



Foundation Skills Assessment

Information for Organizing Scoring

2017/18

Useful websites and contact information

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|---|---|
| FSA Specifications and Samples | http://www2.gov.bc.ca/gov/content/education-training/administration/kindergarten-to-grade-12/assessment/foundation-skills-assessment |
| FSA Score Entry and Provincial Exemplars | https://www.awinfosys.com/eassessment/fsa_score_entry.htm |
| Technical Support A. Willock Information Systems | 1-866-558-5339 (toll free) support@awinfosys.com |
| Support for Scoring | educ.fsascore@gov.bc.ca |

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Section 1: Planning A Scoring Session

In an FSA scoring session, scorers from a district, or nearby districts, collaborate to work in teams to score all student response booklets. District team leaders provide leadership throughout the session.

This section outlines the various aspects of organizing and managing a scoring session.

1.1. The Planning Steps

1. Identify and appoint team leader(s).
2. Determine the number of booklets anticipated for scoring.
3. Determine the number of scorers needed. It is estimated that it takes approximately 15 minutes to score one booklet. This time does not include time on training or reliability reviews. Double-scoring is not required.
4. Determine the dates and times for the scoring session. The scoring and the score entry must be completed by November 24, 2017.
5. Make arrangements for an appropriate location for the scoring session. Consider parking, food and beverage, and access to a photocopier, computers and an overhead projector. Also consider support staff and security issues. Only scorers and assigned staff should have access to the scoring room.
6. Identify and contact scorers. Inform them of the scheduled scoring dates, times and location.
7. Inform schools or classroom teachers of the date(s) and location to ship the written student response booklets for scoring.
8. Prepare copies of the FSA Scoring Guide, the list of Sample Responses for Grade 4 Reading and Grade 7 Reading, the Numeracy Solutions for Grade 4 and Grade 7, and the provincial exemplars.
9. Decide whether the schools or the district will enter the scores electronically as required by the Ministry. This will determine the destination for shipping the booklets after the scoring.

The planning page in Appendix 1 is designed to facilitate the planning process.

Section 2: The Scoring Process

2.1. Preparation for Scoring

1. Ensure that you have the following materials:
 - Grade 4 and/or Grade 7 Student Response Booklets
 - Copies of the FSA Scoring Guide - Grades 4 and 7
 - Copies of the Grade 4 Reading Sample Responses and/or Grade 7 Reading Sample Responses
 - Copies of the Grade 4 Numeracy Solutions and/or the Grade 7 Numeracy Solutions
 - Copies of the provincial exemplars
 - Pencils and erasers
2. Booklets can be bundled into groups of 10 (or other numbers) or can be kept in the boxes in which schools or classes submit them. (The term “bundle” is used in this document to refer to bundle or box.) A sample bundle cover sheet is provided in Appendix 2.
3. Consider keeping a tracking record of booklets or boxes submitted by each school or class. Number the boxes or bundles for tracking and monitoring progress.
4. Decide on the format of scoring, for example:
 - **Multiple groups by component:** divide scorers into 2-3 groups. Each group scores one to two components. For example, one group would only score the Reading responses (Choice 1 and Choice 2), while a second group scores the Writing and a third group scores the Numeracy responses.
 - **Single group by component:** all scorers score the same component before moving to the next component in the order of the booklet: Reading (Choice 1), Reading (Choice 2), Writing, and Numeracy.
5. Group the scorers according to the format of scoring.

2.2. Conducting the Scoring Session

1. Training

Careful review of the scoring rubrics and student exemplars through training and the use of reliability review will ensure a high level of consistency across scorers.

- Review the FSA student response booklet to become familiar with the content of the assessment.
- Review the scoring guide and scoring rubrics.
- Use the scoring rubrics to score the provincial exemplars. Discuss the scores and rationales.

2. Scoring

- When training is completed, each scorer takes one bundle of booklets and begins scoring.
- Each scorer records the score in the box printed at the lower right hand corner of the page or last page of the question, and copies the score into the appropriate box on the front cover of the booklet. *Ensure the Reading scores are entered into the appropriate choice (1 or 2) on the front cover of the booklet. See screenshot below.

| | | | |
|------------------|--|--|--|
| Reading Choice 1 | | | |
| OR | | | |
| Reading Choice 2 | | | |

- The completed bundle should be returned to the team leader before the next bundle is picked up for scoring.
- Team leaders monitor the progress of scoring by checking off the number of bundles completed. See a Sample Bundle Tracking form in Appendix 3.

3. Reliability Review

As an optional scoring activity, reliability reviews may be conducted during the scoring session. See the Reliability Review section in the sample Scorer's Manual (Appendix 4) for more details.

4. Reporting Child Abuse and Neglect

Each jurisdiction will follow its policies and procedures for dealing with child abuse and neglect disclosures.

5. After Scoring

- Verify that each booklet has been scored and the scores were copied correctly on the booklet cover.
- Booklets are sorted by school for easy electronic score entry and return.
- Enter scores electronically on the Ministry's secure website. Follow instructions in Section 4: FSA Score Entry System Guide in the *FSA Administration Manual 2017/18*.
- Return booklets to schools.

Section 3: Reporting Scores

1. After all written response scores are entered into the Ministry's secure website, an FSA Results Report for each student is available for printing. See Section 5.4.5 in the *FSA Administration Manual 2017/18* for printing instructions. School principals and District Contacts have access to the secure website at <https://www.awinfosys.com/eassessment/fsa.htm>

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2. The FSA Results Reports and the completed student response booklets can be used by schools and teachers to support instruction and by teachers to discuss student performance with parents, along with other information collected by teachers.

Section 4: FSA Monitoring

The Ministry monitors FSA scoring of the written-response questions by sampling student response booklets from each district and a number of independent schools. The sampled booklets are rescored in a summer monitoring session.

One scorer from each district will participate in the FSA Monitoring Session. The session will be held in early July, 2018 at a location specified by the Ministry. The Ministry will provide monitoring scorers with daily professional fees and expenses.

Results of the monitoring are reported at the provincial level. When 80% of the scores assigned locally are within one score point of the scores assigned at the monitoring session, this indicates that local scores are highly aligned with the provincial scoring standards. The provincial monitoring report will be posted on the website as part of the training/scoring materials.

Appendices

Appendix 1

FSA District-Based/School-Based Scoring Planning Page

| |
|--|
| Who are the team leaders? |
| Number of booklets to score: Gr 4: _____ Gr 7: _____ Total: _____ |
| Estimate 1: one scorer can score 40 booklets a day, including all components Estimate 2: Each student booklet takes 15 min to score Estimate 3: Each response takes: Reading – 3 min (three responses); Writing – 1 min; Numeracy – 2 min (three responses) (All estimates do not include training time) |
| Number of scorers needed for the team: |
| Number of days needed for training and scoring: |
| Dates (scoring and score entry has to be completed by November 24, 2017): |
| Location: |
| What scoring format (multiple groups, single group...)? |

Other things to consider:

- How do we use the provincial exemplars for training?

- Shall we conduct reliability reviews during the scoring session?

Notes:

Appendix 2

Sample Bundle Cover Sheet

FSA

Grade 4

Bundle # : 001

10 booklets in this bundle

| | | Scorer ID | Final Check |
|-----------------------------------|----|------------------|--------------------|
| Reading <input type="checkbox"/> | Q1 | | |
| Choice 1 | Q2 | | |
| <input type="checkbox"/> Choice 2 | Q3 | | |
| Writing | | | |
| Numeracy Q1 | | | |
| Numeracy Q2 | | | |
| Numeracy Q3 | | | |

Appendix 3

Sample Box/Bundle Tracking Form

| Bundle | Read Choice (circle) | R Q1 | R Q2 | R Q3 | Write | Num 1 | Num 2 | Num 3 |
|---------------|-----------------------------|-------------|-------------|-------------|--------------|--------------|--------------|--------------|
| 1 | 1 or 2 | | | | | | | |
| 2 | 1 or 2 | | | | | | | |
| 3 | 1 or 2 | | | | | | | |
| 4 | 1 or 2 | | | | | | | |
| 5 | 1 or 2 | | | | | | | |
| 6 | 1 or 2 | | | | | | | |
| 7 | 1 or 2 | | | | | | | |
| 8 | 1 or 2 | | | | | | | |
| 9 | 1 or 2 | | | | | | | |
| 10 | 1 or 2 | | | | | | | |
| 11 | 1 or 2 | | | | | | | |
| 12 | 1 or 2 | | | | | | | |
| 13 | 1 or 2 | | | | | | | |
| 14 | 1 or 2 | | | | | | | |
| 15 | 1 or 2 | | | | | | | |
| 16 | 1 or 2 | | | | | | | |
| 17 | 1 or 2 | | | | | | | |
| 18 | 1 or 2 | | | | | | | |
| 19 | 1 or 2 | | | | | | | |
| 20 | 1 or 2 | | | | | | | |
| 21 | 1 or 2 | | | | | | | |
| 22 | 1 or 2 | | | | | | | |
| 23 | 1 or 2 | | | | | | | |
| 24 | 1 or 2 | | | | | | | |
| 25 | 1 or 2 | | | | | | | |
| 26 | 1 or 2 | | | | | | | |
| 27 | 1 or 2 | | | | | | | |
| 28 | 1 or 2 | | | | | | | |
| 29 | 1 or 2 | | | | | | | |
| 30 | 1 or 2 | | | | | | | |
| 31 | 1 or 2 | | | | | | | |
| 32 | 1 or 2 | | | | | | | |
| 33 | 1 or 2 | | | | | | | |
| 34 | 1 or 2 | | | | | | | |
| 35 | 1 or 2 | | | | | | | |
| 36 | 1 or 2 | | | | | | | |
| 37 | 1 or 2 | | | | | | | |
| 38 | 1 or 2 | | | | | | | |

Appendix 4

Scorer's Manual

Foundation Skills Assessment

1. ROLES

Team Leader

- Lead the selection and pre-scoring of Reliability Reviews papers, if desired.
- Provide leadership and direction to the scoring team by:
 - using the scoring rubrics and/or answer keys specific to the assessment
 - ensuring a smooth flow of test boxes/bundles
 - ensuring that all the booklets are scored and scores captured
- Lead scorer training and follow up with scorers who have questions.
- Provide feedback to scorers as required.

Scorer

- Review the FSA Scoring Guides and Provincial Exemplars for the scoring session.
- Score student responses during the scoring session by:
 - using the criteria set out in the scoring rubrics
 - applying the scoring criteria impartially, independently, and consistently
 - recording the assigned score in the booklet and copy onto the cover of the student booklet
- Read each student response completely and carefully.
- Refer any student paper indicating the student may be at personal risk or being harmed or harming others to the team leader.
- Refer special cases to the team leader (e.g., inappropriate response)
- Participate professionally in scheduled training and discussions.

2. SCORING SESSION

Paper Flow

Student response booklets are grouped in bundles with a cover sheet indicating the bundle number. On the bundle cover sheet, enter your scorer ID number or initials in the space provided.

The scorer takes a bundle of unscored student booklets and begins to score. When the scorer finishes scoring the assigned questions in a bundle, he/she passes on the bundle to a scorer assigned to score the next question(s).

If the scorer is the last person scoring a bundle, he/she makes sure that all papers are placed in the bundle with the bundle cover sheet on top of the bundle.

Recording Scores

1. Scorers write the score assigned in the box printed at the bottom of the page or the last page of the question. No other marks should appear in the papers (e.g., no correction of student writing).
2. Copy the score into the appropriate box on the front cover of the student response booklet.
3. Before putting the bundle back together, make sure that you have scored all papers and that your scorer number or initials appears on the bundle cover sheet.

Reliability Reviews

The purpose of the Reliability Reviews is to promote scorer reliability and the consistent application of the scoring criteria set out in the scoring guide and scoring rubrics.

Reliability Reviews also provide scorers with an opportunity to review the scoring criteria, and refocus on the consistent application of the scoring criteria.

During Reliability Reviews, scorers who score the same written response question will be asked to score the same papers at the same time. These papers have been selected and pre-scored by the team leaders.

Each scorer will read and independently score excerpts from actual student papers.

The scorer records the score given to each of these papers using the score recording sheet provided. Scorers should ensure that their own Scorer ID Number is recorded on the score recording sheet (Appendix 5).

The scoring sheets are gathered by the team leader who will review them. The scoring sheets can be entered into a pre-set data spreadsheet. A report can be generated on the results of the Reliability Reviews. Team Leaders review the report and provide feedback to scorers as required.

Scorers may discuss their own scores and compare these with the pre-assigned scores. Scorers may need to make adjustments in subsequent scoring.

Appendix 5
Sample Cover Sheet

RELIABILITY REVIEW

Numeracy 4

Reliability Review Session: 1

Scorer ID: _____

Instructions:

1. Indicate your own Scorer ID Number clearly.
2. Read and score each paper. Circle the assigned score (between 1 and 4).
3. Make sure that you assign only one score (full score) to each paper.
4. When completed, bring this package to your team leader.

Paper 1

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

Paper 2

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

Paper 3

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

Paper 4

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

Paper 5

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|