

**2003 Operational Test  
Scoring Book 2s**

## Scoring Book 2s

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The scoring process for the open-ended responses in Book 2's involves two major components, hand-scoring the tests and scoring operations, which are the logistics for keeping the hand scoring organized. Hand-scoring consists of the process of reading and assigning scores to student responses. It also involves the accurate recording of student responses as well as verifying scores. Appendix J is an overview of the hand-scoring process for ELA and math.

### Steps for Hand-Scoring:

- Scoring of student responses
- Read-behinds
- Quality control of recorded responses

Details regarding hand-scoring are included in the Scoring Leader Handbooks that are distributed with the scoring materials. Scoring Leader Handbooks are also on line at <http://www.emsc.nysed.gov/ciai/assess.html>.

### Nonpublic School

Nonpublic schools are encouraged to arrange to score their Book 2a in a regional setting whenever possible. Nonpublic schools may arrange to score their answer papers cooperatively through a network of affiliated nonpublic schools, a consortium of public/nonpublic schools, a BOCES, or a public school district. If none of these alternatives is feasible, the nonpublic school may score its students' tests independently. Regardless of the arrangements made for scoring, a minimum of three scorers is necessary to score each student's test book. In order to maximize the number of teachers scoring test books from anyone teacher's class, it is recommended that test books be randomized prior to assignment to scorers; the steps for this process are outlined on pages 46-49 of this manual.

***Arranging for the scoring of an ELA or a mathematics Book 2 is the responsibility of each school or school district. The State Education Department will not score Book 2s.***

## Preparing Test Materials for Scoring

### Regional Scoring

- Photocopy and complete the School/Group List (SGL) (found in Appendix H in this manual), Transfer the total number of students tested for each class, indicated in the upper right-hand corner of the Class Roster, to the School/Group List (SGL), as shown below. Repeat this process for each classroom. Be sure to fill out the requested information for each classroom in your school.
  - ROOM NUMBER: Write the homeroom number.
  - GRADE: Write the grade of the students who took the test (e.g., Grade 4, Grade 8, or ungraded).
  - NUMBER TESTED: Write the number of students who were administered the test. Be sure to include students who were administered makeup tests.
- Place banded stack(s) of Book 2s with inserted answer sheets in the box(es) to be sent to your scoring site.
- Put the completed SGL with the updated Class Roster in Box 1, on top of the used Book 2s.
- Attach an orange label to each box and indicate your school name, BEDS Code, and the number of Book 2s enclosed. \* Label the boxes for delivery to your scoring site.
- Number the box(es) (e.g., Box 1 of 5, 2 of 5, 3 of 5, etc.).
- Seal the box(es) securely with packing tape and follow local testing directions for delivery of completed test materials to scoring sites.

### Local Scoring

#### Step 1:

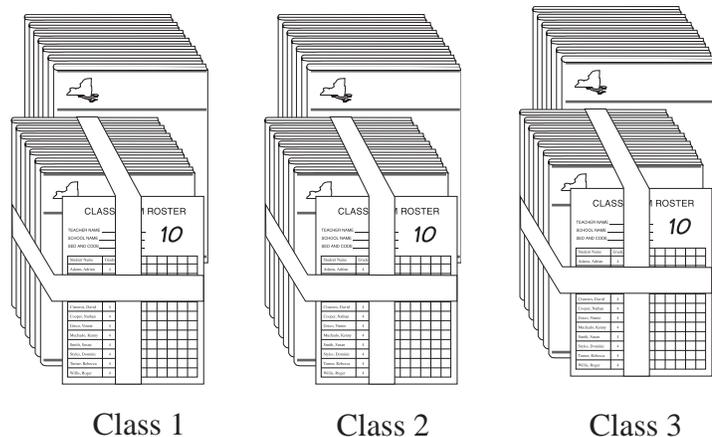
Check boxes of Book 1s and securely store until the date that the answer sheets are returned to scanning centers.

#### Step 2:

Collect all banded Book 2s.

#### Step 3:

Organize the banded stacks of Book 2s by class.



SCHOOL/GROUP LIST			
New York State Testing Program			
DISTRICT NAME _____		CONTACT NAME _____	
SCHOOL NAME _____		PHONE NUMBER _____	
SESS CODE _____		NO OF TEST BOOKS _____	
Classroom Number	Grade	Number Tested	Comments
Class 1	4	10	
Class 2	4	10	
Class 3	4	10	

**Step 4:**

Photocopy and complete a School/Group List (SGL). Please note that the SGL is found in Appendix H in this manual. Transfer the total number of students tested for each class, indicated in the upper right-hand corner of the Class Roster, to the School/Group List (SGL), as shown below. Repeat this process for each classroom. Be sure to fill out the requested information for each class in your school.

- CLASS ROOM NUMBER: Write the homeroom number.
- GRADE: Write the grade of the students who took the test (e.g., Grade 4, 8, or ungraded).
- NUMBER TESTED: Write the number of students who completed the test. Be sure to include students who were administered makeup tests

**Step 5:**

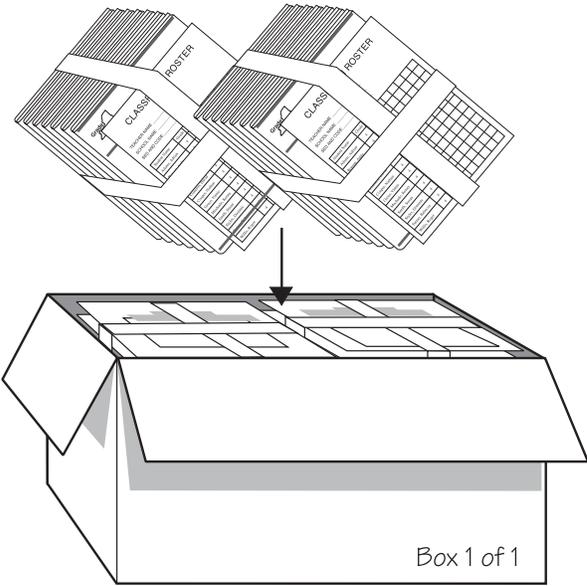
Keep the completed SGL with the updated Class Roster(s) on top of the used Book 2s. A copy of the SGL and Class Roster(s) will be sent to the scanning center to help with accountability.

Place stacks of banded Book 2s into box with School/Group List and Class Roster(s) on top.

Attach an orange label to each box and indicate the number of Book 2s that are enclosed.

Number the box(es) (e.g., Box 1 of 5, 2 of 5, 3 of 5, etc.).

Store Book 2s in a secure location in the school until the scheduled scoring day(s).



## Planning the Scoring Operations for Book 2s

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Districts have the option of regional, district wide, or school wide scoring for the ELA and mathematics Book 2's. All three options involve specific responsibilities and title designations. The responsibilities are similar, although the titles are different, depending on the scoring option.

<b>Responsibilities</b>	<b>Regional Title</b>	<b>District Title</b>	<b>School Title</b>
Supervises Scoring Operations	Site Coordinator	School District Administrator	Principal
Trains Scorers, Monitors Sessions	Scoring Leader	District ELA/Mathematics Leader	School ELA/Mathematics Leader
Monitors Sessions	Table Facilitator	School ELA/Mathematics Leader	School ELA/Mathematics Leader
Scores Test Book 2s	Scoring Committee	Scoring Committee	Scoring Committee

Appendix L and Appendix M contain details of regional, district wide, and school wide scoring operations.

### Selecting the Scoring Committees

A scoring committee is a group of teachers chosen to score the Book 2 items on the ELA or Mathematics Tests. Each scoring committee must have a minimum of three members. The principal or designee is responsible for assigning teachers to scoring committees. It is recommended that each scoring site have a minimum of two scoring committees.

Once the scoring committee(s) have been selected, the site coordinator/school district administrator/principal or designee should assign a unique number to each scoring committee member. Each committee member should also be assigned the test items they will score. The site coordinator/school district administrator/principal is responsible for retaining the records of scoring committee members and the items assigned.

### Training Scorers

In order to ensure that tests are reliably scored, it is essential that scorers receive scorer training each and every time they serve on a committee to score a State test. Scoring Leaders need to adhere to the training procedures detailed in the Scoring Leader Handbooks that part of the scoring materials sent to schools each year. The Scoring Leader Handbooks are on line at <http://www.emsc.nysed.gov/ciai/assess.html>.

## Estimated Time Needed for Scoring

Experience with scoring during the summer of 2001 indicates that a committee of three can be expected to score approximately 150 student papers in one school day. This estimate is based on the assumption that all scorers have had some general training (i.e., using the holistic rubrics and anchor papers from the test sampler) before the day of actual scoring. Teachers with this training should need no more than one hour of training before they begin to score. If scorers have not been previously trained, more training time will be needed on the scoring day to assure accurate and reliable scores.

## Assigning Items

The site coordinator/school district administrator/principal or designee is responsible for assigning the English Language Arts or Mathematics items to the scoring committee members. Professional judgment should be used when assigning items to committee members. Some criteria for consideration include: Scoring committee characteristics:

- ELA or Mathematics expertise
- experience with open-ended scoring
- years teaching specified grade level(s)

**ELA** item characteristics:

### Grade 4 Rubrics

Listening/Writing (0-4 points)  
Reading/Writing (0-4 points)  
Analytic Reading (0-2 points)  
Independent Writing (0-3 points)  
Writing Mechanics (0-3 points)

### Grade 8 Rubrics

Listening/Writing (0-6 points)  
Reading/Writing (0-6 points)  
N/A  
Independent Writing (0-3 points)  
Writing Mechanics (0-3 points)

- ELA standards addressed (writing for literary response, writing for literary expression, reading and writing for critical analysis)

**Mathematics** item characteristics:

- 2-point or 3-point rubrics
- type of Mathematics problem (e.g., number sense, pre-algebra, probability)
- number of items

## Scoring Room Layout

Factors to consider when selecting a scoring room:

- Excellent lighting
- Adequate ventilation
- Secure facility: All test books; as well as scoring manuals must be regarded as secure and confidential materials. These materials should not be left unattended during breaks or lunch and the room should be kept locked after school hours.

## Scoring Supplies

The Scoring Leader Handbooks contain a list of supplies needed for hand-scoring Test Book 2s.

## **Operations/Logistics for Scoring Book 2s**

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A clearly defined plan for organizing and tracking test books during hand-scoring is required to ensure validity in scoring. Scoring of large quantities of student test books generally requires the assistance of support staff.

### **Inventorying Materials for Scoring Book 2s**

The materials used during hand-scoring are received from a number of sources.

#### **From the class teacher:**

- Class Roster
- Book 2s
- Answer sheets (inserted in Book 2s)
- School Group List

To prepare the test books for scoring, organize them by class. A Class Roster will be attached to the top of the stack of test books from each teacher's class. (See Appendix A on page A-2 for teacher instructions.)

#### **From outside the school:**

- Scoring Manuals (from State Education Department)
- Scoring Practice Sets (from Department)
- Scoring Videotapes (from Measurement, Inc.)
- Helpline (from Measurement, Inc.)
- Questions and Answers (from Department website)

#### **From the appendices of this manual:**

- Folder label (Appendix G) if scoring Mathematics Book 2s

After testing, test materials are stored in a secure location until preparations for scoring begin. The principal must account for all testing materials within a school.

### **Checking-In Book 2s**

#### **Regional Scoring**

1. Check the sequential numbering on each box (for example, 1 of 5, 2 of 5, etc.) to make sure that the shipment from each school is complete.
2. If a shipment is complete, open the boxes and check the first box to find the School/Group List (SGL), classroom roster, and packing list. Place these sheets in a safe location because they will be used to make sure test books were received for all tested students.

3. Create a check in log with columns for school name, box number (for example, 1 or 5) date shipment received and check-in date. Use the check in log to record this information for every box received.
4. Total the number of test books received from a school by summing the number of test books reported on the orange label affixed to the outside of the box. Record this total on the check in log.
5. Keep a copy of the check in log and the packing list for reference.

### **Local Scoring**

1. Make sure books have been received for each class. Verify that the book count written on the Class Roster matches the number of books received from the class. Use the book counts on the Class Roster to calculate the total number of books received from each class.
2. If the book counts do not match, do not continue. The Class Roster can be used to determine which students' books are missing. Contact the teacher to locate the missing books.
3. Continue verifying the number of books from each class, retaining class stacks on the worktable. When every book from all classes is accounted for, the randomizing process can begin.
4. File a copy of the Class Rosters for reference.
5. Stack books by class for randomizing.

If any Book 1s are received, they should be boxed, securely stored until scoring is complete, and then returned to the district/school.

## Randomizing and Building Book Folders

Randomizing the books is recommended to maximize the number of teachers scoring any one group of student papers. It involves mixing books from all districts/schools/classes. These books are then placed into folders in preparation for scoring.

### Steps for Randomizing (Regional Scoring):

1. Select five schools with approximately equal numbers of test books for randomization. Position a box from each of these five schools in a row on the floor. Line up all remaining boxes behind their corresponding school.

**For ELA Book 2s:** Randomly pull a book from the first box for each school. Place these five loose books in the scoring box. Continue randomly pulling books from each school's boxes until all books have been randomized and placed in scoring boxes.

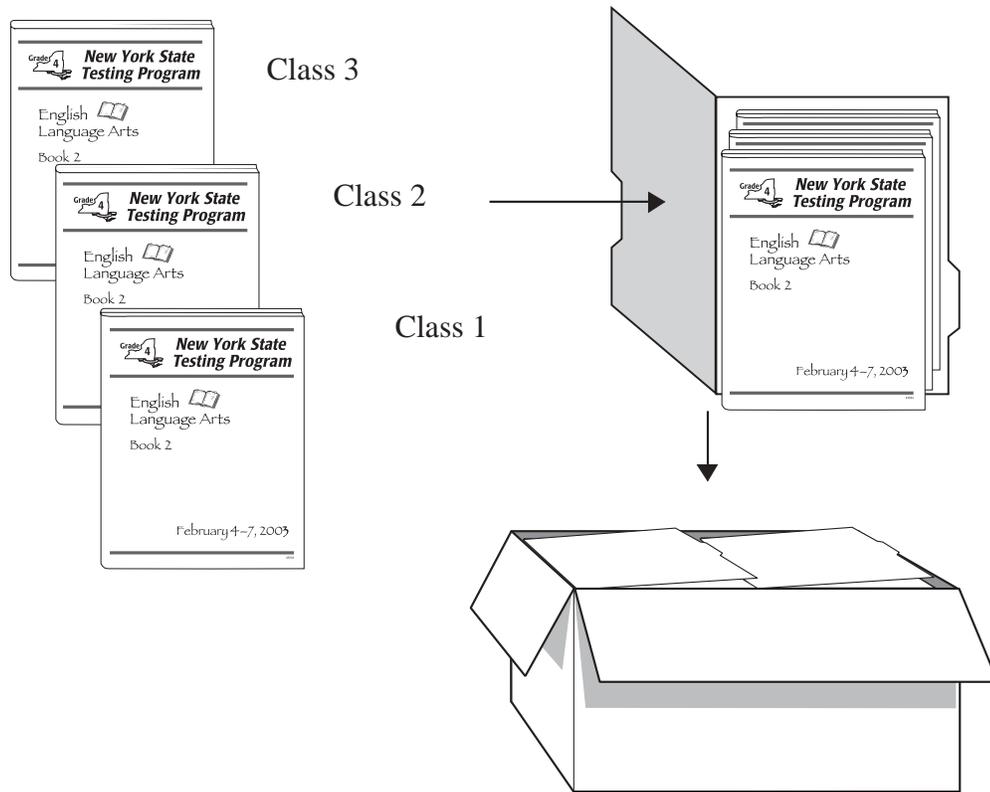
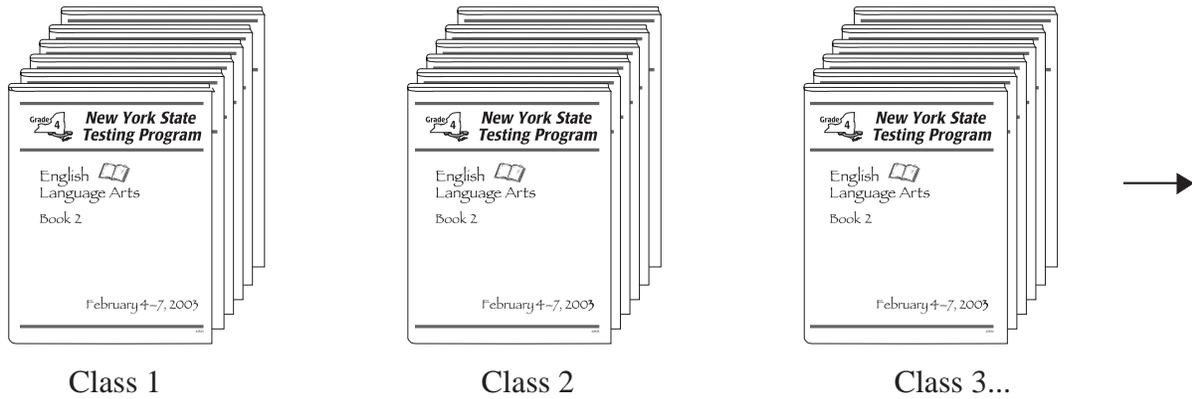
**For Mathematics Book 2s:** Randomly pull a book from the first box for each school, then immediately repeat this procedure. Insert these first 10 books in a file folder. Continue randomly pulling test books from each school's box until all test books have been sorted into groups of 10 and placed into folders. If one school stack is depleted before the others, continue pulling from the remaining school stacks. Repeat the randomizing and folder-building process until all books for a given school have been put in folders. When this occurs, continue randomizing books from the remaining schools until all books are placed in folders.

Each file folder can hold up to 10 books. Use large rubber bands to secure the test books inside the file folder. Affix a folder label to the front of the file folder. Folder labels must be printed in advance using the sample folder label shown in Appendix G.

2. A box 12" x 8 3/4" x 5" can hold up to 60 Test Book 2s (for ELA) or 6 folders (for Mathematics).
3. Fill out a box label. Write the school names and the number of books in the spaces provided.
4. Number each box consecutively (i.e., 1 of 3, 2 of 3, 3 of 3) and tape the box label securely to the outside of the box.
5. Repeat the process for the remaining schools at the scoring site.

# Randomizing and Building Test Book Folders

(Sample Illustration Only - Applies to both ELA and Mathematics)



### **Steps for Randomizing (Local Scoring):**

1. Begin with five test book stacks of approximately 30 books from each class positioned on the worktable. Remove the Class Roster. Make sure all books are grouped by class.

**For ELA Book 2s:** Randomly pull a book from each class stack. Place these 30 loose books in the scoring box. Continue randomly pulling test books from each school's boxes until all test books have been randomized and placed in scoring boxes.

**For Math Book 2s:** Randomly pull from each class stack until 10 books have been pulled. Insert these first 10 books in a file folder. Continue randomly pulling test books from each class stack until all books have been sorted into groups of 10 and placed into folders. If one class stack is depleted before the others. When all books from a class have been put into folders, replace the stack with a new class stack. Repeat the randomizing and folder-building process until all books have been put in folders.

Each file folder can hold up to 10 books. Use large rubber bands to secure the test books inside the file folder. Affix a folder label to the front of the file folder. Folder labels must be printed in advance using the sample folder label shown in Appendix G.

2. Place the folders in a large box to transport them to the scoring location. A box 12" x 8 3/4" x 5" can hold up to 60 Book 2s (for ELA) or 6 folders (for Mathematics).

### **Teacher Instructions for Processing Book 2s During Scoring:**

1. The reader worktables will be arranged so that the Table Facilitator/School ELA or Mathematics Leader is at the head of the table, with up to five readers positioned around the table.
2. All Book 2s (ELA) or mathematics folders (containing Book 2s) will be routed to the scoring committees. For ELA, there are three content areas (Listening, Writing, and Reading) to score. Each table of scorers scores the areas assigned. For mathematics, there are sets of items to score in each test book in each folder, and each scorer scores the test items assigned.
3. At the start of a scoring session, ELA Book 2s or math folders are placed in the "in-process" box on the scoring table. Teachers will remove a few ELA Book 2s or a mathematics folder, score their assigned items, record their scores on the answer sheet and pass the test books/folder to the next teacher to score (in a round-robin fashion). If there are any questions (e.g., hard-to-score paper, sensitive paper, etc.) the teacher should speak with the Table Facilitator/School ELA or Mathematics Leader.
4. When a teacher has completed reading and scoring a student test book, the answer sheet will be placed inside the test book and, in the case of math items, returned to the mathematics folder. Each teacher checks off his or her assigned items on the math folder label indicating the items were scored. When all items have been scored ELA Book 2s/ math folders will be placed in the "completed" box.
5. Unscored test books/folders are brought to the worktable as needed.

## **Read-Behinds**

When all ELA Book 2s/mathematics folders have been completely scored, the Book 2s/folders are placed in the “completed” box so the Table Facilitator/School ELA or Mathematics Leader can conduct read-behinds. Read-behinds are scored books that are read again as an informal check of Scorer accuracy and consistency.

### **ELA**

The Table Facilitators/School ELA Leaders conduct read-behinds on an entire box of Book 2 items at a time. Approximately 12 test books per hour (i.e., 2 per Scorer) are read by the Table Facilitator/School ELA Leader.

### **Math**

Table Facilitators/School Mathematics Leaders conduct read-behinds on the entire folder. After the mathematics read-behinds, the Table Facilitator/School Mathematics Leader will record the scoring committee number (SC Number) and initial the folder label to indicate that the folder can be released for the next step, which is the quality review process.

## **Follow-Up Operations for Book 2 Scoring**

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### **Quality-Checking Answer Sheets**

The quality-checking procedure involves a review of the scores filled in on the answer sheet. During the quality review, filling-in errors should be detected and corrected while the books and answer sheets are still in the scoring area. The task of quality-checking the books should be divided among the scoring committee members and the Table Facilitators/School ELA or Mathematics Leaders.

#### **Steps for Quality-Checking the Answer Sheets:**

1. Make sure the number of books in the folder matches the total number written on the folder label.
2. Take the books out of the folder. Open the first book and inspect the answer sheet to be sure all fields have been properly filled in. Look for missing items, lightly marked items, and double-marked items.
3. If items are correctly marked for all answer sheets, the folder is placed in a “completed scoring” box. These folders are ready for return processing (i.e., the answer sheets sent to the Scanning Center and the books returned to the teachers).
4. If there are any answer sheets with missing information, a Post-it® is placed in the folder, which is put aside until all books have been checked for errors.
5. The test book and answer sheet are given to the appropriate Table Facilitator/School ELA or Math Leader for corrections. After the correction is made, the book and answer sheet are placed in the “completed scoring” box.

### **Returning Answer Sheets to Scanning Centers and Book 2s to School Administrators**

The returning of scoring materials begins after all book folders have been scored. Verify that every folder has been accounted for and scored before starting to remove the answer sheets.

#### **Steps for Returning the Scoring Materials:**

1. Count the books and verify the total counts against the totals of the School/Group List counts.
2. Remove the books from the folders.
3. Remove the answer sheets from the books and place the answer sheets on top of a copy of the SGL and Class Rosters, building a stack of answer sheets for the school.
4. Continue this process until all answer sheets are removed.
5. Count answer sheets. Verify that the total number of answer sheets equals the number of books.

6. Place answer sheets into a box for mailing. Affix the address label for the appropriate scanning center.
7. Sort the books into classes using the Class Roster. Return them to the school.

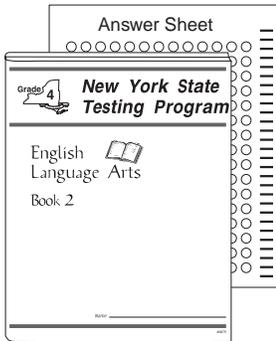
### **Audit Scoring for Book 2s**

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The Department conducts an audit of the scoring of Book 2s. Approximately 10% of schools that administer these tests will be chosen randomly and notified that they have been selected to participate in the audit.

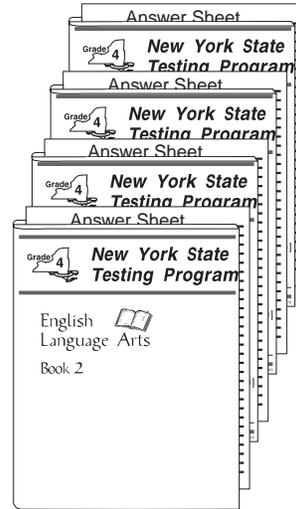
# Appendices

# Organizing Materials for Return to School Administrator



**Step 1:**

Insert Student Answer Sheet inside the front cover of the student's corresponding Book 2. Be sure the Student ID Label is affixed to back of student's Test Book 2.

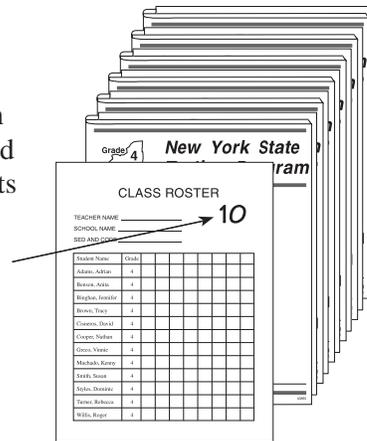


**Step 2:**

Stack all Book 2s with Answer Sheets inside.

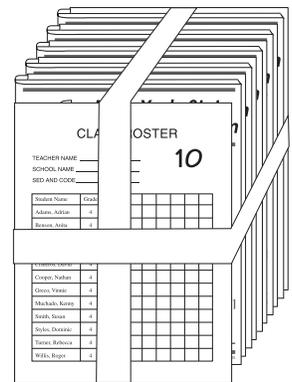
**Step 3:**

Place updated Class Roster on top of the stack of Book 2s and indicate the number of students tested in the upper right-hand corner of the roster. Retain a copy for your records.



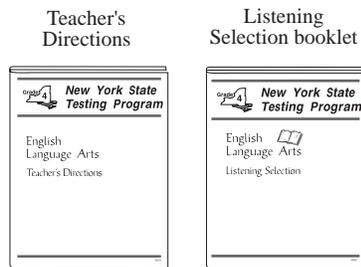
**Step 4:**

Band stack of Book 2s together using adding machine tape or something similar.



**Step 5:**

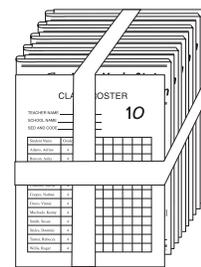
Stack all other test materials



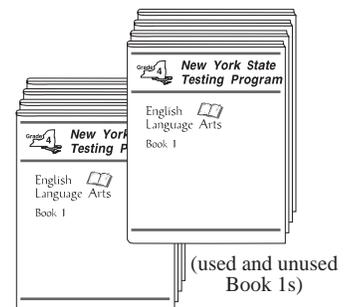
**Step 6:**

Return banded Book 2s and used and unused Test Book 1s to School Administrator.

The used and unused Book 1s and Listening Selection must be collected and securely stored until the date that answer documents are due to be returned to scanning centers.

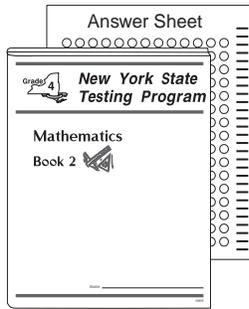


(used Book 2's)



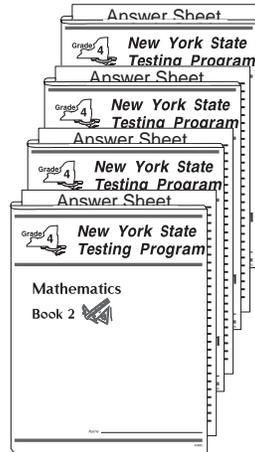
(used and unused Book 1s)

## Organizing Materials for Return to School Administrator



**Step 1:**

Insert Student Answer Sheet inside the front cover of the student's corresponding Book 2. Be sure Student ID Label is affixed to the back of the student's Test Book 2.

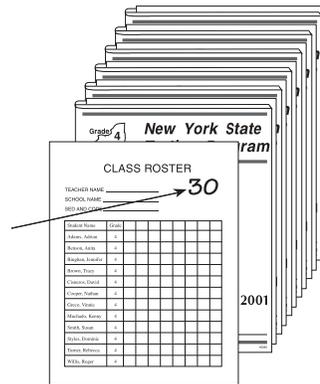


**Step 2:**

Stack all Book 2s with Answer Sheets inside.

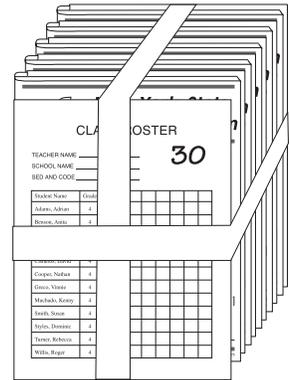
**Step 3:**

Place updated Class Roster on top of the stack of Book 2s and indicate the number of students tested in the upper right-hand corner of the roster. Retain a copy for your records.



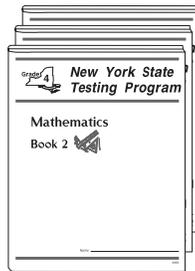
**Step 4:**

Band stack of Book 2s together using adding machine tape or other material.



**Step 5:**

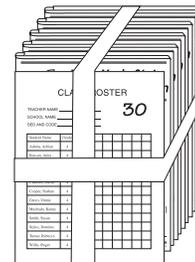
Stack unused Book 2s and keep them secure until the completion of makeups, when they may be used in the classroom.



unused Book 2s

**Step 6:**

Return banded Book 2s to School Administrator.



(used Book 2's)

## **Appendix B: Absent from Open-Ended Testing**

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### Instructions for the Answer Sheet

*Session 2 or Session 3—Grade 4 Mathematics*

*Session 1, Part 2 or Session 2—Grade 8 Mathematics*

**If a student has missed any of the open-ended sessions and has not had the opportunity to take a makeup test, locate the student’s answer sheet and darken the “Absent” circle corresponding to the session missed.**

*Session 2 or Session 3—Grade 4 English Language Arts*

*Session 1, Part 2 or Session 2, Parts 1 or 2—Grade 8 English Language Arts*

**If a student has missed either Listening (Session 1, Part 2), Reading (Session 2, Part 1), or Writing (Session 2, Part 2) and has not had the opportunity to take a makeup test, locate the student’s answer sheet and darken the condition code (F) circle corresponding to the session missed.**

## Appendix C: Regional Centers for Emergency Test Supplies

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|---|---|
| <p>1. <b>ALBANY</b><br/>           Operations Group<br/>           Office of State Assessment<br/>           Room 771, Education Building Annex<br/>           NYS Education Department<br/>           Albany 12234<br/>           518-474-8220<br/>           518-474-1989 (fax)</p> | <p>8. <b>CAYUGA</b><br/>           James Palumbo<br/>           Union Springs Central High School<br/>           239 Cayuga Street<br/>           Union Springs 13160<br/>           315-889-4110<br/>           315-889-4118 (fax)</p>                           |
| <p>3. <b>ALLEGANY</b><br/>           Tina Lingenfelter<br/>           Wellsville Senior High School<br/>           126 West State Street<br/>           Wellsville 14895<br/>           716-593-2291<br/>           716-593-0477 (fax)</p>  | <p>9. <b>CHAUTAUQUA</b><br/>           Lois Austen<br/>           Jamestown City Schools<br/>           201 East Fourth Street<br/>           Jamestown 14701<br/>           716-483-4392<br/>           716-483-4421 (fax)</p>                                   |
| <p>4. <b>BROOME</b><br/>           Peggy Pierri<br/>           Broome-Tioga BOCES<br/>           435 Glenwood Road<br/>           Binghamton 13905<br/>           607-763-3670<br/>           607-763-3213 (fax)</p>  | <p>10. <b>CHAUTAUQUA</b><br/>           Penny Lester<br/>           LoGuidice Vo-Tech Center<br/>           9520 Fredonia-Stockton Road<br/>           Fredonia 14063<br/>           716-672-4371, ext. 2012<br/>           716-672-2393 (fax)</p>                |
| <p>5. <b>CATTARAUGUS</b><br/>           Kathleen Ballard<br/>           Ellicottville Middle-High School<br/>           5873 Route 219<br/>           Ellicottville 14731<br/>           716-699-2316<br/>           716-699-5635 (fax)</p>   | <p>11. <b>CHEMUNG</b><br/>           Peter Punzo<br/>           Schuyler-Chemung-Tioga BOCES<br/>           459 Philo Road<br/>           Elmira 14903<br/>           607-739-3581 ext. 2302<br/>           607-795-5346 (fax)</p>                                |
| <p>6. <b>CATTARAUGUS</b><br/>           Jeffrey Andreano<br/>           Olean Senior High School<br/>           410 West Sullivan Street<br/>           Olean 14760<br/>           716-375-8029<br/>           716-375-8048 or 8025 (fax)</p>   | <p>12. <b>CHENANGO</b><br/>           Michele Murphy<br/>           Del-Chen-Mad-Ots BOCES<br/>           6678 County Road 32<br/>           Norwich 13815<br/>           607-335-1213<br/>           607-334-9828 (fax)</p>                                      |
| <p>7. <b>CATTARAUGUS</b><br/>           Christine Drake<br/>           Yorkshire-Pioneer Central Schools<br/>           County Line Road<br/>           Yorkshire 14173<br/>           716-492-9305<br/>           716-492-9322 (fax)</p>   | <p>13. <b>CLINTON</b><br/>           Mary Easter<br/>           Champlain Valley Educational Services<br/>           1585 Military Turnpike Extension<br/>           Plattsburgh 12901<br/>           518-561-0100 ext. 111<br/>           518-561-0494 (fax)</p> |

Field test materials will not be available at these sites.

**Regional Centers (continued)**

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- |   |   |
|---|---|
| <p>14. COLUMBIA<br/>Michael Therio<br/>Germantown Central School<br/>123 Main Street<br/>Germantown 12526<br/>518-537-6281 ext. 212<br/>518-537-3690 (fax)</p> <p>15. CORTLAND<br/>Kenneth Brafman<br/>Cortland Junior-Senior High School<br/>8 Valley View Drive<br/>Cortland 13045<br/>607-758-4110<br/>607-758-4119 (fax)</p> <p>16. DELAWARE<br/>Bernyce Cash<br/>Robert W. Harrold Education Center<br/>Route 206, 270 BOCES Drive<br/>Sidney Center 13839<br/>607-865-2547<br/>607-865-8685 (fax)</p> <p>17. DELAWARE<br/>Gregory Sanik<br/>Stamford Central School<br/>1 River Street<br/>Stamford 12167<br/>607-652-7301<br/>607-652-3446 (fax)</p> <p>18. DUTCHESS<br/>Sonia McLean<br/>Franklin D. Roosevelt SHS<br/>South Cross Road<br/>Hyde Park 12538<br/>845-229-4020<br/>845-229-4029 (fax)</p> <p>19. ERIE<br/>Constance Moss<br/>Buffalo City School District<br/>701 City Hall<br/>Buffalo 14202<br/>716-851-3035<br/>716-851-3044 (fax)</p> | <p>20. ERIE<br/>Michelle Lane<br/>Erie 1 BOCES Service Center<br/>355 Harlem Road<br/>West Seneca 14224<br/>716-821-7007<br/>716-821-7212 (fax)</p> <p>21. ERIE<br/>Colleen Taggerty<br/>Erie 2-Chautauqua-Cattaraugus BOCES<br/>8685 Erie Road<br/>Angola 14006<br/>716-549-4454 ext. 4034<br/>716-549-5181 (fax)</p> <p>22. ESSEX<br/>Sharon O'Hara<br/>Ticonderoga High School<br/>Calkins Place<br/>Ticonderoga 12883<br/>518-585-6661 ext. 118<br/>518-585-5282 (fax)</p> <p>23. ESSEX – FRANKLIN<br/>Gene Johnson<br/>Tupper Lake Middle-High School<br/>25 Chaney Avenue<br/>Tupper Lake 12986<br/>518-359-3322<br/>518-359-9636 (fax)</p> <p>24. FRANKLIN<br/>Donald Merrick<br/>Franklin Academy<br/>State Street<br/>Malone 12953<br/>518-483-7807<br/>518-483-7813 (fax)</p> <p>25. FULTON<br/>Michael Beatty<br/>Johnstown High School<br/>2 Wright Drive<br/>Johnstown 12095<br/>518-736-1489<br/>518-736-1489 (fax)</p> |
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Field test materials will not be available at these sites.

**Regional Centers (continued)**

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**26. GENESEE**

Bobbi Norton  
 Batavia City Schools  
 39 Washington Avenue  
 Batavia 14020  
 585-343-2480 ext. 7397  
 585-344-8204 (fax)

**27. GREENE**

William Toussaint  
 Cairo-Durham High School  
 Route 145  
 Cairo 12413  
 518-622-8543 ext. 5303  
 518-622-8857 (fax)

**28. HERKIMER**

Terry M. Dangle  
 Herkimer High School  
 801 West German Street  
 Herkimer 13350  
 315-866-2230 ext. 1309  
 315-866-8595 (fax)

**29. JEFFERSON**

Robert E. Reardon  
 Watertown City School District  
 376 Butterfield Avenue  
 Watertown 13601  
 315-785-3705  
 315-785-6855 (fax)

**30. LEWIS**

Kenneth McAuliffe  
 Lowville Academy  
 7668 State Street  
 Lowville 13367  
 315-376-9000  
 315-376-1933 (fax)

**31. LIVINGSTON**

Ted Hale  
 Genesee Valley BOCES  
 27 Lackawanna Avenue  
 Mount Morris 14510  
 585-658-7827  
 585-658-7986 (fax)

**32. MADISON**

John Durkee  
 Cazenovia Central School District  
 31 Emory Avenue  
 Cazenovia 13035  
 315-655-1370  
 315-655-1371 (fax)

**33. MONROE**

Lawrence Conte  
 Monroe 1 BOCES  
 41 O'Connor Road  
 Fairport 14450  
 585-383-2237  
 585-383-6404 (fax)

**34. MONROE**

Jeanette Silvers  
 Rochester City School District  
 131 West Broad Street  
 Rochester 14161  
 585-262-8480  
 585-262-8684 (fax)

**35. MONROE**

Cheryl Blount  
 Monroe 2-Orleans BOCES  
 3599 Big Ridge Road  
 Spencerport 14559  
 716-352-2411 or 352-2442  
 716-352-2442 (fax)

**36. MONTGOMERY**

Dorothy Phoenix  
 Amsterdam City School District  
 11 Liberty Street  
 Amsterdam 12010  
 518-843-5217  
 518-842-0012 (fax)

**37. NASSAU**

William Schaub  
 W. Tresper Clarke High School  
 740 Edgewood Drive  
 Westbury 11590  
 516-876-7455  
 516-876-7416 (fax)

**Field test materials will not be available at these sites.**

**Regional Centers (continued)**

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| <p>38. NIAGARA<br/>Bonnie Baudendistle<br/>Lockport City School District<br/>130 Beattie Avenue<br/>Lockport 14904<br/>716-478-4836<br/>716-478-4823 (fax)</p> <p>39. NIAGARA<br/>Marcia Capone<br/>Niagara Falls City School District<br/>607 Walnut Avenue<br/>Niagara Falls 14301<br/>716-286-4285<br/>716-286-4123 (fax)</p> <p>40. ONEIDA<br/>Roberta Cross<br/>Rome City Schools<br/>112 East Thomas Street<br/>Rome 13440<br/>315-334-7463<br/>315-334-7409 (fax)</p> <p>41. ONEIDA<br/>Sandra Covey<br/>Oneida-Herkimer-Madison BOCES<br/>1900 Bleecker Street<br/>Utica 13501<br/>315-793-8503<br/>315-793-8554 (fax)</p> <p>42. ONONDAGA<br/>Penny Czyz<br/>Syracuse City School District<br/>725 Harrison Street<br/>Syracuse 13210<br/>315-435-4281<br/>315-435-4978 (fax)</p> <p>43. ONTARIO<br/>L. Rick Bley<br/>Midlakes High School<br/>1554 Route 488<br/>Clifton Springs 14432<br/>315-548-6300<br/>315-548-4500 (fax)</p> | <p>44. ORANGE<br/>Kathleen Carmody<br/>Orange-Ulster BOCES, Special Ed. Bldg.<br/>Gibson Road<br/>Goshen 10924<br/>845-291-0220<br/>845-291-0205 (fax)</p> <p>45. ORLEANS<br/>Will Hooper<br/>Albion High School<br/>302 East Avenue<br/>Albion 14411<br/>585-589-2040<br/>585-589-2059 (fax)</p> <p>46. OSWEGO<br/>Jean Lynch<br/>Pulaski Elementary School<br/>2 Hinman Road<br/>Pulaski 13142<br/>315-298-2412<br/>315-298-7464 (fax)</p> <p>47. OTSEGO<br/>Walter Baskin<br/>Oneonta Senior High School<br/>130 East Street<br/>Oneonta 13820<br/>607-433-8253<br/>607-433-9204 (fax)</p> <p>PUTNAM: SEE CENTER NUMBER 71.</p> <p>48. RENSSELAER<br/>James N. Baldwin<br/>Questar III<br/>10 Empire State Boulevard<br/>Castleton 12033<br/>518-477-8771<br/>518-477-9833 (fax)</p> <p>49. ROCKLAND<br/>Albert Moschetti<br/>Rockland BOCES<br/>131 Midland Avenue North<br/>Nyack 10960<br/>845-348-3500<br/>845-348-3559 (fax)</p> |
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Field test materials will not be available at these sites.

**Regional Centers (continued)**

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## 50. ST. LAWRENCE

Deborah Dunning  
St. Lawrence-Lewis BOCES  
30 Court Street  
Canton 13617  
315-386-2226 ext. 100  
315-386-2828 (fax)

## 52. SARATOGA

Jean Tedesco  
South Glens Falls Senior High School  
42 Merritt Road  
South Glens Falls 12803  
518-792-9987  
518-792-5412 (fax)

## 53. SCHENECTADY

Christine Angione  
Schenectady High School  
The Plaza  
Schenectady 12308  
518-370-8200  
518-370-8169 (fax)

## 54. SCHOHARIE

Lori Petrosino  
Middleburgh High School  
291 Main Street  
Middleburgh 12123  
518-827-5155  
518-827-5192 (fax)

## 55. SCHUYLER

Nancy Loughlin  
Watkins Glen Central High School  
301 12th Street  
Watkins Glen 14891  
607-535-3221 ext. 8100  
607-535-4629 (fax)

## 56. SENECA

Michael Midey  
Romulus Central School  
5705 Main Street  
Romulus 14541  
866-810-0345  
607-869-5961 (fax)

## 57. STEUBEN

Melody Troy  
Arkport Central School  
35 East Avenue  
Arkport 14807  
607-295-9823  
607-295-7473 (fax)

## 58. STEUBEN

Dodie Briggs  
Corning City School District  
165 Charles Street  
Painted Post 14870  
607-936-3704 ext. 388  
607-936-0536 (fax)

## 60. SUFFOLK

Barbara Raynor  
Eastern Suffolk BOCES  
215 Old Riverhead Road  
Westhampton Beach 11978  
631-288-9568  
631-288-6224 (fax)

## 61. SUFFOLK

Stanley Packman  
Eastern Suffolk BOCES  
201 Sunrise Highway  
Patchogue 11772  
631-687-3038  
631-687-3166 (fax)

## 62. SUFFOLK

Susan Smith  
Western Suffolk BOCES  
507 Deer Park Road  
Dix Hills 11746  
631-549-4900 ext. 224  
631-423-1821 (fax)

## 63. SULLIVAN

Arlene Siegel-Lerner  
Monticello High School  
150 Wood Avenue  
Monticello 12701  
845-794-8840  
845-794-8133 (fax)

**Field test materials will not be available at these sites.**

**Regional Centers (continued)**

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**64. TIOGA**

Robert Devan  
Owego Free Academy  
1 Sheldon Guile Boulevard  
Owego 13827  
607-687-6236  
607-687-6253 (fax)

**65. TOMPKINS**

Chauquita Bailor  
Tompkins-Seneca-Tioga BOCES  
555 Warren Road  
Ithaca 14850  
607-257-1551 ext. 204  
607-257-2825 (fax)

**66. ULSTER**

Shila Beck  
Ulster BOCES  
175 Route 32 North  
New Paltz 12561  
845-255-3040  
845-255-7942 (fax)

**67. WARREN**

Jane Kokoletsos  
Johnsburg Central School  
Main Street  
North Creek 12853  
518-251-2810  
518-251-2562 (fax)

**68. WASHINGTON**

Stacy Vadney  
Cambridge Junior-Senior High School  
24 South Park Street  
Cambridge 12816  
518-677-8527 ext. 421  
518-677-3508 (fax)

**70. WAYNE**

Carol Boyce  
Newark High School  
625 Peirson Avenue  
Newark 14513  
315-332-3242  
315-332-3567 (fax)

**71. WESTCHESTER**

Wally Maher  
Yorktown High School  
2727 Crompond Road  
Yorktown Heights 10598  
914-243-8045  
914-245-0546 (fax)

**72. WESTCHESTER**

Eileen Bloom  
Southern Westchester BOCES  
Center for Career Services  
65 Grasslands Road  
Valhalla 10595  
914-761-3400 ext. 306  
914-761-8099 (fax)

**73. NORTH WESTCHESTER**

Putnam  
Ethel Walker  
Southern Westchester BOCES  
Carmel High School  
30 Fair Street  
Carmel 10512  
845-225-8441 ext. 415  
845-228-2307 (fax)

**74. WYOMING**

Gregory Feller  
Warsaw Junior/Senior High School  
153 West Buffalo Street  
Warsaw 14569  
585-786-8000 ext. 4480  
585-786-3193 (fax)

**75. YATES**

Rose Woodard  
Dundee Junior-Senior High School  
55 Water Street  
Dundee 14837  
607-243-5534  
607-243-7912 (fax)

**Field test materials will not be available at these sites.**

## Regional Centers (continued)

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Field Test materials will not be available at  
Regional Centers

### NEW YORK CITY NONPUBLIC REGIONAL CENTER

#### 89. DEACON ARTHUR MANZIONE

Testing Coordinator  
Archdiocese of New York  
1011 First Avenue  
New York, NY 10022  
914-946-7419  
914-946-7650 (fax)

#### 95. A. HAMID

Testing Coordinator  
Al-Noor School  
675 4th Avenue  
New York, NY 10022  
718-768-7181  
718-768-7088 (fax)

Field test materials will not be available at these sites.

## Appendix E: Scanning Centers

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New York State Education Department  
Office of Information, Reporting and Technology  
Rm 868 EBA  
89 Washington Ave  
Albany, NY 12234

Dawn Thompson  
518-474-7965  
518-474-4351  
dthompo@mail.nysed.gov

## Appendix F: School Administrator's Checklist (Operational test)

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### Test Administration

#### *Before Testing*

- Announce testing dates and scoring schedules in advance.
- Collect testing materials on the days they will be administered from the locked, secure storage location.
- Familiarize yourself with all test materials, including manuals.
- Inventory the materials, noting any discrepancies on the appropriate Test Materials Fax Form (I-3 or I-5), and fax it to the office of State Assessment at 518-474-1989.
- Remind teachers about preparation of the classroom for testing.
- Replace any missing test materials by contacting a Regional Center. (Test materials may be obtained from a regional center only on the day tests are administered.)
- Ensure a smooth method for distributing and collecting the test materials each day (Teacher's Directions, answer sheets, etc.). Provide additional test books as needed.
- Keep testing materials secure throughout the testing and scoring processes.
- Prepare class packets.

#### *After Testing*

- Collect and verify the return of all test books and answer sheets.
  - Make sure Book 1s are separate from Book 2s.
  - Make sure answer sheets are inserted in front of Book 2s.**
- Check the condition of the answer sheets.
  - Student information must be correct and match student labels on the back of the Book 2s.
  - Bubbles/circles must be dark.
  - No stray marks may appear on the answer sheet.
  - Absentees and exempt status must be recorded.

# Appendix G: Folder Label

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## Folder Label

Scoring Committee Number: \_\_\_\_\_ Date: \_\_\_\_\_

Item	Scoring Committee Member
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____
9.	_____
10.	_____
11.	_____
12.	_____
13.	_____
14.	_____
15.	_____
16.	_____
17.	_____
18.	_____

\_\_\_\_\_  
Scoring Leader's Signature



## Grade 4 Test Materials Fax Form

Orders shipped in more than one box may arrive on different days.

If you have inventoried the test materials received using your shipping notice and need additional test materials, or if there is a problem with the shipment of materials you received:

1. Complete this form and fax it to the Office of State Assessment at **518-474-1989**.
2. Call your Regional Center (see Appendix C) and arrange for pickup of test materials.

Date \_\_\_\_\_  Contact Person \_\_\_\_\_  
 Telephone \_\_\_\_\_  Fax Number \_\_\_\_\_  
 Regional Center Number \_\_\_\_\_  12-Digit BEDS Code \_\_\_\_\_  
 Name of Your School \_\_\_\_\_

### Testing Materials Requested from the Regional Center:

Grade 4 English Language Arts		Grade 4 Mathematics	
Description	Quantity Needed	Description	Quantity Needed
Book 1		Book 1	
Book 2		Book 2	
Listening Selection		Manipulatives	
Large-Type Book 1		Large-Type Book 1	
Large-Type Book 2		Large-Type Book 2	
Braille Book 1		Braille Book 1	
Braille Book 2		Braille Book 2	
Orange Box Labels for shipping Book 2s to Scoring Site		Orange Box Labels for storing Book 2s until local scoring begins	
Teacher's Directions		Spanish Book 1	
		Spanish Book 2	
		Chinese Book 1	
		Chinese Book 2	
		Haitian-Creole Book 1	
		Haitian-Creole Book 2	
		Korean Book 1	
		Korean Book 2	
		Russian Book 1	
		Russian Book 2	
		Teacher's Directions	

# Grade 8 Test Materials Fax Form

Orders shipped in more than one box may arrive on different days.

If you have inventoried the test materials received using your shipping notice and need additional test materials, or if there is a problem with the shipment of materials you received:

1. Complete this form and fax it to the Office of State Assessment at **518-474-1989**.
2. Call your Regional Center (see Appendix C) and arrange for pickup of regular test materials.

Date \_\_\_\_\_  Contact Person \_\_\_\_\_  
 Telephone \_\_\_\_\_  Fax Number \_\_\_\_\_  
 Regional Center Number \_\_\_\_\_  12-Digit BEDS Code \_\_\_\_\_  
 Name of Your School \_\_\_\_\_

## Testing Materials Requested from the Regional Center:

Grade 8 English Language Arts		Grade 8 Mathematics	
Description	Quantity Needed	Description	Quantity Needed
Book 1		Book 1	
Book 2		Book 2	
Listening Selection		Manipulatives	
Large-Type Book 1		Large-Type Book 1	
Large-Type Book 2		Large-Type Book 2	
Braille Book 1		Braille Book 1	
Braille Book 2		Braille Book 2	
Orange Box Labels for shipping Book 2s to Scoring Site		Orange Box Labels for storing Book 2s until local scoring begins	
Teacher's Directions		Spanish Book 1	
		Spanish Book 2	
		Chinese Book 1	
		Chinese Book 2	
		Haitian-Creole Book 1	
		Haitian-Creole Book 2	
		Korean Book 1	
		Korean Book 2	
		Russian Book 1	
		Russian Book 2	
		Teacher's Directions	

## Appendix K: Condition Codes

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Condition codes are used only in scoring the open-ended questions, and are applied in circumstances shown below. When a condition code is applied, the student does not receive a score with the exception of Mathematics Condition Code D.

### Mathematics Condition Codes

A	Blank	The student has not responded, or has responded to too few of the questions to yield an informative score.
B	Refusal	The response consists of an indication of the student’s refusal to participate in the assessment.
C	Illegible	The writing is illegible or may be only scribbling.
D	Other Language	The response is written in a language other than English.

If a student has missed any of the math open-ended sessions (Session 2 or Session 3 for grade 4, or Session 1, Part 2 or Session 2 for grade 8) and has not had the opportunity to take a makeup test, locate the student’s answer sheet and darken the “Absent” circle corresponding to the session missed.

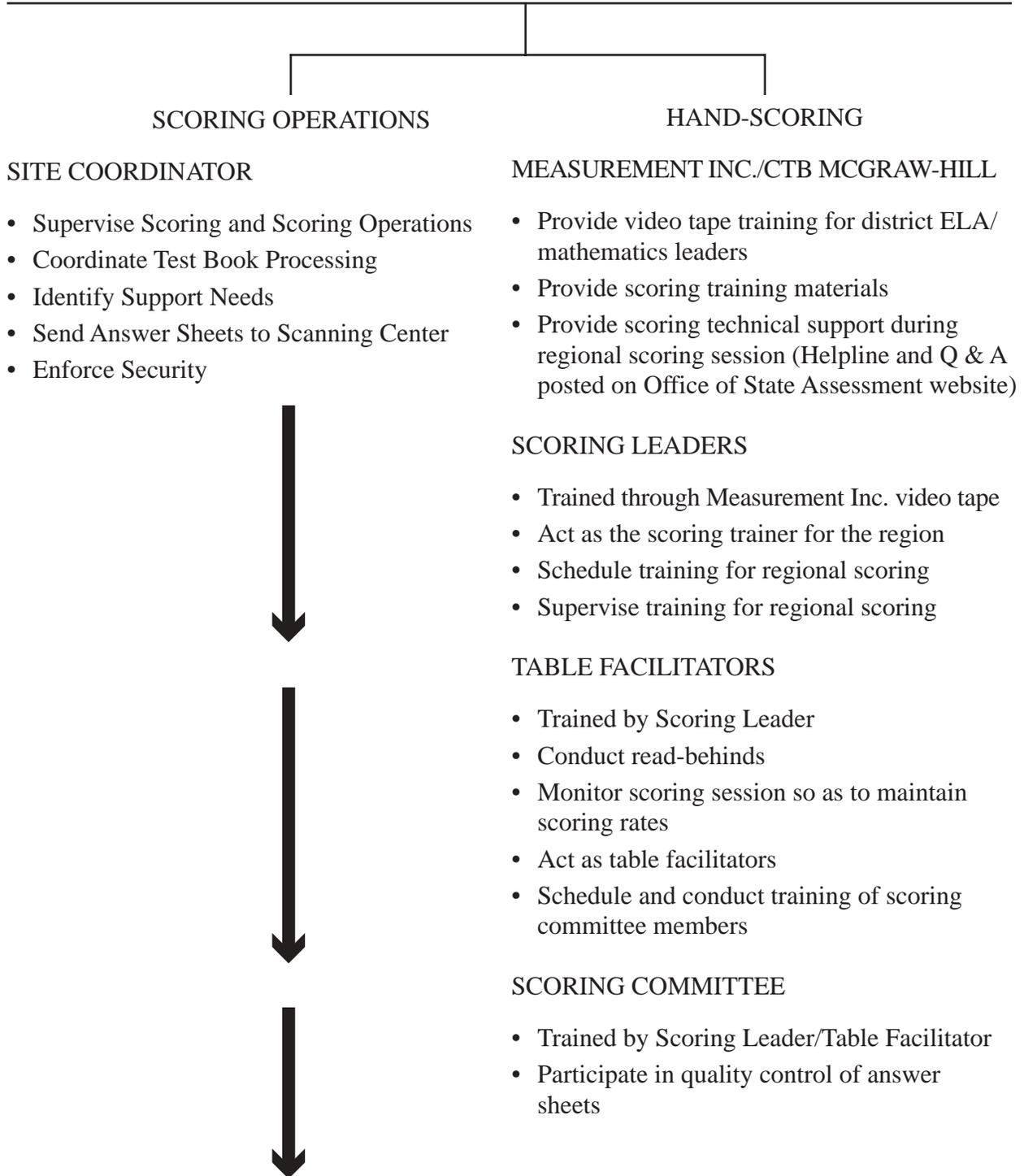
### English Language Arts Condition Codes

A	Blank	There is no response.
B	Refusal	The response consists of an indication of the student’s refusal to participate in the assessment.
C	Insufficient to Score	The student has responded to too few of the questions to yield an informative score.
D	Illegible	The writing is illegible or may be only scribbling.
E	Other Language	The response is written in a language other than English.
F	Absent	The student was absent for the test session.

If a student has missed any of the open-ended ELA sessions (Session 2 or Session 3 for grade 4 or Session 1, Part 2 or Session 2, Parts 1 or 2 for grade 8) and has not had the opportunity to take a makeup test, locate the student’s answer sheet and darken the condition code F circle corresponding to the session missed.

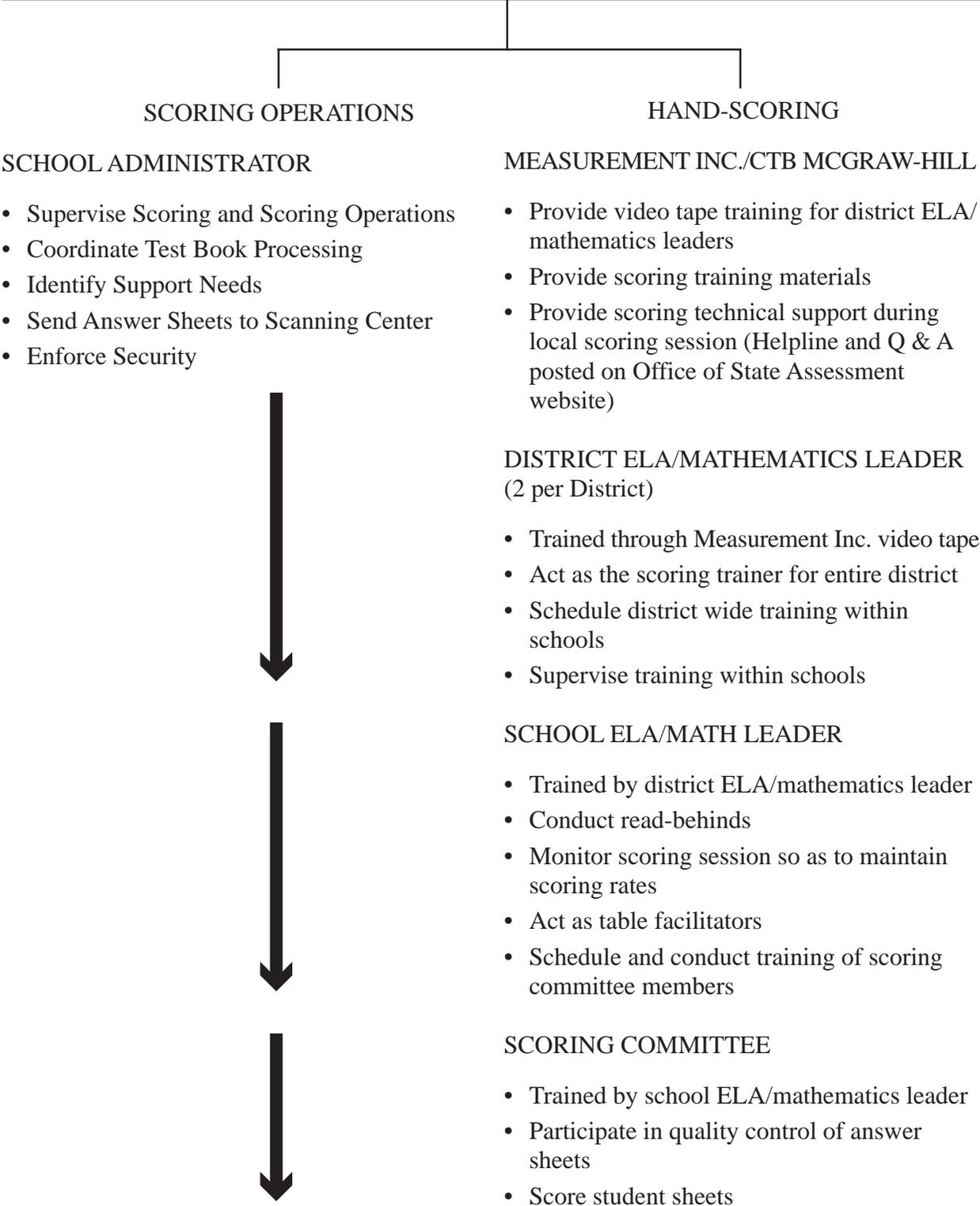
# Appendix L: Regional Scoring Organization for Book 2's

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Note: Districts have the option of district wide or schoolwide scoring

# Appendix M: Local Scoring Organization for Book 2's



Note: Districts have the option of district wide or schoolwide scoring

## Appendix N: Testing Accommodations Categories

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The categories of testing accommodations that a student may receive were defined on pages 22-24 of the Test Access and Modifications for Individuals with Disabilities manual published by VESID in 1995 and are reproduced below.

The categories remain in effect for the 2002-2003 school year. **However, please note that not all accommodations defined on those pages and reproduced below are permitted on the elementary and intermediate ELA and Mathematics tests.** For the 2002-2003 school year testing accommodations that change the construct of what the tests test are no longer permitted; see <http://www.vesid.nysed.gov/specialed/publications/policy/changeaccom.htm>.

### Flexible Scheduling

- extended time to complete tests, specify amount (e.g., double time)
- administer tests over several sessions, specify duration (e.g., sessions not to exceed 40 minutes)
- administer tests in several sessions over several days

### Flexible Setting

- administer tests individually in separate location
- administer tests to a small group in separate location
- provide special lighting, specify type (e.g., 75 Watt incandescent light on desk)
- provide adaptive or special equipment, specify type (e.g., study carrel)
- provide special acoustics during testing, specify manner (e.g., minimal extraneous noises)
- administer tests in location with minimal distraction, specify manner (e.g., minimal visual distractions)

### Revised Test Format

- Braille editions of tests
- large print editions of tests
- increase spacing between test items
- increase size of answer blocks
- reduce number of test items per page
- increase size of answer bubbles
- arrange multiple choice test items in vertical format with answer bubble to right of each possible choice
- omit questions which cannot be revised, prorate credit Revised Test Directions
- read directions to student
- reread directions for each page of questions
- simplify language in directions
- highlight (or underline) verbs in instructions
- provide cues (e.g., arrows and stop signs) on answer form
- provide additional examples

## **Use of Aids**

- amanuensis
- tape recorder
- typewriter
- word processor
- calculator (specify type/functions)
- abacus
- arithmetic tables
- visual magnification devices, specify type
- auditory amplification devices, specify type (e.g., FM system)
- auditory tape of questions
- repeat oral comprehension items more than specified in standard administration directions (e.g., repeat oral comprehension test items four times)
- masks (or markers) to maintain place
- passages read to student -test passages, questions, items and multiple choice responses read to student
- test passages, questions, items and multiple choice responses signed to student

## **Other Accommodations**

- record answers in test booklet

# Field Test Fax Form

## For contacting the CTB New York State Team

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If you have questions regarding the field testing and you have not had your questions answered by the FAQs on the Department Website <http://www.emsc.nysed.gov/ciai/assess.html>, please fax your inquiries to the New York State Team, at CTB, using the form below. A team member will contact you within 24 hours of receiving your question(s).

**FAX TO 1-888-282-1106**

### BEFORE FAXING CTB

Our New York State Contract team members will be able to respond quickly and accurately if you provide the following information (**please print clearly**):

- School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_
- The contact person's name, if other than yourself: \_\_\_\_\_
- The telephone number where you can be reached: \_\_\_\_\_
- The category of help you need: \_\_\_\_\_

For example:

- Administration of the field tests
- Completing the School Group List (SGL) or Group Information Sheet (GIS)
- Returning Test Materials
- Shortage of non-secure materials
- Discrepancies in the amount of field test materials received

ISSUE \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Please include School Name and BEDS code on any additional pages included with this fax.*

## **Appendix P: Teacher Evaluation of Books 1 and 2**

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In order to collect valuable feedback from New York State teachers administering the ELA and Mathematics tests, CTB/McGraw-Hill has developed a Teacher Evaluation form, which can be found on the CTB/McGraw-Hill website at [www.ctb.com](http://www.ctb.com).

From the CTB Home Page click on the Region containing New York State on the map shown. A list of states for that Region will pop up. Click on New York State.

Once you have accessed the New York State site for CTB, click on Teacher Evaluation Form and you will be able to download the form for completion.

The completed Teacher Evaluation Form should be e-mailed as an attachment to [Teacher\\_Eval@ctb.com](mailto:Teacher_Eval@ctb.com)

We appreciate your continued support of the New York State Test Program, and your assistance in making the assessment as effective as possible in evaluating the proficiency of students in the state.