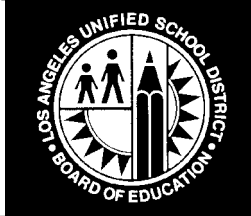


LAUSD



CRESST

National Center for Research on Evaluation, Standards, and Student Testing

Performance Assignments SCORING HANDBOOK



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PREPARING FOR A SCORING TRAINING SESSION

<p>The Trainer's Responsibilities</p>	<p>These are your major responsibilities for scoring training sessions.</p> <ol style="list-style-type: none"> 1. Determine the number of raters who will attend your scoring training session. 2. Schedule the scoring training session. 3. Find an appropriate location for the scoring training session. 4. Re-familiarize yourself with all scoring materials. (See complete list of materials below.) 5. Procure scoring packets that include all the materials required for a scoring training session from your school's Standards-Based Assessment Team (SBAT) representative. 6. Return all materials to your school's SBAT representative.
<p>Raters</p>	<p>Each teacher will score Performance Assignments from his or her own classes. In this handbook, teachers who score Performance Assignments are referred to as raters.</p> <p>Regardless of their previous scoring experiences, raters should be willing to learn to use the scoring criteria described in the rubric and the standards of performance demonstrated by the anchor papers.</p>
<p>Materials for a Scoring Training Session</p>	<p>You should ensure that each rater receives the following materials:</p> <ol style="list-style-type: none"> 1. A Performance Assignment Scoring Packet for the appropriate grade level, containing: <ul style="list-style-type: none"> • Copy of the Performance Assignment prompt • Scoring Rubric • Set of Anchor Papers • Anchor Paper Commentaries • Set of Training Papers • Scoring Handbook 2. Soft Lead (No. 2) Pencils 3. Scratch Paper <p>In addition, you should assemble the following support materials:</p> <ol style="list-style-type: none"> 1. Training Paper Score Sheets (one copy for each rater) 2. Rater Agreement Summary Sheet 3. Calculator, to compute agreement 4. Training Papers Key
<p>Scoring Training Session Length</p>	<p>Training raters to score the assignment for each grade level takes about 1.5 to 2.5 hours.</p>
<p>Setting Up the Room for the Scoring Training Session</p>	<p>If possible, select a quiet, temperature-controlled room with enough tables to seat raters comfortably (six to eight per table). The room should also have a board on which to post the raters' scores using the table on the rater agreement summary sheet in this Scoring Handbook. An overhead projector can also be used to project these scores.</p>

CONDUCTING A SCORING TRAINING SESSION**First Steps****A. Introduce yourself, and ask the raters to introduce themselves.****B. Read the following background information aloud to the raters:**

The Performance Assignments focus on deep understanding and complex skills as represented in the California standards. These are the types of knowledge that characterize high achievement in every subject area, according to virtually all of the researchers who have studied subject area knowledge in the last one hundred years.

Scoring the Performance Assignments may be different from other kinds of organized scoring experiences you have had. It may also be different from some of the methods you use to evaluate your own students' work. It is important to keep in mind that the Performance Assignments are designed to assess only certain kinds of knowledge and skills, and that Performance Assignments are only one component of the assessment system that will be used to evaluate student achievement in LAUSD.

Scoring Training Guidelines**Guide the raters through the following steps:****1. Read the task.**

Ask the raters to read the prompt carefully; this is important for judging student work. Even if raters remember the prompt from previous scoring sessions, they should re-read it.

2. Review the rubric.

Read aloud the description of each score point in the rubric. The 4-point scale reflects distinct levels of proficiency as defined by LAUSD. (Note: If there is no response on a student paper, raters should fill in the bubble marked "N" for No Response.)

3. Discuss anchor papers.**Read the following information to the raters:**

The rubric was designed for use in conjunction with a set of anchor papers that was selected by LAUSD staff and CRESST researchers.

Anchor papers illustrate the score criteria contained in the rubric. Each of the anchor papers represents the lowest performance level at a given score point. Responses that show a lower level of performance than an anchor paper must be assigned a lower score than the anchor paper.

Included in the training packet are anchor papers for score points 2, 3, and 4. An anchor paper for score point 1 is not included since any response demonstrating lower knowledge or skill than an Anchor 2 should receive a score of 1.

Begin the discussion of each anchor paper by reading the anchor paper. Start with Anchor 2. After reading each anchor paper, briefly discuss the qualities of the paper, referring to the anchor paper commentaries. Ask the raters if they can see why each anchor paper received the score it did.

After reading all the anchor papers, discuss the distinctions in the levels of performance between Anchor 2 and Anchor 3, and between Anchor 3 and Anchor 4. Help to clarify the distinctions by referring to the rubric as needed.

Remind raters that each anchor paper represents the lowest level of performance at that score point. When assigning a particular score to a response, the rater should be confident that the response demonstrates a level of performance that is equal to or higher than that of the anchor paper for that score.

Finally, remind the raters that they must refer to BOTH the rubric and anchor papers when they are scoring student responses. They should not use any other criteria.

CONDUCTING A SCORING TRAINING SESSION**4. Score training papers.**

After reviewing the rubric and set of anchor papers, the raters are now ready to score a set of six training papers (A through F). Training papers are student responses that have been previously assigned scores by expert raters. The main goal of this part of the training is to obtain agreement (at least 70%) among the raters.

Complete each of these six steps:

A. Score Training Paper A.

Instruct the raters to turn to Training Paper A in their Scoring Packets and read it. Remind the raters to compare each response to the set of anchor papers and rubric criteria. Raters should use the Training Paper Score Sheet (see Appendix) to record their score for each training paper. Once all the raters have read and scored the first training paper, ask how many raters scored the response at each of the score points and record that number on the Rater Agreement Summary Sheet (see Appendix), as shown here:

Training Paper	Score			
	1	2	3	4
A	1	4	1	0
B				
C				
D				
E				
F				

Then circle the number in each row that contains the highest number. At this point, the group can discuss the qualities of the response, referring to the anchor papers and rubric. At the end of this discussion, you may disclose the previously assigned score, found on the Training Papers Key.

B. Score Training Paper B.

Instruct the raters to score Training Paper B, following the same procedures used to score Training Paper A.

C. Score Training Papers C and D.

After the first two training papers are scored and discussed, instruct the raters to score Training Papers C and D, following the same procedures used to score Training Paper A.

D. Check rater agreement.

You should attempt to train all raters to obtain exact score agreement with each other. The goal should be to reach at least 70% exact score agreement. You should calculate exact score agreement after the first four training papers are scored, using the procedure described in the example on the next page.

E. Score Training Papers E and F.

Instruct the raters to score Training Papers E and F, following the same procedures used to score Training Paper A. Then recalculate the percent of exact score agreement for all six training papers. The raters should begin scoring even if the agreement is less than 70%.

F. Begin scoring.

The raters are now ready to begin scoring their students' responses.

CONDUCTING A SCORING TRAINING SESSION

**Example for
Calculating Percent of
Exact Score Agreement**

Determining rater agreement requires a few simple calculations. Once you have scored, recorded, and discussed the first four training papers, you should have a table like the one below.

Training Paper	Score			
	1	2	3	4
A	1	4	1	0
B	0	2	3	1
C	6	0	0	0
D	0	0	1	5
E				
F				

Step 1 First, circle the highest number for each training paper. Add the numbers in the circles. This is to calculate the number of times the raters were in highest agreement with each other for papers A-D.

For the example above, this number is **18** ($6+4+3+5$).

Step 2 Next, multiply the number of raters by the total number of training papers that were scored.

For the example above, this number is **24** ($6 \text{ raters} \times 4 \text{ training papers} = 24$).

Step 3 Then, divide the number of times the raters were in agreement with each other (Step 1) by the total number of training papers scored. (Step 2). This is the percent of exact score agreement for papers A-D.

For this example, exact score agreement is **75%** ($18 \div 24 = .75$).

PART



APPENDIX

Appendix

Sample Materials:

Training Paper Score Sheet

Rater Agreement Summary Sheet

PART



TRAINING PAPER SCORE SHEET

Local District: (Circle One) A B C D E F G H I J K

School: _____ **Grade:** _____

Subject: _____

4 = Advanced 3 = Proficient 2 = Partially Proficient 1 = Not Proficient N = No Response

TRAINING PAPER A	S C O R E
	(4)
	(3)
	(2)
	(1)
	(N)

TRAINING PAPER B	S C O R E
	(4)
	(3)
	(2)
	(1)
	(N)

TRAINING PAPER C	S C O R E
	(4)
	(3)
	(2)
	(1)
	(N)

TRAINING PAPER D	S C O R E
	(4)
	(3)
	(2)
	(1)
	(N)

TRAINING PAPER E	S C O R E
	(4)
	(3)
	(2)
	(1)
	(N)

TRAINING PAPER F	S C O R E
	(4)
	(3)
	(2)
	(1)
	(N)

PART



RATER AGREEMENT SUMMARY SHEET

Local District: (Circle One) A B C D E F G H I J K

School: _____ **Grade:** _____

Subject: _____

Training Paper	Score			
	1	2	3	4
A				
B				
C				
D				
E				
F				

Calculating Exact Score Agreement

1. First, record the number of raters at each score point. Then, circle the highest number for each training paper. Add the numbers in the circles. This is to calculate the number of times the raters were in highest agreement with each other for papers A-D.

2. Next, multiply the number of raters by the total number of training papers that were scored.

3. Then, divide the number of times the raters were in agreement with each other (Step 1) by the total number of training papers scored (Step 2). This is the percent of exact score agreement for papers A-D.

4. Re-calculate the percent of exact score agreement once all six training papers have been scored. (Repeat Steps 1-3.)