

Foundation Skills Assessment

Information for Organizing Scoring

Useful websites and contact information

FSA Specifications and Samples	https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/assessment/foundation-skills-assessment
FSA Score Entry and Provincial Exemplars	bced.vretta.com/#/en/school-admin/bc-fsa/score-entry
Vretta Technical Support	1-888-887-3882 (toll free) bced-support@vretta.com
Support for Scoring	educ.fsascore@gov.bc.ca



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Planning A Scoring Session

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 takes an estimated 15 minutes to score one booklet. This does not include time spent on training or reliability reviews. Double scoring is not required.
4. Determine the dates and times for the scoring session. Scoring and score entry must be completed by the last day of score entry (refer to www.bced.gov.bc.ca/assessment/fsa/ for administration dates).
5. Arrange an appropriate location for the scoring session. Consider parking, food and drinks, access to computers and printers, a photocopier, and a projector. Consider support staff and security issues; only scorers and assigned staff should have access to the scoring room.
6. Identify and contact scorers. Inform scorers of scheduled dates, times, and location.
7. Inform schools or classroom teachers of date(s) and location to ship completed Student Response Booklets for scoring.
8. Prepare copies of the FSA Scoring Guide, the FSA Possible Solutions booklet, and provincial exemplars.
9. Decide if the school or district will be responsible for entering the scores electronically as required by the Ministry; this will determine the destination to ship booklets after scoring.
10. As part of scoring activities for FSA, the Ministry monitors district-based and school-based scoring by collecting a sample of Student Response Booklets across the province and rescoring student responses in a provincial monitoring session. Every school district and several randomly selected independent schools provincially will be requested to submit a sample of booklets to the Ministry.

Photocopied Student Response Booklets must be sent via courier to the Ministry no later than one week after the deadline date for Scoring and Score Entry (refer to www.bced.gov.bc.ca/assessment/fsa/ for administration dates). Waybills will be provided by the Ministry.




FSA District-Based/School-Based Scoring Planning Page, Appendix 1



The Scoring Process

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 FSA Possible Solutions booklet
 - Copies of the provincial exemplars
 - Pencils, erasers, and highlighters
2. Booklets can be bundled (e.g., 10 booklets per bundle) or kept in the boxes in which they were submitted.
 **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 scoring format, for example:
 - **Multiple groups by component:** divide scorers into two groups, and each group scores one component (literacy or numeracy). For example, one group scores literacy responses only and the other group scores numeracy responses only.
 - **Single group by component:** all scorers score the same section before moving to the next component in order of presentation in the booklet: Literacy (Theme 1), Literacy (Theme 2), Numeracy.
5. Group scorers according to the decided scoring format.



Conducting the Scoring Session

1. Training

Careful review of the scoring rubrics and student exemplars during the training session, and use of reliability review papers will ensure a good consistency across scorers.

- Review the FSA Student Response Booklet to become familiar with the assessment content.
- Review the scoring guide and scoring rubrics.
- Use the scoring rubrics to score the provincial exemplars. Discuss the scores and rationales.

2. Scoring

- After training is completed, each scorer takes one bundle of booklets and begins scoring.
- Scorers will record the score in the box printed on the lower right-hand corner of the page or last page of the question, then copy all scores into the box labelled *For Marker use only* on the inner side of the front cover of the booklet. See example below.

For Marker use only:			
Literacy	<input type="text"/>	<input type="text"/>	<input type="text"/>
Numeracy	<input type="text"/>	<input type="text"/>	<input type="text"/>



The Literacy theme should have been selected by students but if both checkboxes are blank, please check off the theme prior to copying literacy scores indicated in the ***For Marker use only*** box. See example below.

Theme:

**please check your choice

1 – Connecting with Friends

2 – Learning from Nature

- The completed bundle should be returned to the team leader before the next bundle is picked up for scoring.
- Team leaders monitor scoring progress by tabulating the number of bundles completed.





Tracking Form, 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 the student has correctly indicated their theme choice on the cover of the Student Response Booklet.
- If the theme indicated on the cover does not match the theme completed by the student, please tick the correct checkbox on the cover to ensure accurate score entry.
- Verify that each booklet has been scored and the scores are copied correctly on the booklet cover.
- Sort booklets 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*

- Return booklets to schools.



Reporting Scores

1. After all constructed-response scores are entered into the Ministry's secure website, each student's FSA Results can be printed.



See Section 5.4.5 in the *FSA Administration Manual* for printing instructions. School principals and district contacts have access to the secure website at bced.vretta.com/#/en/bced-landing/fsa/admin

2. FSA Results Reports and completed Student Response Booklets can be used by schools and teachers to support instruction and, along with other information collected by teachers, to discuss student performance with parents.



FSA Marking Monitoring

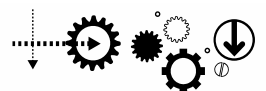
The Ministry monitors FSA scoring of constructed-response questions by sampling student responses from each district and several independent schools. Sampled student responses are rescored in an FSA Marking Monitoring Session held virtually during summer. Daily professional fees and expenses for each scorer is covered by the Ministry.

Results from the monitoring session are reported at the provincial level. Local scores highly align with provincial scoring standards when 80% of local scores are within one score point of scores assigned at the monitoring session.

The provincial monitoring report will be posted as part of the training/scoring materials.

Past provincial monitoring reports are available online at:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/assessment/foundation-skills-assessment>



Appendices



Appendix 1

FSA District-Based/School-Based Scoring Planning Page

Team leaders:
Number of booklets to score: Grade 4: _____ Grade 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: Literacy – 3 min (three responses); Numeracy – 3 min (three responses) (Estimates do not include training time)
Number of scorers needed:
Number of days needed for training and scoring:
Dates (scoring and score entry must be completed by the last day of score entry (refer to www.bced.gov.bc.ca/assessment/fsa/ for administration dates):
Location:
Scoring format (e.g., multiple groups, single group...):



Other considerations:

- How will we use the provincial exemplars for training?

- Shall we conduct reliability reviews during the scoring session?

Notes:



Appendix 2

Bundle Cover Sheet

FSA

Grade

Bundle # :

_____ booklets in this bundle

		Scorer ID	Final Check
Literacy	Q1		
<input type="checkbox"/> Theme 1	Q2		
<input type="checkbox"/> Theme 2	Q3		
Numeracy Q1			
Numeracy Q2			
Numeracy Q3			



Appendix 3

Tracking Form

Bundle	Literacy theme (circle)	LTE Q1	LTE Q2	LTE Q3	NMEQ1	NMEQ2	NMEQ3
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						



Appendix 4

Scorer's Manual

Foundation Skills Assessment

1. ROLES

Team Leader

- Lead the selection and pre-scoring of Reliability Review papers, if used.
- Provide leadership and direction to the scoring team by:
 - using the scoring rubrics and/or Possible Solutions specific to the assessment
 - ensuring a smooth flow of assessment boxes/bundles
 - ensuring that all booklets are scored, and scores captured on the booklet cover
- 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 before 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 score box on the item page and on the cover of the student booklet
- Read each student response completely and carefully.
- Refer to the team leader any student paper indicating the student may be at personal risk or being harmed or harming others.
- Refer special cases to the team leader (e.g., inappropriate responses)
- 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 will score one bundle of Student Response Booklets at a time. Scorers write the score assigned in the box at the bottom of the page or the last page of the question. No other marks should appear in the papers (i.e., no correction of student writing).

Copy the score into the appropriate box on the front cover of the Student Response Booklet.



When the scorer finishes scoring the assigned question(s) in a bundle, put the bundle back together, making sure all papers have been scored and that the scorer's number or initials appears on the bundle cover sheet. The bundle is then passed on to the scorer assigned to score the next question(s).

The last person to score a bundle should make sure all papers are placed in the bundle with the bundle cover sheet on top.

Reliability Review Papers

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

Reliability Review papers provide scorers with an opportunity to review the scoring criteria and refocus on the consistent application of the scoring criteria.

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

Each scorer will read and independently score the reliability review papers.

A score recording sheet is provided for the scorer to record the score given to each of these papers. Scorers should ensure that their own Scorer ID Number is recorded on the score recording sheet.



Reliability Review Scorer's Sheet (Appendix 5).

The scoring sheets are then gathered and reviewed by the team leader. Scoring sheets are entered into a pre-set data spreadsheet and a report is generated showing the results of the Reliability Reviews. Team Leaders will review the report and provide feedback to scorers as required.

Scorers may discuss their own scores and compare them to the pre-assigned scores.



Appendix 5
RELIABILITY REVIEW
Grade 4 Literacy

Reliability Review Session: 1

Scorer ID: _____

Instructions:

1. Record your Scorer ID Number clearly.
 2. Read and score each paper. Circle the score you assigned to the paper.
 3. Make sure only one score is assigned to each paper.
 4. When completed, take this package to your team leader.
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Paper 1

1	2	3	4
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Paper 2

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

Paper 3

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

Paper 4

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

Paper 5

1	2	3	4
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