



Data Recognition Corporation

Handscoring Requirements and Process



Many assessments, including large-scale summative assessments, require test takers to construct a response or to write an essay. These types of responses often require scoring by human readers or scorers. DRC is a leader in the scoring of these types of responses. Scorers for DRC perform this work in one of our many secure scoring centers throughout the country.



HIRING SCORERS

Our scorers are educators, writers and other professionals hired from the strong labor pools surrounding all DRC scoring centers. They are dedicated and flexible individuals who receive targeted training for each project.

Q. What are DRC's requirements for hiring hand-scorers?

- A.** Scorer employment criteria include:
- A four-year degree (minimum) and proof of that degree,
 - Demonstrated fluency in the ability to score responses in the assigned content area,
 - An employment evaluation in a one-on-one interview with DRC Human Resources staff.

Q. What factors play into DRC's scorer hiring decisions?

- A.** Hiring decisions are based on scorer experience and educational/professional background in the content area being assessed. Scorers also must be able to internalize and apply client-defined scoring criteria.

Q. How does DRC ensure the confidentiality of secure training and testing materials to which scorers have access?

- A.** All scorers must sign confidentiality agreements stating they will maintain the security and confidentiality of all training materials and student responses. Scorers do not have access to student demographic information. In addition, personal electronic devices are not allowed in scoring areas.

Q. How are scorers assigned to a specific content area and grade level?

- A.** Prior to scoring any student responses, all scorers must undergo a thorough training and qualifying process specific to the scoring project. Training is tailored to the project's content area, grade level and item type. Scorers who do not qualify are not allowed to score any student responses for the project.

CREATING TRAINING MATERIALS

Scorer training materials are developed through close partnerships with our clients and tailored to meet their particular needs. All DRC scorer training materials are based on client-approved scoring criteria. Our training materials are thorough and easy-to-use, and they produce consistent, replicable results.

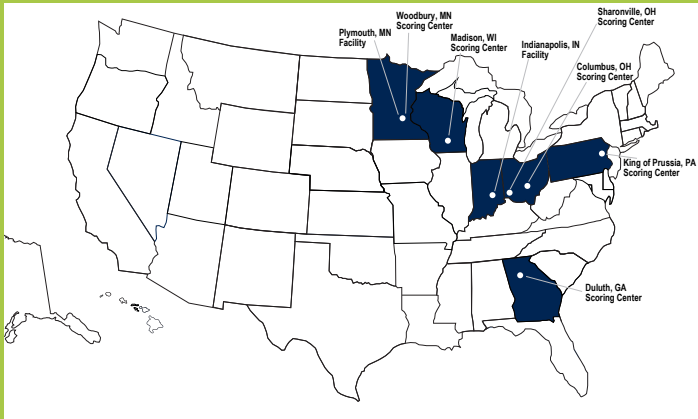
Q. How are the scoring criteria defined?

- A.** Scoring criteria are defined by rubrics and scoring guidelines that are developed by DRC according to state standards. The criteria are approved by committees comprised of educators and by state Departments of Education.

Q. How are scorer training materials created and what is rangefinding?

- A.** Prior to scorer training, hand-scoring content specialists meet with committees of educators and with Department of Education staff and use approved rubrics to pre-score a broad range of student responses. This process is called range-finding. The scoring decisions and rationales made at range-finding are documented by the hand-scoring content specialists, who use them to create training materials.

IN 2018 DRC HIRED OVER 4600 READERS ACROSS 8 SCORING LOCATIONS.



Education Attainment details for DRC Readers

Readers level of Education:

- Doctorates = 3%
- Masters = 19%
- Bachelors = 78%

Total Readers with advanced degrees = 22%

Total Readers with Education degrees: 15%

- PhD in Education = 12%
- MA in Education = 28%
- Bachelors in Education = 12%



TRAINING SCORERS

DRC's scorers receive hands-on, project-specific training that exceeds industry standards. Qualification standards are strictly enforced on all hand-scoring projects. DRC's scorer training practices, like all our hand-scoring practices, are ISO 9001 certified.

Q. How does the scorer training account for varying complexity of questions?

A. Scorers for DRC are thoroughly trained before they begin scoring responses from any student. The length of the initial training varies with the complexity of the question and its attendant scoring rubric.

It usually takes more time to train scorers on how to score a written essay than it does to train scorers on how to score a short open-ended item requiring a short response.

Q. Is there item-specific training?

A. Yes. Training and qualifying are conducted for every item that is scored. If a scorer trains and qualifies for one item, he or she must undergo new training and qualifying to score a different item. The goal of training is to ensure that scorers can accurately and reliably apply a particular state's specific scoring criteria.

Q. Is there rubric-specific training?

A. Always. Training begins with a room-wide presentation of scoring criteria as defined by the scoring guidelines. After reviewing the scoring guidelines, the Scoring Director reviews a scoring guide that typically contains several examples of each possible score point. The responses in the scoring guide are annotated to explain why each response received its specific score.

Training continues with scorers practicing what they have learned by taking one to three training sets. Training sets typically have ten to twenty student responses that have been pre-scored by a range-finding committee. Scorers score the responses independently, and then their scores are compared to the true scores. The Scoring Director reviews each response and uses rubric language to explain why each response received the score it did.

Q. After training, how are scorers evaluated?

A. Before scoring any actual student responses, each scorer must demonstrate mastery of the scoring task by qualifying—scoring with a level of accuracy that meets the client's standards on at least one qualifying set. Scorers who do not qualify by the end of the training process are removed from the project and do not score any actual student responses.



SCORING PROCESS

DRC has a variety of processes in place to ensure accuracy and consistency during the scoring process. From inter-rater reliability tracking to validity response monitoring, DRC maintains a strong focus on quality control from start to finish.

Q. Are the actual student answer documents used in scoring?

A. No. All student responses are scanned and displayed to scorers as images on computer screens. Scorers read the imaged response and use the scoring guide to determine the score. If scorers need assistance, they raise their hand so that a team leader or the Scoring Director can help make the scoring decision. Once a score is entered and submitted, a new response appears. The imaging system ensures that scorers only receive responses that they are qualified to score; it also allows for stringent quality control measures. Scorers do not have access to any student demographic data.

Q. Are there client quality control measures in place for the scoring process?

A. During scoring, numerous client-mandated quality control measures are in place to ensure and maintain accuracy and reliability. If a scorer demonstrates inaccurate scoring, he or she is retrained or removed from the project; scores that he or she provided are not used and another scorer scores the responses.

Q. How does DRC promote adherence to client scoring criteria?

A. DRC uses validity responses, responses that have been pre-scored per the client's scoring criteria, to ensure adherence to scoring criteria.

- Validity responses are distributed to scorers during a scoring session.
- Scorers cannot distinguish validity responses from actual student responses, resulting in an accurate and consistent measure of scoring reliability.
- Scores given for validity responses are compared to the pre-determined scores to check that scorers continue to score accurately.
- Validity reports show how often each scorer accurately scores the validity responses.

Q. Are there any other methods employed by DRC to ensure scoring accuracy?

A. Yes. Periodically during scoring sessions, the Scoring Director distributes a recalibration set to a room of scorers. Recalibration sets are similar to training sets, and they are used to keep scorers focused on the client's scoring criteria. They can also be used to address specific response types that scorers encounter during live scoring.

Q. Are there metrics to monitor scoring reliability and accuracy?

A. Yes. DRC makes use of an array of tools/processes to ensure reliability and accuracy.

For each item being scored, a percentage of responses are randomly selected and independently scored by two scorers. This process is called inter-rating. Scorers are not aware that a response may have been previously scored by another scorer.

- Inter-rater reliability reports are generated daily to monitor how often each scorer's scores matches other scorers' scores.
- To ensure accuracy, scorers are divided into small teams of eight to twelve scorers. Each team has a team leader who checks scorer performance by conducting regular read-behinds. For this process, a random selection of responses from each scorer is automatically forwarded to his or her team leader throughout the scoring session. The team leader reads the student response and checks the score given by the scorer. If the team leader disagrees with the score, the team leader meets with the scorer to review the response and the scoring criteria and to correct the score when necessary.



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