

Spring 2008

*Kentucky Writing Handbook*  
*Part II: Scoring*  
Replacement/Update Pages

Grade 12

*The Kentucky Writing Handbook* replacement and update pages for Spring 2008 include these pages from **Part II: Scoring**

Part II title page—updated  
Part II pages ii-iiib—updated

**Appendices additions pages 11-a-11j**

Cluster Leader Paperwork/Duties  
Cluster Leader/DAC Paperwork/Duties  
Quality Control Procedures  
Quality Control Record  
Table-leader Read-behind Procedures  
Table-leader Read-behind Record  
Principal's Confirmation Record  
Score Report Form (last revision February 2007)  
Portfolio Accumulation Sheet

# Kentucky Writing Handbook

*Helping Students Develop as  
Proficient Writers and Learners*

**Part II: Scoring**



*Grade 12*

**Kentucky Department of Education**

**Jon Draud, Commissioner of Education  
2007-2008 Update**

# *Acknowledgements*

The Kentucky Department of Education would like to thank members of the Writing Advisory Committee (WAC) and the Scoring Accuracy Assurance Team (ScAAT) for their valuable contribution updating the *Kentucky Writing Handbook*. We would like to extend a special thanks to Dr. Charles Whitaker for his continued assistance in developing this handbook and his dedication to Kentucky teachers and students.

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# *Writing Advisory Committee*

The Kentucky Department of Education extends appreciation to the Writing Advisory Committee, the Scoring Accuracy Assurance Team, and the Kentucky Writing Program Advisory Committee for their commitment and dedication to Kentucky students.

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Jenny Andrews  
Jennifer Bernhard  
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Pam Burton  
Diedra Carpenter  
Denise Carrell  
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Toni Embree  
Kara Hatfield  
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Jessica Pugh  
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Lisa Wallin  
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Julie Feinauer  
Ranea Gibson  
Angela Gunter  
Lynette Hadley  
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Amy Humphrey  
Alicia Hunter  
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A Sub-committee of the Writing Advisory Committee

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Teri Schout  
Valerie Smith  
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## *Grade 7*

Pam Burton  
Diedra Carpenter  
Frank Coffey  
Toni Embree  
Kara Hatfield  
Bonnie Honaker  
Jessica Pugh  
Sharon Thurman  
Vickie Wheatley

## *Grade 12*

Jackie Collins  
Ranea Gibson  
Angela Gunter  
Lynette Hadley  
Amy Humphrey  
Linda Martin  
Lisa Newby  
Susan Norton  
Rodney Rhodus  
Elizabeth Sewell

# *Kentucky Writing Program Advisory*

Cindy Parker, Director, Kentucky Writing Program

## *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			

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