

Organizing the Rating Process	2
Scoring Models	3
Training Set	3
Practice Set	3
Consistency Assurance Set	3
Dates for Scoring and Returning PBT Student Answer Sheets	3
Scoring Materials	3
Adherence to Scoring Protocol	4
Leadership Team	6
Scoring Site Coordinators	6
Scoring Site Assistants for PBT Scoring	7
Scoring Leaders	8
Table Facilitators	8
Read-Behinds	9
Scorers	9
General Requirements for Scoring Committee Member	10
General Facility Requirements	11
Space Requirements	11
General Scoring Room Setup	11
Ancillary Materials for the Scoring Site Coordinator	12
Training Materials	13
Scoring Leader Handbook	13
Training Set	13
Practice Set	15
Consistency Assurance Set	16
PBT Student Answer Sheets	16
Additional Responses	17
Scoring Materials	17
Recommended Assignment of Test Questions to Scorers for English Language Arts Tests	19

Recommended Assignment of Test Questions to Scorers for Mathematics Tests.....	20
Suggested Training Schedules.....	21
Suggested Training Agenda.....	21
<hr/>	
Scoring Leader Training	23
Scorer Training	23
PBT Responses That Should Be Flagged	23
<hr/>	
Optional Pre-Scoring Meeting	26
Correspondence with Scorers.....	26
Assigning Scorer Numbers and Questions to PBT Scoring Committee Members	26
Backup Scoring Plan.....	27
Scoring Site Setup	27
Opening Remarks.....	27
<hr/>	
Room Security.....	29
Materials Room Security.....	29
Confidentiality	29
CBT Scoring Security Recommendations.....	30
<hr/>	
Overview.....	31
<hr/>	
Schoolwide Scoring (Scoring Model 5) and Districtwide Scoring (Scoring Models 2–4)	32
Regional Scoring (Scoring Model 1) and Private Contractor Scoring (Scoring Model 6)	32
Randomizing and Building PBT Booklet Folders/Boxes.....	32
Staging PBT Booklets for Scoring.....	33
Processing PBT Booklets During Scoring	33
No Double Scoring.....	34
Quality-Checking PBT Answer Sheets	35
<hr/>	
Closing of Scoring Site	38
<hr/>	
Grades 3–8 ELA & Math.....	39

Grades 5 & 8 Science 39

..... 1
Scoring Helpline: 40
2024 Scoring Window Dates for schools testing PBT:..... 40
2024 Scoring Window Dates for schools testing CBT: 40



Appendix A: Exam Scoring Confidentiality AgreementA-1
Appendix B: Scoring Operations CertificateA-2
Appendix C: Guidelines for Including Special Education Teachers
in Scoring Committees.....A-3
Appendix D: PBT Scorer Assignment ListA-5
Appendix E: Sign-In Log TemplateA-6
Appendix F: PBT Table Facilitators’ Record of Read-BehindsA-7
Appendix G: PBT Table Facilitators’ Tally Sheet for Read-Behinds.....A-8
Appendix H: PBT Box Label Template.....A-9
Appendix I: PBT Return to Scorer Template.....A-10
Appendix J: PBT Secure Materials Tracking Log.....A-11
Appendix K: Sample PBT Classroom RosterA-12
Appendix L: PBT School/Group List.....A-13
Appendix M: PBT Check-In Log TemplateA-14
Appendix N: PBT Folder Label Template.....A-15
Appendix O: Approximate Read Times for Scoring English Language ArtsA-16
Appendix P: Approximate Read Times for Scoring MathematicsA-18
Appendix Q: CBT Scoring Site OrganizationA-20

The following is a suggested procedure for managing the mechanics of the rating process.

1. Designate one person as the coordinator of the rating process. The coordinator may be appointed at either the building or the district level. The coordinator will be responsible for training and supervising raters and may also rate some of the questions in the student test booklets.
2. Set aside one room as a central rating room for collecting, sorting, circulating, and storing test booklets and for preparing and maintaining records.
3. Provide adequate time for rating during the school day.
4. Make sure that each rater receives approximately the same number of student booklets, taking care to ensure that no teacher is assigned to rate the test booklets of their own students.
5. At least two teachers must participate in rating the open-ended questions. Each should be responsible for rating a selected number of the open-ended questions in each test booklet. No one teacher is to score more than half of all of the open-ended questions in a student's test booklet.
6. Prior to the rating of students' responses to the open-ended questions, allow time to provide training for all raters (even if they have received prior training). Please select, at random, 10–15 student test booklets and duplicate them for use as a "warmup" exercise with the raters for discussion of the questions, the scoring criteria, and the rating of each item. During the training exercise, after three or four complete student test booklets have been rated, ask the raters to indicate, by a show of hands, how many credits they gave to each response. If there is some disagreement about the number of credits to be awarded to a response, ask raters who gave different credits to a response to explain their rating by citing specific criteria from the Rating Guide.

A list of Ancillary Science Materials for the Scoring Site Coordinator can be found on page 12.

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.



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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.

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, answer sheets, and answer booklets (ELA Session 1 only) 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, answer sheets, and answer booklets [ELA Session 1 only]);
- select candidates who can serve as Scoring Site Assistants for PBT scoring;

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 and answer booklets (ELA Session 1 only) to the scanning centers and test booklets to schools, and monitoring and maintaining security.



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, answer sheets, and answer booklets (ELA Session 1 only) to Scorers at specific tables;

- distribute and collect scoring materials as the session progresses under the supervision of the Scoring Site Coordinator;

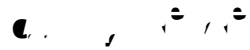
- check answer sheets for stray marks, incomplete demographics, and unscored open-ended questions;

- 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, answer booklets (ELA Session 1 only), and test booklets for return to the scanning centers and schools, respectively; and

- monitor and maintain security of test booklets.



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 posted to the Help section of Nextera™ Admin.

- 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.



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

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As sets of test booklets are finished being scored, they should be placed in the "completed" box so that



Factors to consider when selecting a scoring site:

Templates and samples provided by NYSED:

- Training materials on Nextera™ Admin
- Exam Scoring Confidentiality Agreement (Appendix A)
- PBT Scorer Assignment List (Appendix D)
- Scoring Operations Certificate (Appendix B)
- Sign-In Log Template (Appendix E)
- PBT Table Facilitators' Record of Read-Behinds for ELA & Math only (Appendix F)
- PBT Table Facilitators' Tally Sheet for Read-Behinds for ELA & Math only (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

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.

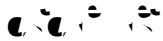
Throughout the training session, maintain an atmosphere that promotes clarification rather than debate, not letting a discussion become contentious and, therefore, counterproductive. If a Scorer disagrees with a score on a guide, practice, or CAS response, remind the Scorers that they must not let their 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. 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.

- Each rubric contains an explanation for a score point, 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 score of zero. There are no examples of a score point in the training materials. Tell Scorers this application will be explained after completing the discussion of the Training Set and Practice Set.
- 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.



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 sorted 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-credit or the three-credit 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

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.



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.



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.

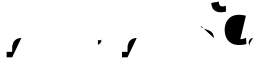
Make sure to:

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 _____ (https://www.nysed.gov/state-assessment/grades-3-8-ela-and-math-test-manuals). Emphasize that these answer sheets will be machine scored, so care must be taken to avoid any stray marks.

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.

PDF files for scoring will be posted to the Help tab of NWEA's Nextera™ Admin portal for 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 Nextera™ Admin. These files must be used for training after administration of the tests.

Additionally, Scoring Site Coordinators and Scoring Leaders may call the NWEA



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-

1. $\frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$



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

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.

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.

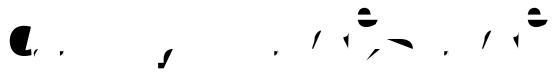
Instruct the Scorers on the proper use of colored flags for the issues described below. The responses in question should be flagged on the top horizontal side of the page where the response appears. The flag should be easily visible and the type of problem/situation should be written on it (sensitive 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

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

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 NWEA Scoring Helpline Monday–Friday at 866-997-0695 between 9:00 a.m. and 5:00 p.m. (ET) during the scoring dates.

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.

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.



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:

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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.

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)

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 more information, please refer to the [Scoring Site Coordinator Manual](#) for information regarding Scorer assignments.

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.

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.

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.

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

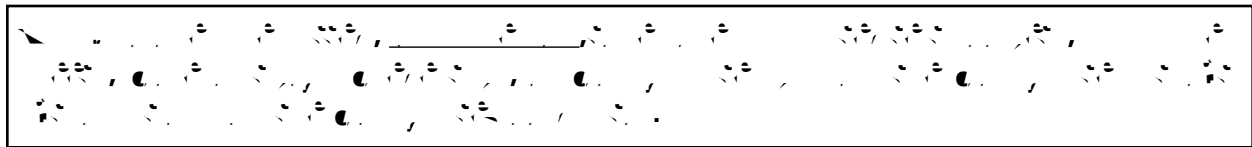
restricting cell phone usage

backup scoring plan

emergency evacuation procedure



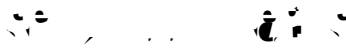
Stringent security measures are required at all scoring sites. All site personnel must regard the test questions, printed test booklets, PBT answer sheets, student responses, CBT ScorePoint login credentials, and scoring materials as absolutely secure materials. The Scoring Site Coordinator is responsible 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.



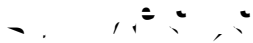
If a breach of security is discovered, it must be reported immediately to the Scoring Site Coordinator who will report the security breach to NYSED. To help ensure proper security and standardization across the scoring sites, the following procedures must be adhered to.



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.



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.



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 _____ 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.

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(s) 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



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)

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.

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 booklets 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

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.



All boxes will di, for example, x.

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.

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

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.
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.

NYSED conducts an annual audit of the scoring of the constructed-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.

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 NWEA to provide the student responses for the audit.



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.

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

• , & •

Scoring PDF files on Nextera™ Admin of grade- and content-specific manuals

1. Scoring Leader materials (, Training Sets, Practice Sets, and Consistency Assurance Sets)
2. Scorer materials (Training Sets, Practice Sets, and Consistency Assurance Sets)

The NWEA Scoring Helpline Monday–Friday at 866-997-0695 will be available between 9:00 a.m. and 5:00 p.m. (ET) during the scoring period.

• , & •

Scoring PDF files on Nextera™ Admin of content-specific manuals

1. Scoring Leader materials ()
2. Scorer materials ()

The Office of State Assessment Scoring Helpline Monday–Friday at 518-474-5902 will be available during the scoring period.

Each school can expect with the scoring PDF files to be available in Nextera™ Admin on April 8 for the English Language Arts Tests, Mathematics Tests, and Science Tests.



English Language Arts: Friday, April 12–Tuesday, April 30
Mathematics: Thursday, May 9–Wednesday, May 22



English Language Arts: Tuesday, April 9–Friday, May 24
Mathematics: Tuesday, April 9–Friday, May 24

9:00 a.m.–5:00 p.m. (ET), Monday–Friday, during the scoring window dates



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

EXAM SCORING CONFIDENTIALITY AGREEMENT

Spring 2024 Grades 3–8 English Language Arts Tests

or

Spring 2024 Grades 3–8 Mathematics Tests

or

Spring 2024 Grades 5 & 8 Science Tests

Scoring Site _____ Date(s) of Scoring _____

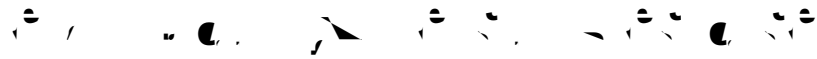
The purpose of all New York State assessments is to provide a fair and equitable assessment system that reliably measures the State learning standards. Because you will have access to secure test materials and to confidential student information, you also have the responsibility to assist the scoring 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, relating to the scoring of the open-ended questions on the 2024 Grades 3–8 English Language Arts, Mathematics, and Grades 5 & 8 Science 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



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

SCORING OPERATIONS CERTIFICATE

Spring 2024 Grades 3–8 English Language Arts Tests

1. 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.

2. 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.

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Special Education

Special Education	Grade Level	Content Area
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, Mathematics, and/or Science is the content specialization on certificate, or if highly qualified at middle/secondary level in English Language Arts, Mathematics, and/or Science
Students with Disabilities Grades 7–12—Content Specialist	7–8	Only if English Language Arts, Mathematics, and/or Science is the content specialization on certificate, or if highly qualified at middle/secondary level in English Language Arts, Mathematics, and/or Science
Deaf and Hard of Hearing	3–6 7–8	Grades 7–8 if highly qualified at middle/secondary level in English Language Arts, Mathematics, and/or Science
Blind and Visually Impaired	3–6 7–8	Grades 7–8 if highly qualified at middle/secondary level in English Language Arts, Mathematics, and/or Science
Speech and Language Disabilities	3–6	If highly qualified at the elementary level

New York State
RETURN TO SCORER

GRADE: _____

BOX #: _____

CONTENT:

English Language Arts

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	FOUR LABEL

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 Role		CBT Role
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



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