



New York State Testing Program

**Grades 4 and 8 English Language Arts
Grades 4 and 8 Mathematics**

School Administrator's Manual *for Public Schools*

2004 Edition

44375

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

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Important Changes in Test Administration and Scoring for 2004

Test Administration

Field Tests

Field testing is used to ascertain the quality of test items for future use. The participation of schools in the 2003 administration of mini field tests was sufficient so as to avoid the need for field testing during the 2004 test administration cycle. Even though field tests will not be administered in 2004, trend testing will be conducted by a statistically representative sample of schools.

Trend Testing

Trend testing is used to verify the accuracy of the operational test results by providing a measure for deriving the scale scores that enables test results to be compared from one year to the next. Trend testing uses small numbers of test questions, similar to the mini field tests. Trend tests were administered in 2002 by a sample of schools and in 2003 as part of the mini field test administration. They will be administered in 2004 and 2005 by a sample of schools using the following criteria:

- The trend tests will be administered during a 15–20 minutes test session within the test administration window of the day before the operational test through the end of the makeup period. The test will be given on one day with no makeups and can be administered any time throughout the day during regular class periods.
- A sample of approximately 100 schools each will be selected for the ELA trend test and the Mathematics trend test. There will be two separate sample groups of 100 schools with no overlap. Schools that are selected to be part of the trend test sample are expected to participate.
- Schools that have been selected for the ELA trend test will be contacted by CTB/McGraw-Hill during the week of November 17, 2003, and schools that have been selected to administer the Mathematics trend test will be contacted during the week of March 15, 2004.

Test Scoring

Scoring Models

This edition of the *School Administrator's Manual* contains details about scoring options for the ELA and Mathematics tests (see page 31). This manual and *Scoring Leader Handbooks* contain information about how scorers must indicate a scoring model code on the student answer sheets. The department will analyze this data and issue guidance to schools about the appropriate scoring models that will be implemented with the new NCLB Grades 3 through 8 tests in 2006.

Under NCLB, it is anticipated that Grades 3 through 8 scoring models will be standardized for both the ELA and Mathematics tests. Additional guidance, based on the 2004 data collection, will help prepare districts for any changes in scoring models.

Dates for Scoring and Returning Student Answer Sheets

CTB/McGraw-Hill will not be accepting data submitted late by the scanning centers. Therefore, in order to receive their official individual student score reports from CTB/McGraw-Hill, public school districts and nonpublic schools must adhere to specific dates for scoring and returning student answer sheets to the scanning centers. These important dates can be found at <http://www.emsc.nysed.gov/osa/eliinfo/gen/importantdatesmath%20ela2004.pdf>.

Districts and schools that return their answer sheets to the scanning centers after the specified dates will have their student scores computed by the scanning centers and reported to the Department through the LEAP system. Such schools will not receive their individual student score reports from CTB/McGraw-Hill. Student scale scores and performance levels, however, will be available from the scanning centers.

Student Answer Sheets

For the 2004 test administration, student answer sheets have been revised. These revisions

- include revised scoring model codes to assist SED in determining the effect of various scoring models on test reliability;
- reflect changes in scoring procedures (e.g., elimination of all condition codes except for Condition Code A, which is used when a student leaves a response blank); and
- make it possible to indicate if a student was absent for any test session.

Adherence to Scoring Protocol

In order to maximize standardization of the scoring process, a Scoring Operations Certificate has been added to this 2004 edition of the *School Administrator's Manual* (see page vi). Persons responsible for overall scoring operations are required to sign this certificate that states that each of the scoring procedures listed was “fully and faithfully implemented.”

Integrity of Student Responses

The following statement has been added to this 2004 edition of the *School Administrator's Manual* and to the Teacher's Directions:

No one, *under any circumstances*, including the student, may alter the student's responses on the test once the student has handed in his or her test materials. Teachers and administrators who engage in inappropriate conduct with respect to administering and scoring State examinations may be subject to disciplinary actions in accordance with Sections 3018 and 3020 of Education Law.

Security Statement

The New York State English Language Arts (ELA) and Mathematics test books and listening selections are secure documents. Teachers and administrators in this school are not to discuss the contents of the test books, show them to anyone, or photocopy them prior to regular and makeup test administration, as the security of the test could be breached.

No one, *under any circumstances*, including the student, may alter the student's responses on the test once the student has handed in his or her test materials. Teachers and administrators who engage in inappropriate conduct with respect to administering and scoring State examinations may be subject to disciplinary actions in accordance with Sections 3018 and 3020 of Education Law.

As the school administrator, it is my responsibility to ensure that the security requirements specified by the New York State Education Department are communicated to and maintained by all school staff. Furthermore, I will retain the following Examination Storage Certificate and Deputy and Proctor Certificate agreements on file for one year.

Principal's Signature

Date

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of State Assessment
Albany, New York 12234

EXAMINATION STORAGE CERTIFICATE
Grades 4 & 8 English Language Arts & Mathematics Tests

BEDS Code _____ School Name _____

City _____ Examination Period _____

I, the undersigned principal of the school named above, do hereby declare that each of the security procedures listed below was fully and faithfully observed for the current administration of the English Language Arts and Mathematics tests.

1. The sealed packages of secure test materials were stored in a vault or safe at the location indicated on the Examination Storage Plan submitted for the above examination period.
2. The vault or safe combinations were maintained under strict security conditions.
3. An inventory of the test materials was conducted as soon after delivery as was practical. The State Education Department was notified if any of the packages of secure test materials were not sealed properly when received. The sealed packages of secure test materials were replaced inside the vault or safe immediately after the inventory was completed.
4. The sealed packages of secure materials were not removed from the vault or safe, except for the inventory of test materials shipped to the school, until the day on which the test was scheduled to be administered.
5. The sealed packages of secure test materials were not opened until the day on which the test was scheduled to be administered.

Name of Principal (print or type) _____

Signature of Principal _____ Date ____ / ____ / ____

After completion, retain in school files for one year.

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of State Assessment, Room 761 EBA
Albany, New York 12234

DEPUTY AND PROCTOR CERTIFICATE
Grades 4 & 8 English Language Arts & Mathematics Tests

BEDS Code _____ School Name _____
City or Town _____ Examination Date _____
(Month/Year)

We, the undersigned deputies and proctors who assisted in the administration of the _____
test, hereby declare our belief in the correctness of the following statement:

The rules and regulations for administering the test were fully and faithfully observed, and in particular:

1. The rules for administering the test were read to or read by each person who assisted in administering the test.
2. The test was held within the prescribed dates.
3. The tests were kept in the sealed packages until the administration date.
4. The students were given appropriate instructions and orientation before beginning the test.
5. The students were so seated as to prevent collusion.
6. Adequate supervision was maintained throughout the administration of the test.
7. The answer papers were collected from the students immediately at the close of the test.
8. All test books and scoring keys for the test were collected and stored in a secure location until the date that the answer documents were due to be sent to scanning centers.

- | | |
|-----------|-----------|
| 1. _____ | 11. _____ |
| 2. _____ | 12. _____ |
| 3. _____ | 13. _____ |
| 4. _____ | 14. _____ |
| 5. _____ | 15. _____ |
| 6. _____ | 16. _____ |
| 7. _____ | 17. _____ |
| 8. _____ | 18. _____ |
| 9. _____ | 19. _____ |
| 10. _____ | 20. _____ |

(Attach additional sheets when necessary.)
After completion, retain in school files for one year.

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of State Assessment, 761 EBA
Albany, New York 12234

SCORING OPERATIONS CERTIFICATE

School Name _____ BEDS Code _____

District/BOCES Name _____ Examination Period _____
(Month/Year)

Grade 4 English Language Arts Grade 4 Mathematics

Grade 8 English Language Arts Grade 8 Mathematics

I, the undersigned leader of the scoring operations, do hereby declare that each of the procedures listed below was fully and faithfully implemented.

1. The scoring committee included a minimum of three scorers.
2. Test questions were assigned to scorers according to the criteria described in the *School Administrator's Manual*.
3. Scorers were trained using the procedures and materials described in the *Scoring Leader Handbook*.
4. Table Facilitators conducted read-behinds.
5. The answer sheets were subjected to a quality review as described in the *School Administrator's Manual*.
6. The answer sheets and test books were kept secure.
7. The scoring sessions were conducted during dates specified by the Department.
8. The answer sheets were submitted by the date specified by the Department.

Note: No one, under any circumstances, including the student, may alter the student's responses on the test once the student has handed in his or her test materials. Teachers and administrators who engage in inappropriate conduct with respect to administering and scoring State examinations may be subject to disciplinary actions in accordance with Sections 3018 and 3020 of Education Law.

Name: _____ Title: _____

Signature: _____ Date: ____ / ____ / ____

After completion, retain in school files for one year.

Important Dates for Grades 4 and 8 ELA and Mathematics Tests in 2004

Activity	ELA 4	ELA 8	Math 4	Math 8
Book 1 and Book 2 (and Listening Selection for ELA) Arrive at Schools from Department #	Jan 28–30	Jan 7–9	April 27–30	April 27–30
Administration of Book 1 and Book 2	Feb 2–6*	Jan 12–16*	May 4–6	May 4–5
Makeup Testing for Book 1 or Book 2	Feb 9–13	Jan 20–23	May 7–11	May 6–7
Item Map Posted on Department Website	Feb 16	Jan 26	May 12	May 10
Scoring Materials Arrive at Schools from Department #	Feb 12–13	Jan 22–23	May 10–11	May 6–7
Videotapes for Scorer Training Arrive at Districts/Nonpublic Schools from Measurement, Inc. #	Feb 12–13	Jan 22–23	May 10–11	May 6–7
Help Line for Scoring (877-516-2403) Available Weekdays (8am–5pm)^	Feb 13, Feb 23– March 5	Jan 23–Feb 9	May 11–21	May 7–19
Questions and Answers for Scoring Posted on Department Website (http://www.emsc.nysed.gov/ciai/assess.html)	Feb 13	Jan 23	May 11	May 7
Scoring by Districts/Regions and Nonpublic Schools **	Feb 13– March 5	Jan 23–Feb 9	May 11–21	May 7–19
Quality Check of Answer Sheets by Districts/Schools +	March 8–9	Feb 10–11	May 24–25	May 20–21
Answer Sheets Returned by Districts to Scanning Centers and by Nonpublic Schools to Department: Office of Information and Reporting Services **	March 10	Feb 12	May 26	May 24
Answer Key for Multiple-Choice Questions Posted on Department Website (http://www.emsc.nysed.gov/ciai/assess.html)	March 26	March 1	June 4	June 2
Conversion Chart Posted on Department Website	March 26	March 1	June 4	June 2
Scanning Centers FTP (File Transfer Protocol) Scanned Data to CTB	April 20	April 23	July 15	July 15
Expected Standard Performance Indexes Posted on Department Website	May 5	May 5	August 16	August 16
Score Reports to Schools	May 5–10	May 5–10	August 16–20	August 16–20

#Tests and scoring materials must be stored in a secure location until the date that the answer sheets are due to be returned to scanning centers.

*Public school districts and nonpublic schools should select specific dates within the testing periods specified for administration of the ELA tests in their schools.

^Schools that have difficulty accessing the 877 area code should fax questions to the help line fax number (919) 425-7733. The help line for ELA 4 will be closed Feb. 16–20, but will accept faxes and respond to the faxes the morning of February 23.

**Public school districts and nonpublic schools must adhere to these dates in order to receive their official individual student score reports. Districts and schools that return their answer sheets to the scanning centers past the dates specified will have their scores computed by the scanning centers and reported to the Department through the LEAP system.

+Refer elsewhere in this *School Administrator's Manual* for details.

Contacts for Assistance

FOR ASSISTANCE WITH:	CONTACT:
Shortages of test materials (Teacher's Directions; <i>School Administrator's Manual</i> ; test books, including alternative language, large-type, and braille editions; Listening Selection booklet)	The office of State Assessment, by completing the Test Materials Fax Form in Appendix I and faxing it to 518-474-1989. Then contact your regional center (see Appendix C) to arrange for pickup of test materials.
Precoded answer sheets, precoded student identification labels, generic answer documents, and generic student identification labels	Your scanning center (see Appendix E).
Completing or changing biographical student data	Your scanning center (see Appendix E).
Testing policies (regarding accommodations, security breaches, sensitive student responses, and the like)	The Office of State Assessment at 518-474-8220 or 518-474-5099.
Sending completed Mathematics answer sheets to scanning centers	Your scanning center (see Appendix E).
Sending completed English Language Arts Book 2s with answer sheets for scoring	Your Scoring Coordinator.
Shortages of scorer training materials	The Office of State Assessment at 518-474-8220 or 518-474-5099.
Questions about scoring	The Scoring Help Line at 877-516-2403 between 8 a.m. and 5 p.m. EST daily during specified dates.

Important Reminder: Check the State Education Department's website regularly for updates on the Grades 4 and 8 testing program (www.emsc.nysed.gov/osa).

Preparing for and Administering the Tests

Students To Be Tested

The New York State Testing Program (NYSTP) Grades 4 and 8 English Language Arts and Mathematics tests must be administered to all public school students in Grades 4 and 8 and all ungraded students who are age-equivalent to students in Grades 4 and 8 (see “Students in Ungraded Classes” below). This includes students who have been retained in Grades 4 and 8. Nonpublic schools are strongly encouraged to administer the tests. The exceptions noted below apply to students in public and nonpublic schools participating in the NYSTP.

Students in Ungraded Classes

Students should be tested on the Grade 4 assessments no later than the school year (July 1–June 30) in which they reach their eleventh birthday and on the Grade 8 assessments no later than the school year in which they reach their fifteenth birthday.

Accelerated Students

The Grade 8 Intermediate-Level Mathematics Test may be administered to students in Grade 7 if they will complete all material in the Intermediate-Level Mathematics Core Curriculum (5–8) in this school year and will be placed in an accelerated high school-level mathematics course when they are in Grade 8. The school may not use this assessment to retest any students who participated in this assessment during the previous school year as seventh-graders. All students must participate in the Intermediate-Level Mathematics Test in Grade 7 or in Grade 8. Directions for reporting assessment results for Grade 7 students may be found at http://www.emsc.nysed.gov/irts/leap/Reporting_seventh_graders.htm. The fourth-grade assessments and the Grade 8 ELA assessment may not be administered out of grade.

Limited English Proficient (LEP) Students

The No Child Left Behind (NCLB) Act requires that the English proficiency of all Limited English Proficient (LEP) students (as defined in Part 154 of the Regulations of the Commissioner of Education) be tested annually. New York State has introduced a new assessment of the English language proficiency of students for whom English is a second language. Effective Spring 2003, all LEP students, regardless of grade, must take the New York State English as a Second Language Achievement Test (NYSESLAT). LEP students must take this assessment even if they take the Grade 4 or 8 English Language Arts Test.

The NCLB Act also requires that the English Language Arts proficiency of LEP students be measured as part of the school accountability program. The United States Department of Education has approved the use of the NYSESLAT as the required measure of English Language Arts proficiency for LEP students in Grades 4 and 8 who have attended school in the United States (not including Puerto Rico) for fewer than three consecutive years or who have attended for four or five years and have received an exemption, as described on the next page. Schools are not required to administer the Grades 4 and 8 English Language Arts Test to LEP students who have been enrolled in schools in the United States (not including Puerto Rico) for fewer than three years or who have received an exemption, as described on the next page. The Department will count the NYSESLAT scores of eligible LEP students in computing a school’s

accountability index. Schools must decide which LEP students in Grades 4 and 8 will use the NYSESLAT for English Language Arts accountability before the administration of the Grade 4 and 8 ELA assessments. If an LEP student takes the Grade 4 or Grade 8 ELA assessment, that score will be used in computing the performance index.

All LEP students in Grades 4 or 8 who have attended school in the United States (not including Puerto Rico) for three or more consecutive school years as of January 2, 2004, are required to take the Grade 4 or Grade 8 English Language Arts Test in 2004, unless an exemption is granted, as described below. LEP students now enrolled in Grades 4 or 8 who were enrolled in schools in the United States on January 2, 2001, and in each succeeding year, must take the Grade 4 or 8 English Language Arts Test in 2004.

The NCLB Act allows for some **exemptions** to this rule. For LEP students who have attended school in the United States (not including Puerto Rico) for four or five consecutive years, public school districts, charter schools, and nonpublic schools can determine annually, on an individual basis, if the NYSESLAT would likely yield more accurate and reliable information on a student's proficiency in English Language Arts. Districts and charter schools must ensure that records of such individual exemptions are maintained. LEP students in their sixth year in an approved program are not eligible for this exemption and must take the Grade 4 or 8 ELA Test as well as the NYSESLAT.

The provisions of the NCLB Act do not permit any exemption of LEP students from the State's Grades 4 and 8 Mathematics tests. All LEP students in these grades must take the Grade 4 or 8 Mathematics test. These tests are available in Chinese, Haitian Creole, Korean, Russian, and Spanish. They can be translated orally into other languages for those LEP students whose first language is one for which a written translation is not available from the Department. Schools are permitted to offer LEP students specific testing accommodations when taking State examinations to ensure valid and reliable test results. (See "Oral Translation for Lower-Incidence Languages" on page 7.)

Additional information concerning the inclusion of LEP students in State examinations in English Language Arts and Mathematics will be provided on the Department's website <http://www.emsc.nysed.gov/osa>.

Students with Disabilities

The Committee on Special Education (CSE) must decide for each student on a case-by-case basis (and document on the student's Individualized Education Program) whether the student will participate in the general State assessment, in a locally selected assessment, or in the New York State Alternate Assessment for Students with Severe Disabilities (NYSAA). The criteria that the CSE must use to determine eligibility for a locally selected assessment is available in a memorandum mailed to school principals in the spring of 2002 entitled Supplemental Guidelines for Participation of Students with Disabilities in the State Assessments: Locally Selected Assessments. These guidelines are also available on this website: <http://www.emsc.nysed.gov/deputy/Documents/disabilities-assess.htm>. The criteria to determine eligibility for the NYSA is available on <http://www.vesid.nysed.gov/specialed/alterassessment/alterassess.htm>.

Other Considerations

When determining who will participate in the New York State Testing Program and who will participate in the alternate or local assessment, be sure to consider those students who attend programs operated by a Board of Cooperative Educational Services (BOCES) or who are in approved private school placements, as well as in any other programs located outside the school district.

Testing Accommodations

Students Who Incur Disabilities Shortly Before Test Administration

Principals may modify testing procedures for General Education students who incur an injury (for example, a broken arm) or experience the onset of a short- or long-term disability (for example, epilepsy) sustained or diagnosed within 30 days prior to the administration of State tests. In such cases, when sufficient time is not available for the development of an Individualized Education Program (IEP) or a Section 504 Accommodation Plan (504 Plan), principals may authorize certain accommodations that will not significantly change the skills being tested.

These accommodations are limited to the following:

- Extending the time limit for a test.
- Administering the test in a special location.
- Recording the student's answers in any manner (For the English Language Arts tests, such students must provide all punctuation, the spelling of difficult words, paragraphing, etc.).
- Reading the test to the student (only for students whose vision is impaired and only for the Mathematics tests. This accommodation is not permitted for the English Language Arts tests).

Eligibility for such accommodations is based on the principal's professional discretion, but the principal may confer with members of the Committee for Special Education (CSE) or with other school personnel in making such a determination. Pursuant to Section 100.3 of the Regulations of the Commissioner of Education, building principals are responsible for administering State assessments and for maintaining the integrity of test content and programs in accordance with directions and procedures established by the Commissioner of Education.

A principal does not need to obtain prior permission from the Department to authorize testing accommodations for General Education students. However, the principal must send a full report concerning each authorization to the Office of State Assessment. Further, if the student is expected to continue to need testing accommodations, the principal must immediately make the appropriate referral for the development of an IEP or 504 Plan.

Students with Disabilities

It is the responsibility of the principal to ensure that testing accommodations specified in the IEP or 504 Plan are provided to students with disabilities as long as they do not alter a construct being measured by the test. Students who have been declassified may continue to be provided testing accommodations if recommended by the local CSE at the time of declassification and in the student's declassification IEP.

Testing accommodations that alter the construct being measured are not permitted on elementary- and intermediate-level State assessments. For more information, see <http://web.nysed.gov/vesid/sped/policy/changeaccomm.htm>.

Grades 4 and 8 English Language Arts Tests

Listening and Reading

1. All directions, items, and questions within Grade 4 ELA Session 2, Part 1: Listening, and within Grade 8 ELA Session 1, Part 2: Listening (including the Listening Selection) may be read aloud to the student.
2. Only the directions in the Reading sessions may be read aloud to the student—items and questions cannot be read aloud.
3. No other parts of the student test books may be read to students.

Writing

1. All directions, items, and questions within Session 2, Part 2: Writing, may be read aloud to the student.
2. Students may not use spell-checking and/or grammar-checking devices on any parts of the ELA test. (Spelling and grammar are not assessed on multiple-choice or short-answer items. Spelling and grammar are only assessed on extended-writing items such as those found within Grade 4 ELA Session 2, Part 1; Session 2, Part 2; or Session 3; or within Grade 8 ELA Session 1, Part 2; or Session 2.)
3. Students may not have requirements for spelling, paragraphing, and/or punctuation (writing mechanics) waived for the extended-writing items found within Grade 4 ELA Session 2, Part 1; Session 2, Part 2; or Session 3; or within Grade 8 ELA Session 1, Part 2; Session 2, Part 1; or Session 2, Part 2. (Other parts of the test do not assess writing mechanics.)

Grade 4 Mathematics Test

Because this test measures students' proficiencies involving basic calculations, no student may use a calculator, an abacus, or mathematics tables.

Grade 8 Mathematics Test

Because Book 1 of this test assesses proficiencies involving calculations, no student may use a calculator, an abacus, or mathematics tables for Book 1. All students must have calculators (minimum four-function with square-root key, scientific preferred) for Book 2. Graphing calculators are **not** permitted.

For more information on determining the skills and knowledge measured on specific tests, refer

to the test item maps. These are available on the Department’s website at www.emsc.nysed.gov/osa. For questions regarding the information in this section, contact the Office of State Assessment at 518-474-5099 or the Special Education Policy Unit at 518-473-2878.

Use of Scribes or Tape Recorders and Large-Type or Braille Editions

The testing accommodations “use of scribe” or “use of tape recorder” are allowable accommodations for both the English Language Arts and Mathematics tests. For English Language Arts tests, students using scribes or tape recorders must provide all information, including spelling of difficult words, punctuation, paragraphing, and grammar, for the writing sections of the tests. Note the following procedures:

- The scribe must record word-for-word what the student dictates or records, leaving out punctuation and capitalization, and must circle all words that are difficult to spell.
- The scribe must use lined paper and must write on every other line.
- When the dictation/tape transcription is completed, the scribe must ask the student to spell aloud any difficult words, and the scribe will write the student’s spelling above the circled words.
- The scribe must show the student the written response and ask him or her to indicate the capitalization, punctuation, and paragraphing to be used.
- The student must read the completed dictation/transcription and indicate on the skipped lines any further changes to be scribed.
- The scribe must then transfer the student’s completed response into the test book and staple the student’s dictation to the test book.

In many cases, students may use a word processor (with spell check and grammar check disabled) instead of a scribe. Most students have some experience with a computer, and word processing allows the student more control over his or her environment, fosters independence, and is less labor-intensive and artificial than using a scribe.

For large-type or braille editions, teachers should transcribe the students’ text onto regular test answer sheets and test books exactly as dictated or recorded.

Limited English Proficient (LEP) Students

Schools may provide the following testing accommodations to LEP students:

- *Time Extension*: Schools may extend the test time for LEP students. Principals may use any reasonable extensions, such as “time and a half” (the required testing time plus one-half of that amount of time), in accordance with their best judgment about the needs of the LEP students. Principals should consult with each student’s classroom teacher in making these determinations.
- *Separate Location*: Schools are encouraged to provide an optimum testing environment and

optimum facilities for LEP students. They may administer the Grades 4 and 8 English Language Arts and Mathematics tests to LEP students individually or in small groups in a separate location.

- *Third Reading of Listening Selection:* Proctors may read the listening passage a third time to LEP students who are taking the Grade 4 or 8 English Language Arts test.
- *Bilingual Dictionaries and Glossaries:* LEP students may use bilingual dictionaries and glossaries when taking the Grade 4 or 8 English Language Arts and Mathematics tests. The bilingual dictionaries and glossaries may provide **only** direct translations of words. Bilingual dictionaries or glossaries that provide definitions or explanations are **not** permitted.
- *Simultaneous Use of English and Alternative Language Editions:* LEP students may use both an English and an alternative language edition of the Grade 4 or 8 Mathematics test simultaneously. However, they should be carefully instructed to record all of their responses in only one of the two editions. The alternative language edition used by the student should be so indicated on the student's answer sheet.
- *Oral Translation for Lower-Incidence Languages:* Schools may provide LEP students with an oral translation of the Grade 4 or 8 Mathematics test when there is no translated edition provided by the Department. This accommodation is **not** permitted for the Grades 4 and 8 English Language Arts tests. All translations of the Mathematics tests must be oral, direct translations of the English editions. Written translations are not allowed. No clarifications or explanations can be provided. Translators should receive copies of the English edition of the tests one hour prior to administration. The Department's Office of Bilingual Education and the Bilingual Education Technical Assistance Centers (BETACs) can assist schools in locating suitable translators.
- *Writing Responses in the Native Language:* LEP students making use of alternative language editions or of oral translations of the Grade 4 or 8 Mathematics test may write their responses to the open-ended questions in their native language. This accommodation is not permitted for the Grades 4 and 8 English Language Arts tests. Scoring the responses to open-ended questions on the Mathematics tests written in the student's native language is the responsibility of the school. However, the Department's Office of Bilingual Education and the Bilingual Education Technical Assistance Centers (BETACs) can assist schools in locating people who can translate the students' responses into English to facilitate scoring of the answer papers.

Safeguarding Test Materials

Schools must store test materials in a safe or vault at the secure delivery site. The principal is responsible for safeguarding all materials.

Secure test materials will arrive the week before testing at the secure facility designated by the principal on the order form. Prior to these delivery dates, the principal should make arrangements to

- be notified when the test materials arrive.
- have the materials inventoried upon delivery by checking the contents of each box against the shipping notice.
- store the test materials immediately in the secure location.

Note: Do not open the shrink-wrapped packages of test materials until you are ready to assemble class packets on the day of test administration.

All secure test materials must be stored in a safe or vault as designated in the Examination Storage Plan for your school. Test materials must be placed in the safe or vault as soon as they are received, and access to the test materials must be restricted to ensure that test security is maintained.

If the building where these tests will be administered does not have a safe or vault large enough to hold the examinations, arrangements must be made to store the test materials at a location with an appropriate safe or vault. Test materials stored at such a location must not be removed from the safe or vault and transferred to the school where the tests will be administered until the day scheduled for the administration of each test. The sealed packages of secure test materials must not be opened during the inventory. All secure test materials must remain sealed until the test administration date.

The safe or vault where test materials are being stored should be checked daily to ensure that the test materials have not been tampered with and that they remain secure. The combination or key to the safe or vault must be maintained under strict security conditions to preclude access to the test materials by students and other unauthorized people. Please note that after the tests have been administered, all test books must be collected and stored securely.

Security Guidelines

Test Books

When testing is completed, **all** Book 1s and 2s (regular, alternative language, large-type, and braille) should be collected and kept in a secure location until the deadline for submission of the answer sheets to the scanning centers has passed (see page vii). After this deadline, all **unused** Book 1s and 2s can be used for instructional or staff development purposes.

Security Breaches

If a security breach occurs prior to, during, or after testing, notify the principal immediately. The principal must report the security breach within 24 hours to the Office of State Assessment by faxing a description of the incident to 518-474-1989. If it is determined that students have had access to the contents of a test prior to the actual administration of the test (excluding misadministrations described on page 11), the test results for those students must be cancelled. Faculty or staff involvement in a security breach will be investigated to determine if disciplinary action is warranted. When reporting student assessment data to the Department, the principal must report the students' scores as an "administrative error," Standard MET code of 97, in the LEAP system.

Preparation of Students for Testing

If these tests are to provide an accurate measure of each student's achievement of the learning standards, all students should be properly prepared for taking the test. The administration of the test should be announced to students before the date that the test is scheduled to be administered. All announcements should be made in such a way as to increase the students' interest in the test without causing them to become overly nervous and tense. In addition, the parents of students should be informed of the date(s) of testing and the purpose of the test. Parents should be requested to encourage students to do their best on the test and to ensure that students are well rested on the days of testing. Each student should be familiar with the general types of questions on the test and the procedures that they should follow when recording the answers to the test questions. (For additional instructions, refer to the Teacher's Directions.)

Note: No one, *under any circumstances*, including the student, may alter the student's responses on the test once the student has handed in his or her test materials. Teachers and administrators who engage in inappropriate conduct with respect to administering and scoring State examinations may be subject to disciplinary actions in accordance with Sections 3018 and 3020 of Education Law.

Preparation of the Testing Room(s)

The room(s) in which the tests are administered should be well lighted, well ventilated, and quiet. Make preparations before the testing period to keep noise and other distractions to a minimum. Place a “Do Not Disturb” sign on the door to prevent interruptions. If tests are to be administered in a classroom, clear desks and shelves under the desks of all books, papers, and other materials. Completely cover or remove all charts or maps pertinent to the subject being tested and all board work. Make arrangements in advance to seat the students so that each student will be clearly visible to the proctor at all times and there will be the least possible opportunity for any communications between students. Seating of students in alternate rows is recommended.

Supervision of Students

Unauthorized Materials

Students should be under close supervision at all times during the test. When students enter the testing room, proctors must ensure that students do not bring any unauthorized notes, printed material, scrap paper, **Post-it® notes**, or tools that would give the user an unfair advantage. The materials that students are permitted to use during the test are identified in the Teacher’s Directions.

Highlighters

Schools may permit students to use highlighters when taking State examinations. Proctors must monitor student use of highlighters to ensure that they are **not** being used by students to record their responses to questions that must be answered in pencil and that the use of highlighters does not obscure the students’ responses to open-ended questions.

Aid to Students

No one, under any circumstances, may interpret or explain test questions to students, nor may anyone review or comment on the answer paper of a student while the test is in progress. In response to inquiries by students concerning the meaning or interpretation of test questions, proctors should advise students to use their own best judgment.

Temporary Absence from Testing Room

No student may be permitted to leave and then return to the testing room during any part of the test unless accompanied by a proctor.

Emergency Evacuation of a School Building

Evacuation of a school building during a test may be required because of an emergency, such as a fire alarm or bomb threat. In any situation in which the safety of the students is endangered, the principal has full authority to interrupt the test immediately. If it is possible, the students should be kept under supervision during the emergency. Then, if work can be resumed, the time for the test should be extended so that the students will be allowed their full time for the test. Following the test, a written report of the circumstances should be sent by mail or fax to the Office of State Assessment.

Student Cheating

Students must not be permitted to obtain information from other students in any way during the test. If, in the opinion of the proctor, such an attempt to obtain information has occurred, the students should be warned that any further attempts will result in the termination of their tests. If necessary, the students should be moved to another location. If these steps fail to end attempts to obtain information, the principal should be notified immediately and the students' tests terminated.

If, in the judgment of the principal, the student has given aid to or obtained aid from another person during the test, the principal must follow the school's disciplinary procedure for student cheating and invalidate the students' tests. Invalidated tests may not be submitted for scoring.

Illness

If a student becomes ill during a part of the test, the student should be excused until well enough to continue. The principal should estimate the time that the student had remaining to complete that part of the test. When the student is well enough to complete the test (and as long as the testing or makeup period has not ended), the student may be given the remaining time for that part. Other unadministered parts should be administered according to the Teacher's Directions as long as the testing or makeup period has not ended. When the student is taking a partially completed part of the test, the student must be closely supervised so that he/she does not go back to previously finished items on the test.

Misadministrations/Administrative Errors

If one or more parts of the test were misadministered—for example, a part was administered out of order (except for makeup testing), students were provided unauthorized/inappropriate testing accommodations or tools (such as calculators where not permitted; see page 5), or students had other nonstandard test administrations unrelated to cheating—student papers may be submitted for scoring, but for LEAP reporting, the principal must report all affected students' scores as "administrative error," Standard Met code of 97. When reporting these scores to parents and the community, teachers and principals must explicitly state that these scores were not derived from a standard test administration.

It is the responsibility of those individuals proctoring the test to ensure that students are monitored closely, that students are not provided unauthorized testing accommodations or tools, and that they do not start the test before being instructed to do so. Nevertheless, students sometimes do not follow instructions. If a student starts a section of the test before being told to do so, the student should be stopped as soon as observed and told to work only in the appropriate section of the test book. The student should not be provided any additional time. When the next section of the test begins, the student may be given the test book (with the parts the student worked on). The student should be given the same amount of time as other students to complete this part of the test. The principal must mail or fax a letter explaining the administrative error to the Department. The principal should also make a note that the student's test was misadministered and, when completing the LEAP report, should use the Standard Met code of 97. When the student's results are returned, they should be interpreted with caution.

Recording and Maintaining Test Scores and Test Books, and Storing Answer Sheets

The Department does not keep any records of student scores for the Grades 4 and 8 English Language Arts and Mathematics tests. Therefore, it is important that the permanent records maintained by the school be complete and accurate. Each time a student takes these tests at the scheduled time, the date of administration and the score must be entered on the student's permanent record. In cases where schools have sent answer sheets for scanning and/or Book 2s for regional or centralized scoring, the books will be returned to the schools for safekeeping after the scanning/scoring is completed. These materials must be kept on file in the school for at least one year.

Review by Students and Parents of Books 1 and 2 and Answer Sheets

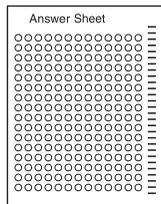
After all English Language Arts and Mathematics Books 1 and 2 have been scored and all scores have been recorded on students' permanent records, a student and his or her parents have the right to review the student's own test books and answer sheets. Test books and answer sheets should be reviewed in the presence of the principal or his/her designee, to ensure that no changes are made as they are being reviewed. Copies of test books and answer sheets can be provided to students and their parents upon request, after the scanning centers have returned the answer sheets to the district.

Before Testing

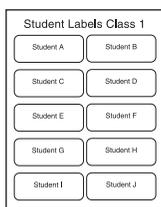
Receiving and Inventorying Test Materials

Test materials will arrive in separate shipments. One shipment will be sent from a BOCES/RIC or large public school district office, and another shipment will be sent by the Department.

Step 1: Inventory the materials received from your local scanning center.



- Precoded answer sheets (for use with Book 1s):** You should have one precoded answer sheet for each student participating in this test administration.
- Blank answer sheets:** You should have blank answer sheets for new students. If a student is new, biographical information must be recorded. In some cases, biographical data will accompany answer sheets and labels. In other cases, the data will be recorded on the answer sheet. Please refer to your district/regional testing directions for specific instructions.



- Precoded student identification labels:** You should have **one** precoded student identification label for each student participating in this test administration. The label is to be affixed to the back cover of each student's Book 2.
- Blank student identification labels:** You should have blank student identification labels for new students. The label is to be affixed to the back cover of each new student's Book 2.

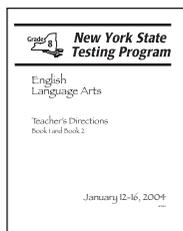


- Preprinted Classroom Rosters:** (Only for schools in New York City or schools associated with a BOCES.) You should have one roster for every class participating in testing (for details, please contact your scanning center). All other schools will need to prepare Classroom Rosters of students to be tested using the format provided in the answer sheet package.

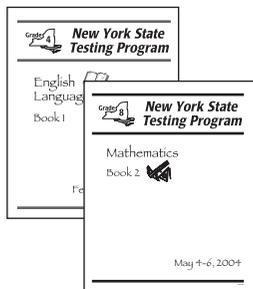
Step 2: Inventory the materials received in your shipment from the State Education Department.



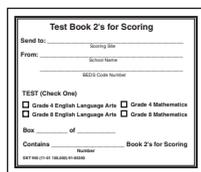
- Shipping notice:** Use the shipping notice in Box 1 of your shipment to verify the contents of your shipment.



- Teacher's Directions:** You will receive one Teacher's Directions manual for every 25 test books ordered. Teachers will use the Teacher's Directions as a step-by-step test administration guide. If necessary, Teacher's Directions can be photocopied.

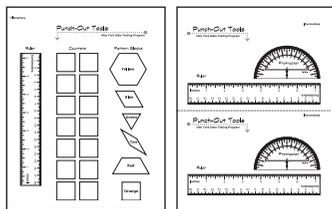


- Book 1s and Book 2s:** Book 1s (containing multiple-choice questions) and Book 2s (containing open-ended questions) will arrive shrink-wrapped in packages of 25. **You must leave the shrink-wrapped packages intact until the day of test administration when class packets are assembled.**



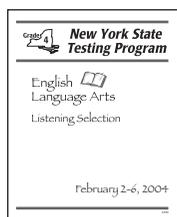
- Box labels:** Use the orange box label to record the number of Book 2s sent to the scoring site. Check off the box next to the name of the test being sent for scoring.

MATHEMATICS ONLY



- Manipulatives:** Punch-out tools are sent in the shipment from the Department. Encourage students to use the manipulatives prior to the test administration to become familiar with them.

ENGLISH LANGUAGE ARTS ONLY



- Listening Selection booklet:** ELA Listening Selections will come in sealed envelopes or shrink-wrapped packages. These packages may not be opened until the day of the test. If more are needed on the day of testing, they can be obtained at the regional center.

Note: Boxes from the Department used for delivering materials to your school should be kept for storing and for sending completed Book 2s and answer sheets to scoring sites.

Emergency Supply of Test Materials

If you need an emergency supply of materials:

- Fill out the Grade 4 or Grade 8 Test Materials Fax Form, located in Appendix I of this manual, and fax it to the Office of State Assessment at 518-474-2021.
- Contact the official in charge of your regional center (see Appendix C for locations) before sending an official school representative to pick up the emergency supply of materials on the day of testing.
- When picking up the emergency supply of materials, the official school representative must present an authorization letter listing the materials to be picked up. This letter, authorizing the school representative to pick up test materials, must be written on school stationery and be signed by the principal. (**Note:** Secure materials can be obtained from the regional center only on the day that they will be administered.)
- The school representative designated to pick up the emergency supply of test materials must present picture identification to the official in charge of the regional center.
- The school representative must countersign the authorization letter and leave it with the regional center official before the emergency supply of materials can be released.

Preparing Test Materials

Each student must have an answer sheet for Book 1 and a student identification label for Book 2. Record the biographical data for students who do not have precoded answer sheets and labels.

Answer Sheet/Biographical Data and Student Identification Labels

- Verify that each student in a class has a precoded answer sheet and a preprinted student identification label sent from your local scanning center.
- If a student does not have a precoded answer sheet or a student identification label, complete one of the extra answer sheets and labels provided. Record biographical information for that student according to district/regional directions.
- Definitions of test accommodations to be recorded on the answer sheet can be found in Appendix N.
- Student identification labels must be affixed to the back of each student's Book 2. Labels can be affixed either prior to or after the administration of the open-ended questions. If you choose to affix the student label to Book 2 prior to the open-ended questions portion of the test, be sure each student receives his or her own test book.

Assembling and Distributing Class Packets

The school administrator or designee may begin preparing class packets after regular school hours on the day before test administration by counting the test books through the sealed packages without opening them. If there is a discrepancy and additional test materials are needed, he or she should follow the directions on the Test Materials Fax Form, located in Appendix I. **The shrink-wrapped packages must not be opened until the day of test administration.** All test materials must be kept secure throughout testing.

A class packet should include these materials (see the schematic on the following pages for details):

- Teacher's Directions
- Book 1s (one for each student)
- Book 2s (one for each student)
- Listening Selection booklet (English Language Arts only)
- Teacher Instructions (school administrator to photocopy Appendix A for each class)
- Manipulatives (Mathematics only)
- Calculators (minimum four-function with square root key, scientific preferred, graphing calculators **not** permitted) for Mathematics, Grade 8, Book 2, only (one for each student)
- Answer sheets (one for each student)
- Student identification labels (one for each student)
- One envelope for each student to store the Mathematics manipulatives until test administration (Mathematics only)

Grade 4 only

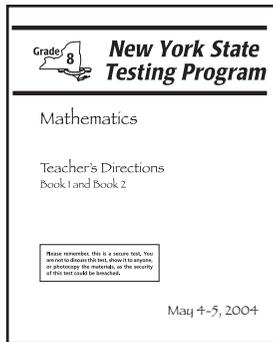
Book 2s and English Language Arts Listening Selections should not be included in the class packet on day one. They should remain in the school's secure storage location.

Sample Grade 8 Mathematics Class Packet

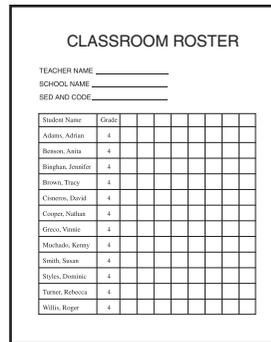
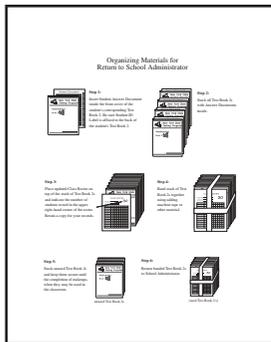
New York State Test Materials

Teacher Materials

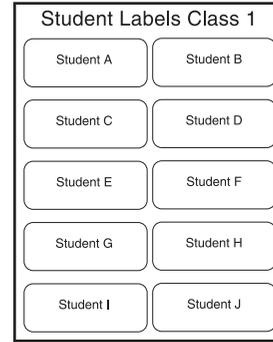
One Teacher's Directions per Class



One Photocopy of the Teacher Instructions per Class **One Classroom Roster**



One Set of Student Labels per Class



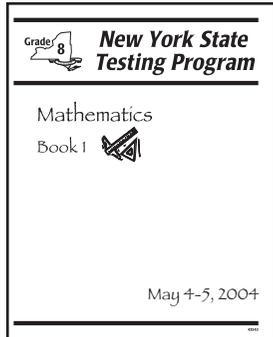
Document found in Appendix A of this manual.

Document may vary depending on your school or scanning center.

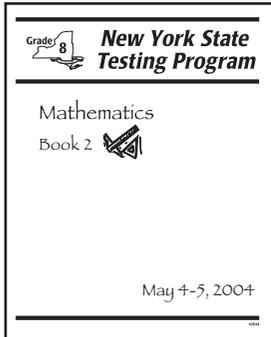
Document may vary depending on your scanning center.

Student Materials

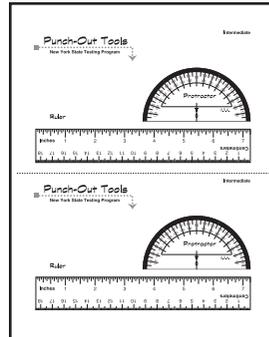
One Mathematics Book 1 per Student



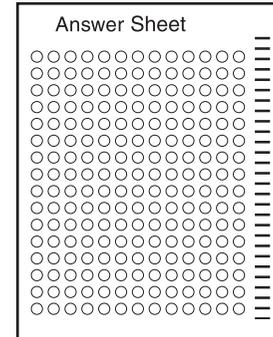
One Mathematics Book 2 per Student*



Punch-Out Tools (Manipulatives)



One Coded Answer Sheet per Student



*Do not include on day one.

Note: The school must provide calculators (minimum four-function with square root key, scientific preferred) for use with Book 2. Graphing calculators are **not** permitted.

Makeup Testing

Page vii shows the makeup testing dates for students who did not take part or all of Book 1 and Book 2 during the regularly scheduled test administration. It is the principal's responsibility to facilitate the testing during the makeup period of those students who were absent on the regularly scheduled testing dates.

It is very important that students be given every opportunity to make up any missed test session. Unless the student sits for all sessions of the test, the student will not receive a performance level and will not be counted as participating in the assessment. Rules that will determine whether the student receives a valid score are found in Appendix O.

Use the following guidelines for makeup testing for Books 1 and 2:

- ❑ Students who are absent during part of the regularly scheduled test administration should take the testing session scheduled for the day they return. Administer the missed sections to them during the makeup-testing period.
- ❑ Students who are absent throughout the regularly scheduled test administration should complete all testing sessions during makeup testing. Administer these sessions in the same order as indicated in the Teacher's Directions and below for regularly scheduled testing:

Grade 4 English Language Arts: Session 1, Session 2, Session 3

Grade 4 Mathematics: Session 1, Session 2, Session 3

Grade 8 Mathematics: Session 1, Session 2

Grade 8 English Language Arts: Session 1, Session 2

For students who are absent for any session, check answer sheets to verify that the absences have been recorded for the open-ended sessions. Instructions for recording information about absences on the answer sheets are provided on the next page. This information is repeated in Appendix B.

Student Answer Sheets

Student Absences

If a student has missed any of the test sessions shown below and has not had the opportunity to take a makeup test, locate the student’s sheet and darken the “Absent” circle corresponding to the session missed. Rules that determine whether the student receives a valid score are found in Appendix O.

ELA, Grade 4
Session 1
Session 2, Parts 1 and 2
Session 3

Mathematics, Grade 4
Session 1
Session 2
Session 3

ELA, Grade 8
Session 1, Part 1
Session 1, Part 2
Session 2

Mathematics, Grade 8
Session 1, Part 1
Session 1, Part 2
Session 2

Score of Zero and Condition Code A

Grade 4 ELA: Score of Zero

Responses to the Listening/Writing cluster, Reading/Writing cluster, Independent Writing question, or Writing Mechanics cluster are scored a zero if the **entire** response

- is illegible or consists of only scribbling,
- consists of an indication of the student’s refusal to respond,
- is written in a language other than English,
- corresponds to a description of a score of zero in the ELA Scoring Considerations, or
- corresponds to a description of a score of zero in the ELA scoring rubrics.

Responses to Number 33, Number 34, or Number 35 individually receive a score of zero under the same circumstances as described above.

Condition Code A

Condition Code A is applied to the Listening/Writing cluster, Reading/Writing cluster, Independent Writing question, or Writing Mechanics cluster when a student who is present for a test session leaves **all** of the questions in that section blank (no response). Condition Code A is also applied to Number 33, Number 34, or Number 35 individually when a student who is present for a test session leaves the question blank (no response).

Grade 8 ELA: Score of Zero

Responses to the Listening/Writing cluster, Reading/Writing cluster, Independent Writing question, or Writing Mechanics cluster are scored a zero if the **entire** response

- is illegible or consists of only scribbling,
- consists of an indication of the student's refusal to respond,
- is written in a language other than English,
- corresponds to a description of a score of zero in the ELA Scoring Considerations, or
- corresponds to a description of a score of zero in the ELA scoring rubrics.

Condition Code A

Condition Code A is applied to the Listening/Writing cluster, Reading/Writing cluster, Independent Writing question, or the Writing Mechanics cluster when a student who is present for a test session leaves **all** of the questions in that section blank (no response).

Grades 4 and 8 Math: Score of Zero

A response to an open-ended item is scored a zero if the response

- is illegible or consists of only scribbling,
- consists of an indication of the student's refusal to respond,
- corresponds to a description of a score of zero in the Mathematics Scoring Policies, or
- corresponds to a description of a score of zero in the Mathematics holistic scoring rubrics.

Condition Code A

Condition Code A is applied whenever a student who is present for a test session leaves an open-ended item in that session blank (no response).

Mathematics Responses Written in a Language Other than English

Limited English Proficient students making use of alternative language editions or of oral translations of the Grade 4 or 8 Mathematics test may write their responses to the open-ended questions in their native language. Translating and scoring the responses to open-ended questions on the Mathematics tests written in the students' native language is the responsibility of the school.

Testing Accommodations Categories

The categories provided on answer sheets to note the testing accommodations that a student received are defined in Appendix N of this manual. Please note that not all the accommodations in Appendix N are permitted on all parts of the Grades 4 and 8 English Language Arts and Mathematics tests. Testing accommodations that change the constructs measured by the test are not permitted. (See <http://www.vesid.nysed.gov/specialed/publications/policy/changeaccom.htm> and pages 4 and 5 of this manual.)

Scoring Model Codes

Scorers must indicate a scoring model code on the student answer sheet. Details about entering the appropriate code as defined for ELA and Mathematics are found on pages 31 and 32 of this manual. The Department will analyze these data and issue guidance to schools about the scoring models that will be allowed with the new NCLB Grades 3 through 8 tests in 2006.

Teacher Instructions for Organizing Materials for Return to the School Administrator

- Appendix A provides instructions for teachers on organizing materials for return to the school administrator. Teachers may keep Teacher's Directions and Mathematics manipulatives in the classroom or have them collected, depending upon the preference of the school (see your school principal for specific directions). The principal or designee will collect the materials.

Administrator's Instructions for Collecting, Storing, and Organizing Test Materials

Before repacking test materials, please read the following instructions thoroughly:

- Collect all test materials, including used and unused Book 1s, used and unused Book 2s, answer sheets, completed biographical data, and student identification labels.
- Teacher's Directions and Mathematics manipulatives can be left in the classroom or collected, depending upon the preference of the school.
- Request that each teacher provides an updated Classroom Roster. This roster should include all students currently in each teacher's class.
- Separate used Book 1s from used Book 2s. (Book 2s need to be sent for scoring.)
- Securely store used and unused Book 1s, unused Book 2s, and English Language Arts Listening Selection booklets until the deadline for the submission of the answer sheets to the scanning centers has passed.
- Use the box(es) in which test materials arrived for storing the test materials and for sending them to their next destination. Remove any previous markings and labels from the box(es). If original boxes are not available, use substitutes, provided they are marked correctly.
- Unused Book 1s and Book 2s may be used for instructional or staff development purposes when they are no longer secure.

Preparing Test Materials for Scoring

Regional Scoring

- Photocopy and complete the School/Group List (SGL), found in Appendix H of this manual. Transfer the total number of students tested for each class, indicated in the upper right-hand corner of the Classroom Roster, to the School/Group List (SGL), as shown below. Repeat this process for each classroom. Fill out the requested information for each classroom in the school.
 - ROOM NUMBER: Write the homeroom number.
 - GRADE: Write the grade of the students who took the test (e.g., Grade 4, Grade 8, or ungraded).
 - NUMBER TESTED: Write the number of students who took the test. Be sure to include students who took makeup tests.
- Place banded stack(s) of Book 2s with inserted answer sheets in the box(es) to be sent to your scoring site.
- Put the completed SGL with the updated Classroom Roster in Box 1, on top of the used Book 2s.
- Attach an orange label to each box, and indicate your school name, BEDS Code, and the number of Book 2s enclosed. Label the boxes for delivery to your scoring site.
- Number the box(es) (e.g., “Box 1 of 5”, “2 of 5”, “3 of 5”, etc.).
- Seal the box(es) securely with packing tape, and follow local testing directions for delivery of completed test materials to scoring sites.

Local Scoring

Step 1:

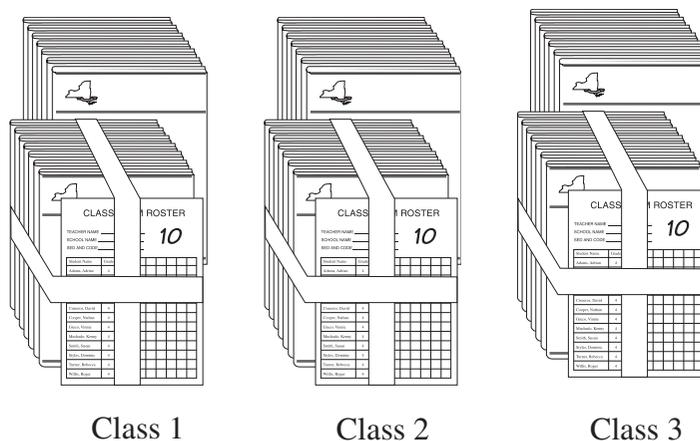
Check boxes of Book 1s, and store them securely until the date that the answer sheets are sent to the scanning center.

Step 2:

Collect all banded Book 2s.

Step 3:

Organize the banded stacks of Book 2s by class.



SCHOOL/GROUP LIST
New York State Testing Program

DISTRICT NAME _____ CONTACT NAME _____
SCHOOL NAME _____ PHONE NUMBER _____
SEDS CODE _____ NO OF TEST BOOKS _____

Classroom Number	Grade	Number Tested	Comments
Class 1	4	10	
Class 2	4	10	
Class 3	4	10	

Step 4:

Photocopy and complete the School/Group List (SGL), found in Appendix H of this manual. Transfer the total number of students tested for each class, indicated in the upper right-hand corner of the Classroom Roster, to the SGL, as shown below. Repeat this process for each classroom. Fill out the requested information for each class in your school.

- CLASSROOM NUMBER:** Write the homeroom number.
- GRADE:** Write the grade of the students who took the test (e.g., Grade 4, 8, or ungraded).
- NUMBER TESTED:** Write the number of students who completed the test, including students who took the makeup tests.

Step 5:

Keep the completed SGL with the updated Classroom Roster(s) on top of the used Book 2s. Send a copy of the SGL and Classroom Roster(s) to the scanning center to help with accountability.

Place stacks of banded Book 2s into boxes, with the School/Group List and Classroom Roster(s) on top.

Store Book 2s in a secure location in the school until the scheduled scoring day(s).

