New York State Testing Program

Mathematics Test

Grades 3–8

2010 Scoring Leader Handbook

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NEW YORK STATE TESTING PROGRAM
SCORING LEADER HANDBOOK

For Mathematics, Grades 3–8

Important Information for Scoring the Tests

Scoring Models

For 2010, all tests can be scored locally, districtwide, or regionally. Scorers must indicate a scoring model code (see Page 11 of this handbook) on the student answer sheets.

Consistency Assurance

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

- establish a uniform process statewide for training scorers; and
- improve the reliability of statewide scoring.

During the scoring training for the statewide tests, the CAS should be used to identify areas where additional training may be needed in order to ensure inter-rater reliability.

Dates for Scoring and Returning Student Answer Sheets

In order to receive official individual student score reports, public school districts must adhere to specific dates for scoring and returning student answer sheets to the scanning centers. Nonpublic schools administering Grades 3 through 8 must partner with a Regional Information Center (RIC). These dates can be found at http://www.emsc.nysed.gov.

Districts and public or nonpublic schools that return their answer sheets to the scanning centers after the specified dates will have their students' scores computed by the scanning centers and reported to the New York State Education Department (SED). Nonpublic schools that return their answer sheets to SED after the specified dates will not be included in the calculation of the school's mandated services aid. Student scale scores and performance levels, however, will be available from the scanning centers (in the case of public schools) and SED (in the case of nonpublic schools).

Adherence to Scoring Protocol

In order to maximize standardization of the scoring process, a Scoring Operations Certificate will be included in the 2010 *School Administrator's Manual for Public and Nonpublic Schools*. Persons responsible for overall scoring operations are required to sign this certificate, which states that each of the scoring procedures listed was "fully and faithfully implemented," and to retain in school files for one year.

Integrity of Student Responses

The following statement is included in the *School Administrator's Manual for Public and Nonpublic Schools* and in the *Teacher's Directions*:

> No one, *under any circumstances*, including the student, may alter the student's responses on the test once the student has handed in his or her test materials. Teachers and administrators who engage in inappropriate conduct with respect to administering and scoring State examinations may be subject to disciplinary actions in accordance with Sections 3018 and 3020 of Education Law.

The *School Administrator's Manual for Public and Nonpublic Schools* and the *Teacher's Directions* can be found online at: http://www.emsc.nysed.gov/osa/. Questions can be emailed to emscassessinfo@mail.nysed.gov.

Duties and Responsibilities of Person in Charge of Scoring

The primary responsibilities of the person in charge of scoring test books include the following:

- appointing a scoring committee that includes a minimum of three scorers;
- assigning test questions to scorers according to the criteria described in the *School Administrator's Manual for Public and Nonpublic Schools*;
- training scorers using the procedures and materials described in the *Scoring Leader Handbook*;
- assigning Table Facilitators to conduct read-behinds of scored papers;
- checking answer sheets for stray marks, unscored open-ended test questions, and incomplete demographics;
- ensuring that answer sheets and test books are kept secure;
- arranging for scoring sessions to be conducted during dates specified by SED; and
- ensuring that answer sheets are submitted to the scanning center by SED's specified date.

Scoring Leader

The Scoring Leader position is a very important part of the New York State Testing Program. The success of this scoring project depends upon your understanding of the scoring criteria and on your ability to explain these criteria to the scorers you train. To serve as a Scoring Leader, you must be trained as a scorer with the New York State Testing Program.

As a Scoring Leader, you will be responsible for:

- creating a comfortable, professional environment while also setting a productive pace for the training and scoring session(s);
- establishing a dialogue with the scorers while at the same time maintaining the pace of training;
- setting a positive tone during training by conveying confidence in, and support of, the overall merits of the test itself and the process by which scoring decisions are made;
- answering questions with patience and diplomacy, keeping in mind that the overall goal is to train the scorers quickly to score accurately and confidently; and
- making use of all training and scoring supports. These training and scoring supports for operational test scoring include written materials and CD-audio file(s). In addition, you can get answers to your questions by emailing them to ny_scoring@ctb.com.

Preparation for Training

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 the test books.

Scoring Guide

The Scoring Guide contains scoring rubrics, scoring policies, anchors that illustrate each score, and annotations that explain the scoring decision for each anchor.

Scoring Leader Practice Set

The Scoring Leader Practice Set includes several annotated student responses for each score point. The training materials for scorers are the same as the training materials for Scoring Leaders except that the responses in the Scorer Practice Set contain neither the annotations nor the scores because these responses are to be used for scoring practice.

During your training, you may add notes to both your Scoring Guide and your Practice Set. Any questions that arise during the training may come up again during training for scorers; therefore, this training session is the time to prepare to answer such questions by making detailed notes where appropriate. In the interest of consistency in training scorers statewide, your notes should accurately reflect what is taught in the training so that they are generally agreeable with the notes of other Scoring Leaders.

Statewide Testing Audio File(s)

A CD containing audio files for scoring that supplement the printed scoring materials will be shipped to schools with the printed scoring materials. These files must be used for training after administration of the operational tests. This is important, as the CD-audio files contain information that is additional to that found in the printed scoring materials. While listening to them, you may add notes to your written materials as needed. As a Scoring Leader, you may use all of or portions of the audio files to train scorers, in conjunction with the audio file training you received. Permission is granted to duplicate the audio file(s) if additional copies are desired.

On the CD-audio files, the trainer discusses the contents of the Scoring Guide and Practice Set. The Scoring Guide is presented first to demonstrate how the scoring rubrics and scoring policies should be applied to student responses. It is suggested that you stop or pause the audio file before the audio file trainer begins discussion of the Practice Set. This provides an opportunity for those being trained to read their Practice Sets and practice making scoring decisions.

Scorers should practice on only one or two student responses at a time, stopping and then reviewing the correct score(s) before moving on to the next. You may read and discuss the annotations in your copy of the Practice Sets, or you may resume the CD-audio file at appropriate intervals. Conducting several short practice segments followed by review maximizes the opportunity to learn by doing and assists in building scorer skill and confidence.

There will also be a toll-free number that Scoring Site Coordinators and Scoring Leaders may call with questions pertaining to the training or scoring. This telephone service will be available from 7:30 a.m. to 4:30 p.m. during the scoring periods. For more information on the dates of operation for each grade, please see the relevant appendix in the 2010 *School Administrator's Manual for Public and Nonpublic Schools*: "Important Dates for Grades 3–8 Mathematics Tests."

Mastery of the scoring terminology and complete knowledge of the training materials will prepare you to conduct scorer training successfully. You should know the scoring rationale for all the anchors 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 CD-audio 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 Site Coordinator who will be supervising the scoring and scoring operations at the site. Other duties of the Site Coordinator include coordinating test book processing, identifying support needs, sending 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). You should meet with the Site Coordinator prior to the first day of training and scoring in order to:

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

There could be a variety of training schedules depending on the overall experience of the scoring committee(s) and the amount of general training they have had before the day of actual scoring. If your scorers have not been previously trained, more training time will be needed on the scoring day to ensure accurate and reliable scores. Another variable is that scorers may be trained on only part of the test: some on the first half of the test questions, others on the second half; or some on the 0–2 score point scale test questions and others on the 0–3 score point scale test questions; or other groupings determined by you and the site's leadership team. All of these variables will affect the length of the training time. The following schedule and training procedures are based on the assumption that your scorers have not had prior New York State Testing Program scoring experience.

Suggested Schedules:

Mathematics, Grades 3, 5, 6, and 7

8:30–11:30 A.M.	Training*
11:30 A.M.–12:30 P.M.	Consistency Assurance*
12:30–1:30 P.M.	Lunch
1:30–4:00 P.M.	Scoring*

Mathematics, Grades 4 and 8

Day 1

8:30 A.M.–12:00 P.M.	Training*
12:00–1:00 P.M.	Lunch
1:00–3:00 P.M.	Training*
3:00–4:00 P.M.	Consistency Assurance*

Day 2

8:30 A.M.–12:00 P.M.	Scoring*
12:00–1:00 P.M.	Lunch
1:00–4:00 P.M.	Scoring*

*Please provide a 15-minute break on a staggered basis to all scorers, depending on grade and question set in which they are being trained.

You should be in your 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., you should distribute the materials to the tables or desks where the scorers will be sitting.

Each scorer should have:

- A Scoring Guide
- A Practice Set
- Sharpened No. 2 pencils, pens, yellow flags (Post-it® notes), erasers, etc. (provided by Site Coordinator)

Mathematics tools (rulers and protractors) and calculators should be available in the room.

At 8:30 A.M., all your scorers should be present and seated so that training can begin.

Suggested Training Agenda

1. Introduce yourself, 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 think would be helpful).

Once the above issues have been addressed, you will be ready to start the actual training.

4. Briefly define holistic scoring and the scorers' responsibilities.

   Tell your scorers that you will train them 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 anchor 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 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 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 anchors 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. Inform the scorers that all scoring decisions were made by committees of teachers assembled by SED. Explain that there is a lot of training material to cover and a limited amount of time to do so. However, they can send an email to express their suggestions or opinions by using CTB's web site: http://www.ctb.com/nys.

Scoring Guide

Early in the training, you should ask the scorers to refer to the Scoring Guide. Explain that the Scoring Guide contains sample student responses that will be used as references (anchors) when the scorers begin to score actual test books. Ask them not to read ahead, but rather to stay on the page you are discussing.

Whenever you are introducing material in the Scoring Guide, you should inform the scorers which page you are on so that they can read along silently while you are reading aloud. 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. You should read aloud the rubrics, the scoring policies, and all annotations, carefully explaining each anchor. 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. You should also encourage the scorers to take notes on their materials during training. Emphasize that these materials are theirs to use during the scoring session and to take home with them when they are finished.

Proceed through the Scoring Guide question by question. For each question, begin by explaining the Complete and Correct Response. Make sure that the scorers understand the question and what is expected for a successful response. It is important to emphasize that the Complete and Correct Response is not a scoring key. Explain that for each question there are several possible approaches and a successful response may look very different from the example given. Your scorers must realize that more than a quarter of a million students have responded to these test questions, and some of those students may have produced perfectly sound, mathematically appropriate responses that have not been anticipated by the adults who developed the Complete and Correct Responses.

Next, explain and read the annotations for each anchor for the test question being discussed. The Scoring Guide is formatted to progress from the highest score to the lowest score for each test question. Answer any questions about the anchors and proceed to the next question.

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 absolutely refuses to see a certain anchor as the score it is, advise him or her to forget the anchor, but learn the lesson it demonstrates about the characteristics of the score point in question. For the operational phase, there are multiple samples of each score point in the Scoring Guide and Practice Sets so that the scorers will have ample anchors to use to help them make good scoring decisions. One or two "controversial" anchors should not derail the training process or prevent you from training the scorers to score accurately.

Answer questions patiently and thoroughly, but feel free to say, "It's time to move on," if you feel that the discussion is starting to deteriorate. 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 yellow flags (Post-it® Notes) to your scorers as a means of indexing their Scoring Guides. 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 question 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 students' test responses, the scorers can easily look at an anchor for reference and comparison.

Explain that accurate scoring comes from using the Scoring Guide effectively—the rubric description for a particular score point should always be referenced in conjunction with the anchors for the test questions. These responses act to elaborate upon the rubric and help the scorers to interpret them correctly. They can be used effectively for reference and comparison.

Condition Code A

In each Scoring Guide, you will find an explanation for Condition Code A, which is assigned when test questions are left blank. There are no examples of Condition Code A in the training materials. Tell your scorers that you will explain these applications after completing discussion of the Scoring Guide and Practice Set.

Practice Set

Once you have completed the discussion of the Scoring Guide, start directly on the Practice Set. 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 Scoring Guide 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. You will move through the Practice Set one response at a time.

Tell the scorers there are five student responses per question in each Practice Set. Unlike the Scoring Guide, in which the anchors 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; if their impression is that the response could be scored as either a 2 *or* a 3, tell them to reference the anchors in the Scoring Guide to see whether the Practice Set response is more like the 2-point or the 3-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, answer any questions, and proceed to the second Practice Set sample. Move through the entire Practice Set in this manner.

Like the Scoring Guide, the Practice Set for the Scoring Leader is annotated to help you explain the scoring decisions. The scorers' sets, however, are not annotated, so remind the scorers to take notes as you explain the scoring decisions. Be prepared to explain a score from both directions. For example, a sample with a correct score of 2 may have received both 1s and 3s from the scorers, so you should be prepared to explain why it is not a 1 and why it is not a 3.

An effective way to justify a scoring decision is to show how the sample compares with the anchors in the Scoring Guide or with previous Practice Set responses. As Scoring Leader, you should be supportive and positive during this training process and should keep bringing the scorers back to the rubrics, Scoring Guide anchors, and similar Practice Set responses.

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 Scoring Guide's anchors, so they will be new to the scorers. 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 a 2 rather than to argue why it should receive a different score from the one assigned.

Despite your thorough preparation, a scorer might ask a question for which you do not know the answer. Please feel comfortable saying, "I don't know, but I will find out," and move the training forward. During the time when the scoring help line is available, you may email your questions to ny_scoring@ctb.com. For the exact dates that this help line will be available, please check SED's web site at http://www.emsc.nysed.gov/osa/.

Another type of question you should be prepared for concerns hypothetical student responses. Scorers may say, "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 papers 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. Then everyone will have the same example for reference.

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. You should listen to the scorers' questions and concerns and address them as thoroughly as possible while still keeping to your schedule.

Consistency Assurance Set

Once you have completed your review of the Practice Set, you will administer the Consistency Assurance Set to scorers. Tell scorers to use their rubrics, Scoring Guides, and Practice Sets when scoring the Consistency Assurance Set. 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 role of the Scoring Leader to establish the best way to administer the Consistency Assurance Set for his or her group. The following is an example of one way the Consistency Assurance Set may be administered: Distribute a set and score sheet to each scorer, and be sure that every scorer writes his or her name on the score sheet. As scorers complete their sets, collect their score sheets. You may wish to dismiss 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, you may require help from your Table Facilitators in distributing, collecting, and reviewing the scorers' Consistency Assurance rounds.

You should review the Consistency Assurance Sets when they have been completed by all scorers. Use the results of that review to determine what additional training, if any, may be needed. You can decide the best format and structure for that additional training, based on your review of the scorers' work.

Paper Flow/Scoring Procedures
(Suggested time: 25 minutes)

The *School Administrator's Manual for Public and Nonpublic Schools* details the paper flow system. See your Site Coordinator for this information. Ideally, no scorer will have "downtime" while he or she is waiting for books to score. In addition to explaining the paper flow system to the scorers, once training is complete, you will need to show the scorers how to score "live" test books.

Student Answer Sheets

A variety of answer sheets are being used by different scan centers. Before training your scorers, you should 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 book that has not been scored, and take the group through the steps of scoring a test book. You will need a blank test book and student answer sheet for demonstration purposes.

Show scorers where to record their scores. To ensure that the right answer sheet is used for a particular test book, show scorers how to compare the test book number with the ID number on the answer sheet. Emphasize that scorers must both write the score and fill in the corresponding circles.

Make sure to:

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

Scores should be written only on the answer sheets, and except for the scorer number on the cover, scorers should never write on the test books.

Explain the care and handling of answer sheets (i.e., do not fold, wrinkle, or make any stray marks on the documents). Details about quality control of answer sheets can be found in the *School Administrator's Manual for Public and Nonpublic Schools* (http://www.emsc.nysed.gov/osa/sam). Emphasize that these answer sheets will be machine scored, so care must be taken to avoid stray marks.

Scorer Numbers

Each scorer and scoring committee will have been assigned a number; your Site Coordinator should provide you with a roster with these numbers on it. This number is a scorer's or scoring committee's unique number. The scoring committee's number is to be recorded in a field on the answer sheet. Ask the scorers to remove the answer sheet from the test book and show them where to record their scoring committee number.

In addition to indicating the scoring committee number on the student answer sheets, each scorer should write his or her scorer number on the upper right corner of the cover of each student test book they score. The scorer number on the test book will allow persons conducting read-behinds to quickly identify a scorer and be able to provide feedback in a timely manner. In addition, the use of this system enables all scorers to look at the upper right corner of the test book cover to tell which groups have not scored the book.

Scoring Model Codes

On the back of each answer sheet, in the box labeled Scoring Model Code, scorers must indicate information about the scoring model being used by entering the appropriate code (1, 2, 3, 4, or 5) as defined in the table below.

Scoring Model Code	**The scorers for the school's tests included:**
1. Regional scoring	a) Staff from three or more school districts, or b) staff from two or more nonpublic schools in an affiliation group (nonpublic or charter schools may participate in regional scoring with public school districts, and each nonpublic or charter school may be counted as one district)
2. Schools from two districts	a) Staff from two school districts, b) staff from two nonpublic schools, c) staff from two charter schools, or d) a combination of staff from two of the following: a school district, nonpublic school, or charter school
3. Three or more schools within a district	Staff from three or more schools in a district
4. Two schools within a district	Staff from two schools in a district
5. One school only	Staff of no fewer than three scorers for each grade, all from the same school

Responses That Should Be Flagged

Instruct the scorers on the proper use of yellow flags (Post-it® Notes) for the issues described below. The responses in question should be flagged on the top horizontal side of the pages where the responses appear; the flags should be easily visible, and the type of problem/situation should be written on the flags (sensitive paper, scoring decision, or test book problem). The test books can then be put into the "Problem Box." The Site Assistant or Table Facilitator will bring all flagged books to you. You should deal with the flagged books that are your responsibility (sensitive paper, scoring decision) as quickly as possible so that the packets can return to circulation in order to make sure that they are completely scored by the end of the day. Do not allow these test books to accumulate. No flagged test books should be transferred to another scoring room until the issue for which it was flagged is addressed.

Sensitive Papers: If a scorer reads a student response that reveals a sensitive issue, he or she should share this paper with the Table Facilitator and the Scoring Site Coordinator. The reporting protocol set forth for Mandated Reporters must also be followed. A sensitive response might include:

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

The scorer should score the response according to the Scoring Guide and then flag the response by writing "sensitive paper" on a yellow flag (Post-it® note). The scorer should then signal the Table Facilitator or the Site Assistant, who should be instructed to immediately bring such responses to your attention. If tests are being scored districtwide or regionally, you 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. Papers with sensitive responses must be returned to the school when scoring is completed.

Scoring Odd Responses: These are responses that the scorer is unsure about; for example, none of the anchors in the Scoring Guide help the scorer to make a scoring decision about these particular responses. As Scoring Leader, you should make a decision, fill in the score, and return the test book to its appropriate box. If you have questions regarding odd responses, send them by email to ny_scoring@ctb.com. If you are unsure about how to score a student response, call the help line for guidance at 1-888-282-0059 and select option number two.

Problems with Test Books: Irregularities—such as a missing answer sheet or incompatible answer sheet and test book—can occur. For such cases, you should have a box designated for test books with problems so that the Site Coordinator can determine how they should be resolved.

Scoring

Once you have covered the Scoring Guide, Practice Sets, Consistency Assurance Sets, paper flow/book 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. While you do not want the scorers to feel that speed is more important than accuracy, you also want to make sure that all books are scored by the end of the day.

During scoring, the scoring room should be kept as quiet as possible to facilitate accurate, productive scoring. Emphasize that the scorers should discuss scoring only with the Table Facilitators or the Scoring Leader. Meanwhile, you should score flagged books, answer questions, troubleshoot problems, and score books yourself if time permits.

The Site Coordinator will train the Site Assistants in the logistics of transferring books from room to room. The Site Assistants will also be responsible for checking all answer sheets to make sure that they are complete and accurate.

After test books have been completely scored once, they should be reviewed to ensure all items have been scored and the bubbles for the scores have been thoroughly darkened with no stray marks on the answer sheets. Then, preparations should be made for returning the test books to the school or to the designated audit site. Test books should not be scored twice or subjected to double scoring.

CTB/McGraw-Hill

Grades 3–8 Mathematics Help Line

(888) 282-0059
(Select option number two.)

Dates: See NYSED's web site at
http://www.emsc.nysed.gov/osa/

Hours: 7:30 a.m.–4:30 p.m. ET, during the scoring dates

Fax: (866) 405-4084

Email: ny_scoring@ctb.com