Westside Scoring Collaborative Planning Guide

**Long before (usually in the summer) the tests we:**

* Select the scoring dates for each assessment.
* Estimate the number of scorers we'll need to bring from each district. For most tests the ratio is about 7 scorers for every 150 papers. For ELA and Math 4 & 8 we increase the number to about 10 for 150 papers as we cram 2 days of scoring into 1 day.
* Select sites that can accommodate the number of scorers.
* Commit to each district's contribution to scoring leader trainers, scoring leaders, table facilitators, clerical and scoring site coordination. This is done by PEOPLE's NAMES for each test.
* Agree on the expectations for table facilitators and scoring leaders to include the limits of their authority.
* Agree to the role and authority of the site coordinator.
* Select a training date for our scoring leaders.

**A couple of months before scoring we:**

* Send the names of each individual scorer, by test, to someone (site coordinator) to collate and assign tables.
* Conduct the training for scoring leaders.
* Finalize the coding method we use for each student's test booklets (ie: Cherry Road in Red as CRS followed by the initials of the teacher) to make it easier to organize during and after the scoring. This year we thought we might have the scoring site coordinator create a label template and assign a color to each district to expedite the labeling. Districts would make their own labels based on the template and assigned color.
* Determine who the "buck stops here" person is for each district on each day of scoring (for example, if there is a problem, whom do we contact at each district by phone?). Usually it is an asst. super.
* Inform our teachers that scoring will occur on what dates and to make arrangements to stay until 5:00 PM (with pay) if necessary.
* Determine which district is responsible for sticky notes, pencils etc. and refreshments and lunch. Districts split the cost of food.
* Agree that each district is responsible for copying and bringing to scoring enough copies of scoring materials for their people.
* Agreed to a plan for paper distribution (ie: one district at a time? or, several boxes from District A, followed by several boxes from District B etc...)

**A month before scoring:**

* Create and distribute information sheets to each of the scorers to include test, location, times and parking considerations. Reiterate the need for people to plan to stay until 5 PM, if necessary.

**During test administration:**

* Add the scoring "coding" to each student's test booklets.

**During scoring:**

* Each district brings copies of scoring materials for their scorers.
* Train scorers to not score papers in which they have a vested interest (their own kids' papers) No scorer will be assigned to score papers from the grade level preceding their own.
* Have all scorers sign in each day
* Arrange each scoring location so that each district has its own separate spot in the room for papers to keep each district's papers separate from the other districts.
* Employ the pre-agreed to plan for paper distribution (ie: one district at a time? or, several boxes from District A, followed by several boxes from District B etc...)
* Have designated "runners" of papers (usually clerical people) to schlep papers to and from table facilitators.
* Have designated scoring leaders (those who conduct the training and the ONLY people who can interact with scorers)
* Have a designated scoring site coordinator on site each day to oversee the process to include the "runners".
* Have the designated "buck stops here" person for each district on call for each day of scoring
* Have clerical people (and other district personnel- principal?) from each district help organize papers at the end of the day to be sure all papers are accounted for.
* Each district responsible for getting its own papers to the RIC.