



# **New York State Testing Program**

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

# **School Administrator's Manual**

*for  
Nonpublic Schools*

**2004 Edition**

# THE UNIVERSITY OF THE STATE OF NEW YORK

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# Important Changes in Test Administration and Scoring for 2004

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## Test Administration

### *Field Tests*

Field-testing is used to ascertain the quality of test items for future use. The participation of schools in the 2003 administration of mini field tests was sufficient so as to avoid the need for field-testing during the 2004 test administration cycle. Even though field tests will not be administered in 2004, trend-testing will be conducted by a statistically representative sample of schools.

### *Trend-Testing*

Trend-testing is used to verify the accuracy of the operational test results by providing a measure for deriving the scale scores that enables test results to be compared from one year to the next. Trend-testing uses small numbers of test questions, similar to the mini field tests. Trend tests were administered in 2002 by a sample of schools and in 2003 as part of the mini field test administration. They will be administered in 2004 and 2005 by a sample of schools using the following criteria:

- The trend tests will be administered during a 15–20 minutes test session within the test administration window of the day before the operational test through the end of the makeup period. The test will be given on one day with no makeups and can be administered any time throughout the day during regular class periods.
- A sample of approximately 100 schools each will be selected for the English Language Arts (ELA) trend test and the Mathematics trend test. There will be two separate sample groups of 100 schools with no overlap. Schools that are selected to be part of the trend test sample are expected to participate.
- Schools that have been selected for the ELA trend test will be contacted by CTB/McGraw-Hill during the week of November 17, 2003, and schools that have been selected to administer the Mathematics trend test will be contacted during the week of March 15, 2004.

## Test Scoring

### *Scoring Models*

This edition of the *School Administrator's Manual* contains details about scoring options for the ELA and Mathematics tests (see pages 32 and 33). This manual and the *Scoring Leader Handbooks* contain information about how scorers must indicate a scoring model code on the student answer sheets. The Department will analyze this data and issue guidance to schools about the appropriate scoring models that will be implemented with the new Grades 3 through 8 tests in English Language Arts and Mathematics administered beginning in 2006 in compliance with the requirements of the No Child Left Behind (NCLB) Act.

Under NCLB, it is anticipated that models for scoring Grades 3 through 8 tests in English Language Arts and Mathematics will be standardized. Additional guidance, based on the 2004 data collection, will help prepare districts for any changes in scoring models.

### *Dates for Scoring and Returning Student Answer Sheets*

CTB/McGraw-Hill will not be accepting data submitted late by the scanning centers. Therefore, in order to receive their official individual student score reports from CTB/McGraw-Hill, schools must adhere to specific dates for scoring and returning student answer sheets to the scanning centers. These important dates can be found at <http://www.emsc.nysed.gov/osa/eliinfo/gen/importantdatesmath%20ela2004.pdf>.

Schools should make every effort to submit their answer sheets to the Department by the specified deadlines (see page vii). Schools that are late with their submissions will **not** receive individual score reports from CTB/McGraw-Hill. In addition, answer sheets submitted late will not be included by the Department in its calculation of the school's mandated services aid. However, the Department will compute the student scores for such answer sheets and will send preliminary score reports to these schools.

### *Student Answer Sheets*

For the 2004 test administration, student answer sheets have been revised. These revisions

- include revised scoring model codes to assist the Department in determining the effect of various scoring models on test reliability;
- reflect changes in scoring procedures (e.g., elimination of all condition codes except for Condition Code A, which is used when a student leaves a response blank); and
- make it possible to indicate if a student was absent for any test session.

### *Adherence to Scoring Protocol*

In order to maximize standardization of the scoring process, a Scoring Operations Certificate has been added to this 2004 edition of the *School Administrator's Manual* (see page vi). Persons responsible for overall scoring operations are required to sign this certificate that states that each of the scoring procedures listed was "fully and faithfully implemented."

### *Integrity of Student Responses*

The following statement has been added to this manual and to the *Teacher's Directions*:

No one, *under any circumstances*, including the student, may alter the student's responses on the test once the student has handed in his or her test materials. Teachers and administrators who engage in inappropriate conduct with respect to administering and scoring State examinations may be subject to disciplinary actions in accordance with Sections 3018 and 3020 of Education Law.

## Security Statement

The New York State English Language Arts (ELA) and Mathematics test books and listening selections are secure documents. Teachers and administrators in this school are not to discuss the contents of the test books, show them to anyone, or photocopy them prior to regular and makeup test administration, as the security of the test could be breached.

No one, *under any circumstances*, including the student, may alter the student's responses on the test once the student has handed in his or her test materials. Teachers and administrators who engage in inappropriate conduct with respect to administering and scoring State examinations may be subject to disciplinary actions in accordance with Sections 3018 and 3020 of Education Law.

As the school administrator, it is my responsibility to ensure that the security requirements specified by the 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 and Mathematics Tests

School Name \_\_\_\_\_

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

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 test 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.
3. An inventory of the test materials was conducted as soon after delivery as was practical. The Department was notified if any of the packages of secure test materials were not sealed properly when received. The sealed packages of secure test materials were replaced inside the vault or safe immediately after the inventory was completed.
4. The sealed packages of secure materials were not removed from the vault or safe, except for the inventory of test materials shipped to the school, until the day on which the test was scheduled to be administered.
5. The sealed packages of secure test materials were not opened until the day on which the test was scheduled to be administered.

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 and Mathematics Tests

School Name \_\_\_\_\_

City or Town \_\_\_\_\_ Examination Date \_\_\_\_\_  
*(Month/Year)*

We, the undersigned deputies and proctors who assisted in the administration of the \_\_\_\_\_ test, 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 test.
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 sent 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.

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

**SCORING OPERATIONS CERTIFICATE**

School Name \_\_\_\_\_ Examination Period \_\_\_\_\_  
(Month/Year)

District/BOCES Name \_\_\_\_\_

Grade 4 English Language Arts

Grade 4 Mathematics

Grade 8 English Language Arts

Grade 8 Mathematics

I, the undersigned leader of the scoring operations, do hereby declare that each of the procedures listed below was fully and faithfully implemented.

1. The scoring committee included a minimum of three scorers.
2. Test questions were assigned to scorers according to the criteria described in the *School Administrator's Manual*.
3. Scorers were trained using the procedures and materials described in the *Scoring Leader Handbook*.
4. Table Facilitators conducted read-behinds.
5. The answer sheets were subjected to a quality review as described in the *School Administrator's Manual*.
6. The answer sheets and test books were kept secure.
7. The scoring sessions were conducted during dates specified by the Department.
8. The answer sheets were submitted by the date specified by the Department.

Note: No one, under any circumstances, including the student, may alter the student's responses on the test once the student has handed in his or her test materials. Teachers and administrators who engage in inappropriate conduct with respect to administering and scoring State examinations may be subject to disciplinary actions in accordance with Sections 3018 and 3020 of Education Law.

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

After completion, retain in school files for one year.

# Important Dates for Grades 4 and 8 ELA and Mathematics Tests in 2004

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 28–30	Jan 7–9	April 27–30	April 27–30
Administration of Book 1 and Book 2	Feb 2–6*	Jan 12–16*	May 4–6	May 4–5
Makeup Testing for Book 1 or Book 2	Feb 9–13	Jan 20–23	May 7–11	May 6–7
Item Map Posted on Department Website	Feb 16	Jan 26	May 12	May 10
Scoring Materials Arrive at Schools from Department #	Feb 12–13	Jan 22–23	May 10–11	May 6–7
Videotapes for Scorer Training Arrive at Districts/Nonpublic Schools from Measurement, Inc. #	Feb 12–13	Jan 22–23	May 10–11	May 6–7
Help Line for Scoring (877-516-2403) Available Weekdays (8am–5pm)^	Feb 13, Feb 23–March 5	Jan 23–Feb 9	May 11–21	May 7–19
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 13	Jan 23	May 11	May 7
Scoring by Districts/Regions and Nonpublic Schools **	Feb 13–March 5	Jan 23–Feb 9	May 11–21	May 7–19
Quality Check of Answer Sheets by Districts/Schools +	March 8–9	Feb 10–11	May 24–25	May 20–21
Answer Sheets Returned by Districts to Scanning Centers and by Nonpublic Schools to Department: Office of Information and Reporting Services **	March 10	Feb 12	May 26	May 24
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 26	March 1	June 4	June 2
Conversion Chart Posted on Department Website	March 26	March 1	June 4	June 2
Scanning Centers FTP (File Transfer Protocol) Scanned Data to CTB	April 20	April 23	July 15	July 15
Expected Standard Performance Indexes Posted on Department Website	May 5	May 5	August 16	August 16
Score Reports to Schools	May 5–10	May 5–10	August 16–20	August 16–20

#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.

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

^Schools that have difficulty accessing the 877 area code should fax questions to the help line fax number (919) 425-7733. The help line for ELA 4 will be closed Feb. 16–20, but will accept faxes and respond to the faxes the morning of February 23.

\*\*Schools must adhere to these dates in order to receive their official individual student reports: Schools that return their answer sheets to the Department past the specified date will not be included in the calculation of the school's mandated services aid.

+Refer elsewhere in this *School Administrator's Manual* for details.

## Contacts for Assistance

FOR ASSISTANCE WITH:	CONTACT:
Shortages of test materials ( <i>Teacher's Directions; School Administrator's Manual</i> ; test books, including alternative language, large-type, and braille editions; Listening Selection booklet)	The office of State Assessment, by completing the Test Materials Fax Form in Appendix H and faxing it to 518-474-2021. Then contact your regional center (see Appendix C) to arrange for pickup of test materials.
Answer sheets and/or student identification labels	The Office of Information and Reporting Services at 518-474-7965.
Completing or changing biographical student data	The Office of Information and Reporting Services at 518-474-7965.
Testing policies (regarding accommodations, security breaches, sensitive student responses, and the like)	The Office of State Assessment at 518-474-8220 or 518-474-5099.
Sending completed Mathematics answer sheets to scanning centers	Your scanning center (see Appendix D).
Sending completed English Language Arts Book 2s with answer sheets for scoring	Your Scoring Coordinator.
Shortages of scorer training materials	The Office of State Assessment at 518-474-8220 or 518-474-5099.
Questions about scoring	The Scoring Help Line at 877-516-2403 between 8 a.m. and 5 p.m. EST daily during specified dates.

**Important Reminder:** Check the State Education Department's website regularly for updates on the New York State Testing Program for Grades 4 and 8 ([www.emsc.nysed.gov/osa](http://www.emsc.nysed.gov/osa)).

# **Preparing for and Administering the Tests**



# Students To Be Tested

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The New York State Testing Program (NYSTP) Grades 4 and 8 English Language Arts 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 “Students in Ungraded Classes” 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 all public schools and in all nonpublic schools participating in the NYSTP.

## 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 eleventh birthday and on the Grade 8 assessments no later than the school year in which they reach their fifteenth birthday.

## Accelerated Students

The Grade 8 Intermediate-Level Mathematics Test may be administered to students in Grade 7 if they will complete all material in the Intermediate-Level Mathematics Core Curriculum (5–8) in this school year and will be placed in an accelerated high school-level mathematics course when they are in Grade 8. The school may not use this assessment to retest any students who participated in this assessment during the previous school year as seventh-graders. All students must participate in the Intermediate-Level Mathematics Test in Grade 7 or in Grade 8. Directions for reporting assessment results for Grade 7 students can be found at [http://www.emsc.nysed.gov/irts/leap/Reporting\\_seventh\\_graders.htm](http://www.emsc.nysed.gov/irts/leap/Reporting_seventh_graders.htm). The fourth-grade assessments and the Grade 8 ELA assessment may not be administered to students in other grades.

## Limited English Proficient (LEP) Students

New York State has introduced a new assessment of the English language proficiency of students for whom English is a second language. All LEP students in nonpublic schools, regardless of grade, must take the New York State English as a Second Language Achievement Test (NYSESLAT) to be eligible to receive English instruction from a BOCES or public school district.

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 (not including Puerto Rico) for fewer than three years.

For LEP students who have attended school in the United States (not including Puerto Rico) for four or five consecutive years, public school districts, charter schools, and nonpublic schools can determine annually, on an individual basis, if the NYSESLAT would likely yield more accurate and reliable information on a student’s proficiency in English Language Arts. Schools must ensure that records of such individual exemptions are maintained. For those LEP students who will be taking the NYSESLAT in lieu of the Grade 4 or 8 English Language Arts test, this exemption must be noted on the student’s Grade 4 or 8 English Language Arts test answer sheet. 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.

All LEP students in the specified grades must take the Grade 4 or 8 Mathematics test. These tests are available in Chinese, Haitian Creole, Korean, Russian, and Spanish. They can 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.

Additional information concerning the inclusion of LEP students in State examinations in English Language Arts and Mathematics is provided on the Department's website (<http://www.emsc.nysed.gov/osa>).

## **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 Alternate Assessment for Students with Severe Disabilities (NYSAA). Nonpublic schools serving students classified as having disabilities by a public school district CSE should administer to such students the assessment prescribed in the students' IEP. 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. These guidelines are also available on this website: <http://www.emsc.nysed.gov/deputy/Documents/disabilities-assess.htm>. The criteria to determine eligibility for the NYSAA is available on <http://www.vesid.nysed.gov/specialed/alterassessment/alterassess.htm>.

# Testing Accommodations

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## Students Who Incur Disabilities Shortly Before Test Administration

Principals may modify testing procedures for general education students who incur an injury (for example, a broken arm) or experience the onset of a short- or long-term disability (for example, 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 change the skills being tested.

These accommodations are limited to the following:

- Extending the time limit for a test.
- 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 (only for 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 100.3 of the Regulations of the Commissioner of Education, building principals are responsible for administering State assessments and for maintaining the integrity of test content and programs in accordance with directions and procedures established by the Commissioner of Education.

A principal does not need to obtain prior permission from the Department to authorize testing accommodations for general education students. However, the principal must send a full report concerning each authorization 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 IEP or 504 Plan.

## Students with Disabilities

It is the responsibility of the principal to ensure that testing accommodations specified in the IEP or 504 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 CSE in their district of residence at the time of declassification and in the student's declassification IEP.

Testing accommodations that alter the construct being measured are not permitted on elementary- and intermediate-level State assessments. For more information, see <http://web.nysed.gov/vesid/sped/policy/changeaccomm.htm>.

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

### **Listening and Reading**

1. All directions, items, and questions within Grade 4 ELA Session 2, Part 1: Listening, and within Grade 8 ELA Session 1, Part 2: Listening (including the Listening Selection) may be read aloud to the student.
2. Only the directions in the Reading sessions may be read aloud to the student—items and questions cannot be read aloud.
3. No other parts of the student test books may be read to students.

### **Writing**

1. All directions, items, and questions within Session 2, Part 2: Writing, may be read aloud to the student.
2. 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 Grade 4 ELA Session 2, Part 1; Session 2, Part 2; or Session 3; or within Grade 8 ELA Session 1, Part 2; or Session 2.)
3. Students may not have requirements for spelling, paragraphing, and/or punctuation (writing mechanics) waived for the extended-writing items found within Grade 4 ELA Session 2, Part 1; Session 2, Part 2; or Session 3; or within 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 with basic calculations, no student may use a calculator, an abacus, or mathematics tables.

## **Grade 8 Mathematics Test**

Because Book 1 of this test assesses proficiencies with calculations, no student may use a calculator, an abacus, or mathematics tables for Book 1. All students must have calculators (minimum four-function with square-root key, scientific preferred) for Book 2. Graphing calculators are **not** permitted.

For more information on determining the skills and knowledge measured on specific tests, refer to the test item maps. These are available on the Department’s website at [www.emsc.nysed.gov/osa](http://www.emsc.nysed.gov/osa). For questions regarding the information in this section, contact 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” and “use of tape recorder” are allowable accommodations for both the English Language Arts and Mathematics tests. For English Language Arts 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. Note the following procedures:

- The scribe 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.
- The scribe must use lined paper and must write on every other line.
- When the dictation/tape transcription is completed, the scribe must ask the student to spell aloud any difficult words, and the scribe will write the student’s spelling above the circled words.
- The scribe must show the student the written response and ask him or her to indicate the capitalization, punctuation, and paragraphing to be used.
- The student must read the completed dictation/transcription and indicate on the skipped lines any further changes to be scribed.
- The scribe must then transfer the student’s completed response into the test book and staple the student’s dictation to the test book.

In many cases, students may use a word processor (with spell check and grammar check disabled) instead of a scribe. Most students have some experience with a computer, and word processing allows the student more control over his or 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 onto regular test answer sheets and test books exactly as dictated or recorded.

## **Testing Accommodations Categories**

The categories provided on answer sheets to note the testing accommodations that a student received are defined in Appendix M of this manual. Please note that not all the accommodations in Appendix M are permitted on all parts of the Grades 4 and 8 English Language Arts and Mathematics tests. Testing accommodations that change the constructs measured by the test are not permitted. (See <http://www.vesid.nysed.gov/specialed/publications/policy/changeaccom.htm>.)

## Limited English Proficient (LEP) Students

Schools may provide the following testing accommodations to 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 an optimum testing environment and optimum facilities for LEP students. They may administer the Grades 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 can 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 the 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 BETACs can assist schools in locating people who can translate the students’ responses into English to facilitate scoring of the Mathematics test answer papers.

# Safeguarding Test Materials

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Schools must store test materials in a safe or vault at the secure delivery site. The 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.
- store the test materials immediately in the secure location.

**Note: 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 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.

The safe or vault where test materials are being stored should be checked daily to ensure that the test materials have not been tampered with and that they remain secure. The combination or key to the safe or vault must be maintained under strict security conditions to preclude access to the test materials by students and other unauthorized people. Please note that after the tests have been administered, all test books must be collected and stored securely.

## Security Guidelines

### Test Books

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 deadline for submission of the answer sheets to the scanning centers has passed (see page vii). After this deadline, all **unused** Book 1s and 2s can be used for instructional or staff development purposes.

## **Security Breaches**

If a security breach occurs prior to, during, or after testing, notify the principal immediately. The principal must report the security breach within 24 hours to the Office of State Assessment by faxing a description of the incident to 518-474-1989. If it is determined that students have had access to the contents of a test prior to the actual administration of the test (excluding misadministrations described on page 11), 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.

## **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.)