



New York State Testing Program

Scoring Site Operations Manual

2012 Edition

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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 Pearson, 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 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 during and after the scoring process 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 test books, answer sheets, or scoring materials 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 Appendix H Sample 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 3

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 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 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:

- prior to scoring, review the scoring PDF files for scorer-trainers that were shipped from the Department,
- 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:

- Prior to actual scoring, review the scoring PDF files for the grades they will be scoring,
- 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 4

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 2, 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 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)
- 1 box large rubber bands
- 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
- 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

Additional Supplies for Scoring the Mathematics Test

- Rulers
- Protractors
- Calculators

Ancillary Materials for the Scoring Site Coordinator

Templates and samples provided by NYSED:

- Training materials on CDs
- Table signs containing a number for each table (Appendix F)
- Name tags with the Scorer's name and number (Appendix G)
- Box Label (Appendix M)
- Scorer Assignment List (Appendix N)
- Return to Scorer Template (Appendix O)
- Read-Behind Log (Appendix Q)

Items provided by schools:

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

Chapter 5

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 (Appendix I)
- Check-In Log (Appendix J)
- Box Label (Appendix M)
- Scorer Assignment List (Appendix N)
- Return to Scorer (Appendix O)
- Folder Label (Appendix P)

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 classrooms 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. All unused test books may **not** be used for instructional or staff development purposes and must be returned to the Department contractor for secure destruction.

Preparing Test Materials for Scoring

Regional or Districtwide Scoring

1. Photocopy and complete the School/Group List (SGL) found in Appendix A-17 of this manual. 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.
 - **Classroom Number:** Write the room number of each classroom.
 - **Grade:** Write the grade of the students who took the test (e.g., Grade 3, 4, etc., or ungraded)
 - **Number Tested:** Write the number of students who took the test. Be sure to include students who took makeup tests.
 - **Comments:** Include any additional pertinent information.
2. Place banded stacks of test books with inserted answer sheets in the box(es) to be sent to your scoring site.
3. Put the completed SGLs with the updated classroom rosters in Box 1, on top of the used test books.
4. Attach an orange label to each box, and indicate the scoring site, the school name, the appropriate BEDS Code, and the grade levels for which test books are enclosed. Also indicate on the respective label, the quantity of sets of test books enclosed. Label the boxes for delivery to the scoring site.
5. Number the box(es) (e.g., “Box 1 of 5,” “2 of 5,” “3 of 5,” etc.).
6. Seal the box(es) securely with packing tape, and follow local testing directions for delivery of completed test materials to scoring sites.

Local Scoring

1. Photocopy and complete the SGL. Transfer the total number of students tested for each class (indicated on the teacher’s classroom roster,) to the SGL. Repeat this process for each classroom. Fill out the requested information for each class in your school:
 - **Classroom Number:** Write the room number of each classroom.
 - **Grade:** Write the grade of the students who took the test (e.g., Grade 3, 4, etc., or ungraded).

- **Number Tested:** Write the number of students who completed the test, including students who took makeup tests.
 - **Comments:** Include any pertinent information.
2. The used books that have been packed for scoring must be stored in a secure location in the school until being relocated to the scoring site and then must be placed again in a secure location once at the scoring site.
 3. Place stacks of banded used test books into boxes, with the appropriate SGL and classroom roster(s) on top. Separate the used English Language Arts and Mathematics Test Books into separate boxes.
 4. Keep the completed SGL with the updated classroom roster(s) on top of the used test books being packed for scoring. Send a copy of the SGL and classroom roster(s) to the scanning center.

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 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 school (if scoring districtwide) or by class (if scoring schoolwide) for randomizing.

Regional Scoring (Scoring Model 1)

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 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 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 to 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.

1. If tests for more than one grade level are being scored at the same scoring site, be sure to 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' 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 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. (See Appendix M) 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

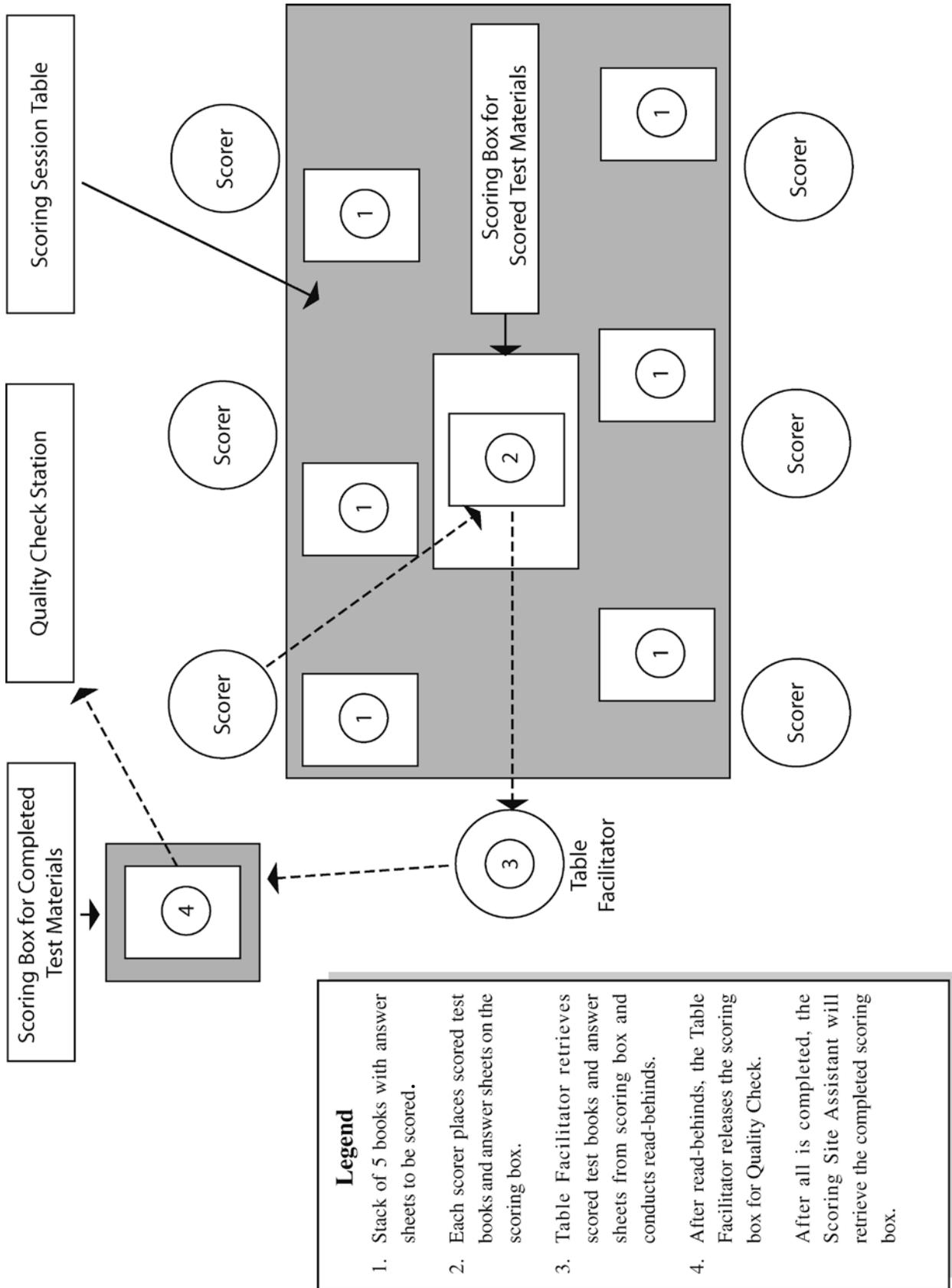
All boxes will be routed to separate scoring areas depending on content to be read. Each test book will be scored.

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 scoring table for raters to score. Make sure the boxes for districts, schools, or classes are distributed to as many tables as practical within a content area.

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 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, 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 responses that are difficult to score, the scorer should speak with the Table Facilitator or Scoring Leader.
4. When a scorer has completed scoring the questions assigned to that scorer within a test book, the answer sheet will be placed inside the test book and returned to the folder. 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 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 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.
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 Post-it® 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.

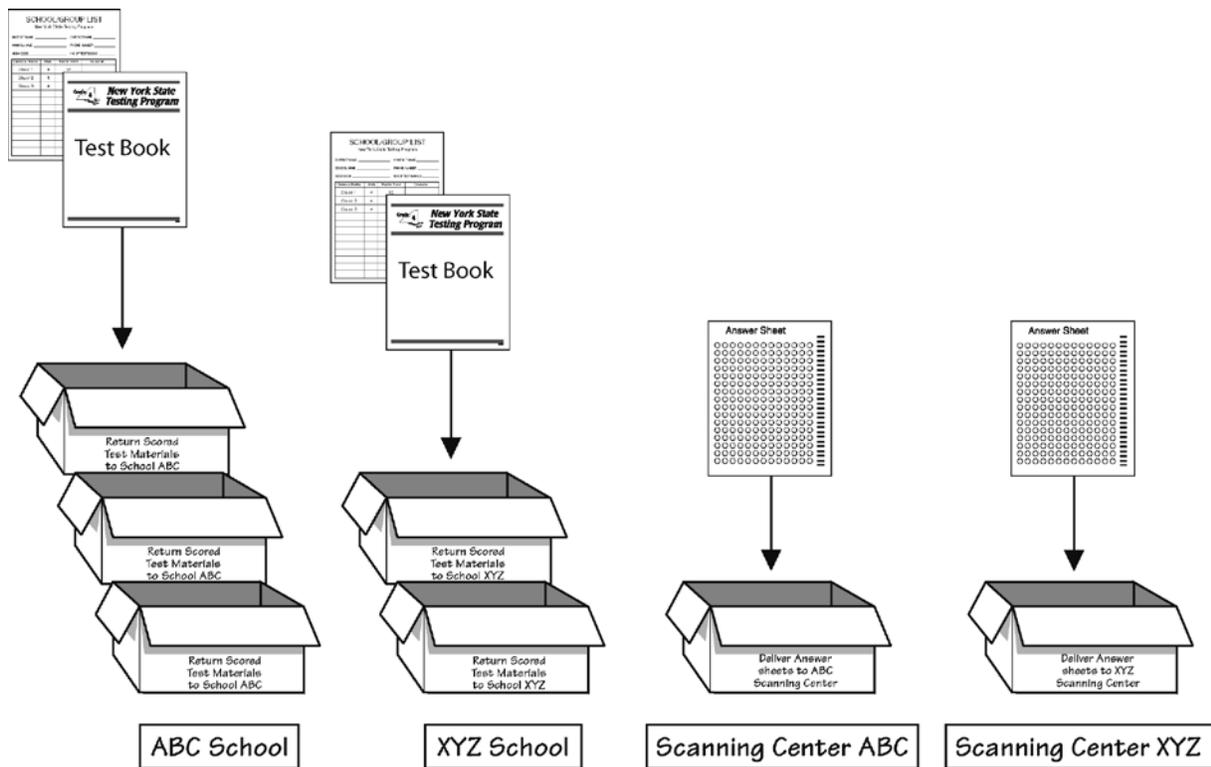
Forwarding Answer Sheets to Scanning Centers and Returning Test Books to School Administrators

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 starting to remove the answer sheets.

Steps for Returning the Test Materials to the 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 totals on the SGL.
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 SGL 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 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. 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. 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 Department conducts an annual audit of the scoring of the short- and extended-response questions. Approximately five 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’s contractor following the scoring period. 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 for the selected grade to the location specified on the letter. **Send completed test books only, not the student answer sheets.**

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 audit notification letter is a form to be completed by the principal and enclosed in each box of test books. 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.p12.nysed.gov/apda/reports>.

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, and
- Return all ancillary materials to schools.

Chapter 6

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 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), and
- to contact nonpublic schools to invite them to participate in the testing program.

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. Refer to the *Scoring Leader Handbook* for details. The *Scoring Leader Handbooks* are available on the Department's web site at <http://www.p12.nysed.gov/apda>.

Generally, teachers on the scoring committees are assigned approximately equal numbers of questions to score. Questions must be assigned to scorers such that each student's test is scored by a minimum of three scorers.

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 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®) 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.

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 following test administration. During this training, they are provided with Scoring Leader Materials containing rubrics, anchor papers, and 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. 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 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 7

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 or Scoring Leader. 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 8

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 of 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)
- *Scoring Site Operations Manual*
- The help line number (888-705-9415) that will be available during the scoring period, 7:30 a.m.–4:30 p.m. ET.

Each site can expect to receive the scoring PDF files on April 17–19 for English language arts and on April 25–27 for mathematics.

Appendices

Appendix A: Facility Square Footage Recommendations

Facility Square Footage Recommendations Content and Grade-Level Site Configurations

English Language Arts

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

Math

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

Appendix B: Scanning Centers (Regional Information Centers (RICs) and Big 5)

Location	Contacts	
<p>Buffalo Public Schools Office of Shared Accountability 808 City Hall Buffalo, NY 14202</p>	<p>Genelle Morris Adams 716-816-3035 716-851-3044 gmorris@buffaloschools.org</p>	
<p>Eastern Suffolk BOCES Student Data Services 15 Andrea Road Holbrook, NY 11741</p>	<p>Elaine Rosa 631-244-4221 631-244-4003 (fax) erosa@esboces.org</p> <p>Joseph Stern jstern@esboces.org (631) 419-1676</p> <p>Margaret Leuzze MLEuzze@esboces.org (631) 419-1678</p>	
<p>Erie 1 (Western) BOCES Assessment, Test Scoring and Analysis Services Technology Services 355 Harlem Road West Seneca, NY 14224-1892</p>	<p>Barbara Burgstahler 716-821-7088 716-821-7432 (fax) bburgstahler@e1b.org</p> <p>Maggie Maloney 716-821-7466 mmaloney@e1b.org</p> <p>Karen Halbert 716-821-7173 khalbert@e1b.org</p>	
<p>Greater Southern Tier (GST) BOCES Computer Services Center 459 Philo Road Elmira, NY 14903</p>	<p>Melissa Zelko 607-795-5342 607-795-5307 (fax) mzelko@gstboces.org</p> <p>Steve Updike 607-795-5338 Supdike@gstboces.org</p>	
<p>Lower Hudson (Southern Westchester BOCES) 44 Executive Blvd. Elmsford, NY 10523</p>	<p>Rob Mahig 914-592-4203 x3287 914-345-3719 (fax) rmahig@lhric.org</p> <p>Todd Moore 914-592-4203 x3279 tmoore@lhric.org</p> <p>Rob Micucci 914-592-4203 x3256 rmicucci@lhric.org</p> <p>Maureen McCarthy 914-592-4203 x3337 mmccarthy@lhric.org</p> <p>Pat Carey 914-592-4203 x3246 pcarey@lhric.org</p>	

Scanning Centers (continued)

Location	Contacts	
<p>Madison-Oneida (Mohawk) BOCES Mohawk Regional Information Center 4937 Spring Road Verona, NY 13478</p>	<p>Christina Urich, Sally Zielasko 866-986-6742 315-361-2700 315-361-5768 (fax) curich@moric.org szielasko@moric.org</p>	
<p>Mid-Hudson (Ulster) Regional Information Center 175 Route 32 North New Paltz, NY 12561</p>	<p>Denise Olsen 845-255-1450 x1247 845-256-9587 (fax) mdolsen@mhric.org</p>	<p>Lisa Pullaro 845-255-1450 x1246 Kathy Sylvester 845-255-1450 x1233</p>
<p>Monroe Regional Information Center M.A.A.R.S. 3625 Buffalo Road Rochester, NY 14624</p>	<p>Mari-Ellen Maloney 585-349-9025 585-349-9090 (fax) mmaloney@bocesmaars.org</p>	<p>Steve Jackson 585-349-9062 585-349-9090 (fax) sjackson@bocesmaars.org</p>
<p>Nassau BOCES Robert E. Lupinskie Center for Curriculum, Instruction and Technology 1 Merrick Ave. Westbury, NY 11590</p>	<p>Rose Baum 516-832-2744 516-608-6616 (fax) rbaum@mail.nasboces.org</p> <p>Helene Karo 516-608-6699 hkaro@mail.nasboces.org</p>	
<p>New York City Department of Education</p> <ul style="list-style-type: none"> • Office of Assessment Operations • Scan Center (for public schools only) <p>44-36 Vernon Blvd., Room 207 Long Island City, NY 11101</p>	<p>Grace Pepe 718-349-5627 718-349-5642 (fax) gpepe2@schools.nyc.gov</p>	<p>Stanley Winograd 718-349-5613 swinogr@schools.nyc.gov</p> <p>Pauline Dipietro 718-349-5600 pdipiet@schools.nyc.gov</p>

Scanning Centers (continued)

Location	Contacts	
<p>Northeastern RIC Testing & Evaluation Services 1031 Watervliet-Shaker Road Albany, NY 12205</p> <p>Serving the BOCES of the NE Region: Capital Region BOCES CVES BOCES FEH BOCES HFM BOCES Questar III BOCES St. Lawrence-Lewis BOCES WSWHE BOCES</p>	<p>Bill Adam 518-862-5310 518-862-5378 (fax) wadam@gw.neric.org testing@gw.neric.org</p> <p>http://portal.neric.org/sites/services/testing/Pages/default.aspx</p>	<p>Gail Newcomb 518-862-5355 518-862-5378 (fax) gnewcomb@gw.neric.org</p> <p>Jason Stern 518-862-5417 jstern@gw.neric.org</p>
<p>OCM BOCES Central New York Regional Information Center 6075 East Molloy Rd. P.O. Box 4866 Syracuse, NY 13221-4866</p>	<p>Don Dejohn 315-433-2217 315-433-2221 (fax) ddejohn@cnyric.org</p>	<p>Mary Brady 315-433-8303 mbrady@cnyric.org</p> <p>Michele Rourke 315-433-8359 mrourke@cnyric.org</p> <p>Pam Dowse 315-433-2213 pdowse@cnyric.org</p>
<p>Rochester City School District Office of Accountability 131 West Broad Street Rochester, NY 14614</p>	<p>Jeanette Silvers 585-262-8480 585-262-8684 (fax) Jeanette.silvers@rcsdk12.org</p>	<p>Noreen McGrath Noreen.mcgrath@rcsdk12.org (585) 262-8130</p> <p>Joyce Schultz Joyce.schultz@rcsdk12.org (585) 262-8328</p> <p>Steve Kingdom Stephan.kingdom@rcsdk12.org (585) 262-8753</p> <p>Bob Lau Bob.lau@rcsdk12.org (585) 262-8556</p>

Scanning Centers (continued)

Location	Contacts	
<p>South Central RIC Broome-Tioga BOCES Mail Drop #31 435 Glenwood Road Binghamton, NY 13905</p>	<p>Tim Farnham 607-757-3009 607-757-3000 (fax) tfarnham@btboces.org Sue Foster 607-757-3008 sfoster@btboces.org</p>	<p>Tim Clark 607-766-3933 telark@btboces.org</p>
<p>Syracuse City Schools Office of Information and Technology 258 East Adams Street Syracuse, NY 13202</p>	<p>Michael Schmidt 315-435-4281 315-435-4978 (fax) mschmidt@scsd.us</p>	<p>Kelly Malone 315-435-4557 kmalone@scsd.us Kelly Carley 315-435-4281 kcarley@scsd.us</p>
<p>Wayne-Finger Lakes BOCES EduTech Newark Office Eisenhower Building 131 Drumlin Court Newark, NY 14513</p>	<p>Laurel Skellett 315-332-7365 315-332-7473 (fax) lskellett@edutech.org</p>	<p>Chris Voit 315-332-7460 cvoit@edutech.org Help Desk 1-800-722-5797 x 7 testscoring@edutech.org</p>
<p>Yonkers City School District Director, Assessment and Evaluation Att. Carla Collins 1 Larkin Center Yonkers, NY 10701</p>	<p>Carla Collins 914-376-8234 914-376-9144 (fax) ccollins@yonkerspublicschools.org</p>	<p>David Weinberger 914-376-8232 dweinberger@yonkerspublicschools.org Dave Beaver 914-376-8234 dbeaver@yonkerspublicschools.org</p>

Appendix C: 2011–12 S/CDN Executive Committee

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Appendix D: New York City Department of Education 2011–12 Borough Assessment Implementation Directors

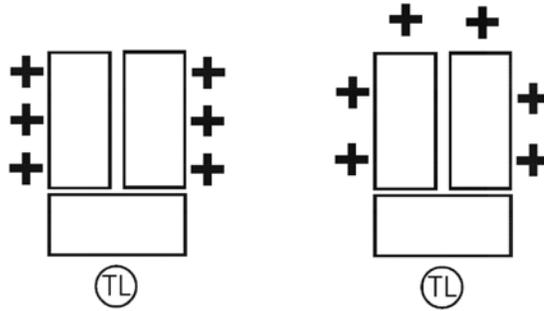
Integrated Service Center	Assessment Implementation Director
<p>Manhattan Comprising Districts: 1, 2, 3, 4, 5, & 6 333 Seventh Avenue 7th Floor New York, N.Y. 10001</p>	<p>Marie Busiello 212-356-3784 212-356-7523 (fax) mbusiel@schools.nyc.gov</p>
<p>Bronx Comprising Districts: 7, 8, 9, 10, 11, & 12 1 Fordham Plaza 7th Floor Bronx, N.Y. 10458</p>	<p>Sharon Cahr 718-741-5559 718-741-7954 (fax) scahr@schools.nyc.gov</p>
<p>Brooklyn Comprising Districts: 13, 14, 15, 16, 19, 23 & 32 131 Livingston Street 3rd Floor Brooklyn, N.Y. 11201</p>	<p>David Rapheal 718-935-5965 718-935-2246 (fax) draphea@schools.nyc.gov</p>
<p>Queens Comprising Districts: 24, 25, 26, 27, 28, 29 & 30 28-11 Queens Plaza North 2nd Floor, Room #43 Long Island City, N.Y. 11101</p>	<p>Barbara Marcisak 718-391-8352 718-391-6886 (fax) bmarcis@schools.nyc.gov</p>
<p>Staten Island Comprising Districts: 17, 18, 20, 21, 22 & 31 715 Ocean Terrace Building A, Room #A127 Staten Island, N.Y. 10301</p>	<p>Josè Garcia 718-390-1579 718-420-5665 (fax) jgarcia@schools.nyc.gov</p>

New York City Department of Education (continued)

Integrated Service Center	Assessment Implementation Director
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<p>Alternate Schools & Programs D79 4360 Broadway Room #419 New York, N.Y. 10033</p>	<p>Melissa Viscovich 917-521-3611 917-521-3649(fax) mviscovich@schools.nyc.gov</p>
<p>Charter Schools D84 52 Chambers St Room #405 New York, N.Y. 10007</p>	<p>Nancy Meakem 212-374-0296 212-374-5581 (fax) NMeakem@schools.nyc.gov</p> <p>Benjamin Carson 212-374-5979 212-374-5581 (fax) BCarson2@schools.nyc.gov</p>
<p>Homebound Instruction 3450 E. Tremont Ave. 1st Floor Bronx, N.Y. 10465</p>	<p>Moira Magro 718-794-7241 718-794-7237 (fax) mmagro@schools.nyc.gov</p>
<p>Hospital Instruction 3450 E. Tremont Ave. 1st Floor Bronx, N.Y. 10465</p>	<p>Keri Kaufmann 718-794-7266 718-794-7263 (fax) KKaufmann@schools.nyc.gov</p>

Appendix E: Table Configurations

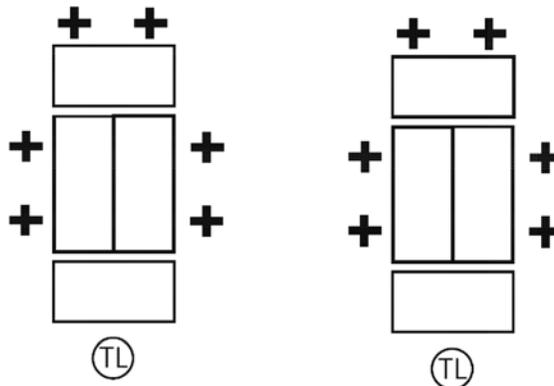
8-Foot Table Model (8' x 3-1/2')



Closed Table
Leg Model

Open Table
Leg Model

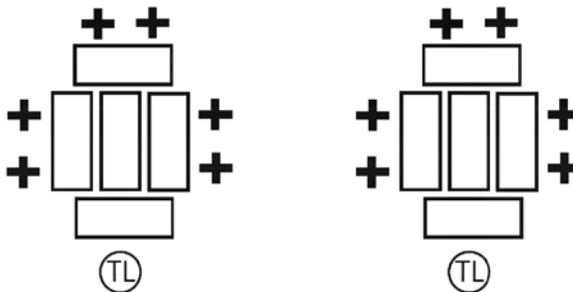
5 to 6-Foot Table Model (5' x 3') (6' x 2-1/2') or (6' x 3')



Closed Table
Leg Model

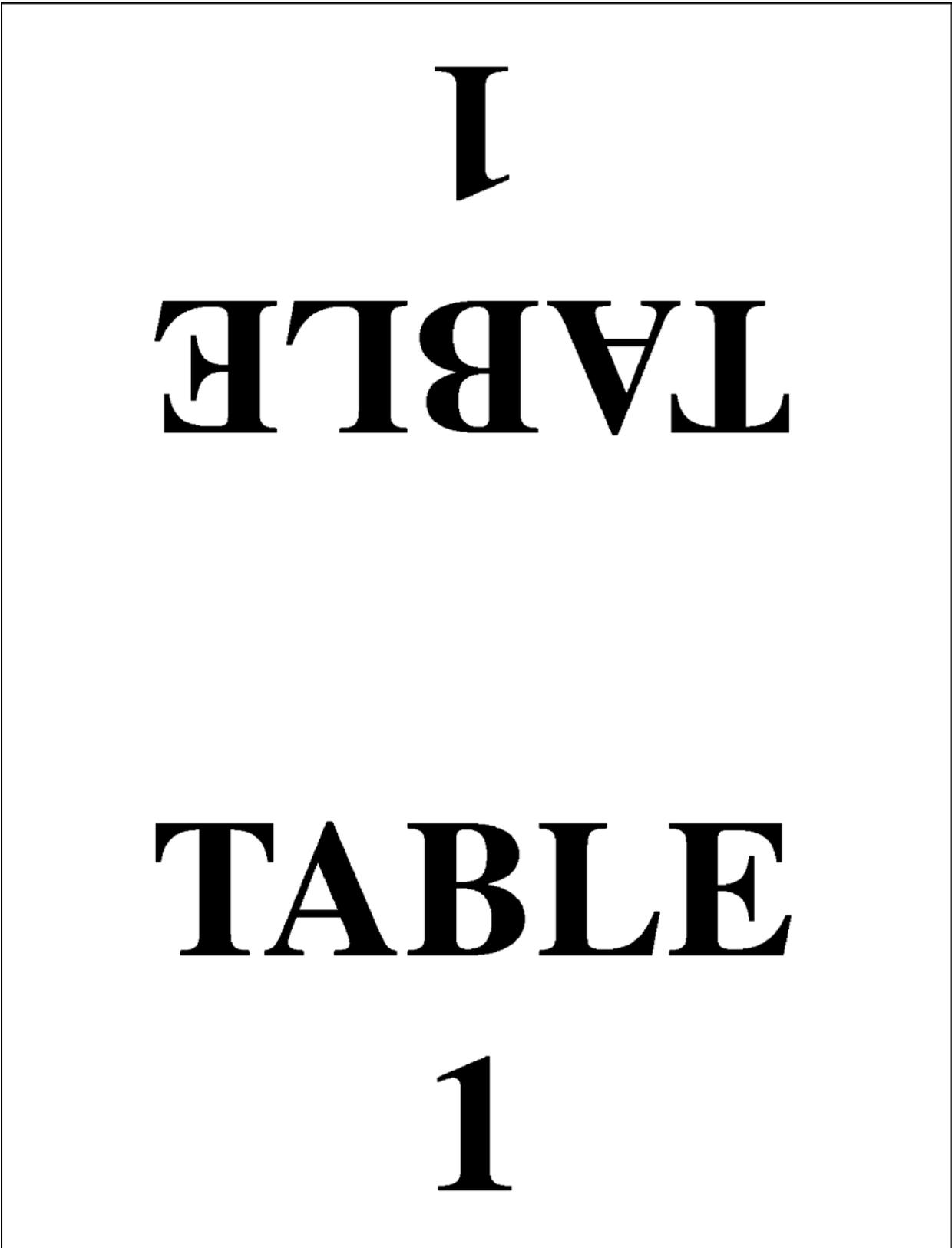
Open Table
Leg Model

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



Closed Table
Leg Model

Open Table
Leg Model



Appendix G: Sample Name Tags

054111

First

Last

054115

First

Last

054112

First

Last

054116

First

Last

054113

First

Last

054117

First

Last

054114

First

Last

054118

First

Last

**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

Appendix K: 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								

Appendix M: Box Label Template

Box Label

New York State GRADE _____

CONTENT:

ELA Books 2 and 3

Quality Checking

Mathematics Book 3

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:

- Listening**
- Reading and Writing**
- Mathematics**

SCORER #: _____

Appendix P: 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 Q: 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 read behind for that scorer.

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

Appendix R: Approximate Read Times for Scoring English Language Arts

New York State Testing Program 2012 Approximate Read Times for Scoring 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	Pencil/Paper										
Listening												
Item 42	0.5	0.9										
Item 43	0.3	0.6	0.3	0.6								
Item 44	0.3	0.6	0.5	1.0								
Item 45	1.2	2.2	0.5	1.0	0.3	0.6	0.6	1.2	0.4	0.8	0.2	0.4
Item 46			1.8	2.8	0.4	0.8	0.6	1.2	0.3	0.6	0.4	0.8
Item 47					0.3	0.6	0.7	1.4	0.5	1.0	0.8	1.6
Item 48					2.0	3.0	1.7	2.7	1.5	2.5	1.5	2.5
Reading												
Item 58	0.8	1.6										
Item 59	0.3	0.6										
Item 60	1.0	2.0										
Item 61	0.4	0.8										
Item 62	0.6	1.2	0.4	0.8	0.5	1.0	0.4	0.8	0.9	1.8	0.3	0.6
Item 63			0.5	1.0	0.5	1.0	0.4	0.8	0.5	1.0	0.4	0.8
Item 64			0.5	1.0	0.7	1.4	0.5	1.0	0.8	1.6	0.2	0.4
Item 65			0.4	0.8	0.5	1.0	0.6	1.2	0.8	1.6	0.5	1.0
Item 66			1.6	2.6	1.6	2.6	1.6	2.6	1.4	2.4	1.8	2.8

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

Appendix S: Approximate Read Times for Scoring Mathematics

New York State Testing Program 2012 Approximate Read Times for Scoring 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	Pencil/Paper										
Item 59	0.2	0.4										
Item 60	0.3	0.6										
Item 61	0.3	0.6			0.2	0.4	0.3	0.6				
Item 62	0.5	1.0			0.4	0.8	0.4	0.8				
Item 63	0.5	1.0	0.4	0.8	0.5	1.0	0.3	0.6	0.4	0.8	0.3	0.6
Item 64	0.7	1.4	0.6	1.2	0.4	0.8	0.3	0.6	0.4	0.8	0.3	0.6
Item 65	0.9	1.8	0.6	1.2	0.4	0.8	0.4	0.8	0.3	0.6	0.4	0.8
Item 66			0.3	0.6	0.4	0.8	0.5	1.0	1.0	2.0	0.4	0.8
Item 67			0.4	0.8	0.5	1.0	0.3	0.6	0.6	1.2	0.4	0.8
Item 68			0.5	1.0	0.3	0.6	0.4	0.8	0.3	0.6	0.4	0.8
Item 69			0.5	1.0			0.3	0.6	0.3	0.6	0.4	0.8
Item 70			0.2	0.4					2.5	3.5	0.5	1.0
Item 71			0.7	1.4					0.4	0.8	0.3	0.6

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

