



# **New York State Testing Program**

**Grades 4 and 8 English Language Arts  
Grades 4 and 8 Mathematics**

# **School Administrator's Manual**

*for  
Nonpublic Schools*

**2003 Edition**

# THE UNIVERSITY OF THE STATE OF NEW YORK

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## Important Changes in Test Administration for 2003

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The process for field testing questions for use in future Grade 4 and 8 English Language Arts (ELA) and Mathematics tests has changed. Previously, full form field tests were administered in a sample of statistically representative schools. This school year, much shorter versions of field tests (“mini” field tests) with a testing time of 15 - 20 minutes will be administered in most schools.

Schools that have been selected to administer the National Assessment of Educational Progress (NAEP) assessments or ELA constructed-response field tests will not be expected to administer the mini field tests in ELA or Mathematics. All other schools administering Grades 4 and 8 ELA and Mathematics tests Book 1 and Book 2 are required to administer the mini field tests. Such schools will administer mini field tests called Book A for ELA and Book A-1 or Book A-2 for Mathematics along with the standard Book 1 and Book 2. It is essential that you encourage all students to put forth their best effort on the questions contained in all test books. However, the students’ performance on the questions in the Book A, A-1, and/or A-2 will not have any bearing on the students’ individual test scores or on the test results reported for your school in the State’s school accountability system.

You must administer the mini field tests on one of the designated days for field-test administration (see *Important Dates for Grade 4 and Grade 8 ELA and Mathematics Tests* in the *School Administrator’s Manual* and on the Department’s website), either before or after Books 1 and 2 are administered, but not on the same day. You may administer the mini field tests during regularly scheduled class periods. You do not need to schedule makeups for students who are absent on the day they are administered. Mini field tests for both ELA and Mathematics will be available in Braille and large type. Mini field tests for Mathematics will also be available in Chinese, Haitian Creole, Korean, Russian, and Spanish. All students who are eligible for the Grades 4 and 8 ELA and Mathematics tests must take the mini field tests unless they are absent on the day they are administered.

### English Language Arts Field Tests

Book	Format	Testing Time
A Mini field test	Multiple choice	15 minutes
A-1*	Constructed response (Listening)	Grade 4, 60 minutes Grade 8, 45 minutes
A-2*	Constructed response (Reading/Writing)	Grade 4, 60 minutes Grade 8, two 45-minute sessions

\*Administered in a sample of pre-selected schools.

## Mathematics Field Tests

Book	Format	Testing Time
A-1** Mini field test	Multiple choice No calculator use	20 minutes
A-2** Mini field test	Constructed response Calculators permitted	20 minutes

\*\* Administered in all schools except for those schools that administered NAEP or the ELA A-1 or A-2

By including all schools in shorter field tests, the task of field testing is lightened and fairly distributed. More importantly, this field test design ensures that field test data are based on student performance at the time of the operational test, and that the data are based on a fully representative population of the State. Data from the analysis of field test scores are used to ensure that only items that meet professional testing criteria for validity and fairness are included on the operational test. Item-by-item field test data are also used to compose test forms that are equal in difficulty, so that every year students have the same opportunity to demonstrate their level of achievement of the standards.

## Security Statement

The New York State English Language Arts (ELA) and Mathematics field tests (Book As, A-1s, and A-2s) are secure documents. These may not be photocopied, discussed, or shown to anyone outside of the field test administration. Following the field test, they must be repackaged and returned to CTB/McGraw-Hill. Books 1s and 2s and listening selections (ELA only) are also secure documents until the student answer sheets are due to be returned to the scanning centers. After these dates, Books 1s and 2s are no longer secure.

As the school administrator, it is my responsibility to ensure that the security requirements specified by the New York State Education Department are communicated to and maintained by all school staff. Furthermore, I will retain the following Examination Storage Certificate and Deputy and Proctor Certificate agreements on file for one year.

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Principal's Signature

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Date

The University of the State of New York  
THE STATE EDUCATION DEPARTMENT  
Office of State Assessment  
Albany, New York 12234

**EXAMINATION STORAGE CERTIFICATE**  
Grades 4 & 8 English Language Arts & Mathematics Tests

BEDS Code \_\_\_\_\_ School Name \_\_\_\_\_

City \_\_\_\_\_ Examination Period \_\_\_\_\_

*(Month/Year)*

I, the undersigned principal of the school named above, do hereby declare that each of the security procedures listed below was fully and faithfully observed for the current administration of the English Language Arts and Mathematics tests.

1. The sealed packages of secure field test (Book A, A-1, or A-2) and regular (Book 1 and 2) examination materials were stored in a vault or safe at the location indicated on the Examination Storage Plan submitted for the above examination period.
2. The vault or safe combinations were maintained under strict security conditions. Only those persons listed on the Examination Storage Plan had access to the field tests and regular examination materials.
3. An inventory of the examination materials was conducted as soon after delivery as was practical. CTB/McGraw-Hill was notified if any of the packages of the secure field tests were not sealed properly when received. The State Education Department was notified if any of the packages of secure examination materials were not sealed properly when received. The sealed packages of secure examination materials were replaced inside the vault or safe immediately after the inventory was completed.
4. The sealed packages of secure field test and regular test materials for the examination were not removed from the vault or safe, except for the inventory of examination materials shipped to the school, until the day on which the field/regular examination was scheduled to be administered.
5. The sealed packages of secure materials for the field/regular examination were not opened until the day on which the examination was scheduled to be administered.
6. The field test materials were collated, inventoried and returned to CTB/McGraw-Hill on the date(s) specified.

Name of Principal (print or type) \_\_\_\_\_

Signature of Principal \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

After completion, retain in school files for one year.

The University of the State of New York  
THE STATE EDUCATION DEPARTMENT  
Office of State Assessment, Room 761 EBA  
Albany, New York 12234

**DEPUTY AND PROCTOR CERTIFICATE**

Grades 4 & 8 English Language Arts & Mathematics Tests

BEDS Code \_\_\_\_\_ School Name \_\_\_\_\_

City or Town \_\_\_\_\_ Examination Date \_\_\_\_\_

*(Month/Year)*

We, the undersigned deputies and proctors who assisted in the administration of the \_\_\_\_\_ Examination, hereby declare our belief in the correctness of the following statement:

The rules and regulations for administering the test were fully and faithfully observed, and in particular:

1. The rules for administering the test were read to or read by each person who assisted in administering the examination.
2. The test was held within the prescribed dates.
3. The tests were kept in the sealed packages until the administration date.
4. The students were given appropriate instructions and orientation before beginning the test.
5. The students were so seated as to prevent collusion.
6. Adequate supervision was maintained throughout the administration of the test.
7. The answer papers were collected from the students immediately at the close of the test.
8. All test books and scoring keys for the test were collected and stored in a secure location until the date that the answer documents were due to be returned to scanning centers.

- |           |           |
|-----------|-----------|
| 1. _____  | 11. _____ |
| 2. _____  | 12. _____ |
| 3. _____  | 13. _____ |
| 4. _____  | 14. _____ |
| 5. _____  | 15. _____ |
| 6. _____  | 16. _____ |
| 7. _____  | 17. _____ |
| 8. _____  | 18. _____ |
| 9. _____  | 19. _____ |
| 10. _____ | 20. _____ |

(attach additional sheets when necessary)  
After completion, retain in school files for one year.

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# Important Dates for Grade 4 and 8 ELA and Mathematics Tests—2003

Activity	ELA 4	ELA 8	Math 4	Math 8
Book 1 and Book 2 (and Listening Selection for ELA) arrive at schools from Department #	Jan 29–31	Jan 8–10	April 29– May 2	April 29– May 2
Field Test materials arrive at schools from CTB/McGraw-Hill in two shipments (Secure Materials and Nonsecure Materials)+	Jan 29–31	Jan 8–10	April 29– May 2	April 29– May 2
Field Test Administration	Feb 3–12	Jan 13–22	May 5, 9, 12, 13	May 5, 8, or 9
Administration of Book 1 and Book 2	Feb 4–7**	Jan 14–17**	May 6–8	May 6–7
Field Tests returned to CTB/McGraw-Hill	Feb 4–13	Jan 14–23	May 6–14	May 12
Make-up testing for Book 1 or Book 2	Feb 10–12	Jan 21–22	May 9–13	May 8–9
Item map posted on Department Website	Feb 13	Jan 23	May 14	May 12
Scoring materials arrive at schools from Department #	Feb 10–11	Jan 21–22	May 9–13	May 8–9
Videotapes for scorer training arrive at districts/nonpublic schools from Measurement, Inc. #	Feb 10–11	Jan 21–22	May 9–13	May 8–9
Help line for scoring (877-516-2403)^ available weekdays (8am–5pm)	Feb 11– March 4	Jan 22– Feb 7	May 12–23	May 12–23
Questions and Answers for scoring posted on Department Website ( <a href="http://www.emsc.nysed.gov/ciai/assess.html">http://www.emsc.nysed.gov/ciai/assess.html</a> )	Feb 11	Jan 22	May 12	May 12
Scoring by districts/regions and nonpublic schools	Feb 12– March 4	Jan 23– Feb 7	May 13–23	May 13–23
Answer Sheets returned by districts to scanning centers and by Nonpublic Schools to Department: Office of Information and Reporting Services	March 6	Feb 11	May 27	May 27
Conversion chart posted on Department website	March 6	Feb 11	May 27	May 27
Answer key for multiple-choice questions posted on Department website ( <a href="http://www.emsc.nysed.gov/ciai/assess.html">http://www.emsc.nysed.gov/ciai/assess.html</a> )	March 6	Feb 11	May 27	May 27
Expected Standard Performance Indexes posted on Department website (same time score reports arrive)	May 22	April 30	Aug 18	Aug 18
Score reports to schools	May 22–27	April 30– May 2	Aug 18–22	Aug 18–22

# Book 1 and Book 2 comprise the Operational (“regular”) test which is used to gather achievement data reflecting student and school performance. Operational tests and scoring materials must be stored in a secure location until the date that the answer sheets are due to be returned to scanning centers.

+ Secure field test materials must be stored in a safe or vault until the date that the field test materials are due to be returned to CTB/McGraw-Hill.

\*\* Public school districts and nonpublic schools should select specific dates within the testing periods specified for administration of the ELA operational tests in their schools.

^ Schools that have difficulty accessing the 877 area code should fax questions to the helpline fax number, 919-425-7733.

## Who to Contact for Assistance

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FOR ASSISTANCE WITH FIELD TEST MATERIALS (BOOK As):

CONTACT:

Delivery Status of Books A, A-1, or A-2	Complete the Field Test Fax Form in Appendix O. Fax it to CTB/McGraw-Hill at 888-282-1106.
Questions about Administering Field Test	There are no Books A, A-1, or A-2 at Regional Centers.
Precoded Barcode Labels for Book A, A-1, or A-2 or Generic Barcode Identification Labels for Book As	Nonpublic schools: Call the Office of Information and Reporting Services at 518-474-7965

## Questions About Administering the Field Tests

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QUESTIONS ARISING BEFORE FIELD TEST ADMINISTRATION:

### Teachers

Teachers must be given an opportunity to thoroughly review the *Teacher's Directions* for the field tests before the test administration. The *Teacher's Directions* provides a step-by-step guide for all aspects of administering the field test. If, after reviewing the *Teacher's Directions*, a teacher has questions, the teacher should consult with his or her principal. If the principal does not know the answer, please use the fax form in Appendix O of this manual to contact CTB/McGraw Hill. CTB/McGraw Hill will respond within 24 hours.

### Principals

Principals should thoroughly review the section on field testing in the *School Administrator's Manual* as well as the accompanying memo and *Teacher's Directions* before the field test administration. These materials address the vast majority of questions that may occur regarding field testing. If, after reviewing the *Teacher's Directions*, a teacher has questions, the teacher should consult with his or her principal. If the principal does not know the answer, please use the fax form in Appendix O of this manual to contact CTB/McGraw Hill. CTB/McGraw Hill will respond within 24 hours.

QUESTIONS ARISING ON FIELD TEST ADMINISTRATION DAY:

The principal should call the Department's Office of Information and Reporting Services at 518-474-7965 or the Office of Nonpublic Schools at 518-474-3879. These offices have direct access to CTB/McGraw-Hill and will get back to the principal with the answer as soon as possible.

### Important Reminder

***Check the State Education Department's website regularly for updates on Grades 4 and 8 testing program. (<http://www.emsc.nysed.gov/ciai/assess.html>)***

FOR ASSISTANCE WITH REGULAR  
(BOOK 1 AND BOOK 2) MATERIALS:

CONTACT:

<p>Test Materials Shortages (Teacher’s Directions, School Administrator’s Manual, Test Books including Alternative Language, Large-Type and Braille Editions, Listening Selection Booklet)</p>	<p>Complete the Test Materials Fax Form in Appendix I. Fax it to the Office of State Assessment at 518-474-1989. Then contact your Regional Center (see Appendix C) to arrange for pickup of test materials.</p>
<p>Precoded Answer Documents, Precoded Student Identification Labels, Generic Answer Documents, and Generic Student Identification Labels</p>	<p>Nonpublic schools: Call the Office of Information and Reporting Services at 518-474-7965.</p>
<p>Completing or Changing Biographical Student Data</p>	<p>Nonpublic schools: Call the Office of Information and Reporting Services at 518-474-7965.</p>
<p>Testing Policies (i.e., Accommodations, Security Breaches, Sensitive Student Responses)</p>	<p>Call the Office of State Assessment at 518-474-8220 or 518-474-5099.</p>
<p>Sending Completed Mathematics Answer Sheets to Scanning Centers</p>	<p>See list of Scanning Centers in Appendix E.</p>
<p>Sending Completed English Language Arts Test Book 2s with Answer Sheets for Scoring</p>	<p>Contact your Scoring Coordinator.</p>
<p>Scorer Training Materials Shortages</p>	<p>Contact the Office of State Assessment at 518-474-8220 or 518-474-5099.</p>
<p>Questions about Scoring</p>	<p>Call the Scoring Helpline at 877-516-2403 between 8 a.m. and 5 p.m. EST daily.</p>

# Students to Be Tested

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The New York State Testing Program (NYSTP) Grades 4 and 8 English Language Arts Tests and Mathematics Tests must be administered to all public school students in grades 4 and 8 and all ungraded students who are age equivalent to students in grades 4 and 8 (see the clarification below). This includes students who have been retained in grades 4 and 8. Nonpublic schools are strongly encouraged to administer the tests. The exceptions noted below apply to students in public and nonpublic schools participating in the NYSTP.

*All students who are required to take the Grades 4 and 8 English Language Arts Tests and Mathematics Tests are also required to take one of the field tests (Book A, A-1, or A-2).*

## Students in Ungraded Classes

Students should be tested on the Grade 4 assessments no later than the school year (July 1-June 30) in which they reach their 11th birthday and on the Grade 8 assessments no later than the school year in which they reach their 15th birthday.

## Accelerated Students

The Grade 8 Intermediate-Level Mathematics Test should be administered to students in the grade in which they will have completed all the material in the Intermediate-Level Mathematics Core Curriculum (5-8). While this is typically 8th grade, the test may also be administered to students in 7th grade who will have completed all the material in the Intermediate-Level Mathematics Core Curriculum (5-8) and are being considered for placement in an accelerated high school-level mathematics course when they are in 8th grade. The school may not use this assessment to retest any students who participated in this assessment last school year as 7th graders. This spring, schools are expected to administer this assessment to those 8th graders who did not take this assessment last school year as 7th graders. The participation of such students in the Grade 8 Intermediate-Level Mathematics Test may not be waived.

## Limited-English-Proficient Students

The *No Child Left Behind* (NCLB) Act requires that the English proficiency of all limited-English-proficient (LEP) students (as defined in Part 154 of the Regulations of the Commissioner of Education) be tested annually. New York State is introducing a new assessment of the English language proficiency of students for whom English is a second language. Beginning in spring 2003, all LEP students, regardless of grade, must take the New York State English as a Second Language Achievement Test (NYSESLAT). LEP students must take this assessment even if they take the Grade 4 or 8 English Language Arts Test in 2003.

The NCLB Act also requires that the English language arts proficiency of LEP students be measured as part of the school accountability program. The United States Department of Education has approved the use of the NYSESLAT as the required measure of English language arts proficiency for LEP students in grades 4 and 8 who have attended school in the United States

for fewer than three consecutive years or who have attended for four or five years and have received an exemption as described below. Schools are not required to administer the Grades 4 and 8 English Language Arts Tests to LEP students who have been enrolled in schools in the United States for less than three years or who receive an exemption as described below. The Department will count the NYSESLAT scores of these LEP students in computing a school's accountability index.

All LEP students in grades 4 and 8 who have attended school in the United States (not including Puerto Rico) for three or more consecutive school years as of January 2, 2003, are required to take the Grades 4 and 8 English Language Arts Tests in 2003 unless an exemption is granted as described below. LEP students now enrolled in grades 4 and 8 who were enrolled in schools in the United States on January 2, 2000, and in each succeeding year must take the Grades 4 and 8 English Language Arts Tests in 2003. This policy supersedes the Department's previous policy that allowed LEP students who scored below the 30th percentile or below the publisher's recommended score on a standardized test of English reading to use alternative reading tests to meet assessment requirements.

The NCLB Act allows for some exemptions to this rule. For LEP students who have attended school in the United States for four or five consecutive years, public school districts and nonpublic schools may determine annually, on an individual basis, that the NYSESLAT, rather than the Grades 4 and 8 ELA Tests, would likely yield more accurate and reliable information on a student's proficiency in English language arts. For public schools, the names of such students must have been submitted to the Department on the district's 2002-03 application under Part 154, Form A-121 Request for Extension of Services (required for approval of services beyond three years), and the extension must have been approved by the Department. LEP students in their sixth year in an approved program are not eligible for this exemption and must take the Grade 4 or 8 ELA Test as well as the NYSESLAT.

The provisions of the NCLB Act do not permit any exemption of LEP students from the State's Grades 4 and 8 Mathematics Tests. All LEP students in these grades must take the Grade 4 and 8 Mathematics Tests. These tests are available in Chinese, Haitian Creole, Korean, Russian, and Spanish. They may be translated orally into other languages for those LEP students whose first language is one for which a written translation is not available from the Department. Schools are permitted to offer LEP students specific testing accommodations when taking State examinations to ensure valid and reliable test results. (See page 6).

Additional information concerning the inclusion of LEP students in State examinations in English language arts and mathematics will be provided on the Department's web site:  
**<http://www.emsc.nysed.gov/ciai/assess.html>**.

## Students with Disabilities

The Committee on Special Education (CSE) must decide for each student on a case-by-case basis and document on the student's Individualized Education Program whether the student will participate in the general State assessment, in a locally selected assessment, or in the New York State Alternative Assessment for Students with Severe Disabilities (NYSAA). The criteria that the CSE must use to determine eligibility for a locally selected assessment is available in a memorandum mailed to school principals in the spring of 2002 entitled Supplemental Guidelines for Participation of Students With Disabilities in the State Assessments: Locally Selected Assessments. It is also available at the web site:

<http://www.emsc.nysed.gov/deputy/Documents/archivenews.htm>.

The criteria to determine eligibility for the NYSAA is available at the web site:

<http://www.vesid.nysed.gov/specialed/alterassessment/alterassess.htm>.

## Other Considerations

When determining who will participate in the NYSTP and who will participate in the Alternate or local assessment, be sure to consider those students who attend programs operated by the Board of Cooperative Educational Services (BOCES), or who are in approved private school placements, as well as in any other programs located outside the school district.

## Testing Accommodations

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*The testing accommodations described below should be provided when administering Book A, and Books 1 and 2.*

### Students Who Incur Disabilities Shortly Before Test Administration

School principals may modify testing procedures for general education students who incur an injury (e.g., a broken arm) or experience the onset of a short- or long-term disability (e.g., epilepsy) sustained or diagnosed within 30 days prior to the administration of State tests. In such cases, when sufficient time is not available for the development of an Individualized Education Program (IEP) or a Section 504 Accommodation Plan (504 Plan), principals may authorize certain accommodations that will not significantly alter the skills being tested.

These accommodations are limited to:

- extending the time limit
- administering the test in a special location
- recording the student's answers in any manner (For the English Language Arts Tests, such students must provide all punctuation, the spelling of difficult words, paragraphing, etc.)
- reading the test to the student (This accommodation is allowed only for those students whose vision is impaired and only for the Mathematics Tests. This accommodation is not permitted for the English Language Arts Tests)

Eligibility for such accommodations is based on the principal's professional discretion, but the principal may confer with members of the Committee for Special Education (CSE) or with other school personnel in making such a determination. Pursuant to Section 102.3 of the Regulations

of the Commissioner of Education, building principals are responsible for administering State tests and for maintaining the integrity of test content and programs in accordance with directions and procedures established by the Commissioner of Education.

Prior permission need not be obtained from the State Education Department to authorize testing accommodations for general education students. However, a full report concerning each authorization must be sent to the Office of State Assessment. Further, if the student is expected to continue to need testing accommodations, the principal must immediately make the appropriate referral for the development of an Individualized Education Program (IEP) or Section 504 Accommodation Plan.

## **Students With Disabilities**

It is the responsibility of the principal to ensure that testing accommodations specified in the IEP or Section 504 Accommodation Plan are provided to **students with disabilities as long as they do not alter a construct being measured by the test**. Students who have been declassified may continue to be provided testing accommodations if recommended by the local CSE at the time of declassification and in the student's declassification IEP

Testing accommodations that alter the construct being measured are no longer permitted on elementary and intermediate level State assessments. Analysis of the constructs underlying the existing elementary and intermediate-level State tests indicate that for many of the tests no changes need to be made. For more information see:

<http://web.nysed.gov/vesid/sped/policy/changeaccomm.htm>

## **Grades 4 and 8 English Language Arts Tests**

### **Reading**

1. All directions/items/questions within the Grade 4 ELA Session 2, Part 1 and Grade 8 ELA Session 1, Part 2: Listening part of the test (including the listening selection) may be read aloud to the student.
2. All directions, instructions/items/questions within Session 2, Part 2: Writing may be read aloud to the student.
3. No other parts of the student test books may be read to students.

### **Writing**

1. Students may not use spell-checking and/or grammar-checking devices on any parts of the ELA test. (Spelling and grammar are not assessed on multiple choice or short answer items. Spelling and grammar are only assessed on extended writing items such as those found within the Grade 4 ELA Session 2: Part 1; Session 2: Part 2; or Session 3; or in the Grade 8 ELA Session 1: Part 2; Session 2: Part 1; or Session 2: Part 2.)
2. Students may not have requirements for spelling, paragraphing and/or punctuation (writing mechanics) waived for the extended writing items found within the Grade 4 ELA Session 2: Part 1; Session 2: Part 2; or Session 3; or in the Grade 8 ELA Session 1: Part 2; Session 2: Part 1; or Session 2: Part 2. (Other parts of the test do not assess writing mechanics.)

## **Grade 4 Mathematics Test**

Because this test measures students' proficiencies involving basic calculations, the use of a calculator, an abacus, or mathematics tables will not be allowed for all students.

## **Grade 8 Mathematics Test**

Because Book 1 of this test assesses proficiencies involving calculations, the use of calculators, an abacus, or mathematics tables for this section of the test will not be allowed for any students. The use of calculators will continue to be permitted on Book 2 of the test for all students.

For more information on determining the skills and knowledge measured on specific tests, refer to the test item maps. These are available on the Office of State Assessment webpage: <http://www.emsc.nysed.gov/ciai/assess.html>. Questions regarding information in this memorandum may be directed to the Office of State Assessment at 518-474-5099 or the Special Education Policy Unit at 518-473-2878.

## **Use of Scribes or Tape Recorders and Large Type or Braille Editions**

The testing accommodations “use of scribe” or “use of tape recorder” are still allowable accommodations for both the ELA and Mathematics Tests. For ELA tests, students using scribes or tape recorders must provide all information, including spelling of difficult words, punctuation, paragraphing, and grammar for the writing sections of the tests. The following procedures can be followed:

- Scribes must record word-for-word what the student dictates or records, leaving out punctuation and capitalization, and must circle all words that are difficult to spell.
- Lined paper must be used and the scribe must write on every other line.
- When dictation/tape transcription is completed, the scribe will ask the student to spell aloud any difficult words and the scribe will write the student's spelling above the circled words.
- The scribe will show the student the written response and ask him or her to indicate where capitalization, punctuation, and paragraphing should be used.
- The student will read the completed dictation/transcription and indicate if there are any further changes to be scribed on the skipped lines.
- The scribe must then transfer the student's completed response into the test booklet and staple the student's dictation to the test booklet.

Note that, in many cases, the use of a word processor (with spell check and grammar check disabled) can be used instead of a scribe. Most students have some experience with a computer and word processing allows the student more control over his/her environment, fosters independence, and is less labor-intensive and artificial than using a scribe.

For large type or Braille editions, teachers should transcribe the students' text on to regular test answer sheets and test books exactly as dictated or recorded.

## Limited English Proficient (LEP) Students

Schools may provide the following testing accommodations to limited-English-proficient (LEP) students:

- *Time Extension:* Schools may extend the test time for LEP students. Principals may use any reasonable extensions, such as “time and a half” (the required testing time plus one-half of that amount of time), in accordance with their best judgment about the needs of the LEP students. Principals should consult with each student’s classroom teacher in making these determinations.
- *Separate Location:* Schools are encouraged to provide optimum testing environment and facilities for LEP students. They may administer the Grade 4 and 8 English Language Arts and Mathematics Tests to LEP students individually or in small groups in a separate location.
- *Third Reading of Listening Selection:* Proctors may read the listening passage a third time to LEP students who are taking the Grade 4 or 8 English Language Arts Test.
- *Bilingual Dictionaries and Glossaries:* LEP students may use bilingual dictionaries and glossaries when taking the Grade 4 or 8 English Language Arts and Mathematics Tests. The bilingual dictionaries and glossaries may provide **only** direct translations of words. Bilingual dictionaries or glossaries that provide definitions or explanations are **not** permitted.
- *Simultaneous Use of English and Alternative Language Editions* LEP students may use both an English and an alternative language edition of the Grade 4 or 8 Mathematics Test simultaneously. However, they should be carefully instructed to record all of their responses in only one of the two editions. The alternative language edition used by the student should be so indicated on the student’s answer sheet.
- *Oral Translation for Lower Incidence Languages:* Schools may provide LEP students with an oral translation of the Grade 4 or 8 Mathematics Test when there is no translated edition provided by the Department. This accommodation is not permitted for the Grades 4 and 8 English Language Arts Tests. All translations of the Mathematics Tests must be oral, direct translations of the English editions; written translations are not allowed. No clarifications or explanations may be provided. Translators should receive copies of the English edition of the tests one hour prior to administration. The Department’s Office of Bilingual Education and the Bilingual Education Technical Assistance Centers (BETACs) can assist schools in locating suitable translators.
- *Writing Responses in a Native Language:* LEP students making use of alternative language editions or of oral translations of the Grade 4 or 8 Mathematics Test may write their responses to the open-ended questions in their native language. This accommodation is not permitted for the Grades 4 and 8 English Language Arts Tests. Scoring the responses to open-ended questions on the Mathematics Tests written in the student’s native language is the responsibility of the school. However, the Department’s Office of Bilingual Education and the Bilingual Education Technical Assistance Centers (BETACs) can assist schools in locating persons who can translate the students’ responses into English to facilitate scoring of the answer papers.

# Safeguarding Test Materials

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***The directions in this section apply to test materials for Book A, 1 and 2.***

Test materials must be stored in a vault or safe at the secure delivery site. The school principal is responsible for safeguarding all materials.

Secure test materials will arrive the week before testing at the secure facility designated by the principal on the order form. Prior to these delivery dates, the principal should make arrangements to

- be notified when the test materials arrive;
- have the materials inventoried upon delivery by checking the contents of each box against the shipping notice;
- count the examination books through the sealed packages without opening them. If the sealed package has not been opened but a discrepancy exists in the number of examination books, write the exact number received on the shipping notice, and fax it to CTB/McGraw-Hill at 888-282-1106. If the discrepancy is more than 5 books, contact the Office of State Assessment at 518-474-5099. (It is not necessary to contact the Department about discrepancies of less than five, as long as the package is still sealed.)
- store the test materials immediately in the secure location.

***Do not open the shrink-wrapped packages of test materials until you are ready to assemble class packets on the day of test administration.***

All secure test materials, including field-test materials, must be stored in a safe or vault as designated in the Examination Storage Plan for your school. Test materials must be placed in the safe or vault as soon as they are received, and access to the test materials must be restricted to ensure that test security is maintained.

If the building where these tests will be administered does not have a safe or vault large enough to hold the examinations, arrangements must be made to store the test materials at a location with an appropriate safe or vault. Test materials stored at such a location must not be removed from the safe or vault and transferred to the school where the tests will be administered until the day scheduled for the administration of each test. The sealed packages of secure test materials must not be opened during the inventory. All secure test materials must remain sealed until the test administration date.

## **Security Guidelines**

### **Book As**

When testing is completed, all used and unused Book As, including regular, alternative language, large-type, and Braille, should be collected and returned to the principal for immediate return to CTB/McGraw-Hill.

### **Books 1s and 2s**

When testing is completed, all Book 1s and 2s (regular, alternative language, large-type, and Braille) should be collected and kept in a secure location until the date that the answer documents are due to be returned to scanning centers (see page v). After student answer documents have been sent to the scanning center, all unused Book 1s and 2s may be used for instructional or staff development purposes

## **Security Breaches**

If a security breach occurs prior to, during, or after testing, the school principal should be notified immediately. The principal must report the security breach to the Office of State Assessment at (518) 474-5099 and follow up with a fax to (518) 474-1989 within 24 hours describing the incident. If it is determined that students have had access to the contents of a test prior to the actual administration of the test (excluding mis-administrations described below), the test results for those students must be cancelled. Faculty or staff involvement in a security breach will be investigated to determine if disciplinary action is warranted. When reporting student assessment data to the State Education Department, the principal must report the students' scores as an "administrative error," Standard MET code of 97, in the LEAP system.

## **Preparation of Students for Testing**

If these tests are to provide an accurate measure of each student's achievement of the learning standards, all students should be properly prepared for taking the test. The administration of the test should be announced to students before the date that the test is scheduled to be administered. All announcements should be made in such a way as to increase the students' interest in the test without causing them to become overly nervous and tense. In addition, the parents of students should be informed of the date(s) of testing and the purpose of the test. Parents should be requested to encourage students to do their best on the test and to ensure that students are well rested on the days of testing. Each student should be familiar with the general types of questions on the test and the procedures that they should follow when recording the answers to the test questions. (For additional instructions refer to the Teacher's Directions.)

**2003 Field Test  
Books A, A-1, or A-2**

## Field Test: Books A, A-1, or A-2

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### Field test materials will arrive in two shipments from CTB.

#### Shipment 1: Non-secure field test materials

This shipment will contain all the materials needed to process and return the field test materials. It will include:

- Colored box labels (Process Immediately)
- School Group Lists (SGL)
- Group Information Sheets (GIS)
- UPS ARS labels for return
- Envelopes for used test books
- Packing List
- Barcoded labels will be sent by the Department along with your operational test answer sheets

#### Shipment 2: Secure field test materials

Book A, A-1, or A-2; Teacher Directions, and Listening Selections booklets (ELA only) are in this shipment. These materials are secure and SED policies should be followed.

**Books A, A-1, or A-2, Teacher Directions, and Listening Selections booklets have colored covers (orange, green, blue, teal), except for Braille tests.** No school will receive more than one type of field test book.

In the event that a school does not have sufficient numbers of mini field test books, some students will have to be excused from the mini field testing. Schools that do not have sufficient field test books should include in the field test as many students as their supply of test materials allows.

### Assembling and Distributing Class Packets

The school administrator or designee may begin preparing class packets after regular school hours on the day before test administration by counting the test books through the sealed packages without opening them. If there is a discrepancy in the secure materials it should be noted on the packing list. Additional test books will be included with the shrink wrapped materials you receive. No additional secure materials will be provided. Use a fax form for non-secure materials. **The shrink-wrapped packages should NOT be opened until the day of test administration.** All test materials must be kept secure throughout testing.

A class packet should include the following materials

**ELA Book A, A-1, or A-2**

- Teacher's Directions
- Book A, A-1, or A-2 (only **one** for each student)
- Listening Selections booklet (for Book A-1 only)
- Teacher Instructions (School Administrator is to photocopy Appendix A for each class.)
- Student Identification Labels (one for each student being tested)
- Large white envelope for used test books
- Group Information Sheet (GIS)

**Mathematics A-1 or A-2**

- Teacher's Directions
- Teacher Instructions (School Administrator is to photocopy Appendix A for each class.)
- Manipulatives
- Calculators (Grade 8, Book A-2; one for each student)
- Student Identification Labels (one for each student being tested)
- Small white envelopes (one for each student to store the Mathematics manipulatives until field test administration)
- Group Information Sheet (GIS)
- Large white envelope (for used test books)

## Principal's Checklist

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### Before Field Testing

- Arrange for a safe or vault to store the test materials.
- Familiarize yourself with all test materials (including this manual).
- Inventory the materials. If there are any discrepancies, immediately notify Customer Service, CTB/McGraw-Hill, by noting the discrepancy on the packing list and faxing it to CTB/McGraw-Hill at 888-282-1106.
- Retain the packing list in the secure shipment to use when returning test materials
- Verify receipt of all non-secure materials (including the corresponding regular form for transcribing Braille or large type test books).

### During Testing

- Plan for the distribution and collection of test materials each day.

### After Testing

- Collect **all** materials.
- Check that all Braille and large type test books have been transcribed and regular print test books and answer sheets have been inserted.
- Check the condition of the test books to ensure that
  - all used test books are grouped together
  - all unused test books are grouped together
  - test books are flat and straight
  - student identification information is complete and correct
  - class stacks of completed/used test books each have a Group Information Sheet (GIS) that is thoroughly and accurately completed with all requested information, including BEDS code
- Bubble the field test date in column S and T (for example 13 if the Field Test is administered on January 13) and the first day your school is/was administering the state test in columns O and P of the GIS.
- Complete the School/Group List (SGL).
- Put the used test books into the envelope provided and place the envelope in box for return.
- Add all remaining test materials (Teacher Directions, unused materials, etc.)

- ❑ Review “Returning Field Test Materials” on Pages 19 and 20 in this manual.
- ❑ Place the completed School/Group Listing in box No. 1.
- ❑ Place photocopies of signed security agreements in box No. 1.
- ❑ Place a copy of the packing list on top of the documents in box No. 1.
- ❑ Prepare boxes for next-day pickup by UPS.
  - Place colored label (Process Immediately) on the outside of the mailing box.
  - Attach a UPS A.R.S. return label. The address on the UPS A.R.S. label should be: CTB/McGraw-Hill, Scoring Operations, 6901 N. Michigan Road Indianapolis, Indiana 46268
  - Give to UPS during their regularly scheduled pickup at your school.
  - If UPS is called for a pickup at a time other than the regular or daily pickup at your school, they may charge an additional \$10.00 fee.
  - Do not combine multiple schools into one box when returning the field test materials to CTB.

## Security

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

- When the principal or designee receives the test materials, he or she should check to see that the school has received sufficient quantities, while leaving the materials in their shrink-wrapped packages.
- The principal or designee should report any missing test books to CTB/McGraw-Hill, by faxing the Field Test Fax Form in Appendix O to 888-282-1106, or contact your local Regional Information Center. Numbers are available in Appendix E.
- On each day of test administration, the principal or designee will distribute the test books for that day to the test administrators.
- When not in use, test books must be kept in a vault or safe in the school building to prevent unauthorized access. This is to ensure that the security of the test is not breached.
- **Do not destroy or discard any test books. All test books, both used and unused, must be accounted for and returned according to instructions on Pages 19–20 in this manual.**

## For the Teacher

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### Check Your Field Test Materials

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

- Teacher's Directions
- Book A, A-1, or A-2 (English Language Arts) (one for each student testing)
- Book A-1 or Book A-2 (Mathematics) (one for each student testing)
- Listening Selection booklet (English Language Arts, Book A-1 only)
- Teacher Instructions (School Administrator is to photocopy pages 14, 15, and 16 for each class.)
- Manipulatives (Mathematics)
- Calculators for Mathematics, Grade 8, Book A-2 (one for each student)
- Student Identification Labels (one for each student being tested)
- Envelope (one for each student to store the Mathematics manipulatives until test administration)

***Note: If you are administering Braille or large type books, you should also have a corresponding regular A-1 form.***

### Plan Your Field Testing Schedule

- Administer the test in one day.
- Test in a quiet, well-lighted environment.
- Schedule testing to allow sufficient time for instructions and preparations.
- Read the Teacher's Directions in its entirety prior to administering the test. If you have any questions pertaining to test administration, contact your building principal.
- Read directions aloud to students at a moderate, steady pace.
- Adhere to the testing time limits.
- Call time if all students complete the session early.
- Avoid testing just after students have had strenuous physical activity.

## **Organize Your Classroom**

- Plan for the distribution and collection of materials.
- Make sure the classroom is well lighted, well ventilated, and quiet.
- Charts on the walls and all board work related to the test being administered must be completely covered or removed.
- Plan seating arrangements. Allow enough space between students to prevent sharing of answers. Each student should be clearly visible to the teacher at all times to prevent communication between students during testing.
- Eliminate distractions such as bells or telephones.
- Use a Do Not Disturb sign on the door of the testing room.
- On the board, indicate starting and stopping times for the test.
- Make sure students' desks and shelves under desks are cleared of all extraneous materials.

## **Prepare Your Students**

- Help students approach the testing in a relaxed, positive way.
- Encourage and motivate your students to put forth their best effort.
- Explain that the purpose of taking this test 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 some material may be new to students; they are not expected to know all the answers. For many of the questions, partial credit will be given.

## **Use Standardized Testing Procedures**

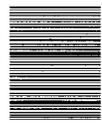
This is a timed test that is to be administered under standard conditions. Follow the directions carefully. If the same test administration procedures are not used with all students, valid conclusions cannot be drawn from the test results.

- Be sure students understand the directions. Assist them with test-taking mechanics, but be careful not to inadvertently give hints or clues that indicate an answer. Do not assist students with any question other than to ensure that they understand the directions.
- Encourage students to attempt all questions. Tell them to read each question carefully and make their best attempt at answering.
- Remember that the New York State Field Test is a timed test that is to be administered under standard conditions. Follow the directions carefully.
- **Please do not allow students to write their responses in INK. Students must use a No. 2 pencil.**

## Prepare Field Test Materials

### Labels and Biographical Data

Each student must have a student label precoded with an identification number. Affix this label to the front of each student's Book A, A-1, or A-2 before administering the test. After distributing the test books, make sure that each student writes his or her first and last name on the label. Verify that each student has a precoded student label and that the information on it is correct. The answer sheet number on the student label must match the number on the bottom right of the student's multiple choice answer sheet.

<b>STUDENT LABEL</b>	
Ans. Doc. # 123456789 123456789012	
FN: _____	
LN: _____	
BARCODE: 0000774	

NONPUBLIC SCHOOL

If a Grade 4 student does not have a precoded label or has an incorrect label, the teacher needs to complete the bio grid. **If Grade 8 students do not have a precoded label or have an incorrect label, the teacher should follow the “Instructions for Bio Grid” below after distributing the test books.**

### Instructions for Bio Grid

These instructions are only for students who did not receive a label, or whose answer sheet number on the student label does not match the number on the student's answer sheet. The directions you are to read aloud to the students are preceded by SAY. The italicized instructions to teachers should not be read aloud.

**SAY** Before we begin the test, we will complete some information in the test book. Look at the inside front cover of the test book. Find the box that says “STUDENT’S NAME.” Now find the word “Last.” In the spaces below the word “Last,” write one letter of your last name in each box. Write only as many letters as there are boxes. Now find the word “First.” In the spaces below the word “First,” write one letter of your first name in each box. Write only as many letters of your first name as there are boxes. Now find the letters “M.I.” In the space below the letters “M.I.,” write your middle initial. If you do not have a middle name, do not write anything in this space.

*Pause. Check to make sure the students are filling in the boxes correctly.*

**SAY** There are bubbles below each box. In the first box, fill in the bubble that matches the first letter of your last name. Repeat this step for each letter in your name. Fill in only one bubble below each box. For each empty box, fill in the blank circle in the top row. Be sure to fill in the bubbles completely and to make your marks dark. Do not make any stray marks.

*Pause. Check to make sure the students are filling in the bubbles correctly.*

**SAY** Now find the box that says “Date of Birth.” Find the word “Month.” Carefully fill in the bubble next to the month in which you were born.

*Pause while students fill in bubbles.*

**SAY** Now find the word “Day.” In the boxes below the word “Day,” write the date on which you were born. For example, if you were born on the 24th, you should write 2 in the first box and 4 in the second box. If you were born on the 3rd, you should write 0 in the first box and 3 in the second box. Then fill in the matching numbered

circle below each box. Be sure to fill in the bubble completely and to make your marks dark. Are there any questions?

*Pause for any questions. Check to make sure the students are filling in the boxes correctly.*

**SAY** Now find the word “Year.” In the two boxes below the word “Year,” write the last two numbers of the year in which you were born. For example, if you were born in 1989, write 8 in the first box and 9 in the second box. Then fill in the matching bubble below each box.

*Pause while students complete the bubbles.*

**SAY** Now find the box that says “Gender.” Fill in the bubble, “Female” or “Male,” that applies to you. Make sure that the bubble is filled in completely and darkly. Do not make any stray marks. Are there any questions?

*Pause for any questions.*

**Please remember, use a No. 2 pencil. No ink is allowed.**

*You may now administer the Field Test. You may ignore the box marked “For Teacher Use Only.” This student information is captured through other means.*

## **Administer the Field Test**

Please read these directions in your Teacher’s Directions book carefully before administering the test. When you administer the test, you will follow the directions in your Teacher’s Directions book.

Distribute the Book A, A-1, or A-2. Make sure each student receives the correct test book. If any student in your class does not have a precoded label or has an inaccurate label, read the “Instructions for Bio Grid” to your students before administering the test. **Make sure the students have No. 2 pencils. Students may not use pens.**

## **Makeup Testing**

- If a student is absent on the day the Book A, A-1, or A-2 are administered, he or she will not take Book A.
- If school is cancelled due to inclement weather on a day designated for a field test (Book A, A-1, or A-2) administration, schools should use one of the make-up dates to administer the missed session.

## **Teacher Instructions for Organizing Materials for Return to School Administrator**

### **Assembling of completed test materials**

Stack all the used Test Books together and place in the envelope provided. Then complete all sections of the Group Information Sheet (GIS) and place that sheet on top of the stack of used test books. Please contact your school administrator if you have questions on how to complete this form.

Return all materials (used and unused) to your principal or designee.

## Returning Field Test Materials

### Preparation Checklist:

- Make a copy of this checklist for use during packaging of test materials and manuals for shipment.
- Make a copy of the signed security agreements.
- Use the box(es) in which the test materials arrived for returning the test materials.
- Remove any previous markings and labels from the return box(es).

- Collect all testing materials. These include

- Book A, A-1, or A-2 (ELA)
  - Used books in envelope provided
  - Unused books in separate stack
  - Includes Braille, large type and the corresponding form(s)

OR

- Book A-1 or A-2 (Mathematics)
  - Used books in envelope provided
  - Unused books in separate stack
  - Includes Braille, large type and the corresponding form(s) and translations
- Listening Selections
- Teacher’s Directions
- copies of signed security agreements (found in the front of this book)
- Group Information Sheet (GIS)
- School/Group List (SGL)
- packing list from Secure Materials
- UPS ARS labels

- Make sure all **used** Books A, A-1, and A-2 are in the envelope. Place all transcribed regular print books inside the corresponding Braille or large print book.
- Place a completed Group Information Sheet (GIS) on top of the envelope containing the used test books. This form must be completed correctly in order to score the tests.

**SCHOOL/GROUP LIST**  
New York State Testing Program

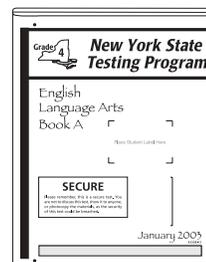
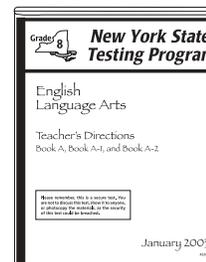
DISTRICT NAME \_\_\_\_\_ CONTACT NAME \_\_\_\_\_  
 SCHOOL NAME \_\_\_\_\_ PHONE NUMBER \_\_\_\_\_  
 ADDRESS \_\_\_\_\_ SCHOOL TEST ROOM \_\_\_\_\_

Classroom Number	Class	Students/Enrolled	Comments
Class 1	4	10	
Class 2	4	10	
Class 3	4	10	

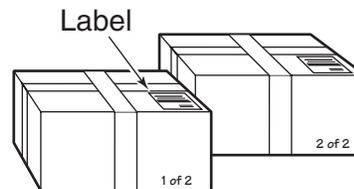
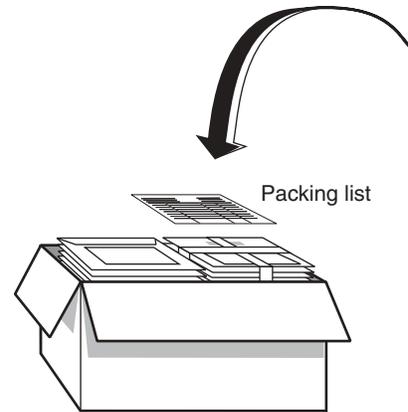
**GROUP INFORMATION SHEET**

DISTRICT NAME \_\_\_\_\_ CONTACT NAME \_\_\_\_\_  
 SCHOOL NAME \_\_\_\_\_ PHONE NUMBER \_\_\_\_\_  
 ADDRESS \_\_\_\_\_ SCHOOL TEST ROOM \_\_\_\_\_

Classroom Number	Class	Students/Enrolled	Comments



- Stack all unused test books, Teacher’s Directions and Listening Selections.
- Place all test books, the Teacher’s Directions and the Listening Selections (ELA only) in the return box.
- Place a completed School/Group List (SGL) in the box (place in box No. 1 if there is more than one return box).
- Add copies of security agreements in the box (place in box No. 1 if there is more than one return box).
- Place one copy of the packing list from the Secure Materials in the top of the box. Make sure to have your principal or designee sign the packing list. And be sure any discrepancies in test materials received are noted on the packing list. You are responsible for returning **all** field test materials.
- Seal the return box(es) securely with packing tape. Affix the UPS ARS label(s) to each return box. Number the box(es) “1 of x,” “2 of x,” etc.
- Affix a colored “Process Box Immediately” label to each return box.



- Give the box(es) containing the field test materials to UPS during their regularly scheduled pickup at your school or take the box(es) to a nearby UPS pickup site (e.g., UPS or Mail Boxes Etc.®).

***NOTE: If UPS is called for a pickup at a time other than the regular or daily pickup at your school, they may charge an additional \$10.00 fee.***

**Please remember, this is a secure test. You are not to discuss this test, show it to anyone, or photocopy the materials, as the security of this test could be breached.**

**2003 Operational Test  
Book 1 and Book 2**

# Special Instructions for Nonpublic Schools

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## Receiving and Inventorying Test Materials

Test materials will arrive in two shipments sent by the State Education Department. Please follow the steps described below:

### Step 1: Inventory the Machine Scorable answer sheets and Precoded Student Identification Labels from the State Education Department

- Precoded Answer Sheets:** Nonpublic schools that ordered Grade 4 and/or Grade 8 test books will receive the appropriate machine-scorable answer sheets for these tests from the New York State Education Department. Directions for completing and processing the answer sheets will be included in the shipment. If the answer sheets are not received, or if additional answer sheets are required, contact the State Education Department, Office of Information and Reporting Services at 518-474-7965.

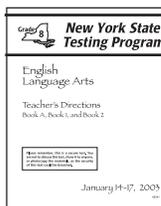
You should have one answer sheet with a unique identification number precoded at the bottom for each student participating in this test administration. Answer documents will be used by students to record their Test Book 1 multiple-choice responses.

- Precoded Student Identification Labels:** You should receive three Student Identification Labels for each student participating in this test administration. One label is to be affixed to the back cover of each student's Test Book 2, one label is to be used for the field test and the third label is for the school's own records. Each label has an identification number matching the one on the answer sheet.

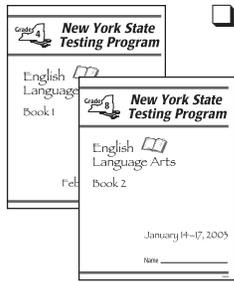
### Step 2: Inventory the materials received in your shipment from the State Education Department:



- Shipping Notice:** Use the shipping notice to verify the contents of your shipment. This shipping notice can be found in Box 1 of your shipment. Count the Book 1s and the Book 2s through the sealed packages without opening them. If a sealed package has not been opened but a discrepancy of more than five exists in the number of examination books, write the exact number received on the shipping notice and fax the Office of State Assessment at (518) 474-1989. Keep a copy of the shipping notice for your records.



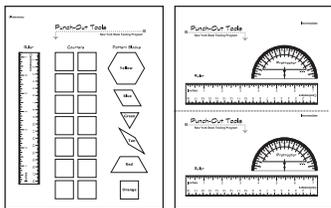
- Teacher's Directions:** You will receive one Teacher's Directions manual for every 25 booklets ordered. Teachers will use this manual as a step-by-step test administration guide for Book A, Book 1 and Book 2. If necessary, Teacher's Directions may be photocopied.



**Book 1 and Book 2**

Book 1s (containing multiple-choice questions) and Book 2s (containing open-ended questions) will arrive shrink-wrapped in packages of 25. **Remember to leave the shrink-wrapped packages intact until the day of test administration when class packets are assembled.**

**MATHEMATICS ONLY**



- Manipulatives:** Punch-Out Tools are sent in the shipment from SED. Students should be encouraged to use the manipulatives prior to the test administration to become familiar with them.

**ENGLISH LANGUAGE ARTS ONLY**



- Listening Selection booklet:** ELA Listening Selections will come in sealed envelopes or shrink-wrapped packages. These packages may not be opened until the day of the test. If on the day of testing more are needed, they must be obtained at the regional center.

SCHOOL NAME: \_\_\_\_\_  
 BEDS NUMBER: \_\_\_\_\_  
 BOX \_\_\_\_\_ OF \_\_\_\_\_ CONTAINS: \_\_\_\_\_  
 (Number of ELA Book 2s)

- Box Labels:** Use the **orange** box label to record the number of Book 2s being sent to the scoring site. Check off the box next to the name of the test being sent for scoring.

*A box label is not included for shipping scored answer sheets to the State Education Department.*

**Class Rosters:** You should prepare one roster for every class participating in testing using the format provided in the answer sheet package. If necessary, Class Rosters may be photocopied.

## **Emergency Supply of Book 1 and Book 2 Materials**

If an emergency supply of Book 1 or Book 2 materials is needed:

- Fill out and fax the Grade 4 or Grade 8 Test Materials Fax Form located in Appendix I of this manual to the Office of State Assessment.
- Contact the official in charge of your regional center (see Appendix C for locations) before sending an official school representative to pick up the emergency supply of materials on the day of testing.
- When picking up the emergency supply of materials, the official school representative must present an authorization letter listing the materials to be picked up. This letter, authorizing the school representative to pick up test materials, must be written on school stationery and be signed by the principal. (Note: Secure materials may be obtained from the regional center only on the day that they will be administered.)
- The school representative designated to pick up the emergency supply of test materials must present picture identification to the official in charge of the regional center.
- The school representative must countersign the authorization letter and leave it with the regional center official before the emergency supply of materials can be released.

## Preparing Test Materials

Each student must have a student label for Book A, an answer sheet for Book 1, and a student label for Book 2. Biographical data should be recorded for students without precoded answer sheets and labels.

### Preparing Book 1 and 2 Test Materials

#### Answer Documents

The ELA and Mathematics answer sheets are machine-scorable documents with an identification number (litho code) printed at the bottom of page 1. Page 1 also asks for biographical information about each student. The left side of page 2 is used by students to record responses to the multiple-choice questions in Book 1. (On the Grade 4 and 8 ELA and the Grade 4 Mathematics answer sheets, this section is labeled Session I. On the Grade 8 mathematics answer sheet, this section is labeled Session 1, Part 1.) The right side of page 2 is used to record the local rating of the student's extended responses to the questions in Booklet 2. (On the grades 4 and 8 ELA answer sheet, this section is labeled Cluster Scoring. On the Grade 4 mathematics answer sheet, this section is labeled Session 2 and Session 3. On the Grade 8 mathematics answer sheet, this section is labeled Session 1, Part 2, and Session 2.) For each answer sheet, a label with a matching identification number is provided by the New York State Education Department. The label is to be placed on the back of the student's Book 2.

#### Preparation for Books 1 and 2 Administration

- School staff must prepare an answer sheet for each student, including absent students, limited English proficient students, and students with disabilities who are not the responsibility of a public school district Committee on Special Education (CSE). These students should be reported by the district of residence.
- Follow the directions printed on the answer sheet for completing the biographical information requested in items 1 through 9 on page 1. When preparing answer sheets, indicate "Alternate Assessment" in box 9 for any student with disabilities not participating because the student is participating in the Alternate Assessment or a locally selected assessment. Identify in box 9 any limited English proficient (LEP) student not tested because the student meets the requirement listed on Pages 1 & 2 for taking the New York State English as a Second Language Achievement Test (NYSESLAT) instead of the Grade 4 or 8 ELA test.
- Definitions of test accommodations to be recorded on the answer sheet are available on pages 22 and 23 of the publication *Test Access and Modifications for Individuals with Disabilities*, which is available on the Web at:  
<ftp://unix2.nysed.gov/pub/education.dept.pubs/vesid/oses/test.access.mod/testacce.txt>.
- On page 2 of each answer sheet, in the box labeled "Site #," indicate information about the scorers for your school's test papers by entering the appropriate 2-digit code as defined below. Then fill in the appropriate bubble in the column below each number.

- For mathematics, indicate the language in which the test is to be taken by filling in the appropriate circle in the box labeled “Language” located at the top left corner of page 2.
- Record the student’s name on the label with the matching identification number.
- Prepare a Class Roster using the form included with the answer sheets. Make sure that the identification numbers and student names listed on the Class Roster correspond exactly to the identification numbers and student names on the answer sheets. Do not list students with disabilities placed in your school by a public school district Committee on Special Education.

<b>CODE</b>	<i>The scorers for the school’s test papers included:</i>
<b>01</b>	Only staff from that school
<b>02</b>	Staff from schools in a public school district or other schools in that school’s nonpublic school affiliation group, e.g., diocese
<b>03</b>	Staff from more than one public school district and/or more than one nonpublic school affiliation group and/or more than one independent nonpublic school

## After the Test Administration

### Scoring the ELA Book 2

- If you are sending materials to another site for scoring, make sure that all student information is properly recorded before the materials are sent. Be sure to complete the Grade 4 or Grade 8 ELA Class Roster indicating whether each student was tested, absent, or exempted. Make sure that all information on the Class Roster agrees with that on the student answer sheets. Make a copy of the roster for your school files.
- Insert each student's answer sheet into Book 2, making sure the identification numbers match. If you are participating in regional scoring, follow the directions provided on page 26 in this manual for sending test materials to the scoring site. Regional scoring site coordinators will send all nonpublic school ELA answer sheets and Class Rosters to the Department for processing.
- If you are scoring locally, score students' Book 2 responses as directed. Record the ratings to the open-ended responses on the student's answer sheet. A rating or a condition code must be assigned for each extended response. All unrated responses will receive scores of zero, thus lowering the student's score and the school average. Then return scored answer sheets and Class Rosters to Dawn Thompson as directed on Page 29.
- Securely store all ELA Book 1s until the date that the answer sheets are due to be returned to scanning centers.
- Store the ELA Book 2s in the school. Schools may be asked to submit Book 2s for the scoring audit study.

### Scoring the Mathematics Book 2

- Complete a Grade 4 or Grade 8 Mathematics Class Roster indicating whether each student was tested, absent, or LEP exempted. Make sure that all information on the Class Roster agrees with that on the student answer sheets. Make a copy of the roster for school files.
- Insert each student's answer sheet into Book 2 making sure the identification numbers match. If you are participating in regional scoring, follow the directions provided on page 26 in this manual for sending test materials for scoring. Regional scoring site coordinators will send all nonpublic school mathematics answer sheets and Class Rosters to the Department for processing.
- If you are scoring locally, score students' Book 2 responses as directed. Record the ratings to the open-ended responses on the student's answer sheet. A rating or a condition code must be assigned for each extended response. All unrated responses will receive scores of zero, thus lowering the student's score and the school average. Then return scored answer sheets and Class Rosters to Dawn Thompson as directed on Page 29.
- Securely store all mathematics Book 1s until the date that the answer sheets are due to be returned to scanning centers.
- Store the Book 2s in the school. Schools may be asked to submit Book 2s for the scoring audit study.

*Arranging for scoring of the ELA and Mathematics tests is the responsibility of each school. The State Education Department will not score student answer sheets. Do not send test booklets to the State Education Department. Answer sheets and Class Rosters should be sent to the Department using a mail service provider that allows for tracking (e.g., UPS, FedEx, certified mail).*

Do Not send test Book 2s to the Department unless audited.  
Return scored answer sheets and Class Rosters using a mail service with tracking  
no later than February 11, 2003 to:

**Dawn Thompson  
New York State Education Department  
Office of Information and Reporting Services  
Room 868 EBA  
Albany, NY 12234**

### **Department Processing of Nonpublic School Answer Sheets for Books 1 and 2**

- Schools must return all answer sheets for ELA and Mathematics tests directly to the Department. If the school chooses to score their students' tests at a regional scoring site, the site should return ELA answer sheets to the Department.
- The Department will scan the answer sheets. Submission of these answer sheets will satisfy the nonpublic school reporting requirements for the Grade 4 and Grade 8 ELA and mathematics tests. Nonpublic schools will not be required to report aggregate results of these tests to the Department.
- The Department will transfer files with scanned answer sheet data to CTB. Secure procedures will be used to protect the confidentiality of student records. CTB will use student names to prepare individual student report forms. The Department will not retain students' names in its files.

### **Special Instructions for Students Placed in Your School by a Public School Official (Instructions Apply to Books 1 and 2 only)**

Public school districts are responsible for reporting assessment results for each student placed outside the district by district officials. This includes general education students as well as students with disabilities placed by the Committee on Special Education (CSE). Eligibility for the New York State Alternate Assessment is determined by the CSE and recorded in the student's Individualized Education Program (IEP). If a public school district has placed students in your school, that district is responsible for providing public school answer sheets coded with a public school student identification number and BEDS Code. If you do not receive public school answer sheets from the home school district, contact the district. Do not send public school answer sheets to the State Education Department for processing. Use the directions on the following page for returning answer sheets to the home district.

#### **Grade 4 and 8 English Language Arts:**

Return the Book 2s and answer sheets to the students' public school districts of residence for scoring.

#### **Grade 4 and 8 Mathematics:**

Score the extended-response questions and record the ratings on the students' answer sheets before returning the answer sheets to the students' public school districts of residence.

## Makeup Testing

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Makeup testing dates for students who did not take part or all of Book 1 and Book 2 during the regularly scheduled test administration are provided on page xii. It is the School Administrator's responsibility to facilitate the testing during the makeup period of those students who were absent during the regularly scheduled testing dates.

Use the following guidelines for makeup testing for Books 1 and 2:

- Students who are absent during part of the regular testing schedule should take the testing session scheduled on the day they return. The missed sessions should be administered during the makeup testing period.
- Students who are absent throughout the regularly scheduled testing should complete all testing sessions during makeup testing. These sessions must be administered in the same order as indicated in the Teacher's Directions for the regular testing schedule.

Grade 4 English Language Arts	Session 1, Session 2, and then Session 3
Grade 4 Mathematics	Session 1, Session 2, and then Session 3
Grade 8 Mathematics	Session 1 and then Session 2
Grade 8 English Language Arts	Session 1 and then Session 2

- Students who are absent during regularly scheduled testing and part of makeup testing should take all testing sessions in the same order of administration.
- Grade 4 students who are unable to complete all ELA testing sessions during makeup testing should first complete Session 1 (Book 1, multiple-choice test) so basic skills can be measured and a norm-referenced score can be generated. A complete score report can only be generated for students who complete all sections of the test.

***For students who are absent for open-ended session(s), check answer sheets to verify that the absences have been recorded for the open-ended sessions. Instructions for recording absences on the answer sheet are provided in Appendices B and K.***

# Student Answer Sheets

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## *Condition Codes*

Condition codes are used only in scoring the open-ended questions, and are applied in the following circumstances: a blank paper; student's refusal to participate; an illegible response; a paper that is insufficient to score; or a response written in a language other than English. When a condition code is applied, a student does not receive a score. See Appendix K for more information on Condition Codes.

## *Student Absences*

For students who are absent for open-ended session(s), check answer sheets to verify that the absences have been recorded for the open-ended sessions. Instructions for recording absent information on the answer sheet are provided in Appendices B and K.

## *Testing Accommodations Categories*

The current categories used on answer sheets to note the test accommodations that a student received were defined on pages 22-24 of the Test Access and Modification for Individuals with Disabilities manual published by VESID in 1995. This is still available on the internet at: **<ftp://unix2.nysed.gov/pub/education.dept.pubs/vesid/oses/test.access.mod/testacce.txt>** and also found in Appendix N.

For the 2002-03 school year the same categories will remain in effect. However, please note that not all accommodations defined on those pages (next to each category) are permitted on the elementary and intermediate ELA and Mathematics tests. For the 2002-03 school year testing accommodations that change the construct of what the test tests are no longer permitted (see: **<http://www.vesid.nysed.gov/specialed/publications/policy/changeaccom.htm>**).

## **Teacher Instructions for Organizing Materials for Return to School Administrator**

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- ❑ Teachers should refer to Teacher Instructions for Organizing Materials for Return to School Administrator in Appendix A. Teacher's Directions and Mathematics Manipulatives may be retained in the classroom or collected depending upon the preference of the school (see your school principal for specific directions). The principal or designee will collect the materials.

## **Administrator's Instructions for Collecting, Storing, and Organizing Test Materials**

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*Before repacking test materials, please read all the following instructions thoroughly.*

- Collect all testing materials, including used and unused Book 1s, used and unused Book 2s, answer sheets, completed Biographical Data, and Student Identification Labels.
- Teacher's Directions and Mathematics Manipulatives may be retained in the classroom or collected depending upon the preference of the school.
- Request that each teacher provide an updated Class Roster. All students currently in each teacher's class should be included on this roster.
- Used and unused Book 1s, unused Book 2s and ELA Listening Selection booklets should be stored securely until the date that the answer sheets are due to be returned to scanning centers.
- After scoring, the Book 1s can be saved or disposed of by the school.
- Separate Book 1s from Book 2s. (Book 2s need to be sent for scoring.)
- Use the box(es) in which test materials arrived for storing the test materials and for sending them to their next destination. Remove any previous markings and labels from these box(es). If original boxes are not available, a substitute may be used, provided it is marked correctly.



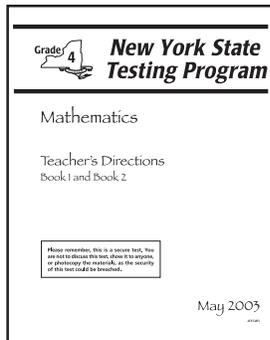
# Sample Grade 4 Mathematics Class Packet

## New York State Test Materials

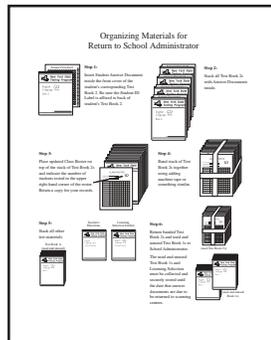
### Teacher Materials

*Note: All Book 1s and Book 2s are black and white.*

One Teacher's Directions per class



One photocopy of the Teacher Instructions per class



One Class Roster

**CLASS ROSTER**

TEACHER NAME: \_\_\_\_\_  
 SCHOOL NUMBER: \_\_\_\_\_  
 SED AND COOP: \_\_\_\_\_

Student Name	Grade																		
Adams, Adrian	4																		
Benson, Anita	4																		
Bingham, Jennifer	4																		
Brown, Tracy	4																		
Claudio, David	4																		
Cropper, Nathan	4																		
Cross, Vinnie	4																		
Michalski, Kenny	4																		
Smith, Susan	4																		
Styles, Dominic	4																		
Turner, Rebecca	4																		
Wills, Roger	4																		

One set of Student Labels per class

**Student Labels Class 1**

Student A	Student B
Student C	Student D
Student E	Student F
Student G	Student H
Student I	Student J

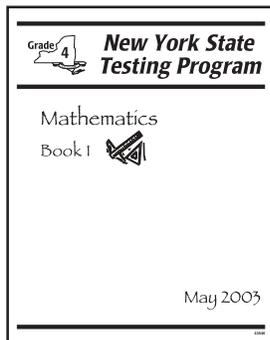
Document found in Appendix A of this manual

(Document may vary depending on your School or Scanning Center)

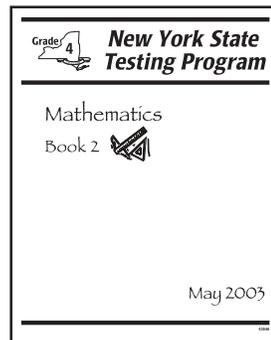
(Document may vary depending on your Scanning Center)

### Student Materials

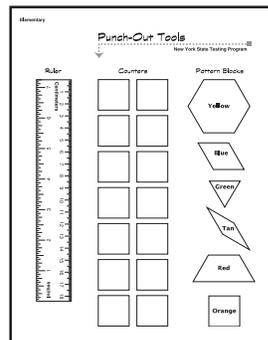
One Mathematics Book 1 per student



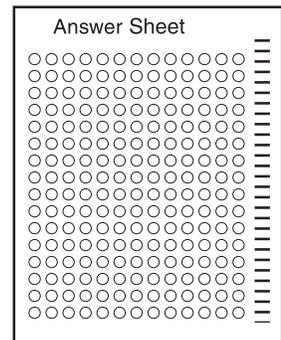
One Mathematics Book 2 per student\*



Punch-Out Tools (Manipulatives)



One coded Answer Sheet per student



\*Do not include on day one.



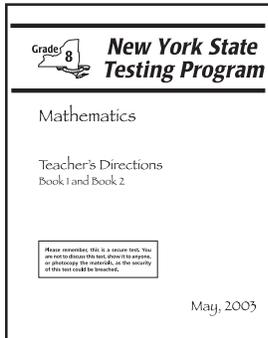
# Sample Grade 8 Mathematics Class Packet

## New York State Test Materials

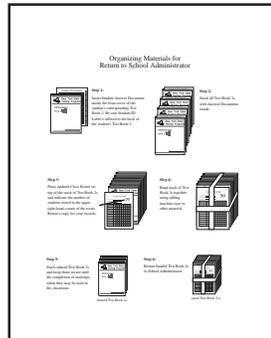
*Note: All Book 1s and Book 2s are black and white.*

### Teacher Materials

One Teacher's Directions per class

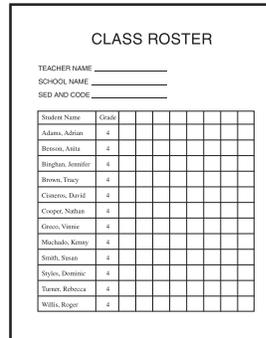


One photocopy of the Teacher Instructions per class



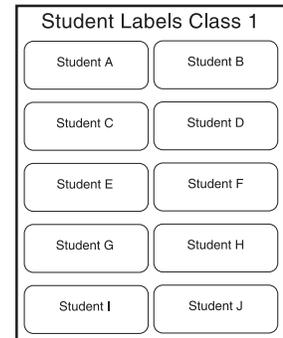
Document found in Appendix A of this manual

One Class Roster



(Document may vary depending on your School or Scanning Center)

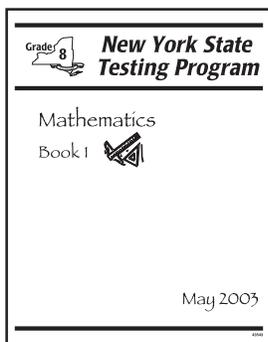
One set of Student Labels per class



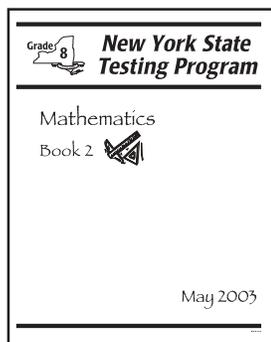
(Document may vary depending on your Scanning Center)

### Student Materials

One Mathematics Book 1 per student

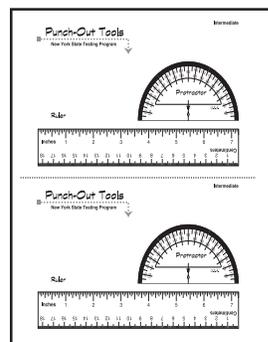


One Mathematics Book 2 per student\*

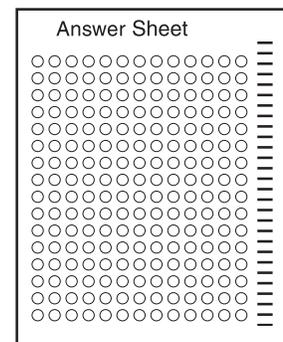


\*Do not include on day one.

Punch-Out Tools (Manipulatives)



One coded Answer Sheet per student



Note: Calculators for use with Book 2 are provided by the teacher.