

# *Appendices*

## **Appendix A:** Forms for Photocopying

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- Kentucky Writing Scoring Rubric*
- Writing Scoring Rubric Flow Chart
- Score Report Form*
- Instructional Analysis: Strengths and Needs

## **Appendix B:** Frequently Asked Questions

## *Forms for Photocopying*

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This section contains forms which educators will find helpful during scoring sessions. Please review Chapter 2, “Training and Scoring Process for the Writing Portfolio,” and Chapter 3, “Components of a Scoring Session,” for information on how to organize and run a portfolio scoring session.

### **Table of Contents**

It is recommended that schools use the Table of Contents Form included in the *Kentucky Writing Handbook*. However, schools may design their own as long as the same information is included.

**NOTE:** Students must fill in the Table of Contents information themselves, unless otherwise allowed as accommodations by 703 KAR 5: 070.

### **Student Signature Sheet**

The student signature sheet with the required student signature must be included in a portfolio in order for the portfolio to be complete.

### **Kentucky Writing Scoring Rubric**

The *Kentucky Writing Scoring Rubric* is the main tool for assessing writing portfolio performance in Kentucky. It includes three subdomains: Content, Structure, and Conventions. Each of the subdomains is divided into five cells: 0, 1, 2, 3, and 4. Within each of the cells are indicators that describe the qualities of writing within that subdomain’s cell. Note that the scoring rubric is not the official score form which is sent to the DAC.

### **Writing Scoring Rubric Flow Chart**

The *Writing Scoring Rubric Flow Chart* is the guide for using the *Kentucky Writing Scoring Rubric* and the *Score Report Form*.

### **Score Report Form**

Scorers use the *Score Report Form* to record subdomain scores on each piece in the portfolio during a scoring session.

### **Instructional Analysis: Strengths and Needs**

This form can be used to record characteristics of the student writing that scorers see during the scoring session. After scoring portfolios, many teams discuss their general impressions of the strengths and needs seen in their student’s work. By filling out this analysis form after the discussion, the scoring team can record valuable information that could be useful in guiding instruction and/or professional development.

### ***Notification of Authorities***

Please contact the proper authorities if you read a portfolio containing disturbing material, such as writing which suggests that a student is going to harm him/herself or another person, or that a student is in danger or being abused. For any portfolio which contains an Alert paper and for which authorities have been notified by school personnel, **place this notification form in a secure file at your school**. To avoid duplication of notification if this portfolio should go out of the district for scoring (e.g., for state audit), **place this form in the portfolio if it is sent to a state audit or scoring session**. Further information can be found in Chapter 6, *Alerts*, in this part of the *Kentucky Writing Handbook*.

# KENTUCKY WRITING PORTFOLIO

## Table of Contents

### *Grade 7*

Student Signature Sheet Included and Signed      Y      N      (Circle One)

Number of pieces	Category/Descriptor	Content area At least <b>one</b> piece must come from a content area other than English/ language arts	Page
1	<b>Reflective Writing</b> (e.g., letter, personal essay)		
	<b>Title:</b>		
1	<b>Personal Expressive OR Literary Writing</b> personal narrative, memoir, personal essay, story, poem, script, play		
	<b>Title:</b>		
1	<b>Transactive Writing</b> various authentic genres (forms)		
	<b>Title:</b>		
3	<b>Total (must equal 3)</b>		

After the Table of Contents has been reviewed for accuracy and completeness *prior* to scoring, the person helping the student complete the portfolio should initial and date in the space provided to the left.

# STUDENT SIGNATURE SHEET

(Required in Each Portfolio)

Please read the Note to Students and Teachers below before signing the following statements.

## Required Verification Signature

The pieces in this portfolio are my own original work. I am the author of all the pieces in my portfolio. I may have talked about my work (through conferencing) with my teacher, family, and friends, but I have made any changes and corrections myself. I did my own writing, typing, and/or word processing (unless otherwise indicated by a teacher's signature in the box below labeled "IEP/504 Plan/Program Services Plan Adaptations").

\_\_\_\_\_  
**Student Signature**

**IEP/504 Plan/Program Services Plan (LEP) Adaptations (requires teacher signature):**

**Teacher Signature:**  
\_\_\_\_\_

## Optional Permission

I agree to allow my portfolio to be photocopied for use by others outside my school as an example of student work. I understand that my name, the names of my school and town, and any other identifying information I may have used in my writing will be removed before my portfolio is copied.

\_\_\_\_\_  
**Student Signature (optional)**

**Required Verification Signature:** It is required that the work contained in each portfolio is the original work of the student. Every portfolio must include the statement, signed by the student, that the work in the portfolio is his/her original work. This sheet must be placed in the portfolio. If the verification statement is not signed, the portfolio will receive a performance rating of Incomplete.

**Optional Permission:** The use of actual student portfolios is critical in teacher training and is essential for quality control checks during statewide rescoring activities. Students are requested, but not required, to give permission for this purpose and should sign the optional student signature above if they agree.

**Please note that portfolios are included in any statewide rescoring activities even if neither statement is signed.**

# Kentucky Writing Scoring Rubric

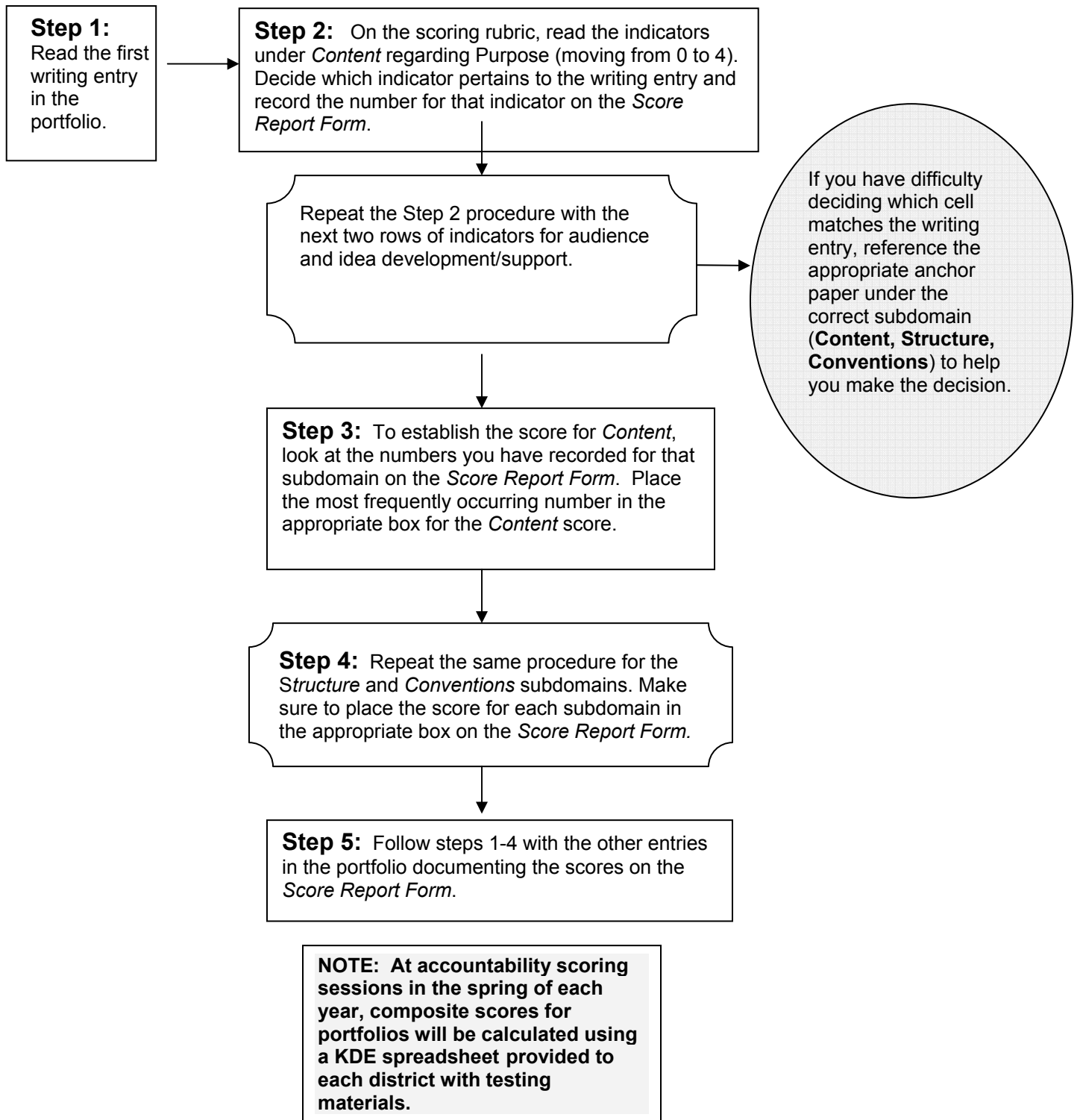
0	1	2	3	4
<b>CONTENT</b>				
<b>Purpose and Audience; Idea Development and Support</b>				
<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lacks purpose</li> <li><input type="checkbox"/> Lacks awareness of audience</li> <li><input type="checkbox"/> Lacks idea development; may provide random details</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attempts to establish a general purpose; lacks focus</li> <li><input type="checkbox"/> Indicates limited awareness of audience's needs</li> <li><input type="checkbox"/> Demonstrates limited idea development with few details and/or weak support; may attempt to apply some characteristics of the genre</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attempts to establish and maintain a narrowed purpose; some lapses in focus</li> <li><input type="checkbox"/> Indicates some awareness of audience's needs; makes some attempt to communicate with an audience; may demonstrate some voice and/or tone</li> <li><input type="checkbox"/> Demonstrates some idea development with details/support; support may be unelaborated, irrelevant and/or repetitious; may apply some characteristics of the genre</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes and maintains an authentic focused purpose throughout</li> <li><input type="checkbox"/> Indicates an awareness of audience's needs; communicates adequately with audience; conveys voice and/or appropriate tone</li> <li><input type="checkbox"/> Demonstrates depth of idea development with specific, sufficient details/support; applies characteristics of the genre</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes and maintains an authentic and insightful focused purpose throughout</li> <li><input type="checkbox"/> Indicates a strong awareness of audience's needs; communicates effectively with audience; sustains distinctive voice and/or appropriate tone</li> <li><input type="checkbox"/> Demonstrates reflective, analytical and/or insightful idea development; provides specific, thorough support; skillfully applies characteristics of the genre</li> </ul>
<b>STRUCTURE</b>				
<b>Organization: unity and coherence; Sentences: structure and length</b>				
<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates random organization</li> <li><input type="checkbox"/> Lacks transitional elements</li> <li><input type="checkbox"/> Demonstrates incorrect sentence structure throughout</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates ineffective or weak organization</li> <li><input type="checkbox"/> Demonstrates limited and/or ineffective transitional elements</li> <li><input type="checkbox"/> Demonstrates some ineffective or incorrect sentence structure</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates logical organization with lapses in coherence</li> <li><input type="checkbox"/> Demonstrates some effective transitional elements</li> <li><input type="checkbox"/> Demonstrates simple sentences; may attempt more complex sentences but lacks control of sentence structure</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates logical, coherent organization</li> <li><input type="checkbox"/> Demonstrates logical, effective transitional elements throughout</li> <li><input type="checkbox"/> Demonstrates control and variety in sentence structure</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates careful and/or subtle organization that enhances the purpose</li> <li><input type="checkbox"/> Demonstrates varied and subtle transitional elements throughout</li> <li><input type="checkbox"/> Demonstrates control, variety and complexity in sentence structure to enhance meaning</li> </ul>
<b>CONVENTIONS</b>				
<b>Language: grammar and usage, word choice; Correctness: spelling, punctuation, capitalization, abbreviation and documentation</b>				
<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates lack of control in grammar and usage</li> <li><input type="checkbox"/> Demonstrates incorrect or ineffective word choice</li> <li><input type="checkbox"/> Demonstrates lack of control in correctness</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates some control of grammar and usage with some errors that do not interfere with communication</li> <li><input type="checkbox"/> Demonstrates simplistic and/or imprecise word choice</li> <li><input type="checkbox"/> Demonstrates some control of correctness with some errors that do not interfere with communication</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates some control of grammar and usage relative to length and complexity</li> <li><input type="checkbox"/> Demonstrates acceptable word choice appropriate for audience and purpose</li> <li><input type="checkbox"/> Demonstrates control of correctness relative to length and complexity</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates control of grammar and usage to enhance meaning</li> <li><input type="checkbox"/> Demonstrates accurate, rich and/or precise word choice appropriate for audience and purpose</li> <li><input type="checkbox"/> Demonstrates control of correctness to enhance communication</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates control of grammar and usage to enhance meaning</li> <li><input type="checkbox"/> Demonstrates accurate, rich and/or precise word choice appropriate for audience and purpose</li> <li><input type="checkbox"/> Demonstrates control of correctness to enhance communication</li> </ul>

## Kentucky Writing Scoring Rubric

<b>Scoring Criteria</b>	
<p><b>Purpose/Audience:</b> The degree to which the writer maintains a focused purpose to communicate with an audience by</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Narrowing the topic to establish a focus</li> <li><input type="checkbox"/> Analyzing and addressing the needs of the intended audience</li> <li><input type="checkbox"/> Adhering to the characteristics of the form (e.g., format, organization)</li> <li><input type="checkbox"/> Employing a suitable tone</li> <li><input type="checkbox"/> Allowing a voice to emerge when appropriate</li> </ul>	<p><b>Complete/Incomplete Portfolios</b></p> <p>A portfolio is incomplete if it does not contain the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A table of contents page* which indicates the following:           <ul style="list-style-type: none"> <li>• Required writing in each category (reflective, personal or literary, transactive, transactive with analytical or technical focus [12<sup>th</sup> grade only])</li> <li>• Required number of pieces in each category               <ul style="list-style-type: none"> <li>○ 4<sup>th</sup> grade—3 pieces (1 in each category)</li> <li>○ 7<sup>th</sup> grade—3 pieces (1 in each category)</li> <li>○ 12<sup>th</sup> grade—4 pieces (1 in each category)</li> </ul> </li> <li>• Required number of content pieces identified by content area class               <ul style="list-style-type: none"> <li>○ 4<sup>th</sup> grade—no content piece is required to be identified</li> <li>○ 7<sup>th</sup> and 12<sup>th</sup>—one content piece other than English/language arts identified by content area class</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> A signed Student Signature Sheet</li> </ul> <p>A portfolio is also incomplete if any piece</p> <ul style="list-style-type: none"> <li>• is proven to be plagiarized</li> <li>• is different from those listed in the Table of Contents</li> <li>• is written in a language other than English</li> <li>• demonstrates only computational skills</li> <li>• consists of only diagrams or drawings</li> <li>• represents a group entry</li> </ul> <p>*Use of the Table of Contents page in the Kentucky Writing Handbook is recommended.</p> <p>If a portfolio contains too many pieces, remove the first piece that may be removed without making the portfolio incomplete. Repeat this process until the portfolio contains the correct total number of pieces, the correct number of content pieces, and the correct number of pieces in each category.</p>
<p><b>Idea Development/Support:</b> The degree to which the writer develops and supports main ideas and deepens the audience's understanding by using</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Logical, justified and suitable explanation</li> <li><input type="checkbox"/> Relevant elaboration</li> <li><input type="checkbox"/> Related connections and reflections</li> <li><input type="checkbox"/> Idea development strategies appropriate for the form (e.g., bulleted lists, definitions)</li> </ul>	
<p><b>Organization:</b> The degree to which the writer creates unity and coherence to accomplish the focused purpose by</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Engaging the audience and establishing a context for reading</li> <li><input type="checkbox"/> Placing ideas and support in a meaningful order</li> <li><input type="checkbox"/> Guiding the reader through the piece with transitions and transitional elements</li> <li><input type="checkbox"/> Providing effective closures</li> </ul>	
<p><b>Sentences:</b> The degree to which the writer creates effective sentences that are</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Varied in structure and length</li> <li><input type="checkbox"/> Constructed effectively</li> <li><input type="checkbox"/> Complete and correct</li> </ul>	
<p><b>Language:</b> The degree to which the writer demonstrates</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Word choice           <ul style="list-style-type: none"> <li>• Strong verbs and nouns</li> <li>• Concrete and/or sensory details</li> <li>• Language appropriate to the content, purpose and audience</li> </ul> </li> <li><input type="checkbox"/> Concise use of language</li> <li><input type="checkbox"/> Correct grammar/usage</li> </ul>	
<p><b>Correctness:</b> The degree to which the writer demonstrates</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Correct spelling, punctuation and capitalization</li> <li><input type="checkbox"/> Appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources)</li> </ul>	

## Writing Scoring Rubric Flow Chart

Guide for using the *Kentucky Writing Scoring Rubric* and *Score Report Form* when scoring a writing portfolio.



# Appendices

## Score Report Form

Section 3, Appendices Page 9 (DRAFT score report form) has been removed and replaced with the Score Report Form on Section 3, Appendices page 11-i.

## Instructional Analysis: Strengths and Needs

*This form, when filled out by scorers after discussing what they have seen in the school's set of portfolios, can provide valuable information for instructional planning.*

<b>PORTFOLIO CRITERIA</b>	<b>consistent strengths</b>	<b>some success in these areas</b>	<b>greatest needs</b>
<b>CONTENT</b>			
Establishing and maintaining focused purposes			
Writing for authentic audiences, purposes, situations			
Employing suitable voice and/or tone			
Meeting the needs of the audience			
Developing ideas relevant to the purpose			
Supporting ideas with elaborated, relevant details			
Applying the characteristics of the genre			
<b>STRUCTURE</b>			
Organizing ideas logically			
Using effective transitional elements to achieve coherence			
Constructing correct, controlled, and effective sentences			
<b>CONVENTIONS</b>			
Correctly using acceptable and effective language			
Demonstrating control of grammar and usage			
Editing for correct spelling			
Editing for correct capitalization			
Editing for correct punctuation			
Editing for correct abbreviation			
Editing for correct documentation			
<b>CATEGORY AND CONTENT AREA REQUIREMENTS</b>			
Reflective Writing (e.g., letter, personal essay)			
Personal-Expressive (personal narrative, memoir, personal essay)			
Literary (short story, poem, script)			
Transactive (various authentic genres [forms])			
<b>Transactive forms found most often in this category</b>			
Transactive with analytical or technical focus-12 <sup>th</sup> (various authentic genres [forms])			
<b>Transactive forms found most often in this category</b>			
Content areas represented in your set of portfolio (7 <sup>th</sup> and 12 <sup>th</sup> )			

## Notification of Authorities

Portfolio ID \_\_\_\_\_

This portfolio contains writing which indicates that the student may be in danger or may cause harm to others or to self. This form certifies that the appropriate authorities have been notified.

Name of authority which was notified \_\_\_\_\_  
(Example: State Police, Cabinet for Human Resources, County Attorney)

Date of notification \_\_\_\_\_

Name of person who made notification \_\_\_\_\_  
(Print)

Signature of person who made notification \_\_\_\_\_

Date \_\_\_\_\_

School \_\_\_\_\_

District \_\_\_\_\_

### DIRECTIONS:

For any portfolio which contains an **Alert** paper and for which authorities have been notified by school personnel, **place this notification form in a secure file at your school**. To avoid duplication of notification, if this portfolio should go out of the district for scoring (e.g., for a state audit), **place this form in the portfolio if it is sent to a state audit or scoring session**.

## *Cluster Leader Paperwork/Duties*

<b>Scoring Training</b>	<b>Scoring Session</b>
<ul style="list-style-type: none"> <li>○ Score Report form (2xs per scorer)</li> <li>○ Rubric (1 per scorer)</li> <li>○ Writing Scoring Rubric Flowchart (# of copies at discretion)</li> <li>○ Anchor Papers and Reflective Exemplar Set (1 copy of full set per scorer)</li> <li>○ Applying the Criteria of Effective Real-World Writing to Informative and Technical Writing (1 copy per scorer)</li> <li>○ Applying the Criteria of Effective Writing to Poetry</li> <li>○ Other materials from KDE training</li> <li>○ 1 Training Portfolios (1 copy per scorer)</li> <li>○ 1 Practice Portfolios (1 copy per scorer, may utilize on-line practice portfolio as needed)</li> <li>○ Post-It Notes</li> <li>○ PowerPoint</li> <li>○ Sign-In sheet</li> <li>○ LCD</li> <li>○ VCR</li> <li>○ TV</li> <li>○ KDE Scoring Telecast/Video</li> </ul>	<ul style="list-style-type: none"> <li>○ Score Report form (3xs per portfolio)</li> <li>○ Rubric (multiple copies based on scorers' needs)</li> <li>○ Anchor Papers and Reflective Exemplar Set (1 copy of full set per scorer)</li> <li>○ Applying the Criteria of Effective Real-World Writing to Informative and Technical Writing (1 per scorer)</li> <li>○ Applying the Criteria of Effective Writing to Poetry (1 per scorer)</li> <li>○ Portfolio Scoring Accumulation form (at least 1 copy per # of portfolios)</li> <li>○ 3 Quality Control Portfolios (1 copy of each per scorer)</li> <li>○ Quality Control Portfolio Procedures (1 for cluster leader/facilitator)</li> <li>○ Quality Control Record (1 per scorer)</li> <li>○ Table Leader Read-Behind Procedures (1 for cluster leader/facilitator) (optional)</li> <li>○ Table Leader Read-Behind Record (1 per scorer) (optional)</li> <li>○ SSID numbers from BAC (1 for cluster leader/facilitator)</li> <li>○ Sign-In sheet</li> </ul>

### **Cluster Leader/Facilitator's Duties**

- Contact BAC for SSID numbers and labels.
- Contact DAC for Quality Control Portfolios at least a week before scoring.
- Coordinate with BAC to have SSID labels on appropriate materials (portfolios, Portfolio Scoring Accumulation Sheets, Writing Portfolio Score Submission Forms)
- Have appropriate number of copies of materials needed for both sessions.
- Train scorers.
- Assign scorers/reader ID numbers and keep on file for reference.
- Facilitate training/scoring sessions.
- Have principal to sign Principal's Quality Control Measures Confirmation sheet.
- Coordinate with BAC the completion of the Writing Portfolio Score Submission Forms

## *Cluster Leader/DACs Paperwork/Duties Scoring Writing Portfolios*

<b>Cluster Leaders</b>	<b>DACs</b>
<p>Will have the appropriate number of forms below copied</p> <ul style="list-style-type: none"> <li>○ Score Report form (3xs per portfolio)</li> <li>○ Rubric (at least one per scorer)</li> <li>○ Anchor Papers and Reflective Exemplar Set (1 copy of full set per scorer)</li> <li>○ Applying the Criteria of Effective Real-World Writing to Informative and Technical Writing (1 per scorer)</li> <li>○ Applying the Criteria of Effective Writing to Poetry (1 per scorer)</li> <li>○ Other materials from KDE training</li> <li>○ Portfolio Scoring Accumulation form (at least one copy for each portfolio)</li> <li>○ 3 Quality Control Portfolios (1 copy of each per scorer)</li> <li>○ Quality Control Record form (1 for cluster leader/scoring facilitator)</li> <li>○ Quality Control Steps (1 for cluster leader)</li> <li>○ Principal's Proper Quality Control Measures Confirmation sheet</li> </ul> <p><b>Other duties</b></p> <ul style="list-style-type: none"> <li>○ Contact BAC at least a week before scoring for SSID numbers and labels</li> <li>○ Coordinate with BAC to have SSID labels on appropriate materials (i.e., portfolios, Portfolio Scoring Accumulation Sheets, Portfolio Score Submission Forms)</li> <li>○ Contact DAC at least a week before scoring for Quality Control Portfolios</li> <li>○ Have KDE Scoring video recorded</li> <li>○ Train scorers</li> <li>○ Facilitate scoring session</li> <li>○ Assign scorers/readers ID numbers</li> <li>○ Complete Portfolio Accumulation Sheets and Portfolio Score Submission Forms (Submission Forms per DAC's direction)</li> <li>○ Return all copies of Quality Control Portfolios, Quality Control Record, and Principal's Proper Quality Control Measures form to DAC</li> <li>○ Store scored portfolios along with Score Report forms and Accumulation Sheets in secured place</li> </ul>	<ul style="list-style-type: none"> <li>○ Communicate with BACS/Cluster Leaders for scoring dates</li> <li>○ Supply BACS/Cluster Leaders with SSID numbers and labels at least one week before scoring</li> <li>○ Obtain Quality Control Portfolios from KDE</li> <li>○ Supply Cluster Leaders with Quality Control Portfolios (may make needed # of copies if possible) at least one week before scoring</li> <li>○ Select Cluster Leader or other designee(s) for completing Writing Portfolio Submission Forms</li> <li>○ Collect Writing Portfolio Submission Forms from designee</li> <li>○ Collect Quality Control Portfolios, Quality Control Record and Principal's Proper Quality Control Measures Confirmation sheet from Cluster Leaders and store in secured place</li> <li>○ Notify Cluster Leaders of audit selection</li> <li>○ Facilitate copying and mailing of audited portfolios to testing contractor</li> <li>○ Share audit reports with schools</li> </ul> <p>These duties have Office of Assessment and Accountability approval.</p>

## *Quality Control Portfolio Procedures*

Quality Control Portfolios are **secure** portfolios that have pre-assigned scores by the Scoring Accuracy Assurance Team. These are used to bring scorers back to the language of the rubric in any subdomain during the scoring of portfolios. The use of the Quality Control Portfolios is **mandated** by the Kentucky Department of Education.

### **General Directions**

- The elementary, middle, and high school will have three Quality Control Portfolios. Cluster leaders must designate 1 portfolio from which pieces will be used during the whole group recalibration throughout the scoring session for quality control measures. The other two portfolios (6 pieces for elem. and middle, 9 pieces for high school) may be used with individual scorers.
- Schools should reproduce enough copies of the Quality Control Portfolios so that all scorers will be able to read and score pieces at the same time, allowing for a short discussion of them and the scoring criteria and rationale when all scores have been turned in.
- The use of the Quality Control Portfolio piece **must** take place after the initial recalibration at the beginning of each scoring session and either after a long break or after lunch again. In addition, schools with proven accuracy use the quality control procedure mid-morning and mid-afternoon in an all-day scoring session.
- Scores from the quality control procedure must be recorded **each** time on the Quality Control Record.
- Besides using the mandated Quality Control Portfolio procedures during the scoring of the portfolios, the use of table leaders may be initiated (See Table Leader Read-behind Procedures). This has proven beneficial to larger schools.

### **Steps**

1. **One piece** (example-reflective) from a Quality Control Portfolio will be used after initial recalibration at the **beginning of each** scoring session. The subdomain scores (content, structure, conventions) must be **exact or adjacent**.
2. The Cluster Leader/Scoring Facilitator\* on the Quality Control Portfolio Record will record the scorer's scores.
3. Discussion will follow using the rationale and rubric.
4. If everyone scores the piece from the Quality Control with exact or adjacent subdomain scores, scoring of the live portfolios may begin. If an individual scorer has one or more of the subdomain scores nonadjacent (two or more points) in the piece (example-content from the reflective) do as follows:
  - a) Discuss the rubric and the Anchor Paper from the subdomain that was nonadjacent.
  - b) Require that the scorer score a second piece (example-literary) from the designated Quality Control Portfolio, and record scores on the Quality Control Record.

- c) Allow scorer to begin scoring if the Quality Control piece scores are exact or adjacent in each subdomain.
- d) Monitor the scoring team members that had nonadjacent scores of the Quality Control Portfolio piece by having them to read another Quality Control Portfolio piece after scoring at least five portfolios.
- e) Record the subdomain scores on the Quality Control Record.
- f) Discuss the rationale of any nonadjacent subdomain score and corresponding Anchor Paper from the subdomain that was nonadjacent.
- g) Require that the scorer read one more Quality Control Portfolio piece, and then record the score.
- h) Allow the scorer to continue scoring if Quality Control piece score is exact or adjacent in each subdomain. If nonadjacent scores occur again, measures may be taken to assign the scorer to other duties in the scoring room.

**\*Scoring Facilitator**—this is the cluster leader or another trained person who assists the cluster leader with managing the paperwork, monitoring the session, and may aid in discussions with scorers. (This person is not required.)

**All copies of the Quality Control Portfolios and the Quality Control Portfolio Record are to be sent back to the DACS after scoring session ends, to be stored with other secure assessment materials.**



## *Table Leader Read-behind Record*

Besides using the mandated Quality Control Portfolio Procedures during the scoring of portfolios, another quality control component **may** be added with the use of table leaders. This is especially beneficial to large districts.

### **General Instructions**

- Table leaders are chosen from the most experienced and accurate scorers to “read behind” the scorers at their tables (4-5 scorers per table).
- Cluster Leaders will direct table leaders to **read at least 1 piece from every one or two portfolios** of the scorers to ensure consistency. **Two of the three subdomain** scores must be **exact or adjacent** with the table leader’s scores.
- The table leader should choose the piece for “read-behinds” **at random** from each scorer’s finished stack and should provide a “**blind**” **read/scoring**. The read-behinds function as a quality control measure.
- If the table leader’s score **disagrees** with the scorer’s score, the table leader will discuss and clarify the score using the rubric with the reader, outside the scoring area. **It is important to note that this table leader’s score is not one of the two required scores for accountability purposes. The table leader’s score is a quality control measure.**
- The table leader will monitor the scorer by reading **another piece** after the scorer has scored another portfolio. If the table leader disagrees with subdomain scores of the scorer **again**, the **Cluster Leader** will discuss the rubric and Anchor Papers that pertain to the nonadjacent scores of the scorer. Then the scorer will score a **Quality Control Portfolio** piece. The score **will be recorded** on the **Quality Control Record**. The scorer may continue scoring if subdomain scores are exact or adjacent. If nonadjacent scores occur, measures may be taken to assign the scorer to other duties in the scoring room.
- Table leaders should keep records of **all original and read-behind** scores on the **Table Leader Read-Behind Record**. The record will **be kept by the Cluster Leader** for future reference.



# *Commonwealth Accountability Testing System*

## **Principal's Confirmation of Proper Quality Control Measures for the Scoring of Writing Portfolios**

School Name: \_\_\_\_\_

School Code: \_\_\_\_\_

District Name: \_\_\_\_\_

District Code: \_\_\_\_\_

I certify that

- writing portfolio scoring training was delivered to all scorers and documented. Documentation and copies of the scorers' signatures are on file with the Writing Cluster Leader.
- writing portfolio scoring was conducted after the scoring training was completed. Documentation and copies of scorer's signatures are on file with the Writing Cluster Leader.
- writing Portfolios were scored using double-blind scoring during the scoring session.
- the Quality Control Portfolio Procedures was utilized throughout the scoring session. The Quality Control Portfolio Records are on file with the District Assessment Coordinator.
- all Quality Control Portfolios were returned to the District Assessment Coordinator.
- everyone involved in the scoring of writing portfolios read and signed the Code of Ethics for Writing Portfolios. Documentation and copies of scorer's signatures are on file with the Building Assessment Coordinator/District Assessment Coordinator.
- I have informed the District Assessment Coordinator of any inappropriate scoring procedures.

Principal's signature \_\_\_\_\_

Date signed \_\_\_\_\_

**Please deliver this form to your District Assessment Coordinator or Building Assessment Coordinator.**



Reader 1 2 3 (circle one)  
Reader ID \_\_\_\_\_

Grade Level: 4 7 12

SSID # \_\_\_\_\_

*Instructions: As you read each piece, record your score for each subdomain (content, structure, conventions) in the boxes indicated. You may elect to check the "Content Area" line to identify the content requirement (if applicable).*

Reflective Content area _____	Personal/Literary Content area _____	Transactive Content area _____	Transactive with an analytical or technical focus (12 <sup>th</sup> only) Content area _____
<b>Content</b> Purpose _____ Audience _____ Idea Dev. _____ Most frequent score (0-4) <input type="checkbox"/>	<b>Content</b> Purpose _____ Audience _____ Idea Dev. _____ Most frequent score (0-4) <input type="checkbox"/>	<b>Content</b> Purpose _____ Audience _____ Idea Dev. _____ Most frequent score (0-4) <input type="checkbox"/>	<b>Content</b> Purpose _____ Audience _____ Idea Dev. _____ Most frequent score (0-4) <input type="checkbox"/>
<b>Structure</b> Organization _____ Transitions _____ Sentence Structure _____ Most frequent score (0-4) <input type="checkbox"/>	<b>Structure</b> Organization _____ Transitions _____ Sentence Structure _____ Most frequent score (0-4) <input type="checkbox"/>	<b>Structure</b> Organization _____ Transitions _____ Sentence Structure _____ Most frequent score (0-4) <input type="checkbox"/>	<b>Structure</b> Organization _____ Transitions _____ Sentence Structure _____ Most frequent score (0-4) <input type="checkbox"/>
<b>Conventions</b> Grammar _____ Word Choice _____ Correctness _____ Most frequent score (1-4) <input type="checkbox"/>	<b>Conventions</b> Grammar _____ Word Choice _____ Correctness _____ Most frequent score (1-4) <input type="checkbox"/>	<b>Conventions</b> Grammar _____ Word Choice _____ Correctness _____ Most frequent score (1-4) <input type="checkbox"/>	<b>Conventions</b> Grammar _____ Word Choice _____ Correctness _____ Most frequent score (1-4) <input type="checkbox"/>
<p><i>The composite scores for portfolios will be calculated using the KDE spreadsheet provided to each district with testing materials. A designated district person is responsible for recording the data into the spreadsheet to calculate composite scores.</i></p>			

**Incomplete Portfolios, circle item(s) does not contain**

*[MISSING PIECES] A portfolio is incomplete if it*

- A table of contents page which indicates the following:
  - Required writing in each category (reflective, personal or literary, transactive, transactive with analytical or technical focus [12<sup>th</sup> grade only])
  - Required number of pieces in each category
    - 4<sup>th</sup> grade—3 pieces (1 in each category)
    - 7<sup>th</sup> grade—3 pieces (1 in each category)
    - 12<sup>th</sup> grade—4 pieces (1 in each category)
- A signed Student Signature Sheet

*[MISSING CONTENT AREA REQUIREMENT] Required number of content pieces identified by content area class*

- 4<sup>th</sup> grade—no content piece is required to be identified
- 7<sup>th</sup> and 12<sup>th</sup>—one content piece other than English/language arts identified by content area class

*[PLAGIARISM] is proven to be plagiarized*

*[OTHER]*

- is different from those listed in the Table of Contents
- is written in a language other than English
- demonstrates only computational skills
- consists of only diagrams or drawings
- represents a group entry

36 points are possible for 4<sup>th</sup> and 7<sup>th</sup> grade portfolios; 48 points are possible for 12<sup>th</sup> grade portfolios.

February 2007

# Portfolio Scoring Accumulation Sheet

State   
 Student ID:

Last Name:

First Name:

MI:

Date of Birth 

MM	DD	YYYY

Grade Level: 

4 / 7 / 12

<b>Incomplete Reasons</b>			
(Check all that apply)	Rd1	Rd2	Rd3
Missing Pieces			
Missing Content Area Requirement			
Plagiarism			
Other			

- Exclusions:** (Check all that apply)
- Foreign Exchange Student
  - Expelled and not receiving services
  - LEP student has not been in an English language instructional environment for at least two full school years
  - Moved out of Kentucky public schools during testing window
  - Enrolled in KY public schools or districts for less than a full academic year

Notes:

Rd 1 ID	Rd 2 ID	RD 3 ID

<b>Reflective</b>			
	Reader 1	Reader 2	Reader 3
Content			
Structure			
Conventions			

<b>Personal / Literary</b>			
	Reader 1	Reader 2	Reader 3
Content			
Structure			
Conventions			

<b>Transactive</b>			
	Reader 1	Reader 2	Reader 3
Content			
Structure			
Conventions			

12th grade only	<b>Transactive w/Analytical Or Tech</b>		
	Reader 1	Reader 2	Reader 3
Content			
Structure			
Conventions			

## Frequently Asked Questions about Scoring

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**1. Who is allowed to score portfolios?**

According to the *Code of Ethics for Writing Portfolios*, only certified personnel who have received the current Kentucky Department of Education training may provide accountability scores. Certified personnel include a person with teacher or administrator certification employed by the district in a certified or classified position or on an approved leave of absence. Note that the Kentucky Writing Portfolio Scoring Training is grade specific.

**2. May substitutes be the scorer of record?**

The Kentucky Department of Education strongly recommends that a substitute be employed in a long-term teaching assignment to be the scorer of record. Scoring of portfolios reinforces one of the main purposes of portfolio assessment: with each year, development and assessment of portfolios will become more fully integrated with classroom instruction. Schools should be aware that substitutes acting as scorers of record are under the same ethical restrictions as any person with a teacher or administrator certification.

**3. If a student includes a book of poems, will only one piece be evaluated?**

Yes. The first poem will be evaluated as the poetry entry.

**4. Should names and school identification be marked out of the writing portfolio?**

Names need not be removed for the state writing portfolio audit; however, to avoid bias during local scoring, the student names may be removed.

**5. What if two portfolios have the same entry?**

The classroom teacher should address this prior to scoring. However, if a scorer identifies portfolios that contain **exactly** the same entry, and the scorer is unable to identify the original writer, both portfolios will be considered incomplete.

**6. What if a portfolio has too many pieces?**

If a portfolio contains too many pieces, remove the first piece that may be removed without making the portfolio incomplete. Repeat this process until the portfolio contains the correct total number of pieces, the correct number of content pieces, and the correct number of pieces in each category. (See Chapter 7 of this section of the handbook).

**7. May students be informed of the score given to their portfolios?**

Students may be informed of their portfolio scores after scores have been submitted to the testing company. Administrators and teachers who release scores before the test results are released in the fall should make certain to tell students that, in an audit situation, there may be a possibility that the score could be changed.

- 8. Does the portfolio score have to be included in the student's permanent folder?**  
This is a local district decision.
- 9. May group products be included?**  
No. Students regularly work on activities in group settings. However, if a piece of writing will be included in the writing portfolio, it should be completed by the individual author of the portfolio.
- 10. Would a narrative poem used as a personal narrative make the portfolio incomplete?**  
No. Placing a narrative poem in the personal writing category will not make the portfolio incomplete; however, it is more appropriately placed in the literary category.
- 11. What is an Anchor Paper?**  
An anchor paper provides teachers an “anchor” to a certain scoring cell on the *Kentucky Writing Scoring Rubric*. An anchor paper consistently portrays the cell number of a subdomain. Anchor papers are available for all fourteen cells of the scoring guide.
- 12. Do we still have exemplar portfolios and high-end portfolios in the new scoring design?**  
No. In the new scoring design, teachers will use a grade-specific set of anchor papers to determine a score for each of the subdomains.
- 13. Does the content area have to be indicated on the Table of Contents for each piece to have a complete portfolio?**  
In grade 4, no content piece is required to be identified, though many pieces will certainly be written in content or interdisciplinary units. In Grades 7 and 12, one piece must be identified as coming from a content area or the portfolio would be scored incomplete.
- 14. Would a portfolio be scored incomplete if it contains a piece of writing in which the writer did not appropriately and /or accurately document sources?**  
No. The scorer must locate the source for plagiarism to be proven. Appropriate documentation is one identified characteristic under the *Correctness* criteria within the *Kentucky Writing Scoring Rubric* (see Chapter 10 in “Part I: Writing Development” for information on documentation).
- 15. How do correctness issues impact the score of a portfolio?**  
Correctness is included in the Conventions subdomain of the *Kentucky Writing Scoring Rubric* criteria.
- 16. Does the information in a portfolio piece have to be correct?**  
Accuracy of content is not assessed directly as part of the accountability score of a portfolio. However, erroneous content may adversely affect communication with an audience that is part of the scoring criteria listed on the *Kentucky Writing Scoring Rubric*. Accuracy of content is primarily an instructional issue and should be dealt with in the courses in which the piece was written.

**17. How much time should be provided for a writing portfolio scoring training session?**

The Kentucky Department of Education recommends a 6-hour training that mirrors the cluster leader scoring training session. It is critical that any person scoring portfolios reviews all the current scoring tools available (*Kentucky Writing Scoring Rubric* and anchor papers), views the update telecast, and participates in discussions of current needs of scorers. Because the *Code of Ethics for Writing Portfolios* states, "Scoring accuracy shall not be compromised by lack of adequate training," a 6-hour training is preferred; however, a minimum of 3 hours is required.

**18. Are special education students' portfolios scored the same as other students' portfolios?**

Yes. Writing goals are consistent statewide for all students.

**19. Are alternative portfolios scored the same as the writing portfolios?**

An alternative portfolio is **not** a writing portfolio. Questions concerning alternative portfolios should be addressed to the Kentucky Department of Education at 859-257-4170.

**20. Are teachers allowed to complete or make changes on the Table of Contents for the assessment portfolio?**

No. Students must complete the Table of Contents. If corrections to the Table of Contents need to be made, the portfolio should be returned to the student for corrections and then scored by the scoring team. The Table of Contents, along with the Student Signature Sheet, is part of the documentation attesting that the portfolio contents were produced by the student. The *Code of Ethics for Writing Portfolios* states, "Altering documentation attesting that portfolio contents were produced by the student" is NOT OK.

**Students may make minor changes to the Table of Contents after the completion date but before the portfolio has been scored.** Schools and districts conducting portfolio scoring sessions should review the Table of Contents before the portfolio is scored. The person who helps a student complete his/her portfolio should initial and date the table of contents page after checking for completeness.