

## **Purpose of Using the Scoring Protocol Review Form**

This document is a guide to help Qualified Mentor Trainers understand how they will evaluate an assessor-in-training's practice tests. The practice tests are administered after the assessor-in-training has completed the online training modules and passed the online proficiency tests.

Using the *Scoring Protocol Review Form*, mentors determine if an assessor is able to accurately administer and score Alternate Assessments. This review form is used with the practice test. The *Scoring Protocol Review Form* is also available on the EED website:

[http://www.eed.state.ak.us/tls/assessment/alternate\\_optional.html](http://www.eed.state.ak.us/tls/assessment/alternate_optional.html)

under Teacher Resources.

It is most important to remember that while reviewing the protégé's practice tests, the mentor sees a strong indication that the assessor-in-training has a good comprehension of the assessment process and has the ability to administer and review the alternate assessments. Mentors use their best judgment when reviewing work from the field. Assessors-in-training (AIT) who do not show evidence of become reliable and ethical assessors are to remain at the AIT level in the online system and will require additional training.

The practice tests cover a sampling of items found in the reading, writing, mathematics, science tests and include examples of expanded levels of support items. The following checklists are provided for mentors to fill out as they review their protégé's practice test scoring protocols. The practice test is reviewed for accuracy in recording student responses and scoring. An extra column is added for any additional comments for each task. The protégé may receive one point for correctly addressing the student responses and one point for scoring. After the review has been completed, all scores are totaled and percentages are calculated. If the protégé receives 75% or higher in each subject area and the overall review, Qualified Assessor status is obtained.

## **Procedures for Using the Scoring Protocol Review Form**

1. Print the *Scoring Protocol Review Form*
2. Is the information on the cover sheet completely filled out? (Name, district, etc.)
3. Review each task in each subject area
  - Make sure scoring protocol scoring boxes are clearly and appropriately marked – all incorrect student responses should be written in the student response section.
  - Make sure actual scores are match what is indicated in the student response section (a blank space indicates a correct response).
  - Make sure the total is added correctly.
  - Place a check mark (√) on the review form for correct recording of student responses and scoring/recording and a dash (–) for incorrect recording of student responses and scoring/recording. If a dash is placed for a task, indicate the error in the additional comments section.
  - Total the check marks at the bottom of the subject area review section and calculate the total percentage.

- Use the *Overall Review Across All Four Content Areas* sheet to review the overall administration and then calculate a percentage.
  - If each subject area and the Overall review receive a 75% or better, the assessor has passes the practice test administration.
4. Note on the cover page of the Scoring Protocol Review Form whether or not the assessor has passes the practice test administration and any additional comments.
  5. Use the QA-QT Checklist or the *Steps to Complete the Mentors-in-Training Process* section found on the first page of this document to keep track of what steps have been completed.

### Common Errors

Where	Error	Severity
All	Incorrect student responses not written in student response section	Depends on percentage missing. Is a problem if all student responses are missing, but if only a few, ok.
Writing	CLS or CWS added/scored incorrectly	Important concept to know for scoring. Again depends on percentage incorrect. If only a few errors may be ok, but completely incorrect scoring is a problem.
Cover page	Not completed	Ok for practice test, but at least administrator, student name, and district should be filled in for practice tests.
All	Individual items scored correctly, but total score at bottom of page missing or added incorrectly	Ok as long as individual items are scored/added correctly because data entry requires entry of each individual item.

## *Scoring Protocol Review Sheet*

Mentor-Trainer Name: \_\_\_\_\_ Date: \_\_\_\_\_

Protégé Name: \_\_\_\_\_

Your District: \_\_\_\_\_

Final Status: (Awarded by DRA/EED) \_\_\_\_\_

Notes/Comments:

Reading Tasks	Student Responses	Scoring/ Recording	Additional Comments
1.34B: Identify Letter Sounds			
1.56A: Read Words			
2.56A: Read Passages			
2.56B: Fact/Opinion			
1.78B: Obtain Information			
1.78C: Read Sentences			
1.910A: Decode Words			
2.910C: Read Passages			
2.910D: Fact/Opinion			
<b>Total</b>	/9	/9	/18 = _____ %

<b>Mathematics Tasks</b>	<b>Student Responses</b>	<b>Scoring Recording</b>	<b>Additional Comments</b>
1.34C: Count			
1.56A: Read and Write Numbers			
1.56B: Number Line, First and Last			
3.56: Reproduce Simple Patterns			
6.56B: Same or Different			
1.78C: Identify Fractions			
2.78: Double Digit Addition and Subtraction			
4.78: Read Simple Graphs			
5.78B: Count Money			
5.78C: Identify Money			
6.78: Match Shapes			
6.78C: Identify Perimeter			
1.910A: Identify Place Value			
5.910A: Identify Units of Measurement			
<b>Total</b>	<b>/14</b>	<b>/14</b>	<b>/28 = _____ %</b>

<b>Writing Tasks</b>	<b>Student Responses</b>	<b>Scoring Recording</b>	<b>Additional Comments</b>
1.34B: Copy Words			
1.56A: Conventions of Writing			
1.56B: Write Own Name			
1.78C: Communicate Ideas Using Words			
1.78D: Write a Sentence			
1.910A: Conventions of Standard English			
1.910B: Write a Story			
<b>Total</b>	<b>/7</b>	<b>/7</b>	<b>/14 = _____ %</b>

<b>Science Tasks</b>	<b>Student Responses</b>	<b>Scoring Recording</b>	<b>Additional Comments</b>
1.4: Concepts of Physical Science			
2.4: Concepts of Life Science			
3.4: Concepts of Earth Science			
4.4: History and Nature of Science, Science and Technology			
4.8: Science and Technology			
1.10: Concepts of Physical Science			
2.10: Concepts of Life Science			
3.10: Concepts of Earth Science			
<b>Total</b>	<b>/8</b>	<b>/8</b>	<b>/16 = _____ %</b>

<b>ELOS Tasks</b>	<b>Student Responses</b>	<b>Scoring Recording</b>	<b>Additional Comments</b>
<b>ELOS MATH</b>			
Task 1			
Task 4			
<b>ELOS READING</b>			
Task 1			
Task 3			
Task 6			
<b>Total</b>	<b>/5</b>	<b>/5</b>	<b>/10 = _____ %</b>

## Overall Review across all Four Content Areas

Use the following rating scale:

1	Unacceptable
2	Needs Additional Work
3	Satisfactory
4	Exceptional

No.	Review Area				
1	<b>Cover Page:</b> Names and identifying information recorded on cover page.	1	2	3	4
	Comments:				
2	<b>Task Administration:</b> Each task is clearly marked so that both tasks administered and tasks not administered are easily identified on the scored protocol.	1	2	3	4
	Comments:				
3	<b>Scoring:</b>				
	• Incorrect responses written to show student's response.	1	2	3	4
	• Scored correctly.	1	2	3	4
	• Arithmetic completed correctly, e.g. scoring was correct and the total score was added correctly.	1	2	3	4
Comments:					
4	<b>Clear Markings:</b> The scoring protocol is marked clearly so that it can be interpreted easily, e.g. by an instructional assistant entering the data online or by the next teacher reviewing the student's previous performance.	1	2	3	4
	Comments:				
5	<b>Stop Testing:</b> If assessment was terminated early, evidence for this decision is provided on the scoring protocol (3 Error Rule).	1	2	3	4
	Comments:				
		Total /28 = ____%			