in the 2015 *School Administrator's Manual*: “Testing Schedule and Important Administration Dates.”

Mastery of the scoring terminology and complete knowledge of the training materials will prepare scoring leaders to conduct scorer training successfully. You should know the scoring rationale for all the guide, practice, and CAS papers and be prepared to answer any questions about the scoring decisions, using the appropriate terminology from the rubric and scoring policies.

Rehearsing your delivery prior to the training day will be helpful. Practice reading aloud the rubrics, scoring policies, and annotations, then practice using them and the handwritten notes you have added after reviewing the training file(s). Remember that you want your presentation to be fresh and interesting rather than just a mechanical reading of notes. A thorough understanding of,

and familiarity with, the training materials will prepare you to “think on your feet” and successfully answer any questions that may arise during scorer training.

## Training Logistics

Each scoring site should have a site coordinator who will be supervising the scoring and scoring operations at the site. Other duties of the site coordinator include coordinating test book processing, identifying support needs, sending answer sheets to the scanning center, and enforcing security. This person will assign teachers to scoring committees based on their experience with open-ended scoring and the number of years of teaching the specified grade level(s). You should meet the site coordinator prior to the first day of training and scoring in order to:

- learn your site’s paper flow plan for scoring the student responses;
- make sure that your scoring/training area is ready;
- ensure that all necessary materials are on hand and that they are counted; and
- discuss any other logistical issues.

There could be a variety of training schedules depending on the overall experience of the scoring committee(s) and the amount of general training they have had (using the holistic rubrics and guide papers from the 2013 Grades 3–8 Common Core Rubric and Scoring Turnkey Training, and scoring student responses on past operational tests) before the day of actual scoring. If your scorers have not been previously trained, more training time will be needed on the scoring day to ensure accurate and reliable scores. For efficiency, it is recommended that scorers be trained on only part of the test: some on the first third of the test questions, some on the second, and some on the third or another grouping determined by you and the site’s leadership team. All of these variables will affect the length of the training time. The following tables provide a suggested assignment of each rater to specific constructed-response questions by grade level and question numbers.

**Note:** Scorer versions of the Training, Practice, and Consistency Assurance Sets will contain only the training materials for the questions of their respective group noted in the following tables; A, B, or C. All scoring leader documents will include training materials for all questions or groups in their respective grade level; A, B, and C. Scorer documents will retain the paper identification (CAS 3, Practice Set 20, etc.) and page numbering conventions from the corresponding scoring leader training materials. Since scorer documents may start with higher page numbers or have gaps in the sequential numbering of pages, please review how the scorer documents relate to the scoring leader materials.

### Recommended Assignment of Test Questions to Scorers for English Language Arts Tests

Grade	Scoring Group	Suggested Question Grouping (Student Book 2 and 3)	Question Types	Estimated Scoring Rate/Student	Estimated Training Time Required
3	A	38, 39, 40, 41	3 SR, 1 ER	5.4 min/student	3.5 hours
	B	42, 43, 44	3 SR	4.0 min/student	2.0 hours
	C	45, 46, 47	2 SR, 1 ER	4.5 min/student	3.0 hours
4	A	38, 39, 40, 41	3 SR, 1 ER	7.2 min/student	3.5 hours
	B	42, 43, 44	3 SR	4.2 min/student	2.0 hours
	C	45, 46, 47	2 SR, 1 ER	4.6 min/student	3.0 hours
5	A	50, 51, 52, 53	3 SR, 1 ER	6.9 min/student	3.5 hours
	B	54, 55, 56	3 SR	5.2 min/student	2.0 hours
	C	57, 58, 59	2 SR, 1 ER	6.2 min/student	3.0 hours
6	A	50, 51, 52, 53	3 SR, 1 ER	8.6 min/student	3.5 hours
	B	54, 55, 56	3 SR	4.0 min/student	2.0 hours
	C	57, 58, 59	2 SR, 1 ER	5.2 min/student	3.0 hours
7	A	50, 51, 52, 53	3 SR, 1 ER	6.2 min/student	3.5 hours
	B	54, 55, 56	3 SR	4.6 min/student	2.0 hours
	C	57, 58, 59	2 SR, 1 ER	4.6 min/student	3.0 hours
8	A	50, 51, 52, 53	3 SR, 1 ER	8.2 min/student	3.5 hours
	B	54, 55, 56	3 SR	5.3 min/student	2.0 hours
	C	57, 58, 59	2 SR, 1 ER	6.3 min/student	3.0 hours

SR—short-response question (2 points)

ER—extended-response question (4 points)

### Recommended Assignment of Test Questions to Scorers for Mathematics Tests

Grade	Scoring Group	Suggested Question Grouping (Student Book 3)	Question Types	Estimated Scoring Rate/Student	Estimated Training Time Required
3	A	49, 50, 51	3 SR	1.6 min/student	2.0 hours
	B	52, 53	2 SR	1.6 min/student	1.6 hours
	C	54, 55, 56	3 ER	1.6 min/student	2.6 hours
4	A	50, 51, 52, 53	4 SR	2.6 min/student	2.5 hours
	B	54, 55, 56	2 SR, 1 ER	2.6 min/student	2.1 hours
	C	57, 58, 59	3 ER	3.6 min/student	2.6 hours
5	A	50, 51, 52	3 SR	3.2 min/student	2.5 hours
	B	53, 54, 55, 56	3 SR, 1 ER	3.4 min/student	2.8 hours
	C	57, 58, 59	3 ER	4.3 min/student	2.5 hours
6	A	56, 57, 58	3 SR	2.8 min/student	2.4 hours
	B	59, 60, 61, 62	3 SR, 1 ER	2.8 min/student	2.9 hours
	C	63, 64, 65	3 ER	3.0 min/student	3.0 hours
7	A	56, 57, 58, 59	4 SR	3.6 min/student	3.0 hours
	B	60, 61, 62	2 SR, 1 ER	3.6 min/student	2.7 hours
	C	63, 64, 65	3 ER	4.6 min/student	2.5 hours
8	A	56, 57, 58	3 SR	2.4 min/student	2.4 hours
	B	59, 60, 61, 62	3 SR, 1 ER	2.4 min/student	2.6 hours
	C	63, 64, 65	3 ER	2.6 min/student	2.8 hours

SR—short-response question (2 points)

ER—extended-response question (3 points)

For more information on approximate read times for scoring English language arts questions, see Appendix M; for more information on approximate read times for scoring mathematics questions, see Appendix N. The following schedules and training procedures are based on the assumption that scorers have had prior training using the holistic rubrics and guide papers from the 2013 Grades 3–8 Common Core Rubric. If the scorers have not had prior training using the holistic rubrics and guide papers, provide additional time for training.

## Suggested Training Schedules

### English Language Arts, All Grades—Required\* Responses Only

8:30–10:15	Training
10:15–10:30	Break
10:30–11:30	Consistency Assurance
11:30–12:30	Lunch
12:30–4:00	Scoring

\*Allow one additional hour for training if “additional” responses are being included.

### Mathematics, All Grades—Required\* Responses Only

8:30–10:30	Training
10:30–10:45	Break
10:45–11:35	Training
11:35–12:15	Consistency Assurance
12:15–1:15	Lunch
1:15–4:00	Scoring

\*Allow one additional hour for training if “additional” responses are being included.

The scoring leader should be in the training area no later than 8:15 a.m. to welcome scorers and make sure training begins promptly at 8:30 a.m.

Prior to 8:30 a.m., the scoring leader should distribute materials to the tables or desks where the scorers will be sitting. Each scorer should have sharpened No. 2 pencils, pens, yellow flags, eraser, etc. (provided by the site coordinator).

At 8:30 a.m., all scorers should be present and seated so that training can begin.

## Suggested Training Agenda

1. Introduce the scoring leader, if necessary.
2. Introduce others, if applicable (for example, site coordinator, scoring assistants).
3. Review housekeeping details (the day’s schedule, break times, and any other information that you think would be helpful).
4. Briefly define holistic scoring and the scorer’s responsibilities.

Tell scorers they will be trained to use a process called holistic scoring. This type of scoring involves evaluating a student’s work for its total, overall, or whole effect based on the rubric and accompanying guide paper responses.

Emphasize that learning how to score holistically is similar to learning a new language or a new way of thinking, and that it is crucial that all scorers put aside their own beliefs, ideas, and theories about how to evaluate students' work. For any large-scale scoring project to be successful and have meaningful results, all scorers must score using the established criteria. Therefore, you will be training your scorers to understand and internalize the criteria of the New York State Testing Program. You will do this by explaining the rubrics and scoring policies, along with student responses that serve as guide papers for each score. Assure your scorers that the more student examples they see, the clearer the criteria will become.

Explain that this training session is not the time to critique the test questions, the rubrics, or the scoring decisions. The purpose of this training is to learn to apply the scoring criteria, not to make suggestions for modifying the test or the criteria. Explain that there is a great deal of training material to cover and a limited amount of time to do so.

## **Training for Scoring**

### **Scoring Leader Training**

Scoring leaders receive a full day of training on the rubric(s) for English language arts or mathematics following test administration. During this training, they are provided with Scoring Leader Materials containing rubrics, guide papers, and annotated Training Sets, as well as training tips and guidelines. The scoring leaders train and qualify table facilitators and scorers and ensure they meet current scoring standards. They should also review the scoring materials for scorer training.

### **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 Training Set(s) and Practice Set(s), they become familiar with the rubrics, evaluate and discuss guide papers, and practice by scoring and discussing sets of training papers. At the end of training, scorers must meet current scoring standards.

### **Responses That Should Be Flagged**

Instruct the scorers on the proper use of yellow flags for the issues described below. The responses in question should be flagged on the top horizontal side of the page where the response appears. The flag should be easily visible and the type of problem/situation should be written on it (sensitive paper, scoring decision, or test book problem). The test books can then be put into the "Problem Box." The site assistant or table facilitator will bring all flagged books to you. You should deal with the flagged books that are your responsibility as quickly as possible so the packets can be returned to circulation so they are completely scored by the end of the day. Do not allow these test books to accumulate. No flagged test books should be transferred to another scoring room until the issue for which it was flagged is addressed.

**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 would include:

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

The scorer should score the response according to the training sets and then flag the response by writing “sensitive paper” on a yellow flag. The scorer should then signal the table facilitator or the site assistant, who should be instructed to immediately bring such responses to your attention. If tests are being scored districtwide or regionally, you should alert the site coordinator, who will contact the student’s principal. If tests are being scored locally, you should notify the school principal of any sensitive responses. Papers with sensitive responses must be returned to the school when scoring is complete.

**Scoring Odd Responses:** There may be responses that the scorer is unsure about. For example, guide papers in the Training Set do not help the scorer to make a scoring decision about a particular response. As scoring leader, you should make a decision, fill in the score, and return the test book to its appropriate box. If you have questions regarding odd responses, call the Scoring Helpline Monday–Friday at 888-705-9415 between 7:30 a.m. and 4:30 p.m. (ET) during the scoring dates.

When scoring a mixed-language response, where a student has written a response to an English language arts constructed-response question in a mix of English and another language, the scorer should rate only what is written in English and disregard what is written in any other language. Mixed-language responses should be scored strictly on the merits of what is written in English and should not automatically be given a zero.

**Problem with Test Books:** Irregularities—such as a missing answer sheet or incompatible answer sheet and test book—can occur. For such cases, you should have a box designated for test books with problems so the site coordinator can determine how they should be resolved.

# Scoring Model Codes

Instruct the scorers as to which “Scoring Model Code” (1, 2, 3, 4, 5, or 6) to enter on the back of each answer sheet. The scoring models are defined in the table below:

Scoring Model Code	The scorers for the school’s tests include the following:
<b>1. Regional scoring</b>	a.) Staff from three or more school districts, or b.) Staff from two or more nonpublic schools in an affiliation group (nonpublic or charter schools may participate in regional scoring with public school districts, and each nonpublic or charter school may be counted as one district)
<b>2. Schools from two districts</b>	a.) Staff from two school districts, b.) Staff from two nonpublic schools, c.) Staff from two charter schools, or d.) a combination of staff from two of the following: a school district, nonpublic school, or charter school
<b>3. Three or more schools within a district</b>	Staff from three or more schools in a district
<b>4. Two schools within a district</b>	Staff from two schools in a district
<b>5. One school</b>	Three or more scorers for each grade being scored, all from the same school
<b>6. Private Contractor</b>	Scored by a private contractor (not a BOCES)

## 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 any time 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.

## **Correspondence with Scorers**

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

- 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.)
- the emergency phone number at the scoring site
- the availability of parking
- the backup scoring plan (see Backup Scoring Plan later in this chapter)

## **Assigning Scorer Numbers and Questions to Scoring Committee Members**

Each scoring committee must be assigned a number. This number is a way of identifying scoring committees 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 in the school for one year. The answer sheet has a place for teachers to record their scoring committee number.

Generally, teachers on the scoring committees are assigned approximately equal numbers of questions to score. See the following section for further guidance on this topic. Questions must be assigned to scorers such that each student's test is scored by a minimum of three scorers and that no part of any student's test is scored by that student's teacher.

## **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;
- assign people from the same school/district to different tables. Part of the staff development activity is the opportunity for school and cross-district sharing. Mixing people from different schools or districts at a table fosters this sharing; and
- 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**

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, Training

Sets, and supplies (pencils, erasers, and yellow flags) 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 resharpened.

### **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 (Appendix A)
- wearing of name tags each day
- NO food/drinks in the scoring room or at the tables, except hard candy
- parking arrangements at the site
- smoking policy at the scoring site
- location of restrooms
- phone availability and emergency numbers
- backup scoring plan
- emergency evacuation procedure

## **Scoring**

Once you have covered the Training Set, Practice Sets, CASs, paper flow/book logistics, and other topics discussed in this handbook, the scorers may begin scoring.

Encourage them to score accurately and productively. You may want to give them a goal or expectation. You do not want the scorers to feel that speed is more important than accuracy, but you also want to make sure that all books are scored by the end of the day.

During scoring, the scoring leader or table facilitator will “read behind” the scorers as a quality check for scoring accuracy. Table facilitators “read behind” the scorers at their tables, reviewing a random sample of the scores assigned by each of them to ensure accuracy (see the Table Facilitators' Tally Sheet for Read-Behinds, Appendix E). Scoring leaders “read behind” table facilitators to confirm the scoring accuracy of the table facilitator. Table facilitators and scoring leaders use the “read behind” information to locate problems and direct ongoing training for scorers as necessary. In general, table facilitators:

- begin reading behind as soon as scoring begins;
- read behind a sample of each scorer's work;
- pay particular attention to those scorers who seemed unsure during training, and read a higher percentage of their work; and
- identify scoring trends or group-wide issues

**Table facilitators or scoring leaders** must alert the scorers about the nature of any identified scoring misconceptions in order to avoid repetition of the error.

The site coordinator will train the site assistants in the logistics of transferring books from room to room. The site assistants will also be responsible for checking all answer sheets to make sure they are complete and accurate.

After test books have been completely scored once, they should be reviewed to ensure all questions have been scored and the circles for the scores have been thoroughly darkened with no stray marks on the answer sheets. Then, preparations should be made for returning the test books to the school or the designated audit site.

## Scoring Site Security

Stringent security measures are required at all scoring sites. All site personnel must regard the test questions, test books, answer sheets, and scoring materials 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 during and after the scoring process throughout the State. Therefore, it is imperative that the scoring site coordinator communicate and enforce all security policies.

<p><b>NOTE: No one is permitted, <u>for any reason</u>, to take any test books, answer sheets, or scoring materials from the scoring site.</b></p>
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If a breach of security is discovered, it must be reported immediately to the scoring site coordinator who will report the security breach to NYSED. To help ensure proper security and standardization across the scoring sites, the following procedures must be adhered to.

### 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 in a safe or vault after work hours. 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.

### 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

Test books and scoring materials must be kept secure. You are not to discuss the test, show it to anyone, or photocopy the materials, as the security of the test could be breached. However, school personnel may make photocopies of this *Scoring Leader Handbook* if additional copies are needed. School personnel are forbidden to make or authorize photocopies of secure State exam booklets without the express written prior approval of OSA. All scoring site coordinators, scoring leaders, and scorers must sign the Exam Scoring Confidentiality Agreement (Appendix A). The confidentiality agreement must be distributed to all scorers, completed and signed by them, and collected before any secure materials are distributed to any scorers.

# Operations/Logistics

## Overview

The overall scoring operations involve numerous steps:

- checking in test materials from schools
- organizing and randomizing test books for scoring
- staging test books
- delivering test books to tables
- maintaining a quality check of answer sheets
- returning the test books to schools and answer sheets to scanning centers
- sending selected audit papers to designated locations

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

- Classroom Roster (see sample, Appendix I)
- School/Group List (top of Box 1) (see sample, Appendix J)
- 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:

- Scorer Assignment List (Appendix B)
- Sign-In Log Template (Appendix C)
- Table Facilitators' Record of Read-Behinds (Appendix D)
- Table Facilitators' Tally Sheet for Read-Behinds (Appendix E)
- Box Label Template (Appendix F)
- Return to Scorer Template (Appendix G)
- Check-In Log Template (Appendix K)
- Folder Label Template (Appendix L)

# Checking In Test Materials from Schools

## **Schoolwide Scoring (Scoring Model 5) and Districtwide Scoring (Scoring Models 2–4)**

1. Make sure that test books have been received from each school (if scoring districtwide) or from each class (if scoring schoolwide). Verify that the test book count written on the classroom roster matches the number of books received from the 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 school administrator to locate the missing books.
3. Continue verifying the number of test books from each class, retaining the class stacks on the work table. When every test book from each class is accounted for, the randomizing process can begin.
4. File a copy of the classroom rosters for reference.
5. Stack test books by school (if scoring districtwide) or by class (if scoring schoolwide) for randomizing.

## **Regional Scoring (Scoring Model 1) and Private Contractor Scoring (Scoring Model 6)**

1. Check the sequential numbering on each box (for example, "1 of 5," "2 of 5," etc.) to make sure the shipment from each school is complete.
2. If a shipment is complete, open the boxes and check the first box to find the School/Group List, classroom roster, and packing list. Place these sheets in a safe location because they will be used to make sure test books were received for all tested students.
3. Create a check-in log (Appendix K) 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 students whose test books were submitted by a school by adding the number of students reported on the label affixed to the outside of the box(es). Record this total on the check-in log.
5. Keep a copy of the check-in log and the packing list for reference.

## **Randomizing and Building Test Book Folders/Boxes**

Randomizing the test books is required 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 or boxes in preparation for scoring.

In order to prevent a conflict of interest, none of the three scorers assigned to score a student's test responses may be that student's teacher.

1. If tests for more than one grade level are being scored at the same scoring site, separate the test books for different grades in different rooms, if possible; or, in different corners of the same room if only one room is available.
2. Focusing on test books for only one grade exclusively at a time, select multiple districts, schools, or classes with approximately equal numbers 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.
3. 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. Place these sets of books for five to ten students in the scoring folder or box.
4. Continue randomly pulling sets of test books from each district's, school's, or class's box until all books have been sorted into groups and placed into folders or boxes. 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 or boxes.
5. If using folders, place them in boxes. A box (12" × 8¾" × 5") can hold up to 60 test books or six to twelve 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 (see Appendix F). 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 the content to be read.

1. Designate a location for each grade and scoring section to stage boxes.
2. At the start of a scoring session, provide enough boxes of test books to each table for scorers to score. Make sure the boxes for districts, schools, or classes are distributed to as many tables as practicable within a content area.

## **Processing Test Books During Scoring**

1. The scorer's work tables 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 sets of books will be routed to the scoring committees.
3. At the start of a scoring session, folders or boxes are placed in the "in-process" box on the scoring table. Scorers will remove a few sets of test books, record their scorer number, score their assigned questions, and record their scores on the answer sheet. When a scorer has completed scoring the questions assigned to them, the answer sheet will be placed inside the test book and returned to the folder. The scorer will then pass the folder to the next teacher to score (in a round-robin fashion). If there are any responses that are difficult to score, the scorer should speak with the table facilitator or scoring leader.
4. When all questions have been scored, place the folder in the "completed" box.
5. Folders or boxes of unscored test books are brought to the work table as needed.

## **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 check, any errors or omissions made by the scorers in recording students' scores 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 (Appendix L).
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 questions with missing scores, lightly marked scores, and double-marked scores.
3. If questions 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 schools.
4. If there are any answer sheets with missing information, a yellow flag is placed in the folder, which is then put aside until all test books have been checked for errors.
5. The sets of test books and answer sheets are given to the appropriate table facilitator or scoring leader for corrections. After the corrections are made, return the test books and answer sheets 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 test materials in all folders have been scored and quality-checked. Verify that every folder has been accounted for and scored before removing the answer sheets.

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

1. If scoring regionally or districtwide, sort the sets of test books into school groups.
2. Further sort the sets of test books into classes, using the classroom roster(s).
3. Count the sets of test books and verify the total counts against the total counts on the School/Group List.
4. Remove the test books from the folders and ensure that each set of test books remains together.
5. Remove the answer sheets from the test books and place them on top of a copy of the School/Group List and the classroom rosters, building a stack of answer sheets for the school.
6. Before placing the answer sheets on top of a copy of the School/Group List and the classroom rosters, please make sure you have verified that all student information (i.e., 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. Two staff members are required for this—one to transfer answers and one to check that the answers have been transferred accurately. Note that the transferring of answers is not to be used for students who did not follow testing directions. 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. Record the shipment of secure materials on the Secure Materials Tracking Log (Appendix H).
11. 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.
12. Return test books to each school.

## 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:

- arranging secure shipments of all answer sheets and test books;
- checking scoring areas for overlooked materials; and
- returning all ancillary materials to schools.

## Scoring Support

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

- Scoring PDF files on CDs of grade- and content-specific manuals
  1. Scoring Leader materials (*Scoring Leader Handbook*, Training Sets, Practice Sets, and Consistency Assurance Sets)
  2. Scorer materials (Training Sets, Practice Sets, and Consistency Assurance Sets)
- The Scoring Helpline Monday–Friday at 888-705-9415 will be available between 7:30 a.m. and 4:30 p.m. (ET) during the scoring period.

Each school can expect to receive the CDs with the scoring PDF files on April 14–16 for the English language arts tests and on April 22–24 for the mathematics tests.

# Pearson

## Scoring Helpline

**888-705-9415**

### **Dates:**

English Language Arts: Friday, April 17–Wednesday, April 29

Mathematics: Monday, April 27–Thursday, May 7

**Hours:** 7:30 a.m.–4:30 p.m. (ET), Monday–Friday, during the scoring dates

# Appendices

# Appendix A: Exam Scoring Confidentiality Agreement

The University of the State of New York  
THE STATE EDUCATION DEPARTMENT  
Office of State Assessment  
Albany, New York 12234

## EXAM SCORING CONFIDENTIALITY AGREEMENT

**2015 Grades 3–8 English Language Arts Tests**

or

**2015 Grades 3–8 Mathematics Tests**

Scoring Site \_\_\_\_\_ Date(s) of Scoring \_\_\_\_\_

The purpose of all New York State assessments is to provide a fair and equitable assessment system that reliably measures the State learning standards. Because you will have access to secure test materials and to confidential student information, you also have the responsibility to assist the scoring site in ensuring the security and confidentiality of the test materials, student responses, and scores. Therefore, by signing this agreement, you agree to abide by the following security restrictions. Please retain a copy of this confidentiality agreement for your records.

### Secure Test Materials

The test materials that you are scoring are “secure test materials” and are subject to certain security restrictions, including those listed below. “Secure test materials” include, but are not limited to, all test books, answer sheets, scoring guides, and any other information, whether printed or electronic (CD), relating to the scoring of the 2015 Grades 3–8 Common Core English Language Arts and Mathematics Tests. Secure test materials also include any notes you take during your participation in the scoring of secure test materials and confidential student information.

\*\*\*\*\*

By signing this agreement, I agree to maintain and honor the security and confidentiality of all secure test materials and to abide by the following security restrictions:

- 1) I agree not to disclose any secure test materials, including test questions and answers, other than while participating in the scoring activity described above.
- 2) Upon completion of the work described above, I agree to return to the scoring site coordinator all secure test materials provided to or prepared by me, including all copies thereof and all notes taken or otherwise prepared by me.
- 3) I understand that I may not retain any copies of any secure test materials, including scoring materials and any notes pertaining to their contents.
- 4) I agree that I will not use or discuss the content of secure test materials, including test questions and answers, in any classroom or other activities.
- 5) I understand that teachers and administrators who engage in inappropriate conduct with respect to State assessments may be subject to disciplinary actions in accordance with Sections 3020 and 3020-a of Education Law and/or to action against their certification pursuant to Part 83 of the Regulations of the Commissioner of Education. I also understand that §225 of the Education Law makes fraud in exams a misdemeanor.

I, \_\_\_\_\_, have read the confidentiality agreement above and agree to abide by the security restrictions described herein.

Signature (Print): \_\_\_\_\_ Date: \_\_\_\_\_

School (Print): \_\_\_\_\_





# Appendix D: Table Facilitators' Record of Read-Behinds

Subject \_\_\_\_\_ Grade \_\_\_\_\_ Question \_\_\_\_\_ Name \_\_\_\_\_

	Reader Score	Actual Score		Reader Score	Actual Score		Reader Score	Actual Score
1			1			1		
2			2			2		
3			3			3		
	Reader Score	Actual Score		Reader Score	Actual Score		Reader Score	Actual Score
1			1			1		
2			2			2		
3			3			3		
	Reader Score	Actual Score		Reader Score	Actual Score		Reader Score	Actual Score
1			1			1		
2			2			2		
3			3			3		

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

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

Scorer Name	Read- Behind 1	Read- Behind 2	Read- Behind 3	Read- Behind 4	Read- Behind 5

**Appendix F: Box Label Template**

Box Label

**New York State**  
**GRADE \_\_\_\_\_**

**CONTENT:**

- ELA Book 2
- ELA Book 3
- Mathematics Book 3
- Quality Checking
- Quality Checking
- Quality Checking

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

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

School Name	# of books

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

**Appendix G: Return to Scorer Template**

**New York State  
RETURN TO SCORER**

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

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

**CONTENT:**

- English Language Arts**
- Mathematics**

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

# Appendix H: Secure Materials Tracking Log

Grades 3–8 Common Core English Language Arts and Mathematics Tests  
Secure Materials Tracking Log

Proctors Name: \_\_\_\_\_ Room Number: \_\_\_\_\_

Grade: \_\_\_\_\_ Subject/Sessions: \_\_\_\_\_

Materials Moved from Secure Storage Location to Room							
Principal's or Designee's Signature	Proctor's Signature	Room #	# of Regular Edition Test Books	# of Answer Sheets	# and Type of Accommodated Test Books	Date	Time
Materials Moved from Room to Secure Storage Location							
Materials Moved from Secure Storage Location to Scoring Site							
Materials Moved from Scoring Site to Secure Storage Location							

# Appendix I: Sample Classroom Roster

## SAMPLE

# CLASSROOM ROSTER

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

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

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

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

STUDENT NAME	GRADE								
Student A	4								
Student B	4								
Student C	4								
Student D	4								
Student E	4								
Student F	4								
Student G	4								
Student H	4								
Student I	4								
Student J	4								
Student K	4								
Student L	4								
Student M	4								
Student N	4								
Student O	4								
Student P	4								
Student Q	4								
Student R	4								
Student S	4								
Student T	4								
Student U	4								
Student V	4								
Student W	4								
Student X	4								
Student Y	4								
Student Z	4								





# Appendix L: 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 M: Approximate Read Times for Scoring English Language Arts

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

Average Read Times				
Grade	2-Credit Questions		4-Credit Questions	
	Electronic	Pencil/Paper	Electronic	Pencil/Paper
3	0.6	1.2	1.2	2.2
4	0.7	1.4	1.4	2.3
5	0.9	1.7	1.5	2.5
6	0.8	1.5	1.9	2.9
7	0.7	1.4	1.2	2.2
8	0.9	1.8	1.8	2.8

Approximate Read Times for Each Question					
	Credits	Grade 3		Grade 4	
		Electronic	Pencil/Paper	Electronic	Pencil/Paper
<b>Book 2</b>					
Q. 38	2	0.5	1.0	0.6	1.2
Q. 39	2	0.5	1.0	0.8	1.6
Q. 40	2	0.6	1.2	0.8	1.6
Q. 41	4	1.2	2.2	1.8	2.8
<b>Book 3</b>					
Q. 42	2	0.8	1.6	0.7	1.4
Q. 43	2	0.6	1.2	0.7	1.4
Q. 44	2	0.6	1.2	0.7	1.4
Q. 45	2	0.6	1.2	0.7	1.4
Q. 46	2	0.6	1.2	0.7	1.4
Q. 47	4	1.1	2.1	0.9	1.8

		Grade 5		Grade 6		Grade 7		Grade 8	
	Credits	Electronic	Pencil/Paper	Electronic	Pencil/Paper	Electronic	Pencil/Paper	Electronic	Pencil/Paper
<b>Book 2</b>									
Q. 50	2	0.6	1.2	0.9	1.8	0.7	1.4	0.8	1.6
Q. 51	2	0.6	1.2	0.7	1.4	0.6	1.2	0.7	1.4
Q. 52	2	1.2	2.2	1.2	2.2	0.7	1.4	1.2	2.2
Q. 53	4	1.3	2.3	2.2	3.2	1.2	2.2	2.0	3.0
<b>Book 3</b>									
Q. 54	2	1.0	1.9	0.6	1.2	0.8	1.6	0.9	1.8
Q. 55	2	1.0	1.9	0.6	1.2	0.7	1.4	0.7	1.4
Q. 56	2	0.7	1.4	0.8	1.6	0.8	1.6	1.1	2.1
Q. 57	2	0.8	1.6	0.5	1.0	0.6	1.2	1.0	1.9
Q. 58	2	1.0	1.9	0.8	1.6	0.6	1.2	0.9	1.8
Q. 59	4	1.7	2.7	1.6	2.6	1.2	2.2	1.6	2.6

# Appendix N: Approximate Read Times for Scoring Mathematics

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

Average Read Times									
	2-Credit Questions		3-Credit Questions			2-Credit Questions		3-Credit Questions	
	Electronic	Pencil/Paper	Electronic	Pencil/Paper		Electronic	Pencil/Paper	Electronic	Pencil/Paper
<b>Grade 3</b>	0.3	0.6	0.3	0.5	<b>Grade 6</b>	0.4	0.8	0.5	0.9
<b>Grade 4</b>	0.3	0.7	0.6	1.2	<b>Grade 7</b>	0.5	1.0	0.8	1.5
<b>Grade 5</b>	0.5	1.0	0.7	1.3	<b>Grade 8</b>	0.3	0.7	0.4	0.9

Approximate Read Times for Each Question									
	Grade 3			Grade 4			Grade 5		
	Credits	Electronic	Pencil/Paper	Credits	Electronic	Pencil/Paper	Credits	Electronic	Pencil/Paper
<b>Q. 49</b>	2	0.2	0.4						
<b>Q. 50</b>	2	0.3	0.6	2	0.3	0.6	2	0.5	1.0
<b>Q. 51</b>	2	0.3	0.6	2	0.4	0.8	2	0.8	1.6
<b>Q. 52</b>	2	0.3	0.6	2	0.3	0.6	2	0.3	0.6
<b>Q. 53</b>	2	0.5	1.0	2	0.3	0.6	2	0.6	1.2
<b>Q. 54</b>	3	0.4	0.8	2	0.3	0.6	2	0.2	0.4
<b>Q. 55</b>	3	0.2	0.4	2	0.4	0.8	2	0.5	1.0
<b>Q. 56</b>	3	0.2	0.4	3	0.6	1.2	3	0.4	0.8
<b>Q. 57</b>				3	0.5	1.0	3	0.7	1.4
<b>Q. 58</b>				3	0.6	1.2	3	0.5	1.0
<b>Q. 59</b>				3	0.7	1.4	3	1.0	1.9

	Grade 6			Grade 7			Grade 8		
	Credits	Electronic	Pencil/Paper	Credits	Electronic	Pencil/Paper	Credits	Electronic	Pencil/Paper
<b>Q. 56</b>	2	0.5	1.0	2	0.5	1.0	2	0.4	0.8
<b>Q. 57</b>	2	0.6	1.2	2	0.5	1.0	2	0.4	0.8
<b>Q. 58</b>	2	0.3	0.6	2	0.4	0.8	2	0.4	0.8
<b>Q. 59</b>	2	0.4	0.8	2	0.4	0.8	2	0.2	0.4
<b>Q. 60</b>	2	0.4	0.8	2	0.6	1.2	2	0.3	0.6
<b>Q. 61</b>	2	0.3	0.6	2	0.5	1.0	2	0.3	0.6
<b>Q. 62</b>	3	0.3	0.6	3	0.7	1.4	3	0.4	0.8
<b>Q. 63</b>	3	0.5	1.0	3	0.8	1.6	3	0.5	1.0
<b>Q. 64</b>	3	0.6	1.2	3	0.8	1.6	3	0.4	0.8
<b>Q. 65</b>	3	0.4	0.8	3	0.7	1.4	3	0.4	0.8



# **Grades 3–8 Common Core English Language Arts and Mathematics Tests**

**Scoring Leader Handbook  
2015 Edition**