



New York State Testing Program

Grades 4 and 8 English Language Arts Tests

Grades 4 and 8 Mathematics Tests

School Administrator's Manual *for Public Schools*

2005 Edition

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

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Preparing for and Administering the Tests

General Features of the Grades 4 and 8 English Language Arts and Mathematics Tests

The Department has entered into a partnership with CTB/McGraw-Hill for the development of the Grades 4 and 8 English Language Arts and Mathematics Tests. Teachers from across the state have worked with us in a variety of activities to ensure that the tests will be appropriate measures of student achievement of the New York State Learning Standards.

The tests will be given in two or three sessions on two or three consecutive days, depending on the grade level.

The Grades 4 and 8 English Language Arts Tests will consist of reading selections and multiple-choice questions, short-response and extended-response questions based on a listening selection, an independent writing prompt, and short-response and extended-response questions based on reading selections.

The Grades 4 and 8 Mathematics Tests will consist of multiple-choice, short-response, and extended-response questions. The multiple-choice component presents students with questions utilizing a variety of skills. These are followed by response choices, one of which is correct. The short- and extended-response questions require students to write (rather than select) an appropriate response. These questions will allow students to take different paths to a solution and to use different strategies.

The Department establishes a State-designated level of performance to help schools identify students who must receive **academic intervention services**. All students who score below the State-designated performance level (performance level 3) must be provided such services, which must commence in the semester immediately following the administration of the test. (For further details, see page 13.)

By following the guidelines in this manual, you can help ensure that the tests will be valid and equitable for all students. A series of instructions will help you organize the materials, the testing schedule, and the scoring process for maximum efficiency.

All persons in charge of the administration of the Grades 4 and 8 English Language Arts and Mathematics Tests should be familiar with the information in this manual. Questions concerning the administration of these tests should be directed to the Office of State Assessment at 518-474-8220 or 518-474-5099.

Students to Be Tested

The New York State Testing Program 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” immediately below). This includes students who have been retained in Grades 4 and 8. Nonpublic schools are strongly encouraged to administer the tests. The exceptions are noted below.

Students in Ungraded Classes

Students should be tested on the Grade 4 assessments no later than the school year 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

In past years, schools have been permitted to administer the Grade 8 Mathematics Test to students in Grade 7 who were expected to complete all of the material in the Intermediate-Level Mathematics Core Curriculum (5–8) by the end of that grade and who were being considered for placement in an accelerated high school–level mathematics course in Grade 8. Beginning with the May 2005 test, schools are no longer permitted to administer the Grade 8 Mathematics Test to Grade 7 students. This change in Department policy is necessary so that the State’s assessment program will be in conformity with the No Child Left Behind (NCLB) Act.

The school may not use the May 2005 Grade 8 Mathematics Test to retest any students who participated in this assessment during the previous school year as seventh-graders.

Limited-English-Proficient (LEP) Students

The NCLB Act requires that the English proficiency of all LEP students (as defined in Part 154 of the Regulations of the Commissioner of Education) be tested annually. 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, 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 also take the Grade 4 or 8 English Language Arts Test.

NCLB 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 (not including Puerto Rico) for fewer than three consecutive years or who have attended for four or five years and have received an exemption, as described on the next page. 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 or who have received an exemption, as described on the next page. The Department will count the NYSESLAT scores of eligible LEP students in computing a school’s accountability index. Schools must decide which LEP students in Grades 4 and 8 will use the NYSESLAT for

English Language Arts accountability before the administration of the Grades 4 and 8 English Language Arts Tests. If an LEP student takes the Grade 4 or Grade 8 English Language Arts Test, the resulting score will be used in computing the performance index.

All LEP students in Grades 4 or 8 who have attended school in the United States (not including Puerto Rico) for three or more consecutive school years as of January 2, 2005, are required to take the Grade 4 or Grade 8 English Language Arts Test in 2005, unless an exemption is granted, as described below. LEP students now enrolled in Grades 4 or 8 who were enrolled in schools in the United States (not including Puerto Rico) prior to January 2, 2002, and in each succeeding year, must take the Grade 4 or 8 English Language Arts Test in 2005.

NCLB allows for some **exemptions** to this rule. 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. Districts and charter schools must ensure that records of such individual exemptions are maintained. LEP students in their sixth year in an approved program are not eligible for this exemption and must take the Grade 4 or 8 English Language Arts Test as well as the NYSESLAT.

The provisions of NCLB 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 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. (See "Oral Translation for Lower-Incidence Languages" on page 8.)

Additional information concerning the inclusion of LEP students in State examinations in English Language Arts and Mathematics is provided on the Department's web site at <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 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). The decision must then be documented on the student's Individualized Education Program (IEP). The criteria that the CSE must use to determine eligibility for a locally selected assessment is available in a memorandum entitled *Supplemental Guidelines for Participation of Students with Disabilities in the State Assessments: Locally Selected Assessments*. This memorandum is available at the web site <http://www.emsc.nysed.gov/deputy/Documents/disabilities-assess.htm>. Students eligible for the NYSAA will participate in the Alternative Assessment during the school years in which they reach the appropriate ages. (See <http://www.vesid.nysed.gov/specialed/alterassessment/agecriteria.htm>.)

Other Considerations

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

Testing Accommodations

Students with Disabilities

It is the responsibility of the principal to ensure that testing accommodations specified in the IEP or the Section 504 Accommodation Plan (504 Plan) are provided to students with disabilities as long as the accommodations do not alter a construct being measured by the test. (For more details, access <http://www.vesid.nysed.gov/specialed/publications/policy/changeaccom.htm>.) Students who have been declassified may continue to be provided testing accommodations if recommended by the local CSE at the time of declassification and recorded in the student's declassification IEP.

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 IEP or a 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; however, the principal may confer with members of the 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 via fax to 518-402-5596. 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 a 504 Plan.

Use of Scribes or Tape Recorders and Large-Type or Braille Editions

The use of scribes and the use of tape recorders 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; then the scribe must 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 transcribed.
- 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-checking and grammar-checking devices 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 than using a scribe.

For large-type or braille editions of the tests, teachers should transcribe the students' text onto regular-test answer sheets and test books exactly as dictated or recorded.

Accommodations Specific to the English Language Arts Tests

Teacher Reading to Student

Grade 4:

- Book 1
Only directions that are to be read aloud to **all** students may be read; no other part of Book 1 may be read to the student.
- Book 2
The listening selection, as well as the directions that are to be read aloud to **all** students, may be read. In addition, all directions and questions on pages 1 through 13 may be read to the student. No other part of Book 2 may be read to the student.

Grade 8:

- Book 1
Only directions that are to be read aloud to **all** students may be read; no other part of Book 1 may be read to the student.
- Book 2
The listening selection, as well as the directions that are to be read aloud to **all** students, may be read. In addition, all directions and questions on pages 1 through 7 and pages 21 through 23 may be read to the student. No other part of Book 2 may be read to the student.

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

Grades 4 and 8:

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

Scoring Student Writing

Grades 4 and 8:

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

Accommodations Specific to the Mathematics Tests

All parts of these tests may be read aloud to the students.

Grade 4:

Because this test measures students' proficiencies involving basic calculations, no student may use a calculator, an abacus, or mathematics tables.

Grade 8:

- Book 1
Because Book 1 assesses a student's proficiencies involving calculations, the use of a calculator, mathematics tables, or an abacus will **not** be allowed.
- Book 2
The use of calculators is permitted. (Calculators must be minimum four-function with square root key, scientific preferred. Graphing calculators are **not** permitted.)

LEP Students

For LEP students, schools may provide the following testing accommodations:

- *Time Extension:* Schools may extend the testing 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 optimal testing environments and 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 Grades 4 and 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 an English and alternative language edition of the Grade 4 or 8 Mathematics Test simultaneously. However, they should be instructed to record all of their responses in only one of the two editions. The alternative language edition used by the student should be 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 persons who can translate the students’ responses into English to facilitate scoring of the tests.

Safeguarding Test Materials

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, and
- 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 unused Book 2s (regular, alternative language, large-type, and braille) should be collected and kept in a secure location until the deadline for submitting the answer sheets to the scanning centers has passed (see Appendix C). After this deadline, all **unused** Book 1s and Book 2s can be used for instructional or staff development purposes. For processing Book 2s after testing, see instructions beginning on page 25.

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 12), the test results for those students must be cancelled. Faculty and/or staff involvement in a security breach must be investigated to determine if disciplinary action is warranted. When reporting student assessment data to the Department under such circumstances, the principal must report the students' scores as an "administrative error," Standard Met code of 97, in the LEAP system.

Test Preparation and Other Guidelines

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, parents 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*, which are shipped to schools with the tests and may also be accessed on the Department's web site at <http://www.emsc.nysed.gov/osa>.)

Preparation of the Testing Room(s)

The room(s) in which the tests are administered should be well lit, well ventilated, and quiet. Make preparations before the testing period to keep noise and other distractions to a minimum. Place a "Do Not Disturb" sign on the door to prevent interruptions. If tests are to be administered in a classroom, clear desks and shelves under the desks of all books, papers, and other materials. Completely cover or remove all charts or maps pertinent to the subject being tested and all boardwork. Make arrangements in advance to seat the students so that each student will be clearly visible to the proctor at all times and there will be the least possible opportunity for any communication between students. Seating of students in alternate rows is recommended.

Supervision of Students

Unauthorized Materials

Students should be under close supervision at all times during the test. When students enter the testing room, proctors must ensure that students do not bring any unauthorized notes, printed material, scrap paper, Post-it® notes, or tools that would give them an unfair advantage on the test. The materials that students are permitted to use during the test are identified in the *Teacher's Directions*.

Highlighters

Schools may permit students to use highlighters when taking State examinations. Proctors must monitor student use of highlighters to ensure that they are **not** being used by students to record their responses to questions that must be answered in pencil and that the use of highlighters does not obscure the students' responses to open-ended questions.

Aid to Students

No one, under any circumstances, may interpret or explain test questions to students, nor may anyone review or comment on the answer sheet of a student while the test is in progress. In response to inquiries by students concerning the meaning or interpretation of test questions, proctors should advise students to use their own best judgment.

Temporary Absence from Testing Room

No student may be permitted to leave and then return to the testing room during any part of the test unless the student is accompanied by a proctor for the duration of his/her absence from the testing room.

Emergency Evacuation of a School Building

Evacuation of a school building during a test may be required because of an emergency such as a fire alarm or bomb threat. In any situation in which the safety of the students is endangered, the principal has full authority to interrupt the test immediately. If it is possible, the students should be kept under supervision during the emergency. Then, if work can be resumed, the time for the test should be extended so that the students will be allowed their full time for the test. Following the test, a written report of the circumstances should be sent by mail or fax to the Office of State Assessment.

Student Cheating

Do not permit students to obtain information from or give information to other students in any way during the test. If you suspect that such an attempt has occurred, warn the students that any further attempts will result in the termination of their tests. If necessary, move the students to another location. If these steps fail to end attempts to obtain or give information, notify the principal immediately and terminate the students' tests. At the conclusion of the test, all suspected cheating must be reported to the principal.

If, in the judgment of the principal, the student has given aid to or obtained aid from another person during the test, the principal must follow the school's disciplinary procedure for student cheating and invalidate the students' tests. Invalidated tests may not be submitted for scoring. When reporting student assessment data to the Department under such circumstances, the principal must report the students' scores as an "administrative error," Standard Met code of 97, in the LEAP system.

Illness

If a student becomes ill during a part of the test, the student should be excused until he or she is well enough to continue. The principal should estimate the time that the student had remaining to complete that part of the test. When the student is well enough to complete the test (and as long as the testing or makeup period has not ended), the student may be given the remaining time for that part. Other unadministered parts should be administered according to the *Teacher's Directions* as long as the testing or makeup period has not ended. When the student is taking a partially completed part of the test, the student must be closely supervised so that he or she does not go back to previously finished questions on the test.

Misadministrations/Administrative Errors

If one or more parts of the test were misadministered—for example, a part was administered out of order (except for makeup testing), students were provided unauthorized/inappropriate testing accommodations or tools (such as calculators where not permitted), or students had other nonstandard test administrations unrelated to cheating—student papers, at the principal's discretion, may be submitted for scoring. However, for LEAP reporting, the principal must report

all affected students' scores as "administrative error," Standard Met code of 97. When reporting these scores to parents and the community, teachers and principals must explicitly state that these scores were not derived from a standard test administration.

It is the responsibility of those individuals proctoring the test to ensure that students are monitored closely, that students are not provided unauthorized testing accommodations or tools, and that they do not start the test before being instructed to do so. Nevertheless, students sometimes do not follow instructions. If a student starts a section of the test before being told to do so, the student should be stopped as soon as observed and told to work only in the appropriate section of the test book. The student should not be provided any additional time. When the next section of the test begins, the student may be given the test book (with the parts the student already worked on). The student should be given the same amount of time as other students to complete this part of the test. The principal must mail or fax a letter explaining the administrative error to the Department. The principal should also write a note explaining that the student's test was misadministered and, when completing the LEAP report, use the Standard Met code of 97. When the student's results are returned, they should be interpreted with caution.

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.

Determining the Need for Academic Intervention Services

Section 100.2(ee)(i) of the Regulations of the Commissioner of Education requires schools to provide academic intervention services to students who score below the State-designated performance level (performance level 3) on the Grades 4 and 8 English Language Arts and Mathematics Tests. All students who achieve a final score of performance level 1 or 2 must receive academic intervention services. These services must commence no later than the beginning of the semester immediately following the administration of the test.

Recording and Maintaining Test Scores and Test Books, and Storing Answer Sheets

The Department does not keep any records of individual student scores for the Grades 4 and 8 English Language Arts and Mathematics Tests. Therefore, it is important that the permanent records maintained by the school be complete and accurate. Each time a student takes these tests at the scheduled time, the date of administration and the score must be entered on the student's permanent record. In cases where schools have sent answer sheets for scanning and/or Book 2s for regional or centralized scoring, the books will be returned to the schools for safekeeping after the scanning/scoring has been completed. These materials must be kept on file in the school for at least one year.

Review by Students and Parents of Book 1s, Book 2s, and Answer Sheets

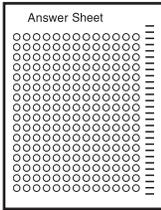
After all English Language Arts and Mathematics Tests have been scored and all scores have been recorded on students' permanent records, a student and his or her parents/guardians have the right to review the student's own test books and answer sheets. Test books and answer sheets should be reviewed in the presence of the principal or his/her designee, to ensure that no changes are made as they are being reviewed. Copies of test books and answer sheets may be provided to students and their parents upon request after the scanning centers have returned the answer sheets to the district.

Before Testing

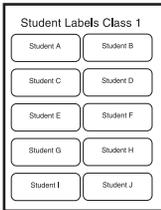
Receiving and Inventorying Test Materials

Test materials will arrive in separate shipments. One shipment will be sent from a BOCES/ Regional Information Center (RIC) or large public school district office, and another shipment will be sent by the Department.

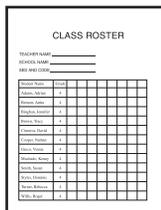
Step 1. Inventory the materials received from your local scanning center.



- Precoded answer sheets (for use with Book 1s):** You should have one precoded answer sheet for each student participating in this test administration.
- Blank answer sheets:** You should have blank answer sheets for new students. If a student is new, biographical information must be recorded. In some cases, the answer sheet will include precoded biographical information. The precoded labels contain biographical information, but these labels are not available for new students and all schools do not receive them. Therefore, in other cases, the information will need to be recorded on a blank answer sheet. Please refer to your district/regional testing directions for specific instructions.



- Precoded student identification labels:** You should have **one** precoded student identification label for each student participating in this test administration. The label is to be affixed to the back cover of each student's Book 2.
- Blank student identification labels:** You should have blank student identification labels for new students. The label is to be completed and affixed to the back cover of each new student's Book 2.

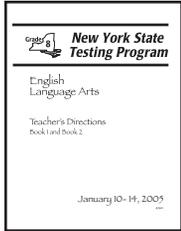


- Preprinted Classroom Rosters:** (This is only for schools in New York City or schools associated with a Regional Information Center.) You should have one roster for every class participating in testing (for details, please contact your scanning center). All other schools will need to prepare Classroom Rosters of students to be tested using the format provided in the answer sheet package.

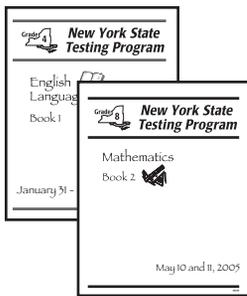
Step 2. Inventory the materials received in your shipment from the Department (see the next page for a sample).



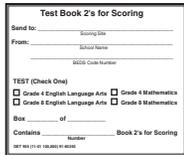
- Shipping notice:** Use the shipping notice in Box 1 of your shipment to verify the contents of your shipment. (See the shipping notice on the next page.)



- Teacher's Directions:** You will receive two *Teacher's Directions* manuals for every 25 test books ordered. Teachers will use the *Teacher's Directions* as a step-by-step test administration guide. If necessary, *Teacher's Directions* can be photocopied.

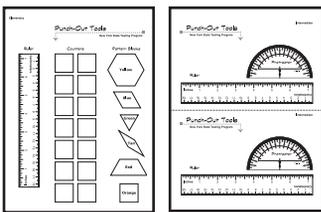


- Book 1s and Book 2s:** Book 1s (containing multiple-choice questions) and Book 2s (containing open-ended questions) will arrive shrink-wrapped in packages of five or 25. **You must leave the shrink-wrapped packages intact until the day of test administration when class packets are assembled.**



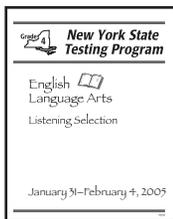
- Box labels:** Use the orange box label to record the number of Book 2s sent to the scoring site. Check the box next to the name of the test being sent for scoring.

MATHEMATICS ONLY



- Manipulatives:** Punch-Out Tools are sent in the shipment from the Department. Encourage students to use the manipulatives prior to the test administration to become familiar with them.

ENGLISH LANGUAGE ARTS ONLY



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



THE UNIVERSITY OF THE STATE OF NEW YORK
 THE STATE EDUCATION DEPARTMENT
 OFFICE OF STATE ASSESSMENT
 ALBANY, NEW YORK 12234

**Shipping Notice for the Grade 4 English Language Arts Test
 January 31–February 4, 2005**

970201020003

Principal
PUBLIC SCHOOL
 40 SCHOOL AVE
 LEARNING STANDARDS, NY 11550

T: 516-###-####
 F: 516-###-####

Examinations will be shipped to:

970201020003

Principal
PUBLIC SCHOOL
 40 SCHOOL AVE
 LEARNING STANDARDS, NY 11550

T: 516-###-####
 F: 516-###-####

Package of Listening selections for ELA 4 Book 2, Session 2, Part 1

***** Regular, Large-Type, and Braille Test Books *****

-----Test Books-----

Test	Bundles of 25 Regular Materials	Large Type	Braille
Grade 4 English Language Arts			
Book 1	3		
Book 2	3		

***** Nonsecure Materials *****

Test	<i>Teacher's Directions</i>	Scoring Labels
Grade 4 English Language Arts	6	1 per carton

Note: Boxes from the Department used for delivering materials to your school should be kept for storing and for sending completed Book 2s and answer sheets to scoring sites.

Emergency Supply of Test Materials

If you need an emergency supply of materials, please do the following:

- Fill out the Grade 4 or Grade 8 Test Materials Fax Form, found in Appendix M of this manual, and fax it to the Office of State Assessment at 518-474-2021.
- Contact the official in charge of your regional center (see Appendix G 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 must be signed by the principal. (**Note:** Secure materials can 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

In order to prepare the test materials, you must take the following steps:

- Verify that each student in a class has a precoded answer sheet for Book 1 and a preprinted student identification label for Book 2 sent from your local scanning center.
- If a student does not have a precoded answer sheet or a student identification label, complete one of the extra answer sheets and labels provided. Record biographical information for that student according to district/regional directions.
- Definitions of testing accommodations categories to be recorded on the answer sheet can be found in Appendix R of this manual.
- Student identification labels must be affixed to the back of each student's Book 2. Labels can be affixed either prior to or after the administration of the open-ended questions. If you choose to affix the student label to Book 2 prior to the open-ended questions portion of the test, be sure that each student receives his or her own test book.

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 and additional test materials are needed, he or she should follow the directions on the Test Materials Fax Form, located in Appendix M. **The shrink-wrapped packages must not be opened until the day of test administration.** All test materials must be kept secure throughout the test administration.

A class packet should include the following materials (see the next pages for details):

- Teacher's Directions*
- Book 1s (one for each student)
- Book 2s (one for each student)
- Listening Selection booklet (English Language Arts only)*
- Classroom Roster
- Teacher Instructions (school administrator to photocopy Appendix E for each class)
- Manipulatives (Mathematics only)
- Calculators (minimum four-function with square-root key, scientific preferred; graphing calculators **not** permitted) for Mathematics Grade 8, Book 2 only (one for each student)
- Answer sheets (one for each student)
- Student identification labels (one for each student)
- One envelope for each student to store the Mathematics manipulatives until test administration (Mathematics only)

*For Grade 4 only: Book 2s and English Language Arts Listening Selections should not be included in the class packet for Session 1. They should remain in the school's secure storage location.

Makeup Testing and Preparing Materials for Scoring

Makeup Testing

Appendix C shows the makeup testing dates for students who did not take part or all of Book 1 or Book 2 during the regularly scheduled test administration. It is the principal's responsibility to facilitate the testing during the makeup period for those students who were absent on the regularly scheduled testing dates.

Students must be given every opportunity to make up any missed test session. Unless the student sits for all sessions of the test, the student will not receive a performance level score and will not be counted as participating in the assessment. Rules that will determine whether or not the student receives a valid score are found in Appendix S of this manual.

Apply the following guidelines for makeup testing for Book 1s and Book 2s:

- Students who are absent during part of the regularly scheduled test administration should take the testing session scheduled for the day they return. Administer the missed sessions to them during the makeup testing period.
- Students who are absent throughout the regularly scheduled test administration should complete all testing sessions during makeup testing. Administer these sessions in the same order as indicated in the *Teacher's Directions* and below for regularly scheduled testing:

Grade 4 English Language Arts Test: Session 1, Session 2, Session 3

Grade 4 Mathematics Test: Session 1, Session 2, Session 3

Grade 8 Mathematics Test: Session 1, Session 2

Grade 8 English Language Arts Test: Session 1, Session 2

For students who are absent for any session and do not take a makeup test, check their answer sheets to verify that the absences have been recorded for the open-ended sessions. Instructions for recording information about absences on the answer sheets are provided in Appendix F of this manual.

Student Answer Sheets

Please see Appendix F.

Teacher's Instructions for Organizing Materials for Return to the School Administrator

- Appendix E of this manual provides instructions for teachers on organizing materials for return to the school administrator. Teachers may keep *Teacher's Directions* and Mathematics manipulatives in the classroom or have them 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

Before repacking test materials, please read the following instructions:

- Collect all test 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 can be left in the classroom or collected, depending upon the preference of the school.
- Request that each teacher provide an updated Classroom Roster. This roster should include all students currently in each teacher's class.
- Separate used Book 1s from used Book 2s. (Book 2s need to be sent for scoring. See page 26 for instructions.)
- Securely store used and unused Book 1s, unused Book 2s, and English Language Arts Listening Selection booklets until the deadline for submitting the answer sheets to the scanning centers has passed.
- 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 the box(es). If original boxes are not available, use substitutes, provided they are marked correctly.
- Unused Book 1s and Book 2s may be used for instructional or staff development purposes when they are no longer secure.

Preparing Test Materials for Scoring

Regional or Districtwide Scoring

- Photocopy and complete the School/Group List (SGL), found in Appendix L of this manual. Transfer the total number of students tested for each class, indicated in the upper right-hand corner of the Classroom Roster, to the SGL, as shown in the illustration at the top of the next page. Repeat this process for each classroom. Fill out the requested information for each classroom in the 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 took the test. Be sure to include students who took makeup tests.
- Place banded stacks 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 Classroom 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 store them securely until the date that the answer sheets are sent to the scanning center.

Step 2:

Collect all banded Book 2s.

Step 3:

Organize the banded stacks of Book 2s by class.

