

Scoring Book 2s

Planning the Scoring Operations for Book 2s

Scoring Options

In 2004, districts have the option of regional or districtwide scoring for the English Language Arts Book 2s and regional, districtwide, or schoolwide scoring for Mathematics Book 2s. Arranging for the scoring of Book 2s is the responsibility of each school or school district. The State Education 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 test papers by entering the appropriate code (1, 2, 3, 4, or 5) as defined as follows for English Language Arts and Mathematics.

English Language Arts Scoring Models (Regional or Districtwide Scoring Required)

Scoring Model Code	The scorers for the school’s test papers included:
1 Regional scoring	a) Staff from three or more school districts or b) staff from all nonpublic schools in an affiliation group (nonpublic or charter schools may participate in regional scoring with public school districts and 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 all schools administering this test in a district, provided at least three schools are represented
4 Two schools within a district	Staff from all schools administering this test in a district, provided that two schools are represented
5 Only one school	Staff from the only school in the district administering this test, staff from one charter school, or staff from one nonpublic school

Mathematics Scoring Models (Regional, Districtwide, or Schoolwide)

Scoring Model Code	The scorers for the school's test papers included:
1 Regional scoring	a) Staff from three or more school districts or b) staff from all nonpublic schools in an affiliation group (nonpublic or charter schools may participate in regional scoring with public school districts and 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
4 Two schools within a district	Staff from two schools in a district
5 Only one school	Staff from one public school, one nonpublic school, or one charter school

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 pages 35 to 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 ELA/Mathematics Leader	School Mathematics Leader
Scores Book 2s	Scoring Committee Member	Scoring Committee Member	Scoring Committee Member

Appendix L and Appendix M contain details about regional and districtwide scoring operations.

Responsibilities of Person Supervising Scoring Operations

The person responsible for supervising scoring operations must sign the Scoring Operations Certificate toward the front 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 items 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 open-ended scoring, including use of rubrics
- One or more years teaching the specified grade level

Retired teachers may score Book 2s provided they

- are certified in the subject area or have general elementary certification,
- are familiar with the tests being scored,
- have experience using holistic rubrics, and
- have been retired for no more than three years.

Assigning Scorer Numbers and Items 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 items he/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 items 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. See *Scoring Leader Handbook* for details.

English Language Arts 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 are organized sequentially. Some Mathematics items are scored on the basis of a two-point rubric, and other items are scored using a three-point rubric. There are 18 open-ended items on both the Grade 4 and the Grade 8 Mathematics tests. One way to assign items is to divide the number of items by the number of teachers on the scoring committee.

Training Scorers

In order to ensure that tests are reliably scored, it is essential that scorers receive scorer training **each and every time** they serve on a committee to score a State test. Persons responsible for scorer training need to adhere to the training procedures detailed in the *Scoring Leader Handbook*, which is part of the scoring materials sent to schools each year. The *Scoring Leader Handbook* is on the Department's website at <http://www.emsc.nysed.gov/osa>.

Estimated Time Needed for Scoring

It is estimated that a Scoring Committee of three can be expected to score approximately 150 student papers in one school day. This estimate is based on the assumption that all scorers have had some general training using holistic scoring and exemplar 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 assure accurate and reliable scores.

Scoring Room

The room selected for scoring should have

- excellent lighting,
- adequate ventilation, and
- ability 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 A of this manual for teacher instructions.)

From outside the school:

- Scoring Training Manuals* (from State Education Department)
- Scoring Practice Sets (from Department)
- Scoring Videotapes (from Measurement, Inc.)
- Help Line (from Measurement, Inc.)
- Questions and Answers (from the Department's website)

From the appendices of this manual:

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

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

Checking In Book 2s

Regional Scoring

1. Check the sequential numbering on each box (for example, "1 of 5", "2 of 5", etc.) to make sure that the shipment from each school is complete.

2. If a shipment is complete, open the boxes and check the first box to find the 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 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 and Schoolwide Scoring (Schoolwide scoring permitted only for Mathematics)

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.

If any Book 1s are received, they should be boxed, securely stored until scoring is complete, 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 student papers. It involves mixing test books from all districts (if scoring regionally), all schools (if scoring districtwide), or all classes (if scoring schoolwide). Schoolwide scoring is permitted for Mathematics only. These test books are then placed into folders in preparation for scoring.

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.

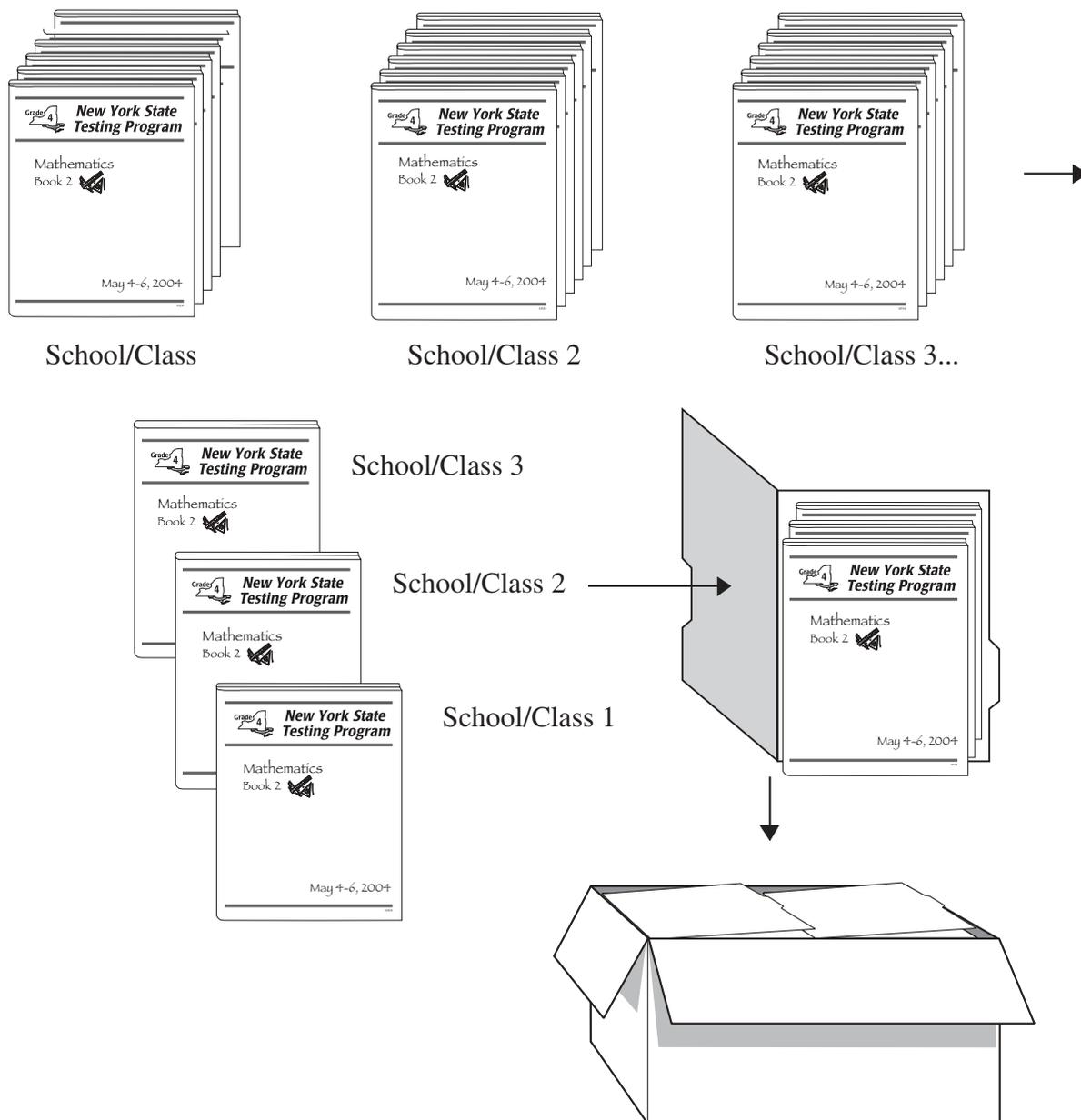
For English Language Arts Book 2s: Randomly pull a book from the first box for each district or school. Place these five loose books in the scoring box. Continue randomly pulling test books from each district's or school's boxes until all books have been randomized and placed in scoring boxes.

For Mathematics 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 stack is depleted before the others, continue pulling from the remaining district, school, or class stacks. Repeat the randomizing and folder-building process until all books for a given district, school, or class have been put in 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 the file folder. Affix a folder label to the front of the file folder. Folder labels must be printed in advance using the sample folder label shown in Appendix G.

2. A box 12" x 8 3/4" x 5" can hold up to 60 Book 2s (for ELA) or 6 folders (for Mathematics).
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.

This diagram shows how to randomize test books from more than one school (for districtwide scoring) or from more than one class (for schoolwide scoring). 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 Book 2s or Mathematics folders containing Book 2s will be routed to the Scoring Committees. For English Language Arts, there are three content areas (Listening, Writing, and Reading) to score. Each table of scorers scores the areas assigned. For Mathematics, there are sets of items to score in each test book in each folder, and each scorer scores the test items assigned.
3. At the start of a scoring session, English Language Arts Book 2s or Mathematics folders are placed in the “in-process” box on the scoring table. Teachers will remove a few English Language Arts Book 2s or a Mathematics folder, record their three-digit scorer number, score their assigned items, 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 paper, sensitive paper, 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 items, returned to the Mathematics folder. Each teacher checks off his or her assigned items on the Mathematics folder label, indicating that the items were scored. When all items have been scored, English Language Arts 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 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

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

Mathematics

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 Book 2 Scoring

Quality-Checking Answer Sheets

The quality-checking procedure involves a review of the scores filled in on the answer sheet. During the quality review, filling-in errors 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 ELA 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 items, lightly marked items, and double-marked items.
3. If items 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 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 ELA or Mathematics Leader for corrections. After the correction is made, the test book and answer sheet are placed in the “completed scoring” box.

Sending Answer Sheets to Scanning Centers and Book 2s to School Administrators

The returning of test materials to the schools begins after all book 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

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 Class 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 needs to 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 answer sheets into a box for mailing. Affix the address label for the appropriate scanning center.
9. Sort the books into classes using the Class 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 website at www.ctb.com.

1. Click on the northern region of the U.S. map (blue).
2. Select New York.
3. Locate and click on the link for the [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/nyeval/nyeval.jsp>. Then follow the steps 4 through 6.

Audit-Scoring for Book 2s

The State Education Department conducts an annual audit of the scoring of Book 2s. Approximately 10 percent of schools that administer these tests are chosen through a random sampling procedure to participate in the audit. 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 completed rescoring them. Statewide results of the audit are published in the annual technical report for each test and are posted on the Department's website at www.emsc.nysed.gov/osa.