

Preparing Test Materials for Scoring

Regional Scoring (Scoring Model Codes 1, 2, 3, and 4—see pages 32 and 33)

- Photocopy and complete the School/Group List (SGL), found in Appendix G of this manual. Transfer the total number of students tested for each class, indicated in the upper right-hand corner of the Class Roster, to the 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 Class 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 (Scoring Model Code 1—see pages 32 and 33)

Step 1:

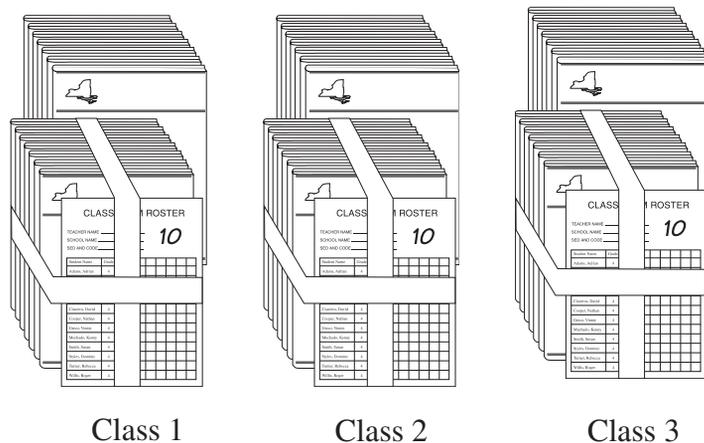
Check boxes of Book 1s, and store them securely until the date that the answer sheets are sent to the scanning center.

Step 2:

Collect all banded Book 2s.

Step 3:

Organize the banded stacks of Book 2s by class.



Scoring Book 2s

Planning the Scoring Operations for Book 2s

Scoring Options

Arranging for the scoring of Book 2s is the responsibility of each school or school district. The Department will not score Book 2s.

Nonpublic Schools, however, are encouraged to arrange the scoring of their Book 2s in a regional setting whenever possible. They may arrange the scoring of their answer papers cooperatively through a network of affiliated nonpublic schools, a consortium of public/nonpublic schools, a BOCES, or a public school district. If none of these alternatives is feasible, nonpublic schools may score their students' tests independently.

On the back of each student answer sheet, in the box labeled "Scoring Model Code," scorers should indicate information about the scorers for the school's test papers by entering the appropriate code as defined as follows for English Language Arts and Mathematics tests. Only codes 1, 2, and 5 are applicable to nonpublic schools.

English Language Arts Test Scoring Models

Scoring Model Code	The scorers for the school's test papers included:
1 Regional scoring	a) Staff from three or more school districts or b) staff from all nonpublic schools in an affiliation group (nonpublic or charter schools may participate in regional scoring with public school districts and may be counted as one district)
2 Schools from two districts	a) Staff from two school districts, b) staff from two nonpublic schools, c) staff from two charter schools, or d) a combination of staff from two of the following: a school district, nonpublic school, or charter school
3 Three or more schools within a district (not applicable to nonpublic schools)	Staff from all schools administering this test in a district, provided at least three schools are represented
4 Two schools within a district (not applicable to nonpublic schools)	Staff from all schools administering this test in a district, provided that two schools are represented
5 Only one school	Staff from the only school in the district administering this test, staff from one charter school, or staff from one nonpublic school

Mathematics Test Scoring Models

Scoring Model Code	The scorers for the school's test papers included:
1 Regional scoring	a) Staff from three or more school districts or b) staff from all nonpublic schools in an affiliation group (nonpublic or charter schools may participate in regional scoring with public school districts and may be counted as one district)
2 Schools from two districts	a) Staff from two school districts, b) staff from two nonpublic schools, c) staff from two charter schools, or d) a combination of staff from two of the following: a school district, nonpublic school, or charter school
3 Three or more schools within a district (not applicable to nonpublic schools)	Staff from three or more schools in a district
4 Two schools within a district (not applicable to nonpublic schools)	Staff from two schools in a district
5 Only one school	Staff from one public school, one nonpublic school, or one charter school

Regardless of the arrangements made for scoring, a minimum of three scorers is necessary to score each student's Book 2. In order to maximize the number of teachers scoring test books from any one teacher's class or any one school, it is necessary that test books be randomized prior to assignment to scorers; the steps for randomizing are described on pages 38 and 39 of this manual.

Scoring options involve specific responsibilities and title designations. The responsibilities are similar, although the titles are different, depending on the option.

Scoring Option	Regional	Two Nonpublic Schools	Schoolwide
<i>Responsibilities</i>	<i>Regional Title</i>	<i>District Title</i>	<i>School Title</i>
Supervises Scoring Operations	Site Coordinator	School District Administrator	Principal
Trains Scorers, Monitors Sessions	Scoring Leader	District English Language Arts/Mathematics Leader	School Mathematics Leader
Monitors Sessions	Table Facilitator	School ELA/Mathematics Leader	School Mathematics Leader
Scores Book 2s	Scoring Committee Member	Scoring Committee Member	Scoring Committee Member

Appendix K and Appendix L contain details about regional and districtwide scoring operations.

Responsibilities of Person Supervising Scoring Operations

The person responsible for supervising scoring operations must sign the Scoring Operations Certificate toward the front of this manual; the signed certificate indicates compliance with the procedures described in this section on scoring Book 2s.

Selecting and Assigning Teachers for the Scoring Committees

A Scoring Committee is a group of teachers chosen to score the Book 2 items on the English Language Arts or Mathematics tests. Each Scoring Committee must have a minimum of three teachers. It is recommended that each scoring site have a minimum of two Scoring Committees. Some criteria to consider when choosing Scoring Committee members include the following:

- Subject (English Language Arts or Mathematics) expertise
- Experience with open-ended scoring, including use of rubrics
- One or more years teaching the specified grade level

Retired teachers may score Book 2s provided they

- are certified in the subject area or have general elementary certification,
- are familiar with the tests being scored,
- have experience using holistic rubrics, and
- have been retired for no more than three years.

Assigning Scorer Numbers and Items to Scoring Committee Members

Each teacher selected to score must be assigned a scorer number. The scorer number enables the person monitoring the session to ensure that each member of the Scoring Committee scores only the items he/she was assigned and is a way of identifying scorers in order to provide feedback when conducting read-behinds. Records of the names of Scoring Committee members and the items assigned to them should be retained for one year. The answer sheet has a place for teachers to record their three-digit scorer number. Teachers should also write their scorer numbers on the top right-hand corner of the Book 2s as another way of keeping track of who has scored them. Refer to the *Scoring Leader Handbook* for details.

English Language Arts scoring materials and videotapes are organized so that scorers can be assigned to score either listening, independent writing/writing mechanics, or reading. Scoring materials and videotapes for Mathematics are organized sequentially. Some Mathematics items are scored on the basis of a two-point rubric, and other items are scored using a three-point rubric. There are 18 open-ended items on both the Grade 4 and the Grade 8 Mathematics tests. One way to assign items to teachers is to divide the number of items by the number of teachers on the Scoring Committee.

Training Scorers

In order to ensure that tests are reliably scored, it is essential that scorers receive scorer training **each and every time** they serve on a committee to score a State test. Persons responsible for scorer training need to adhere to the training procedures detailed in the *Scoring Leader Handbook*, which is part of the scoring materials sent to schools each year. The *Scoring Leader Handbook* is on the Department's website at <http://www.emsc.nysed.gov/osa>.

Estimated Time Needed for Scoring

It is estimated that a Scoring Committee of three can be expected to score approximately 150 Book 2s in one school day. This estimate is based on the assumption that all scorers have had some general training using holistic scoring and exemplar student responses. Teachers with this training should need no more than a half-day of training before they begin to score. If scorers have not been trained previously, they will need more training time on the scoring day to assure accurate and reliable scores.

Scoring Room

The room selected for scoring should have

- excellent lighting,
- adequate ventilation, and
- capability to be secured. All test books, student answer sheets, and scoring manuals must be kept secure and confidential. These materials must not be left unattended during breaks or lunch, and the room must be kept locked after school hours.

Scoring Supplies

The *Scoring Leader Handbook* contains a list of supplies needed for hand-scoring Book 2s.

Operations/Logistics for Scoring Book 2s

The school should have a clearly defined plan for organizing and tracking Book 2s during hand-scoring to ensure validity in scoring. Scoring large quantities of test books generally requires the assistance of support staff.

Inventorying Materials for Scoring Book 2s

The materials used during hand-scoring come to the scoring room from a number of sources.

From the class teacher:

- Class Roster
- Book 2s
- Answer sheets (inserted in Book 2s)
- School/Group List

To prepare the test books for scoring, organize them by class. A Class Roster will be attached to the top of the stack of test books from each teacher's class. (See Appendix A of this manual for teacher instructions.)

From outside the school:

- Scoring Training Manuals* (from the Department)
- Scoring Practice Sets (from the Department)
- Scoring Videotapes (from Measurement, Inc.)
- Help Line (from Measurement, Inc.)
- Questions and Answers (from the Department's website)

From the appendices of this manual:

- Folder label (Appendix F) if scoring Mathematics test Book 2s

After testing, store test materials in a secure location until preparations for scoring begin. The principal must account for all test materials within a school.

Checking In Book 2s

Regional Scoring

1. Check the sequential numbering on each box (for example, "1 of 5", "2 of 5", etc.) to make sure that the shipment from each school is complete.

2. If a shipment is complete, open the boxes and check the first box to find the School/Group List (SGL), Class Roster, and packing list. Place these sheets in a safe location, because they will be used to make sure test books were received for all tested students.
3. Create a check-in log with columns for school name, box number (for example, “1 of 5”), date shipment received, and check-in date. Use the check-in log to record this information for every box received.
4. Total the number of test books received from a school by adding the number of test books reported on the orange label affixed to the outside of the box(es). Record this total on the check-in log.
5. Keep a copy of the check-in log and the packing list for reference.

Districtwide and Schoolwide Scoring

1. Make sure test books have been received from each school (if scoring districtwide) or from each class (if scoring schoolwide). Verify that the test book count written on the Class Roster matches the number of books received from the class. Use the test book counts on the Class Roster to calculate the total number of books received from each class.
2. If the test book counts do not match, do not continue. The Class Roster can be used to determine which students’ test books are missing. Contact the teacher to locate the missing books.
3. Continue verifying the number of test books from each class, retaining class stacks on the worktable. When every test book from all classes is accounted for, the randomizing process can begin.
4. File a copy of the Class Rosters for reference.
5. Stack test books by school (if scoring districtwide) or by class (if scoring schoolwide) for randomizing.

If any Book 1s are received, they should be boxed, securely stored until scoring is complete, and then returned to the district or school.

Randomizing and Building Test Book Folders

Randomizing the test books is recommended to maximize the number of teachers scoring any one group of student papers. It involves mixing test books from all schools (if scoring districtwide) or all classes (if scoring schoolwide). These test books are then placed into folders in preparation for scoring.

Steps for Randomizing

1. Select five districts, schools, or classes with approximately equal numbers of test books for randomization. Position a box from each of these five districts, schools, or classes in a row on the floor. Line up all remaining boxes behind their corresponding district, school, or class.

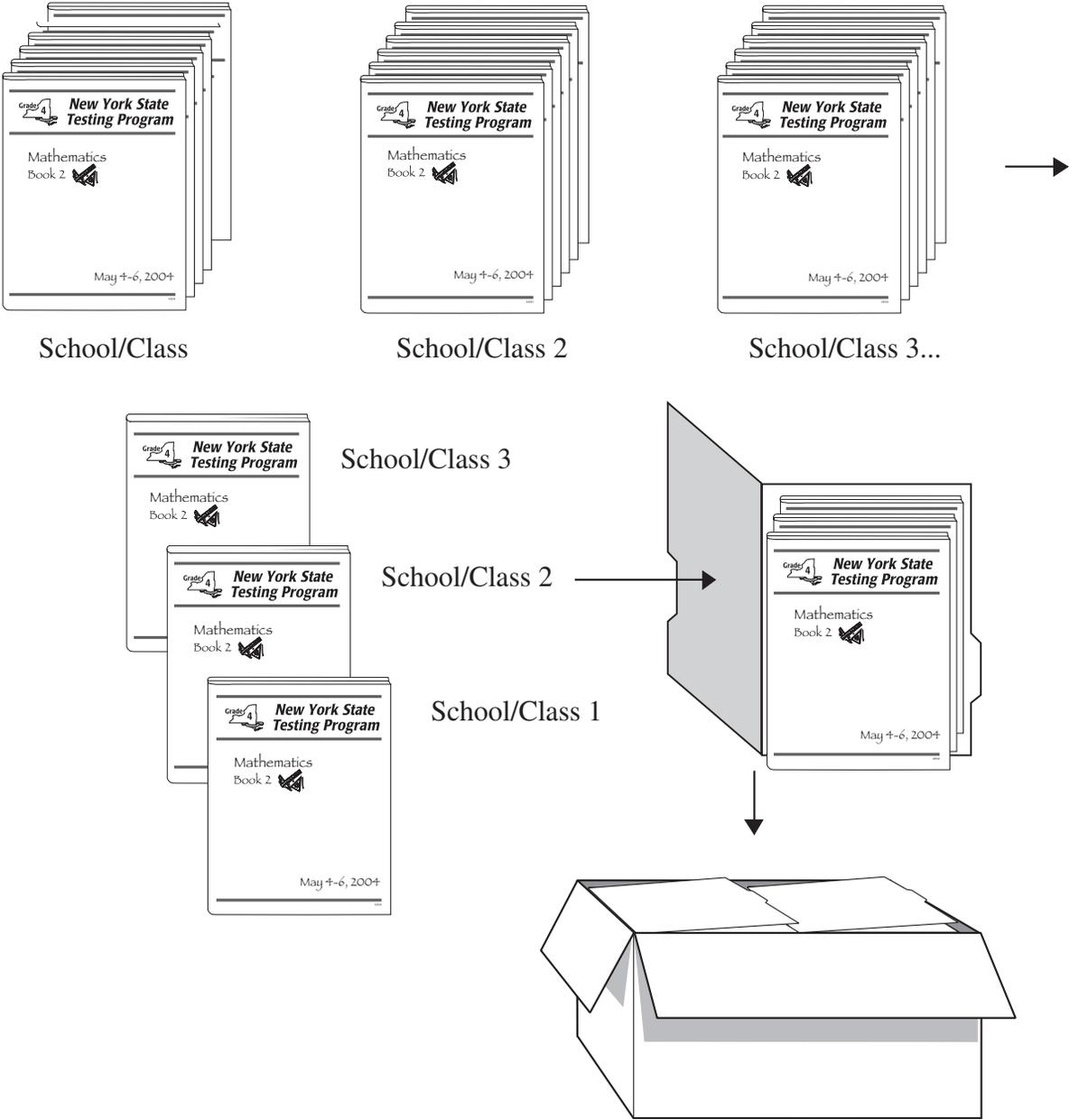
For English Language Arts Book 2s: Randomly pull a book from the first box for each district or school. Place these five loose books in the scoring box. Continue randomly pulling test books from each district's or school's boxes until all books have been randomized and placed in scoring boxes.

For Mathematics Book 2s: Randomly pull a book from the first box for each district, school, or class, and then immediately repeat this procedure. Insert these first 10 books in a file folder. Continue randomly pulling test books from each district's, school's, or class's box until all books have been sorted into groups of 10 and placed into folders. If one district, school, or class stack is depleted before the others, continue pulling from the remaining district, school, or class stacks. Repeat the randomizing and folder-building process until all books for a given district, school, or class have been put in folders. When this occurs, continue randomizing books from the remaining district, school, or class until all books are placed in folders.

Each file folder can hold up to 10 books. Use large rubber bands to secure the test books inside the file folder. Affix a folder label to the front of the file folder. Folder labels must be printed in advance using the sample folder label shown in Appendix F.

2. A box 12" x 8 3/4" x 5" can hold up to 60 Book 2s (for ELA) or 6 folders (for Mathematics).
3. Fill out a box label. Write the school names and the number of books in the spaces provided.
4. Number each box consecutively (for example, "1 of 3", "2 of 3", "3 of 3"), and tape the box label securely to the outside of the box.
5. Repeat the process for the remaining districts, schools, or classes at the scoring site.

The diagram below shows how to randomize test books from more than one school (for districtwide scoring) or from more than one class (for schoolwide scoring).



Teacher Instructions for Processing Book 2s During Scoring

1. The reader worktables will be arranged so that the Table Facilitator/School English Language Arts or Mathematics Leader is at the head of the table, with up to five readers positioned around the table.
2. All English Language Arts Book 2s or Mathematics folders containing Book 2s will be routed to the Scoring Committees. For English Language Arts, there are three content areas (Listening, Writing, and Reading) to score. Each table of scorers scores the areas assigned. For Mathematics, there are sets of items to score in each test book in each folder, and each scorer scores the test items assigned.
3. At the start of a scoring session, English Language Arts Book 2s or Mathematics folders are placed in the “in-process” box on the scoring table. Teachers will remove a few English Language Arts Book 2s or a Mathematics folder, record their three-digit scorer number, score their assigned items, record their scores on the answer sheet, and pass the test books/folder to the next teacher to score (in a round-robin fashion). If there are any questions (for example, hard-to-score paper, sensitive paper, etc.), the teacher should speak with the Table Facilitator/School English Language Arts or Mathematics Leader.
4. When a teacher has completed reading and scoring a test book, the answer sheet will be placed inside the test book and, in the case of Mathematics items, returned to the Mathematics folder. Each teacher checks off his or her assigned items on the Mathematics folder label, indicating that the items were scored. When all items have been scored, English Language Arts Book 2s/Mathematics folders will be placed in the “completed” box.
5. Unscored test books/folders are brought to the worktable as needed.

Read-Behinds

As English Language Arts Book 2s/Mathematics folders are finished being scored, the Book 2s/folders should be placed in the “completed” box so that the Table Facilitator/School English Language Arts or Mathematics Leader can conduct read-behinds. Read-behinds are scored test books that are read again as an informal check of scorer accuracy and consistency.

English Language Arts Tests

The Table Facilitators/School English Language Arts Leaders conduct read-behinds on an entire box of Book 2 items. Approximately 12 test books per hour (that is, two per scorer) are read by the Table Facilitator/School ELA Leader.

Mathematics Tests

Table Facilitators/School Mathematics Leaders conduct read-behinds on an entire folder. After the Mathematics read-behinds, the Table Facilitator/School Mathematics Leader will record the Scoring Committee number (SC Number) and initial the folder label to indicate that the folder can be released for the next step, which is the quality-review process.

Follow-Up Operations for Book 2 Scoring

Quality-Checking Answer Sheets

The quality-checking procedure involves a review of the scores filled in on the answer sheet. During the quality review, filling-in errors should be detected and corrected while the books and answer sheets are still in the scoring area. The task of quality-checking the books should be divided among the Scoring Committee members and the Table Facilitators/School ELA or Mathematics Leaders.

Steps for Quality-Checking the Answer Sheets

1. Make sure the number of books in the folder matches the total number written on the folder label.
2. Take the books out of the folder. Open the first book and inspect the answer sheet to be sure all fields have been filled in properly. Look for missing items, lightly marked items, and double-marked items.
3. If items are marked correctly for all answer sheets, the folder is placed in a “completed scoring” box. These folders are ready for return-processing (that is, the answer sheets are sent to the scanning center and the books are returned to the teachers).
4. If there are any answer sheets with missing information, a Post-it® is placed in the folder, which is put aside until all test books have been checked for errors.
5. The test book and answer sheet are given to the appropriate Table Facilitator/School ELA or Mathematics Leader for corrections. After the correction is made, the test book and answer sheet are placed in the “completed scoring” box.

Sending Answer Sheets to Scanning Centers and Book 2s to School Administrators

Returning test materials to the schools begins after all book folders have been scored. Verify that every folder has been accounted for and scored before starting to remove the answer sheets.

Steps for Returning the Test Materials to the Schools

1. Count the test books and verify the total counts against the totals of the School/Group List counts.
2. Remove the test books from the folders.
3. Remove the answer sheets from the test books, and place the answer sheets on top of a copy of the SGL and Class Rosters, building a stack of answer sheets for the school.
4. Before placing the answer sheets on top of a copy of the SGL and the Class Rosters, building a stack of answer sheets for the school, please make sure you have verified that all student information (e.g., name, ID number, etc.) is complete.

5. If an answer sheet is soiled or mutilated in some manner, the school needs to transcribe all student information and test responses onto an unused answer sheet, which is then added to the stack. Please do not fold, bend, tape, or staple any answer sheets.
6. Continue this process until all answer sheets are removed.
7. Count the answer sheets. Verify that the total number of answer sheets equals the number of test books.
8. Place answer sheets into a box for mailing. Affix the address label for the appropriate scanning center.
9. Sort the books into classes using the Class Roster. Return them to the school.

Teacher Evaluation of the Tests

In order to collect valuable feedback from the New York State teachers administering the English Language Arts and Mathematics tests, CTB/McGraw-Hill in cooperation with the Department has developed a Teacher Evaluation form, which can be found on the CTB/McGraw-Hill website at www.ctb.com.

1. Click on the northern region of the U.S. map (blue).
2. Select New York.
3. Locate and click on the link for the [Evaluation Form for New York State Teachers Administering the ELA and Mathematics Tests](#).
4. Complete the form.
5. If you want to keep a record of your evaluation, print a copy before submitting the completed form.
6. To submit the form, just click on SUBMIT at the bottom of the page.

If you prefer, you can access the form directly by entering <http://www.ctb.com/pickupebs/nyeal/nyeal.jsp>. Then follow the steps 4 through 6.

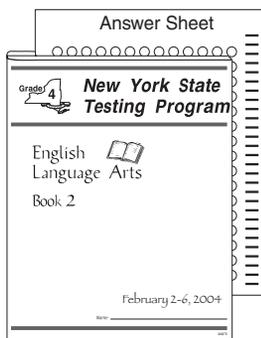
Audit-Scoring for Book 2s

The Department conducts an annual audit of the scoring of Book 2s. Approximately 10 percent of schools that administer these tests are chosen through a random sampling procedure to participate in the audit. The principal of each selected school receives a letter from the Department during the scoring period for the Book 2s. After the scoring is complete and the student answer sheets have been sent to the scanning centers, schools are to send all their completed Book 2s to Measurement, Inc. Schools send **Book 2s only**, not the student answer sheets and not Book 1s. It is important that schools affix the individual student identification labels sent to them by the scanning centers to the backs of Book 2s. Accompanying the letter from the Department is a form to be completed by the principal and enclosed in each box of Book 2s. Book 2s are returned to the participating schools when Measurement, Inc. has completed rescoring them. Statewide results of the audit are published in the annual technical report for each test and are posted on the Department's website at www.emsc.nysed.gov/osa.

Appendices

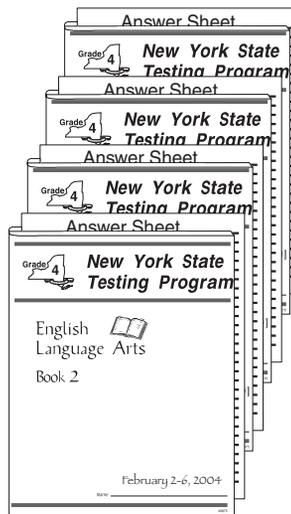
Appendix A: Teacher Instructions for English Language Arts Tests

Organizing Materials for Return to School Administrator



Step 1:

Insert student answer sheet inside the front cover of the student's corresponding Book 2. Be sure the student ID label is affixed to the back of the student's Book 2.

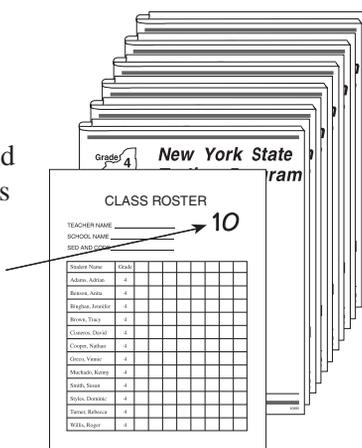


Step 2:

Stack all Book 2s with answer sheets inside.

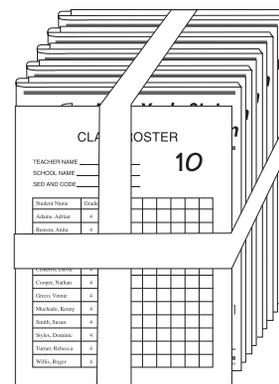
Step 3:

Place updated Class Roster on top of the stack of Book 2s, and indicate the number of students tested in the upper right-hand corner of the roster. Retain a copy for your records.



Step 4:

Band the stack of Book 2s together using adding-machine tape or something similar.



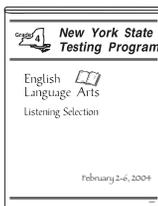
Step 5:

Stack all other test materials

Teacher's Directions

Listening Selection booklet

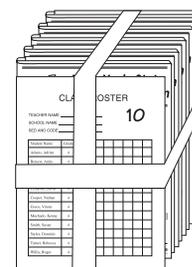
Teachers may retain *Teacher's Directions*



Step 6:

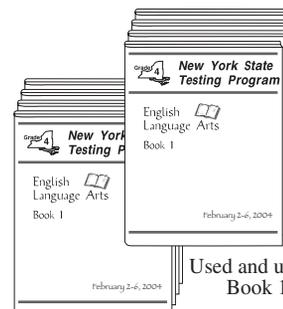
Return banded Book 2s and used and unused Book 1s to the School Administrator.

The used and unused Book 1s and Listening Selection must be collected and securely stored until the date that answer documents are due to be returned to scanning centers.



Used Book 2s

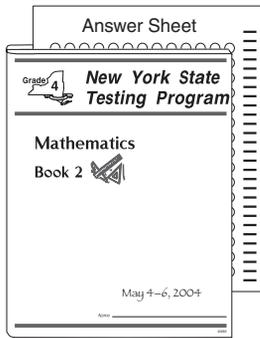
Used and unused Book 1s



Used and unused Book 1s

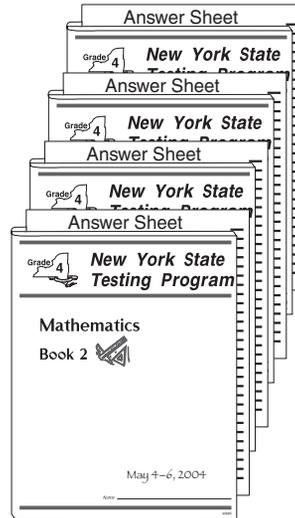
Appendix A: Teacher Instructions for Mathematics Tests

Organizing Materials for Return to School Administrator



Step 1:

Insert student answer sheet inside the front cover of the student's corresponding Book 2. Be sure the student ID label is affixed to the back of the student's Book 2.

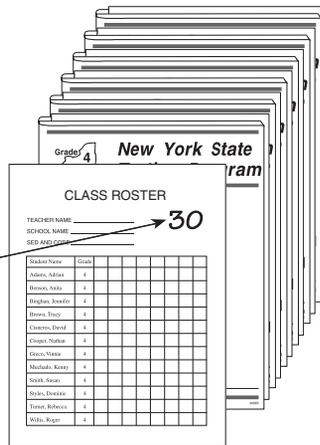


Step 2:

Stack all Book 2s with answer sheets inside.

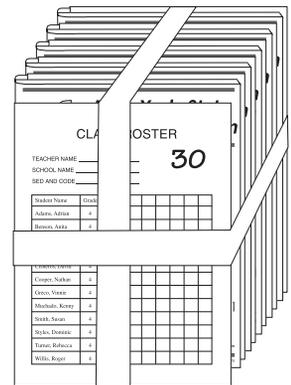
Step 3:

Place updated Class Roster on top of the stack of Book 2s, and indicate the number of students tested in the upper right-hand corner of the roster. Retain a copy for your records.



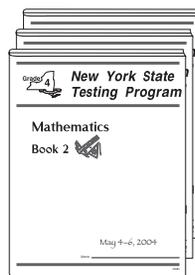
Step 4:

Band the stack of Book 2s together using adding-machine tape or other material.



Step 5:

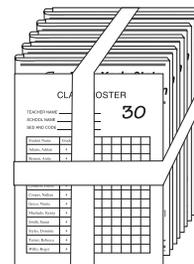
Stack unused Book 2s, and keep them secure until the date that the answer sheets are due to be returned to scanning centers



Unused Book 2s

Step 6:

Return banded Book 2s to School Administrator.



Used Book 2s

Appendix B: Instructions for 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 answer 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 N.

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

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 only consists of 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 only consists of 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 Mathematics: Score of Zero

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

- is illegible or only consists of 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

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. 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 M of this manual. Please note that not all the accommodations in Appendix M 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 page 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 32 and 33 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.

Appendix C: Regional Centers for Emergency Test Supplies

1. **ALBANY**
Richard Bishop
Operations Group
Office of State Assessment
Room 771, Education Building Annex
NYS Education Department
Albany 12234
518-474-8220
518-474-2021 (fax)
3. **ALLEGANY**
Tom Larson
Cuba-Rushford (SI)
5476 Route 205
Cuba, NY 14727
585-968-2650 ext. 4417
585-968-2651 (fax)
4. **BROOME**
Kendra Hansen
Broome-Tioga BOCES
435 Glenwood Road
Binghamton 13905
607-763-3340
607-763-3614 (fax)
5. **CATTARAUGUS**
Sherry Dunkleman
Ellicottville Middle-High School
5873 Route 219
Ellicottville 14731
716-699-2316
716-699-5423 (fax)
6. **CATTARAUGUS**
Jeffrey Andreano
Olean Senior High School
410 West Sullivan Street
Olean 14760
716-375-8029
716-375-8048
7. **CATTARAUGUS**
Carrie Bartoszek
Yorkshire-Pioneer Central Schools
County Line Road
Yorkshire 14173
716-492-9305
716-492-9322 (fax)
8. **CAYUGA**
Therese Shook
Union Springs Central High School
239 Cayuga Street
Union Springs 13160
315-889-4124
315-889-4133 (fax)
9. **CHAUTAUQUA**
Daniel Kathman
Jamestown City Schools
201 East Fourth Street
Jamestown 14701
716-483-4392
716-483-4421 (fax)
10. **CHAUTAUQUA**
Melissa Evingham
LoGuidice Vo-Tech Center
9520 Fredonia-Stockton Road
Fredonia 14063
716-672-4371, ext. 2066
716-679-3363 (fax)
11. **CHEMUNG**
Mimi Heher
Schuyler-Chemung-Tioga BOCES
459 Philo Road
Elmira 14903
607-739-3581 ext. 2302
607-795-5346 (fax)
12. **CHENANGO**
Michele Batie
Delaware-Chenango-Madison-Otsega BOCES
6678 County Road 32
Norwich 13815
607-335-1213
607-334-9828 (fax)
13. **CLINTON**
Mary Easter
Champlain Valley Educational Services
1585 Military Turnpike Extension
Plattsburgh 12901
518-561-0100 ext. 236
518-561-0494 (fax)

Regional Centers (continued)

14. **COLUMBIA**
Michael Therio
Germantown Central School
123 Main Street
Germantown 12526
518-537-6281 ext. 212
518-537-3690 (fax)
15. **CORTLAND**
Kenneth Brafman
Cortland Junior-Senior High School
8 Valley View Drive
Cortland 13045
607-758-4100
607-758-4119 (fax)
16. **DELAWARE**
Bernyce Cash
Robert W. Harrold Education Center
Route 206, 270 BOCES Drive
Sidney Center 13839
607-865-2547
607-865-8685 (fax)
17. **DELAWARE**
Gregory Sanik
Stamford Central School District
1 River Street
Stamford 12167
607-652-7301
607-652-3446 (fax)
18. **DUTCHESS**
Sonia McLean
Franklin D. Roosevelt SHS
South Cross Road
Hyde Park 12538
845-229-4022 ext. 201
845-229-4029 (fax)
19. **ERIE**
Constance Moss
Buffalo City School District
701 City Hall
Buffalo 14202
716-851-3035
716-851-3044 (fax)
20. **ERIE**
Michelle Lane
Erie 1 BOCES
355 Harlem Road
West Seneca 14224
716-821-7007
716-821-7212 (fax)
21. **ERIE**
Colleen Taggerty
Erie 2-Chautauqua-Cattaraugus BOCES
8685 Erie Road
Angola 14006
716-549-4454
716-549-5188 (fax)
22. **ESSEX**
Sharon O'Hara
Ticonderoga High School
Calkins Place
Ticonderoga 12883
518-585-6661 ext. 118
518-585-5282 (fax)
23. **ESSEX – FRANKLIN**
Gene Johnson
Tupper Lake Middle-High School
25 Chaney Avenue
Tupper Lake 12986
518-359-3322 ext. 2001
518-359-9636 (fax)
24. **FRANKLIN**
Donald Merrick
Malone Middle School
15 Francis Street
Malone 12953
518-483-7807
518-483-7813 (fax)
25. **FULTON**
Michael Beatty
Johnstown High School
2 Wright Drive
Johnstown 12095
518-762-4661
518-736-1489 (fax)

Regional Centers (continued)

26. GENESEE

Bobbi Norton
Batavia City Schools
39 Washington Avenue
Batavia 14020
585-343-2480 ext. 7397
585-344-8204 (fax)

27. GREENE

William Toussaint
Cairo-Durham High School
Route 145
Cairo 12413
518-622-8543 ext. 5303
518-622-8857 (fax)

28. HERKIMER

Terry M. Dangle
Herkimer City School District
801 West German Street
Herkimer 13350
315-866-2230
315-866-8595 (fax)

29. JEFFERSON

Russell Berger
Jefferson-Lewis-Hamilton-Herkimer-Oneida
BOCES
20104 State Route 3
Watertown 13601
315-779-7204
315-779-7209 (fax)

30. LEWIS

Kenneth McAuliffe
Lowville Academy
7668 State Street
Lowville 13367
315-376-9000
315-376-1933 (fax)

31. LIVINGSTON

Ted Hale
Genesee Valley BOCES
27 Lackawanna Avenue
Mount Morris 14510
585-658-7827

585-658-7986 (fax)

32. MADISON

John Durkee
Cazenovia Central School District
31 Emory Avenue
Cazenovia 13035
315-655-1328
315-655-1371 (fax)

33. MONROE

Lawrence Conte
Monroe 1 BOCES
41 O'Connor Road
Fairport 14450
585-383-2237
585-383-6404 (fax)

34. MONROE

Jeanette Silvers
Rochester City School District
131 West Broad Street
Rochester 14614
585-262-8480
585-262-8684 (fax)

35. MONROE

Cheryl Blount
Monroe 2-Orleans BOCES
3599 Big Ridge Road
Spencerport 14559
585-352-2411
585-352-2442 (fax)

36. MONTGOMERY

Dorothy Phoenix
Amsterdam City School District
11 Liberty Street
Amsterdam 12010
518-843-5217
518-842-0012 (fax)

37. NASSAU

Audery Pullo
Levittown Mem. Educ. Center
150 Abbey Lane
Levittown 11756
516-876-7450 ext. 660

Regional Centers (continued)

- 516-861-4408 (fax)
38. **NIAGARA**
Bonnie Baudendistle
Lockport City School District
130 Beattie Avenue
Lockport 14904
716-478-4836
716-478-4823 (fax)
39. **NIAGARA**
Marcia Capone
Niagara Falls City School District
607 Walnut Avenue
Niagara Falls 14301
716-286-4285
716-286-4123 (fax)
40. **ONEIDA**
John Vero, Jr.
Rome City School District
112 East Thomas Street
Rome 13440
315-338-6547
315-338-6514 (fax)
41. **ONEIDA**
Sandra Covey
Oneida-Herkimer-Madison BOCES
502 Court Street
Utica 13502
315-793-8503
315-793-8554 (fax)
42. **ONONDAGA**
Penny Czyz
Syracuse City School District
725 Harrison Street
Syracuse 13210
315-435-4281
315-435-4978 (fax)
43. **ONTARIO**
L. Rick Bley
Midlakes High School
1554 Route 488
Clifton Springs 14432
315-548-6300
- 315-548-6319 (fax)
44. **ORANGE**
Kathleen Carmody
Orange-Ulster BOCES
Gibson Road
Goshen 10924
845-291-0220
845-291-0205 (fax)
45. **ORLEANS**
Kenneth Smith
Albion High School
302 East Avenue
Albion 14411
585-589-2040
585-589-8994 (fax)
46. **OSWEGO**
Jean Lynch
Pulaski Elementary School
2 Hinman Road
Pulaski 13142
315-298-2412
315-298-7464 (fax)
47. **OTSEGO**
Walter Baskin
Oneonta Senior High School
130 East Street
Oneonta 13820
607-433-8253
607-433-8204 (fax)
- PUTNAM: See center number 71.
48. **RENSSELAER**
Stevan Abelson
Questar III BOCES
10 Empire State Boulevard
Castleton 12033
518-477-8771
518-477-9833 (fax)
49. **ROCKLAND**
Albert Moschetti
Rockland BOCES
131 Midland Avenue North
Nyack 10960
845-348-3500
845-348-3559 (fax)

Regional Centers (continued)

50. ST. LAWRENCE

Deborah Dunning
St. Lawrence-Lewis BOCES
30 Court Street
Canton 13617
315-386-2226 ext. 100
315-386-2828 (fax)

52. SARATOGA

Jean Tedesco
South Glens Falls High School
42 Merritt Road
South Glens Falls 12803
518-792-9987
518-792-5412 (fax)

53. SCHENECTADY

Christine Angione
Schenectady High School
The Plaza
Schenectady 12308
518-370-8200
518-370-8169 (fax)

54. SCHOHARIE

Lori Petrosino
Middleburgh High School
291 Main Street
Middleburgh 12122
518-827-5155
518-827-5192 (fax)

55. SCHUYLER

Nancy Loughlin
Watkins Glen Central High School
301 12th Street
Watkins Glen 14891
607-535-3221 ext. 8100
607-535-4629 (fax)

56. SENECA

Michael Midey
Romulus Central School
705 Main Street
Romulus 14541
866-810-0345 ext. 330
607-869-5961 (fax)

57. STEUBEN

Melody Troy
Arkport Central School District
35 East Avenue
Arkport 14807
607-295-9823
607-295-7473 (fax)

58. STEUBEN

Dodie Briggs
Corning City School District
165 Charles Street
Painted Post 14870
607-936-3704
607-936-0536 (fax)

60. SUFFOLK

Doreen Vannes
Eastern Suffolk BOCES
215 Old Riverhead Road
Westhampton Beach 11978
631-288-9568
631-288-6224 (fax)

61. SUFFOLK

Stanley Packman
Eastern Suffolk BOCES
201 Sunrise Highway
Patchogue 11772
631-687-3038
631-687-3166 (fax)

62. SUFFOLK

Susan Smith
Western Suffolk BOCES
507 Deer Park Road
Dix Hills 11746
631-549-4900 ext. 224
631-423-1821 (fax)

63. SULLIVAN

Arlene Siegel-Lerner
Monticello High School
150 Wood Avenue
Monticello 12701
845-794-8840
845-794-8133 (fax)

Regional Centers (continued)

64. **TIOGA**
Robert Devan
Owego Free Academy
1 Sheldon Guile Boulevard
Owego 13827
607-687-6236
607-687-6253 (fax)
65. **TOMPKINS**
Chauquita Bailor
Tompkins-Seneca-Tioga BOCES
555 Warren Road
Ithaca 14850
607-257-1551 ext. 272
607-266-0498 (fax)
66. **ULSTER**
Shila Beck
Ulster BOCES
175 Route 32 North
New Paltz 12561
845-255-3040
845-255-7942 (fax)
67. **WARREN**
Jane Kokoletsos
Johnsburg Central School
Main Street
North Creek 12853
518-251-2810
518-251-2562 (fax)
68. **WASHINGTON**
Jessica Balch
Cambridge Junior-Senior High School
24 South Park Street
Cambridge 12816
518-677-8527 ext. 421
518-677-3508 (fax)
70. **WAYNE**
Carol Boyce
Newark High School
625 Peirson Avenue
Newark 14513
315-332-3242
315-332-3567 (fax)
71. **WESTCHESTER**
Wally Maher
Yorktown High School
2727 Crompond Road
Yorktown Heights 10598
914-243-8045
914-245-0546 (fax)
72. **WESTCHESTER**
Eileen Bloom
Southern Westchester BOCES
65 Grasslands Road
Valhalla 10595
914-761-3400 ext. 306
914-761-8099 (fax)
73. **NORTH WESTCHESTER-PUTNAM**
Adam Pease
Mahopac High School
421 Balwin Place Road
Mahopac 10541
845-628-3256 ext. 533
845-628-4380 (fax)
74. **WYOMING**
Gregory Feller
Warsaw Junior/Senior High School
81 Court Street
Warsaw 14569
585-786-8000 ext. 2508
585-786-3193 (fax)
75. **YATES**
Michael Chirco
Dundee Junior-Senior High School
55 Water Street
Dundee 14837
607-243-5534
607-243-7912 (fax)

Regional Centers (continued)

New York City Nonpublic School Regional Centers

89. MANHATTAN

Barbara Heaney
Archdiocese of New York
1011 First Avenue
New York 10022
212-371-1011 ext. 2884
212-371-9236 (fax)

95. KINGS

A. Hamid
Al-Noor
675 Fourth Avenue
Brooklyn 11232
718-768-7181
718-768-7088 (fax)

Appendix D: Scanning Center

Location

New York State Education Department
Office of Information and
Reporting Services
89 Washington Avenue
Rm 868 EBA
Albany, NY 12234

Primary Contact

Dawn Thompson
518-474-7965
dthomps@mail.nysed.gov

Appendix E: School Administrator's Checklist

Test Administration

Before Testing

- Announce testing dates and scoring schedules in advance.
- Collect test materials on the days they will be administered from the locked, secure storage location.
- Familiarize yourself with all test materials, including this manual and the *Teacher's Directions*.
- Inventory the materials, noting any discrepancies on the appropriate Test Materials Fax Form (A-21 or A-23), and fax it to the office of State Assessment at 518-474-1989.
- Remind teachers about preparation of the classroom for testing.
- Replace any missing test materials by contacting a Regional Center. (Test materials can be obtained from a regional center only on the day tests are administered.)
- Ensure a smooth method for distributing and collecting the test materials each day (*Teacher's Directions*, answer sheets, etc.). Provide additional test books as needed.
- Keep test materials secure throughout the testing and scoring processes.
- Prepare class packets.

After Testing

- Collect and verify the return of all test books and answer sheets.
 - Make sure Book 1s are separate from Book 2s.
 - Make sure answer sheets are inserted in front of Book 2s.**
- Check the condition of the answer sheets.
 - Student information must be correct and match student labels on the back of the Book 2s.
 - Bubbles/circles must be dark.
 - No stray marks may appear on the answer sheet.
 - Absentees and exempt status must be recorded.

Appendix F: Folder Label

Folder Label

Scorer Number: _____ Date: _____

Item	Scorer Number
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____
9.	_____
10.	_____
11.	_____
12.	_____
13.	_____
14.	_____
15.	_____
16.	_____
17.	_____
18.	_____

Scoring Leader's Signature

Appendix H: Fax Forms for Schools

Test Materials Fax Forms for Grade 4 and Grade 8 English Language Arts and Mathematics tests follow.

Grade 4 Test Materials Fax Form

Orders shipped in more than one box may arrive on different days.

If you have inventoried the test materials received using your shipping notice and need additional test materials, or if there is a problem with the shipment of materials you received:

1. Complete this form and fax it to the Office of State Assessment at **518-474-2021**.
2. Call your Regional Center (see Appendix C) and arrange for pickup of test materials.

Date _____ Contact Person _____
 Telephone _____ Fax Number _____
 Regional Center Number _____ 12-Digit BEDS Code _____
 Name of Your School _____

Testing Materials Requested from the Regional Center:

Grade 4 English Language Arts		Grade 4 Mathematics	
Description	Quantity Needed	Description	Quantity Needed
Book 1		Book 1	
Book 2		Book 2	
Listening Selection		Manipulatives	
Large-Type Book 1		Large-Type Book 1	
Large-Type Book 2		Large-Type Book 2	
Braille Book 1		Braille Book 1	
Braille Book 2		Braille Book 2	
Orange Box Labels for storing Book 2s until scoring begins		Orange Box Labels for storing Book 2s until scoring begins	
Teacher's Directions		Chinese Book 1	
		Chinese Book 2	
		Haitian-Creole Book 1	
		Haitian-Creole Book 2	
		Korean Book 1	
		Korean Book 2	
		Russian Book 1	
		Russian Book 2	
		Spanish Book 1	
		Spanish Book 2	
		Teacher's Directions	

Grade 8 Test Materials Fax Form

Orders shipped in more than one box may arrive on different days.

If you have inventoried the test materials received using your shipping notice and need additional test materials, or if there is a problem with the shipment of materials you received:

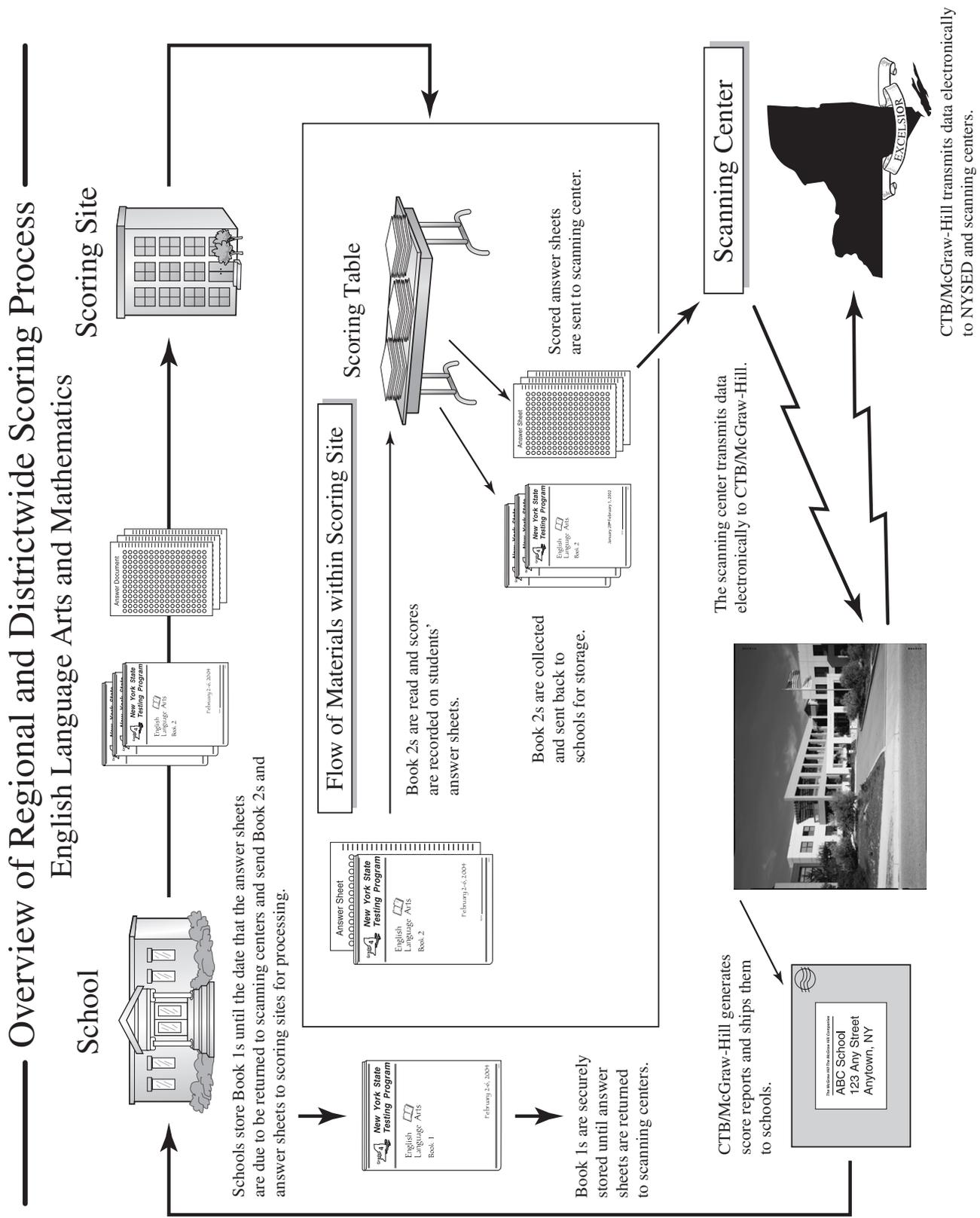
1. Complete this form and fax it to the Office of State Assessment at **518-474-2021**.
2. Call your Regional Center (see Appendix C) and arrange for pickup of test materials.

Date _____ Contact Person _____
 Telephone _____ Fax Number _____
 Regional Center Number _____ 12-Digit BEDS Code _____
 Name of Your School _____

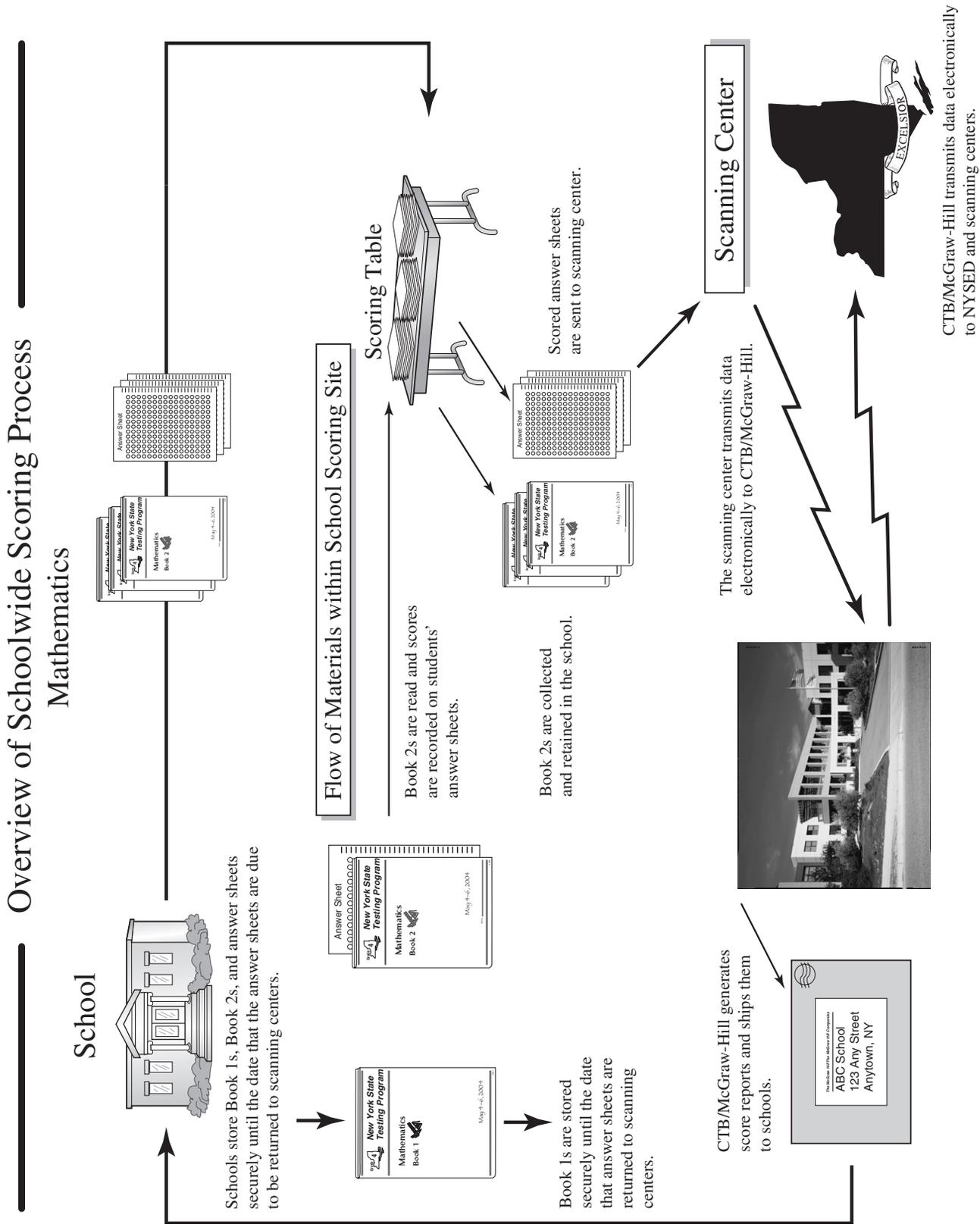
Testing Materials Requested from the Regional Center:

Grade 8 English Language Arts		Grade 8 Mathematics	
Description	Quantity Needed	Description	Quantity Needed
Book 1		Book 1	
Book 2		Book 2	
Listening Selection		Manipulatives	
Large-Type Book 1		Large-Type Book 1	
Large-Type Book 2		Large-Type Book 2	
Braille Book 1		Braille Book 1	
Braille Book 2		Braille Book 2	
Orange Box Labels for storing Book 2s until scoring begins		Orange Box Labels for storing Book 2s until scoring begins	
Teacher's Directions		Chinese Book 1	
		Chinese Book 2	
		Haitian-Creole Book 1	
		Haitian-Creole Book 2	
		Korean Book 1	
		Korean Book 2	
		Russian Book 1	
		Russian Book 2	
		Spanish Book 1	
		Spanish Book 2	
		Teacher's Directions	

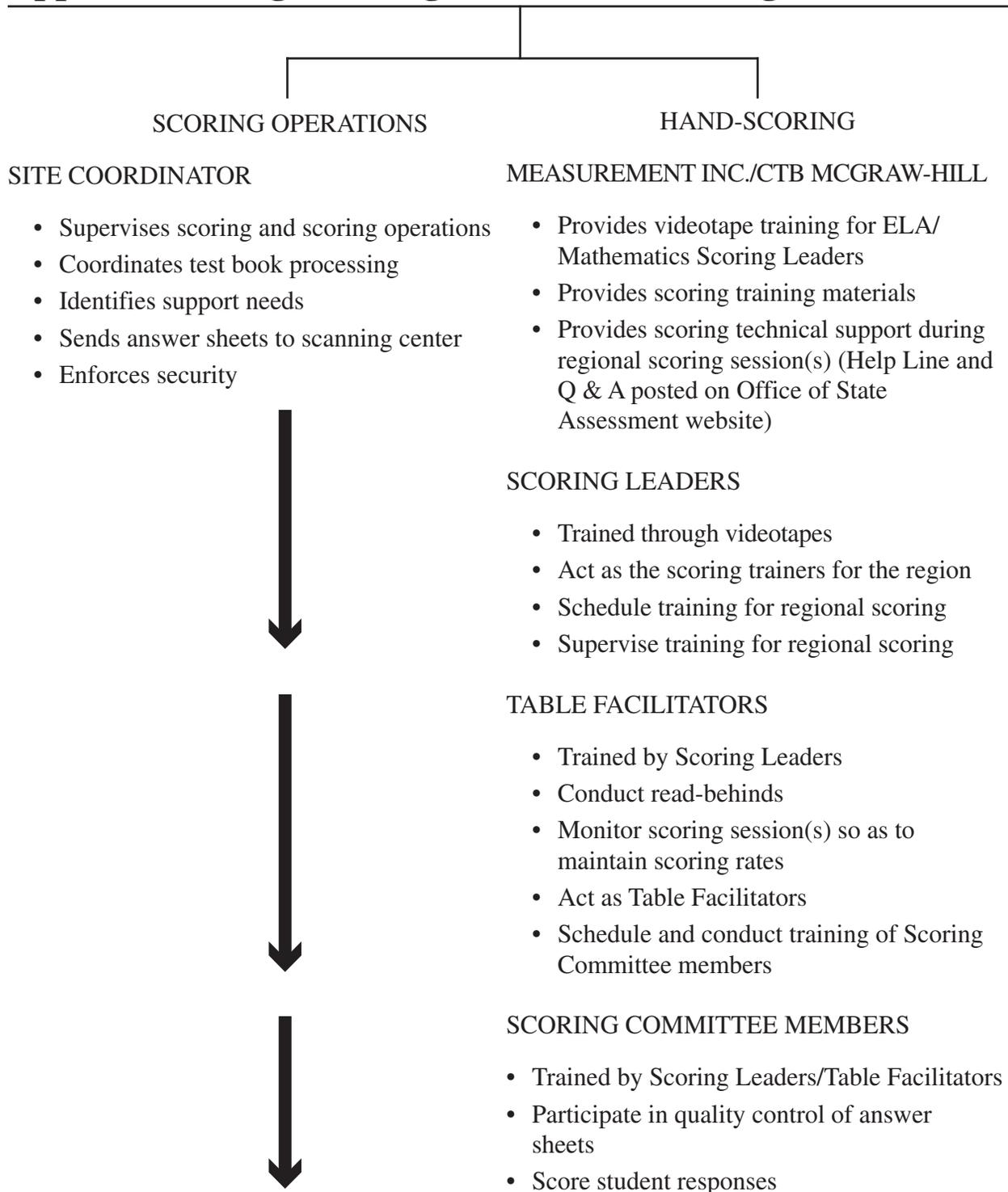
Appendix I: Overview of Regional and Districtwide Scoring Process



Appendix J: Overview of Schoolwide Scoring Process

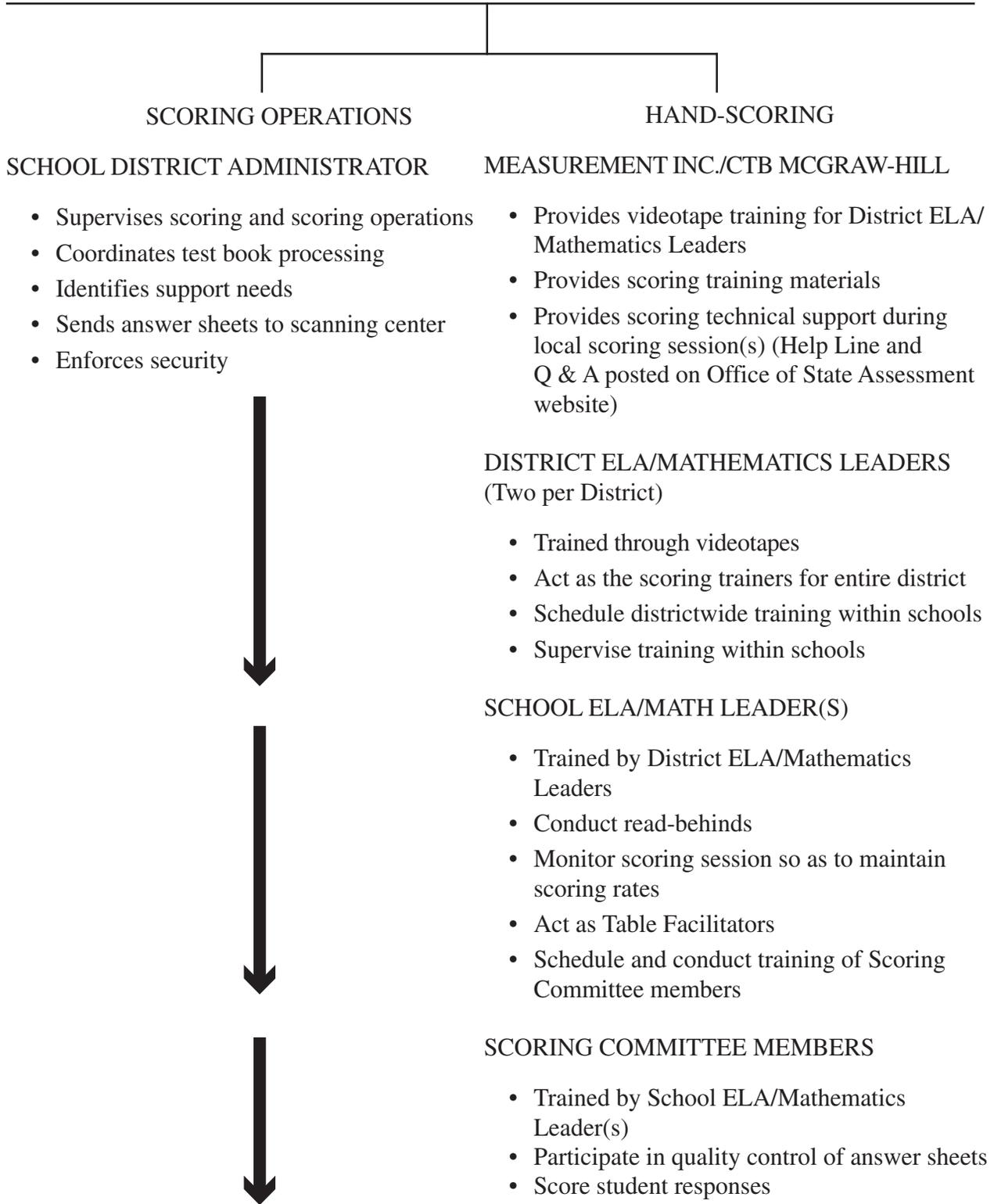


Appendix K: Regional Organization for Scoring Book 2s



Note: Districts have the option of regional, districtwide, or schoolwide scoring for Mathematics, and regional or districtwide scoring for English Language Arts.

Appendix L: Districtwide Organization for Scoring Book 2s



Note: Schools have the option of regional, districtwide, or schoolwide scoring for Mathematics, and regional or districtwide scoring for English Language Arts. Nonpublic schools may score their English Language Arts Book 2s independently if the specified alternatives are not feasible.

Appendix M: Testing Accommodations Categories

The categories of testing accommodations that a student may receive are defined on pages 22–24 of *Test Access and Modifications for Individuals with Disabilities*, published in 1995 by the Office of Vocational and Educational Services for Individuals with Disabilities. Except for some accommodations that are no longer permitted on these examinations, they are reproduced below.

Please note that not all accommodations defined on those pages and reproduced below are permitted on all parts of the Grade 4 and 8 ELA 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 page 5 of this manual.

Flexible Scheduling

- extended time to complete tests, specify amount (e.g., double time)
- administer tests over several sessions, specify duration (e.g., sessions not to exceed 40 minutes)
- administer tests in several sessions over several days

Flexible Setting

- administer tests individually in separate location
- administer tests to a small group in separate location
- provide special lighting, specify type (e.g., 75 Watt incandescent light on desk)
- provide special acoustics during testing, specify manner (e.g., minimal extraneous noises)
- administer tests in location with minimal distraction, specify manner (e.g., minimal visual distraction)

Revised Test Format

- Braille editions of tests
- large print editions of tests
- increase spacing between test items
- increase size of answer blocks
- reduce number of test items per page
- increase size of answer bubbles
- arrange multiple-choice test items in vertical format with answer bubble to right of each possible choice
- read directions to student
- reread directions for each page of questions
- simplify language in directions
- highlight (or underline) verbs in instructions
- provide cues (e.g., arrows and stop signs) on answer form
- provide additional examples

Use of Aids

- amanuensis
- tape recorder
- typewriter
- word processor
- visual magnification devices (specify type)
- auditory amplification devices (specify type, e.g., FM system)
- auditory tape of questions
- repeat oral comprehension items more than specified in standard administration directions (e.g. repeat oral comprehension test items four times)
- marks (or markers) to maintain place
- passages read to student – test passages, questions, items, and multiple-choice responses read to student
- test passages, questions, items, and multiple-choice responses signed to student

Other Accommodations

- record answers in test booklet

Appendix N: Rules to Determine Whether a Student Receives a Valid Score

The following rules determine whether the student receives a performance level and whether the student will be counted as participating in the Grades 4 and 8 ELA and Mathematics tests.

1. Students who were present for an administration (including makeup) of all sessions of the test and who responded to at least one multiple-choice item will receive valid scores and be counted as tested in calculating participation rate.
2. Students will be considered to have been present for all sessions unless they are marked as absent for the entire test or for any session.
3. Students with a final score of “999” will be counted as not tested. A final score will be “999” only if
 - a. student was absent for the entire test,
 - b. student refused to take the entire test,
 - c. the student’s results were invalidated due to an administrative error,
 - d. student was absent for any session (multiple-choice or extended-response), or
 - e. student was present but did not respond to at least one multiple-choice item.
4. In the case where a student leaves the test administration without completing the session, the **school** must decide whether to mark the student as absent.
 - a. If any absent bubble is filled in, the student will receive a final score of “999.”
 - b. If the absent bubble is not filled in, the student will receive a score based on the items completed. Any missing responses will receive a condition code of “A,” indicating no response (item left blank) and the response will receive a score of zero. The final raw score will be the sum of the number of multiple-choice items answered correctly and the score points awarded on extended-response items.

