

Grades 3–8

**English Language Arts and
Mathematics Tests**

THE UNIVERSITY OF THE STATE OF NEW YORK
Regents of The University

LESTER W. YOUNG, JR., <i>Chancellor</i> , B.S., M.S., Ed.D.	Beechhurst
JOSEPHINE VICTORIA FINN, <i>Vice Chancellor</i> , B.A., J.D.	Monticello
ROGER TILLES, B.A., J.D.	Manhasset
CHRISTINE D. CEA, B.A., M.A., Ph.D.	Staten Island
WADE S. NORWOOD, B.A.	Rochester
KATHLEEN M. CASHIN, B.S., M.S., Ed.D.	Brooklyn
JAMES E. COTTRELL, B.S., M.D.	New York
JUDITH CHIN, B.S., M.S. in Ed.	Little Neck
CATHERINE COLLINS, R.N., N.P., B.S., M.S. in Ed., Ed.D.	Buffalo
ELIZABETH S. HAKANSON, A.S., B.A., M.A., C.A.S.	Syracuse
LUIS O. REYES, B.A., M.A., Ph.D.	New York
SUSAN W. MITTLER, B.S., M.S.	Ithaca
FRANCES G. WILLS, B.A., M.A., M.Ed., C.A.S., Ph.D.	Ossining
RUTH B. TURNER, BSW, LCSW, M.Ed.	Rochester
ARAMINA VEGA FERRER, B.A., M.S. in Ed., Ph.D.	Bronx
SHINO TANIKAWA, B.A., M.S.	Manhattan
ROGER P. CATANIA, B.A., M.A., M.S., C.A.S., Ph.D.	Saranac Lake

Commissioner of Education and President of the University

BETTY A. ROSA, B.A., M.S. IN ED., M.S. IN ED., M.ED., ED.D.

Senior Deputy Commissioner, Office of Education Policy

JAMES N. BALDWIN

Deputy Commissioner, P-12 Operational Support

JASON HARMON

Assistant Commissioner, Office of State Assessment

ZACHARY WARNER

The State Education Department does not discriminate on the basis of race, creed, color, national origin, religion, age, sex, military, marital status, familial status, domestic violence victim status, carrier status, disability, genetic predisposition, sexual orientation, and criminal record in its recruitment, educational programs, services, and activities. NYSED has adopted a web accessibility policy, and publications designed for distribution can be made available in an accessible format upon request. Inquiries regarding this policy of nondiscrimination should be directed to the Office of Human Resources Management, Room 528 EB, Education Building, Albany, New York 12234.

Copyright © 2023 by the New York State Education Department. Permission is hereby granted for school administrators and educators to reproduce these materials, located online on the _____

Table of Contents

Introduction	1
Important Information for Scoring the Tests.....	2
☒	2
↻ ☒	2
↻ ☒	2
↻ A ↻ ☒	2
↻ ☒ ↻ B ☒ A W ☒	2
☒ ▼ ↻ ↻	2
A ☒	3
PBT Scoring Site Organization	4
Scoring Site Personnel and Duties.....	5
↻ ↻	5
☒ ☒ ↻	5
☒ ☒ A ↻ B ☒	6
☒ ↻	6
↻ ↻ ↻	7
↻ -B	7

☒ 2 22

Introduction

Scoring Leader Handbook

38

A

(B)

B

A

Handbook

Important Information for Scoring the Tests

Scoring Models

A (24)
B 4) 5)

Training Set

A ()

Practice Set

A ,

Consistency Assurance Set

A A (A)
: ;

Dates for Scoring and Returning PBT Student Answer Sheets

_____ A (://www. / -3-8-)

Scoring Materials

2023 3 8 A 3 8 A

Adherence to Scoring Protocol

A B. W

No one, *under any circumstance*, 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

PBT Scoring Site Organization

Scoring Site Coordinator

- Supervision and management of the site
- Support for scoring
- Logistics for operations
- Security
- Coordination of site personnel
- Collection of audit papers

Operations

Scoring Site Assistants

- Check-in printed test booklets
- Prepare printed test booklets for scoring (organize and randomize)
- Deliver and collect scored test booklets
- Quality check PBT answer sheets
- Return PBT answer sheets to scanning centers
- Return test booklets to schools
- Monitor and maintain security
- Maintain quality control
- Ship completed materials to schools

Scoring

Scoring Leader

- Acts as a scoring trainer
- Monitors scoring sessions
- Supports Table Facilitators and Scorers
- Administers CAS to Table Facilitators and Scorers

Table Facilitators

- Monitor scoring progress to ensure scoring of all papers by the end of scoring period
- Conduct read-behinds to ensure accurate and reliable scoring
- Are a resource for rubric and training material clarification

Scorers

- Score student constructed responses

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

B , ☒ ☒ ଏ W ଏ ☒ ☒ A ଏ W ଏ ଏ :
 କ କ ;
 ଏ କ (ଏ ଏ ଏ);
 ଏ କ ; ଏ
 ଏ ଏ ଏ W ଏ ଏ ଏ କ , ଏ

Scoring Site Assistants for PBT Scoring

☒ ☒ A ଏ ☒ ☒ ଏ . ଏ , ଏ
 , ଏ ଏ ଏ , ଏ କ
 . A ଏ ଏ ଏ ଏ ☒ ☒ ଏ , ଏ ଏ
 . ☒ ☒ A ଏ ଏ ଏ W :
 ଏ W ଏ ଏ ଏ ଏ ଏ ଏ ☒ ☒ ଏ ;
 W କ ଏ ;
 W ଏ ଏ 45 ;
 ଏ ;
 ଏ ଏ କ ଏ ଏ W ☒ ଏ ଏ ;
 ଏ ଏ ଏ
 ☒ ☒ ଏ ;
 କ ଏ W ଏ ଏ କ , ଏ , ଏ -
 ;
 ଏ ☒ ☒ ଏ ଏ କ ଏ କ ;
 ଏ ଏ ଏ ଏ ଏ ଏ ;
 ଏ ଏ W ଏ କ ଏ ଏ ଏ , ଏ ;
 ଏ
 ଏ ଏ ଏ କ .

Scoring Leaders

ଏ ☒ ଏ
 ଏ ଏ ଏ ଏ ଏ ☒
 ଏ () W ☒ ☒ ଏ , W ଏ ଏ ଏ ☒ ଏ () W
 B , ☒

Scorers

Scoring committees should be composed of members who are trained and experienced in scoring. The number of scorers should be based on the number of items to be scored. For example, if there are 38 items, a minimum of 38 scorers is required. A scoring committee should be composed of members who are trained and experienced in scoring. The number of scorers should be based on the number of items to be scored. For example, if there are 38 items, a minimum of 38 scorers is required. A scoring committee should be composed of members who are trained and experienced in scoring. The number of scorers should be based on the number of items to be scored. For example, if there are 38 items, a minimum of 38 scorers is required.

General Requirements for Scoring Committee Member

Scoring committee members should be trained and experienced in scoring. They should be able to score items accurately and consistently. They should also be able to provide feedback to students on their work. Scoring committee members should be trained and experienced in scoring. They should be able to score items accurately and consistently. They should also be able to provide feedback to students on their work. Scoring committee members should be trained and experienced in scoring. They should be able to score items accurately and consistently. They should also be able to provide feedback to students on their work.

Guidelines for Including Special Education Teachers in Scoring Committees Appendix C

Note:



Handwritten notes in a non-English script, possibly Odia, scattered across the top of the page. The notes are faint and partially obscured by the graphic element.

Scoring Site Layout and Resources

General Facility Requirements

W

A

28, 0

Space Requirements

S R

()

(- 0)

Ancillary Materials for the Scoring Site Coordinator

Te a e a a e e NYSED:

- $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$
- $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$ (A A)
- $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$ (A A)
- $\frac{1}{2} - \frac{1}{2} = 0$ (A A)
- $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$ -B (A A)
- $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$ -B (A A)
- $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$ (A A)
- $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$ (A A)
- $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$ (A A)

PBT I e e :

- $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$ (A A)
- $\frac{1}{2} / \frac{1}{2} = 1$ (A A)
- $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$

Preparation for Training

Training Materials

... , ...

Scoring Leader Handbook

Scoring Leader Handbook ...

Training Set

... , ...

... (...) ...

... A ...

... , ...

... (... , ...) ...

... 1, A ... 1, ...) ...

... A ...

... 3 8 ...

... 200,000 ...

... , ...

. To ensure accurate and consistent scoring, Scorers need to use only the standards defined in the training materials and rubric.

Condition Code A: ... Condition Code A, ... Condition Code A, ... Condition Code A, ...

Condition Code A: ... Condition Code A, ... Condition Code A, ... Condition Code A, ...

Crossed out responses: ... not ...

Practice Set

not
or
A
B
A
2 3/4 4.021 6 4

$\forall x \exists y (x < y)$ $\exists x \forall y (x < y)$ $\forall x \exists y (x > y)$ $\exists x \forall y (x > y)$

$\forall x \exists y (x = y)$ $\exists x \forall y (x = y)$ $\forall x \exists y (x \neq y)$ $\exists x \forall y (x \neq y)$

$\forall x \exists y (x \neq y)$ $\exists x \forall y (x \neq y)$ $\forall x \exists y (x < y \wedge y < x)$ $\exists x \forall y (x < y \wedge y < x)$

$\forall x \exists y (x < y \wedge y < x)$ $\exists x \forall y (x < y \wedge y < x)$ $\forall x \exists y (x < y \wedge y < x \wedge x < y)$ $\exists x \forall y (x < y \wedge y < x \wedge x < y)$

Consistency Assurance Set

$\exists x \forall y (x < y)$ $\forall x \exists y (x < y)$ $\exists x \forall y (x > y)$ $\forall x \exists y (x > y)$

$\forall x \exists y (x = y)$ $\exists x \forall y (x = y)$ $\forall x \exists y (x \neq y)$ $\exists x \forall y (x \neq y)$

$\forall x \exists y (x < y \wedge y < x)$ $\exists x \forall y (x < y \wedge y < x)$ $\forall x \exists y (x < y \wedge y < x \wedge x < y)$ $\exists x \forall y (x < y \wedge y < x \wedge x < y)$

$\forall x \exists y (x < y \wedge y < x)$ $\exists x \forall y (x < y \wedge y < x)$ $\forall x \exists y (x < y \wedge y < x \wedge x < y)$ $\exists x \forall y (x < y \wedge y < x \wedge x < y)$

$\forall x \exists y (x < y \wedge y < x)$ $\exists x \forall y (x < y \wedge y < x)$ $\forall x \exists y (x < y \wedge y < x \wedge x < y)$ $\exists x \forall y (x < y \wedge y < x \wedge x < y)$

$\forall x \exists y (x < y \wedge y < x)$ $\exists x \forall y (x < y \wedge y < x)$ $\forall x \exists y (x < y \wedge y < x \wedge x < y)$ $\exists x \forall y (x < y \wedge y < x \wedge x < y)$

$\forall x \exists y (x < y \wedge y < x)$ $\exists x \forall y (x < y \wedge y < x)$ $\forall x \exists y (x < y \wedge y < x \wedge x < y)$ $\exists x \forall y (x < y \wedge y < x \wedge x < y)$

$\forall x \exists y (x < y \wedge y < x)$ $\exists x \forall y (x < y \wedge y < x)$ $\forall x \exists y (x < y \wedge y < x \wedge x < y)$ $\exists x \forall y (x < y \wedge y < x \wedge x < y)$

Recommended Assignment of Test Questions to Scorers for Mathematics Tests



Training for Scoring

Scoring Leader Training

☒ ✓ ✓ ✓ ✓ ✓ () ✓ ✓ ✓ ✓ ✓ ✓

 W ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

☒ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

 ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

Scorer Training

☒ ✓ ✓ ✓ ✓ ✓ () ✓ ✓ ✓ ✓ ✓

 ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

 W ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

 .A ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

PBT Responses That Should Be Flagged

☒ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

 ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

 / ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

) ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

 B ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

 W ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

 ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

 W ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

For CBT scoring,

ScorePoint Manual

☒ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

 ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

 W ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

 .A ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

 ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

 ; ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

 ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

 ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

 W ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

Scoring Model Codes

(1, 2, 3, 4, 5, 6)

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)

* B

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).

Preparation for Scoring

Optional Pre-Scoring Meeting

A - ,

A

()

Correspondence with Scorers

:

(, , .)

(BA <)

Assigning Scorer Numbers and Questions to PBT Scoring Committee Members

B

For CBT scoring, *ScorePoint Manual*

Assigning Scorers to Scoring Tables

W. 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.

Backup Scoring Plan

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.

Scoring Site Setup

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.

Opening Remarks

15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.

3. $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$
4. $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$
5. $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$
6. $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$
7. $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$
8. $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$

No Double Scoring

B $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$

B $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$

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

1. Verify that the total number of answer sheets equals the number of test booklets.
2. Forward the answer sheets to the scanning center.
3. Verify that the total number of answer sheets equals the number of test booklets.
4. Forward the answer sheets to the scanning center.
5. Verify that the total number of answer sheets equals the number of test booklets.
6. B Forward the answer sheets to the scanning center.
7. Verify that the total number of answer sheets equals the number of test booklets.
8. Verify that the total number of answer sheets equals the number of test booklets.
9. Verify that the total number of answer sheets equals the number of test booklets.
10. Forward the answer sheets to the scanning center.
11. Verify that the total number of answer sheets equals the number of test booklets.
12. Forward the answer sheets to the scanning center.

Scoring Support

- ▲ ☒ W : A W W W
- W
- ☒ ▲ A - - A
1. ☒ A (*Scoring Leader Handbook*, ☒ , ☒ , A ☒)
 2. ☒ (☒ , ☒ , A ☒)

Questar

Scoring Helpline:

888-382-4246

2023 Scoring Window Dates:

April 24 - April 25, 2023
April 17 - April 18, 2023
Hours: 7:30 a.m. - 4:30 p.m. (ET),
Monday - Friday

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

2023 3 8 A

2023 3 8

()

B

3 8 A

B

1.

2.

3.

4.

5.

225

3020 3020

83

: _____

() : _____

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

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

Note: A

W' a a a a a a , a a
a a a a W' W' .

Special Education Teaching Titles Awarded Prior to February 2, 2004



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 | |
| | | |

Appendix D: PBT Scorer Assignment List

☒ ☒ :

New York State

English Language Arts

Mathematics

Scorer Assignment List for Grade ____

| Scorer Name | Scoring Committee Number |
|-------------|--------------------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

| Scorer Name | Scoring Committee Number |
|-------------|--------------------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

Appendix E: Sign-In Log Template

| Scoring Sign-In Log | | | |
|---|----------------|--------------------------|--------------|
| Name: _____ | | | |
| <input type="checkbox"/> English Language Arts <input type="checkbox"/> Mathematics | | | |
| Scoring Site: _____ | | Grade: _____ | |
| Scoring Site | Scoring Method | Scoring Committee Member | Scoring Date |
| | | | |

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

Handwritten text and symbols, including a grid of boxes and lines, located above the main table.

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Appendix H: PBT Box Label Template

Box Label

New York State
GRADE _____

CONTENT:

English Language Arts
Session 2 Booklet

Appendix I: PBT Return to Scorer Template

New York State
RETURN TO SCORER

GRADE: _____

BOX #: _____

CONTENT:

Appendix J: PBT Secure Materials Tracking Log

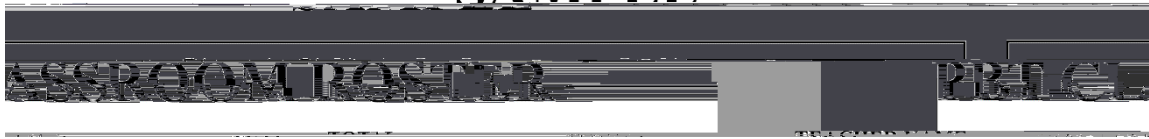
Grades 3-8 English Language Arts and Mathematics Tests
 Secure Printed Materials Tracking Log

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

| Materials Moved from Secure Storage Location to Room | | | | | | | |
|--|---------------------|--------|------------------------------------|--------------------|------------------------------------|--|---|
| Principal's or Designee's Signature | Proctor's Signature | Room # | # of Regular Edition Test Booklets | # of Answer Sheets | # of ELA Session 1 Answer Booklets | # and Type of Accommodated Test Booklets | Tracking #s for English Language Arts Session 1 booklets and Mathematics Session 1 booklets |
| Date | Time | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Materials Moved from Room to Secure Storage Location | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Materials Moved from Secure Storage Location to Scoring Site | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Materials Moved from Scoring Site to Secure Storage Location | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

Appendix K: Sample PBT Classroom Roster

SAMPLE



School/Group List

| | | | | | | | |
|-------------------------------------|------|---|-----|---|---|---|---|
| <input checked="" type="checkbox"/> | 2023 | A | 3 8 | A | A | A | A |
| <input checked="" type="checkbox"/> | 2023 | A | 3 8 | A | A | A | A |

Appendix M: PBT Check-In Log Template

| School Name | # of Dates | Date Received | Check-in Date | Comment/Discrepancy |
|-------------|------------|---------------|---------------|---------------------|
| | | | | |

Appendix N: PBT Folder Label Template

Folder Label

| Item | Scorer Number |
|------|---------------|
| 1. | _____ |
| 2. | _____ |
| 3. | _____ |
| 4. | _____ |



Appendix O: Approximate Read Times for Scoring English Language Arts

Note: All indicated times are in minutes and/or part of a minute.

| Average Read Times: English Language Arts | | | | |
|---|--------------------|--------------|--------------------|--------------|
| Grade | 2-Credit Questions | | 4-Credit Questions | |
| | Electronic | Pencil/Paper | Electronic | Pencil/Paper |
| 3 | 0.62 | 1.23 | | |
| 4 | 0.46 | 0.92 | 1.32 | 2.12 |
| 5 | 0.65 | 1.3 | 1.47 | 2.27 |
| 6 | 0.64 | 1.27 | | |
| | | | | |
| | | | | |

| Approximate Read Tim | | | | | | | |
|----------------------|--|--|--|--|--|--|--|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

Appendix P: Approximate Read Times for Scoring Mathematics

Note: All indicated times are in minutes and/or part of a minute.

| Average Read Times: Mathematics | | | | | | |
|---------------------------------|--------------------|--------------|--------------------|--------------|--------------------|--------------|
| Grade | 1-Credit Questions | | 2-Credit Questions | | 3-Credit Questions | |
| | Electronic | Pencil/Paper | Electronic | Pencil/Paper | Electronic | Pencil/Paper |
| 3 | 0.17 | 0.35 | 0.42 | 0.83 | 0.53 | 1.06 |
| 4 | 0.21 | 0.41 | 0.38 | 0.76 | 0.58 | 1.16 |
| 5 | 0.19 | 0.38 | 0.47 | 0.93 | 0.82 | 1.62 |
| 6 | 0.28 | 0.57 | 0.5 | 1 | 0.58 | 1.16 |
| 7 | 0.17 | 0.33 | 0.33 | 0.67 | 0.4 | 0.8 |
| 8 | 0.18 | 0.37 | 0.4 | 0.81 | 0.52 | 1.04 |

| Approximate Read Times for Each Question: Mathematics Grade 3 and 4 | | | | | | | |
|---|---------|------------|--------------|----------|---------|------------|--------------|
| Grade 3 | | | | Grade 4 | | | |
| Question | Credits | Electronic | Pencil/Paper | Question | Credits | Electronic | Pencil/Paper |
| Q. 31 | 1 | 0.17 | 0.34 | Q. 36 | 1 | 0.22 | 0.44 |
| Q. 32 | 1 | 0.18 | 0.36 | Q. 37 | 1 | 0.2 | 0.4 |
| Q. 33 | 1 | 0.17 | 0.34 | Q. 38 | 1 | 0.2 | 0.4 |
| Q. 34 | 2 | 0.37 | 0.74 | Q. 39 | 2 | 0.28 | 0.56 |
| Q. 35 | 2 | 0.53 | 1.06 | Q. 40 | 2 | 0.7 | 1.4 |
| Q. 36 | 2 | 0.38 | 0.76 | Q. 41 | 2 | 0.33 | 0.66 |
| Q. 37 | 2 | 0.38 | 0.76 | Q. 42 | 2 | 0.25 | 0.5 |
| Q. 38 | 3 | 0.53 | 1.06 | Q. 43 | 2 | 0.33 | 0.66 |
| | | | | Q. 44 | 3 | 0.58 | 1.16 |

| Approximate Read Times for Each Question: Mathematics Grade 5 and 6 | | | | | | | |
|---|---------|------------|--------------|----------|---------|------------|--------------|
| Grade 5 | | | | Grade 6 | | | |
| Question | Credits | Electronic | Pencil/Paper | Question | Credits | Electronic | Pencil/Paper |
| Q. 36 | 1 | 0.22 | 0.44 | Q. 37 | 1 | 0.2 | 0.4 |
| Q. 37 | 1 | 0.18 | 0.36 | Q. 38 | 1 | 0.37 | 0.74 |
| Q. 38 | 1 | 0.17 | 0.34 | Q. 39 | 1 | 0.28 | 0.56 |
| Q. 39 | 2 | 0.4 | 0.8 | Q. 40 | 2 | 0.35 | 0.7 |
| Q. 40 | 2 | 0.48 | 0.96 | Q. 41 | 2 | 0.5 | 1 |
| Q. 41 | 2 | 0.5 | 1 | Q. 42 | 2 | 0.42 | 0.84 |
| Q. 42 | 2 | 0.48 | 0.96 | Q. 43 | 2 | 0.55 | 1.1 |
| Q. 43 | 2 | 0.47 | 0.94 | Q. 44 | 2 | 0.63 | 1.26 |
| Q. 44 | 3 | | | | | | |

Approximate Read Times for Each Question: Mathematics Grade 7 and 8

| Approximate Read Times for Each Question: Mathematics Grade 7 and 8 | | | | | | | |
|---|--|--|--|--|--|--|--|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

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 | | |



**Grades 3–8
English Language Arts
and Mathematics Tests**

**Scoring Leader Handbook
2023 Edition**