

Scoring Book 2s

Planning the Scoring Operations for Book 2s

Scoring Options

Districts have the option of regional, districtwide, or schoolwide scoring. Arranging for the scoring of Book 2s is the responsibility of each school or school district. The Department will not score Book 2s.

On the back of each student answer sheet, in the box labeled “Scoring Model Code,” scorers should indicate information about the scorers for the school’s tests by entering the appropriate code (1, 2, 3, 4, or 5), which are defined as follows for the English Language Arts and Mathematics Tests.

Scoring Model Codes

Scoring Models for the English Language Arts and Mathematics Tests

| Scoring Model Code | The scorers for the school’s tests included the following: |
|--|--|
| 1. Regional scoring | 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). |
| 2. Schools from two districts | 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. |
| 3. Three or more schools within a district | Staff from three or more schools in a district—staff must represent all schools in the district administering the test. |
| 4. Two schools within a district | Staff from two schools in a district—staff must represent all schools in the district administering the test. |
| 5. Only one school* | a) Staff from the only school in the district administering the test, b) staff from one charter school, or c) staff from one nonpublic school. |

*Scoring Model 5 is permitted only for the scoring of the Grades 4 and 8 Mathematics Tests. Scoring Models 1, 2, 3, and 4 must be used to score the Grades 4 and 8 English Language Arts Tests.

Regardless of the scoring option, a minimum of three scorers is necessary to score each student’s test book. In order to maximize the number of teachers scoring test books from any one teacher’s class or any one school, it is necessary that test books be randomized prior to assignment to scorers; the steps for randomizing are described on page 37 of this manual.

Scoring options involve specific responsibilities and title designations. The responsibilities are similar, although the titles are different, depending on the option.

| Scoring Option: | Regional | Districtwide | Schoolwide (Mathematics Only) |
|-----------------------------------|--------------------------|---|--|
| <i>Responsibilities</i> | <i>Regional Title</i> | <i>District Title</i> | <i>School Title</i> |
| Supervises scoring operations | Site Coordinator | School District Administrator | Principal |
| Trains scorers, monitors sessions | Scoring Leader | District English Language Arts/Mathematics Leader | School Mathematics Leader |
| Monitors sessions | Table Facilitator | School English Language Arts/Mathematics Leader | School Mathematics Leader |
| Scores Book 2s | Scoring Committee Member | Scoring Committee Member | Scoring Committee Member |

Appendix P and Appendix Q, respectively, contain details about regional (Scoring Model 1) and districtwide (Scoring Models 2–4) scoring operations.

Responsibilities of Person Supervising Scoring Operations

The person responsible for supervising scoring operations must sign the Scoring Operations Certificate, found in Appendix B of this manual; the signed certificate indicates compliance with the procedures described in this section on scoring Book 2s.

Selecting and Assigning Teachers for the Scoring Committees

A Scoring Committee is a group of teachers chosen to score the Book 2 questions on the English Language Arts or Mathematics Tests. Each Scoring Committee must have a minimum of three members. It is recommended that each scoring site have a minimum of two Scoring Committees. Some criteria to consider when choosing Scoring Committee Members include the following:

- subject (English Language Arts or Mathematics) expertise,
- experience with scoring open-ended questions, including use of rubrics, and
- one or more years of teaching the specified grade level.

Retired teachers may score Book 2s if they

- have taught in the elementary grades (for Grade 4 tests) or in the subject area (for Grade 8 tests),
- are familiar with the tests being scored, and
- have experience using holistic rubrics.

Assigning Scorer Numbers and Questions to Scoring Committee Members

Each teacher selected to score must be assigned a scorer number. The scorer number enables the person monitoring the session to ensure that each member of the Scoring Committee scores only the questions that he or she was assigned and is a way of identifying scorers in order to provide feedback when conducting read-behinds. Records of the names of Scoring Committee Members and the questions assigned to them should be retained for one year. The answer sheet has a place for teachers to record their three-digit scorer number. Teachers should also write their scorer numbers on the top right-hand corner of the Book 2s as another way of keeping track of who has scored them. Refer to the *Scoring Leader Handbook* for details. The *Scoring Leader Handbook* is available on the Department's web site at <http://www.emsc.nysed.gov/osa>.

English Language Arts Test scoring materials and videotapes are organized so that scorers can be assigned to score either listening, independent writing/writing mechanics, or reading. Scoring materials and videotapes for Mathematics Tests are organized sequentially. Some Mathematics questions are scored on the basis of a two-point rubric, and other questions are scored using a three-point rubric. There are 18 open-ended questions on both the Grade 4 and Grade 8 Mathematics Tests. One way to assign questions is to divide the number of questions by the number of teachers on the Scoring Committee.

Training Scorers

In order to ensure that tests are scored reliably, it is essential that scorers receive scorer training each and every time they serve on a committee to score a State test. People responsible for scorer training need to adhere to the training procedures detailed in the *Scoring Leader Handbook*.

Estimated Time Needed for Scoring

It is estimated that a Scoring Committee of three can be expected to score approximately 150 student tests in one school day. This estimate is based on the assumption that all scorers have had some general training using holistic scoring and exemplars of student responses. Teachers with this training should need no more than a half-day of training before they begin to score. If scorers have not been trained previously, they will need more training time on the scoring day to ensure accurate and reliable scores.

Scoring Room

The room selected for scoring should have the following:

- excellent lighting,
- adequate ventilation, and
- the capacity to be made secure. All test books, student answer sheets, and scoring manuals must be kept secure and confidential. These materials must not be left unattended during breaks or lunch, and the room must be kept locked after school hours.

Scoring Supplies

The *Scoring Leader Handbook* contains a list of supplies needed for hand-scoring Book 2s.

Operations/Logistics for Scoring Book 2s

The school should have a clearly defined plan for organizing and tracking Book 2s during hand-scoring to ensure validity in scoring. Scoring large quantities of test books generally requires the assistance of support staff.

Inventorying Materials for Scoring Book 2s

The materials used during hand-scoring come to the scoring room from a number of sources.

From the class teacher:

- Classroom Roster
- Book 2s
- Answer sheets (inserted in Book 2s)
- School/Group List

To prepare the test books for scoring, organize them by class. A Classroom Roster will be attached to the top of the stack of test books from each teacher's class. (See Appendix E of this manual for teacher instructions.)

From outside the school:

- Scoring Training Manuals (from the Department)
- Scoring Practice Sets (from the Department)
- Scoring Videotapes (from Measurement, Inc.)
- Help line (from Measurement, Inc.)
- Questions and Answers (from the Department's web site, at <http://www.emsc.nysed.gov/osa/assesspubs/pubsarch/02dscorfaq.pdf>)

From the appendices of this manual:

- Folder label (Appendix K) if scoring Mathematics Book 2s

After testing, store test materials in a secure location until preparations for scoring begin. The principal must be able to account for all test materials within a school at all times.

Checking In Book 2s

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 School/Group List (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 test books received from a school by adding the number of test books reported on the orange 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.

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

1. Make sure 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. Use the test book counts on the Classroom Roster to calculate the total number of books received from each class.
2. If the test book counts do not match, do not continue. The Classroom Roster can be used to determine which students’ test books are missing. Contact the teacher to locate the missing books.
3. Continue verifying the number of test books from each class, retaining class stacks on the worktable. When every test book from all classes is accounted for, the randomizing process can begin.
4. File a copy of the Classroom Rosters for reference.
5. Stack test books by school (if scoring districtwide) or by class (if scoring schoolwide) for randomizing.

Note: If any Book 1s are received, they should be boxed, stored securely until scoring is completed, and then returned to the district or school.

Randomizing and Building Test Book Folders

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

*Schoolwide scoring is permitted for Mathematics Tests only.

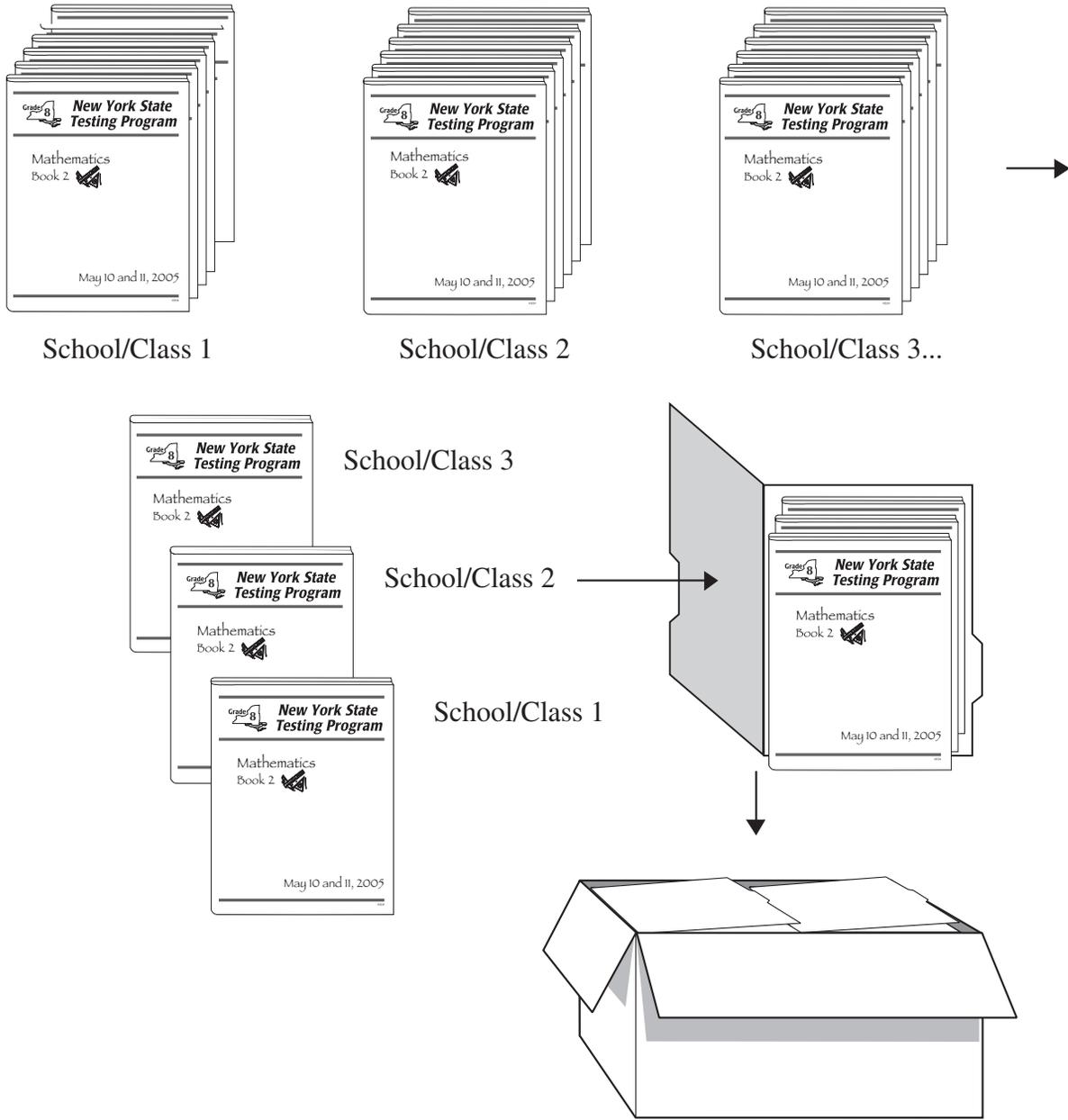
Steps for Randomizing

1. Select five districts, schools, or classes with approximately equal numbers of test books for randomization. Position a box from each of these five districts, schools, or classes in a row on the floor. Line up all remaining boxes behind their corresponding district, school, or class.
 - **For English Language Arts Test Book 2s:** Randomly pull a book from the first box for each district or school. Place these five loose books in the scoring box. Continue randomly pulling test books from the boxes for each district, school, or class until all books have been randomized and placed in scoring boxes.
 - **For Mathematics Test Book 2s:** Randomly pull a book from the first box for each district, school, or class, and then immediately repeat this procedure. Insert these first 10 books in a file folder. Continue randomly pulling test books from each district's, school's, or class's box until all books have been sorted into groups of 10 and placed into folders. If one district, school, or class box is depleted before the others, continue pulling from the remaining district, school, or class boxes. Repeat the randomizing and folder-building process until all books for a given district, school, or class have been put into folders. When this occurs, continue randomizing books from the remaining district, school, or class until all books are placed in folders.

Each file folder can hold up to 10 books. Use large rubber bands to secure the test books inside each file folder. Affix a folder label to the front of each file folder. Folder labels must be printed in advance using the sample folder label shown in Appendix K.

2. A 12" x 8 3/4" x 5" box can hold up to 60 Book 2s (for English Language Arts Tests) or six folders (for Mathematics Tests).
3. Fill out a box label. Write the school names and the number of books in the spaces provided.
4. Number each box consecutively (for example, "1 of 3," "2 of 3," "3 of 3"), and tape the box label securely to the outside of the box.
5. Repeat the process for the remaining districts, schools, or classes at the scoring site.

The diagram below shows how to randomize test books from more than one school (for regional scoring, Scoring Model 1, or for districtwide scoring, Scoring Models 2–4) or from more than one class (for schoolwide scoring, Scoring Model 5). English Language Arts Tests may be scored regionally or districtwide, and Mathematics Tests may be scored regionally, districtwide, or schoolwide.



Teacher Instructions for Processing Book 2s During Scoring

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

Read-Behinds

As English Language Arts Test Book 2s/Mathematics folders are finished being scored, the Book 2s/folders should be placed in the “completed” box so that the Table Facilitator/School English Language Arts or Mathematics Leader can conduct read-behinds. Read-behinds are scored test books that are read again as an informal check of scorer accuracy and consistency.

English Language Arts Tests

The Table Facilitators/School English Language Arts Leaders conduct read-behinds on an entire box of Book 2 questions. Approximately 12 test books per hour (that is, two per scorer) are read by the Table Facilitator/School English Language Arts Leader.

Mathematics Tests

Table Facilitators/School Mathematics Leaders conduct read-behinds on an entire folder. After the Mathematics read-behinds, the Table Facilitator/School Mathematics Leader will record the Scoring Committee Number (SC Number) and initial the folder label to indicate that the folder can be released for the next step, which is the quality-review process.

Follow-Up Operations for Scoring Book 2s

Quality-Checking Answer Sheets

The quality-checking procedure involves a review of the scores filled in on the answer sheet by the scorers. During the quality review, any filling-in errors made by the scorers should be detected and corrected while the books and answer sheets are still in the scoring area. The task of quality-checking the books should be divided among the Scoring Committee members and the Table Facilitators/School English Language Arts or Mathematics Leaders.

Steps for Quality-Checking the Answer Sheets

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

Forwarding Answer Sheets to Scanning Centers and Returning Book 2s to School Administrators

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

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

1. Count the test books and verify the total counts against the totals of the School/Group List counts.
2. Remove the test books from the folders.
3. Remove the answer sheets from the test books, and place the answer sheets on top of a copy of the SGL and Classroom Rosters, building a stack of answer sheets for the school.
4. Before placing the answer sheets on top of a copy of the SGL and the Classroom Rosters, building a stack of answer sheets for the school, please make sure you have verified that all student information (e.g., name, ID number, etc.) is complete.

5. If an answer sheet is soiled or mutilated in some manner, the school must transcribe all student information and test responses onto an unused answer sheet, which is then added to the stack. Please do not fold, bend, tape, or staple any answer sheets.
6. Continue this process until all answer sheets are removed.
7. Count the answer sheets. Verify that the total number of answer sheets equals the number of test books.
8. Place the answer sheets into a box for mailing. Affix the address label for the appropriate scanning center.
9. Sort the books into classes using the Classroom Roster. Return them to the school.

Teacher Evaluation of the Tests

In order to collect valuable feedback from the New York State teachers administering the English Language Arts and Mathematics Tests, CTB/McGraw-Hill has developed a Teacher Evaluation form, which can be found on the CTB/McGraw-Hill web site at www.ctb.com.

1. Select “New York” from the “Select and Go” pull-down menu.
2. In the column labeled “New Product Information,” locate and click on the link for the Teacher Evaluation Form.
3. Select New York State Teacher Evaluation Form.
4. Complete the form.
5. If you want to keep a record of your evaluation, print a copy before submitting the completed form.
6. To submit the form, just click on SUBMIT at the bottom of the page.

If you prefer, you can access the form directly by entering <http://www.ctb.com/pickupebs/nyeaval/nyeaval.jsp>. Then follow steps 4 through 6 above.

Audit-Scoring for Book 2s

The Department conducts an annual audit of the scoring of Book 2s. Approximately 10 percent of schools that administer these tests are selected for inclusion in the audit through a random sampling procedure. The principal of each selected school receives a letter from the Department during the scoring period for the Book 2s. After the scoring is complete and the student answer sheets have been sent to the scanning centers, schools are to send all their completed Book 2s to Measurement, Inc. Schools send **Book 2s only, not the student answer sheets and not Book 1s**. It is important that schools affix the individual student identification labels sent to them by the scanning centers to the backs of Book 2s. Accompanying the Department letter is a form to be completed by the principal and enclosed in each box of Book 2s. Book 2s are returned to the participating schools when Measurement, Inc. has finished rescoring them. Statewide results of the audit are published in the annual technical report for each test and are posted on the Department’s web site at <http://www.emsc.nysed.gov/osa/pubs.html> (enter “annual audit of scoring Book 2s” in Search).