

Local Marking of Tests

- A few months prior to test administration, each school division names a coordinator responsible for local marking.
- The Department offers to the local marking coordinators, a training session per semester addressing the pedagogical aspects in order to acquire the assessment criteria for marking the test.
- Local marking coordinators must inform the Department as to which marking model the division is going to use. Models are presented on page 2.
- The responsibilities of local marking coordinators are presented on page 3.
- Local marking coordinators report student test results to schools as soon as the marking is done.
- The Department provides financial support to school divisions for each test that counts as a standards test. However, all associated materials must be submitted to the Department on time. The purpose of the funding is to compensate teachers or provide for release time for marking the tests.

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Marking Models

School divisions are to determine which marking model or models are appropriate for them. Two variables are to be considered when making this decision: the marking location and the number of times the test is to be marked.

Models	Description	Comments
A At the classroom level	Teachers mark their students' tests in their own classroom.	<ul style="list-style-type: none">• Practical and flexible method.• A single marking that may entail a lack of uniformity.
B At the school or regional level	Some or all of the teachers from one or more schools in a region get together to mark the tests from the school or schools in question.	<ul style="list-style-type: none">• Practical method for large schools or schools located in close proximity to each other.• Allows for periodic checking, ensuring more uniform marking within the school or region.
C Centrally within the school division	Teachers get together to mark all the tests of their school division.	<ul style="list-style-type: none">• Everything is organized and runs from one location.• Allows for periodic checking, ensuring more uniform marking within the school division.

Regardless of the marking model chosen, the Department estimates that the time required to mark one student's test is approximately 60 minutes.

SINGLE MARKING

One marker marks all of the test booklets assigned to him or her.

MULTIPLE MARKING

Option A (requires a minimum of three markers)

Two markers individually mark the same test booklet and when the marks awarded for one or more tasks are different, these tasks are submitted to a third marker. This third marker must assign a mark that falls within the range of the scores awarded during the 1st and 2nd markings.

Option B (requires a minimum of two markers)

Two markers mark together either an entire test booklet or specific tasks for all test booklets. They discuss and come to an agreement on the mark to be awarded.

Note: Team marking is not recommended for the marking of the writing task.

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Responsibilities of the Local Marking Coordinator

- 1 Ensure communication
Department ↔ School Division ↔ **Coordinator** ↔ School ↔ Teacher
- 2 Read the *Document d'information pour la correction à l'échelle locale* and coordinate all the local marking logistics
- 3 Inform the Department as to which marking model or models the division is going to use and, where applicable, which schools will be marking in the classroom
- 4 Select marking dates and prepare the marking site
- 5 Recruit markers and support staff
- 6 Acquire the assessment criteria for marking the test
- 7 Train markers
- 8 Ensure that every individual who needs the Department's marking documents receives them
- 9 Attend to the marking preparations
- 10 Provide markers with instructions regarding marking
- 11 Inform markers on how to record the scores on the scannable scoring sheets as indicated in the *Document d'information pour la correction à l'échelle locale*
- 12 Where tests are being marked more than once, follow the procedures listed in the *Document d'information pour la correction à l'échelle locale*
- 13 Conduct reliability reviews where necessary and provide any needed follow-up
- 14 Do a final check of the scoring sheets
- 15 Facilitate a debriefing on the marking session, if desired
- 16 Have markers fill out the *Questionnaire relatif à la correction locale*
- 17 Fill out the *Rapport de cas de plagiat*, if applicable
- 18 Enter marks on the *Résultats des élèves par école* sheets
- 19 Photocopy the sheets titled *Résultats des élèves par école*, the scoring sheets, the participation forms, and, if applicable, all copies of the *Rapport de cas de plagiat*
- 20 Coordinate the forwarding of documents to the schools
- 21 Remove from the envelope labelled *Formulaires de demande d'échantillon* the lists of booklet numbers that will be used for the feedback process and collect these booklets
- 22 Coordinate the forwarding of documents to the Department
- 23 Coordinate test reread sessions, if necessary