

**NEW YORK STATE TESTING PROGRAM**  
**SCORING LEADER HANDBOOK**  
**MATHEMATICS, GRADES 4 AND 8**  
**May 2004**

**Important Changes in Test Scoring**

The following changes have been made in the scoring process. It is important that you, as a scoring leader, as well as persons in charge of scoring are aware of these changes.

*Scoring Models*

For 2004, Grades 4 and 8 Mathematics Tests can be scored regionally, district wide, or school wide. Scorers must indicate a scoring model code (see page 10 of this handbook) on the student answer sheets. The Department will analyze the data and issue guidance to schools about appropriate scoring models to be implemented with the new No Child Left Behind (NCLB) Grades 3 through 8 tests that will be administered beginning in 2006.

*Dates for Scoring and Returning of Student Answer Sheets*

CTB/McGraw-Hill will not be accepting data submitted late by the scanning centers. Therefore, in order to receive official individual student score reports from CTB/McGraw-Hill, public school districts and nonpublic schools must adhere to specific dates for scoring and returning student answer sheets to the scanning centers. These dates can be found at <http://www.emsc.nysed.gov/osa/eliinfogen/importantdatesmath%20ela2004.pdf>. Districts and public/nonpublic schools that return their answer sheets to the scanning centers after the specified dates will not receive their individual student score reports from CTB/McGraw-Hill. Districts and public schools that return their answer sheets to the scanning centers after the specified dates will have their student scores computed by the scanning centers and reported to the Department through the LEAP system. Nonpublic schools that return their answer sheets to the Department past the specified date 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 the Department (in the case of nonpublic schools).

*Student Answer Sheets*

For the 2004 test administration, student answer sheets have been revised. These revisions will:

- make it easier for scorers to provide the requested information, including scoring model codes.
- reflect changes in scoring procedures (e.g., elimination of all condition codes except for Condition Code A, which is used when a student leaves a response blank).
- make it possible to indicate if a student was absent for any test session.

## *Adherence to Scoring Protocol*

In order to maximize standardization of the scoring process, a *Scoring Operations Certificate* has been added to the 2004 edition of the School Administrator's Manual. 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."

## *Integrity of Student Responses*

The following statement has been added to the 2004 edition of the School Administrator's Manual and to 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 and Teacher's Directions can be found on line at ([www.emsc.nysed.gov/osa/](http://www.emsc.nysed.gov/osa/)). Questions can be e-mailed to [emscassessinfo@mail.nysed.gov](mailto:emscassessinfo@mail.nysed.gov).

## **Duties and Responsibilities**

### **Person in Charge of Scoring**

The primary responsibilities of the person in charge of scoring Book 2s are described in the 2004 edition of the School Administrator's Manual and include the following:

- Each scoring committee includes a minimum of three scorers.
- Test questions are assigned to scorers according to the criteria described in the School Administrator's Manual.
- Scorers are trained using the procedures and materials described in the Scoring Leader Handbook.
- Table facilitators conduct read-behinds of scored papers.
- Answer sheets are subjected to a quality review.
- Answer sheets and test books are kept secure.
- The scoring sessions are conducted during dates specified by the Department.
- Answer sheets are submitted to the scanning center by the date specified by the Department.

### **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. 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 were 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.
- Making use of **all** training and scoring supports. These training and scoring supports include written materials, videotapes, the Department web site containing Questions and Answers, and the Helpline.

### **Preparation for Training**

In order to maintain scoring consistency from site to site, it is crucial that all scoring leaders explain the training materials using the same language and emphasis. The materials to be used are described below.

#### **1. Scoring Guide**

This document (one for Grade 4 and a two-part Scoring Guide for Grade 8) contains scoring rubrics, scoring policies, exemplars (student responses that illustrate each score), and printed annotations (information that explains the scoring decision for each exemplar).

#### **2. Scoring Leader Handbook and Scoring Leader Practice Set**

The Scoring Leader Handbook describes the scoring materials and procedures that must be used when training teachers to score the Mathematics tests.

The **Scoring Leader Practice Set** includes 30-40 annotated student responses. (The scorers' training materials are the same as the scoring leaders' materials except that the **Scorer Practice Set** responses contain neither the annotations nor the scores because they are to be used for scoring practice).

During your own training, you may add notes as needed; however, your training material notes should agree with those of the other scoring leaders. Any questions that arise during your training may come up again during scorer training; therefore, this training session is the time to prepare to answer such questions by making consistent notes on both your Scoring Guide and your Practice Set.

#### **3. Set of Two Videotapes**

The videotapes (one set of two videotapes for each grade level) **must** be used for training. While viewing the videotapes, you may add notes to your written materials as needed. As a scoring leader, you may use the tapes to train scorers, or you may choose to train scorers based on the training you received through the use of the tapes. Permission is granted to duplicate the tapes if additional copies are desired.

In the videotapes, the trainer discusses the contents of the Scoring Guide and the 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 videotape before the videotaped trainer begins discussion of the Practice Set. This provides an opportunity for those being trained to read their Practice Sets and to practice making scoring decisions.

Scorers should practice on only one or two student responses at a time, stopping and 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 may resume the videotape 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.

Additional scoring support will be provided by Question and Answer documents (one each for Grade 4 and Grade 8), which will be placed on the Department's web site on May 11, 2004, (for

Grade 4) and May 7, 2004, (for Grade 8). The web site address is: ([www.emsc.nysed.gov/osa](http://www.emsc.nysed.gov/osa)). Once at the web site, select Mathematics Grade 4 or Grade 8. Then under the grade designation, select 2004 Scoring Q & A.

There will also be a toll-free number that Scoring Site Coordinators and/or Scoring Leaders may call with questions pertaining to the training or scoring. This telephone service will be available on weekdays from 8:00 a.m.–5:00 p.m. from May 11–21, 2004, for Grade 4 and from May 7–19, 2004, for Grade 8. The number is **(877) 516-2403** and can also be found, along with a schedule and a fax number, at the end of this Handbook.

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 exemplars and be prepared to answer any questions about the scoring decisions while using the appropriate terminology from the rubrics and scoring policies.

Rehearsing your delivery prior to the training day will be helpful. Practice reading the rubrics, scoring policies, and annotations out loud; then practice using them and the handwritten notes to help the scorers work through and understand the exemplars. Remember that you want your presentation to be fresh and interesting rather than just a mechanical reading of notes. 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 will have a school administrator who will be in charge of scoring operations, including supervising the scoring and scoring operations, coordinating test booklet processing, identifying support needs, sending answer documents to the scanning center, and enforcing security. This person will assign teachers to scoring committees based on their mathematics expertise, experience with open-ended scoring, and years teaching specified grade level(s). You should meet with the administrator prior to the day of training and scoring in order to:

1. Learn your site’s paper flow plan for scoring the student responses,
2. Make sure that your scoring/training area is ready,
3. Ensure that all necessary materials are there and that they are counted, and
4. Discuss any other logistical issues.

Following is a **suggested** schedule for the mathematics training. There could be a variety of training schedules depending on the overall mathematics expertise of the scoring committee(s) and the amount of general training they have had (i.e., using the holistic rubrics and anchor papers from the test sampler) 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. This schedule and the following training procedures are based on the assumption that your scorers have had no prior New York State Testing Program scoring experience. Another variable is that scorers may be trained on only part of the test: some on the first nine items, others on the last nine; or some on the 0–2 score point scale items and others on the 0–3 score point scale items; or other groupings determined by you and the school supervisor. All of these variables will affect the length of the training time.

|                         |          |
|-------------------------|----------|
| 8:40 a.m. – 10:00 a.m.  | Training |
| 10:00 a.m. – 10:15 a.m. | Break    |

|                         |          |
|-------------------------|----------|
| 10:15 a.m. – 11:20 a.m. | Training |
| 11:20 a.m. – 12:20 p.m. | Lunch    |
| 12:20 p.m. – 1:45 p.m.  | Scoring  |
| 1:45 p.m. – 2:00 p.m.   | Break    |
| 2:00 p.m. – 3:00 p.m.   | Scoring  |

You should be in your area no later than 8:15 a.m. to welcome your scorers and make sure training begins promptly at 8:40 a.m.

Prior to 8:40 a.m., you should distribute the materials to the tables or desks where the scorers will be sitting.

Each scorer should have:        Scoring Guide  
    Practice Set  
    Sharpened No. 2 pencils, pens, yellow flags (Post-It Notes),  
    erasers, etc. (provided by the school administrator)

Punch-out tools (manipulatives) and calculators should be available in the room.

At 8:40 a.m., all scorers should be present and seated, and training can begin.

### **Suggested Training Agenda**

1. Introduce yourself, if necessary.
2. Introduce others, if applicable (e.g., school administrator, scoring assistants).
3. Review housekeeping details (the day’s schedule, break times, and any other information that you think would be helpful).

*Once these issues are addressed, you will be ready to move into the actual training.*

4. Briefly define holistic scoring and the scorer’s responsibilities.

Tell your scorers that you will be training them to use a process called holistic scoring, which involves evaluating a student’s work for its total, overall, or whole effect based on the rubric and accompanying exemplar responses. Emphasize that holistic scoring is similar to learning a new language or a new way of thinking, and that it is crucial that all scorers put aside their own beliefs, ideas, and theories about how to evaluate students’ work. For any large-scale scoring project to be successful and have meaningful results, all scorers must score using the established criteria. Therefore, you will be training your scorers to understand and internalize the New York State Testing Program criteria; you will do this by explaining the rubrics and scoring policies, along with student exemplars for each score. Assure your scorers that the more exemplars 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 the New York State Education Department. Tell your scorers that any insights or opinions they have about the criteria may be sent to the State Education Department. Explain that there is a lot of training material to cover and a limited amount of time to do so.

## Scoring Guide

At this point, you should ask the scorers to refer to their Scoring Guide. Explain that the Guide contains exemplars that will be used as references or anchors when the scorers begin to score actual test booklets. 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 follow along silently while you are reading aloud. This will keep the group together and help the scorers to internalize the criteria, since they are simultaneously seeing and hearing the information. You should read the rubrics, the scoring policies, and all annotations aloud, carefully explaining each exemplar.

Begin by reading the 0–2 rubric and the 0–3 rubric. Tell the scorers that a score of 0 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.

Note that your Scoring Guide has typed annotations explaining why the response received the score it did. This information is provided to assist you in further explaining the scoring rationale for given responses.

Move through the Guide item by item. For each item, begin by reading the Key Idea and 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 item 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 student minds have responded to these test items, and some of those minds might have come up with 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 exemplar for the item being discussed. Your Scoring Guide is formatted to progress from the lowest score to the highest for each item. Answer any questions about the exemplars and move on to the next item.

Throughout the training session, maintain an atmosphere that promotes clarification rather than debate. Do not let a discussion become contentious and therefore counterproductive. If a scorer absolutely refuses to see a certain exemplar as the score it is, advise him/her to forget the exemplar, but learn the lesson it demonstrates about the characteristics of the score point in question. There are multiple samples of each score point in the Guide and Practice Set so that the scorers will have ample exemplars to use to help them make good scoring decisions. One or two “controversial” exemplars 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 Guides. Use these flags where a new item is introduced. Scorers should attach a flag with a 28 (if scoring Grade 8 tests) or 31 (if scoring Grade 4 tests) to the upper right side of the Key Idea page and then place each subsequent flag slightly lower so that all item numbers can be easily seen. Also, scorers could make their own list of items and their respective page numbers, or such a list could be put on a chalkboard, flip chart, etc., 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 exemplar for reference and comparison.

Explain that accurate scoring comes from using the Scoring Guide effectively—the rubric for a particular score point should **always** be referenced in conjunction with the sample exemplars for the item. The exemplar responses act to elaborate upon the rubric and help the scorers to interpret them correctly. The student exemplars can be used effectively for reference and comparison.

### **Scoring Policies, Score of Zero, and Condition Code**

Scoring guides contain the Mathematics Scoring Policies for Grades 4 and 8 and information about the score of zero and condition codes. Mathematics scoring policies address such issues as crossed out and partially legible responses. The last page of the Scoring Guide addresses the score of zero and condition code A. As a scoring leader, you must make sure that scorers understand how to apply the scoring policies, score of zero, and condition code A. Questions about specific student responses should be addressed to the Helpline.

### **Practice Set**

Once you have completed the discussion of the Scoring Guide, move directly to the Practice Sets. Explain that this set is an opportunity for them 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 30–40 student responses, in order by item but not by score-point. You will move through the Practice Set one response at a time.

Ask the scorers to read the first student response silently to themselves and write down a score. Encourage them to base their score on their overall holistic impression. If their impression is “either a 1 or a 2,” tell them to reference the exemplars in the Scoring Guide to see if the Practice Set response is more like a 1 or a 2. 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 move on to the second Practice Set sample. Move through the entire Practice Set in this manner.

Like your Guide, your Scoring Leader Practice Set is annotated so that you are prepared to explain the scoring decisions. The scorers’ sets, however, are completely unannotated, so remind them 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 1 may have received both 0’s and 2’s from the scorers, so you should be prepared to explain why it is not a 0 and why it is not a 2.

When applicable, your notes also contain references to specific Scoring Guide exemplars with which to compare the Practice Set responses. The best way to justify a scoring decision is to show how the sample compares with the exemplars in the 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 Scoring Guide and the anchor exemplars, along with similar Practice Set responses.

Tell the scorers not to worry or agonize 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 Guide's exemplars, 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 that it should be 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. You can later contact the Helpline either by phone or by fax to find out the answer.

Another type of question you should be prepared for concerns theoretical 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 theoretical ones, because talking about responses that do not really exist can cause unnecessary confusion. It is safer to stick to the written responses that all scorers can be looking at while discussing a scoring decision. That way everyone will be seeing exactly the same thing.

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 also keeping an eye on the clock with your schedule in mind.

### **Paper Flow/Scoring Procedures (Suggested Time: 25 minutes)**

The School Administrator's Manual details the paper flow system. See your site coordinator for this information. Ideally, no scorer will have "downtime" when he/she is waiting for booklets 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 booklets.

#### **1. Student Answer Sheets**

A variety of answer sheets are being used by the different scan centers. Before training your scorers, you should find out from your 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 an unscored student test booklet and take the group through the steps of scoring a booklet. You will need a blank booklet and student answer sheet for demonstration.

Show scorers the area where they fill in their score. Show scorers how to compare the booklet number with the ID number on the answer sheet; this is how you make sure you are using the

right answer sheet for a particular booklet. **Emphasize that scorers must BOTH write the score and fill in the corresponding circle!**

Make sure to:

- score items only once,
- completely darken the circles (don't forget the centers of the circles) and
- erase neatly and thoroughly if it becomes necessary to erase.

**Scorers should NEVER write on the test booklets (except for the scorer number on the cover). Scores should be written only on the answer sheet!**

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

## **2. Scorer Numbers**

Each scorer will have been assigned a scorer number—your site coordinator should provide you with a scorer roster with these numbers on it. The scorer number will be three digits. This three-digit number is the individual's "scorer number," which is filled in on the answer sheet. The scorer number on the answer sheet will allow persons conducting read-behinds to quickly identify a scorer and be able to provide feedback in a timely manner. Ask the scorers to remove the answer sheet from the test booklet and show them where they write (and fill in) their scorer number.

In addition to indicating their scorer number on the student answer sheets they score, each scorer should write his/her number on the upper right-hand corner of the cover of each student test booklet. The use of such a numbering system enables all scorers to look at the upper right-hand corner of the test booklet cover to tell which groups have not scored the booklet.

## **3. 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 on the next page.

## Mathematics Scoring Models (regional, district wide, or school wide scoring permitted)

| Scoring Model Code  | The scorers for the school's test papers included:  |
|---|---|
| 1 Regional scoring  | (a) Staff from three or more school districts or (b) staff from all nonpublic schools in an affiliation group (Nonpublic or charter schools may participate in regional scoring with public school districts and 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 (not applicable to nonpublic schools) | Staff from three or more schools in a district  |
| 4 Two schools within a district (not applicable to nonpublic schools)           | Staff from two schools in a district  |
| 5 Only one school   | Staff from one public school, one nonpublic school, or one charter school   |

### 4. Condition Codes

In a change from previous years, all but one condition code have been eliminated. Condition Code A must be used if a student is present for a test session but leaves an entire constructed response blank. Scorers may apply Condition Code A; there is no need to flag the booklets for the scoring leader to score.

### 5. Responses That Should Be Flagged

Instruct the scorers in the proper use of yellow flags for the issues described below. The responses in question should be flagged on top of the test booklet—the flag should be easily visible and the type of problem/situation should be written on the flag (sensitive paper, scoring decision, booklet problem). The booklet can then be put into the Problem Box. The site assistant or table facilitator will bring all flagged booklets to you. You should deal with the flagged booklets 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 booklets to pile up! No flagged booklets should be transferred to another scoring room until the flagged issue is addressed!**

**a. Sensitive papers.** If a scorer reads a student response that reveals a sensitive issue, he or she should share this essay with the table facilitator and the scoring site coordinator. A sensitive response would include evidence of:

- parental or teacher abuse,
- suicidal tendencies, and/or
- other psychological problems.

The scorer should score the response according to the ordinary rules and then flag the response by writing “sensitive paper” on a Post-It Note and signaling the table facilitator or the site assistant who should be instructed to bring such responses to your immediate

attention. If tests are being scored school wide, you should notify the school principal of any sensitive responses. If tests are being scored district wide or regionally, you should alert the Site Coordinator, who will contact the student's principal.

**b. Scoring Decisions/Odd Responses.** These are responses that the scorer is unsure about; e.g., none of the exemplars 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 booklet to its appropriate box. **If you are unsure about how to score a student response, you must call the Helpline for guidance.**

**c. Booklet Problems.** (e.g., an answer sheet is missing, answer sheet and booklet do not match, etc.) You should have a Problem Box for these types of problems so that the site coordinator can handle/solve them.

### **Troubleshooting**

Scoring decisions and other issues may be addressed by phone or fax (contact numbers listed on last page of this handbook). When calling the Helpline, depending on the volume of calls, you may be switched to voice-mail. If you leave a message you will be called back. Be prepared to leave your full name (spell your last name), phone number **including area code**, and the grade and item number in question. Schools that have difficulty accessing the 877 area code should fax questions to the helpline fax number. If you are faxing a student response, please include a phone number where you can be reached.

### **Scoring**

Once you have covered the Scoring Guide, Practice Sets, paper flow/booklet logistics and other topics discussed above, the scorers may begin scoring.

According to the agenda in this Handbook, you will have completed the training before the lunch break. Have the scorers score until lunch and then release the group for lunch at 11:20 a.m. Encourage the scorers to return promptly at 12:20 p.m. and begin scoring actual papers immediately.

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 booklets are scored by the end of the day. Remind the scorers that the holistic scoring process is, by design, a rapid scoring process.

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 booklets, answer questions, troubleshoot problems, and time permitting, score booklets yourself.

### **Paper Flow from Room to Room**

The site coordinator will train the site assistants in the logistics of transferring booklets to and from groups of scorers. The site assistants will also be responsible for checking all answer sheets to make sure that they are complete and accurate.

**MEASUREMENT INCORPORATED**  
**MATHEMATICS GRADES 4 AND 8 HELPLINE**

**\*(877) 516-2403**  
**(Weekdays Only)**

**GRADE 4**  
**MAY 11 – MAY 21**

**GRADE 8**  
**MAY 7 – MAY 19**

**HOURS: 8:00 A.M. – 5:00 P.M. EST**

**FAX : (919) 425-7733**

**\*Schools that have difficulty accessing the 877 area code should  
fax questions to the Helpline fax number.**