Scorebook Editor Tip Sheet

Thank you for accepting the role of Scorebook Editor! A team's scorebook is the basis of the Feedback Report that is given to the applicant organization at the end of the evaluation process. Therefore, it is important that the comments documented in the scorebook are clear, professional, and provide value-added feedback that will assist the organization in moving forward. To ensure that TNCPE is providing high quality Feedback Reports to applicants, all scorebooks go through two phases of editing—first with the team's Scorebook Editor, then with a member of TNCPE Editorial Review Board. The following pages outline the team Scorebook Editors' responsibilities, as well as content and style guidelines to be followed in both phases of the review process.

Scorebook Editor Resources

- Tip sheets for drafting feedback-ready comments and key themes are available on the Examiner Resources page of the TNCPE website.

- If you have any questions, you can always contact TNCPE for help at (615) 889-8323 or Examiners@tncpe.org.

The Role of the Team Scorebook Editor

If you are serving as your team's Scorebook Editor, you will:

- Participate in all phases of the applicant evaluation, including independent review, consensus, and site visit.
  - Depending on the number of examiners on your team, you may not be assigned as an Item Lead during consensus; however, you will still attend the Consensus Meeting.

- Coach team members on drafting comments during the consensus phase.
  - You can provide feedback to examiners on your team in Scorebook Navigator during the consensus phase. Type your feedback in the "Observations" field next to their comments in the "Strengths" and "OFIs" panel, then click the "Add" button. Remember to click the "Save" icon after every entry.

- Work with the team leader to draft and edit key themes.

- Conduct a final review of the scorebook to ensure all content and style guidelines (described below) are met.

Content and Style Guidelines

Whether you are serving as a team Scorebook Editor, or a member of the TNCPE Editorial Review Board, your review of the scorebook should consider the following aspects:

- Comment Structure
  - All comments should have a topic sentence, supporting evidence, and a "so what" statement that tells the applicant why the feedback is important to the organization.

- o If a "so what" statement is not apparent, create one using the applicant's key factors. Potential sources of a "so what" statement include:
  - Key factors,
  - Item notes, and
  - Glossary of terms

- Content
  - o Comments should be clearly linked to a Criteria question at the basic, overall, or multiple level.
  - o Comments **should not** focus on the style or quality of writing or graphics in the application.
  - o The evaluation factors (A-D-L-I or Le-T-C-I) should be used to clearly articulate the focus of the strength or OFI comment.
  - o Figure numbers should be included in the comments, as appropriate; however, not all figures need to be referenced.
  - o Results comments should use descriptors such as, "favorable"/"unfavorable" and "beneficial"/"adverse". Results comments **should not** use terms such as, "good"/"bad" or "positive"/"negative", or "
  - o **After site visit**, comments should not include the phrases "it is unclear" or "there is no evidence".

- Tone
  - o Comments should be written in a polite, professional, positive tone.
  - o Observations should be stated in a factual manner.
  - o Comments **should not** include language that indicates an opinion or judgment of the organization's processes or results.
  - o Comments **should not** include prescriptive language. Avoid terms such as *could*, *should*, and *would*.

- Grammar
  - o Comments should be written in the present tense using active voice: "completes" rather than "is completed"
  - o Comments should be written in third person: "TNCPE demonstrates…" rather than "You demonstrate…"
  - o Acronyms should be spelled out the first time they are used.
  - o Organizations should be referred to using the pronoun "it", not "they".