

ELA 3, 4, 5



***New York State
Testing Program***

**English Language Arts Tests
Teacher's Directions**

Grades 3, 4, and 5

April 17-19, 2012

THE UNIVERSITY OF THE STATE OF NEW YORK
Regents of The University

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It is important to read all of Steps 1–5 and the pertinent grade-level information in Step 6 prior to administering the test.

Test books 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. However, school personnel may make photocopies of this *Teacher’s Directions* if additional copies are needed.

Introduction

The Department has a partnership with Pearson for the development of the elementary- and intermediate-level assessments in English language arts. Teachers from across the State work with the Department in a variety of activities to ensure that the tests are appropriate measures of student achievement of the New York State Learning Standards.

The English Language Arts Grades 3–5 Tests are administered in three sessions on three consecutive days. Students are asked to demonstrate their understanding of a listening selection, some reading passages, and writing prompts.

For all three grades, the tests consist of multiple-choice, short-response, and extended-response questions.

Each multiple-choice question is followed by four choices, one of which is the correct answer. Students record their responses on a separate answer sheet. The short-response and extended-response questions require students to write (rather than select) appropriate responses. Students write their answers to these questions directly in their test books.

By following the guidelines in this document, you help ensure that the test is valid and equitable for all students. A series of instructions helps you organize the materials and the testing schedule.

IMPORTANT DATES

Testing Dates	April 17–19, 2012
Makeup Dates	April 20–24, 2012

NOTE: No one, *under any circumstances*, including the student, may alter the student’s responses on these tests once the student has handed in his or her test materials. Teachers and administrators who engage in inappropriate conduct with respect to administering State examinations may be subject to disciplinary actions in accordance with Sections 3020 and 3020-a of Education Law or to action against their certification pursuant to Part 83 of the Regulations of the Commissioner of Education.



CHECK YOUR TEST MATERIALS

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

For the teacher

- *Teacher's Directions*
- Book 1s
- Book 2s
- Book 3s
- *Listening Selection* booklets
- Extra Answer Sheet 1s and 2s
- Student identification labels for test books (received from Regional Information Center or Large-City School District)
- 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 1s and 2s or generic Answer Sheet 1s and 2s requiring the completion of the demographic section
- Book 1s
- Book 2s
- Book 3s
- 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. Unused test books may **not** be used for instructional or staff development purposes. 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.

- On the day of test administration, you should receive the test books from the principal or the principal's designee. On the second day of the test administration, you will receive the *Listening Selection* booklet.
- Contact your principal or the principal's designee if you do not have a sufficient number of test books.
- When not in use, the test books and *Listening Selection* booklet must be kept in a safe or vault in the school building or at an approved alternate storage site to prevent unauthorized access. Storing the test 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 test materials.
- At no time may the contents of the test books be reviewed or discussed, or shared through any electronic means.

Unauthorized Materials

Students should be under close supervision at all times during the administration of the tests. When students enter the testing room, proctors must ensure that students do not bring any unauthorized notes, printed material, scrap paper, or tools that might give them an unfair advantage on the test. Students should be informed that they may not use cell phones or other communication devices during the test. These must be turned off and put away before test books are handed out.

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

- The test books must be administered in order, on consecutive days. See Page 1 for testing and makeup dates.
- Schedule testing to allow sufficient time for instructions and preparations. See Page 4 for time requirements.
- **Read the *Teacher's Directions* in its entirety prior to administering the test.**
- Review Step 6, "Administer the Test," before administering each session of the test. Refer to the "Table of Contents" to locate the appropriate test directions for your grade and test book.
- For each test session that requires an answer sheet, each student must have either an answer sheet precoded with student information or a generic answer sheet, which will require the circles to be darkened in the demographic section. For Grades 3, 4, and 5, two separate answer sheets are required—Answer Sheet 1s for Book 1s and Answer Sheet 2s for Book 2s. If a precoded answer sheet is missing for any student, allow sufficient time before test administration to darken the demographic section on a generic answer sheet.
- Before administering Book 2s, take time to read the selection in the *Listening Selection* booklet.
- Read directions at a moderate, steady pace.
- Adhere to testing time limits.
- Call time if all students complete the test early.
- Avoid testing just after students have had strenuous physical activity.

Test Format and Schedule

The Grades 3–5 Tests are each divided into three books. For each grade, the three books must be administered on three consecutive days. Book 1s contain multiple-choice questions; Book 2s contain multiple-choice questions, short-response questions, and an extended-response question; Book 3s contain short-response questions and an extended-response question. In order to have field test question data more reflective of students' level of effort on an operational test, New York State will begin in Spring 2012 to embed multiple-choice questions for field testing within the operational test.

Embedding will occur in Book 1s. This means that field test questions will be interspersed with operational test questions in this book. Whether a question is a field test question or an operational test question will not be apparent to the student. The field test questions will not count towards the student's final score, but will be used to collect valuable information on how well the questions perform and for possible inclusion on future operational tests.

Each multiple-choice question is followed by four choices, one of which is the correct answer. Students will answer the multiple-choice questions by darkening the circles on their answer sheets. Students will write their answers to the short-response questions and the extended-response questions directly in their test books.

Schools must schedule 90 minutes for each session, on each day, for each grade. If all students finish a session before the allotted time, the administration of that session may be ended early. Students who have not completed a test book within the designated time should **not** be given additional time to finish.

The following charts provide information about the format of the tests, where and how students record their answers, and the testing time for each session of the test. Schools must adhere to the testing times shown.

GRADE 3 ENGLISH LANGUAGE ARTS TEST

Day 1, Book 1	<ul style="list-style-type: none"> • Reading 36 multiple-choice questions (Students darken the circles on Answer Sheet 1s.) 	Allot 90 minutes, plus an additional 10 minutes of preparation time, and a 5-minute break.
Day 2, Book 2	<ul style="list-style-type: none"> • Listening & Reading 17 multiple-choice questions (Students darken the circles on Answer Sheet 2s.) 3 short-response questions (Students write answers directly in Book 2.) 1 extended-response question (Students write answer directly in Book 2.) 	Allot 90 minutes, plus an additional 10 minutes of preparation time, and 5 minutes to read aloud the listening selection.
Day 3, Book 3	<ul style="list-style-type: none"> • Reading & Writing 4 short-response questions (Students write answers directly in Book 3.) 1 extended-response question (Students write answer directly in Book 3.) 	Allot 90 minutes, plus an additional 10 minutes of preparation time.

GRADE 4 ENGLISH LANGUAGE ARTS TEST

Day 1, Book 1	<ul style="list-style-type: none"> • Reading 37 multiple-choice questions (Students darken the circles on Answer Sheet 1s.) 	Allot 90 minutes, plus an additional 10 minutes of preparation time, and a 5-minute break.
Day 2, Book 2	<ul style="list-style-type: none"> • Listening & Reading 20 multiple-choice questions (Students darken the circles on Answer Sheet 2s.) 3 short-response questions (Students write answers directly in Book 2.) 1 extended-response question (Students write answer directly in Book 2.) 	Allot 90 minutes, plus an additional 10 minutes of preparation time, and 5 minutes to read aloud the listening selection.
Day 3, Book 3	<ul style="list-style-type: none"> • Reading & Writing 4 short-response questions (Students write answers directly in Book 3.) 1 extended-response question (Students write answer directly in Book 3.) 	Allot 90 minutes, plus an additional 10 minutes of preparation time.

GRADE 5 ENGLISH LANGUAGE ARTS TEST

Day 1, Book 1	<ul style="list-style-type: none"> • Reading 39 multiple-choice questions (Students darken the circles on Answer Sheet 1s.) 	Allot 90 minutes, plus an additional 10 minutes of preparation time, and a 5-minute break.
Day 2, Book 2	<ul style="list-style-type: none"> • Listening & Reading 18 multiple-choice questions (Students darken the circles on Answer Sheet 2s.) 3 short-response questions (Students write answers directly in Book 2.) 1 extended-response question (Students write answer directly in Book 2.) 	Allot 90 minutes, plus an additional 10 minutes of preparation time, and 5 minutes to read aloud the listening selection.
Day 3, Book 3	<ul style="list-style-type: none"> • Reading & Writing 4 short-response questions (Students write answers directly in Book 3.) 1 extended-response question (Students write answer directly in Book 3.) 	Allot 90 minutes, plus an additional 10 minutes of preparation time.

Testing Accommodations

Students with IEPs or 504 Plans

In general, students with disabilities must be provided with the testing accommodations specified in their Individualized Education Programs (IEPs) or Section 504 Accommodation Plans (504 Plans) when taking these tests. However, testing accommodations that change the constructs, or what a test is measuring, are not permitted on elementary- and intermediate-level State assessments. Testing accommodations that are not permitted on specific sections of the tests are described below.

Accommodations Specific to the English Language Arts Tests

For Reading Sections, Book 1 (all), second part of Book 2, and Book 3 (all): Only test directions that are to be read aloud to all students may be read aloud. Because the tests measure a student's reading skills (decoding and comprehension), no other parts of these sections may be read aloud. Please note that the test directions are those instructions, usually in bold-faced type, that **precede** a passage or a test question number. They are not to be confused with any part of the actual student task, which follows the test question number.

For Listening Section, first part of Book 2 only: Test directions and all questions (in this part of the test) may be read aloud to students whose IEPs or 504 Plans include the testing accommodation of "test read." If indicated in a student's IEP or 504 Plan, the listening selection may be read aloud more than the standard number of times.

Use of Spell-Checking and/or Grammar-Checking Devices: Because the tests measure writing skills, students are **not** allowed to use spell-checking and/or grammar-checking devices during **any part** of the English Language Arts Tests. Students may **not** have requirements for spelling, grammar, capitalization, and/or punctuation waived for any part of the Grades 3–8 English Language Arts Tests.

Use of Scribes and Tape Recorders: The use of scribes and the use of tape recorders are allowable accommodations for the English Language Arts Tests. For the English Language Arts Tests, students using scribes or tape recorders must provide all information for the writing sections of the tests, including spelling of difficult words, grammar, capitalization, and punctuation.

Students may use a word processor (with spell-checking and grammar-checking devices *disabled*) instead of a scribe. Most students have some experience with a computer, and word processing allows students more control over their environment, fosters independence, and is less labor-intensive than using a scribe.

More Information on Testing Accommodations

More detailed information on testing accommodations for students with disabilities for the English Language Arts Tests can be found on the Department's web site at

<http://www.p12.nysed.gov/specialed/publications/policy/testaccess/policyguide.htm>.

English Language Learners

Information on accommodations for English language learners can be found in the New York State Testing Program's 2012 *School Administrator's Manual*. Note that testing accommodations may be provided to former English language learners who were identified as English language proficient based on their scores on one of the two most recent administrations of the New York State English as a Second Language Achievement Test (NYSESLAT), either spring 2010 or spring 2011.

Misadministration

Notify your principal immediately if any part of the test is administered improperly. Examples of misadministration include the following: permitting students to have unauthorized testing accommodations or tools (for example, spell-checking devices) and engaging in other types of nonstandard test administration (for example, cheating).

STEP 3

PREPARE YOUR CLASSROOM

- Plan for the distribution and collection of materials.
- Provide a well-lighted, well-ventilated, and quiet classroom.
- Plan seating arrangements. Allow enough space between students to prevent sharing of answers. To help prevent communication between students during testing, make sure that each student is clearly visible to the proctor at all times. Students must not be permitted to speak to one another while the test is being administered.
- Completely cover or remove from the walls all charts and blank or completed graphic organizers pertinent to English language arts and all board work.
- Eliminate distractions such as bells or telephones.
- Place a Do Not Disturb sign on the door of the testing room.
- Make sure students' desks and shelves under desks are cleared of all extraneous materials, and all cell phones or electronic communication devices have been turned off and put away.
- On the board, indicate starting and ending times for the test.

STEP 4

PREPARE YOUR STUDENTS

- Help students approach the testing in a relaxed, positive way.
- Explain that the purpose of taking these tests is to find out which concepts have been mastered and which need further development.
- Point out that some questions may be more difficult than others and that, for constructed-response questions, partial credit will be given. Encourage and motivate your students to put forth their best effort.
- Be sure students understand the directions, how to mark answers on their multiple-choice answer sheets, and where and how to record short- and extended-response answers in the test books. Assist them with test-taking procedures, but be careful not to inadvertently give hints or clues that indicate an answer or help eliminate answer choices. Do not assist students with any test questions.
- Encourage students to attempt all questions. Tell them to read each question carefully and make their best attempt at answering each one.

Use Standardized Testing Procedures

This is a timed test that is to be administered under standard conditions. Follow the directions carefully. The same test administration procedures must be used with all students so that valid conclusions can be drawn from the test results. Ensure that students follow directions for where to mark their answers (e.g., for Book 1s and Book 2s, answers for multiple-choice questions must be marked in the circles on the answer sheets, **not** in the test books).

STEP 5

PREPARE TEST MATERIALS

Answer Sheets, Biographical Data, and Labels

- For each student in your class, verify that you have the correct precoded answer sheets. Students will have two answer sheets: Answer Sheet 1s are to be used with Book 1s. Answer Sheet 2s are to be used with Book 2s.
- If there are no precoded answer sheets for any student, darken in the demographic section on generic answer sheets for that student.
- If you have been given precoded labels, affix them to the back covers of the test books. Affix the labels to each student's Book 2 and Book 3 on the day each book is administered.

STEP
6

ADMINISTER THE TEST
GRADE 3 ENGLISH LANGUAGE ARTS

*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.*

Grade 3 – Day 1, Book 1

Make sure you have a copy of Book 1.

*Make sure each student has a No. 2 pencil. Students may **not** use pens. 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 in a way that obscures their responses to constructed-response questions.*

*Students are **not** to be given scrap paper.*

Students will be recording the answers to the multiple-choice questions in Book 1 on the front side of their Answer Sheet 1. Only the responses on the students' answer sheets will be scored.

SAY There are three books for this test. Each book will be tested on a separate day. Today, you will answer the questions in Book 1. You will answer the questions in Book 2 tomorrow and the questions in Book 3 the following day.

Today, you will read some passages and answer questions about what you have read. You must mark your answers on your answer sheet by darkening the circle for the letter that matches your answer for each question.

Distribute to each student his or her own Answer Sheet 1. Ask the students to look at their answer sheets.

SAY Look at your answer sheet and make sure you are on Page 1. The page number is indicated in the upper right-hand corner of the sheet. When marking answers on your answer sheet, you must darken the circle for the letter that matches your answer for each question.

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

When you darken the circles, 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 your answer sheet.

Are there any questions about how to darken the circles on your answer sheet?

Pause for questions. When you are confident that all students understand how to use the answer sheet, distribute Book 1 to each student.

SAY This is your Book 1. Do not open your test book until I tell you to do so.

Look at the cover of your test book. Make sure it says "Grade 3 English Language Arts Test Book 1" followed by Form "A, B, C," or "D" and "April 17–19, 2012." If you do not have the correct book, please raise your hand and I will give you the correct one.

Find the word NAME at the bottom of the cover. Write your first and last name on the blank line.

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

SAY All of your answers must be marked on your answer sheet. You may, however, make notes, highlight, or underline in your test book as you read.

Are there any questions?

Pause for questions. When you are confident that all students understand the directions,

SAY Now, open your test book and look at the page opposite Page 1.

Check that all students are looking at the correct page.

SAY Now, look at the shaded box. Please follow along while I read what is in the box. Your answer sheet has a section labeled “Book 1 Form” located above the area in which you will place your responses to the test questions. Find this area on your answer sheet now.

Pause as students find the area on their answer sheet. When you are certain that all students have located the correct area,

SAY Darken the circle to indicate the letter of the form you are using. Your test book will show you which form letter to fill in on your answer sheet. Are there any questions?

Pause for questions and as students darken the circle of their form letter. Then,

SAY Now, look at Page 1. Please read along silently as I read the Tips for Taking the Test aloud to you.

Read the Tips for Taking the Test aloud as the students follow along.

SAY Here are some suggestions to help you do your best:

- Be sure to read carefully all the directions in the test book.
- Plan your time.
- Read each question carefully and think about the answer before choosing your response.

After you have read the Tips for Taking the Test,

SAY Are there any questions?

Pause for questions. When you are confident that all students understand the Tips for Taking the Test,

SAY Now, please read along silently as I read the directions to you.

Read the directions aloud as the students follow along.

SAY In this test, you are going to do some reading. Then you will answer questions about what you have read.

Pause.

SAY Since this part of the test measures your understanding of the reading passages, you should answer the questions based on the passages you have read.

You will have 90 minutes to complete today’s part of the test. At about the midway point, I will announce a 5-minute break during which you may stand by your seat and stretch quietly, with no talking. The 5-minute break will not count toward the 90 minutes you will have to answer the questions in your test book. I will write the starting and ending times on the board.

You may look back at the reading passages as often as you like. When you see the words GO ON at the bottom of the page, go on to the next page. When you come to the word STOP, you have reached the end of this test. You may go back and check your work.

Are there any questions?

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

SAY You must work independently, and you may not speak with each other while the test is being administered.

Now, please turn to Page 2 and begin.

Record the starting and ending times. Do not count the 5-minute break toward the 90 minutes students have to work on this test book.

Be sure that students are on the correct page and are darkening the circles on the answer sheet appropriately by making their marks heavy and dark with a No. 2 pencil.

After students have been working on Book 1 for approximately 43 minutes,

SAY In 2 minutes we will take a short break.

After students have been working on Book 1 for approximately 45 minutes, allow them to take a 5-minute break. During the break, students may stand at their seats and stretch quietly without talking.

SAY Please put your pencils down. Now we will take a 5-minute break. Please insert your answer sheet inside your test book in the place where you are working and close your test book. After you have all done that, you may stand by your seats and stretch quietly. However, you may not talk.

After 5 minutes have passed,

SAY This is the end of the break. Please take your seat. Open your test book. Take your answer sheet out and continue working on your test.

*After 80 minutes have passed, if all students have clearly completed the test, you may skip this next **SAY** and end the session. If any students are still working on the test,*

SAY You have 10 more minutes to complete this part of the test.

After 90 minutes have passed,

SAY This is the end of Session 1. Please place your answer sheet inside the front cover of your test book and close your test book. Now, I will collect the test books and answer sheets.

Collect all test books and answer sheets, making sure each student's answer sheet has been inserted into his or her test book. Follow security procedures established by your principal or school administrator for returning secure test materials.

Grade 3 – Day 2, Book 2

Make sure you have a copy of Book 2 and the Listening Selection booklet.

*Make sure each student has a No. 2 pencil. Students may **not** use pens.*

*Students are **not** to be given scrap paper. Only the responses to multiple-choice questions marked on their Answer Sheet 2 and the answers to the constructed-response questions written in their test books will be scored.*

SAY Today, you will answer the questions in Book 2.

Distribute to each student his or her own Answer Sheet 2. Ask the students to look at their answer sheets.

SAY Look at your answer sheet and make sure you are on Page 3. The page number is indicated in the upper right-hand corner of the sheet. For the multiple-choice questions in Book 2, you must mark your answers on this answer sheet.

When marking answers on your answer sheet, you must darken the circle for the letter that matches your answer for each question.

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

When you darken the circles, 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 your answer sheet.

Are there any questions about how to darken the circles on your answer sheet?

Pause for questions. When you are confident that all students understand how to use the answer sheet, distribute Book 2 to each student. If, earlier today, you affixed the student labels to the backs of the student test books, make sure each student receives the correct test book.

SAY This is your Book 2. Do not open your test book until I tell you to do so.

Look at the cover of your test book. Make sure it says “Grade 3 English Language Arts Test Book 2” and “April 17–19, 2012.” If you do not have the correct book, please raise your hand and I will give you the correct one.

Find the word NAME at the bottom of the cover. Write your first and last name on the blank line.

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

SAY Today, you will listen to a passage and answer questions about that passage. Then you will read some passages and answer questions based on what you have read. For multiple-choice questions 37 through 41, you must mark your answers on your answer sheet. For questions 42 through 45, you must write your answers directly in your test book. You may print your answers or write in cursive. Be sure to write clearly. For multiple-choice questions 46 through 57, you must mark your answers on your answer sheet.

Are there any questions?

Pause for questions. When you are confident that all students understand the directions,

SAY Now, open your test book and look at the page opposite Page 1.

Check that all students are looking at the correct page.

SAY Please read along silently as I read the Tips for Taking the Test aloud to you.

Read the Tips for Taking the Test aloud as the students follow along.

SAY Here are some suggestions to help you do your best:

- Be sure to read carefully all the directions in the test book.
- Plan your time.
- Read each question carefully and think about the answer before choosing or writing your response.

Are there any questions?

Pause for questions. When you are confident that all students understand the Tips for Taking the Test,

SAY Now, look at the box below the Tips for Taking the Test. 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.

SAY In this test, you will be writing about a text that you will be listening to. Your writing will be scored on

- how clearly you organize your writing and express what you have learned
- how accurately and completely you answer the questions being asked
- how well you support your responses with examples or details from the text
- how correctly you use spelling, grammar, capitalization, and punctuation

Whenever you see this symbol, be sure to plan and check your writing.

Are there any questions?

Pause for questions. When you are confident that all students understand the Tips for Taking the Test,

SAY Now, look at Page 1. Please read along silently as I read the directions to you.

Read the directions aloud as the students follow along.

After you have read the directions on Page 1,

SAY Are there any questions?

Pause for questions. When you are confident that all students understand the directions,

SAY During the test, read the questions carefully. When you see the words GO ON at the bottom of the page, go on to the next page. When you come to the word STOP, you have reached the end of the test. You may go back and check your work.

You must work independently, and you may not speak with each other while the test is being administered.

Are there any questions?

Pause for questions. (Note: Students must not look at the questions before listening to the selection.) When you are confident that all students understand the directions, open the Listening Selection booklet to the selection.

SAY Now, listen as I read the passage to you.

Read the listening selection aloud to the students twice, making sure to read the title, the name of the author, and any introductory material. Read the listening selection at a moderate and steady pace, speaking clearly and with expression. Each of the two readings should take approximately 3 minutes.

After you have read the listening selection twice,

SAY You will now answer 9 questions about the passage you have just heard and 12 questions about passages you will read. Turn to Page 4. Answer questions 37 through 45 about the listening passage. After completing the questions about the listening passage, continue on to questions 46 through 57 about the reading passages. For all the multiple-choice questions, mark your answers on your answer sheet. For questions 42 through 45, you must write your answers in the test book.

You may look back at your notes on the listening passage as often as you like.

You will have 90 minutes to answer the questions. I will write the starting and ending times on the board. When you have finished, sit quietly until I call time. You may begin.

Record the starting and ending times.

Make sure students are on the correct page and are making their marks heavy and dark on their answer sheets for the multiple-choice questions.

After 80 minutes have passed, if all students have clearly completed the test, you may skip this next SAY and end the session. If any students are still working on the test,

SAY You have 10 more minutes to complete this part of the test.

After 90 minutes have passed,

SAY This is the end of Session 2. Please place your answer sheet inside the front cover of your test book and close your test book. Now, I will collect the test books and answer sheets.

Collect all test books and answer sheets, making sure each student's answer sheet has been inserted into his or her test book. Follow security procedures established by your principal or school administrator for returning secure test materials.

Grade 3 – Day 3, Book 3

Make sure you have a copy of Book 3.

*Make sure each student has a No. 2 pencil. Students may **not** use pens.*

*Do **not** distribute any answer sheets; students will write all answers directly in their test books.*

*Students are **not** to be given scrap paper. Only the responses in their test books will be scored.*

SAY Today, you will answer the questions in Book 3. You will be given 90 minutes to read the passages carefully and answer questions about what you have read. You must write your answers directly in your test book.

Use only a No. 2 pencil. You may not use a pen. Are there any questions?

Pause for questions. When you are confident that all students understand the instructions, distribute to each student his or her own Book 3. If, earlier today, you affixed the student labels to the back covers of the student test books, make sure each student receives the correct test book.

SAY This is your Book 3. Do not open your test book until I tell you to do so.

Look at the cover of your test book. Make sure it says “Grade 3 English Language Arts Test Book 3” and “April 17–19, 2012.” If you do not have the correct book, please raise your hand and I will give you the correct one.

Find the word NAME at the bottom of the cover. Write your first and last name on the blank line.

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

SAY Now, open your test book and look at the page opposite Page 1. You will see Tips for Taking the Test and information in a box.

Check that all students are looking at the correct page.

SAY Please read along silently as I read the Tips for Taking the Test aloud to you.

Read the Tips for Taking the Test aloud as the students follow along.

SAY Here are some suggestions to help you do your best:

- Be sure to read carefully all the directions in the test book.
- Plan your time.
- Read each question carefully and think about the answer before writing your response.

After you have read the Tips for Taking the Test,

SAY Are there any questions?

Pause for questions. When you are confident that all students understand the Tips for Taking the Test,

SAY Now, look at the box below the Tips for Taking the Test. 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.

SAY In this test, you will be writing about a text that you will be reading. Your writing will be scored on

- how clearly you organize your writing and express what you have learned
- how accurately and completely you answer the questions being asked
- how well you support your responses with examples or details from the text
- how correctly you use spelling, grammar, capitalization, and punctuation

Whenever you see this symbol, be sure to plan and check your writing.

After you have read the information in the box,

SAY Today, you will be doing some reading and writing. Read the passages and answer the questions. All of your answers must be written in Book 3. You may not use additional paper for your answers; only answers written in the test book will be scored.

If you need more space to continue or complete an answer, you may use any available blank space in Book 3. Please make sure to clearly note and label the continuation of your answer. Also make sure that you are not using space that has been provided for another question. Remember to write complete and thorough answers and include details and examples from each passage.

When you see the words GO ON at the bottom of the page, go on to the next page. When you come to the word STOP, you have reached the end of the test. You may go back and check your work.

Are there any questions?

Pause for questions. When you are confident that all students understand the directions,

SAY Now, look at Page 1 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 Since this part of the test measures your understanding of the reading passages, you should answer the questions based on the passages you have read.

Now, please turn to Page 2. Read each passage and answer the questions. For each question, write your answer in your test book. You will have 90 minutes to read the passages and answer the questions about what you have read. I will write the starting and ending times on the board. You may begin.

Record the starting and ending times.

*After 80 minutes have passed, if all students have clearly completed the test, you may skip this next **SAY** and end the session. If any students are still working on the test,*

SAY You have 10 more minutes to complete the test.

After 90 minutes have passed,

SAY This is the end of Session 3. Please close your test book. Now, I will collect the test books.

Collect all test books. Follow security procedures established by your principal or school administrator for returning secure test materials.



ADMINISTER THE TEST GRADE 4 ENGLISH LANGUAGE ARTS

*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.*

Grade 4 – Day 1, Book 1

Make sure you have a copy of Book 1.

*Make sure each student has a No. 2 pencil. Students may **not** use pens. 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 in a way that obscures their responses to constructed-response questions.*

*Students are **not** to be given scrap paper.*

Students will be recording the answers to the multiple-choice questions in Book 1 on the front side of their Answer Sheet 1. Only the responses on the students' answer sheets will be scored.

SAY There are three books for this test. Each book will be tested on a separate day. Today, you will answer the questions in Book 1. You will answer the questions in Book 2 tomorrow and the questions in Book 3 the following day.

Today, you will read some passages and answer questions about what you have read. You must mark your answers on your answer sheet by darkening the circle for the letter that matches your answer for each question.

Distribute to each student his or her own Answer Sheet 1. Ask the students to look at their answer sheets.

SAY Look at your answer sheet and make sure you are on Page 1. The page number is indicated in the upper right-hand corner of the sheet. When marking answers on your answer sheet, you must darken the circle for the letter that matches your answer for each question.

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

When you darken the circles, 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 your answer sheet.

Are there any questions about how to darken the circles on your answer sheet?

Pause for questions. When you are confident that all students understand how to use the answer sheet, distribute Book 1 to each student.

SAY This is your Book 1. Do not open your test book until I tell you to do so.

Look at the cover of your test book. Make sure it says "Grade 4 English Language Arts Test Book 1" followed by Form "A, B, C," or "D" and "April 17–19, 2012." If you do not have the correct book, please raise your hand and I will give you the correct one.

Find the word NAME at the bottom of the cover. Write your first and last name on the blank line.

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

SAY All of your answers must be marked on your answer sheet. You may, however, make notes, highlight, or underline in your test book as you read.

Are there any questions?

Pause for questions. When you are confident that all students understand the directions,

SAY Now, open your test book and look at the page opposite Page 1.

Check that all students are looking at the correct page.

SAY Now, look at the shaded box. Please follow along while I read what is in the box. Your answer sheet has a section labeled “Book 1 Form” located above the area in which you will place your responses to the test questions. Find this area on your answer sheet now.

Pause as students find the area on their answer sheet. When you are certain that all students have located the correct area,

SAY Darken the circle to indicate the letter of the form you are using. Your test book will show you which form letter to fill in on your answer sheet. Are there any questions?

Pause for questions and as students darken the circle of their form letter. Then,

SAY Now, look at Page 1. Please read along silently as I read the Tips for Taking the Test aloud to you.

Read the Tips for Taking the Test aloud as the students follow along.

SAY Here are some suggestions to help you do your best:

- Be sure to read carefully all the directions in the test book.
- Plan your time.
- Read each question carefully and think about the answer before choosing your response.

After you have read the Tips for Taking the Test,

SAY Are there any questions?

Pause for questions. When you are confident that all students understand the Tips for Taking the Test,

SAY Now, please read along silently as I read the directions to you.

Read the directions aloud as the students follow along.

SAY In this test, you are going to do some reading. Then you will answer questions about what you have read.

Pause.

SAY Since this part of the test measures your understanding of the reading passages, you should answer the questions based on the passages you have read.

You will have 90 minutes to complete today’s part of the test. At the midway point, I will announce a 5-minute break during which you may stand by your seat and stretch quietly, with no talking. The 5-minute break will not count toward the 90 minutes you will have to answer the questions in your test book. I will write the starting and ending times on the board.

You may look back at the reading passages as often as you like. When you see the words GO ON at the bottom of the page, go on to the next page. When you come to the word STOP, you have reached the end of this test. You may go back and check your work.

Are there any questions?

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

SAY You must work independently, and you may not speak with each other while the test is being administered.

Now, please turn to Page 2 and begin.

Record the starting and ending times. Do not count the 5-minute break toward the 90 minutes students have to work on this test book.

Be sure that students are on the correct page and are darkening the circles on the answer sheet appropriately by making their marks heavy and dark with a No. 2 pencil.

After students have been working on Book 1 for approximately 43 minutes,

SAY In 2 minutes we will take a short break.

After students have been working on Book 1 for approximately 45 minutes, allow them to take a 5-minute break. During the break, students may stand at their seats and stretch quietly without talking.

SAY Please put your pencils down. Now we will take a 5-minute break. Please insert your answer sheet inside your test book in the place where you are working and close your test book. After you have all done that, you may stand by your seats and stretch quietly. However, you may not talk.

After 5 minutes have passed,

SAY This is the end of the break. Please take your seat. Open your test book. Take your answer sheet out and continue working on your test.

*After 80 minutes have passed, if all students have clearly completed the test, you may skip this next **SAY** and end the session. If any students are still working on the test,*

SAY You have 10 more minutes to complete this part of the test.

After 90 minutes have passed,

SAY This is the end of Session 1. Please place your answer sheet inside the front cover of your test book and close your test book. Now, I will collect the test books and answer sheets.

Collect all test books and answer sheets, making sure each student's answer sheet has been inserted into his or her test book. Follow security procedures established by your principal or school administrator for returning secure test materials.

Grade 4 – Day 2, Book 2

Make sure you have a copy of Book 2 and the Listening Selection booklet.

*Make sure each student has a No. 2 pencil. Students may **not** use pens.*

*Students are **not** to be given scrap paper. Only the responses to multiple-choice questions marked on their Answer Sheet 2 and the answers to the constructed-response questions written in their test books will be scored.*

SAY Today, you will answer the questions in Book 2.

Distribute to each student his or her own Answer Sheet 2. Ask the students to look at their answer sheets.

SAY Look at your answer sheet and make sure you are on Page 3. The page number is indicated in the upper right-hand corner of the sheet. For the multiple-choice questions in Book 2, you must mark your answers on this answer sheet.

When marking answers on your answer sheet, you must darken the circle for the letter that matches your answer for each question.

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

When you darken the circles, 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 your answer sheet.

Are there any questions about how to darken the circles on your answer sheet?

Pause for questions. When you are confident that all students understand how to use the answer sheet, distribute Book 2 to each student. If, earlier today, you affixed the student labels to the backs of the student test books, make sure each student receives the correct test book.

SAY This is your Book 2. Do not open your test book until I tell you to do so.

Look at the cover of your test book. Make sure it says “Grade 4 English Language Arts Test Book 2” and “April 17–19, 2012.” If you do not have the correct book, please raise your hand and I will give you the correct one.

Find the word NAME at the bottom of the cover. Write your first and last name on the blank line.

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

SAY Today, you will listen to a passage and answer questions about that passage. Then you will read some passages and answer questions based on what you have read. For multiple-choice questions 38 through 42, you must mark your answers on your answer sheet. For questions 43 through 46, you must write your answers directly in your test book. You may print your answers or write in cursive. Be sure to write clearly. For multiple-choice questions 47 through 61, you must mark your answers on your answer sheet.

Are there any questions?

Pause for questions. When you are confident that all students understand the directions,

SAY Now, open your test book and look at the page opposite Page 1.

Check that all students are looking at the correct page.

SAY Please read along silently as I read the Tips for Taking the Test aloud to you.

Read the Tips for Taking the Test aloud as the students follow along.

SAY Here are some suggestions to help you do your best:

- Be sure to read carefully all the directions in the test book.
- Plan your time.
- Read each question carefully and think about the answer before choosing or writing your response.

Are there any questions?

Pause for questions. When you are confident that all students understand the Tips for Taking the Test,

SAY Now, look at the box below the Tips for Taking the Test. 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.

SAY In this test, you will be writing about a text that you will be listening to. Your writing will be scored on

- how clearly you organize your writing and express what you have learned
- how accurately and completely you answer the questions being asked
- how well you support your responses with examples or details from the text
- how correctly you use spelling, grammar, capitalization, and punctuation

Whenever you see this symbol, be sure to plan and check your writing.

Are there any questions?

Pause for questions. When you are confident that all students understand the Tips for Taking the Test,

SAY Now, look at Page 1. Please read along silently as I read the directions to you.

Read the directions aloud as the students follow along.

After you have read the directions on Page 1,

SAY Are there any questions?

Pause for questions. When you are confident that all students understand the directions,

SAY During the test, read the questions carefully. When you see the words GO ON at the bottom of the page, go on to the next page. When you come to the word STOP, you have reached the end of the test. You may go back and check your work.

You must work independently, and you may not speak with each other while the test is being administered.

Are there any questions?

Pause for questions. (Note: Students must not look at the questions before listening to the selection.) When you are confident that all students understand the directions, open the Listening Selection booklet to the selection.

SAY Now, listen as I read the passage to you.

Read the listening selection aloud to the students twice, making sure to read the title, the name of the author, and any introductory material. Read the listening selection at a moderate and steady pace, speaking clearly and with expression. Each of the two readings should take approximately 3 minutes.

After you have read the listening selection twice,

SAY You will now answer 9 questions about the passage you have just heard and 15 questions about passages you will read. Turn to Page 4. Answer questions 38 through 46 about the listening passage. After completing the questions about the listening passage, continue on to questions 47 through 61 about the reading passages. For all the multiple-choice questions, mark your answers on your answer sheet. For questions 43 through 46, you must write your answers in the test book.

You may look back at your notes on the listening passage as often as you like.

You will have 90 minutes to answer the questions. I will write the starting and ending times on the board. When you have finished, sit quietly until I call time. You may begin.

Record the starting and ending times.

Make sure students are on the correct page and are making their marks heavy and dark on their answer sheets for the multiple-choice questions.

After 80 minutes have passed, if all students have clearly completed the test, you may skip this next SAY and end the session. If any students are still working on the test,

SAY You have 10 more minutes to complete this part of the test.

After 90 minutes have passed,

SAY This is the end of Session 2. Please place your answer sheet inside the front cover of your test book and close your test book. Now, I will collect the test books and answer sheets.

Collect all test books and answer sheets, making sure each student's answer sheet has been inserted into his or her test book. Follow security procedures established by your principal or school administrator for returning secure test materials.

Grade 4 – Day 3, Book 3

Make sure you have a copy of Book 3.

*Make sure each student has a No. 2 pencil. Students may **not** use pens.*

*Do **not** distribute any answer sheets; students will write all answers directly in their test books.*

*Students are **not** to be given scrap paper. Only the responses in their test books will be scored.*

SAY Today, you will answer the questions in Book 3. You will be given 90 minutes to read the passages carefully and answer questions about what you have read. You must write your answers directly in your test book.

Use only a No. 2 pencil. You may not use a pen. Are there any questions?

Pause for questions. When you are confident that all students understand the instructions, distribute to each student his or her own Book 3. If, earlier today, you affixed the student labels to the back covers of the student test books, make sure each student receives the correct test book.

SAY This is your Book 3. Do not open your test book until I tell you to do so.

Look at the cover of your test book. Make sure it says “Grade 4 English Language Arts Test Book 3” and “April 17–19, 2012.” If you do not have the correct book, please raise your hand and I will give you the correct one.

Find the word NAME at the bottom of the cover. Write your first and last name on the blank line.

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

SAY Now, open your test book and look at the page opposite Page 1. You will see Tips for Taking the Test and information in a box.

Check that all students are looking at the correct page.

SAY Please read along silently as I read the Tips for Taking the Test aloud to you.

Read the Tips for Taking the Test aloud as the students follow along.

SAY Here are some suggestions to help you do your best:

- Be sure to read carefully all the directions in the test book.
- Plan your time.
- Read each question carefully and think about the answer before writing your response.

After you have read the Tips for Taking the Test,

SAY Are there any questions?

Pause for questions. When you are confident that all students understand the Tips for Taking the Test,

SAY Now, look at the box below the Tips for Taking the Test. 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.

SAY In this test, you will be writing about a text that you will be reading. Your writing will be scored on

- how clearly you organize your writing and express what you have learned
- how accurately and completely you answer the questions being asked
- how well you support your responses with examples or details from the text
- how correctly you use spelling, grammar, capitalization, and punctuation

Whenever you see this symbol, be sure to plan and check your writing.

After you have read the information in the box,

SAY Today, you will be doing some reading and writing. Read the passages and answer the questions. All of your answers must be written in Book 3. You may not use additional paper for your answers; only answers written in the test book will be scored.

If you need more space to continue or complete an answer, you may use any available blank space in Book 3. Please make sure to clearly note and label the continuation of your answer. Also make sure that you are not using space that has been provided for another question. Remember to write complete and thorough answers and include details and examples from each passage.

When you see the words GO ON at the bottom of the page, go on to the next page. When you come to the word STOP, you have reached the end of the test. You may go back and check your work.

Are there any questions?

Pause for questions. When you are confident that all students understand the directions,

SAY Now, look at Page 1 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 Since this part of the test measures your understanding of the reading passages, you should answer the questions based on the passages you have read.

Now, please turn to Page 2. Read each passage and answer the questions. For each question, write your answer in your test book. You will have 90 minutes to read the passages and answer the questions about what you have read. I will write the starting and ending times on the board. You may begin.

Record the starting and ending times.

*After 80 minutes have passed, if all students have clearly completed the test, you may skip this next **SAY** and end the session. If any students are still working on the test,*

SAY You have 10 more minutes to complete the test.

After 90 minutes have passed,

SAY This is the end of Session 3. Please close your test book. Now, I will collect the test books.

Collect all test books. Follow security procedures established by your principal or school administrator for returning secure test materials.



ADMINISTER THE TEST GRADE 5 ENGLISH LANGUAGE ARTS

*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.*

Grade 5 – Day 1, Book 1

Make sure you have a copy of Book 1.

*Make sure each student has a No. 2 pencil. Students may **not** use pens. 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 in a way that obscures their responses to constructed-response questions.*

*Students are **not** to be given scrap paper.*

Students will be recording the answers to the multiple-choice questions in Book 1 on the front side of their Answer Sheet 1. Only the responses on the students' answer sheets will be scored.

SAY There are three books for this test. Each book will be tested on a separate day. Today, you will answer the questions in Book 1. You will answer the questions in Book 2 tomorrow and the questions in Book 3 the following day.

Today, you will read some passages and answer questions about what you have read. You must mark your answers on your answer sheet by darkening the circle for the letter that matches your answer for each question.

Distribute to each student his or her own Answer Sheet 1. Ask the students to look at their answer sheets.

SAY Look at your answer sheet and make sure you are on Page 1. The page number is indicated in the upper right-hand corner of the sheet. When marking answers on your answer sheet, you must darken the circle for the letter that matches your answer for each question.

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

When you darken the circles, 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 your answer sheet.

Are there any questions about how to darken the circles on your answer sheet?

Pause for questions. When you are confident that all students understand how to use the answer sheet, distribute a Book 1 to each student.

SAY This is your Book 1. Do not open your test book until I tell you to do so.

Look at the cover of your test book. Make sure it says “Grade 5 English Language Arts Test Book 1” followed by Form “A, B, C,” or “D” and “April 17–19, 2012.” If you do not have the correct book, please raise your hand and I will give you the correct one.

Find the word NAME at the bottom of the cover. Write your first and last name on the blank line.

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

SAY All of your answers must be marked on your answer sheet. You may, however, make notes, highlight, or underline in your test book as you read.

Are there any questions?

Pause for questions. When you are confident that all students understand the directions,

SAY Now, open your test book and look at the page opposite Page 1.

Check that all students are looking at the correct page.

SAY Now, look at the shaded box. Please follow along while I read what is in the box. Your answer sheet has a section labeled “Book 1 Form” located above the area in which you will place your responses to the test questions. Find this area on your answer sheet now.

Pause as students find the area on their answer sheet. When you are certain that all students have located the correct area,

SAY Darken the circle to indicate the letter of the form you are using. Your test book will show you which form letter to fill in on your answer sheet. Are there any questions?

Pause for questions and as students darken the circle of their form letter. Then,

SAY Now, look at Page 1. Please read along silently as I read the Tips for Taking the Test aloud to you.

Read the Tips for Taking the Test aloud as the students follow along.

SAY Here are some suggestions to help you do your best:

- Be sure to read carefully all the directions in the test book.
- Plan your time.
- Read each question carefully and think about the answer before choosing your response.

After you have read the Tips for Taking the Test,

SAY Are there any questions?

Pause for questions. When you are confident that all students understand the Tips for Taking the Test,

SAY Now, please read along silently as I read the directions to you.

Read the directions aloud as the students follow along.

SAY In this test, you are going to do some reading. Then you will answer questions about what you have read.

Pause.

SAY Since this part of the test measures your understanding of the reading passages, you should answer the questions based on the passages you have read.

You will have 90 minutes to complete today’s part of the test. At the midway point, I will announce a 5-minute break during which you may stand by your seat and stretch quietly, with no talking. The 5-minute break will not count toward the 90 minutes you will have to answer the questions in your test book. I will write the starting and ending times on the board.

You may look back at the reading passages as often as you like. When you see the words GO ON at the bottom of the page, go on to the next page. When you come to the word STOP, you have reached the end of the test. You may go back and check your work.

Are there any questions?

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

SAY You must work independently, and you may not speak with each other while the test is being administered.

Now, please turn to Page 2 and begin.

Record the starting and ending times. Do not count the 5-minute break toward the 90 minutes students have to work on this test book.

Be sure that students are on the correct page and are darkening the circles on the answer sheet appropriately by making their marks heavy and dark with a No. 2 pencil.

After students have been working on Book 1 for approximately 43 minutes,

SAY In 2 minutes we will take a short break.

After students have been working on Book 1 for approximately 45 minutes, allow them to take a 5-minute break. During the break, students may stand at their seats and stretch quietly without talking.

SAY Please put your pencils down. Now we will take a 5-minute break. Please insert your answer sheet inside your test book in the place where you are working and close your test book. After you have all done that, you may stand by your seats and stretch quietly. However, you may not talk.

After 5 minutes have passed,

SAY This is the end of the break. Please take your seat. Open your test book. Take your answer sheet out and continue working on your test.

*After 80 minutes have passed, if all students have clearly completed the test, you may skip this next **SAY** and end the session. If any students are still working on the test,*

SAY You have 10 more minutes to complete this part of the test.

After 90 minutes have passed,

SAY This is the end of Session 1. Please place your answer sheet inside the front cover of your test book and close your test book. Now, I will collect the test books and answer sheets.

Collect all test books and answer sheets, making sure each student's answer sheet has been inserted into his or her test book. Follow security procedures established by your principal or school administrator for returning secure test materials.

Grade 5 – Day 2, Book 2

Make sure you have a copy of Book 2 and the Listening Selection booklet.

*Make sure each student has a No. 2 pencil. Students may **not** use pens.*

*Students are **not** to be given scrap paper. Only the responses to multiple-choice questions marked on their Answer Sheet 2 and the answers to the constructed-response questions written in their test books will be scored.*

SAY Today, you will answer the questions in Book 2.

Distribute to each student his or her own Answer Sheet 2. Ask the students to look at their answer sheets.

SAY Look at your answer sheet and make sure you are on Page 3. The page number is indicated in the upper right-hand corner of the sheet. For the multiple-choice questions in Book 2, you must mark your answers on this answer sheet.

When marking answers on your answer sheet, you must darken the circle for the letter that matches your answer for each question.

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

When you darken the circles, 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 your answer sheet.

Are there any questions about how to darken the circles on your answer sheet?

Pause for questions. When you are confident that all students understand how to use the answer sheet, distribute Book 2 to each student. If, earlier today, you affixed the student labels to the backs of the student test books, make sure each student receives the correct test book.

SAY This is your Book 2. Do not open your test book until I tell you to do so.

Look at the cover of your test book. Make sure it says “Grade 5 English Language Arts Test Book 2” and “April 17–19, 2012.” If you do not have the correct book, please raise your hand and I will give you the correct one.

Find the word NAME at the bottom of the cover. Write your first and last name on the blank line.

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

SAY Today, you will listen to a passage and answer questions about that passage. Then you will read some passages and answer questions based on what you have read. For multiple-choice questions 40 through 44, you must mark your answers on your answer sheet. For questions 45 through 48, you must write your answers directly in your test book. You may print your answers or write in cursive. Be sure to write clearly. For multiple-choice questions 49 through 61, you must mark your answers on your answer sheet.

Are there any questions?

Pause for questions. When you are confident that all students understand the directions,

SAY Now, open your test book and look at the page opposite Page 1.

Check that all students are looking at the correct page.

SAY Please read along silently as I read the Tips for Taking the Test aloud to you.

Read the Tips for Taking the Test aloud as the students follow along.

SAY Here are some suggestions to help you do your best:

- Be sure to read carefully all the directions in the test book.
- Plan your time.
- Read each question carefully and think about the answer before choosing or writing your response.

Are there any questions?

Pause for questions. When you are confident that all students understand the Tips for Taking the Test,

SAY Now, look at the box below the Tips for Taking the Test. 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.

SAY In this test, you will be writing about a text that you will be listening to. Your writing will be scored on

- how clearly you organize your writing and express what you have learned
- how accurately and completely you answer the questions being asked
- how well you support your responses with examples or details from the text
- how correctly you use spelling, grammar, capitalization, and punctuation

Whenever you see this symbol, be sure to plan and check your writing.

Are there any questions?

Pause for questions. When you are confident that all students understand the Tips for Taking the Test,

SAY Now, look at Page 1. Please read along silently as I read the directions to you.

Read the directions aloud as the students follow along.

After you have read the directions on Page 1,

SAY Are there any questions?

Pause for questions. When you are confident that all students understand the directions,

SAY During the test, read the questions carefully. When you see the words GO ON at the bottom of the page, go on to the next page. When you come to the word STOP, you have reached the end of the test. You may go back and check your work.

You must work independently, and you may not speak with each other while the test is being administered.

Are there any questions?

Pause for questions. (Note: Students must not look at the questions before listening to the selection.) When you are confident that all students understand the directions, open the Listening Selection booklet to the selection.

SAY Now, listen as I read the passage to you.

Read the listening selection aloud to the students twice, making sure to read the title, the name of the author, and any introductory material. Read the listening selection at a moderate and steady pace, speaking clearly and with expression. Each of the two readings should take approximately 3 minutes.

After you have read the listening selection twice,

SAY You will now answer 9 questions about the passage you have just heard and 13 questions about passages you will read. Turn to Page 4. Answer questions 40 through 48 about the listening passage. After completing the questions about the listening passage, continue on to questions 49 through 61 about the reading passages. For all the multiple-choice questions, mark your answers on your answer sheet. For questions 45 through 48, you must write your answers in the test book.

You may look back at your notes on the listening passage as often as you like.

You will have 90 minutes to answer the questions. I will write the starting and ending times on the board. When you have finished, sit quietly until I call time. You may begin.

Record the starting and ending times.

Make sure students are on the correct page and are making their marks heavy and dark on their answer sheets for the multiple-choice questions.

After 80 minutes have passed, if all students have clearly completed the test, you may skip this next SAY and end the session. If any students are still working on the test,

SAY You have 10 more minutes to complete this part of the test.

After 90 minutes have passed,

SAY This is the end of Session 2. Please place your answer sheet inside the front cover of your test book and close your test book. Now, I will collect the test books and answer sheets.

Collect all test books and answer sheets, making sure each student's answer sheet has been inserted into his or her test book. Follow security procedures established by your principal or school administrator for returning secure test materials.

Grade 5 – Day 3, Book 3

Make sure you have a copy of Book 3.

*Make sure each student has a No. 2 pencil. Students may **not** use pens.*

*Do **not** distribute any answer sheets; students will write all answers directly in their test books.*

*Students are **not** to be given scrap paper. Only the responses in their test books will be scored.*

SAY Today, you will answer the questions in Book 3. You will be given 90 minutes to read the passages carefully and answer questions about what you have read. You must write your answers directly in your test book.

Use only a No. 2 pencil. You may not use a pen. Are there any questions?

Pause for questions. When you are confident that all students understand the instructions, distribute to each student his or her own Book 3. If, earlier today, you affixed the student labels to the back covers of the student test books, make sure each student receives the correct test book.

SAY This is your Book 3. Do not open your test book until I tell you to do so.

Look at the cover of your test book. Make sure it says “Grade 5 English Language Arts Test Book 3” and “April 17–19, 2012.” If you do not have the correct book, please raise your hand and I will give you the correct one.

Find the word NAME at the bottom of the cover. Write your first and last name on the blank line.

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

SAY Now, open your test book and look at the page opposite Page 1. You will see Tips for Taking the Test and information in a box.

Check that all students are looking at the correct page.

SAY Please read along silently as I read the Tips for Taking the Test aloud to you.

Read the Tips for Taking the Test aloud as the students follow along.

SAY Here are some suggestions to help you do your best:

- Be sure to read carefully all the directions in the test book.
- Plan your time.
- Read each question carefully and think about the answer before writing your response.

After you have read the Tips for Taking the Test,

SAY Are there any questions?

Pause for questions. When you are confident that all students understand the Tips for Taking the Test,

SAY Now, look at the box below the Tips for Taking the Test. 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.

SAY In this test, you will be writing about a text that you will be reading. Your writing will be scored on

- how clearly you organize your writing and express what you have learned
- how accurately and completely you answer the questions being asked
- how well you support your responses with examples or details from the text
- how correctly you use spelling, grammar, capitalization, and punctuation

Whenever you see this symbol, be sure to plan and check your writing.

After you have read the information in the box,

SAY Today, you will be doing some reading and writing. Read the passages and answer the questions. All of your answers must be written in Book 3. You may not use additional paper for your answers; only answers written in the test book will be scored.

If you need more space to continue or complete an answer, you may use any available blank space in Book 3. Please make sure to clearly note and label the continuation of your answer. Also make sure that you are not using space that has been provided for another question. Remember to write complete and thorough answers and include details and examples from each passage.

When you see the words GO ON at the bottom of the page, go on to the next page. When you come to the word STOP, you have reached the end of the test. You may go back and check your work.

Are there any questions?

Pause for questions. When you are confident that all students understand the directions,

SAY Now, look at Page 1 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 Since this part of the test measures your understanding of the reading passages, you should answer the questions based on the passages you have read.

Now, please turn to Page 2. Read each passage and answer the questions. For each question, write your answer in your test book. You will have 90 minutes to read the passages and answer the questions about what you have read. I will write the starting and ending times on the board. You may begin.

Record the starting and ending times.

*After 80 minutes have passed, if all students have clearly completed the test, you may skip this next **SAY** and end the session. If any students are still working on the test,*

SAY You have 10 more minutes to complete the test.

After 90 minutes have passed,

SAY This is the end of Session 3. Please close your test book. Now, I will collect the test books.

Collect all test books. Follow security procedures established by your principal or school administrator for returning secure test materials.

Test books 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. However, school personnel may make photocopies of this *Teacher's Directions* if additional copies are needed.



Grades 3, 4, and 5

English Language Arts Tests

Teacher's Directions

April 17-19, 2012
