

## **Note to Qualified Mentor-Trainers**

Prior to your training, take one set of scoring protocols and student materials for Reading, Writing, and Mathematics and predetermine the student responses. During training, you will respond as a student in the Reading assignment while your protégé's score the responses. When you have 80% or more agreement in an area, you do not need to continue to practice that Task / Item.

In Reading, write the words as you will pronounce them in training on your Master Documents. Make three sets of the same words, pronounced differently. For instance, SAME may be pronounced by an early reader as: SAM, SAMEE, SAME, SUM, etc. Do not duplicate this "cheat sheet" for your group – this document will be for you to use as you "read" the words while the group scores them.

In Mathematics, create three sets of Student Materials, with the student answers highlighting common errors such as: reversed digits (21 instead of 12), addition instead of subtraction ( $53 - 1 = 54$ ), number reversals (backward number 5, etc). These will be the master documents for duplicating for your group.

In Writing, create three different student first and last names, written incorrectly, three different sentences, three different short stories. Highlight common issues, such as no capitalization or missing ending punctuation. These will be the master documents for duplicating for your group.

Make three sets of materials for your protégés: Mathematics Scoring Protocol and Student Materials (with your student answers pre-filled) in one color, Reading Scoring Protocol and Student Materials in another color, and Writing Scoring Protocol and Student Materials (with your student answers pre-filled) in a third color.

Kim Sherman

Project Manager  
Alaska Alternate Assessment  
kim.dra.eed@gmail.com