

New Mexico Educators

**Welcome to the
SBA Scoring Workshop**

A stylized silhouette of a mountain range in a darker shade of teal, located in the bottom right corner of the slide.

Organizers & Presenters

New Mexico PED Assessment & Evaluation Staff

- ◆ Robert Romero, State Testing Director (Acting)
- ◆ Diana Jaramillo, Curriculum Specialist

Measured Progress Scoring Team

- ◆ Todd Spradlin, Scoring Manager
- ◆ Robin Bailey, Chief Reader Reading & Social Studies
- ◆ Aaron Wozmak, Chief Reader Mathematics

Measured Progress Program Management Team

- ◆ Julie-ann Edwards, Lead Program Manager
- ◆ Diana Ward, Post-test Program Manager
- ◆ Liz Garcia, Program Assistant

Scorer Recruitment

Highly Educated Scorers

- ◆ 95% have Bachelors degrees
- ◆ 30% have advanced degrees
- ◆ 5% with two years college

High Scorer Retention Rate

- ◆ 70% returning scorers
- ◆ Many with 4 to 12 years scoring experience

Each scorer must train and qualify with each item before they are allowed to score

What Scorers Leave at the Door

- ◆ Leave personal bias aside
 - Follow the scoring guidelines in the rubric and the directions of the training leaders exactly and without variance.
- ◆ Consistency in scoring is paramount
 - If different scorers score the same response differently, the results will be meaningless.
"You will be assimilated."
- ◆ Human scorers used – not artificial intelligence
 - Student work samples too short, AI technology not good enough yet

Confidentiality

- ◆ All materials within the scoring center are confidential; nothing may leave facility.
- ◆ All training materials checked out and in each day; securely stored
- ◆ Designated shredding bins
- ◆ No discussion of test questions, student responses, or any other specific information outside of the scoring center

Training

- ◆ Develop a system that will ensure every scorer
 - is reading the same way
 - is applying the same criteria to evaluate the responses
- ◆ The assigned scores are “Scorer – independent”
- ◆ The tool that is needed - Training Pack


Scoring Guide

- ◆ Test question or writing prompt: information provided to the student; might include graphics or a passage, so that he/she can complete the required task
- ◆ Rubric: Written guidelines on scoring students' responses to a specific prompt or question

Student Response

What the student writes including all explanations, diagrams, pictures, as captured in the answer space

40



Here is a story
about
ghosts

Now you see them


Now you don't .
That's why I like them so much.
I don't think they are scary at all.
Even though they aren't real.

11

This is what gets
scored



40



Here is a story
about
ghosts

Now you see them

Anchor Set

- ◆ Student exemplars that represent the mid-ranges of the score points. (i.e. Anchor 4, Anchor 3, Anchor 2, Anchor 1, Anchor 0)
- ◆ The Anchors serve as reference points for scorers.
- ◆ Scorers are often reminded to refer back to the Anchors during scoring.

Training Sessions

- ◆ A chance for scorers to apply the score guides for the very first time – practice!
- ◆ Conducted by qualified content specialists
- ◆ QACs/Trainers discuss the entire training pack with the scorers
- ◆ Ensure everyone agrees on the assigned scores in both the Anchor Papers and Training/Practice Examples
- ◆ Qualification Set(s)

Why Papers are Rejected

- Blank (no attempt to respond)
- Unreadable (faint writing, extremely poor penmanship)
- Not English , not Spanish, and not a mix of English and Spanish (e.g., Farsi, Vietnamese)
- Off Topic (totally irrelevant response)
- Insufficient amount to score
- Refusal

Alert Papers

- Response indicates a crisis situation
 - Suicide
 - Indications of imminent harm or danger to the student or a peer (specific)
 - Circumstances of abuse (drug, alcohol, emotional, physical, and sexual)
 - Admission and/or witness to a crime (past or present)

Tips for Proficient Scoring

- ◆ Set aside personal standards
- ◆ Consistently apply scoring criteria and the rubric
- ◆ Read entire response before awarding a score
- ◆ Ignore spelling, grammar, and writing ability for all responses except the composition
- ◆ Do not reward students for length, good handwriting, and personal opinion

Tips for Proficient Scoring

(continued)

- ◆ Do not penalize for bad handwriting, vulgar language, or “artwork”
- ◆ Filter superfluous information – extract content information
- ◆ Distinguish between “list” and “bulleted ideas”
- ◆ Look for possible credit in other parts of the answer

Classroom Use of Rubrics or Training Pack

- Score same question many times in a row
- Score same question multiple times throughout a school year with same students
- Score same question year to year
- Use multiple scorers

Practice Time!

- Elementary Breakout Group - Wurlitzer
 - Reading in morning
 - Mathematics and science in the afternoon
- Middle/High School Breakout Group - Regal
 - Mathematics and science in morning
 - Reading and social studies in afternoon
- Participants stay in place; trainers will switch
- Train-the-trainer model; materials not secure and will be posted online for redelivery