# Regional Scoring <br> Grade 4 ELA 

# 2 - Day Option <br> (using the same teachers both days \& all tasks scored each day) 

## Questions \& Givens

| How many papers will I score in region? | Grade $4=3,725$ |
| :---: | :---: |
| How many scorers will I need? <br> Given: Each paper has 3 tasks to score. One teacher can score 60 tasks per $1 / 2$ day session for listening. One teacher can score 50 tasks per $1 / 2$ day session for writing and reading. | Listening <br> $3,725 / 180=21$ teachers <br> Writing <br> $3,725 / 150=25$ teachers <br> Reading <br> $3,725 / 150=25$ teachers |
| How many second scorers will I need? <br> Given: It is estimated that $10 \%$ of the papers will need a second reader. | Listening $372 / 180=2$ teachers <br> Writing $372 / 150=3$ teachers <br> Reading $372 / 150=3$ teachers |
| How many table facilitators will I need? <br> Given: One table facilitator for 6 teachers scoring the same task. One table facilitator for each task second scored. | Listening 23/6 $=4$ teachers <br> Writing $28 / 6=5$ teachers <br> Reading $28 / 6=5$ teachers |

## RWADA Distribution for Test Scoring

February 2000
ELA - Grade 4

## 2 - Day Option

(using the same teachers both days \& all tasks scored each day)

|  | District Share | Grade 4 <br> Students | Scorers | Table <br> Facilitators |
| :--- | :---: | :---: | :---: | :---: |
| Bloomfield | .02767 | 103 | 2 | 0 |
| Canandaigua | .09514 | 350 | 8 | 1 |
| Clyde-Savannah | .02552 | 89 | 2 | 0 |
| Dundee | .02256 | 73 | 2 | 0 |
| Gananda | .02366 | 93 | 2 | 0 |
| Geneva | .05540 | 236 | 4 | 1 |
| Honeoye | .02539 | 95 | 2 | 0 |
| Lyons | .02919 | 106 | 2 | 0 |
| Marion | .02773 | 92 | 2 | 0 |
| Naples | .02195 | 65 | 2 | 0 |
| Newark | .06296 | 191 | 5 | 1 |
| North Rose | .04320 | 164 | 3 | 1 |
| Palmyra-Macedon | .05139 | 200 | 4 | 1 |
| Penn Yan | .05017 | 169 | 4 | 1 |
| Phelps-Clifton Springs | .04915 | 149 | 4 | 1 |
| Red Creek | .02742 | 100 | 2 | 0 |
| Red Jacket | .02427 | 85 | 2 | 0 |
| Romulus | .01380 | 58 | 1 | 0 |
| Seneca Falls | .03801 | 123 | 3 | 1 |
| Sodus | .03734 | 147 | 3 | 1 |
| Victor | .06549 | 243 | 5 | 1 |
| Waterloo | .04563 | 159 | 4 | 1 |
| Wayne | .06325 | 243 | 5 | 1 |
| Whitman | .04128 | 121 | 3 | 1 |
| Williamson | .03271 | 115 | 3 | 1 |
| Private |  | 156 |  | 14 |
| TOTALS: |  | 3725 | 79 | 0 |

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| Pro's | Con's |
| :--- | :--- |
| - Cost Effective. | Fewer people get staff <br> development opportunity. |
| - Lessens substitute problem. | • Burn-out. |
| - We have already done a |  |
| successful 2-day model. |  |

## Regional Scoring Budget Grade 4 ELA

## 2 - Day Option

(using the same teachers both days $\&$ all tasks scored each day)
3,725 papers
3 training leaders
14 table facilitators
79 scorers ( 71 scorers +8 second readers)
Scoring Assistants (2 days X 10 assistants \& 2 days X 25 assistants @ 130/day) \$ 9,100
Clerical Support (.1 FTE - covered through core) $\quad(\$ 2,500)$
Site Coordinator (. 2 FTE )
\$ 8,000
Training Leaders ( 6 days X 3 leaders X \$300/day)
\$ 5,400
Scoring Day (refreshments, site, meals, copying) 2 days X 121 X \$35
\$ 8,470
Supplies (covered through core)

