

Grades 3–8 English Language Arts and Mathematics Tests

Scoring Leader Handbook



v202 Edition

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

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Introduction

This *Scoring Leader Handbook* provides guidelines, information, and procedures for both Scorers and Scoring Site Coordinators to facilitate scoring of the Grades 3–8 English Language Arts and Mathematics Tests. It details scoring operations, from on-site delivery of students’ testing materials to the conclusion of scoring. This manual covers scoring procedures for paper-based testing (PBT) administrations. All scoring of computer-based testing (CBT) constructed responses in ScorePoint (the secure, online, web-based scoring platform for CBT administrations) parallels the scoring policies and procedures followed for PBT scoring outlined in this manual. As such, the scoring policies provided in this *Handbook* apply to CBT as well as PBT administrations. Schools conducting CBT scoring activities should use this *Handbook* in conjunction with the *ScorePoint Manual*.

Important Information for Scoring the Tests

Scoring Models

All tests can be scored regionally, districtwide, locally, or by a private contractor. Scorers must indicate a scoring model code (see page 24 of this handbook) on the student answer sheets for PBT scoring.

For CBT, two schools within a district (Scoring Model 4) and one school (Scoring Model 5) are not permitted.

Training Set

A training set contains sample constructed responses that will be used as references (guide papers) when Scorers begin to score actual student responses.

Practice Set

A Practice Set contains several student responses in order by question, provided as an opportunity for Scorers to practice scoring.

Consistency Assurance Set

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

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

Dates for Scoring and Returning PBT Student Answer Sheets

In order to receive official individual student score reports, all public schools must adhere to specific dates for scoring and returning student answer sheets to the scanning centers. These dates can be found on the Office of State Assessment's website (<http://www.p12.nysed.gov/assessment/schedules/schedule-ei.html>).

Scoring Materials

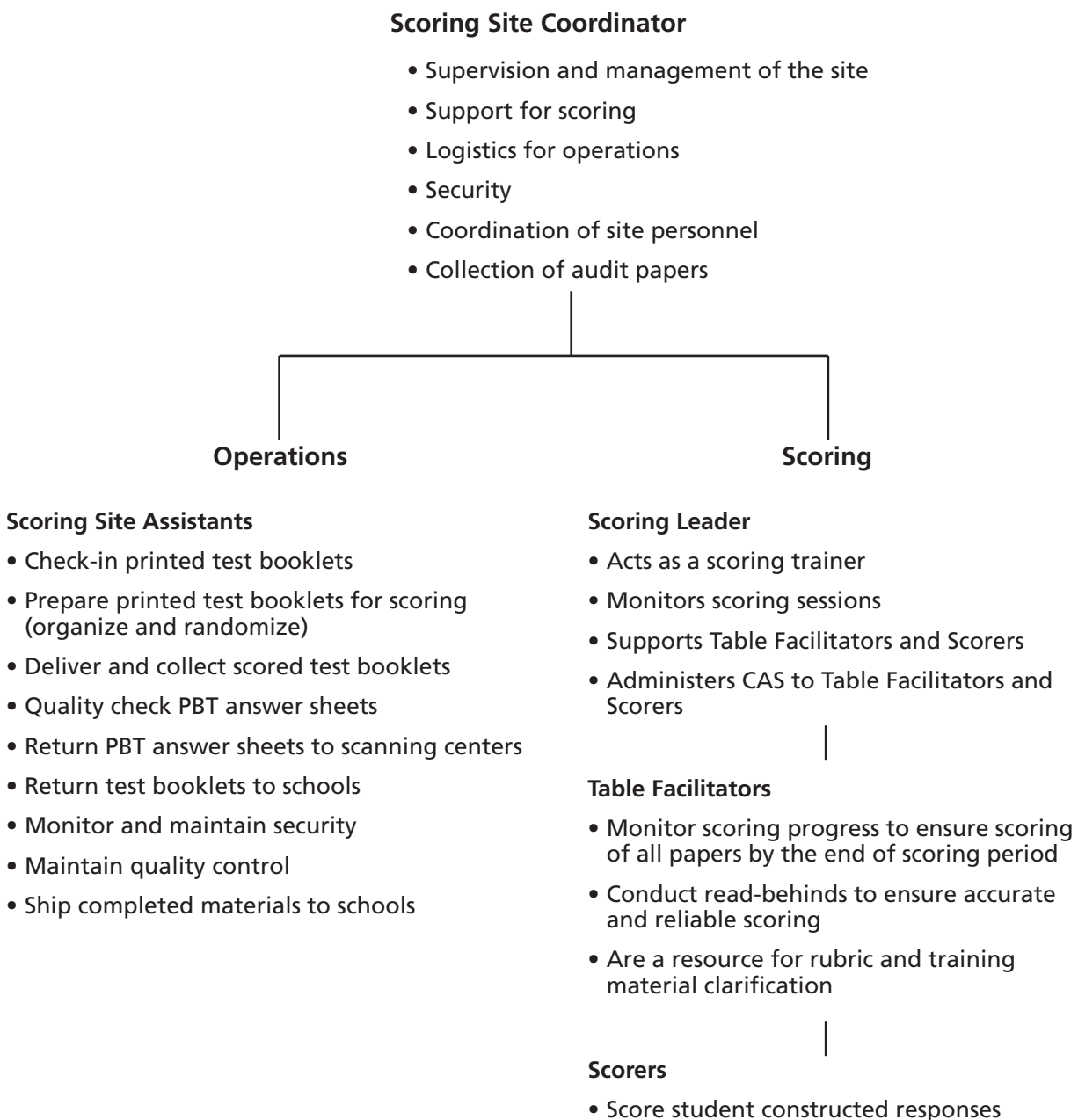
Scoring materials will be provided to schools on two CDs, one for English language arts and one for mathematics, that contain scoring materials in PDF. It is the school's responsibility to print all scoring materials needed for training and scoring of the Grades 3–8 English Language Arts and Mathematics Tests from the CDs. The CDs must be kept secure until the scoring period has concluded.

Adherence to Scoring Protocol

To maximize standardization of the scoring process, a Scoring Operations Certificate is included in Appendix B. Persons responsible for overall scoring operations are required to sign this certificate, which states that each of the scoring procedures listed were “fully and faithfully implemented.” Schools must retain this certificate in their files for one year.

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

PBT Scoring Site Organization



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

Scoring Site Personnel and Duties

Leadership Team

The leadership team for each site consists of a Scoring Site Coordinator, Scoring Site Assistants (PBT only), Scoring Leaders, and Table Facilitators. The leadership team will be responsible for training the Scorers in the scoring process and calibrating the Scorers' responses during the scoring process. Training must be conducted prior to the start of scoring, so that when scoring starts, Scorers are qualified and ready. The remainder of the scoring session(s) is spent reading "live" papers and conducting read-behinds as a check of Scorer accuracy. The training is ongoing, as necessary, as the Table Facilitators monitor Scorers' work to ensure that they are scoring consistently.

Scoring Site Coordinators

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

- supervise all activities related to the scoring facility;
- manage activities related to the scoring session; 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 PBT Scorer Assignment List (Appendix D) for PBT scoring and record Scorer attendance using the Sign-In Log Template (Appendix E);
- provide pre-printed name tags, table tents, and attendance records for all scoring staff members;
- respond to Scoring Leader or Scorer requests about facilities or logistics;
- provide logistical assistance to scoring trainers;
- be available on-site during the entire scoring session(s) to handle site logistics, including security, registration, Scorer needs, etc.;
- coordinate delivery of test materials from schools to scoring sites for PBT scoring;
- verify that the printed test booklets 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 (printed test booklets and answer sheets);
- select candidates who can serve as Scoring Site Assistants for PBT scoring;
- arrange shipment of completed PBT answer sheets from scoring site to scanning centers and scored printed test booklets back to schools; and
- use the PBT Secure Materials Tracking Log (Appendix J) to record the movements of secure test materials between locations.

For PBT scoring, the Scoring Site Coordinator will train Scoring Site Assistants in the following areas:

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

Scoring Site Assistants for PBT Scoring

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

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

Scoring Leaders

The main focus of the Scoring Leader is to monitor the scoring of student responses and provide support for the Table Facilitators 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:

- after operational testing is completed and before scoring begins, reviewing the Scorer-trainer PDF files that were shipped on CDs from NYSED;
- training the Table Facilitators and Scorers;
- ensuring that Table Facilitators and Scorers meet scoring standards by performing read-behinds;

- demonstrating the correct method of marking scores on the PBT answer sheets or in the ScorePoint system;
- monitoring the scoring session; and
- providing support for the Table Facilitators and Scorers during scoring.

Table Facilitators

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

One of the primary tasks of the Table Facilitator is to monitor the time the Scorers spend reading each student paper. If Scorers read too quickly, they may miss key information and incorrectly score a student response. To ensure efficiency, accuracy, and consistency in the scoring process, the Table Facilitator will randomly select and score a few of each Scorer's scored responses. This read-behind process allows the Table Facilitator to provide guidance during scoring by reinforcing the appropriate part of the rubric.

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

- serve as the table's primary resource for information on scoring rubrics and methods; if unsure of a score point, the Table Facilitator will consult with the Scoring Leader for further clarification;
- maintain a quiet atmosphere at the table by keeping talking and other distractions at a minimum;
- perform read-behinds and record the results, number performed, and whether the Table Facilitator agreed with the assigned score (see the PBT Table Facilitators' Record of Read-Behinds, Appendix F). If the Table Facilitator did not agree with the assigned score, note the score point difference between the two scores;
- help Scorers reach and maintain suggested reading rates; and
- discuss rubrics and guide papers with Scorers as necessary to maintain accuracy.

Read-Behinds

As sets of test booklets are finished being scored, they should be placed in the "completed" box so that the Table Facilitator can conduct read-behinds. Read-behinds are scored sets of test booklets that are read again as a check of Scorer accuracy and consistency.

The Table Facilitators conduct read-behinds on completed test booklets. Approximately 12 sets of test booklets per hour (that is, two sets per Scorer) are read by the Table Facilitator.

A Table Facilitator should not question a score if a response is a "fence-sitter" paper (i.e., a paper for which either of two contiguous scores could be justified). However, if the Table Facilitator believes that a particular paper's score is not in alignment with the rubrics or that an errant pattern of scoring has developed (i.e., scores are continually out of alignment with the rubrics), the Table Facilitator should not change the score, but should discuss the response(s) in question with the Scorer so that the Scorer is able to correct any scoring errors and return to accurate and consistent scoring.

If a problem persists, the Table Facilitator should bring the situation to the attention of the Scoring Site Coordinator.

Scorers

Scorers are teachers or other qualified school educators, representing Grades 3–8, who have been designated by school principals. Scorers are assigned to an individual scoring site. A list of the designated Scorers from each participating school will be available prior to the scoring session. Scorers must be qualified to score and must not score their own students' responses. When scoring with ScorePoint, the responses written by students from each Scorer's home school will not be distributed to that Scorer. Scorers are required to:

- review the scoring PDF files, prior to actual scoring, but after operational testing is completed and makeup testing begins for the grades and questions they will be scoring;
- attend the entire training session for the questions they will be scoring;
- score accurately;
- complete a sufficient number of student responses to finish scoring within the allotted time frame; and
- maintain student confidentiality and objectivity while scoring.

General Requirements for Scoring Committee Member

- experience with scoring constructed-response questions, including use of rubrics;
- experience using holistic rubrics;
- content area expertise;
- one or more years of teaching the specified or adjacent grade levels;
- experience teaching in the elementary grades (for Grades 3–6 tests) or in the subject area (for Grades 5–8 tests); and
- familiarity with the v202 Grades 3–8 Rubric and Scoring Training materials.

Retired teachers and active or retired school administrators, as well as certified teachers who are currently working as teacher assistants, may score the short- and extended-response questions if they:

- have taught in the elementary grades (for Grades 3–6 tests) or in the subject area (for Grades 5–8 tests), and
- have familiarity with the v202 Grades 3–8 Rubric and Scoring Training materials.

If a district, charter school, religious school, or independent school chooses to contract with a private contractor to score these tests, it is the responsibility of the district, charter school, religious school, or independent school to ensure that all individuals who will be scoring for the private contractor have also met these criteria. District, charter, religious, or independent school administrators considering the use of special education teachers to score these tests should refer to **Guidelines for Including Special Education Teachers in Scoring Committees** located in **Appendix C** of this manual.

Note: When training on scoring the tests takes place, scoring materials are secure, and may only be shared with those who will be engaged in actually scoring student responses. Anyone who will not be scoring tests may not participate in the scoring training.

Scoring Site Layout and Resources

General Facility Requirements

Factors to consider when selecting a scoring site:

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

All printed test booklets, ScorePoint login credentials, and Training Sets must be regarded as secure and confidential materials. These materials should not be left unattended during breaks or lunch, and should be kept in a safe or vault after work hours. (See additional information on page 28, Scoring Site Security.)

Space Requirements

Scoring Rooms

The scoring rooms must comfortably accommodate the required number of Scorers. The square footage should allow for space to accommodate necessary tables, allowing Scoring Site Assistants to circulate without disturbing the Scorers. Scorers need to work at large tables with comfortable chairs. As a rough estimate, about 550 square feet of space for every 10 scoring personnel is recommended.

Break Area

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

PBT Materials Room

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

General Scoring Room Setup

- a separate table in the front of the room for each Scoring Leader;
- an additional table for Scorer check-in and supplies;
- one table for the Scoring Site Assistant's quality control station;
- adequate workspace on tables; each Scorer should be comfortable and have sufficient space to accommodate test booklets and other scoring materials to their right and left; and
- comfortable chairs for Scorers—they may be sitting for six or more hours each day.

For CBT scoring, please refer to the *ScorePoint Manual* for information regarding technical requirements.

Ancillary Materials for the Scoring Site Coordinator

Templates and samples provided by NYSED:

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

PBT Items provided by schools:

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

Preparation for Training

Training Materials

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

Scoring Leader Handbook

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

Training Set

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

Whenever introducing material in the Training Set, inform the Scorers which page is being read aloud so that they can read along silently. To ensure Scorers are viewing the correct page during training, the Scoring Leader should identify the pages for the Scorers by referring to the identification information above the student response (e.g., Guide Paper 1, CAS 1, etc.) along with the question number. Having the Scorers simultaneously hear and see the information will not only help keep the group together but also will help them internalize the criteria. Read aloud the holistic rubrics, the scoring policies, guide papers, and all annotations. Using the rubrics, carefully explain each guide paper. In particular, explain that a score of zero is assigned to the lowest performance level holistically and that, on each scale, the highest score point is reserved for the best performance level. Explain and read the annotations for each guide paper for the question being discussed. The Training Set is formatted to progress from the highest score to the lowest score for each question. Answer any questions about the guide papers and move on to the next question. Encourage the Scorers to take notes on their materials during training. Emphasize that these materials are theirs to use during the scoring session only and they will be securely destroyed after all scoring is completed.

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

For mathematics, proceed through the Training Set question by question for a given grade. For each question, begin by explaining the Exemplary Response. Make sure that the Scorers understand the question and what is expected for a successful response. It is important to emphasize that the Exemplary

Response and the responses that received full credit shown in the guide papers are not necessarily the only correct responses for that question. Explain that for each question there can be several possible approaches and a successful response may look different from the example given. Scorers must realize that more than 200,000 students have responded to these test questions, and some of those students may have produced appropriate mathematical responses that differ considerably from those included in the training materials.

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

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

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

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

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

Crossed out responses: For both English language arts and mathematics, if the student provides one legible response (and one response only), the Scorer should score the response, even if it has been crossed out. If the student has written more than one response but has crossed some out, the Scorer should only score the response that has **not** been crossed out.

Practice Set

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

For both English language arts and mathematics, tell the Scorers there are five required student responses for each question type in each Practice Set. Unlike the Training Set, in which the guide papers are arranged from high to low score points, these responses are placed in random order.

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

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

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

Tell the Scorers not to worry if they incorrectly scored several of the samples. This is a Practice Set that will introduce them to a variety of responses, some of which are different in approach from the Training Set's guide papers. Much can be learned from incorrectly scoring responses because the Scorer will tend to try harder to understand the scoring rationale of those particular responses. Remind the Scorers that the goal is to understand why each sample received the score it did and that it is more productive to focus on why a paper is scored as it is rather than to argue why it should receive a score that is different from the one assigned.

Despite thorough preparation, a Scorer might ask a question for which the Scoring Leader does not know the answer. Please feel comfortable saying, "I don't know, but I will find out," and move the training forward. The Scoring Leader may call the Questar Scoring Helpline Monday–Friday at 888-382-4246 between 7:30 a.m. and 4:30 p.m. (ET) during the scoring dates.

Another type of question the Scoring Leader should be prepared for concerns hypothetical student responses. Scorers may ask, "What if the student had done this?" or "What if the student had not done that?" It is recommended that you tell your Scorers that you would prefer to talk only about actual student responses rather than hypothetical ones because talking about responses that do not really exist can cause unnecessary confusion. It is best to use actual responses that represent the situation in order to

make scoring judgments. In other words, while discussing a scoring decision it is safer to limit conversation to the written responses that all Scorers can see.

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

Consistency Assurance Set

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

It is the responsibility of the Scoring Leader to establish the best way to administer the CAS for their group. The following is an example of one way the CAS may be administered: distribute a set and score sheet to each Scorer, and be sure that every Scorer writes their name on the score sheet. As Scorers complete their sets, collect their score sheets. Consider dismissing Scorers to the break area as they complete their sets in order to maintain a quiet environment for the remaining Scorers to complete their work and for you to review the completed sets. Depending on the number of Scorers at your training session, help from the Table Facilitators may be needed in distributing, collecting, and reviewing the Scorers' Consistency Assurance rounds.

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

PBT Student Answer Sheets

A variety of PBT answer sheets are being used by different scan centers. Before training Scorers, find out from the site coordinator what the answer sheet for your site looks like so you can instruct your Scorers on how to fill it out properly. Give each Scorer a student test booklet that has not been scored, and take the group through the steps of scoring a test booklet. A blank test booklet and student answer sheet will be required for demonstration purposes. Show Scorers where to record their scores. To ensure that the correct answer sheet is used for a particular test booklet, show Scorers how to compare the student's name on the test booklet with the name on the answer sheet. Emphasize that Scorers must darken the corresponding circles.

Make sure to:

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

Scores should be written only on the answer sheets; except for the Scorer number on the cover, Scorers should never write in the test booklets.

Explain the care and handling of answer sheets (i.e., do not fold, wrinkle, or make any stray marks). Details about the quality control of answer sheets can be found in the *v202 School Administrator's Manual* (<http://www.p12.nysed.gov/assessment/manuals>). Emphasize that these answer sheets will be machine scored, so care must be taken to avoid any stray marks.

Additional Responses

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

Scoring Materials

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

Additionally, Scoring Site Coordinators and Scoring Leaders may call the Questar Scoring Helpline Monday–Friday at 888-382-4246 between 7:30 a.m. and 4:30 p.m. (ET) with questions pertaining to training or scoring during the scoring periods.

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

Rehearsing your delivery prior to the training day will be helpful. Practice reading aloud the rubrics, scoring policies, and annotations, then practice using them and the handwritten notes you have added after reviewing the training file(s). Remember that you want your presentation to be fresh and interesting rather than just a mechanical reading of notes. A thorough understanding of, and familiarity with, the training materials will prepare you to “think on your feet” and successfully answer any questions that may arise during Scorer training.

Training Logistics

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

- develop the site's schedule and plan for scoring the student responses;
- make sure that the scoring/training area is ready and secure;
- ensure that all necessary materials are on hand and that they are counted; and
- discuss any other logistical issues.

Scorer training may begin after operational testing is completed and make-up testing has begun. In order to ensure that tests are scored reliably, it is essential that Scorers receive Scorer training every time they serve on a committee to score a State test.

There could be a variety of training schedules depending on the overall experience of the scoring committee(s). If your Scorers have not been previously trained, more training time will be needed on the scoring day to ensure accurate and reliable scores. For efficiency, it is recommended that Scorers be trained on only part of the test: some on the first third of the test questions, some on the second, and some on the third, or another grouping determined by the Scoring Leader and the rest of the site's leadership team. All of these variables will affect the length of the training time. The tables on the following page provide a suggested assignment of each Scorer to specific constructed-response questions by grade level and question numbers.

For CBT Scoring, it is recommended that each Scorer be trained to score only one question at a time, and that the actual scoring of "live" student responses for that question be completed before the Scorer is trained to score the next question.

Note: Scorer versions of the Training, Practice, and Consistency Assurance Sets will contain only the training materials for the questions of their respective group noted in the following tables: A, B, or C. All Scoring Leader documents will include training materials for all questions or groups in their respective grade level: A, B, and C. Scorer documents will retain the paper identification (CAS 3, PS 10, etc.) and page numbering conventions from the corresponding Scoring Leader training materials. Since Scorer documents may start with higher page numbers or have gaps in the sequential numbering of pages, please review how the Scorer documents relate to the Scoring Leader materials.

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

Grade	Scoring Group	Suggested Question Grouping (Student Session 2 Booklet)	Question Types	Estimated Scoring Time Paper Tests Rate/Student	Estimated Scoring Time Computer Tests Rate/Student	Estimated Training Time Required
3	A	19, 20	2 SR	2.2 min/student	1.1 min/student	1.3 hours
	B	21, 22, 23	3 SR	3.2 min/student	1.6 min/student	2.0 hours
	C	24, 25	1 SR, 1 ER	3.3 min/student	1.9 min/student	2.3 hours
4	A	19, 20, 21	3 SR	2.9 min/student	1.5 min/student	2.0 hours
	B	22, 23	2 SR	2.5 min/student	1.3 min/student	1.4 hours
	C	24, 25	1 SR, 1 ER	3.8 min/student	2.2 min/student	2.3 hours
5	A	29, 30, 31	3 SR	3.2 min/student	1.6 min/student	2.0 hours
	B	32, 33	2 SR	2.2 min/student	1.1 min/student	1.3 hours
	C	34, 35	1 SR, 1 ER	3.4 min/student	2.0 min/student	2.3 hours
6	A	29, 30, 31	3 SR	5.0 min/student	2.6 min/student	2.0 hours
	B	32, 33	2 SR	3.2 min/student	1.6 min/student	1.4 hours
	C	34, 35	1 SR, 1 ER	4.0 min/student	3.2 min/student	2.3 hours
7	A	29, 30, 31	3 SR	4.9 min/student	2.6 min/student	2.0 hours
	B	32, 33	2 SR	3.4 min/student	1.8 min/student	1.4 hours
	C	34, 35, 36	2 SR, 1 ER	4.6 min/student	2.5 min/student	3.0 hours
8	A	29, 30, 31	3 SR	4.2 min/student	2.1 min/student	2.0 hours
	B	32, 33	2 SR	3.8 min/student	2.2 min/student	1.3 hours
	C	34, 35, 36	2 SR, 1 ER	5.3 min/student	2.9 min/student	3.0 hours

SR—short-response question (2 points)

ER—extended-response question (4 points)

Recommended Assignment of Test Questions to Scorers for Mathematics Tests

Grade	Scoring Group	Suggested Question Grouping (Student Session 2 Booklet)	Question Types	Estimated Scoring Time Paper Tests Rate/Student	Estimated Scoring Time Computer Tests Rate/Student	Estimated Training Time Required
3	A	28, 31, 34	2 SR, 1 ER	1.8 min/student	0.9 min/student	3.0 hours
	B	30, 32	2 SR	2.0 min/student	1.0 min/student	1.4 hours
	C	29, 33	2 SR	1.9 min/student	1.0 min/student	1.4 hours
4	A	32, 33, 37	3 SR	2.6 min/student	1.3 min/student	1.9 hours
	B	34, 36	2 SR	2.1 min/student	1.1 min/student	1.3 hours
	C	35, 38	1 SR, 1 ER	2.3 min/student	1.2 min/student	1.5 hours
5	A	33, 34	2 SR	2.2 min/student	1.1 min/student	2.0 hours
	B	32, 35, 36	3 SR	2.1 min/student	1.0 min/student	2.0 hours
	C	37, 38	1 SR, 1 ER	1.8 min/student	0.9 min/student	1.7 hours
6	A	32, 34, 35	3 SR	3.1 min/student	1.6 min/student	2.0 hours
	B	33, 36, 37	3 SR	3.0 min/student	1.5 min/student	2.0 hours
	C	38, 39	1 SR, 1 ER	3.1 min/student	1.6 min/student	2.3 hours
7	A	34, 36, 39	3 SR	2.9 min/student	1.5 min/student	2.0 hours
	B	37, 38, 40	3 SR	2.9 min/student	1.4 min/student	2.0 hours
	C	35, 41	1 SR, 1 ER	2.7 min/student	1.4 min/student	1.7 hours
8	A	35, 36	2 SR	3.2 min/student	1.7 min/student	2.4 hours
	B	34, 38, 39	3 SR	3.5 min/student	1.8 min/student	2.4 hours
	C	37, 40, 41	2 SR, 1 ER	3.3 min/student	1.7 min/student	2.5 hours

SR—short-response question (2 points)

ER—extended-response question (3 points)

For more information on approximate read times for scoring English language arts questions, see Appendix O; for more information on approximate read times for scoring mathematics questions, see Appendix P. The following schedules and training procedures are based on the assumption that Scorers have had prior training using the holistic rubrics and guide papers. If the Scorers have not had prior training using the holistic rubrics and guide papers, provide additional time for training.

Suggested Training Schedules

English Language Arts, All Grades—Required* Responses Only

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

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

Mathematics, All Grades—Required* Responses Only

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

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

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

Prior to 8:30 a.m., the Scoring Leader should distribute materials to the tables or desks where the Scorers will be sitting. Each Scorer should have sharpened No. 2 pencils, pens, colored flags, erasers, etc. (provided by the site coordinator).

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

Suggested Training Agenda

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

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

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

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

Training for Scoring

Scoring Leader Training

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

Scorer Training

Scorers, including Table Facilitators, receive training on the rubric(s) for English language arts or mathematics before scoring student responses. Using the Training Set(s) and Practice Set(s), they become familiar with the rubrics, evaluate and discuss guide papers, and practice by scoring and discussing sets of training papers. At the end of training, Scorers must meet current scoring standards.

PBT Responses That Should Be Flagged

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

For CBT scoring, please refer to the *ScorePoint Manual* for information regarding flagging responses in ScorePoint.

Sensitive Responses: If a Scorer reads a student response that reveals a sensitive issue, they should share this response with the Table Facilitator and the Scoring Site Coordinator. The reporting protocol set forth for Mandated Reporters must also be followed. A sensitive response would include:

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

The Scorer should score the response according to the training sets and then flag the response by writing “sensitive paper” on a colored flag. The Scorer should then signal the Table Facilitator or the site assistant, who should be instructed to immediately bring such responses to the Scoring Leader’s attention. If tests are being scored districtwide or regionally, you, as the Scoring Leader, should alert the site coordinator, who will contact the student’s principal. If tests are being scored locally, you should notify the school

principal of any sensitive responses. Sensitive responses must be returned to the school when scoring is complete.

Scoring Unusual Responses: There may be responses that the Scorer is unsure about. For example, guide papers in the Training Set do not help the Scorer to make a scoring decision about a particular response. As Scoring Leader, you should make a decision, fill in the score, and return the test booklet to its appropriate box. If you have questions regarding unusual responses, call the Questar Scoring Helpline Monday–Friday at 888-382-4246 between 7:30 a.m. and 4:30 p.m. (ET) during the scoring dates.

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

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

Scoring Model Codes

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

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

*This model is not permitted for CBT scoring unless it includes staff from at least three schools.

Regardless of the scoring model being used, a minimum of three Scorers is necessary to score each student’s test. However, to comply with a State requirement, none of the Scorers assigned to score a student’s test responses may be that student’s teacher (refer to “Randomizing and Building PBT Booklet Folders/Boxes” on pages 31–32 for further details). In order to maximize the number of teachers scoring test booklets from any one teacher’s class or any one school, it is necessary that test booklets be randomized prior to assignment to Scorers. The steps for randomizing are described on pages 31–32.

Preparation for Scoring

Optional Pre-Scoring Meeting

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

The pre-scoring meeting can be scheduled any time prior to the beginning of the scoring session. The Scoring Site Coordinator and Scoring Leader(s) should introduce themselves, discuss facilities, and make processing plans.

Correspondence with Scorers

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

- to commit to the entire scoring period
- to arrive at a specified time
- to inform the Scoring Site Coordinator of special needs (food, wheelchair access, etc.)
- the emergency phone number at the scoring site
- the availability of parking
- the backup scoring plan (see Backup Scoring Plan on the following page)

Assigning Scorer Numbers and Questions to PBT Scoring Committee Members

Each PBT scoring committee must be assigned a number. This number is a way of identifying scoring committees in order to provide feedback when conducting read-behinds. Records of the names of scoring committee members and the questions assigned to them should be retained in the school for one year. The answer sheet has a place for teachers to record their scoring committee number.

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

For CBT scoring, please refer to the *ScorePoint Manual* for information regarding Scorer assignments.

Assigning Scorers to Scoring Tables

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

- if possible, assign an equal proportion of experienced and inexperienced Scorers to each table. Some regions may have difficulty in recruiting experienced Scorers, but it is recommended that at least one experienced person be assigned to each table;
- assign people from the same school/district to different tables. Part of the staff development activity is the opportunity for school and cross-district sharing. Mixing people from different schools or districts at a table fosters this sharing; and
- attempt to have diversity (ethnic and gender) at each table.

Backup Scoring Plan

Each scoring site has a projected number of student responses 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 (e.g., illness, weather conditions, etc.). Backup Scorers may be drawn from the pool of assigned Scorers.

Scoring Site Setup

Tables and chairs should be set up prior to the arrival of the Scoring Leader(s) and Scorers on the scoring day(s). During the optional pre-scoring meeting, table numbers, Scorer numbers, Training Sets, and supplies (pencils, erasers, and colored flags) need to be placed on the tables and at each Scorer's location. Two plastic cups per table are suggested for holding sharpened pencils versus pencils that need to be resharpened.

Opening Remarks

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

- importance of signing the attendance sheet and confidentiality agreement (Appendix A)
- wearing of name tags each day
- NO food/drinks in the scoring room or at the tables, except hard candy
- parking arrangements at the site
- location of restrooms
- restricting cell phone usage
- backup scoring plan
- emergency evacuation procedure

Scoring

Once you, as the Scoring Leader, have covered the Training Sets, Practice Sets, Consistency Assurance Sets, paper flow/booklet logistics, and other topics discussed in this handbook, the Scorers may begin scoring.

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

During scoring, the Scoring Leader or Table Facilitator will “read behind” the Scorers as a quality check for scoring accuracy. The Scoring Leader and Table Facilitators “read behind” the Scorers, reviewing a random sample of the scores assigned by each of them to ensure accuracy (see the PBT Table Facilitators’ Tally Sheet for Read-Behinds, Appendix G). Scoring Leaders “read behind” Table Facilitators to confirm the scoring accuracy of the Table Facilitator. Table Facilitators and Scoring Leaders use the “read behind” information to locate problems and direct ongoing training for Scorers as necessary. In general, Table Facilitators:

- begin reading behind shortly after scoring begins;
- read behind a sample of each Scorer’s work;
- pay particular attention to those Scorers who seemed unsure during training, and read a higher percentage of their work; and
- identify scoring trends or group-wide issues.

Table Facilitators or Scoring Leaders must alert the Scorers about the nature of any identified scoring misconceptions in order to avoid repetition of the error.

The Scoring Site Coordinator will train the Site Assistants in the logistics of transferring printed test booklets from room to room. The site assistants will also be responsible for checking all PBT answer sheets to make sure they are complete and accurate.

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

Scoring Site Security

Stringent security measures are required at all scoring sites. All site personnel must regard the test questions, printed test booklets, PBT answer sheets, student responses, CBT ScorePoint login credentials, and scoring materials as absolutely secure materials. The Scoring Site Coordinator is responsible for maintaining the security of all test materials throughout the scoring process. All test materials are secure during and after the scoring process throughout the State. Therefore, it is imperative that the Scoring Site Coordinator communicate and enforce all security policies.

NOTE: No one is permitted, for any reason, to remove any printed test booklets, PBT answer sheets, ScorePoint login credentials, or scoring materials from the scoring site without authorization from the Scoring Site Coordinator.

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

Room Security

While scoring is in progress, all printed test booklets, PBT answer sheets, CBT ScorePoint login credentials, and scoring materials must be regarded as secure and confidential. These materials should not be left unattended at any time, and should be kept in a safe or vault after work hours. Arrange staffing so that all scoring rooms are occupied by a responsible person at all times.

Materials Room Security

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

Confidentiality

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

CBT Scoring Security Recommendations

Given the wide variety of devices in the market and their overlapping feature sets, this section does not provide specific device level settings for each possible solution. Since most of these devices can perform the same basic functions, the following recommendations will help you, as the Scoring Leader, configure your network, devices, and scoring centers to ensure the security of the scoring environment in collaboration with the consortium's local IT. The following are strong recommendations for the security of confidential and absolutely secure materials, both physical and technological in nature, specific to CBT scoring:

- Scoring consortiums should work with local IT staff ahead of scoring to ensure a secure scoring environment.
- ScorePoint login credentials should not be left unattended, and should be kept in a safe or vault after work hours.
- Personal devices with image capture or photographic capabilities (such as tablets, smartphones, and cameras) should not be allowed.
- USB sticks, flash drives, or other devices that could be used to transport data electronically should not be allowed.
- The ScorePoint URL (<https://ny-scorepoint.questarai.com/scorepoint>) should be whitelisted and access to any other website should not be allowed.
- If using Chromebooks, Scoring Leaders should work with local IT staff ahead of time to ensure printing (for roles that include printing support from ScorePoint) is properly and securely configured.
- The scoring room should be actively monitored at all times by Scoring Leaders to ensure adherence to security policies and best practices.
- Devices should always be locked with passwords when scoring personnel step away from their workstations and should never be left unlocked and unattended.

For all other security standards required by a scoring site, see the section titled “Scoring Site Security” on the previous page of this *Scoring Leader Handbook*.

PBT Operations/Logistics

Overview

The overall scoring operations involve the following steps:

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

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

- Classroom Roster (see sample, Appendix K)
- School/Group List (top of Box 1) (see sample, Appendix L)
- packing list
- test booklets
- answer sheets (inserted in the nested test booklets)

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

- PBT Scorer Assignment List (Appendix D)
- Sign-In Log Template (Appendix E)
- PBT Table Facilitators' Record of Read-Behinds (Appendix F)
- PBT Table Facilitators' Tally Sheet for Read-Behinds (Appendix G)
- PBT Box Label Template (Appendix H)
- PBT Return to Scorer Template (Appendix I)
- PBT Check-In Log Template (Appendix M)
- PBT Folder Label Template (Appendix N)

Checking In PBT Materials from Schools

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

1. Make sure that test booklets have been received from each school (if scoring districtwide) or from each class (if scoring schoolwide). Verify that the test booklet count written on the classroom roster matches the number of booklets received from the class.
2. If the test booklet counts do not match, do not continue. The classroom roster can be used to determine which students' test booklets are missing. Contact the school administrator to locate the missing booklets.
3. Continue verifying the number of test booklets from each class, retaining the class stacks on the work table. When every test booklet from each class is accounted for, the randomizing process can begin.
4. File a copy of the classroom rosters for reference.
5. Stack test booklets by school (if scoring districtwide) or by class (if scoring schoolwide) for randomizing.

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

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

Randomizing and Building PBT Booklet Folders/Boxes

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

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

1. If tests for more than one grade level are being scored at the same scoring site, separate the test booklets 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 booklets for only one grade exclusively at a time, select multiple districts, schools, or classes with approximately equal numbers of test booklets 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 test booklet or a set of test booklets from the first box for each district, school, or class, and then immediately repeat this procedure. Place these sets of test booklets for five to ten students in the scoring folder or box.
4. Continue randomly pulling sets of test booklets from each district's, school's, or class's box until all booklets 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 test booklets are placed in folders or boxes.
5. If using folders, place them in boxes. A box (12" × 8¾" × 5") can hold up to 60 test booklets or six to twelve folders, but it is suggested that you limit the number of test booklets or folders to a weight that is comfortable to lift.
6. Fill out a box label (see Appendix H). Write the school names and the number of test booklets 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 PBT Booklets for Scoring

All boxes will be routed to separate scoring areas depending on the content to be read.

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

Processing PBT Booklets During Scoring

The Scorer work tables 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 six Scorers positioned around the table. All folders containing sets of test booklets will be routed to the scoring committees.

The scoring session will proceed as follows.

1. Folders or boxes are placed in the "in-process" box on the scoring table.
2. Scorers will remove a few sets of test booklets, record their Scorer number, score their assigned questions, record their scores on the answer sheet, place the answer sheet inside the test

booklets, and the booklet inside the folder. Scorers will then pass the folder to the next teacher to score (in a round-robin fashion).

3. If there are any responses that are difficult to score, the Scorer should speak with the Table Facilitator or Scoring Leader.
4. If a Scorer reads a student response that reveals a sensitive issue, the Scorer should share this response with the Table Facilitator and the Scoring Site Coordinator. The reporting protocol set forth for Mandated Reporters must also be followed. A sensitive response includes an indication of abuse, neglect or maltreatment, suicidal tendencies, or other psychological problems.
5. If the Scoring Site Coordinator thinks that the student response warrants a formal report, the coordinator will notify the school principal and/or the school counselor, who will then determine whether a report should be filed. Papers with sensitive responses must be returned to the school when scoring is complete.
6. Folders or boxes of unscored test booklets are brought to the work table as needed.
7. When a Scorer has completed scoring the questions assigned to that Scorer within a test booklet, the answer sheet will be placed inside the test booklet and returned to the folder.
8. When all questions have been scored, place the folder in the “completed” box.

No Double Scoring

Once a set of PBT student test booklets has been completely scored one time, the PBT answer sheet should be reviewed to ensure that all questions have been scored, scores have been darkened appropriately, and that there are no stray marks. Preparations should then be made for returning the sets of PBT student test booklets either back to the school or to a specified location for auditing. Schools will be notified if they are to participate in the audit. Except for the read-behinds discussed previously, student test booklets should be scored only once (i.e., no double scoring).

When the teacher scoring committee completes the scoring process, test scores must be considered final and must be entered onto students’ answer sheets.

Principals and other administrative staff in a school or district do not have the authority to set aside the scores arrived at by the teacher scoring committee and rescore student test papers, or to change any scores assigned through the procedures described in this manual and in the scoring materials provided by NYSED. Any principal or administrator found to have done so, except in the circumstances described below, will be in violation of Department policy regarding the scoring of these tests. Teachers and administrators who violate Department policy with respect to scoring State tests may be subject to disciplinary action in accordance with Sections 3020 and 3020-a of Education Law, or to action against their certification pursuant to Part 83 of the Regulations of the Commissioner of Education.

If an administrator has substantial reason to believe that the teacher scoring committee has failed to accurately score student papers on any test, the administrator must first obtain permission in writing from NYSED before arranging for or permitting a rescoring of student papers. The written request to NYSED must come from the superintendent of a public school district or the chief administrative officer of a charter, religious, or independent school and must include the test title, date of administration, and number of students whose papers would be subject to such rescoring. This request must also include a statement explaining why the administrator believes that the teacher scoring committee failed to score appropriately and, thus, why the administrator believes rescoring the test papers is necessary. As part of

this submission, the school administrator must make clear their understanding that such extraordinary rescoring may be carried out only by a full committee of teachers constituted in accordance with the scoring guidelines presented above and fully utilizing the scoring materials for this test provided by NYSED.

NYSED occasionally finds it necessary to notify schools of a revision to the scoring guide for the test. Should this occur after the scoring committee has completed its work, the principal is authorized to have appropriate members of the scoring committee review students' responses only to the specific question(s) referenced in the notification and to adjust students' scores when appropriate. This is the only circumstance in which the school is not required to notify or obtain approval from NYSED to correct students' scores.

Quality-Checking PBT 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 test booklets and answer sheets are still in the scoring area. The task of quality-checking the test booklets should be assigned to a Scoring Site Assistant and not the student's teacher.

Steps for Quality-Checking the PBT Answer Sheets

1. Make sure the number of printed test booklets in the folder matches the total number written on the folder label (Appendix N).
2. Take the test booklets out of the folder. Open the first test booklets and inspect the answer sheets to be sure all fields have been filled in properly. Look for questions with missing answers or responses, lightly marked answers or responses, and double-marked answers or responses.
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 test booklets are returned to the schools.
4. If there are any answer sheets with missing information, a colored flag is placed in the folder, which is then put aside until all test booklets have been checked for errors.
5. The sets of test booklets and answer sheets are given to the appropriate Table Facilitator or Scoring Leader for corrections. After the corrections are made, return the test booklets and answer sheets to the quality control station.

Forwarding PBT Answer Sheets to Scanning Centers and Returning PBT Booklets to School Administrators

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

Steps for Returning PBT Materials to Schools and Scanning Centers

1. If scoring regionally or districtwide, sort the sets of test booklets into school groups.
2. Further sort the sets of test booklets into classes, using the classroom roster(s).
3. Count the sets of test booklets and verify the total counts against the total counts on the School/Group List.
4. Remove the test booklets from the folders and ensure that each set of test booklets remains together.
5. Remove the answer sheets from the test booklets and place them on top of a copy of the School/Group List and the classroom rosters, building a stack of answer sheets for the school.
6. Before placing the answer sheets on top of a copy of the School/Group List and the classroom rosters, please make sure you have verified that all student information (i.e., name, ID number, etc.) is complete.
7. If an answer sheet is soiled or mutilated in some manner, the school must transcribe all student information and test responses onto an unused answer sheet, which is then added to the stack. Two staff members, supervised by an administrator or principal, 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 booklets.**
10. Record the shipment of secure materials on the PBT Secure Materials Tracking Log (Appendix J).
11. Place the answer sheets into a box for mailing. Affix the address label for the appropriate scanning center. Return all answer sheets to the designated scanning center.
12. Return test booklets to each school.

Audit Scoring

NYSED conducts an annual audit of the scoring of the short- and extended-response questions. For each test, approximately five percent of schools that administer that test are selected for inclusion in the audit through a random sampling procedure. The principal of each selected school receives a letter from NYSED's contractor following the scoring period.

After PBT student answer sheets have been sent to the scanning centers, schools selected for the audit are to send all their completed constructed-response test booklets for the selected grade to the location specified on the letter. **Send completed PBT booklets only, not the student answer sheets.**

Accompanying the audit notification letter is a form to be completed by the principal and enclosed in each box of test booklets. PBT booklets are returned to the participating schools when the rescoring is completed. For CBT administrations, NYSED will work with Questar to provide the student responses for the audit.

Return of Scoring Ancillary Materials

The Scoring Site Coordinator will be responsible for returning all materials listed below to the schools. Call a secure package delivery company (such as FedEx, UPS, or DHL) to pick up the materials that day or the next day, or receive directions to the nearest drop-off location.

The following is a list of materials to be returned to the schools:

- Scoring Sign-in Log (with assigned Scorer numbers).
- Confidentiality Agreements: verify the completion of all the Confidentiality Agreements for each Scorer and Scoring Site Assistant.
- Training Materials Inventory Sheet: this is a log verifying the receipt of training materials.
- PBT Sensitive Papers.

Closing of Scoring Site

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

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

Scoring Support

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

- Scoring PDF files on CDs of grade- and content-specific manuals
 1. Scoring Leader materials (*Scoring Leader Handbook*, Training Sets, Practice Sets, and Consistency Assurance Sets)
 2. Scorer materials (Training Sets, Practice Sets, and Consistency Assurance Sets)
- The Questar Scoring Helpline Monday–Friday at 888-382-4246 will be available between 7:30 a.m. and 4:30 p.m. (ET) during the scoring period.

Each school can expect to receive the CDs with the scoring PDF files on April 20 for the English Language Arts Tests and on May 4 for the Mathematics Tests.

Questar

Scoring Helpline:

888-382-4246

v202 Scoring Window Dates:

English Language Arts: Friday, April 23–Wednesday, May 5

Mathematics: Friday, May 7–Thursday, May 20

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

Appendices

Appendix A: Exam Scoring Confidentiality Agreement

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

EXAM SCORING CONFIDENTIALITY AGREEMENT

☐ Grades 3–8 English Language Arts Tests

or

☐ Grades 3–8 Mathematics Tests

Scoring Site _____ Date(s) of Scoring _____

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

Secure Test Materials

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

By signing this agreement, I agree to maintain and honor the security and confidentiality of all secure test materials to which I am being given temporary access during the scoring activity and to abide by the following security restrictions:

1. I agree not to disclose any secure test materials, including test questions and answers, other than while participating in the scoring activity described above. In the event that the State Education Department publicly releases any secure test materials subject to this agreement, including test questions and answers, the provisions of this agreement shall no longer apply to those materials upon such release.
2. Upon completion of the work described above, I agree to return to the Scoring Site Coordinator all secure test materials provided to or prepared by me, including all copies thereof and all notes taken or otherwise prepared by me.
3. I understand that I may not retain any copies of any secure test materials, including scoring materials and any notes pertaining to their contents.
4. I agree that I will not use or discuss the content of secure test materials, including test questions and answers, in any classroom or other activities, prior to any public release of any such materials by the State Education Department as described in paragraph (1) herein.
5. I understand that teachers and administrators who engage in inappropriate conduct with respect to State assessments may be subject to disciplinary actions in accordance with Sections 3020 and 3020-a of Education Law and/or to action against their certification pursuant to Part 83 of the Regulations of the Commissioner of Education. I also understand that §225 of the Education Law makes fraud in exams a misdemeanor.

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

Signature: _____ Date: _____

School (Print): _____

Appendix B: Scoring Operations Certificate

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

SCORING OPERATIONS CERTIFICATE

☐ Spring 2021 Grades 3–8 English Language Arts Tests

or

☐ Spring 2021 Grades 3–8 Mathematics Tests

School Name: _____

District/BOCES Name: _____ Test Period _____ (Month/Year)

- | | |
|---|---|
| <input type="checkbox"/> Grade 3 English Language Arts Test | <input type="checkbox"/> Grade 3 Mathematics Test |
| <input type="checkbox"/> Grade 4 English Language Arts Test | <input type="checkbox"/> Grade 4 Mathematics Test |
| <input type="checkbox"/> Grade 5 English Language Arts Test | <input type="checkbox"/> Grade 5 Mathematics Test |
| <input type="checkbox"/> Grade 6 English Language Arts Test | <input type="checkbox"/> Grade 6 Mathematics Test |
| <input type="checkbox"/> Grade 7 English Language Arts Test | <input type="checkbox"/> Grade 7 Mathematics Test |
| <input type="checkbox"/> Grade 8 English Language Arts Test | <input type="checkbox"/> Grade 8 Mathematics Test |

I, the undersigned leader of the scoring operations, do hereby declare that each of the procedures listed below was fully and faithfully implemented:

1. The scoring committee for each grade level included a minimum of three Scorers.
2. Test questions were assigned to Scorers according to the criteria described in the *School Administrator's Manual*.
3. Scorers were trained using the procedures and materials described in the *Scoring Leader Handbook*.
4. Scorers were not permitted to rate their own students' responses.
5. Table Facilitators conducted read-behinds.
6. The paper-based answer sheets were subjected to a quality review as described in the *School Administrator's Manual*.
7. The paper-based answer sheets and test booklets were kept secure.
8. The scoring sessions were conducted during the dates specified by the Department.
9. All paper-based answer sheets were checked and accounted for before being submitted to the scanning center by the date specified.

Name: _____ Title: _____

Signature: _____ Date: ____/____/____

After completion, retain in school files for one year.

Appendix C: Guidelines for Including Special Education Teachers in Scoring Committees

Note: After review of their teacher certifications and present teaching assignments, school administrators may choose to include special education teachers with the following titles in the scoring committee.

Special Education Teaching Titles Awarded Prior to February 2, 2004

Certificate Titles Awarded Prior to February 2, 2004	May Score English Language Arts Tests and/or Mathematics Tests in these Grades	Additional Requirements
Special Education, Nursery, K–12	3–6 7–8	If highly qualified at the elementary level If highly qualified in English language arts and/or mathematics at the middle/secondary level
Deaf and Hard of Hearing	3–6 7–8	If highly qualified at the elementary level If highly qualified in English language arts and/or mathematics at the middle/secondary level
Blind and Visually Impaired	3–6 7–8	If highly qualified at the elementary level If highly qualified in English language arts and/or mathematics at the middle/secondary level
Speech and Language Disabilities	3–6	If highly qualified at the elementary level

Special Education Teaching Titles Awarded On or After February 2, 2004

Certificate Titles Awarded On or After February 2, 2004	May Score English Language Arts Tests and/ or Mathematics Tests in these Grades	Additional Requirements
Students with Disabilities Grades 1–6	3–6	—
Students with Disabilities Grades 5–9—Generalist	5–8	—
Students with Disabilities Grades 5–9—Content Specialist	5–6 7–8	Grades 7–8 if English language arts and/ or mathematics is the content specialization on certificate, or if highly qualified at middle/secondary level in English language arts and/or mathematics
Students with Disabilities Grades 7–12—Content Specialist	7–8	Only if English language arts and/or mathematics is the content specialization on certificate, or if highly qualified at middle/secondary level in English language arts and/or mathematics
Deaf and Hard of Hearing	3–6 7–8	Grades 7–8 if highly qualified at middle/ secondary level in English language arts and/or mathematics
Blind and Visually Impaired	3–6 7–8	Grades 7–8 if highly qualified at middle/ secondary level in English language arts and/or mathematics
Speech and Language Disabilities	3–6	If highly qualified at the elementary level

Appendix D: PBT Scorer Assignment List

Scoring Site: _____

New York State

☐ English Language Arts ☐ Mathematics

Scorer Assignment List for Grade ____

Scorer Name	Scoring Committee Number

Scorer Name	Scoring Committee Number

[illegible]

Appendix F: PBT Table Facilitators' Record of Read-Behinds

Subject _____ Grade _____ Question _____ Name _____

	Reader Score	Read-Behind Score		Reader Score	Read-Behind Score		Reader Score	Read-Behind Score
1			1			1		
2			2			2		
3			3			3		
	Reader Score	Read-Behind Score		Reader Score	Read-Behind Score		Reader Score	Read-Behind Score
1			1			1		
2			2			2		
3			3			3		
	Reader Score	Read-Behind Score		Reader Score	Read-Behind Score		Reader Score	Read-Behind Score
1			1			1		
2			2			2		
3			3			3		

Appendix G: PBT Table Facilitators' Tally Sheet for Read-Behinds

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

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

Appendix H: PBT Box Label Template

Box Label

New York State GRADE _____

CONTENT:

- | | |
|---|---|
| <input type="checkbox"/> English Language Arts
Session 2 Booklet | <input type="checkbox"/> Quality Checking |
| <input type="checkbox"/> Mathematics Session 2
Booklet | <input type="checkbox"/> Quality Checking |

BOX: _____ OF _____

of Stacks in the box: _____

School Name	# of booklets

Completion Date: _____ Checker Initials: _____

Appendix I: PBT Return to Scorer Template

New York State RETURN TO SCORER

GRADE: _____

BOX #: _____

CONTENT:

- ☐ **English Language Arts**
- ☐ **Mathematics**

SCORER #: _____

v202 Scoring Leader Handbook

Proctor's Name: _____ Room Number: _____
Grade: _____ Subject/Sessions: _____

A-11

Appendix K: Sample PBT Classroom Roster

SAMPLE

PBT CLASSROOM ROSTER

TEACHER NAME: _____

TOTAL: _____

SCHOOL NAME: _____

BEDS CODE: _____

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

Appendix L: PBT School/Group List

School/Group List

Spring 2021 Grades 3–8 English Language Arts Tests

or

Spring 2021 Grades 3–8 Mathematics Tests

School Name: _____

District Name: _____ Contact Name: _____

BEDS Code: _____ Phone Number: _____

[illegible]

Appendix M: PBT Check-In Log Template

New York State Testing Program Check-In Log

[illegible]

Appendix N: PBT 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 O: Approximate Read Times for Scoring English Language Arts

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

Average Read Times: English Language Arts				
Grade	2-Point Questions		4-Point Questions	
	Electronic	Pencil/Paper	Electronic	Pencil/Paper
3	0.54	1.08	1.37	2.17
4	0.61	1.21	1.28	2.08
5	0.55	1.10	1.32	2.12
6	0.88	1.67	2.13	2.93
7	0.81	1.56	1.18	1.98
8	0.86	1.62	1.15	1.95

Approximate Read Times for Each Question: English Language Arts Grades 3 and 4					
Question	Points	Grade 3		Grade 4	
		Electronic	Pencil/Paper	Electronic	Pencil/Paper
Session 2					
Q. 19	2	0.62	1.24	0.45	0.90
Q. 20	2	0.47	0.94	0.45	0.90
Q. 21	2	0.68	1.36	0.57	1.14
Q. 22	2	0.50	1.00	0.62	1.24
Q. 23	2	0.43	0.86	0.65	1.30
Q. 24	2	0.55	1.10	0.95	1.75
Q. 25	4	1.37	2.17	1.28	2.08

Approximate Read Times for Each Question: English Language Arts Grades 5 and 6					
Question	Points	Grade 5		Grade 6	
		Electronic	Pencil/Paper	Electronic	Pencil/Paper
Session 2					
Q. 29	2	0.62	1.24	0.97	1.77
Q. 30	2	0.48	0.96	0.80	1.60
Q. 31	2	0.48	0.96	0.83	1.63
Q. 32	2	0.60	1.20	0.83	1.63
Q. 33	2	0.48	0.96	0.78	1.56
Q. 34	2	0.63	1.26	1.03	1.83
Q. 35	4	1.32	2.12	2.13	2.93

Approximate Read Times for Each Question: English Language Arts Grades 7 and 8					
Question	Points	Grade 7		Grade 8	
		Electronic	Pencil/Paper	Electronic	Pencil/Paper
Session 2					
Q. 29	2	1.08	1.88	0.85	1.65
Q. 30	2	0.80	1.60	0.62	1.24
Q. 31	2	0.73	1.46	0.65	1.30
Q. 32	2	0.95	1.75	1.02	1.82
Q. 33	2	0.80	1.60	1.13	1.93
Q. 34	2	0.58	1.16	0.82	1.62
Q. 35	2	0.75	1.50	0.97	1.77
Q. 36	4	1.18	1.98	1.15	1.95

Appendix P: Approximate Read Times for Scoring Mathematics

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

Average Read Times: Mathematics									
Grade	2-Point Questions		3-Point Questions		Grade	2-Point Questions		3-Point Questions	
	Electronic	Pencil/Paper	Electronic	Pencil/Paper		Electronic	Pencil/Paper	Electronic	Pencil/Paper
3	0.44	0.88	0.18	0.36	6	0.54	1.08	0.86	1.66
4	0.49	0.99	0.55	1.10	7	0.51	1.02	0.68	1.36
5	0.46	0.92	0.32	0.61	8	0.63	1.23	0.70	1.40

Approximate Read Times for Each Question: Mathematics Grade 3			
Question	Grade 3		
	Points	Electronic	Pencil/Paper
Q. 28	2	0.33	0.66
Q. 29	2	0.35	0.70
Q. 30	2	0.52	1.04
Q. 31	2	0.37	0.74
Q. 32	2	0.47	0.94
Q. 33	2	0.60	1.20
Q. 34	3	0.18	0.36

Approximate Read Times for Each Question: Mathematics Grades 4, 5, and 6									
Question	Grade 4			Grade 5			Grade 6		
	Points	Electronic	Pencil/Paper	Points	Electronic	Pencil/Paper	Points	Electronic	Pencil/Paper
Q. 32	2	0.45	0.90	2	0.25	0.50	2	0.62	1.24
Q. 33	2	0.42	0.84	2	0.60	1.20	2	0.45	0.90
Q. 34	2	0.55	1.10	2	0.52	1.04	2	0.65	1.30
Q. 35	2	0.60	1.20	2	0.52	1.04	2	0.29	0.58
Q. 36	2	0.52	1.04	2	0.27	0.54	2	0.60	1.20
Q. 37	2	0.42	0.84	2	0.60	1.20	2	0.46	0.92
Q. 38	3	0.55	1.10	3	0.32	0.64	2	0.70	1.40
Q. 39							3	0.86	1.66

Approximate Read Times for Each Question: Mathematics Grades 7 and 8						
Question	Grade 7			Grade 8		
	Points	Electronic	Pencil/Paper	Points	Electronic	Pencil/Paper
Q. 34	2	0.42	0.84	2	0.60	1.20
Q. 35	2	0.68	1.36	2	0.65	1.30
Q. 36	2	0.52	1.04	2	1.07	1.87
Q. 37	2	0.42	0.84	2	0.63	1.26
Q. 38	2	0.43	0.86	2	0.53	1.06
Q. 39	2	0.53	1.06	2	0.62	1.24
Q. 40	2	0.58	1.16	2	0.33	0.66
Q. 41	3	0.68	1.36	3	0.70	1.40

Appendix Q: CBT Scoring Site Organization

The following table shows the roles for the Paper Based Testing (PBT) scoring organization as they equate to Computer Based Testing (CBT) scoring roles in the ScorePoint application:

PBT Scoring Organization Role		CBT Scoring Role in ScorePoint
Scorer	=	Reader
Table Facilitator	=	Team Leader
Scoring Leader	=	Scoring Director
Scoring Site Coordinator	=	Scoring Director

The responsibilities for each of the CBT scoring roles in ScorePoint:

Reader

- Score student responses
- Identify and mark alerts while scoring responses for assigned items
- Mark responses identified as unable to score
- Identify and use non-score code when appropriate

Team Leader

- Distribute login tickets to Readers
- Release reserved responses
- Monitor progress of scoring for Readers and items assigned to their scoring group
- Perform “read-behinds” for Readers and items assigned to their scoring group
- Handle alerts for Readers and items assigned to their scoring group

Scoring Director

- Train Team Leaders and Readers
- Request NY Logins
- Set up days and times for scoring
- Release reserved responses
- Implement all NYSED policies and procedures for scoring the Grades 3–8 English Language Arts and Mathematics tests
- Monitor progress of scoring for all Readers and all items assigned to their consortium
- Monitor “read-behinds” for all Readers and all items assigned to their consortium
- Handle alerts for all Readers and all items assigned to their consortium
- Generate reports

Appendix R: ScorePoint System Requirements

	Windows	Macintosh	Chromebooks
Operating System	Windows 10 Windows Server 2016 (latest service pack)	macOS 10.13.4 to 10.13.6, 10.14.x, 10.15.x	Chromebook OS v67+
Processor	Intel Core 2 Duo 1.6 Ghz equivalent or higher CPU		1.4 Ghz + or equivalent
System Memory	Minimum 512MB Ram Recommended 2GB RAM with 1GB free RAM Minimum 1GB free storage space		
Supported Browsers	Google Chrome 67+		
Screen Size & Resolution	Recommend 11.6" or larger screen size for desktops, 9.7" or larger for Chromebooks Minimum 1024 X 768 screen resolution		
Local Area Network (LAN)	Minimum General Requirement: 802.11g Wireless 54 Mbps or greater 100 Mbps LAN for desktops Minimum available LAN bandwidth at each workstation: 1 Mbps Recommended General Settings: 802.11n Wireless 150 Mbps or higher 1 Gbps LAN for desktops Recommended available LAN bandwidth at each workstation: 2 Mbps		
Internet Speed	Minimum per device: 150 Kbps Recommended: 300 Kbps		



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