

**Math 3, 4, 5**

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***New York State  
Testing Program***

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**Mathematics Tests  
Teacher's Directions**

**Grades 3, 4, and 5**

**April 25–27, 2012**

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

MERRYL H. TISCH, <i>Chancellor</i> , B.A., M.A., Ed.D. ....	New York
MILTON L. COFIELD, <i>Vice Chancellor</i> , B.S., M.B.A., Ph.D. ....	Rochester
ROBERT M. BENNETT, <i>Chancellor Emeritus</i> , B.A., M.S. ....	Tonawanda
JAMES C. DAWSON, A.A., B.A., M.S., Ph.D. ....	Plattsburgh
ANTHONY S. BOTTAR, B.A., J.D. ....	Syracuse
GERALDINE D. CHAPEY, B.A., M.A., Ed.D. ....	Belle Harbor
HARRY PHILLIPS, 3rd, B.A., M.S.F.S. ....	Hartsdale
JAMES R. TALLON, JR., B.A., M.A. ....	Binghamton
ROGER B. TILLES, B.A., J.D. ....	Great Neck
CHARLES R. BENDIT, B.A. ....	Manhattan
BETTY A. ROSA, B.A., M.S. in Ed., M.S. in Ed., M.Ed., Ed.D. ....	Bronx
LESTER W. YOUNG, JR., B.S., M.S., Ed.D. ....	Oakland Gardens
CHRISTINE D. CEA, B.A., M.A., Ph.D. ....	Staten Island
WADE S. NORWOOD, B.A. ....	Rochester
JAMES O. JACKSON, B.S., M.A., Ph.D. ....	Albany
KATHLEEN M. CASHIN, B.S., M.S., Ed.D. ....	Brooklyn
JAMES E. COTTRELL, B.S., M.D. ....	Brooklyn

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**Deputy Commissioner of Education, P-12**

KEN SLENTZ

**Associate Commissioner, Office of Curriculum, Instruction and Field Services**

ANITA MURPHY

**Director of State Assessment**

STEVEN E. KATZ

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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 mathematics. 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 Mathematics Grades 3–5 Tests are administered in three sessions on three consecutive days.

For all three grades, the tests consist of multiple-choice, short-response (2 credit), and extended-response (3 credit) 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 .....	<b>April 25–27, 2012</b>
Makeup Dates .....	<b>April 30–May 2, 2012</b>

**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
- 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 and 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)
- Ruler
- Protractor (for Grade 5 only)

## 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 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.
- 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 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 rectangular box 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 complete the demographic section on a generic answer sheet.
- 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 Mathematics Tests each consist of three books: Book 1s, Book 2s, and Book 3s. For each grade, the three books must be administered on three consecutive school days.

Book 1s and Book 2s contain multiple-choice questions only. 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.

Embedding will occur in Book 1s and 2s. This means that field test questions will be interspersed with operational test questions in these books. 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.

Book 3s contain short-response (2 credit) and extended-response (3 credit) questions. Students will write their answers to these 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 are to record their answers, and the time allotted for each session of the test. Schools must adhere to the testing times shown.

### GRADE 3 MATHEMATICS TEST

Day 1, Book 1	29 multiple-choice questions (Students darken the circles on their Answer Sheet 1s.)	Allot 90 minutes, plus an additional 10 minutes of preparation time.
Day 2, Book 2	29 multiple-choice questions (Students darken the circles on their Answer Sheet 2s.)	Allot 90 minutes, plus an additional 10 minutes of preparation time.
Day 3, Book 3	4 short-response questions and 3 extended-response questions (Students write answers directly in Book 3s.)	Allot 90 minutes, plus an additional 10 minutes of preparation time.

### GRADE 4 MATHEMATICS TEST

Day 1, Book 1	31 multiple-choice questions (Students darken the circles on their Answer Sheet 1s.)	Allot 90 minutes, plus an additional 10 minutes of preparation time.
Day 2, Book 2	31 multiple-choice questions (Students darken the circles on their Answer Sheet 2s.)	Allot 90 minutes, plus an additional 10 minutes of preparation time.
Day 3, Book 3	5 short-response questions and 4 extended-response questions (Students write answers directly in Book 3s.)	Allot 90 minutes, plus an additional 10 minutes of preparation time.

### GRADE 5 MATHEMATICS TEST

Day 1, Book 1	30 multiple-choice questions (Students darken the circles on their Answer Sheet 1s.)	Allot 90 minutes, plus an additional 10 minutes of preparation time.
Day 2, Book 2	30 multiple-choice questions (Students darken the circles on their Answer Sheet 2s.)	Allot 90 minutes, plus an additional 10 minutes of preparation time.
Day 3, Book 3	4 short-response questions and 4 extended-response questions (Students write answers directly in Book 3s.)	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.

**Use of Scribes:** The use of scribes is an allowable accommodation for the Mathematics Tests. More detailed information about the procedures to follow for the use of scribes may be found in the *School Administrator's Manual*.

**Test Read:** All parts of the test may be read aloud to students whose IEPs or 504 Plans include this testing accommodation.

### **Use of Calculators:**

- **Grades 3–6:** Because the tests assess a student's proficiencies involving calculations, the use of a calculator is **not** allowed.
- **Grades 7–8:** Because the multiple-choice test questions assess a student's proficiencies involving calculations, the use of a calculator is **not** allowed when answering multiple-choice questions in Books 1 and 2. A scientific calculator is required for all students for the short- and extended-response questions in Book 3. (A graphing calculator is **not** permitted.)

### **More Information on Testing Accommodations**

More detailed information on testing accommodations for students with disabilities for the Mathematics 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, calculators for Grades 3–6) 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 mathematics aids or charts and all board work pertaining to mathematics.
- 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 many of the questions, partial credit will be given. Encourage and motivate your students to put forth their best effort.
- Be sure students understand the directions and 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, multiple-choice answers are to be recorded on the student's 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 a student, complete the demographic section on a generic answer sheets for that student.
- Verify that you have the correct precoded labels for each student in your class. Prior to testing, affix the precoded labels to the back cover of each student's Book 3 on the day the book is administered.

#### Mathematics Tools

- Each student must have a ruler (and a protractor for Grade 5) for his or her exclusive use during each session of the test.
- Before administering the test, examine all rulers and protractors to be sure they are in adequate condition and that they do not have pertinent information, such as mathematics formulas, written on them.

**STEP**  
**6**

**ADMINISTER THE TEST**  
**GRADE 3 MATHEMATICS**

*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 and a ruler. 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 their Answer Sheet 1. Only the responses marked 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.

You may use your ruler to help you solve some of the problems on the test. 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.

You may not use additional paper for your answers. Only the answers marked on your answer sheet will be scored. However, you may use all available space in Book 1 for any calculations or helpful markings you may need to make.

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 Mathematics Test Book 1" followed by Form "A, B, C," or "D" and "April 25–27, 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.  
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 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.

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 information in the box. 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** This picture means that you will use your ruler. Are there any questions?

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

**SAY** Now, look at Sample A on Page 2.

*Make sure that all students are on Page 2 in the test book.*

**SAY** Answer Sample A. When you have finished, stop working.

*Give students time to answer Sample A. Then,*

**SAY** The correct answer for Sample A is answer choice B, 241. Do you have any questions?

*Pause for questions. Then,*

**SAY** Answer Sample B. When you have finished, stop working.

*Give students time to answer Sample B. Then,*

**SAY** The correct answer for Sample B is answer choice D, 380. Do you have any questions?

*Pause for questions. Then,*

**SAY** Now, please turn to Page 3, answer Sample C. When you have finished, stop working.

*Give students time to answer Sample C. Then,*

**SAY** The correct answer for Sample C is answer choice D, 6. Do you have any questions about Sample C or about your ruler?

*Pause for questions. If any student has a problem with or question about his or her ruler, examine the ruler to make sure that it is not defective. If the ruler is defective, replace it with another ruler that you have verified is accurate. If the ruler is not defective, return it to the student for his or her use on the test, assuring the student that the ruler is accurate and saying to the student, "Your ruler is okay." You may **not** show the student how to use the ruler. Then,*

**SAY** During the test, read the questions carefully. You may use your ruler to help you solve some of the problems on the test.

You will have 90 minutes to complete today's part of the test. I will write the starting and ending times on the board. 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 this test is being administered. Now, please turn to Page 5, question 1 and begin.

*Record the starting and ending times.*

*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 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.*

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

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

*Students will be recording the answers to the multiple-choice questions in Book 2 on their Answer Sheet 2. Only the responses marked on the students' answer sheets will be scored.*

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

You may use your ruler to help you solve some of the problems on the test.

*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.

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.

You may not use additional paper for your answers. Only the answers marked on your answer sheet will be scored. However, you may use all available space in Book 2 for any calculations or helpful markings you may need to make.

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 2 to each student.*

**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 Mathematics Test Book 2” followed by Form “A, B, C,” or “D” and “April 25–27, 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 make 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.

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 2 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 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.

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** This picture means that you will use your ruler. 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. You may use your ruler to help you solve some of the problems on the test. 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** You will have 90 minutes to answer the questions. I will write the starting and ending time on the board. Now, please turn to Page 3, question 30. 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 and a ruler. 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 may use your ruler to help you solve some of the problems on the test.

For all questions in Book 3, you must write your answers directly in your test book.

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

Write your answers clearly and legibly. It is important to show all your work as well as your final answer in the test book.

If you make a mistake, erase it completely or draw a line through it.

Only the answers written in your test book will be scored. Are there any questions?

*Pause for questions. When you are confident that all students understand the instructions, distribute to each student a 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 Mathematics Test Book 3” and “April 25–27, 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 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.
- Read each question carefully and think about the answer before writing your response.
- Be sure to show your work when asked. You may receive partial credit if you have shown your work.

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** This picture means that you will use your ruler. 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. You may use your ruler to help you solve some of the problems on the test. 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 will have 90 minutes to answer the questions. I will write the starting and ending times on the board. Now, please turn to Page 3, question 59. 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 MATHEMATICS

*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 and a ruler. 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 their Answer Sheet 1. Only the responses marked 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.

You may use your ruler to help you solve some of the problems on the test. 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.

You may not use additional paper for your answers. Only the answers marked on your answer sheet will be scored. However, you may use all available space in Book 1 for any calculations or helpful markings you may need to make.

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 4 Mathematics Test Book 1" followed by Form "A, B, C," or "D" and "April 25–27, 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. 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.

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 information in the box. 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** This picture means that you will use your ruler. Are there any questions?

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

**SAY** Now, look at Sample A on Page 2.

*Be sure that all students are on Page 2 in the test book.*

**SAY** Answer Sample A. When you have finished, stop working.

*Give students time to answer Sample A. Then,*

**SAY** The correct answer for Sample A is answer choice B, 241. Do you have any questions?

*Pause for questions. Then,*

**SAY** Answer Sample B. When you have finished, stop working.

*Give students time to answer Sample B. Then,*

**SAY** The correct answer for Sample B is answer choice D, 380. Do you have any questions?

*Pause for questions. Then,*

**SAY** Now, please turn to Page 3, answer Sample C. When you have finished, stop working.

Give students time to answer Sample C. Then,

**SAY** The correct answer for Sample C is answer choice D, 6. Do you have any questions about Sample C or about your ruler?

*Pause for questions. If any student has a problem with or question about his or her ruler, examine the ruler to make sure that it is not defective. If the ruler is defective, replace it with another ruler that you have verified is accurate. If the ruler is not defective, return it to the student for his or her use on the test, assuring the student that the ruler is accurate and saying to the student, "Your ruler is okay." You may **not** show the student how to use the ruler. Then,*

**SAY** During the test, read the questions carefully. You may use your ruler to help you solve some of the problems on the test.

You will have 90 minutes to complete today's part of the test. I will write the starting and ending times on the board. 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 this test is being administered. Now, please turn to Page 5, question 1 and begin.

*Record the starting and ending times.*

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

*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.*

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

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

*Students will be recording the answers to the multiple-choice questions in Book 2 on their Answer Sheet 2. Only the responses marked on the students' answer sheets will be scored.*

**SAY** Today, you will answer the questions in Book 2.  
You may use your ruler to help you solve some of the problems on the test.

*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.  
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.  
You may not use additional paper for your answers. Only the answers marked on your answer sheet will be scored. However, you may use all available space in Book 2 for any calculations or helpful markings you may need to make.  
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 2 to each student.*

**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 Mathematics Test Book 2” followed by Form “A, B, C,” or “D” and “April 25–27, 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. 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 2 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 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.

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** This picture means that you will use your ruler. Are there any questions?

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

**SAY** During the test, read the questions carefully. You may use your ruler to help you solve some of the problems on the test. 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 will have 90 minutes to answer the questions. I will write the starting and ending times on the board. Now please turn to Page 3, question 32. You may begin.

*Record the starting and ending times.*

*Make sure that 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 and a ruler. 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 answers in the students' test books will be scored.*

**SAY** Today, you will answer the questions in Book 3.

You may use your ruler to help you solve some of the problems on the test.

For all questions in Book 3, you must write your answers directly in your test book.

Write your answers clearly and legibly. It is important to show all your work as well as your final answer in the test book.

If you make a mistake, erase it completely or draw a line through it.

Only the answers written in your test book will be scored.

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 a 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 Mathematics Test Book 3” and “April 25–27, 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 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 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.
- Read each question carefully and think about the answer before writing your response.
- Be sure to show your work when asked. You may receive partial credit if you have shown your work.

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** This picture means that you will use your ruler. Are there any questions?

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

**SAY** During the test, read the questions carefully. You may use your ruler to help you solve some of the problems on the test. 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 will have 90 minutes to answer the questions. I will write the starting and ending times on the board. Now, please turn to Page 3, question 63. 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 MATHEMATICS

*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, a ruler, and a protractor. 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 their Answer Sheet 1. Only the responses marked 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.

You may use your ruler and protractor to help you solve some of the problems on the test. 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.

You may not use additional paper for your answers. Only the answers marked on your answer sheet will be scored. However, you may use all available space in Book 1 for any calculations or helpful markings you may need to make.

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 Mathematics Test Book 1" followed by Form "A, B, C," or "D" and "April 25–27, 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. 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.

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 information in the box. 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** This picture means that you will use your ruler.

*Pause.*

**SAY** This picture means that you will use your protractor. Are there any questions?

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

**SAY** Now, look at Sample A on Page 3.

*Be sure that all students are on Page 3 in the test book.*

**SAY** Answer Sample A. When you have finished, stop working.

*Give students time to answer Sample A. Then,*

**SAY** The correct answer for Sample A is answer choice D, 15. Do you have any questions about Sample A or about your ruler?

*Pause for questions. If any student has a problem with or question about his or her ruler, examine the ruler to make sure that it is not defective. If the ruler is defective, replace it with another ruler that you have verified is accurate. If the ruler is not defective, return it to the student for his or her use on the test, assuring the student that the ruler is accurate and saying to the student, “Your ruler is okay.” You may **not** show the student how to use the ruler. Then,*

**SAY** Answer Sample B. When you have finished, stop working.

*Give students time to answer Sample B. Then,*

**SAY** The correct answer for Sample B is answer choice A, 30°. Do you have any questions about Sample B or about your protractor?

*Pause for questions. If any student has a problem with or question about his or her protractor, examine it to make sure that it is not defective. If the protractor is defective, replace it with another protractor that you have verified is accurate. If the protractor is not defective, return it to the student for his or her use on the test, assuring the student that the protractor is accurate and saying to the student, "Your protractor is okay." You may **not** show the student how to use the protractor. Then,*

**SAY** During the test, read the questions carefully. You may use your ruler and protractor to help you solve some of the problems on the test.

You will have 90 minutes to complete today's part of the test. I will write the starting and ending times on the board. 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 this test is being administered. Now, please turn to Page 5, question 1 and begin.

*Record the starting and ending times.*

*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 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.*

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

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

*Students will be recording the answers to the multiple-choice questions in Book 2 on their Answer Sheet 2. Only the responses marked on the students' answer sheets will be scored.*

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

You may use your ruler and protractor to help you solve some of the problems on the test.

*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.

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.

You may not use additional paper for your answers. Only the answers marked on your answer sheet will be scored. However, you may use all available space in Book 2 for any calculations or helpful markings you may need to make.

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.*

**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 Mathematics Test Book 2” followed by Form “A, B, C,” or “D” and “April 25–27, 2012.” If you do not have the correct book, please raise your hand and I will give you the correct one.

**SAY** 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. 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 2 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.
- 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** This picture means that you will use your ruler.

*Pause.*

**SAY** This picture means that you will use your protractor. Are there any questions?

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

**SAY** During the test, read the questions carefully. You may use your ruler and protractor to help you solve some of the problems on the test. 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** You will have 90 minutes to answer the questions. I will write the starting and ending times on the board. Now, please turn to Page 3, question 31. You may begin.

*Record the starting and ending times.*

*Make sure that 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 to have a copy of Book 3.*

*Make sure each student has a No. 2 pencil, a ruler, and a protractor. 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 answers in the students' test books will be scored.*

**SAY** Today, you will answer the questions in Book 3.

You may use your ruler and protractor to help you solve some of the problems on the test.

For all questions in Book 3, you must write your answers directly in your test book.

Write your answers clearly and legibly. It is important to show all your work as well as your final answer in the test book.

If you make a mistake, erase it completely or draw a line through it.

Only the answers written in your test book will be scored.

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 a 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 Mathematics Test Book 3” and “April 25–27, 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 to 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.
- Read each question carefully and think about the answer before writing your response.
- Be sure to show your work when asked. You may receive partial credit if you have shown your work.

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** This picture means that you will use your ruler.

*Pause.*

**SAY** This picture means that you will use your protractor. Are there any questions?

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

**SAY** During the test, read the questions carefully. You may use your ruler and protractor to help you solve some of the problems on the test. 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 will have 90 minutes to answer the questions. I will write the starting and ending times on the board. Now, please turn to Page 3, question 61. 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 Mathematics Tests

Teacher's Directions  
April 25–27, 2012

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