

Information for Local Marking



INFORMATION FOR
LOCAL MARKING

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This resource is available on the Manitoba Education and Early Childhood Learning website at www.edu.gov.mb.ca/k12/assess/gr12/index.html.

Disponible en français.

While the department is committed to making its publications as accessible as possible, some parts of this document are not fully accessible at this time.

Available in alternate formats upon request.

This document prepares teachers and administrators for the local marking of the Grade 12 provincial tests. Use this document in conjunction with the other documents in the series to gain a full understanding of the procedures associated with the testing program at Manitoba Education and Early Childhood Learning (the “department”).

- *Policies and Procedures for Provincial Tests*
- *Information Bulletin* (one per subject area)
- *Administration Manual* (one per subject area)

The *Information for Local Marking* as well as the other documents in the series are available on the Manitoba Education and Early Childhood Learning website at www.edu.gov.mb.ca/k12/assess/gr12/index.html.

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GENERAL INFORMATION FOR LOCAL MARKING

Test materials are delivered to schools prior to test administration. It is the principal's responsibility to ensure that they are kept secure and unopened until the day of the test.

For mathematics, the marking guides are sent to schools with the test materials. The shrink-wrapped package must not be opened until after test administration.

For English language arts, the marking package is distributed at the local marking training session or mailed to school jurisdictions based on the instructions provided by the jurisdiction.

After the test is administered, teachers verify that they can account for all test booklets. If a centralized marking model is used, the test booklets are sent to the local marking site.

School jurisdictions are responsible for marking the test booklets for students enrolled in the course. They are also responsible for ensuring that local markers receive adequate training, follow the marking guidelines provided by the department, and complete and return all materials requested by the department. Scoring sheets or marker sheets must be returned to the department for all students for whom the test will count as a provincial test, as documented on the *Participation Form* completed by the teacher.

Local Marking Models

Local marking is organized according to one of the following models:

Model 1: Classroom-Based Marking

Teachers mark test booklets for their own classrooms and are responsible for sending the materials to the department.

Model 2: School-Based Marking

Teachers in a school or from several schools collaborate in marking test booklets, which may be pooled and marked by different markers. Teachers are responsible for sending the materials to the department.

Model 3: Centralized Marking

This model is similar to Model 2, except larger in scale. A number of teachers work in teams to mark all test booklets in the school jurisdiction. Materials are returned to the department by the local marking coordinator.

Centralized marking is the preferred model as it increases reliability and decreases bias.

Local Marking Process

Maintaining student anonymity is recommended to avoid one source of marking bias. In marking sessions involving student booklets from multiple classrooms and more than one teacher, bias can be further reduced by randomly placing test booklets into bundles of up to five and having markers mark one bundle at a time.

Test booklets may be marked as a whole book or in sections. In **whole-book marking**, one marker is responsible for marking all questions in the test booklet (see Appendix E for a sample bundle cover sheet). In **chain marking**, markers mark only a specific set of test questions. When they finish marking their questions in all test booklets in a bundle, the bundle is passed to another marker in the chain (see Appendix F for a sample bundle cover sheet).

Test booklets may be marked once, or twice for added reliability (suggested). If **single marking**, all test booklets are marked once, either by whole-book marking or chain marking. If **double marking**, the following procedures are recommended:

- Each response is marked by two different markers, at two different times during the marking session. This could be either whole-book or chain marking.
- For the second marking of a booklet, ensure that the same person does not mark the same response by utilizing the *Bundle Cover Sheet* (see Appendices E and F). The two markings should be analyzed to determine the degree of agreement. A decision must be made prior to marking on how to resolve a discrepancy between the two marks assigned to the same student response. For example, an average of the two marks can be used as the final mark. When the average is not an increment (bubble) on the scoring sheet or marker sheet, rounding up and down, alternately, to the next available increment is one strategy. (Note: Always rounding up or always rounding down introduces a bias.)
- Make two copies of the scoring sheet or marker sheet—one for Marker 1 and one for Marker 2 and insert them into each test booklet.
- An individual must be assigned to transcribe these marks onto the scannable scoring sheet or marking sheet, which is returned to the department.

Planning for Local Marking Using Model 2 or Model 3

Before Marking

- _____ 1. Determine the expected number of booklets for marking (see the report *Schools Scheduled to Write Provincial Tests*, provided to the superintendent).
- _____ 2. Determine the number of markers needed. Below are estimates of the time needed to mark one student's test, excluding time for preparation and training.
 - Applied Mathematics (*Student Booklet*): 25 minutes
 - Essential Mathematics (*Student Booklet*): 20 minutes
 - Pre-Calculus Mathematics (*Booklet 1* and *Booklet 2*): 30 minutes
 - English Language Arts (*Process Booklet* and *Responding to Text*): 45 minutes
- _____ 3. Identify an appropriate location for marking. Only markers and assigned staff should have access to the marking room.
- _____ 4. Contact markers. Inform them of the scheduled marking dates, times, and location, keeping in mind the date that materials are to be received by the department. For mathematics, remind markers to bring a copy of the *Marking Guide* and a calculator to the marking session. For English language arts, remind markers that they need to have read the test and to bring a copy to the marking session.
- _____ 5. Request copies of the *Adaptations Approval Report* from schools in your jurisdiction. (For English language arts, ensure that adjusted marker sheets have been provided, if applicable.) If a student has completed the test in Braille, contact the Inclusion Support Branch at 204-945-7907 or toll-free at 1-800-282-8069, extension 7907. The Braille version will be converted into print within two days and sent to the local marking site.
- _____ 6. Copy responses from the local student booklets to use along with exemplars supplied by the department for training purposes or reliability reviews (see Appendix C).

_____ 7. Have the following materials available for your marking session:

- test booklets
- scoring sheets or marker sheets
- marking guide (mathematics) or marking package (English language arts)
- copy of the *Participation Form*
- copy of the *Supervising Teacher Report* to identify any unusual circumstances

_____ 8. Consider creating a tracking form (see sample below) to record the number of test booklets submitted by each school or class.

School	Number of Test Booklets	First Booklet Number	Last Booklet Number
A	5	10001	10005
B	27	10011	10037
C	18	10043	10060
D	52	10066	10117
E	36	10123	10158

_____ 9. Insert each scoring sheet or marker sheet inside the appropriate test booklet.

_____ 10. Attach an *Irregular Test Booklet Report* (see Appendices A and B) to any test booklet that needs an explanation to the marker.

_____ 11. Bundle test booklets ensuring that each bundle has booklets from different schools or classes. Five booklets in a bundle is generally a reasonable number for a marker to mark at one time.

_____ 12. Attach a *Bundle Cover Sheet* (see Appendices E and F) and fill in the test booklet numbers.

_____ 13. Assign a marker number for each marker so that each has a unique identifier, which is only recorded on the *Bundle Cover Sheet*.

During Marking

It is the responsibility of markers to

- model fair assessment practices and apply ethical behaviour by following the marking guidelines impartially and consistently to mark all test booklets
- clarify uncertainties or irregularities with colleagues or the department

Note: Do not make any marks or comments in the test booklets.

1. Ensure that the booklet number printed on the scoring sheet or marker sheet matches the number on the test booklet being marked. Inform the marker leader if the two numbers are not identical.
2. Assign “0” if a student attempted to answer a question but did not earn any marks. For English Language Arts, it is good practice to consult with a colleague if assigning a mark of “0”.
3. Arrange for reliability reviews, as required (see Appendix C).

Note: If your test booklets are not being double-marked and you are unsure of what mark to assign, consult with a colleague.

After Marking

1. Review the scoring sheet or marker sheet from each test booklet and verify that it has been completed correctly for each student for whom the test will count as a provincial test (as documented on the *Participation Form*).
2. Photocopy the scoring sheets or marker sheets for school records. To avoid damaging the sheets, do not use the automated feed.
3. Open the envelope labelled *Sample Request List* and gather the test booklets for sample marking at the department. Replace any booklet for which the student’s participation status is IE or IU, as indicated on the *Participation Form* with the nearest unsampled “Complete” booklet (participation status C).
4. Refer to Appendix D for information on how to calculate students’ final grades for the course.

Submitting Materials after Local Marking

Completed feedback forms, *Participation Forms*, and *Demographic Data Forms* are sent to the department immediately after test administration.

All completed scoring sheets or marker sheets and the sample test booklets are sent to the department after the local marking session.

After local marking has been completed, prepare a package to be received by the department.

The package must include the following:

- *Teacher Feedback Form(s)* (if not already submitted)
- scoring sheets or marker sheets (in numerical order) in envelope
- test booklets (in numerical order) requested by the department, including substitute booklets
- *Sample Request List* (included with your marking package)
- copies of *Irregular Test Booklet Report* (if applicable)

Regardless of the marking model used, jurisdictional authorities are responsible for ensuring that all materials are returned to the department.

Please refer to the *Administration Manual* for important dates and details.

The document is available on the department's website at

www.edu.gov.mb.ca/k12/assess/gr12/admin_manuals/index.html.

Feedback on the Local Marking Results

Upon completion of local marking, a random sample of test booklets is sent from each school jurisdiction to the department for marking. This is undertaken to provide each school jurisdiction with feedback on the local marking results. Once sample marking is completed, a *Marking Accuracy and Consistency Report* is generated by the department for each school jurisdiction.

APPENDICES

Appendix A:

Irregularities in Provincial Tests

A Guide for Local Marking

During the marking of provincial tests, irregularities are occasionally encountered in test booklets. The following list provides examples of irregularities for which an *Irregular Test Booklet Report* should be completed and sent to the department:

- completely different penmanship in the same test booklet
- incoherent work with correct answers
- notes from a teacher indicating how he or she has assisted a student during test administration
- student offering that he or she received assistance on a question from a teacher
- student submitting work on unauthorized paper
- evidence of cheating or plagiarism
- disturbing or offensive content
- no responses provided by the student (all “NR”) or only incorrect responses (“0”)

Student comments or responses indicating that the student may be at personal risk of being harmed or of harming others are personal safety issues. This type of student response requires an immediate and appropriate follow-up at the school level. In this case, please ensure the department is made aware that follow-up has taken place by completing an *Irregular Test Booklet Report*.

Except in the case of cheating or plagiarism where the result is a provincial test mark of 0%, it is the responsibility of the division or the school to determine how they will proceed with irregularities. Once an irregularity has been confirmed, the marker prepares an *Irregular Test Booklet Report* documenting the situation, the people contacted, and the follow-up. The original copy of this report is to be retained by the local jurisdiction and a copy is to be sent to the department along with the test materials.

Appendix B:

Irregular Test Booklet Report

Test: _____

Date marked: _____

Booklet No.: _____

Problem(s) noted: _____

Question(s) affected: _____

Action taken or rationale for assigning marks: _____

Follow-up: _____

Decision: _____

Marker's Signature: _____

Principal's Signature: _____

For department Use Only—After Marking Complete

Consultant: _____

Date: _____

Appendix C:

Reliability Reviews

The main purpose of a reliability review is to ensure that a student's response is awarded a mark that is consistent with the marking guidelines.

Reliability reviews provide markers with the opportunity to compare marks they have awarded for student responses to those of other markers. The discussions during a reliability review should serve to ensure accurate and consistent application of the marking.

Selection of exemplars for reliability reviews

Exemplars are selected from student responses to review marking consistency. Based on the number of reviews planned, select an appropriate number of exemplars from the test booklets to be marked. Mark these exemplars with a small group of markers and create rationales. The exemplars should include student work that illustrates a range of scores and rationales. Make photocopies for reliability reviews.

Procedure

Model 1: Classroom-Based Marking

Here are some suggestions for reliability reviews when there is only one marker.

1. After marking approximately one dozen test booklets, re-mark two or three of the booklets marked at the beginning to determine marking consistency.
2. Two days after having marked the entire class set, randomly select 20% of the test booklets and re-mark them. Compare the marks assigned on the two markings.

Model 2 and Model 3: School-Based and Centralized Marking

1. Each marker in the group scores each exemplar independently without knowledge of the mark previously assigned.
2. Each marker writes his or her mark on the exemplar itself.
3. The marker leader reveals the pre-assigned mark, reads aloud the rationale, and leads a discussion to come to a common understanding of the justification for the mark.

Appendix D:

Calculating a Student's Final Course Grade*

The following is an example of how to calculate a final course grade for a student who received 72% as the Grade 12 provincial test mark and 78% as the classroom-based mark:

All provincial tests count for 20% of the students' final course grade

Classroom-based mark (78%)	Provincial test mark (72%)	Final course grade
$78\% \times 80\%$	$72\% \times 20\%$	
62.4%	14.4%	= 76.8%

Final course grades are rounded to the nearest unit for reporting on the provincial report card (e.g., 76.8% is rounded to 77%).

* Applies only if the test will count as a provincial test as documented on the *Participation Form* completed by the teacher.

Appendix E:
Bundle Cover Sheet
(Whole-Book Marking)

Test: _____

Bundle Cover Sheet

BUNDLE NUMBER: _____

5 BOOKLETS IN THIS BUNDLE

Marker 1 ID _____

Marker 2 ID _____

Appendix F:
Bundle Cover Sheet
(Chain Marking)

Test: _____

Bundle Cover Sheet

BUNDLE NUMBER: _____

5 BOOKLETS IN THIS BUNDLE

Team No.*	1	2	3	4	5	6	7	8	9
Marker 1 ID	_____	_____	_____	_____	_____	_____	_____	_____	_____
Team No.*	1	2	3	4	5	6	7	8	9
Marker 1 ID	_____	_____	_____	_____	_____	_____	_____	_____	_____

* A team is a group of markers assigned to mark certain questions on the test.



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