



P

New York State Testing Program

Grades 3–8 English Language Arts Tests

**School
Administrator's
Manual**

*for
Public Schools*

2007 Edition

49165

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

ROBERT M. BENNETT, <i>Chancellor</i> , B.A., M.S.	Tonawanda
ADELAIDE L. SANFORD, <i>Vice Chancellor</i> , B.A., M.A., Ph.D.	Hollis
SAUL B. COHEN, B.A., M.A., Ph.D.	New Rochelle
JAMES C. DAWSON, A.A., B.A., M.S., Ph.D.	Peru
ANTHONY S. BOTTAR, B.A., J.D.	North Syracuse
MERRYL H. TISCH, B.A., M.A., Ed.D.	New York
GERALDINE D. CHAPEY, B.A., M.A., Ed.D.	Belle Harbor
ARNOLD B. GARDNER, B.A., LL.B.	Buffalo
HARRY PHILLIPS, 3rd, B.A., M.S.F.S.	Hartsdale
JOSEPH E. BOWMAN, JR., B.A., M.L.S., M.A., M.Ed., Ed.D.	Albany
LORRAINE A. CORTÉS-VÁZQUEZ, B.A., M.P.A.	Bronx
JAMES R. TALLON, JR., B.A., M.A.	Binghamton
MILTON L. COFIELD, B.S., M.B.A., Ph.D.	Rochester
JOHN BRADEMAS, B.A., Ph.D.	New York
ROGER B. TILLES, B.A., J.D.	Great Neck
KAREN BROOKS HOPKINS, B.A., M.F.A.	Brooklyn

President of The University and Commissioner of Education

RICHARD P. MILLS

Interim Deputy Commissioner for Elementary, Middle, Secondary and Continuing Education

JEAN C. STEVENS

Assistant Commissioner for Standards, Assessment and Reporting

DAVID ABRAMS

The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender, genetic predisposition or carrier status, or sexual orientation in its educational programs, services and activities. Portions of this publication can be made available in a variety of formats, including braille, large print or audio tape, upon request. Inquiries concerning this policy of nondiscrimination should be directed to the Department's Office for Diversity, Ethics, and Access, Room 530, Education Building, Albany, NY 12234.



Developed and published under contract with the New York State Education Department by CTB/McGraw-Hill LLC, a subsidiary of The McGraw-Hill Companies, Inc., 20 Ryan Ranch Road, Monterey, California 93940-5703. Copyright © 2007 by the New York State Education Department. Permission is hereby granted for school administrators and educators to reproduce these materials, located online at <http://www.emsc.nysed.gov/osa>, in the quantities necessary for their school's use, but not for sale, provided copyright notices are retained as they appear in these publications. This permission does not apply to distribution of these materials, electronically or by other means, other than for school use.

Table of Contents

General Features of the Grades 3–8 English Language Arts Tests	1
Students to Be Tested	2
Testing Accommodations	3
Students Who Incur Disabilities Shortly Before Test Administration	3
Students with Disabilities	3
Use of Scribes or Tape Recorders and Large-Type or Braille Editions	4
Accommodations Specific to the English Language Arts Tests	4
LEP Students	5
Safeguarding Test Materials	6
Security Guidelines	6
Security Breaches	7
Test Preparation and Other Guidelines	8
Preparation of Students for Testing	8
Preparation of the Testing Room(s)	8
Supervision of Students	8
Misadministrations/Administrative Errors	9
Determining the Need for Academic Intervention Services	10
Recording and Maintaining Test Scores and Test Books, and Storing Answer Sheets	10
Review by Students and Parents of Test Books and Answer Sheets	10
Before Testing	11
Receiving and Inventorying Test Materials	11
Emergency Supply of Test Materials	12
Preparing Test Materials	12
Assembling and Distributing Test Materials	13
Test Materials	14
Makeup Testing	16
Preparing Test Materials for Scoring	17
Instructions for Organizing Materials for Return to the School Administrator	17
Administrator’s Instructions for Collecting, Storing, and Organizing Test Materials	17
Preparing Test Materials for Processing	18
Planning the Scoring Operations—Scoring Open-Ended Questions	20
Scoring Options	20
Scoring Models	20
Responsibilities of Person Supervising Scoring Operations	21
Selecting and Assigning Teachers for the Scoring Committees	21
Assigning Scorer Numbers and Questions to Scoring Committee Members	22
Training Scorers	22
Estimated Time Needed for Scoring	23
Scoring Room	23
Scoring Supplies	23

Table of Contents (continued)

Operations/Logistics for Scoring the Short- and Extended-Response Questions	24
Collecting, Storing, and Organizing Test Materials.	24
Preparing Test Materials for Scoring	24
Checking in Test Materials	25
Randomizing and Building Test Book Folders/Boxes.	26
Staging Test Books for Scoring	27
Processing Test Books During Scoring	27
Read-Behinds.	28
Follow-Up Operations for Scoring Short- and Extended- Response Questions.	29
No Double Scoring	29
Quality-Checking Answer Sheets	30
Forwarding Answer Sheets to Scanning Centers and Returning Test Books to Schools.	31
Teacher Evaluation of the Tests	32
Audit-Scoring.	32
Return of Ancillary Materials	33
Closing of Scoring Site	33

Appendices

Appendix A: Important Reminders Regarding Test Administration and Scoring for 2007.	A-1
Appendix B: Certificates	A-2
Examination Storage Certificate	A-3
Deputy and Proctor Certificate.	A-5
Scoring Operations Certificate.	A-7
Appendix C: Important Dates for Grades 3–8 English Language Arts Tests in 2007	A-9
Appendix D: Contacts for Assistance	A-10
Appendix E: Instructions for Student Answer Sheets	A-11
Appendix F: NYC Senior Assessment Coordinators.	A-13
Appendix G: Scanning Centers (Regional Information Centers, or RICs)	A-16
Appendix H: School Administrator’s Checklist	A-19
Appendix I: School/Group List	A-21
Appendix J: Fax Forms for Schools.	A-23
Grades 3, 4, and 5 English Language Arts Test Materials Fax Form	A-23
Grades 6, 7, and 8 English Language Arts Test Materials Fax Form	A-25
Appendix K: Scoring Site Organization	A-27
Appendix L: Testing Accommodations Categories	A-28
Appendix M: Rules to Determine Whether a Student Receives a Valid Score	A-30
Appendix N: Information on Ungraded Students for State Assessment Purposes	A-31
Appendix O: Guidelines for Including Special Education Teachers in Scoring Committees for the Grades 3–8 English Language Arts Tests	A-32

Preparing for and Administering the Tests

General Features of the Grades 3–8 English Language Arts Tests

The Department has a partnership with CTB/McGraw-Hill for the development of the Grades 3–8 English Language Arts Tests. Teachers from across the State work with us in a variety of activities to ensure that the tests are appropriate measures of student achievement of the New York State Learning Standards.

The English Language Arts Tests are administered in two or three sessions on two or three consecutive days, depending on the grade level.

The Grades 3, 5, and 7 English Language Arts Tests consist of a section containing multiple-choice and short-response questions based on reading selections and a section containing multiple-choice and short-response questions based on a listening selection. The second section also contains an editing task.

The Grades 4, 6, and 8 English Language Arts Tests consist of a section containing multiple-choice questions based on reading selections, a second section containing short-response and extended-response questions based on a listening selection, and a third section containing short-response and extended-response questions based on paired reading selections.

The Department has established 4 State-designated levels of performance. All students who score below the State-designated performance level (performance level 3) must be provided academic intervention services, which must commence in the semester immediately following the administration of the test.

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

All persons in charge of the administration of the Grades 3–8 English Language Arts 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 518-474-5902.

Students to Be Tested

Except as noted below, all public school students in Grades 3 through 8 must take all State assessments administered for their grade level. This includes students who have been retained in these grades. The birth dates of ungraded students with disabilities should be used to determine who must be tested and which grade-level test they will take (see Appendix N). When determining which students will participate in these tests, be sure to consider students who attend programs operated by the Board of Cooperative Educational Services (BOCES) as well as any other programs located outside the district.

- *Limited-English-Proficient (LEP) Students.* The No Child Left Behind Act (NCLB) requires that the English language arts proficiency of all LEP students (as defined in Part 154 of the Regulations of the Commissioner of Education) be tested annually. All LEP students, regardless of grade, must take the New York State English as a Second Language Achievement Test (NYSESLAT).

Prior to the 2006-07 school year, schools had been permitted to exempt from the Grades 3–8 English Language Arts Tests LEP students who had attended school in the United States for no more than three years. Beginning with the 2006–07 school year, schools are permitted to exempt from the English Language Arts Tests only those LEP students who on January 3, 2007, will have attended school in the United States (excluding Puerto Rico) for less than one year. This change in Department policy was necessary so that the State’s assessment program would be in conformity with NCLB.

- *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 or in the New York State Alternate Assessment (NYSAA) for students with severe disabilities. The CSE’s decision must be documented on the student’s Individualized Education Program (IEP). The criteria that the CSE must use to determine eligibility for the NYSAA is available at the web site: <http://www.vesid.nysed.gov/specialed/alterassessment/home.html>.

Testing Accommodations

Students Who Incur Disabilities Shortly Before Test Administration

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

- extending the time limit for a test,
- administering the test in a special location, and
- recording the student's answers in any manner.

Eligibility for such accommodations is based on the principal's professional discretion, but the principal may confer with members of the CSE or with other school personnel in making such a determination. Prior permission need not be obtained from the Department to authorize testing accommodations for general education students. However, a full written report concerning each authorization must be sent to the Office of State Assessment via fax at 518-402-5596. The report must be on school letterhead, must be signed by the principal, and must include the following information:

- the name of the student,
- the title of the test,
- a brief description of the student's injury or disability, and
- a listing of the accommodations that were authorized by the principal.

If the student is expected to continue to need testing accommodations, the principal must immediately make the appropriate referral for the consideration of an IEP or a 504 Plan.

Students with Disabilities

In general, students with disabilities must be provided with the testing accommodations specified in their IEPs or 504 Plans when taking these tests. It is the principal's responsibility to ensure that this occurs and that those staff who will be providing these testing accommodations are appropriately trained. However, testing accommodations that alter the measurement of a construct being tested are not permitted on elementary- and intermediate-level State assessments. Only those testing accommodations that do not alter the constructs measured by the tests are permitted.

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 the English Language Arts Tests. When taking these 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 thesaurus, spell-checking device, and grammar-checking device 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’ responses 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

Grades 3, 5, and 7:

- **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 other directions, all questions, and the editing paragraph in Book 2 may be read to the student.

Grades 4, 6, and 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 other directions and all questions in Book 2 may be read to the student.
- **Book 3:** Only directions that are to be read aloud to **all** students may be read; no other part of Book 3 may be read to the student.

Use of Spell-Checking and/or Grammar-Checking Devices (All Grades)

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

Scoring Student Writing (All Grades)

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

LEP Students

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

- *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 when making these determinations.
- *Separate Location:* Schools are encouraged to provide optimal testing environments and facilities for all students. They may administer the 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 any of the Grades 3–8 English Language Arts Tests.
- *Bilingual Dictionaries and Glossaries:* LEP students may use bilingual dictionaries and glossaries when taking the Grades 3–8 English Language Arts Tests. These bilingual dictionaries and glossaries may provide only direct translations of words. Bilingual dictionaries or glossaries that provide definitions or explanations of words are not permitted.

Schools may not provide oral or written translations of the Grades 3–8 English Language Arts Tests. LEP students may not write their responses to open-ended questions in their native language on the Grades 3–8 English Language Arts Tests.

Safeguarding Test 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 the school’s copy of the order form (but leave the shrink-wrapped packaging intact until the day of test administration), and
- store the test materials immediately in the safe or vault.

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 part of the test. The sealed packages of secure test materials must not be opened during the inventory. All secure test materials must remain sealed until the dates on which they will be administered.

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. After the tests have been administered, all test books must be collected and stored securely.

Security Guidelines

Test Books

When testing is completed, **all** used and unused test books (regular, 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 test books** (Book 1s, Book 2s, and Book 3s) can be used for instructional or staff development purposes. For information on processing test books containing constructed-response questions (Book 1s and Book 2s for Grades 3, 5, and 7; and Book 2s and Book 3s for Grades 4, 6, and 8) after testing, see the instructions in the section titled “Planning the Scoring Operations—Scoring Open-Ended Questions,” beginning on Page 20 of this manual.

Security Breaches

If a security breach occurs prior to, during, or after testing, notify the principal immediately. The principal must report the security breach to the Office of State Assessment within 24 hours 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, the test results for those students must be nullified. 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," Assessment Standard Met code of "97," in the State Data Repository 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 dates of testing and the purpose of the tests. 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>. Sample Tests for each grade level that feature questions similar to those on the operational tests may also be accessed at the same web site address.

Preparation of the Testing Room(s)

The room(s) in which the tests are administered should be well lighted, 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 from the walls all charts and blank or completed graphic organizers pertinent to English language arts and all board work. Make arrangements in advance to seat the students so that each student will be clearly visible to the proctor at all times and so that 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 administration of the tests. When students enter the testing room, proctors must ensure that students do not bring any unauthorized notes, printed material, scrap paper, Post-it® notes, or tools that might give them an unfair advantage on the test.

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. Teachers may give students assistance only in the mechanics of taking the tests such as understanding where to record their responses.

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 or 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, a 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 student's test. 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," Assessment Standard Met code of "97," in the State Data Repository 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, student papers, at the principal's discretion, may be submitted for scoring, but the principal must report the incident. Examples of misadministration include, but are not limited to:

- providing students with unauthorized/inappropriate testing accommodations or tools (such as use of a spell-checking device), and
- providing students with other nonstandard test administrations unrelated to cheating.

It is the responsibility of those individuals proctoring the test to ensure that students are monitored closely, that they 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.

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 3020 and 3020-a of Education Law or to action against their certification pursuant to Part 83 of the Regulations of the Commissioner of Education.

Determining the Need for Academic Intervention Services

Section 100.2(ee) 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 3–8 English Language Arts 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 start of the semester immediately following the administration and scoring 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 3–8 English Language Arts 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 in which schools have sent answer sheets for scanning and/or test books 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 from the date of administration.

Review by Students and Parents of Test Books and Answer Sheets

After all English Language Arts 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 the principal's 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 by students with Book 1s and Book 2s for Grades 3, 5, and 7; and for use by students with Book 1s only for Grades 4, 6, and 8):** You should have one precoded answer sheet for each student participating in Grades 4, 6, and 8 and two precoded answer sheets for each student participating in Grades 3, 5, and 7.
- Blank answer sheets:** You should have blank answer sheets for new students. Please refer to your district/regional testing directions for specific instructions on recording demographic information for new students.
- Precoded student identification labels:** *You should have two precoded student identification labels for each student participating in this test administration.* For Grades 3, 5, and 7, one label will be affixed to the back cover of Book 1 and the other to the back cover of Book 2; for Grades 4, 6, and 8, the labels will be affixed to the back covers of Book 2 and Book 3. The affixing of the labels to the books may occur no earlier than the day each book will be administered.
- 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 1 and Book 2 (for Grades 3, 5, and 7) or Book 2 and Book 3 (for Grades 4, 6, and 8).
- Preprinted classroom rosters:** (This is only for schools in New York City or schools associated with a RIC.) 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:

- Shipping Notice:** Use the shipping notice in Box 1 of your shipment and your school's photocopy of the order form that it submitted to the Department to verify the contents of your shipment.
- Teacher's Directions:** You will receive two *Teacher's Directions* for every 25 test books ordered. Teachers will use the *Teacher's Directions* as a step-by-step administration guide. *Teacher's Directions* should be distributed and reviewed by teachers prior to testing. If additional copies are needed, the *Teacher's Directions* may be photocopied.
- Book 1s, 2s, and 3s:** The regular edition of the test books will arrive shrink-wrapped in packages of 25. The braille and large-type test books will be shrink-wrapped and will be included in the exact quantity requested by the school. **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 1s and Book 2s for Grades 3, 5, and 7 and the number of Book 2s and Book 3s for Grades 4, 6, and 8. Check the box next to the grade of the test being sent for scoring. Also, fill in the lines at the bottom of the labels indicating the total number of boxes and the number of sets in each box.
- ❑ **Listening Selection Booklet:** Listening Selections will come in sealed envelopes or shrink-wrapped packages. **These packages may not be opened until the day that part of the test will be administered.** If more are needed on the day of testing, they must be obtained from the regional center.

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

Emergency Supply of Test Materials

If in taking inventory you determine that your school will need an emergency supply of secure test materials, please do the following:

- ❑ Fill out the appropriate Test Materials Fax Form, found in Appendix J 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 before sending an official school representative to pick up the emergency supply of materials on the day of testing. Information on Regional Centers is located at: <http://www.emsc.nysed.gov/osa/eliinfo/gen/listofregionalcenters.pdf>.
- ❑ 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 for each student in a class you have the following:
 - Answer sheet for use with Book 1 for Grades 3, 5, and 7
 - Answer sheet for use with Book 2 for Grades 3, 5, and 7
 - Answer sheet for use with Book 1 for Grades 4, 6, and 8
 - Preprinted student identification labels for Book 1 and Book 2 for Grades 3, 5, and 7
 - Preprinted student identification labels for Book 2 and Book 3 for Grades 4, 6, and 8

- ❑ If you do not have a precoded answer sheet or student identification label for a student, complete one of the extra answer sheets and labels provided. Record biographical information for that student according to district/regional directions.
- ❑ Definitions of the categories of testing accommodations for students with disabilities and for LEP students to be recorded on the answer sheet can be found in Appendix L of this manual.
- ❑ Student identification labels must be affixed to the back of each student's Book 1 and Book 2 (for Grades 3, 5, and 7) or Book 2 and Book 3 (for Grades 4, 6, and 8). Labels can be affixed either on the days of the tests or after the administration of the tests. If you choose to affix the student label(s) prior to administration on the days of the tests, be sure that each student receives his or her own test books. Under no circumstances may a school open the shrink-wrapped packages and affix the student identification labels to test books prior to the day that the test books will be administered.

Assembling and Distributing Test Materials

As soon as practical after delivery of the tests to the school or to its designated storage location, the *Teacher's Directions* (which are not secure) should be removed from the cartons of test materials. A copy of the *Teacher's Directions* should be distributed to each teacher who will be administering the test. This will enable the teachers to familiarize themselves with the instructions for administering the tests.

The chart on the next two pages lists the materials needed in each classroom at each grade level for each day of testing. **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.

Test Materials

	Day 1	Day 2	Day 3
Grade 3	<ul style="list-style-type: none"> • <i>Teacher's Directions</i> • Classroom roster • Book 1s (one for each student and one for the teacher) • Answer sheets for Book 1 (one for each student) • Student identification labels (one for each student) 	<ul style="list-style-type: none"> • <i>Teacher's Directions</i> • Classroom roster • Book 2s (one for each student and one for the teacher) • Answer sheets for Book 2 (one for each student) • Listening Selection booklet • Student identification labels (one for each student) 	
Grade 4	<ul style="list-style-type: none"> • <i>Teacher's Directions</i> • Classroom roster • Book 1s (one for each student and one for the teacher) • Answer sheets (one for each student) 	<ul style="list-style-type: none"> • <i>Teacher's Directions</i> • Classroom roster • Book 2s (one for each student and one for the teacher) • Listening Selection booklet • Student identification labels (one for each student) 	<ul style="list-style-type: none"> • <i>Teacher's Directions</i> • Classroom roster • Book 3s (one for each student and one for the teacher) • Student identification labels (one for each student)
Grade 5	<ul style="list-style-type: none"> • <i>Teacher's Directions</i> • Classroom roster • Book 1s (one for each student and one for the teacher) • Answer sheets for Book 1 (one for each student) • Student identification labels (one for each student) 	<ul style="list-style-type: none"> • <i>Teacher's Directions</i> • Classroom roster • Book 2s (one for each student and one for the teacher) • Answer sheets for Book 2 (one for each student) • Listening Selection booklet • Student identification labels (one for each student) 	

	Day 1	Day 2	Day 3
Grade 6	<ul style="list-style-type: none"> • <i>Teacher's Directions</i> • Classroom roster • Book 1s (one for each student and one for the teacher) • Answer sheets (one for each student) 	<ul style="list-style-type: none"> • <i>Teacher's Directions</i> • Classroom roster • Book 2s (one for each student and one for the teacher) • Listening Selection booklet • Student identification labels (one for each student) 	<ul style="list-style-type: none"> • <i>Teacher's Directions</i> • Classroom roster • Book 3s (one for each student and one for the teacher) • Student identification labels (one for each student)
Grade 7	<ul style="list-style-type: none"> • <i>Teacher's Directions</i> • Classroom roster • Book 1s (one for each student and one for the teacher) • Answer sheets for Book 1 (one for each student) • Student identification labels (one for each student) 	<ul style="list-style-type: none"> • <i>Teacher's Directions</i> • Classroom roster • Book 2s (one for each student and one for the teacher) • Answer sheets for Book 2 (one for each student) • Listening Selection booklet • Student identification labels (one for each student) 	
Grade 8	<ul style="list-style-type: none"> • <i>Teacher's Directions</i> • Classroom roster <p>For Part 1:</p> <ul style="list-style-type: none"> • Book 1s (one for each student and one for the teacher) • Answer sheets (one for each student) <p>For Part 2:</p> <ul style="list-style-type: none"> • Book 2s (one for each student and one for the teacher) • Listening Selection booklet • Student identification labels (one for each student) 	<ul style="list-style-type: none"> • <i>Teacher's Directions</i> • Classroom roster • Book 3s (one for each student and one for the teacher) • Student identification labels (one for each student) 	

Makeup Testing

Appendix C shows the makeup testing dates for students who did not take part or all of the test during the regularly scheduled test administration. It is the principal's responsibility to facilitate testing during the makeup period for those students who did not complete the tests on the regularly scheduled testing dates. Students must be given every opportunity to make up any missed test section. Unless the student sits for all parts 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 M of this manual.

Apply the following guidelines for makeup testing for all books:

- ❑ Students who are absent during part of the regularly scheduled test administration should take the part(s) of the test 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 parts of the test during makeup testing. Administer these parts in the same order as indicated in the *Teacher's Directions* and below for regularly scheduled testing:

Grade 3: Book 1, Book 2

Grade 4: Book 1, Book 2, Book 3

Grade 5: Book 1, Book 2

Grade 6: Book 1, Book 2, Book 3

Grade 7: Book 1, Book 2

Grade 8: Book 1, Book 2, Book 3

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

Preparing Test Materials for Scoring

Instructions for Organizing Materials for Return to the School Administrator

This manual provides instructions for teachers on organizing materials for return to the school administrator. See your school principal for specific directions. The principal or the principal's designee will collect the materials after each day of testing.

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

Before repacking test materials, please read the following instructions:

- At the conclusion of testing each day, collect all test materials, except for the *Teacher's Directions*, including used and unused Book 1s, used and unused Book 2s, used and unused Book 3s (for Grades 4, 6, and 8 only), answer sheets, completed biographical data, and student identification labels.
- Teacher's Directions* should be left in the classrooms with the teachers so that they may review the instructions for the remaining testing day(s).
- Request that each teacher provide an updated classroom roster. This roster should include all students currently in each teacher's class.
- At the conclusion of testing for Grades 3, 5, and 7, both Book 1s and Book 2s need to be sent to the scoring site.
- At the conclusion of testing for Grades 4, 6, and 8, separate used Book 1s from used Book 2s and Book 3s. Book 2s and Book 3s need to be sent to the scoring site. (See Page 24 for instructions.)
- Securely store all Listening Selections for all grades, all unused test books for all grades, and all used Book 1s for Grades 4, 6, and 8 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 the scoring site. Remove any previous markings and labels from the box(es). If original boxes are not available, use substitutes, provided they are marked correctly.
- All unused test books may be used for instructional or staff development purposes only after the deadline for submitting answer sheets to the scanning centers has passed and these materials are no longer considered secure.

Preparing Test Materials for Processing

Regional or Districtwide Scoring:

- Photocopy and complete the School/Group List (SGL) found in Appendix I of this manual. Transfer the total number of students tested for each class (indicated on the teacher’s classroom roster) to the SGL. Repeat this process for each classroom. Fill out the requested information for each classroom in the school.
 - **Classroom Number:** Write the number of each classroom.
 - **Grade:** Write the grade of the students who took the test (e.g., Grade 3, 4, etc., or ungraded)
 - **Number Tested:** Write the number of students who took the test. Be sure to include students who took makeup tests.
 - **Comments:** Include any additional pertinent information.
- For Grades 3, 5, and 7, both Book 1s and Book 2s must be kept together and sent for scoring since there are written responses in both books. Similarly, for Grades 4, 6, and 8, Book 2s and Book 3s must be kept together and sent for scoring since there are written responses in both of these books. For Grades 4, 6, and 8, Book 1s should not be sent to the scoring sites since these books contain multiple-choice questions exclusively, for which students record their answers on separate answer sheets.
- Put the completed SGL with the updated classroom roster in Box 1, on top of the used books (Book 1s and 2s for Grades 3, 5, and 7, and Book 2s and 3s for Grades 4, 6, and 8).
- Attach an orange label to each box, and indicate the scoring site, your school name, BEDS Code, the grade levels for which test books are enclosed, and the number of sets of books (Book 1s and Book 2s or Book 2s and Book 3s) 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:

- For Grades 3, 5, and 7, place each student’s Book 1 inside the front cover of his or her Book 2 and band the collection of books together. (Make sure the answer sheet for each book has been placed inside the front cover of the corresponding test book.)
- For Grades 4, 6, and 8, check boxes of Book 1s and store them securely until the date that the answer sheets are sent to the scanning center. Place each student’s Book 2 inside the front cover of his or her Book 3 and band the collection of books together. Make sure that each student’s answer sheet is placed inside the front cover of his or her Book 3.
- Organize the banded stacks of books by class.

- ❑ Photocopy and complete the School/Group List (SGL) found in Appendix I of this manual. Transfer the total number of students tested for each class (indicated on the teacher’s classroom roster) to the SGL. Repeat this process for each classroom. Fill out the requested information for each class in your school:

- **Classroom Number:** Write the number of each classroom.
- **Grade:** Write the grade of the students who took the test (e.g., Grade 3, 4, etc., or ungraded).
- **Number Tested:** Write the number of students who completed the test, including students who took makeup tests.
- **Comments:** Include any additional pertinent information.

The used books that have been packed for scoring must be stored in a secure location in the school until being relocated to the scoring site and in a secure location, as well, once at the scoring site.

Place stacks of banded used Book 1s and Book 2s for Grades 3, 5, and 7, or Book 2s and Book 3s for Grades 4, 6, and 8, into boxes with the SGL and classroom roster(s) on top.

- ❑ Keep the completed SGL with the updated classroom roster(s) on top of the used books being packed for scoring. Send a copy of the SGL and classroom roster(s) to the scanning center.

Planning the Scoring Operations— Scoring Open-Ended Questions

Scoring Options

Districts have the option of regional, districtwide, or schoolwide scoring. Arranging for the scoring of short- and extended-response questions in Book 1s and Book 2s (for Grades 3, 5, and 7) and in Book 2s and Book 3s (for Grades 4, 6, and 8) is the responsibility of each school or school district. The Department will not score these responses.

Scoring Models

Scoring Model Code	The scorers for the school’s tests included the following:
1. Regional scoring	a) Staff from three or more school districts, or b) staff from two or more nonpublic schools in an affiliation group (nonpublic or charter schools may participate in regional scoring with public school districts, and each nonpublic or charter school may be counted as one district)
2. Schools from two districts	a) Staff from two school districts, b) staff from two nonpublic schools, c) staff from two charter schools, or d) a combination of staff from two of the following: a school district, nonpublic school, or charter school
3. Three or more schools within a district	Staff from three or more schools in a district
4. Two schools within a district	Staff from two schools in a district
5. One school	Three or more scorers for each grade being scored, all from the same school

Regardless of the scoring model being used, 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 any one teacher’s class or any one school, it is necessary that test books be randomized prior to assignment to scorers; the steps for randomizing are described on Pages 26 and 27 of this manual.

Scoring options involve specific responsibilities and title designations. The responsibilities are similar, although the titles are different, depending on the option.

	Regional Scoring (Scoring Model 1)	Districtwide Scoring (Scoring Models 2, 3, and 4)	Schoolwide Scoring (Scoring Model 5)
<i>Responsibilities</i>	<i>Regional Title</i>	<i>District Title</i>	<i>School Title</i>
Supervises scoring operations	Site Coordinator	School District Administrator	Principal
Trains scorers, monitors sessions	Scoring Leader	District English Language Arts Leader	School English Language Arts Leader
Monitors sessions	Table Facilitator	School English Language Arts Leader	School English Language Arts Leader
Scores books with open-ended responses	Scoring Committee Member	Scoring Committee Member	Scoring Committee Member

Please see the *Scoring Site Operations Manual* for details on scoring model logistics.

Responsibilities of Person Supervising Scoring Operations

The person responsible for supervising scoring operations must sign the Scoring Operations Certificate, found in Appendix B of this manual; the signed certificate indicates compliance with the procedures described in this section on scoring the short- and extended-response questions.

Selecting and Assigning Teachers for the Scoring Committees

A scoring committee is made up of teachers chosen to score the short- and extended-response questions on the English Language Arts Tests. Each scoring committee must have a minimum of three scorers. It is recommended that each scoring site have a minimum of two scoring committees. Though school administrators make the final decision as to who can score Grades 3–8 English Language Arts Tests after review of the teacher’s certification and present teaching assignment(s), criteria to consider when choosing scoring committee members include the following:

- English language arts expertise,
- Experience with scoring open-ended questions, including use of rubrics,
- One or more years of teaching the specified or adjacent grade levels.

Retired teachers and active or retired school administrators, as well as certified teachers who are currently working as teacher assistants, may score the short- and extended-response questions if they:

- Have taught in the elementary grades (for Grades 3–6 Tests) or in the subject area (for Grades 5–8 Tests),

- Have familiarity with either the Sample Tests for Grades 3–8 English Language Arts or with the English Language Arts Tests administered during previous years, and
- Have experience using holistic rubrics.

If a district chooses to contract with a vendor to score these tests, it is the district’s responsibility to ensure that all individuals who will be scoring for the vendor have also met these criteria.

District administrators considering the use of special education teachers to score these tests should refer to Appendix P.

A **Consistency Assurance Set (CAS)** will be provided for each grade. The CASs are to be incorporated into the scoring training process to:

- establish a uniform process Statewide for training scorers, and
- improve the reliability of Statewide scoring.

The CAS that accompanies the sample test materials should be used to train all scorers for the tests, familiarizing them with the expectations for being a scorer. During the scorer training for the tests, the CAS should be used to identify areas in which additional training may be needed in order to ensure inter-rater reliability.

Assigning Scorer Numbers and Questions to Scoring Committee Members

Each scoring committee must be assigned a number. This number is a way of identifying scoring committees in order to provide feedback when conducting read-behinds. Records of the names of scoring committee members and the questions assigned to them should be retained in the school for one year. The answer sheet has a place for teachers to record their scoring committee number. Refer to the *Scoring Leader Handbook* for details. The *Scoring Leader Handbook* is available on the Department’s web site at <http://www.emsc.nysed.gov/osa>.

The printed scoring materials and DVDs for the English Language Arts Tests are organized so that scorers can be assigned to score student responses to questions that measure reading, listening, or writing mechanics. One way to assign questions is to divide the number of questions by the number of teachers on the scoring committee.

Training Scorers

In order to ensure that tests are scored reliably, it is essential that scorers receive scorer training each and every time they serve on a committee to score a State test, and that those persons responsible for scorer training strictly adhere to the training procedures detailed in the *Scoring Leader Handbook*.

Estimated Time Needed for Scoring

A scoring committee of three can be expected to score approximately 150 student tests in one school day. This estimate is based on the assumption that all scorers have had some general training using holistic scoring rubrics and exemplars of student responses. Teachers who have received previous training should need no more than a half-day of additional training before they begin to score. If scorers have not received previous training, they will need more training time on the scoring day to ensure accurate and reliable scores.

Scoring Room

The room selected for scoring should have the following:

- excellent lighting,
- adequate ventilation, and
- the capacity to be made secure.

All test books, student answer sheets, and scoring manuals must be kept secure and confidential. These materials must not be left unattended during breaks or lunch, and the room must be kept locked when unattended during the day and after school hours.

Scoring Supplies

The *Scoring Site Operations Manual* contains a list of supplies needed for hand-scoring the test books. The *Scoring Site Operations Manual* is located at:
<http://www.emsc.nysed.gov/3-8/scoringmanual-rev107.pdf>.

Operations/Logistics for Scoring the Short- and Extended-Response Questions

Collecting, Storing, and Organizing Test Materials

Package books after test administration:

1. Collect all test materials, including used and unused test books, answer sheets, completed biographical data, and student identification labels.
2. *Teacher's Directions* can be left in the classroom or collected, depending upon the school's preference.
3. Request that each teacher provide an updated classroom roster. This roster should include all students currently in each class.
4. Place students' answer sheets inside the front cover of their test books, stack the test books by classroom, place the classroom roster on top of the stack, and band with paper bands.
5. Securely store unused test books and other test materials until the deadline for submitting all scoring within the State has passed.
6. 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.
7. Unused test books may be used for instructional or staff development purposes when they are no longer secure.

Preparing Test Materials for Scoring

Districtwide Scoring (Scoring Models 2–4) and Regional Scoring (Scoring Model 1):

Photocopy and complete the SGL. Transfer the total number of students tested for each class (indicated on the teacher's classroom roster) to the SGL. Repeat this process for each classroom. Fill out the requested information for each classroom in the school.

1. Classroom Number: Write the homeroom number.
2. Grade: Write the grade of the students who took the test (e.g., Grades 3–8, or ungraded).
3. Number Tested: Write the number of students who took the test, including students who took makeup tests.
4. Place banded stacks of test books with inserted answer sheets in the box(es) to be sent to the scoring site.
5. Put the completed SGL with the updated classroom roster in Box 1, on top of the used test books.

6. Attach an orange label to each box, and indicate the scoring site, your school name, BEDS Code, the grade level for which test books are enclosed, and the number of sets of books (Book 1s and Book 2s or Book 2s and Book 3s) enclosed. Label the boxes for delivery to your scoring site.
7. Number the box(es) (e.g., Box “1 of 5,” “2 of 5,” “3 of 5,” etc.).
8. Seal the box(es) securely with packing tape and follow local testing directions for the delivery of completed test materials to scoring sites.

Schoolwide Scoring (Scoring Model 5):

1. Store unused test books securely until the deadline for submitting all scoring within the State has passed.
2. Collect all banded test books.
3. Organize the banded stacks of test books by class (e.g., Class 1, Class 2, Class 3).
4. Photocopy and complete the SGL. Transfer the total number of students tested for each class (indicated on the teacher’s classroom roster) to the SGL. Repeat this process for each classroom. Fill out the requested information for each class in your school.
5. Classroom Number: Write the homeroom number.
6. Grade: Write the grade of the students who took the test (e.g., Grades 3–8, or ungraded).
7. Number Tested: Write the number of students who completed the test, including students who took makeup tests.
8. Keep the completed SGL with the updated classroom roster(s) on top of the used test books. Send a copy of the SGL and classroom rosters to the scanning center to ensure accountability. Place stacks of banded test books into boxes with the SGL and classroom roster(s) on top. Store used test books in a secure location in the school until the scheduled scoring day(s).

Checking in Test Materials

Regional Scoring (Scoring Model 1):

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 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 of 5”), date shipment was received, and check-in date. Use the check-in log to record this information for every box received.

4. Total the number of students whose test books were submitted by a school by adding the number of students (sets of test books) reported on the orange label affixed to the outside of the box(es). Record this total on the check-in log.
5. Keep a copy of the check-in log and the packing list for reference.

Schoolwide Scoring (Scoring Model 5) and Districtwide Scoring (Scoring Models 2–4):

1. Make sure test books have been received from each school (if scoring districtwide) or from each class (if scoring schoolwide). Verify that the test book count written on the classroom roster matches the number of books received from the class. Use the test book counts on the classroom roster to calculate the total number of books received from each class.
2. If the test book counts do not match, do not continue. The classroom roster can be used to determine which students' test books are missing. Contact the teacher to locate the missing books.
3. Continue verifying the number of test books from each class, retaining class stacks on the work table. When every test book from all classes is accounted for, the randomizing process can begin.
4. File a copy of the classroom rosters for reference.
5. Stack test books by school (if scoring districtwide) or by class (if scoring schoolwide) for randomizing.

Note: If any Grade 4, Grade 6, or Grade 8 Book 1s are received, they should be boxed, stored securely until scoring is completed, and then returned to the district or school.

Randomizing and Building Test Book Folders/Boxes

Randomizing the test books is required to maximize the number of teachers scoring any one group of tests. It involves mixing test books from all districts (if scoring regionally), all schools (if scoring districtwide), or all classes (if scoring locally). These test books are then placed into folders or boxes in preparation for scoring.

Steps for Randomizing

1. If tests for more than one grade level are being scored at the same scoring site, be sure to separate the test books for different grades in different rooms, if possible, or in different corners of the same room if only one room is available.
2. Focusing on test books for only one grade exclusively at a time, select multiple districts, schools, or classes with approximately equal numbers of test books for randomization. Position a box from each of these districts, schools, or classes in a row on the floor. Line up all remaining boxes behind their corresponding district, school, or class.
3. Randomly pull a set of books from the first box for each district, school, or class, and then immediately repeat this procedure. Place these sets of books for five to ten students in the scoring folder or box. Continue randomly pulling sets of students' test books from the boxes for each district, school, or class until all sets of test books have been randomized and placed in scoring boxes.

4. Continue randomly pulling sets of test books from each district's, school's, or class' box until all books have been sorted into groups and placed into folders or boxes. If one district, school, or class box is depleted before the others, continue pulling from the remaining district, school, or class boxes until all books are placed in folders or boxes.
5. If using folders, place folders in boxes. A box (12" x 8 3/4" x 5") can hold up to 60 test books or 6–12 folders; but it is suggested that you limit the number of books or folders to a weight that is comfortable to lift.
6. Fill out a box label. Write the school names and the number of books in the spaces provided.
7. Number each box consecutively (for example, "1 of 3," "2 of 3," "3 of 3," etc.) and tape the box label securely to the outside of the box.
8. Repeat the process for the remaining districts, schools, or classes at the scoring site.

Staging Test Books for Scoring

All boxes will be routed to separate scoring areas depending on content to be read. Each test book will be scored.

1. Designate a location for each grade and content area to stage boxes.
2. At the start of a scoring session, provide enough test books to each scoring table for readers to score. Make sure the boxes for districts, schools, or classes are distributed to as many tables as practical within a content area.
3. It has been estimated that the responses to questions measuring Reading take longer to score than those measuring Listening or Writing Mechanics. Because of the varied times needed to score, the remaining boxes at the scoring site should be scored in the following order: Reading, Listening, and Writing Mechanics. (**Note:** For Grades 3, 5, and 7, the Editing Paragraph is part of the Listening test book, Book 2.)

Processing Test Books During Scoring

1. The reader worktables will be arranged so that the Table Facilitator/School English Language Arts Leader is at the head of the table, with up to six readers positioned around the table.
2. All folders containing sets of test books will be routed to the Scoring Committees. There are three content areas to score: (Reading, Listening, and Writing Mechanics.)
3. At the start of a scoring session, folders or boxes are placed in the "in-process" box on the scoring table. Scorers will remove a few sets of test books, record their scorer number, score their assigned questions, record their scores on the answer sheet, and pass the test books to the next teacher to score (in a round-robin fashion). If there are any questions (for example, hard-to-score response, sensitive student response, etc.), the scorer should speak with the Table Facilitator or Scoring Leader.

4. When a scorer has completed scoring the questions assigned to that scorer within a test book, the answer sheet will be placed inside the test book and returned to the folder. When all questions have been scored, place the folder in the “completed” box.
5. Folders or boxes of unscored test books are brought to the worktable as needed.

Read-Behinds

As sets of test books are finished being scored, they should be placed in the “completed” box so that the Table Facilitator/School English Language Arts Leader can conduct read-behinds. Read-behinds are scored sets of test books that are read again as an informal check of scorer accuracy and consistency.

The Table Facilitators/School English Language Arts Leaders conduct read-behinds on completed test books. Approximately 12 sets of test books per hour (that is, two sets per scorer) are read by the Table Facilitator/School English Language Arts Leader.

A Table Facilitator/School English Language Arts Leader should not question a score if a response is a “fence-sitter” paper, i.e., a paper for which either of two contiguous scores could be justified. However, if the Table Leader/School English Language Arts Leader believes that a particular paper’s score is not in alignment with the rubrics or an errant pattern of scoring has developed (i.e., scores are continually out of alignment with the rubrics), he or she should not change the score, but should diplomatically discuss the response(s) in question with the scorer so that the scorer is able to correct any scoring errors and return to accurate and consistent scoring.

If a problem still exists, the Table Facilitator/School English Language Arts Leader should bring the situation to the attention of the Scoring Site coordinator.

Follow-Up Operations for Scoring Short- and Extended-Response Questions

No Double Scoring

Once a set of student test books has been completely scored one time, it should be reviewed to ensure that all questions have been scored, the scores have been darkened appropriately, and there are no stray marks on the answer sheet. Preparations should then be made for returning the sets of student test books either back to the school or to a specified location for auditing. Schools will be notified if they are to participate in the audit. Except for the read-behinds discussed on the previous page, student test books should be scored only once (i.e., no double scoring).

When the teacher scoring committee completes the scoring process, test scores must be considered final and must be entered onto students' permanent records.

Principals and other administrative staff in a school or district do not have the authority to set aside the scores arrived at by the teacher scoring committee and rescore student examination papers or to change any scores assigned through the procedures described in this manual and in the scoring materials provided by the Department. Any principal or administrator found to have done so, except in the circumstances described below, will be in violation of Department policy regarding the scoring of these tests. Teachers and administrators who violate Department policy with respect to scoring State examinations may be subject to disciplinary action in accordance with Sections 3020 and 3020-a of Education Law or to action against their certification pursuant to Part 83 of the Regulations of the Commissioner of Education.

On rare occasions, an administrator may learn that an isolated error occurred in the calculation of a final score for a student or in recording the student's score in the permanent record. For example, the final score may have been based on an incorrect summing of the student's raw scores for parts of the test or from a misreading of the conversion chart. When such errors are detected within four months of the test date, the principal may arrange for the corrected score to be recorded in the student's permanent record. However, in all such instances, the principal must advise the Office of State Assessment in writing that the student's score has been corrected. The written notification to the Department must be signed by the principal or superintendent and must include the names of the students whose scores have been corrected, the name of the examination, the students' original and corrected scores, and a brief explanation of the nature of the scoring error which was corrected.

If an administrator has substantial reason to believe that the teacher scoring committee has failed to accurately score more than five student answer papers on any examination, the administrator must first obtain permission in writing from the Office of State Assessment before arranging for or permitting a rescoring of student papers. The written request to the Office of State Assessment must come from the superintendent of a public school district or the chief administrative officer of a nonpublic or charter school and must include the examination title, date of administration, and number of students whose papers would be subject to such rescoring. This request must also include a statement explaining why the administrator believes that the teacher scoring committee failed to score appropriately and, thus, why he or she believes rescoring the examination papers is necessary.

As part of this submission, the school administrator must make clear his or her understanding that such extraordinary re-rating may be carried out only by a full committee of teachers constituted in accordance with the scoring guidelines presented above and fully utilizing the scoring materials for this test provided by the Department.

On occasion, the Department finds it necessary to notify schools of a revision to the scoring key and rating guide for an examination. Should this occur after the scoring committee has completed its work, the principal is authorized to have appropriate members of the scoring committee review students' responses only to the specific question(s) referenced in the notification and to adjust students' final examination scores when appropriate. Only in such circumstances, the school is not required to notify or obtain approval from the Department to correct students' final examination scores.

Quality-Checking Answer Sheets

The quality-checking procedure involves a review of the scores filled in on the answer sheet by the scorers. During the quality check, any errors or omissions made by the scorers in recording students' scores 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 assigned to a Scoring Site Assistant.

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 filled in properly. Look for questions with missing scores, lightly marked scores, and double marked scores.
3. If questions are marked properly for all answer sheets, the folder is placed in a "completed scoring" box. These folders are ready for return processing, which means that the answer sheets are sent to the scanning center and the books are returned to the schools.
4. If there are any answer sheets with information missing, a Post-it® note is placed in the folder, which is then put aside until all test books have been checked for errors.
5. The sets of test books and answer sheets are then given to the appropriate Table Facilitator or Scoring Leader for corrections. After the corrections are made, return the test books and answer sheets to the quality control station.

Forwarding Answer Sheets to Scanning Centers and Returning Test Books to Schools

Returning test materials to the schools begins after all test materials in all folders have been scored and quality-checked. Verify that every folder has been accounted for and scored before starting to remove the answer sheets.

Steps for Returning the Test Materials to the Schools and Scanning Centers

1. If scoring regionally or districtwide, sort the sets of test books into school groups.
2. Further sort the sets of test books into classes, using the classroom roster(s).
3. Count the sets of test books and verify the total counts against the totals on the SGL.
4. Remove the test books from the folders, and ensure that each set of test books for English Language Arts Tests remains together.
5. Remove the answer sheets from the test books and place them on top of a copy of the SGL and the classroom rosters, building a stack of answer sheets for the school.
6. Before placing the answer sheets on top of a copy of the SGL and the classroom rosters, please make sure you have verified that all student information (e.g., name, ID number, etc.) is complete.
7. If an answer sheet is soiled or mutilated in some manner, the school must transcribe all student information and test responses onto an unused answer sheet, which is then added to the stack. Please do not fold, bend, tape, or staple any answer sheets.
8. Continue this process until all answer sheets are removed.
9. Count the answer sheets. Verify that the total number of answer sheets equals the number of test books for Grades 3, 5, and 7, and equals the total number of sets of test books for Grades 4, 6, and 8.
10. Place the answer sheets into a box for mailing. Affix the address label for the appropriate scanning center. Return all answer sheets to the designated scanning center.
11. Return test books to each school.

Teacher Evaluation of the Tests

We are interested in your opinion regarding the clarity and appropriateness of the materials in these tests. Please use the “Teacher Evaluation Form” for your comments. The form can be found at <http://www.ctb.com/nys>.

1. Select “English Language Arts Grades 3-8 Testing Program.”
2. Select “Teacher Evaluation Form.”
3. Complete the form.
4. If you want to keep a record of your evaluation, print a copy before submitting the completed form.
5. To submit the form, click on “SUBMIT” at the bottom of the page.

If you prefer, you can access the form directly by entering <http://www.ctb.com/pickupebs/nyeval/nyeal.jsp>. Then follow Steps 3 through 5.

Audit-Scoring

The Department conducts an annual audit of the scoring of the short- and extended-response questions. Approximately 10 percent of schools that administer these tests are selected for inclusion in the audit through a random sampling procedure. The principal of each selected school receives a letter from the Department following the scoring period. After the scoring is complete and the student answer sheets have been sent to the scanning centers, schools selected for the audit are to send all their completed test books to the location specified on the letter from the Department. **Send completed test books only, not the student answer sheets.**

It is important that schools affix the individual student identification labels sent to them by the scanning centers to the backs of the test books. Accompanying the Department’s letter is a form to be completed by the principal and enclosed in each box of test books. Test books are returned to the participating schools when the rescoring is completed. Statewide results of the audit are published in the annual technical report for each test. These reports are posted on the Department’s web site at: <http://www.emsc.nysed.gov/osa/pubs.html>.

Return of Ancillary Materials

The Scoring Site Coordinator will be responsible for returning all materials listed below to the schools. Call a secure package delivery company (such as FedEx, UPS, or DHL), which will pick up the materials that day or the next day or direct you to the nearest drop-off location.

The following is a list of materials to be returned to the schools:

- Scoring Sign-in Log (with assigned scorer numbers)
- Confidentiality Agreements: Please verify the completion of all the Confidentiality Agreements for each scorer and Scoring Site Assistant.
- Training Materials Inventory Sheet: This is a log verifying the arrival of training materials.
- Sensitive Papers: Give these papers to the Scoring Site Coordinator.

Closing of Scoring Site

After the scoring and preparation of test materials for delivery to scanning centers and schools, the Scoring Site Coordinator supervises the closing of the scoring facility. Scoring Site Assistants, as well as other members of the leadership team, may help with these procedures:

- Arrange secure shipments of all answer sheets and test books.
- Check scoring areas for overlooked materials.
- Return all ancillary materials to schools.

Appendices

Appendix A: Important Reminders Regarding Test Administration and Scoring for 2007

Test Administration

Dates for Scoring and Returning Student Answer Sheets

In order to receive their official individual student score reports, public school districts and nonpublic schools must adhere to specific dates for scoring and returning accurately coded student answer sheets to the scanning centers. These important dates can be found on the Department's web site at: <http://www.emsc.nysed.gov/osa>.

Districts and schools that return their answer sheets to the scanning centers after the specified dates will have their student scores computed by the scanning centers and can still report those scores to the Department through the State Data Repository System. **Such schools will not receive their individual student score reports via the nySTART reporting system (www.nySTART.gov).** Student scale scores and performance levels, however, will be available from the State Data Repository System.

Adherence to Scoring Protocol

In order to maximize standardization of the scoring process, a Scoring Operations Certificate is included in this manual (see Appendix B). Persons responsible for overall scoring operations are required to sign and retain on file this certificate, which states that each of the scoring procedures listed was “fully and faithfully implemented.”

Appendix B: Certificates

Three certificates follow: Examination Storage Certificate, Deputy and Proctor Certificate, and Scoring Operations Certificate. Each of these certificates must be completed and signed by the appropriate person(s) and retained in school files for one year.

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

EXAMINATION STORAGE CERTIFICATE

Grades 3–8 English Language Arts Tests

School Name: _____

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 Grades 3–8 English Language Arts Tests.

1. The sealed packages of secure test materials were stored in a safe or vault at the location indicated on the Examination Storage Plan submitted for the above examination period.
2. The safe or vault was 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 in writing if any of the packages of secure test materials were not properly sealed when received. The sealed packages of secure test materials were replaced inside the safe or vault immediately after the inventory was completed.
4. The sealed packages of secure materials were not removed from the safe or vault, except for the inventory of test materials shipped to the school, until the days on which the tests were scheduled to be administered.
5. The sealed packages of secure test materials were not opened until the days on which the tests were 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
Albany, New York 12234

DEPUTY AND PROCTOR CERTIFICATE

Grades 3–8 English Language Arts Tests

School Name: _____

Examination Date: _____

(Month/Year)

We, the undersigned deputies and proctors who assisted in the administration of the Grades 3–8 English Language Arts Tests, hereby declare our belief in the correctness of the following:

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

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

(Make additional copies as 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

Grades 3–8 English Language Arts Tests

School Name: _____

District/BOCES Name: _____ Examination Period: _____
(Month/Year)

Grade 3 English Language Arts Test

Grade 6 English Language Arts Test

Grade 4 English Language Arts Test

Grade 7 English Language Arts Test

Grade 5 English Language Arts Test

Grade 8 English Language Arts Test

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 for each grade level 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 the dates specified by the Department.
8. The answer sheets were submitted for scanning by the date specified by the Department.

Name: _____ Title: _____

Signature: _____ Date: _____ / _____ / _____

After completion, retain in school files for one year.

Appendix C: Important Dates for Grades 3–8 English Language Arts Tests in 2007

Activity	Grade 3 ELA	Grade 4 ELA	Grade 5 ELA	Grade 6 ELA	Grade 7 ELA	Grade 8 ELA
Test Books Arrive at Schools from SED	1/3 – 1/5	1/3 – 1/5	1/3 – 1/5	1/10 – 1/12	1/10 – 1/12	1/10 – 1/12
Administration of Test Books*	1/8 – 1/12	1/8 – 1/12	1/8 – 1/12	1/16 – 1/19	1/16 – 1/19	1/16 – 1/19
Makeup Testing □	1/16 – 1/19	1/16 – 1/19	1/16 – 1/19	1/22 – 1/26	1/22 – 1/26	1/22 – 1/26
DVDs for Scorer Training Arrive at District Offices, and Scoring Materials Arrive at Schools from SED	1/17 – 1/18	1/17 – 1/18	1/17 – 1/18	1/24 – 1/25	1/24 – 1/25	1/24 – 1/25
Questions and Answers for Scoring Posted at http://www.emsc.nysed.gov/osa	1/19	1/19	1/19	1/26	1/26	1/26
Help Line for Scoring Available	1/22 – 2/9	1/22 – 2/9	1/22 – 2/9	1/29 – 2/16	1/29 – 2/16	1/29 – 2/16
Scoring of Constructed Responses	1/22 – 2/9	1/22 – 2/9	1/22 – 2/9	1/29 – 2/16	1/29 – 2/16	1/29 – 2/16
Final Date to Submit Answer Sheets to Scanning Centers ^	2/12	2/12	2/12	2/20	2/20	2/20

* Schools must arrange to administer the English Language Arts Tests to students during the specified administration week for the test. Within each grade, schools are to administer the test on the same day to all general education students except for those students who are absent. Schools may schedule the tests for different grades on different sets of days within the specified week; e.g., the school may administer the Grade 3 English Language Arts Test on Monday, January 8 and Tuesday, January 9 while administering the Grade 4 English Language Arts Test on Wednesday, January 10, Thursday, January 11 and Friday, January 12.

□ The makeup week, which immediately follows the administration week, is to be used for administering makeup tests to students who were absent during the primary administration week. The makeup week can also be used to complete the initial administrations in schools that were closed due to inclement weather or other unexpected events for one or more days of the primary test administration week. Makeup testing may begin during the primary administration week on any days that remain following the school's completion of initial testing and must be completed no later than the last day of the makeup week.

^ School districts that scan their own answer documents for submission of data to the repository system may establish different due dates for the district schools to submit answer sheets for scanning.

Appendix D: Contacts for Assistance

For Assistance With:	Contact:
Shortages of secure test materials, such as test books (including large-type and braille editions) and Listening Selection booklets	The Office of State Assessment, by completing the Test Materials Fax Form in Appendix J and faxing it to 518-474-2021. Then contact your regional center to arrange for pickup of test materials on the days they will be administered. Remember, a photo ID and a letter of request signed by the principal will be required at the regional center.
Precoded answer sheets, precoded student identification labels, generic answer sheets, and generic student identification labels	Your scanning center (see Appendix G)
Completing or changing biographical student data	Your scanning center (see Appendix G)
Testing policies regarding accommodations, security breaches, sensitive student responses, etc.	The Office of State Assessment 518-474-8220 or 518-474-5902
Sending completed answer sheets to scanning centers after scoring of test books	Your scanning center (see Appendix G)
Sending completed English Language Arts Test Book 1s and 2s (for Grades 3, 5, and 7) and Test Book 2s and 3s (for Grades 4, 6, and 8) with answer sheets for scoring	Your scoring coordinator
Shortages of scorer training materials	The Office of State Assessment via fax at 518-474-2021
Questions about scoring	The scoring help line at 888-282-0059 between 7 A.M. and 4 P.M. daily during specified dates, or fax your scoring questions to 866-405-4084.

Important Reminder: Check the Department’s web site regularly for updates on the Grades 3–8 Testing Program (<http://www.emsc.nysed.gov/osa>).

Appendix E: Instructions for Student Answer Sheets

Student Absences

If a student has missed any of the test sessions shown below and has not had the opportunity to take a makeup test, locate the student's answer sheet and fill in the "Absent" circle corresponding to the session missed. Rules that determine whether or not the student receives a valid score can be found in Appendix M of this manual.

Grades 3, 5, and 7 English Language Arts Test

- Book 1
- Book 2

Grades 4, 6, and 8 English Language Arts Test

- Book 1
- Book 2
- Book 3

Score of Zero and Condition Code A

English Language Arts Tests: Scores of Zero

Responses are scored a zero if the responses to all applicable questions:

- are illegible or consist only of scribbling,
- consist of an indication of the student's refusal to respond,
- are written entirely in a language other than English,
- correspond to a description of a score of zero in the English Language Arts Tests Scoring Considerations, or
- correspond to a description of a score of zero in the English Language Arts Tests Scoring Rubrics.

English Language Arts Tests: Condition Code A

Grades 4, 6, and 8: Condition Code A is applied when a student who is present for a test session leaves **all** of the questions in that section blank (no response).

Grades 3, 5, and 7: Condition Code A is applied to open-ended questions individually when a student who is present for a test session leaves the question blank (no response).

Instructions for Student Answer Sheets (continued)

Testing Accommodations Categories

The categories provided on answer sheets delineating the testing accommodations that a student with a disability received are defined in Appendix L of this manual. Please note that not all the accommodations listed in Appendix L are permitted on all parts of the Grades 3–8 English Language Arts Tests.

Testing accommodations that change the constructs measured by the test are not permitted. (For more details, see Pages 3–5 of this manual or <http://www.vesid.nysed.gov/specialed/publications/policy/changeaccom.htm>.)

Appendix F: NYC Senior Assessment Coordinators

REGION	REGION OFFICE ADDRESS	REGIONAL SUPERINTENDENT	SENIOR ASSESSMENT COORDINATOR
1	1 Fordham Plaza 7th Floor Bronx, NY 10458	Yvonne Torres	Marisa Sorbaro 718-741-7842 718-741-7971 FAX msorbar@schools.nyc.gov Miosotis Ramos 718-741-7067 718-741-7971 FAX mramos18@schools.nyc.gov
2	1230 Zerega Avenue Room #69 Bronx, NY 10462	Laura Rodriguez	Nancy Saffer 718-828-5643 718-828-6280 FAX Debbie Hand 718-828-5417 718-828-6239 FAX dhand@schools.nyc.gov Craig Pinckney-Lowe 718-828-7503 718-828-6280 FAX cpinckn2@schools.nyc.gov
3	30-48 Linden Place Room 313 Flushing, NY 11354	Judith J. Chin	Rita Magier 718-281-3431 718-281-7519 FAX rmagier@schools.nyc.gov Ronald Benevento 718-281-3434 718-281-7569 FAX rbeneve@schools.nyc.gov
4	28-11 Queens Plaza North 5th Floor Long Island City NY 11101	Reyes Irizarry	John Sutton 718-391-8352 718-391-8255 FAX jsutton@schools.nyc.gov David Rapheal 718-391-8351 718-391-8255 FAX draphea@schools.nyc.gov
5	82-01 Rockaway Blvd. Room #307 Ozone Park, NY 11416	Kathleen M. Cashin	Louise Smith 718-642-5822 718-642-5877 FAX lsmith2@schools.nyc.gov

NYC Senior Assessment Coordinators (continued)

REGION	REGION OFFICE ADDRESS	REGIONAL SUPERINTENDENT	SENIOR ASSESSMENT COORDINATOR
6	5619 Flatlands Ave. Room #132 Brooklyn, NY 11234	Jean Claude Brizard	Judy Cohen 718-968-6148 718-968-6168 FAX jcohen32@schools.nyc.gov Lisa Gigoux 718-968-6147 718-968-6168 FAX lgigoux@schools.nyc.gov
7	415 89th Street Room #402 Brooklyn, NY 11209 715 Ocean Terrace Building A, Room #141 Staten Island, NY 10301	Dorita Gibson	Linda Meraglia-Kane 718-759-3944 718-759-4850 FAX lmeragl@schools.nyc.gov Marie T. Busiello 718-420-5679 718-420-5685 FAX mbusiel@schools.nyc.gov
8	131 Livingston Street Room #310C Brooklyn, NY 11201	Marcia Lyles	Liz Solomita 718-935-3711 718-935-4354 FAX lsolomi@schools.nyc.gov
9	333 Seventh Avenue Floor 7 New York, NY 10001	Peter Heaney	Suzanne Muller 212-356-3784 212-356-7523 FAX smuller@schools.nyc.gov Jose Garcia 212-356-3716 212-356-7523 FAX jgarcia17@schools.nyc.gov
10	4360 Broadway Room #520 New York, NY 10033	Gale Reeves	Sharon Cahr 917-521-3724 917-521-3709 FAX scahr@schools.nyc.gov Richard Bellis 917-521-3700 x84 917-521-3709 FAX rbellis@schools.nyc.gov
75	Special Education 400 First Avenue Room #662C New York, NY 10010	Bonnie Brown	Steven Weinrich 212-802-1521 917-256-4245 FAX sweinr@schools.nyc.gov

NYC Senior Assessment Coordinators (continued)

REGION	REGION OFFICE ADDRESS	REGIONAL SUPERINTENDENT	SENIOR ASSESSMENT COORDINATOR
79	Alternative Schools And Programs 90-01 Sutphin Blvd. Room #225 Jamaica, NY 11435	Cami Anderson	Tami Sturm 718-557-2815 718-557-2599 FAX tsturm2@schools.nyc.gov
84	Charter Schools 52 Chambers Street Room #405 New York, NY 10007		Andrea Zayas 212-374-6816 212-374-5581 FAX azayas2@schools.nyc.gov Joshua Morales 212-374-5550 212-374-5581 FAX jmorales5@schools.nyc.gov
HOMEBOUND	3450 E. Tremont Avenue 1st Floor Bronx, NY 10465		Moira Magro 718-794-7241 718-794-7237 FAX mmagro@schools.nyc.gov
HOSPITAL	3450 E. Tremont Avenue 1st Floor Bronx, NY 10465		Keri Kaufmann 718-794-7266 718-794-7263 FAX kkaufman@schools.nyc.gov

Appendix G: Scanning Centers (Regional Information Centers, or RICs) *Updated 12/29/06*

LOCATION	CONTACTS
<p>Albany (NERIC) 1031 Watervliet-Shaker Road Albany, NY 12205</p>	<p>Gail Newcomb 518-862-5355 gnewcomb@gw.neric.org</p> <p>Bill Adam 518-862-5310 518-862-5378 FAX wadam@gw.neric.org testing@gw.neric.org</p> <p>Bob Frawley 518-862-5315 rfrawley@gw.neric.org</p> <p>Jim Christoff 518-862-5330 jchristo@gw.neric.org</p>
<p>Broome-Tioga (So. Tier) BOCES Mail Drop #31 435 Glenwood Road Binghamton, NY 13905</p>	<p>Tim Farnham 607-757-3009 tfarnham@btboces.org</p> <p>Sue Foster 607-757-3008 sfoster@btboces.org</p> <p>Tim Clark 607-757-3017 607-757-3000 FAX tclark@btboces.org</p>
<p>Buffalo Public Schools Office of Shared Accountability Attn: Constance Moss 2008 City Hall 65 Niagara Square Buffalo, NY 14202</p>	<p>Constance Moss 716-816-3035 or 3036 716-816-3044 FAX cmoss@buffaloschools.org</p> <p>Sharon Bradley 716-816-3035 or 3036 sbradley@buffaloschools.org</p>
<p>Eastern Suffolk BOCES Regional Information Center 15 Andrea Road Holbrook, NY 11741</p>	<p>Lorraine Harrington 631-244-4285 lharrington@esboces.org</p> <p>Elaine Rosa 631-244-4221 erosa@esboces.org</p> <p>Andrew Setzer 631-244-4240 or 4243 631-244-4003 FAX asetzer@esboces.org</p>
<p>Erie 1 (Western) BOCES Assessment, Test Scoring and Analysis Services Computer Services 355 Harlem Road West Seneca, NY 14224-1892</p>	<p>Barbara Burgstahler 716-821-7088 716-821-7432 FAX bburgstahler@e1b.org</p> <p>Marie Perini 716-821-7466 mperini@e1b.org</p>
<p>Greater Southern Tier (GST) BOCES Computer Services Center 459 Philo Road Elmira, NY 14903</p>	<p>Melissa Zelko 607-795-5338 607-795-5307 FAX mzelko@gstboces.org</p>

Scanning Centers (continued)

LOCATION	CONTACTS	
Madison-Oneida (Mohawk) BOCES Mohawk Regional Information Center 4937 Spring Road Verona, NY 13478	Christina Lohr, Sally Zielasko 866-986-6742 315-361-2700 315-361-5768 FAX clohr@morik.org szielasko@morik.org	
Mid-Hudson (Ulster) Regional Information Center 175 Route 32 North New Paltz, NY 12561	Linda Sexton 845-255-1450 x1239 lsexton@mhric.org	Lisa Pullaro 845-255-1450 x1246 Denise Rooney 845-255-1450 x1247
Monroe 1 BOCES 41 O'Connor Road Fairport, NY 14450	Steve Jackson 585-249-7221 585-586-8158 FAX Steve_Jackson@boces.monroe.edu	Gregg Gleba 585-387-3894 Gregg_Gleba@boces.monroe.edu
Monroe 2 BOCES 3625 Buffalo Road Rochester, NY 14624	Mari-Ellen Maloney 585-349-9025 585-349-9065 FAX mmaloney@monroe2boces.org	
Nassau BOCES Duffy Avenue Curriculum, Instruction and Technology 102 Duffy Ave. Hicksville, NY 11801	Robert Brisbane 516-832-2744 516-608-6616 FAX rbrisan@mail.nasboces.org	Jean Cunningham 516-832-2730 jcunning@mail.nasboces.org Rosemary Syren 516-832-2759 rsyren@mail.nasboces.org
New York City Department of Education Tweed Courthouse 52 Chambers Street, Room 309 New York, NY 10007	Joan Flig 718-349-5627 718-349-5642 FAX jflig@schools.nyc.gov Dereck Walcott 212-374-3466 212-374-5908 FAX dwalcott@schools.nyc.gov	Cassandra Johnson 212-374-3492 crjohns@schools.nyc.gov
NYC-DOE-DAA Scan Center Division of Assessment and Accountability 44-36 Vernon Blvd, Room 207 Long Island City, NY 11101	Joan Flig 718-349-5627 718-349-5642 FAX jflig@schools.nyc.gov	Juliana Lupu 718-349-5601 718-349-5642 FAX

Scanning Centers (continued)

LOCATION	CONTACTS	
<p>OCM BOCES Central New York Regional Information Center 6820 Thompson Road P.O. Box 4866 Syracuse, NY 13221-4866</p>	<p>Lori West 315-433-8370 lwest@cnyric.org Bill Heppeler 315-433-8317 315-433-8368 FAX wheppelle@cnyric.org</p>	<p>Mary Brady 315-433-8303 mbrady@cnyric.org Nancy Canavan 315-433-8307 ncanavan@cnyric.org</p>
<p>Rochester City School District Director Research Evaluation and Testing 131 West Broad Street Rochester, NY 14614</p>	<p>Bonnie Sale 585-262-8567 bonnie.sale@rcsdk12.org Annabelle Tescione 585-262-8345</p>	<p>Jeanette Silvers 585-262-8480 585-262-8684 FAX jeanette.silvers@rcsdk12.org</p>
<p>Southern Westchester BOCES Lower-Hudson RIC 44 Executive Blvd. Elmsford, NY 10523</p>	<p>Rob Mahig 914-784-2700 x3287 914-592-2259 FAX rmahig@lhrhc.org</p>	<p>Maureen McCarthy 914-592-4203 x337 mmcarthy@lhrhc.org Pat Carey 914-784-2700 x3246 pcarey@lhrhc.org</p>
<p>Syracuse City Schools Office of Information and Technology 258 East Adams Street Syracuse, NY 13202</p>	<p>Anita Murphy 315-435-4281 315-435-4978 FAX amurphy@scsd.us</p>	<p>Kelly Malone 315-435-4281</p>
<p>Wayne-Finger Lakes BOCES EduTech Newark Office Eisenhower Building 131 Drumlin Court Newark, NY 14513</p>	<p>Laurel Skellett 315-332-7365 315-332-7473 FAX lskellett@edutech.org</p>	<p>Chris Voit 315-332-7460 cvoit@edutech.org Help Desk 1-800-722-5797</p>
<p>Yonkers City School District Director Accountability, Assessment and Evaluation 1 Larkin Center Yonkers, NY 10701</p>	<p>Ruth Diones 914-376-8232 914-376-9144 FAX rdiones@yonkerspublicschools.org</p>	<p>Amal Rabadi 914-376-8023 arabadi@ yonkerspublicschools.org Anita Akroush 914-376-8023 aakroush@ yonkerspublicschools.org</p>

Appendix H: School Administrator's Checklist

Test Administration

Before Testing:

- Announce testing dates and scoring schedules in advance.
- Inventory the materials. Note any discrepancies on the appropriate Test Materials Fax Form (see Appendix J), and fax it to the Office of State Assessment at 518-474-2021.
- Familiarize yourself with all test materials, including this manual and the *Teacher's Directions*. Provide copies of the *Teacher's Directions* in advance of the days of the tests to all teachers who will be administering the tests.
- Remind teachers about preparation of the classroom for testing.
- Collect secure test materials from the safe or vault on the days they will be administered.
- Replace any missing test materials by contacting a regional center. (Test materials can be obtained from a regional center only on the day that part of the test is administered.)
- Ensure a secure and efficient method for distributing and collecting the test materials (test books, answer sheets, etc.) each day. Provide additional test books as needed.
- Keep test materials secure throughout the testing and scoring processes.
- Prepare class materials early in the morning of each test.
- Ensure that students with disabilities are provided the allowable testing accommodations as indicated on their IEP/504 Plans.

After Testing:

- Collect and verify the return of all test books and answer sheets at the conclusion of testing each day.
- For Grades 4, 6, and 8, make sure Book 1s are separated from Book 2s and Book 3s.
- Make sure answer sheets are inserted in the front cover of the outermost test book used by each student.
- Check the condition of the answer sheets to ensure that:
 - Absentees and exempt status have been recorded.
 - Student information is correct and matches student labels on the backs of all test books.
 - Circles are dark.
 - No stray marks appear on the answer sheet.

Appendix J: Fax Forms for Schools

Grades 3, 4, and 5 English Language Arts Test Materials Fax Form

Use for Additional Test Materials Only

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:

1. Complete this form and fax it to the Office of State Assessment at 518-474-2021.
2. Call your Regional Center and arrange to pick up test materials on the date(s) that the tests will be administered.

School Name _____ Contact Person _____ 12-Digit BEDS Code _____
 Telephone _____ Fax Number _____ Regional Center Number _____ Date _____

English Language Arts Testing Materials Requested from the Regional Center

Item	Quantity Needed	Item	Quantity Needed	Item	Quantity Needed
Gr. 3 Listening Selection		Gr. 4 Listening Selection		Gr. 5 Listening Selection	
Gr. 3 Regular Book 1		Gr. 4 Regular Book 1		Gr. 5 Regular Book 1	
Gr. 3 Regular Book 2		Gr. 4 Regular Book 2		Gr. 5 Regular Book 2	
Gr. 3 Large-Type Book 1		Gr. 4 Regular Book 3		Gr. 5 Large-Type Book 1	
Gr. 3 Large-Type Book 2		Gr. 4 Large-Type Book 1		Gr. 5 Large-Type Book 2	
Gr. 3 Braille Book 1		Gr. 4 Large-Type Book 2		Gr. 5 Braille Book 1	
Gr. 3 Braille Book 2		Gr. 4 Large-Type Book 3		Gr. 5 Braille Book 2	
		Gr. 4 Braille Book 1			
		Gr. 4 Braille Book 2			
		Gr. 4 Braille Book 3			
<i>Teacher's Directions for Grades 3-5</i>		Orange Box Labels for Storing Books until Scoring Begins for Grades 3-5			

Grades 6, 7, and 8 English Language Arts Test Materials Fax Form

Use for Additional Test Materials Only

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:

1. Complete this form and fax it to the Office of State Assessment at 518-474-2021.
2. Call your Regional Center and arrange to pick up test materials on the date(s) that the tests will be administered.

School Name _____ Contact Person _____ 12-Digit BEDS Code _____
 Telephone _____ Fax Number _____ Regional Center Number _____ Date _____

English Language Arts Testing Materials Requested from the Regional Center

Item	Quantity Needed	Item	Quantity Needed	Item	Quantity Needed
Gr. 6 Listening Selection		Gr. 7 Listening Selection		Gr. 8 Listening Selection	
Gr. 6 Regular Book 1		Gr. 7 Regular Book 1		Gr. 8 Regular Book 1	
Gr. 6 Regular Book 2		Gr. 7 Regular Book 2		Gr. 8 Regular Book 2	
Gr. 6 Regular Book 3		Gr. 7 Large-Type Book 1		Gr. 8 Regular Book 3	
Gr. 6 Large-Type Book 1		Gr. 7 Large-Type Book 2		Gr. 8 Large-Type Book 1	
Gr. 6 Large-Type Book 2		Gr. 7 Braille Book 1		Gr. 8 Large-Type Book 2	
Gr. 6 Large-Type Book 3		Gr. 7 Braille Book 2		Gr. 8 Large-Type Book 3	
Gr. 6 Braille Book 1				Gr. 8 Braille Book 1	
Gr. 6 Braille Book 2				Gr. 8 Braille Book 2	
Gr. 6 Braille Book 3				Gr. 8 Braille Book 3	
<i>Teacher's Directions for Grades 6–8</i>		Orange Box Labels for Storing Books until Scoring Begins for Grades 6–8			

Appendix K: Scoring Site Organization

SCORING OPERATIONS

Scoring Site Coordinator

- Supervision and management of the site
- Support for scoring
- Logistics for operations
- Security
- Coordination of site personnel
- Responsible for collection of audit papers

Operations

Scoring Site Assistants

- Check in test books
- Prepare test books for scoring (organize and randomize)
- Deliver and collect scored test books
- Quality-check answer sheets
- Return answer sheets to scanning centers
- Return test books to schools
- Monitor and maintain security
- Maintain quality control
- Ship completed materials to schools

Scoring

Scoring Leader

- Trained by SED's scorer training DVD
- Acts as a Scoring Trainer
- Monitors scoring sessions
- Supports Table Facilitators and scorers
- Administers Consistency Assurance Sets to Table Facilitators and scorers

Table Facilitators

- Monitor scoring progress to ensure scoring of all papers by the end of the scoring period
- Conduct read-behinds
- Are a resource for rubric clarification

Scorers

- Score student responses

Appendix L: Testing Accommodations Categories

The types of testing accommodations that a student may receive are listed on Pages 14–17 of *Test Access and Accommodations for Students with Disabilities, Tools to Guide Decision-Making*, published by the Department’s Office of Vocational and Educational Services for Individuals with Disabilities, and reproduced here. To access the complete online publication, see <http://www.vesid.nysed.gov/specialed/publications/policy/testaccess/guide.htm>.

Please note that not all accommodations defined in that publication and reproduced here are permitted on all parts of the Grades 3–8 English Language Arts Tests. For these tests, testing accommodations that change the constructs measured by the test are not permitted. For further information, see <http://www.vesid.nysed.gov/specialed/publications/policy/changeaccom.htm> and Pages 3–5 of this manual.

FLEXIBILITY IN SCHEDULING/TIMING

- Extended time (specify amount, as in “time-and-a-half”)
- Administer tests with frequent breaks (specify duration, e.g., sessions not to exceed 30 minutes with 10-minute breaks)

FLEXIBILITY IN SETTING

- Separate location/room—administer test individually
- Separate location/room—administer test in small group (3–5 students)
- Provide adaptive or special equipment/furniture (specify type, e.g., study carrel)
- Special lighting (specify type, e.g., 75-watt incandescent light on desk)
- Special acoustics (specify manner, e.g., minimal extraneous noises)
- Location with minimal distraction (specify type, e.g., minimal visual distraction)
- Preferential seating

METHOD OF PRESENTATION

Revised Test Format¹

- Braille editions of tests
- Large-type editions of tests
- Increased spacing between test questions
- Increased size of answer blocks/bubbles
- Reduced number of test questions per page
- Multiple-choice questions in vertical format with answer bubble to right of response choices
- Reading passages with one complete sentence per line

¹ For State assessments, any reproduction and/or reformatting of test books by the school requires the advance written permission of the Office of State Assessment.

Testing Accommodations Categories (continued)

Revised Test Directions²

- Directions read to student
- Directions reread for each page of questions
- Language in directions simplified
- Verbs in directions underlined or highlighted
- Cues (e.g., arrows and stop signs) on answer form

Use of Aids/Assistive Technology

- Audio tape
- Tape recorder
- Computer (including talking word processor)
- Listening section repeated more than the standard number of times
- Listening section signed more than the standard number of times
- Masks or markers to maintain place
- Papers secured to work area with tape/magnets
- Test passages, questions, and multiple-choice responses read to student
- Test passages, questions, and multiple-choice responses signed to student
- Magnification devices (specify type)
- Amplification devices (specify type)

METHOD OF RESPONSE

- Marking of answers in book rather than answer sheet
- Use of additional paper for written responses

Use of Aids/Assistive Technology

- Amanuensis (scribe)
- Tape recorder
- Word processor

OTHER

- On-task focusing prompts

²Revision of test directions is an accommodation that is limited to oral or written instructions provided to all students that explain where and how responses must be recorded, how to proceed in taking the test upon completion of sections, and what steps are required upon completion of the examination. The term “test directions” never refers to any part of a question or passage that appears solely on a State assessment.

Appendix M: Rules to Determine Whether a Student Receives a Valid Score

The following rules will determine whether the student receives a valid score:

- Students who were present for an administration, including make-ups, of all sessions of the test and who responded to at least one test item on the assessment will receive valid scores and be counted as tested in calculating participation rate.
- Students will be considered to have been present for all sessions unless they are marked as absent for the entire test or for one or more sessions.
- Students with a final score of “999” will be counted as not tested in calculating participation rate. A final score will be “999” only if:
 - a. Student was absent for the entire test, or
 - b. Student refused the entire test, or
 - c. Student was absent for any session (a session may include more than one test book), or
 - d. Student was present for all sessions but did not respond to even one item on the test, or
 - e. The student’s results were invalidated due to an administrative error, or
 - f. Students whose Level 2 Repository record shows them as enrolled for the entire test administration period but who have no appropriate assessment record will be counted as not tested.
- In the case where a student leaves the test administration in the middle of a session, and is not able to make up that part of the test (see Illness on page 9), school officials must decide whether to mark the student as absent.
 - a. If any absent bubble is filled-in, the student will receive a final score of “999.”
 - b. If the absent bubble is not filled-in, the student will receive a score based on the items completed. Any missing responses will receive a condition code of “A” indicating no response and the response will receive a score of zero. The final raw score will be the sum of the number of multiple-choice items answered correctly and of the rating scores assigned to open-ended items.

Appendix N: Information on Ungraded Students for State Assessment Purposes

Students who are graded must take the State examination for the grade level in which they are enrolled. The chart below is to be used solely to ascertain the appropriate grade-level test to administer to those ungraded students with disabilities who meet the criteria for ungraded for State assessment purposes as explained in the August 2006 memorandum, “Revised Guidelines for Participation of Students with Disabilities in State Assessments for 2006–07.”

Age Ranges for Testing on the NYSAA and General Assessments for Ungraded Students with Disabilities at the Elementary and Middle Levels in 2006–07

Assessments	Birth Date	Reaches Age Given Between September 1, 2006 and August 31, 2007
Grade 3 ELA, Math	September 1, 1997–August 31, 1998	9
Grade 4 ELA, Math, Science	September 1, 1996–August 31, 1997	10
Grade 5 ELA, Math, Social Studies	September 1, 1995–August 31, 1996	11
Grade 6 ELA, Math	September 1, 1994–August 31, 1995	12
Grade 7 ELA, Math	September 1, 1993–August 31, 1994	13
Grade 8 ELA, Math, Science, Social Studies	September 1, 1992–August 31, 1993	14

Appendix O: Guidelines for Including Special Education Teachers in Scoring Committees for the Grades 3–8 English Language Arts Tests

Note: After review of their teacher certifications and present teaching assignments, school administrators may choose to include in the Scoring Committees special education teachers with the following titles.

Special Education Teaching Titles Prior to February 2, 2004

Certificate Titles Prior To Feb. 2, 2004	May Score English Language Arts Tests in these Grades	Additional Requirements
Special Education, Nursery, K–12	3–6 7 and 8	If highly qualified at the elementary level If highly qualified in English language arts at the middle/secondary level
Deaf and Hard of Hearing	3–6 7 and 8	If highly qualified at the elementary level If highly qualified in English language arts at the middle/secondary level
Blind and Visually Impaired	3–6 7 and 8	If highly qualified at the elementary level If highly qualified in English language arts at the middle/secondary level
Speech and Language Disabilities	3–6	If highly qualified at the elementary level

Special Education Teaching Titles On or After February 2, 2004

Certificate Titles On or After Feb. 2, 2004	May Score English Language Arts Tests in these Grades	Additional Requirements
Students with Disabilities – Grades 1–6	3–6	
Students with Disabilities – Grades 5–9 – Generalist	5–8	
Students with Disabilities – Grades 5–9 – Content Specialist	5–6 7–8	Grades 7–8 if English language arts is the content specialization on certificate or highly qualified at middle/secondary level in English language arts
Students with Disabilities – Grades 7–12 – Content Specialist	7–8	Only if English language arts is the content specialization on certificate or highly qualified at middle/secondary level in English language arts
Deaf and Hard of Hearing	3–6 7–8	Grades 7–8 if highly qualified at middle/secondary level in English language arts
Blind and Visually Impaired	3–6 7–8	Grades 7–8 if highly qualified at middle/secondary level in English language arts
Speech and Language Disabilities	3–6	If highly qualified at the elementary level

