

**ELA 6,7,8**

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***New York State  
Testing Program***

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

**Grades 6, 7, and 8**

**April 26–28, 2010**

# THE UNIVERSITY OF THE STATE OF NEW YORK

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**It is important to read this entire document 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 CTB/McGraw-Hill for the development of the elementary- and intermediate-level assessments in English language arts. Teachers from across the State work with us 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 Tests are administered in two or three sessions on two or three consecutive days, depending on the grade level. Students are asked to demonstrate their understanding of a listening selection and some reading selections.

For **Grades 6 and 8**, the tests consist of multiple-choice, short-response, and extended-response questions. For **Grade 7**, the test consists of multiple-choice questions, short-response questions, and an editing paragraph.

Each multiple-choice question is followed by four choices, one of which is correct. Students record their responses on a separate answer sheet.

The short-response questions, the extended-response questions, and the editing paragraph require students to write (rather than select) an appropriate response. 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 help you organize the materials and the testing schedule.

## IMPORTANT DATES

Testing Dates .....	<b>April 26–28, 2010</b>
Makeup Dates .....	<b>April 27–May 5, 2010</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 and scoring 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 need the materials listed below. If any materials are missing, notify your school principal.

### For the teacher

- *Teacher's Directions*
- Book 1
- Book 2
- Book 3 (for Grades 6 and 8 only)
- *Listening Selection* booklet
- Extra answer sheets
- 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(s) or generic answer sheet(s) requiring the completion of a data grid
  - For Grades 6 and 8, one answer sheet per student (for Book 1)
  - For Grade 7, two answer sheets per student (one for Book 1 and one for Book 2)
- Book 1
- Book 2
- Book 3 (for Grades 6 and 8 only)
- 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. Only after the deadline for submitting answer sheets to the scanning centers has passed and these materials are no longer considered secure may unused test books be duplicated for instructional or staff development purposes. They may be made accessible only to personnel responsible for testing. No section of the test may be discussed with the students before it has been administered. You may, however, describe the format of the test and the testing schedule to the students.

- On each day of test administration, you will receive the test books for that day from the principal or principal's designee. For Grades 6 and 7, you will also receive the *Listening Selection* booklet on the second day of the test administration. For Grade 8, you will also receive the *Listening Selection* booklet on the first day of the test administration.
- Contact your principal or principal's designee if you do not have a sufficient number of test books.
- When not in use, the test books and *Listening Selection* booklets 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 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.

## 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 booklets are handed out.

## PLAN YOUR TESTING SCHEDULE

- The test books must be administered in order. The Grade 6 Test must be administered on three consecutive days. The Grades 7 and 8 Tests must be administered on two consecutive days. See Page 1 for test and makeup dates.
- Schedule testing to allow time for instructions and preparations. See Pages 3 and 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 section of the test. Refer to the “Table of Contents” to locate the appropriate test directions for your grade and test book.
- For each test section 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 completion of a data grid. For Grades 6 and 8, an answer sheet is required for Book 1 only. For Grade 7, two separate answer sheets are required—one for Book 1 and another one for Book 2. If any precoded answer sheet is missing for any student, allow sufficient time before test administration to fill in the data grid on a generic answer sheet.
- Before administering Book 2 (on Day 2 for Grades 6 and 7, on Day 1 for Grade 8), take time to read the passage in the *Listening Selection* booklet.
- Read directions at a moderate, steady pace.
- Adhere to testing time limits.
- Call time if all students complete the section early.
- Avoid testing just after students have had strenuous physical activity.

### Test Format and Schedule

#### Grades 6 and 8

The Grades 6 and 8 Tests are divided into three books: Book 1, Book 2, and Book 3. For Grade 6, these three books must be administered on three consecutive days. For Grade 8, these three books must be administered on two consecutive days: Book 1 and Book 2 will be administered in one session on Day 1, and Book 3 will be administered on Day 2.

Book 1 contains multiple-choice questions. Each multiple-choice question is followed by four choices, one of which is the correct answer. Students will answer the multiple-choice questions by filling in circles on their answer sheets.

Book 2 and Book 3 contain short-response and extended-response questions. Students will write their answers to these questions directly in their test books.

The three sections of the Grades 6 and 8 Tests will take approximately three hours of testing time. If all students finish a section before the recommended time, administration of that section 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 test, where and how students record their answers, and the testing time for each part of the test. Schools must adhere to the testing times shown.

#### GRADE 6 ENGLISH LANGUAGE ARTS TEST

Day 1 Book 1	<ul style="list-style-type: none"> <li>• Reading selections 26 multiple-choice questions (Students fill in circles on answer sheet)</li> </ul>	55 minutes, plus an additional 10 minutes prep time
Day 2 Book 2	<ul style="list-style-type: none"> <li>• Listening selection 3 short-response questions (Students write answers directly in Book 2) 1 extended-response question (Students write answer directly in Book 2)</li> </ul>	45 minutes, plus an additional 15 minutes prep time (includes time for reading the listening selection aloud)
Day 3 Book 3	<ul style="list-style-type: none"> <li>• Reading selections 3 short-response questions (Students write answers directly in Book 3) 1 extended-response question (Students write answer directly in Book 3)</li> </ul>	60 minutes, plus an additional 10 minutes prep time

### GRADE 8 ENGLISH LANGUAGE ARTS TEST

Day 1 Book 1	<ul style="list-style-type: none"> <li>• Reading selections 26 multiple-choice questions (Students fill in circles on answer sheet)</li> </ul>	55 minutes, plus an additional 10 minutes prep time
Book 2	<ul style="list-style-type: none"> <li>• Listening selection 3 short-response questions (Students write answers directly in Book 2) 1 extended-response question (Students write answer directly in Book 2)</li> </ul>	45 minutes, plus an additional 15 minutes prep time (includes time for reading the listening selection aloud)
Day 2 Book 3	<ul style="list-style-type: none"> <li>• Reading selections 3 short-response questions (Students write answers directly in Book 3) 1 extended-response question (Students write answer directly in Book 3)</li> </ul>	60 minutes, plus an additional 10 minutes prep time

### Grade 7

The Grade 7 Test is divided into two books: Book 1 and Book 2. The two books must be administered on two consecutive days.

Book 1 and Book 2 contain multiple-choice questions and short-response questions. Each multiple-choice question is followed by four choices, one of which is the correct answer. Students will answer the multiple-choice questions by filling in circles on their answer sheets. Students will write their answers to the short-response questions directly in their test books.

Book 2 also contains an editing paragraph. Students will write their responses directly in their test books.

The two sections of the test will take approximately two hours of testing time. If all students finish a section before the recommended time, the administration of that section 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 chart below provides information about the format of the test, where and how students record their answers, and the testing time for each part of the test. Schools must adhere to the testing times shown.

### GRADE 7 ENGLISH LANGUAGE ARTS TEST

Day 1 Book 1	<ul style="list-style-type: none"> <li>• Reading selections 26 multiple-choice questions (Students fill in circles on answer sheet) 2 short-response questions (Students write answers to questions 27 and 28 directly in Book 1)</li> </ul>	60 minutes, plus an additional 10 minutes prep time
Day 2 Book 2	<ul style="list-style-type: none"> <li>• Listening selection 4 multiple-choice questions (Students fill in circles on answer sheet) 2 short-response questions (Students write answers to questions 33 and 34 directly in Book 2)</li> <li>• Editing paragraph (Students write answer to question 35 directly in Book 2)</li> </ul>	30 minutes (includes 5 minutes to administer the sample editing paragraph), plus an additional 15 minutes prep time and time to read the listening selection aloud



## Testing Accommodations

### ***Students with Disabilities***

In general, students with disabilities should be provided with the testing accommodations specified in their Individualized Education Programs (IEPs) or Section 504 Accommodation Plans (504 Plans) when taking these tests. However, testing accommodations that alter the measurement of a construct being tested are **not** permitted on elementary- and intermediate-level State assessments. Only those testing accommodations that do **not** alter the construct of the test are permitted.

#### Teacher Reading to Student

- **Book 1**

Only directions that are to be read aloud to **all** students may be read; no other part of Book 1 may be read to the student.

- **Book 2**

The listening selection, as well as the directions that are to be read aloud to **all** students, may be read. In addition, if “tests read” is indicated in the student’s IEP or 504 Plan, all other directions and all questions may be read to the student.

- **Book 3** (Grades 6 and 8 only)

Only directions that are to be read aloud to **all** students may be read; no other part of Book 3 may be read to the student.

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

- Students may **not** use spell-checking and/or grammar-checking devices on **any** part of the English Language Arts Tests.

#### Scoring Student Writing

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

Additional information on testing accommodations for students with disabilities can be found in the New York State Testing Program’s 2010 *School Administrator’s Manual for Public and Nonpublic Schools*. A copy of this document was recently mailed to the school principal and is available on the Department’s web site at <http://www.emsc.nysed.gov/osa>.

### ***English Language Learners***

Information on accommodations for English language learners can be found in the New York State Testing Program’s 2010 *School Administrator’s Manual for Public and Nonpublic Schools*. 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) in spring 2008 or spring 2009.

### **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/inappropriate testing accommodations or tools (for example, spell-checking devices) and engaging in other types of nonstandard test administration (for example, cheating).

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## 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 stopping times for the test.

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 "4" in a large, bold, sans-serif font.

## 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, how to mark answers on their multiple-choice answer sheets, and where and how to record short- and extended-response answers in the appropriate 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 1, multiple-choice answers must be marked in the circles on the answer sheet, **not** in the test book).

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 "5" in a large, bold, sans-serif font.

## PREPARE TEST MATERIALS

### Answer Sheets, Biographical Data, and Labels

- For each student in your class, verify that you have the correct precoded answer sheet(s).
  - For Grades 6 and 8, there should be one precoded answer sheet per student.
  - For Grade 7, there should be two precoded answer sheets per student.
- If there is no precoded answer sheet for any student, complete the data grid(s) on generic answer sheet(s) for the student.
  - For Grades 6 and 8, there should be one answer sheet per student.
  - For Grade 7, there should be two answer sheets per student.
- If you have been given precoded labels, affix them to the back covers of the test books:
  - For Grades 6 and 8, affix the labels to each student's Book 2 and Book 3 on the day each book is administered.
  - For Grade 7, affix the labels to each student's Book 1 and Book 2 on the day each book is administered.



## ADMINISTER THE TEST GRADE 6 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 6—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 to obscure their responses to constructed-response questions.*

*Students may **not** use scrap paper for their responses or for note taking. Only the responses on the students' answer sheets will be scored.*

*For Book 1, students will be recording all answers on the answer sheet.*

**SAY** There are three books for this test. Today, you will answer the questions in Book 1. Tomorrow, you will answer the questions in Book 2, and the following day, you will answer the questions in Book 3.

Today, you will have 55 minutes to read some passages and answer questions about what you have read. You must mark your answers on the answer sheet by filling in the circle for the letter that matches your answer for each question.

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

**SAY** When marking answers on the answer sheet, you must fill in 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 fill in 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 the answer sheet.

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

*Pause for questions. When you are confident that all students understand how to take the test, 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 6 English Language Arts Test Book 1" and "April 26–28, 2010." If you do not have the correct book, please raise your hand and I will give you the correct one.

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 how to take the test,*

**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 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 Page 1. Please read along silently as I read the directions to you.

*Read the directions as the students follow along.*

**SAY** In this part of the test, you will do some reading and answer questions about what you have read.

*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** Since this part of the test measures your reading comprehension, you should answer the questions based on the passages you have read, and not on your personal opinion.

You will have 55 minutes to read some passages and answer questions about what you have read. I will write the time on the board.

You may look back at the reading selections 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 section 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, turn to Page 2 and begin.

*Record the time.*

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

*After 45 minutes,*

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

*After 55 minutes,*

**SAY** This is the end of this section of the test. Please close your test books. Now, I will collect the test books and answer sheets.

*Collect all test books and answer sheets. Follow security procedures established by your principal or school administrator for returning secure testing materials.*

## **Grade 6—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.*

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

*Students may **not** use scrap paper for their responses or for note taking. Students will be recording the answers to the questions directly in their test books. Only the responses in their test books will be scored.*

*If the student requires additional room for a response, he or she may use any available blank space in Book 2. However, please direct students to note and clearly label the continuation of the response.*

*Distribute to each student his or her own Book 2. 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 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 6 English Language Arts Test Book 2” and “April 26–28, 2010.” If you do not have the correct book, please raise your hand and I will give you the correct one.

Write your name on the bottom of the cover in the space provided.

*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 story and answer questions about that story.

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 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 information in 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 grammar, spelling, punctuation, capitalization, and paragraphing.

*After you have read the information in the box,*

**SAY** Any time you see the writing symbol, you may look back at this page to review the information in the box. You will also be given a page in the test book to plan your writing. For example, you may want to write an outline, create a web, or make some notes to help organize and plan your writing.

Do not use the planning page to write a complete draft of your answer. What you write on the planning page will not be scored, unless you use space on the planning page to continue or complete an answer. If so, clearly note and label the continuation of your answer. Are there any questions?

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

**SAY** You may print your answers or write in cursive. All of your answers must be written directly in Book 2. You may not use additional paper for your answers; only answers written in Book 2 will be scored. If you need more space to continue or complete an answer, you may use any available blank space in Book 2. 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. Be sure to write clearly and legibly.

When answering the questions, you may look back at your notes 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 section of the test. You may go back and check your work.

Now, look at Page 1. Let's read the directions together.

*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. (Please 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.*

**SAY** Now, listen as I read the story 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 four minutes.*

*After you have read the listening selection twice,*

**SAY** Since this part of the test measures your listening comprehension, you should answer the questions based on the information presented in the story you have just heard, and not on your personal opinion.

You have 45 minutes to answer the questions in Book 2. I will write the time on the board.

You must work independently, and you may not speak with each other while the test is being administered. You may look back at your notes as often as you like.

You may turn to Page 4 and begin.

*Record the time.*

*After 35 minutes,*

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

*After 45 minutes,*

**SAY** This is the end of this section of the test. Please close your test books. Now, I will collect the test books.

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

### **Grade 6—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 may **not** use scrap paper for their responses or for note taking. Only the responses in their test books will be scored.*

**SAY** Today, you are going to answer the questions in Book 3. You will be given 60 minutes to read all 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.

*Distribute to each student his or her own Book 3. 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 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 6 English Language Arts Test Book 3” and “April 26–28, 2010.” If you do not have the correct book, please raise your hand and I will give you the correct one.

Write your name on the bottom of the cover in the space provided.

*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.

*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 texts 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 texts;
- how correctly you use grammar, spelling, punctuation, capitalization, and paragraphing.

*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 directly 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 reading comprehension, you should answer the questions based on the information presented in the passages you have just read, and not on your personal opinion.

You have 60 minutes to complete the test. I will write the time on the board.

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

You may begin.

*Record the time. After students have been working on Book 3 for approximately 30 minutes, you may allow them to take a five-minute break.*

*During the break, students may stand at their seats and stretch quietly without talking. If a five-minute break is allowed, the ending time should be adjusted so that students will have a total of 60 minutes to work on this section of the test.*

*If any students complete the test early, they are to close their test books and wait quietly for the rest of the class to finish.*

*After 50 minutes,*

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

*After 60 minutes,*

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

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



## ADMINISTER THE TEST GRADE 7 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 7—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 to obscure their responses to constructed-response questions.*

*Students may **not** use scrap paper for their responses or for note taking. Only the responses to the multiple-choice questions marked on their answer sheets and the answers to the constructed-response questions written in their test books will be scored.*

**SAY** There are two books for this test. Today, you will answer the questions in Book 1. Tomorrow, you will answer the questions in Book 2.

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

**SAY** For the multiple-choice questions in Book 1, you must mark your answers on this answer sheet.

When marking answers on the answer sheet, you must fill in 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 fill in 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 the answer sheet.

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

*Pause for questions. When you are confident that all students understand how to take the test, distribute Book 1 to each student. 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 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 7 English Language Arts Test Book 1” and “April 26–28, 2010.” If you do not have the correct book, please raise your hand and I will give you the correct one.

Write your name on the bottom of the cover in the space provided.

Today, you will read some passages and answer questions about what you have read. For most questions, you must mark your answer on the answer sheet. For questions 27 and 28, you must write your answers directly in your test book.

Are there any questions?

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

**SAY** You may make notes, highlight, or underline in Book 1 as you read.

You may not use additional paper for your answers to questions 27 and 28. For those questions, write the answers directly in your test book. You may print your answers or write in cursive. Be sure to write clearly.

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.

*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 Page 1. Please read along silently as I read the directions to you.

*Read the directions as the students follow along.*

**SAY** In this part of the test, you will do some reading and answer questions about what you have read. For the multiple-choice questions, you will mark your answers on the answer sheet. For questions 27 and 28, you will write your answers directly in the test book.

*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** When answering the questions, you may look back at the reading selections 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 section 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** Since this part of the test measures your reading comprehension, you should answer the questions based on the information presented in the passages you have just read, and not on your personal opinion.

You will have 60 minutes to read some passages and answer questions about what you have read. I will write the time on the board.

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

Now, turn to Page 3 and begin.

*Record the time.*

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

*After 50 minutes have passed,*

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

*Record the time. If some students complete this section of the test early, they are to close their test books and wait quietly for the rest of the class to finish.*

*After 60 minutes have passed,*

**SAY** This is the end of this section of the test. 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 testing materials.*

## **Grade 7—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 may **not** use scrap paper for their responses or for note taking. Only the responses to the four multiple-choice questions marked on their answer sheets 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. Ask the students to look at their answer sheets.*

**SAY** For the multiple-choice questions in Book 2, you must mark your answers on this answer sheet.

When marking answers on the answer sheet, you must fill in 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 fill in 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 the answer sheet.

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

*Pause for questions. When you are confident that all students understand how to take the test, distribute Book 2 to each student. 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 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 7 English Language Arts Test Book 2” and “April 26–28, 2010.” If you do not have the correct book, please raise your hand and I will give you the correct one.  
Write your name on the bottom of the cover in the space provided.  
Today, you will listen to an article and answer questions about that article. For multiple-choice questions, you must mark your answers on your answer sheet. For questions 33 and 34, you must write your answers directly in your test book.  
For question 35, you will read a short paragraph that has some mistakes in grammar, usage, capitalization, and punctuation. You will then correct the mistakes you find. You must write the corrections directly in your test book.  
Are there any questions?

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

**SAY** You may not use additional paper for your answers to questions 33, 34, and 35. For those questions, write the answers directly in your test book. You may print your answers or write in cursive. Be sure to write clearly.  
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.

*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 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** 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, do not turn the page. You may go back and check your work or complete any unanswered questions, but do not go on until I tell you to do so.

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 passage.*

**SAY** Now, turn to Page 2. Please listen as I read the article 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 three minutes.*

*After you have read the listening selection twice,*

**SAY** Since this part of the test measures your listening comprehension, you should answer the questions based on the information presented in the article you have just heard, and not on your personal opinion.

You will now answer questions about the article you have just heard. Turn to Page 4. You must answer the multiple-choice questions on your answer sheet. You must answer questions 33 and 34 directly in your test book.

You may look back at your notes as often as you like.

You will have 15 minutes to answer the questions. I will write the time on the board.

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

*Record the time.*

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

*After 15 minutes have passed,*

**SAY** Please stop working. If you have not finished this section of the test, and there is time left during the next section, you may go back and finish this section. Now, you will do something different.

Turn to Page 6. Look at the sample paragraph. In this paragraph, there are some mistakes in grammar, usage, capitalization, and punctuation. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Let's correct the mistakes together. Draw a line through each part that has a mistake, and if a correction needs to be written, write the correction above the mistake. Remember to write your answers in your test book. You may begin.

*Give students time to correct the errors in the sample paragraph. After the students have had time to correct the sample paragraph,*

**SAY** There are no mistakes in the first sentence, but there is a mistake in the second sentence. The second sentence says, "I try to get to the theater early so I could buy snacks." You should have drawn a line through the word "could" and written the word "can" above it. Do you have any questions about how to make this correction?

*Pause for questions. When you are confident that all students understand how to make the correction,*

**SAY** Now, look at the next sentence, which says, "My favoritest movies are comedies." You should have crossed out "favoritest" and written "favorite" above it. Do you have any questions about how to make this correction?

*Pause for questions. When you are confident that all students understand how to make the correction,*

**SAY** The last sentence says, "They are fun to watch with friends because they make you laugh we are going to see a new movie this Saturday." You should have placed a period between "laugh" and "we." You should also have crossed out "we" and, above it, rewritten it with an uppercase "W." Do you have any questions about how to make these corrections?

*Pause for questions. When you are confident that all students understand how to make the corrections,*

**SAY** Now, you are going to correct a paragraph on your own. When you have finished making all the corrections, you have come to the end of the test. If you finish before I call time, you may go back over the other section of the test to check your answers or to complete any unanswered questions.

When you have finished, sit quietly until everyone else has completed the test. Are there any questions?

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

**SAY** Now, find question 35 on Page 7. Follow along as I read the directions to you.

*Read the directions aloud to the students.*

**SAY** Here is a paragraph a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

*After you have read the directions,*

**SAY** You will have 10 minutes to make the corrections. I will write the time on the board. You may begin.

*Record the time.*

*Make sure students are on the correct page and are writing in their test books.*

*After 10 minutes have passed,*

**SAY** This is the end of the test. 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 in his or her test book. Follow security procedures established by your principal or school administrator for returning secure testing materials.*



## ADMINISTER THE TEST GRADE 8 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 8—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 to obscure their responses to constructed-response questions.*

*Students may **not** use scrap paper for their responses or for note taking. Only the responses on their answer sheets will be scored.*

*For Book 1, students will be recording all answers on the answer sheet.*

**SAY** There are three books for this test. Today, you will answer the questions in Book 1 and Book 2. Tomorrow, you will answer the questions in Book 3.

For Book 1, you will have 55 minutes to read some passages and answer questions about what you have read. You must mark your answers on an answer sheet by filling in the circle for the letter that matches your answer for each question.

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

**SAY** When marking answers on the answer sheet, you must fill in 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 fill in 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 the answer sheet.

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

*Pause for questions. When you are confident that all students understand how to take the test, 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 8 English Language Arts Test Book 1” and “April 26–28, 2010.” If you do not have the correct book, please raise your hand and I will give you the correct one.

All 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 how to take the test,*

**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 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 Page 1. Please read along silently as I read the directions to you.

*Read the directions as the students follow along.*

**SAY** In this part of the test, you will do some reading and answer questions about what you have read.

*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** Since this part of the test measures your reading comprehension, you should answer the questions based on the passages you have read, and not on your personal opinion.

You will have 55 minutes to read some passages and answer questions about what you have read. I will write the time on the board.

You may look back at the reading selections 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 section 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.

Now, turn to Page 3 and begin.

*Record the time.*

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

*After 45 minutes,*

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

*After 55 minutes,*

**SAY** This is the end of this section of the test. Please close your test books. Now, I will collect the test books and answer sheets.

*Collect all test books and answer sheets. Follow security procedures established by your principal or school administrator for returning secure testing materials.*

*Follow the instructions for Day 1, Book 2 to continue with the administration of today's testing.*

## **Grade 8—Day 1, 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.*

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

*Students may **not** use scrap paper for their responses or for note taking. Only the responses in their test books will be scored.*

*If the student requires additional room for a response, he or she may use any available blank space in Book 2. However, please direct students to note and clearly label the continuation of the response.*

*Distribute to each student his or her own Book 2. 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 8 English Language Arts Test Book 2" and "April 26–28, 2010." If you do not have the correct book, please raise your hand and I will give you the correct one.

Write your name on the bottom of the cover in the space provided.

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

**SAY** For Book 2, you will listen to an article and answer questions about that article.

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 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 information in 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 grammar, spelling, punctuation, capitalization, and paragraphing.

*After you have read the information in the box,*

**SAY** Any time you see the writing symbol, you may look back at this page to review the information in the box. You will also be given a page in the test book to plan your writing. For example, you may want to write an outline, create a web, or make some notes to help organize and plan your writing.

Do not use the planning page to write a complete draft of your answer. What you write on the planning page will not be scored, unless you use space on the planning page to continue or complete an answer. If so, clearly note and label the continuation of your answer. Are there any questions?

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

**SAY** You may print your answers or write in cursive. All your answers must be written in Book 2. You may not use additional paper for your answers; only answers written in Book 2 will be scored. If you need more space to continue or complete an answer, you may use any available blank space in Book 2. 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. Be sure to write clearly and legibly.

When answering the questions, you may look back at your notes 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 section of the test. You may go back and check your work.

Now, look at Page 1. Let's read the directions together.

*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. (Please 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.*

**SAY** Now, turn to Page 2. Please listen as I read the article 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 four minutes. After you have read the listening selection twice,*

**SAY** Since this part of the test measures your listening comprehension, you should answer the questions based on the information presented in the article you have just heard, and not on your personal opinion.

You have 45 minutes to answer the questions in Book 2. I will write the time on the board.

You must work independently, and you may not speak with each other while the test is being administered. You may look back at your notes as often as you like.

You may turn to Page 4 and begin.

*Record the time.*

*After 35 minutes,*

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

*After 45 minutes,*

**SAY** This is the end of this section of the test. Please close your test books. Now, I will collect the test books.

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

### **Grade 8—Day 2, 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 must write all answers directly in their test books.*

*Students may **not** use scrap paper for their responses or for note taking. Only the responses in their test books will be scored.*

**SAY** Today, you are going to answer the questions in Book 3. You will be given 60 minutes to read all 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.

*Distribute to each student his or her own Book 3. If, earlier today, you affixed the student labels to the backs of the 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 8 English Language Arts Test Book 3” and “April 26–28, 2010.” If you do not have the correct book, please raise your hand and I will give you the correct one.

Write your name on the bottom of the cover in the space provided.

*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.

*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 texts 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 texts;
- how correctly you use grammar, spelling, punctuation, capitalization, and paragraphing.

*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 finished 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 reading comprehension, you should answer the questions based on the information presented in the passages you have just read, and not on your personal opinion.

You have 60 minutes to complete the test. I will write the time on the board.

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

You may begin.

*Record the time. After students have been working on Book 3 for approximately 30 minutes, you may allow them to take a five-minute break.*

*During the break, students may stand at their seats and stretch quietly without talking. If a five-minute break is allowed, the ending time should be adjusted so that students will have a total of 60 minutes to work on this test.*

*If any students complete the test early, they are to close their test books and wait quietly for the rest of the class to finish.*

*After 50 minutes,*

**SAY** You have 10 more minutes to complete the test.

*After 60 minutes,*

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

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

## TEACHER EVALUATION FORM

Suggestions and feedback from teachers provide an important contribution to the test development process. Please use the “Teacher Evaluation Form” for your comments. The form can be found at <http://www.ctb.com/nys>.

1. Select “English Language Arts Grades 3–8 Testing Program—Teacher Evaluation Form.”
2. Complete the form.
3. If you want to keep a record of your evaluation, print a copy before submitting the completed form.
4. To submit the form, click on “SUBMIT” at the bottom of the page.
5. The form will remain active for 30 days beyond the administration of the Grades 3–8 English Language Arts Tests.

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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 6, 7, and 8

## English Language Arts Tests

### Teacher's Directions

April 26–28, 2010

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