



DIRECTOR  
Office of State Assessment

**TO:** Common Core Mathematics Grades 3–8 Test Scoring Coordinators

**FROM:** Steven E. Katz *Steven E Katz*

**SUBJECT:** Information Regarding the Scoring of the 2014 Grades 3–8 Common Core Mathematics Tests

The purpose of the memorandum is to call your attention to some important information regarding the training of teachers for the scoring of the 2014 Grades 3–8 Common Core Mathematics Tests.

### **Scoring Materials for the 2014 Grades 3–8 Common Core Mathematics Tests**

A scoring CD was sent to schools for these tests. The CD contains PDF files of the scoring materials. Schools must print enough copies of the scoring materials to supply to each rater. School personnel may not engage in scorer training or scoring of student responses for any given grade until the initial administration of all test sessions has been completed for that grade.

While scoring is in progress, all student test books and answer sheets, as well as scoring materials, must be regarded as secure and confidential. These materials should not be left unattended at any time and should be kept in a safe or vault after work hours. Arrange staffing so that all scoring rooms are occupied by a responsible person at all times.

The Training Sets and Practice Sets contain student responses that have been identified as “Additional” papers. Though recommended, use of these responses during training is not required. These responses may be used to supplement the required training or only used as an additional reference resource during scoring.

As you are training teachers to score the constructed-response questions, you may encounter a small number of inconsequential discrepancies in some pages of the documents. It may be helpful for you to note these revisions in your Scoring Leader Materials:

For *Grade 5*, page 57 of the *Scoring Leader Materials Training Set (5MA SLM-T)*, please revise the last sentence from “11 and **16/8**” to “11 and **18/8**.” In addition, on page 60 please revise the last sentence to read “Subtracting the length of blue yarn from the length of **green** yarn is an irrelevant process.” You may wish to make the same revisions on pages 57 and 60 of the scorer *Training Set, Questions 55, 56, & 57 (5MA-T)*.

Also for *Grade 5*, page 3 of the *Scoring Leader Materials Practice Set (5MA SLM-P)* at the bottom, please revise to “ $(1 + 2 + 9 + 8 = \mathbf{19})$ ” (please note that this student response shows a computational error).

For *Grade 6*, in the *Scoring Leader Materials Training Set (6MA SLM-T)*, please write “Additional” on the top of pages 3, 9, 13, 14, 23, 26, 35, 36, 43, 50, 53, 60, 63, 66, 73, 76, 85, 86, 89, 98, 99, 102, 109 & 112. You may wish to make the same revisions on the same pages in the scorer *Training Sets (6MA-T)*.

Also for *Grade 6*, in the *Scoring Leader Materials Practice Set (6MA SLM-P)*, please write “Additional” on the top of pages 6–10, 16–20, 26–30, 36–40, 46–50, 56–60, 66–70, 76–80, 86–90, and 96–100. You may wish to make the same revisions on the same pages in the *scorer Practice Set (6MA-P)*.

For *Grade 7*, page 70 of the *Scoring Leader Materials Training Set (7MA SLM-T)*, please revise the third sentence to read "However, in the second part, 28% of the **health insurance** is **incorrectly** calculated and subtracted from the total **health insurance**." You may wish to make the same revisions on page 70 of the *scorer Training Set for Questions 60, 61, 62, & 63 (7MA-T)*.

For *Grade 7*, page 14 of the *Scoring Leader Materials Consistency Assurance Set (7MA SLM- CAS)*, please insert the word “**not**” between “is” and “shown” in the second sentence so it reads “The work to determine the radius is **not** shown.”

For *Grade 8*, an extraneous sample response (labeled CAS 54) has been included on page 61 of the *Consistency Assurance Set (8MA-CAS)* and on page 61 of the *Scoring Leader Materials Consistency Assurance Set (8MA SLM-CAS)*. Please cross out or have the scorers cross out this page in each edition. In addition, please draw a line through CAS 54 on the last page of each of these two documents.

### **Quality Checking Answer Sheets**

The quality checking procedure involves a review of the scores filled in on the answer sheets by the scorers. During the quality check, any errors or omissions made by the scorers in recording students’ scores should be detected and corrected while the books and answer sheets are still in the scoring area. The task of quality-checking the books should be assigned to a scoring site assistant.

### **Returning Scoring Materials**

In order to ensure the security of the test, the scoring CDs and all of the printed copies of the documents contained on the CDs must be sent to the Department contractor Empire Recycling Corporation for secure destruction. Each school received prepaid UPS return labels to be used for this purpose.

Thank you for all you do to help ensure the integrity of the scoring of the 2014 Grades 3–8 Common Core Mathematics Tests.