

## Requests Regarding the AP Chemistry Reading in 2002

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Here are some specific requests:

- 1) to add three additional table leaders bringing the number of TLs from 16 (2001) to 19 (2002)
- 2) to identify three additional QLs bringing the number from 1 (2001) to 4 (2002)
- 3) to have the CFC and the four QLs arrive three days prior to the beginning of the reading, and the remaining TLs arrive two days before the beginning of the reading
- 4) to add to the number of reading rooms rooms available to the chemistry readers
- 5) to add four more PC s, bringing the number up from 2 (2001) to 6 (2002)
- 6) to keep the photocopy machine in the CFC s office
- 7) to have earlier information about readers and TLs who are not going to receive invitations to the reading

Here are the rationales:

### Request 1

This year, as in past years, several of the questions had as many as 14 readers. With RMS this number of readers becomes a problem for the TLs when they are backreading. It takes longer for the TL to backread all their Readers. It typically results in folders stacking up on the TLs table and can also cause greater error in reading rate calculations by the CFC. It makes it more time consuming for the TL to discuss with the Reader any inconsistencies that arise. The more Readers, the more likely inconsistencies will occur. By adding the additional TLs, it is more likely that the number of readers assigned to a TL will be about 8, which is much more manageable for backreading as well as more conducive to improved TL/reader communication. The gain in consistency will improve the accuracy and fairness of the reading.

The Table below shows the distribution of readers and TLs for each question at the beginning of the 2001 reading and after the first migration.

Question	Initial # TLs	Initial # Readers	TLs after Day 4	# Readers after Day 4
1	2	23	2	20
2	2	14	1	6
3	2	12	1	8
4	2	13	3	21
5	2	13	3	21
6	2	26	2	28
7	2	12	2	10
8	2	12	2	12

As a result of AP Chemistry's growth, Peter, almost assigned three TLs to two questions this year. On the 4<sup>th</sup> day of the 2001 reading, Readers and TLs were re-distributed and two of the questions ended up with three TLs to manage the readers. I anticipate in 2002 needing three TLs on at least three (Q1, Q5 and Q6) and possibly four questions (Q1, Q4, Q5 and Q6). Peter avoided assigning three TLs to a question by asking two TLs to handle as many as 14 Readers each. This is a challenge and in some cases somewhat threatening to the TL.

Also one of the TLs has the responsibility of the Alternate Exam, which takes that TL out of the group and increases the reader/TL ratio for the particular Questions.

Adding three new TLs will bring the TL/reader ratio to about 1/7 (with approximately 130 readers), which is a more manageable number.

## **Request 2**

I would like to bring in four TLs an additional day earlier, and ask these TLs to handle greater responsibility during the two days prior to the arrival of the readers. I would like to make these four TLs into QLs. Currently AP Chemistry has only one QL, who historically has managed the Alternate Exam. I would like to keep that assignment and promote three TLs to become QLs. In 2002, at least three questions would have three TLs, and I would like one of those TLs to become a QL. That person would be better able to move to a different question, and could also assist in training new readers when it becomes necessary to redistribute the readers.

Also, I would like to make the QL assignments different each year, at least for two or three of the four QLs. Making it clear that the assignment rotated among the TLs would be better for everyone's attitude and morale. Additionally it would be a nice perk for TLs in their last year to have the additional responsibility.

## **Request 3**

I would like to have four of the current TLs (actually QLs) and myself arrive three days before the readers arrive and one day before the remaining TLs arrive. Up until now, all the TLs and the CFC have arrived two days before the readers. But, the size of the AP Chemistry program continues to grow and, for the past two years, two days has not been quite enough to prepare for the beginning of the reading.

By bringing in four QLs one day earlier than the TLs, it will be possible to read some exams to help finalize the standards. During this additional day, the four QLs would spend the morning applying the draft standards to four of the questions and the afternoon applying the draft standards to the remaining four questions. In the past the rubric has been in very good condition for review by the TLs, but there are always minor variations in the application of the standard that can only be identified by reading sample booklets. An additional day would streamline the initial discussion of the standard by the group of TLs, allowing more efficient use of time when it comes to projecting possible student responses to questions.

On the second day when the remaining TLs arrive, the group will meet together to review the standards. This generally takes the morning and an hour or so after lunch. I anticipate the additional day will make this meeting more organized and efficient. After reviewing the standards in detail, the TLs then spend the remaining part of the day applying the standards to student papers. This involves breaking the TLs into four groups to review pairs of questions. Each of these groups

would be headed by one of the QLs, who had arrived a day earlier and who has had some experience in reviewing student responses. This period of review will be more efficient and productive, making the application of the standard flow more smoothly. On the third day (the day the readers arrive), the TLs will meet in the morning to finalize the standards and receive their specific question assignments. They will then be able to prepare copies of their final standards, a welcome note to the readers assigned to their question, and distribute that information before the readers arrive. The afternoon can then be spent selecting training papers.

During the reading, the QLs would have the responsibility for preparing the final form of their standards and collecting student sample papers for the two questions they are overseeing.

#### **Request 4**

I would like to request additional rooms in Daniel Hall for the 2002 reading. In 2001, AP Chemistry used 16 rooms for reading. However, three of those rooms were very large and accommodated a large number of readers. Too many Readers in the same room causes crowding and increases the chance of problems (noise, distraction, impaired concentration, etc.). I much prefer allowing one reader per table. Making room for grading standards sheets, an open folder, exams, additional folders to be read, and folders that have been read requires a full table.

For 2002 I would like to request the following rooms on the 3<sup>rd</sup> and 4<sup>th</sup> floor of Daniels. On the 4<sup>th</sup> floor I would like 401, 403, 404, 405, 406, 407, 408, 411, 412, 413 and 414 for readers. On the 3<sup>rd</sup> floor I would like 301, 303, 304, 306, 307, 308, 310, 311 and 312 for readers. Room 309 would be used as a training room. Nearly all of these rooms are of the size to accommodate a TL and 7 - 8 readers. In 2001, the rooms used on the 3<sup>rd</sup> floor were either too large or too small. I can not overemphasize the importance of an environment with plenty of space when considering the comfort of the readers, which affects their accuracy and consistency.

#### **Request 5**

It is definitely time to relieve the burdens that the reading has placed on ETS test development staff (Tom and Irene). They have plenty to do, but I do not believe we are using their talents wisely by having them stay up late at night typing up standards and chasing TL s around all day to get samples and commentaries.

Thus I would like to delegate some of their work to the QLs, including finalizing and typing up a camera-ready version of the standards and selecting and writing commentary for sample student responses for the web and for the teacher-training packets. To this end, I would like each QL to have a PC for their work -- memos, standards, sample commentaries, and more. Two PC s should remain in the CFC s office, making 6 the total number of PC s needed. Tom and Irene will provide guidance and proof the work of the QLs, but they will not have primary responsibility for developing standards and collecting sample papers, plus electronic copies of the commentaries on sample responses and the question summaries to be included in the CFC report.

#### **Request 6**

A photocopy machine is critically important in the CFC s office. The aides, the CFC, Tom and Irene needed access to the Xerox many times a day. I cannot imagine how difficult it must

have been to have to walk down two floors to Xerox a few pages of information critical to the efficient and smooth progress of the reading. Thank you for having the Xerox machine in the CFC's office!

### **Request 7**

Two years ago, two of the TLs were not invited back to the reading. The way they discovered they were not attending the 2000 AP Chemistry reading was the fact that they did not receive an invitation. They did eventually receive a nice letter thanking them for their years of service, but in both cases the individuals felt let down by the process of communication. I would like to be more proactive when it comes to retirement of Readers and TLs. I would like to work closely with the person from the Performance Scoring Office to identify those readers and TLs most likely to be retired following the reading. This will allow me a chance to personally thank them for their hard work over the years, and even more importantly for the other readers and TLs to do the same. It may turn out that circumstances require inviting such a person back the following year, and if that happens fine. But if it is the last year for a reader or TL, I want everyone to have a chance to say good-bye.