



New York State Testing Program

English Language Arts

**Teacher's Directions
Book 1 and Book 2**

February 2–6, 2004

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

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It is important to read this entire manual prior to administering the test.

Test booklets and scoring materials must be kept secure. You are not to discuss the test, show it to anyone, or photocopy the materials, as the security of the test could be breached.

Introduction

The **New York State Education Department** has entered into a partnership with CTB/McGraw-Hill for the development of the elementary and intermediate-level assessments in English Language Arts. Teachers from across the state have worked with us in a variety of activities to ensure that the tests will be appropriate measures of student achievement of the New York State Learning Standards.

The Grade 4 English Language Arts operational test (Book 1 and Book 2) will be given in three sessions on three consecutive days.

Session 1 of the test will consist of

- reading selections and multiple-choice questions

Sessions 2 and 3 will include

- short-response and extended-response questions based on a listening selection
- an independent writing prompt
- short-response and extended-response questions based on reading selections

The multiple-choice component of the test presents students with reading selections and questions, followed by four response options, one of which is correct.

The short-response and extended-response questions require students to write (rather than select) an appropriate response. Students will be asked to demonstrate their understanding of a listening selection and some reading selections by providing written text-based answers in their test books.

The independent writing prompt is an open-ended question that requires students to demonstrate their writing proficiency.

TESTING INFORMATION

Receive <i>School Administrator's Manual</i> early January 2004 (Also available via the Internet: www.emsc.nysed.gov/osa)
Receive Book 1 and Book 2, Listening Selection, and Teacher's Directions January 28–30, 2004
Testing Window for Book 1 and Book 2 February 2–6, 2004
Makeup Testing Window for Book 1 and Book 2 February 9–13, 2004

By following the guidelines in this manual, you can help ensure that the test will be valid and equitable for all students. A series of instructions will help you organize the materials and testing schedule for maximum efficiency.



CHECK YOUR TEST MATERIALS

To administer this test, you will need the materials listed below. If any materials are missing, notify your school principal.

For the teacher

- Teacher's Directions
- Book 1
- Book 2
- Listening Selection booklet
- Extra answer sheets
- Student identification labels for Book 2
- Identification labels and instructions for completing biographical data for new students
- Do Not Disturb sign (not provided)
- Extra No. 2 pencils with erasers (not provided)

For each student

- Precoded answer sheet or generic answer sheet, which will require the completion of a data grid
- Book 1
- Book 2
- No. 2 pencil with eraser (not provided)

Security

The New York State Testing Program includes secure materials. School personnel responsible for testing must ensure that all test materials are secure at all times. **The test books and Listening Selection booklets may not be photocopied or duplicated. They may be made accessible only to personnel responsible for testing. No section of the test may be discussed with the students before it has been administered. You may, however, describe the format of the test and the testing schedule to the students.**

- When the principal or designee receives the test materials, he or she should check to see that the school has received sufficient quantities, while leaving the materials in their shrink-wrapped packages.
- If there is a discrepancy of more than five between the number of test materials listed on the shipping notice and the actual number received, your principal or designee should contact the Education Department via fax at (518) 474-1989. Each such discrepancy must be reported.
- On each day of test administration, the principal or designee will distribute the test books for that day to the test administrators.

• • • • •
To maintain the security of this test,
it is important that you do NOT
discuss any part of Book 1 or Book 2
with the students before it has been
administered.

• • • • •

- When not in use, test books must be kept in a vault or safe in the school building to prevent unauthorized access. Storing the books in this manner ensures that the security of the test is not breached.
- See your principal or school administrator for instructions regarding the processing of all used and unused testing materials.

A square icon with a double border. The top half contains the word "STEP" in a bold, sans-serif font. The bottom half contains the number "2" in a large, bold, sans-serif font.

PLAN YOUR TESTING SCHEDULE

- Book 1 and Book 2 must be administered on three consecutive days. Refer to Page 1 for information about testing windows and makeups.
- Schedule testing to allow sufficient time for instructions and preparations. See Page 4 for time requirements.
- **Read the Teacher's Directions in their entirety prior to administering the test.**
- Review Step 6, "Administer the Test," before each session.
- Allow sufficient time to ensure that student and school data are recorded on the answer sheet before Session 1 is administered. Each student **must** have either an answer sheet precoded with the student name or a generic answer sheet, which will require the completion of a data grid.
- Before administering Session 2: Part 1, Listening, take time on your own to read the story in the Listening Selection booklet.
- Read directions at a moderate, steady pace.
- Adhere to testing time limits.
- Call time if all students complete the session early.
- Avoid testing just after students have had strenuous physical activity.

Accommodations

Students with Disabilities

In general, students with disabilities should be provided with the testing accommodations specified in their Individualized Education Programs (IEPs) or Section 504 Accommodation Plans when taking this test. However, testing accommodations that alter the measurement of a construct being tested are no longer permitted on elementary and intermediate-level State assessments. Only those testing accommodations that do **not** alter the construct of the test are now permitted.

Teacher Reading to Student

- Book 1
Only directions that are to be read aloud to **all** students may be read; no other part of Book 1 may be read to the student.
- Book 2
The listening selection, as well as the directions that are to be read aloud to **all** students, may be read. In addition, all directions and items on Pages 2 through 13 may be read to the student. No other part of Book 2 may be read to the student.

Use of Spell-Checking and/or Grammar-Checking Devices

- Students may **not** use spell-checking and/or grammar-checking devices on **any** parts of the ELA test.

Scoring Student Writing

- Students may **not** have requirements for spelling, paragraphing, and/or punctuation (writing mechanics) waived for **any** part of the ELA test.

Additional information on testing accommodations for students with disabilities can be found in the New York State Testing Program's 2004 *School Administrator's Manual*. A copy of this document was recently mailed to the school principal and is available via the Internet at www.emsc.nysed.gov/osa.

Limited English Proficient (LEP) Students

Information on accommodations for students with limited English proficiency can be found in the New York State Testing Program's 2004 *School Administrator's Manual*. A copy of this document was recently mailed to the school principal and is available via the Internet at www.emsc.nysed.gov/osa.

STEP
5

PREPARE TEST MATERIALS

Answer Sheet, Biographical Data, and Labels for Book 2

- Verify that each student in your class has a precoded answer sheet for Book 1 and a precoded student label for Book 2.
- If a student does not have a precoded answer sheet and label, complete one of the extra answer sheets and labels provided. Biographical information for that student should be recorded according to instructions provided by the principal or designee.
- **The appropriate label must be affixed to the back of each student’s Book 2.** You may do this at any time. If you choose to affix the student label to Book 2 prior to testing, make sure each student receives his or her own test book. If you wish, you may affix the labels after Session 2 or Session 3.

STEP
6

ADMINISTER THE TEST

Please read these directions carefully before administering the test. When you administer the test, the directions you are to read aloud are preceded by **SAY**. The italicized instructions to teachers should not be read aloud.

Day 1, Session 1, Book 1

Distribute to each student his or her own answer sheet. Ask the students to look at their answer sheets.

SAY You will be filling in the answers to Numbers 1 through 28 on the answer sheet.

Use only a No. 2 pencil. You may not use a pen.

Make heavy black marks.

If you make a mistake, erase it completely.

Make no stray marks.

Do not make any marks on the back of this sheet.

*Distribute a Book 1 to each student. Make sure each student has a No. 2 pencil. Students may **not** use scrap paper or Post-it® notes.*

SAY This is your Book 1.

Do not open your test book until I tell you to do so.

Do not write your answers in the test book. All your answers must be marked on the answer sheet. You may, however, make notes, highlight, or underline in the book as you read.

999999999	Grade 4
01-01-01-01-5555	
ANYTOWN ELEMENTARY SCHOOL	

SAMPLE PUBLIC SCHOOL LABEL

Grade 4 ELA Test Book 2	Ans.Doc. #XXXXXXXX
School BEDS#: 123456789	
School Name: Sample School	
Student Name: _____	

NONPUBLIC SCHOOL LABEL

• • • • •
Nonpublic school students must write their complete names on their labels.
• • • • •

• • • • •
Students record answers for Book 1 on answer sheets.
• • • • •

Students may be permitted to use highlighters when taking this test. You must, however, monitor student use of highlighters to ensure that they are not being used by students to record their responses to questions or to obscure their responses to open-ended questions.

SAY The test is divided into three sessions.

Today you will take Session 1.

Tomorrow you will take Session 2, and the next day you will take Session 3.

Today, you will be given 45 minutes to read all the passages carefully and answer the 28 questions about what you have read. On the answer sheet, you will fill in the circle for the letter that matches your answer for each question.

Are there any questions about how to fill in the circles on the answer sheet?

Pause for questions. When you are confident that all students understand how to take the test,

SAY I will write the time on the board. You may open your test book to Page 1.

Check to see that all students are on Page 1 in Book 1.

SAY In this part of the test, you are going to read some passages and answer questions about what you have read. You may look back at the reading selections as often as you like. Now read the directions on Page 1 and begin.

Record the time.

Be sure that students are filling in the circles on the answer sheet correctly by making their marks heavy and dark.

After 35 minutes,

SAY You have 10 more minutes to complete this session.

At the end of 45 minutes,

SAY This is the end of today's session. Please close your test books. Now I will collect the answer sheets and the test books.

Collect all test books and answer sheets. Follow security procedures established by your principal or school administrator to store testing materials until administration of Session 2. After testing is completed, contact your principal or school administrator for instructions regarding the processing and return of used and unused testing materials.

Day 2, Session 2, Book 2

Distribute Book 2. If you have already affixed the student labels to the backs of the student test books, make sure each student receives the correct test book. Make sure the students have No. 2 pencils. Students may not use pens. Have on hand a copy of Book 2 and the Listening Selection booklet. Students may be permitted to use highlighters as they read, but they must be monitored to ensure that the highlighters are not being used to record or obscure responses.

Do NOT distribute the answer sheets; all answers for this session will be written in Book 2. No extra paper is to be distributed to students for their responses or for note-taking. Only the responses in their test books will be scored. If the student requires additional room for a response, he or she may use any available blank space in Session 2 of Book 2. However, please direct students to note and clearly label the continuation of the response.

SAY Today you are going to take Session 2 of the test.
Write your name on the front cover of the test book.
Do not open your test book until I tell you to do so.

Check to be sure each student has written his or her name on the front cover of the test book.

SAY Today's session is in two parts. In Part 1, you will listen to a story and answer questions about that story. In Part 2, you will do some writing on a different topic.

Now turn to the inside front cover of the test book.
Look at the information in the box. Please follow along while I read what is in the box.

Make sure all students have opened their books to the inside front cover. Point to the box. Read the information in the box aloud to the students.

After you have read the information in the box,

SAY Anytime you see the writing symbol, you may look back at this page to review the information in the box. You will also be given a page in the test book to plan your writing. For example, you may want to write an outline, create a web, or make some notes to help organize and plan your writing. Do not use the planning page to write a complete draft of your answer. What you write on the planning page will not be scored unless you use space on the planning page to continue or complete a response. Clearly note and label the continuation of your response. Are there any questions?

Pause for questions. Then,

SAY You may print your answers or write in cursive. All your answers must be written in Book 2. You may not use additional paper for your answers; only answers written in Book 2 will be scored. If you need more space to continue or complete a response, you may use any available blank space in Session 2 of your test book. Please make sure to clearly note and label the continuation of your response.

● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ●
Students record answers directly in
Book 2.
● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ●

You may turn the page and begin working on Part 2.

Record the time.

After 20 minutes,

SAY You have 10 more minutes to complete this session.

After 30 minutes,

SAY Please stop working. This is the end of Session 2. We will complete Session 3 tomorrow. Now I will collect the test books.

Collect all test books. Follow security procedures established by your principal or school administrator to store testing materials until administration of Session 3. After testing is completed, contact your principal or school administrator for instructions regarding the processing and return of used and unused testing materials.

Day 3, Session 3, Book 2

Distribute Book 2, making sure each student has his or her own test book and a No. 2 pencil.

Do NOT distribute the answer sheet; all answers for this session will be written in the test book.

SAY Today you are going to take Session 3 of the test. Turn to the inside front cover of the test book. Look at the information in the box that we read when you took Session 2. Please follow along while I read what is in the box.

Point to the box. Read the information in the box aloud to the students.

After you have read the information in the box,

SAY You will be doing some reading and writing in this part of the test. Read the selections and answer the questions. All of your answers must be written in Book 2. You may not use additional paper for your answers; only answers written in the test book will be scored. However, if you need more space to continue or complete a response, you may use any available blank space in Session 3 of your test book. Please make sure to clearly note and label the continuation of your response. Also make sure that you are not using space that has been provided for another question. Remember to write complete and thorough responses and include details and examples from each selection.

When you see the words *GO ON* at the bottom of a page, keep going to the next page. When you come to the word *STOP*, you have finished the test. You may go back and check today's work only. Do not go back to Session 2.

Are there any questions?

Pause for questions. Then,

SAY Now turn to Session 3 on Page 15 in your test book. Let's read the directions together.

Read the directions aloud as the students follow along.

After you have read the directions,

SAY You have 60 minutes to complete this session of the test. I will record the time on the board. You may begin.

Record the time. After students have been working on Session 3 for approximately 30 minutes, you may allow them to take a five-minute break. During the break, students may stand at their seats and stretch quietly without talking. If a five-minute break is allowed, the ending time should be adjusted so that students will have a total of 60 minutes to work on this session. Please make sure that students are working on Session 3 only. If they complete the test early, they are to close their test books and wait quietly for the rest of the class to finish.

After 50 minutes,

SAY You have 10 more minutes to complete this session.

After 60 minutes,

SAY Please stop working. This is the end of the test. Now I will collect the test books.

Collect all test books and follow security procedures established by your principal or school administrator for storing testing materials. After testing is completed, contact your principal or school administrator for instructions regarding the processing and return of all used and unused testing materials.

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.

TEACHER EVALUATION FORM

We are interested in your opinion as to the clarity and appropriateness of the materials in this test. Please use the Teacher Evaluation Form for your comments. The form can be found 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 [New York State Teacher Evaluation Form](#).
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 steps 4 through 6.

Test booklets and scoring materials must be kept secure. You are not to discuss the test, show it to anyone, or photocopy the materials, as the security of the test could be breached.



**English Language Arts
Grade 4**

Teacher's Directions

February 2–6, 2004

The McGraw-Hill Companies