



# ***New York State Testing Program***

## **English Language Arts**

**Teacher's Directions  
Book 1 and Book 2**

**January 31–February 4, 2005**

# THE UNIVERSITY OF THE STATE OF NEW YORK

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# Table of Contents

	Introduction	Page 1
<b>STEP 1</b>	Check Your Test Materials	Page 2
	Security	Page 2
<b>STEP 2</b>	Plan Your Testing Schedule	Page 3
	Test Format and Testing Schedule	Page 4
	Accommodations	Page 5
	Misadministration	Page 5
<b>STEP 3</b>	Organize Your Classroom	Page 6
<b>STEP 4</b>	Prepare Your Students	Page 6
	Use Standardized Testing Procedures	Page 6
<b>STEP 5</b>	Prepare Test Materials	Page 7
	Answer Sheets, Biographical Data, and Labels for Book 2	Page 7
<b>STEP 6</b>	Administer the Test	Page 7
	Day 1, Session 1, Book 1	Page 7
	Day 2, Session 2, Book 2	Page 9
	Day 3, Session 3, Book 2	Page 11
	Teacher Evaluation Form	Page 13

**It is important to read this entire manual prior to administering the test.**

**Test books and scoring materials must be kept secure. You are not to discuss the test, show it to anyone, or photocopy the materials, as the security of the test could be breached. However, school personnel may make photocopies of this *Teacher's Directions* manual if additional copies are needed.**



# Introduction

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

The Grade 4 English Language Arts Test will be given in three sessions on three consecutive days.

Session 1 will include

- reading selections and multiple-choice questions

Sessions 2 and 3 will include

- short-response and extended-response questions based on a listening selection
- an independent writing prompt
- short-response and extended-response questions based on reading selections

The multiple-choice component presents students with reading selections and questions, followed by four response options, one of which is correct.

The short-response and extended-response questions require students to write (rather than select) an appropriate response. Students will be asked to demonstrate their understanding of a listening selection and some reading selections by providing written text-based answers in their test books.

The independent writing prompt is an open-ended question that requires students to demonstrate their writing proficiency.

## IMPORTANT DATES

Receive <i>School Administrator's Manual</i> ..... January 2005 (Also available via the Internet: <a href="http://www.emsc.nysed.gov/osa">www.emsc.nysed.gov/osa</a> )
Receive test books, Listening Selection, and <i>Teacher's Directions</i> ..... January 26–28, 2005
Testing ..... January 31–February 4, 2005
Makeup Dates ..... February 7–11, 2005

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



## CHECK YOUR TEST MATERIALS

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

### For the teacher

- *Teacher's Directions*
- Book 1
- Book 2
- Listening Selection booklet
- Extra answer sheets
- Student identification labels for Book 2
- Identification labels and instructions for completing biographical data for new students
- Do Not Disturb sign (not provided)
- Extra No. 2 pencils with erasers (not provided)

### For each student

- Precoded answer sheet or generic answer sheet
- Book 1
- Book 2
- No. 2 pencil with eraser (not provided)

### Security

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

- On each day of test administration, you will receive the test books for that day from the principal or designee.
- Contact your principal or designee if you do not have a sufficient number of test books.

• • • • •  
All copies of the test books are secure materials. To maintain the security of this test, it is important that you do **not** discuss any part of Book 1 or Book 2 with the students before it has been administered.  
• • • • •

- When not in use, test books must be kept in a safe or vault in the school building to prevent unauthorized access. Storing the books in this manner ensures that the security of the test is not breached.
- See your principal or school administrator for instructions regarding the processing of all used and unused testing materials.

A graphic icon for Step 2, featuring the word "STEP" in a small box above a large number "2", all enclosed in a double-line border.

## PLAN YOUR TESTING SCHEDULE

- Book 1 and Book 2 must be administered on three consecutive days. See Page 1 for test and makeup dates.
- Schedule testing to allow sufficient time for instructions and preparations. See Page 4 for time requirements.
- **Read the *Teacher's Directions* in their entirety prior to administering the test.**
- Review Step 6, "Administer the Test," before each session.
- Before Session 1 is administered, allow sufficient time to ensure that student and school data are recorded on the answer sheet. Each student **must** have either an answer sheet precoded with the student name or a generic answer sheet that will require the completion of a data grid.
- Before administering Session 2: Part 1, Listening, take time on your own to read the story in the Listening Selection booklet.
- Read directions at a moderate, steady pace.
- Adhere to testing time limits.
- Call time if all students complete the session early.
- Avoid testing just after students have had strenuous physical activity.

RECORDING STUDENT RESPONSES:  
 Students use the answer sheet with Book 1. Students write their answers directly in Book 2.

Tests should be administered according to the specific directions for each session.

**NOTE:** For Sessions 2 and 3 only, you may provide students with a five-minute break, during which students may be allowed to stand at their seats and stretch quietly without talking to one another. During Session 2, the break should be given between Part 1 and Part 2. During Session 3, provide the break halfway through the session. The five-minute break is not counted in the time allotted for each session.

## Test Format and Testing Schedule

The test is divided into two books: Book 1 and Book 2.

Book 1 contains multiple-choice questions, followed by four choices, one of which is the correct answer. Students will answer the multiple-choice questions in Book 1 by filling in circles on their answer sheet.

Book 2 contains short-response and extended-response questions. These questions require the students to write their responses. Students will write their responses directly in Book 2.

The three sessions will take approximately three hours of testing time. The three sessions should be administered on three consecutive days. If all students finish before the recommended time, the session may be ended early. Students who have not completed a test within the designated time should **not** be given additional time to finish the test.

The chart below provides information about the format of the test, where and how students record their answers, and the testing time for each part of the test. Schools must adhere to the testing times shown.

GRADE 4 ENGLISH LANGUAGE ARTS TEST

Day 1 Book 1	Session 1: Reading selections 28 multiple-choice questions (Students fill in circles on answer sheet.)	45 minutes, plus an additional 5 minutes prep time
Day 2 Book 2	Session 2: Part 1, Listening selection Short-response and extended-response questions (Students write their answers directly in Book 2.)	30 minutes, plus an additional 5–10 minutes prep time
	Session 2: Part 2, Writing Independent writing prompt (Students write their answers directly in Book 2.)	30 minutes, plus an additional 5 minutes prep time
Day 3 Book 2	Session 3: Reading selections Short-response and extended-response questions (Students write their answers directly in Book 2.)	60 minutes, plus an additional 5 minutes prep time

## Accommodations

### *Students with Disabilities*

In general, students with disabilities should be provided with the testing accommodations specified in their Individualized Education Programs (IEPs) or Section 504 Accommodation Plans (504 Plans) when taking this test. 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 construct of the test are permitted.

### Teacher Reading to Student

- 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, if "tests read" is indicated in the IEP or the 504 Plan, all directions and questions on Pages 1 through 13 may be read to the student. No other part of Book 2 may be read to the student.

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

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

### Scoring Student Writing

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

Additional information on testing accommodations for students with disabilities can be found in the New York State Testing Program's 2005 *School Administrator's Manual*. A copy of this document was recently mailed to the school principal and is available via the Internet at [www.emsc.nysed.gov/osa](http://www.emsc.nysed.gov/osa).

### *Limited English Proficient (LEP) Students*

Information on accommodations for students with limited English proficiency can be found in the New York State Testing Program's 2005 *School Administrator's Manual*. A copy of this document was recently mailed to the school principal and is available via the Internet at [www.emsc.nysed.gov/osa](http://www.emsc.nysed.gov/osa).

## Misadministration

Immediately notify your principal if any part of the test is administered improperly. Examples of misadministration include the following: administering the test out of order (except for makeup testing), permitting students to have unauthorized/inappropriate testing accommodations or tools (for example, spell-checking devices), and engaging in other types of nonstandard test administration (for example, cheating).



**STEP**  
**5**

**PREPARE TEST MATERIALS**

**Answer Sheets, Biographical Data, and Labels for Book 2**

- Verify that each student in your class has a precoded answer sheet for Book 1 and a precoded student label for Book 2.
- If a student does not have a precoded answer sheet and label, complete one of the extra answer sheets and labels provided. Biographical information for that student should be recorded according to instructions provided by the principal or designee.
- **The appropriate label must be affixed to the back of each student’s Book 2.** You may do this at any time. If you choose to affix the student label to Book 2 prior to testing, make sure each student receives his or her own test book. If you wish, you may affix the labels after Session 2 or Session 3.

**STEP**  
**6**

**ADMINISTER THE TEST**

Please read these directions carefully before administering the test. When you administer the test, the directions you are to read aloud are preceded by **SAY**. The italicized instructions to teachers should not be read aloud.

**Day 1, Session 1, Book 1**

*Distribute to each student his or her own answer sheet. Ask the students to look at their answer sheets.*

**SAY** You will be filling in the answers to Numbers 1 through 28 on the answer sheet.

Use only a No. 2 pencil. You may not use a pen.

Make heavy black marks.

If you make a mistake, erase it completely.

Make no stray marks.

Do not make any marks on the back of this sheet.

*Distribute a Book 1 to each student. Make sure each student has a No. 2 pencil. Students may **not** use scrap paper or Post-it® notes.*

**SAY** This is your Book 1.

Do not open your test book until I tell you to do so.

All your answers must be marked on the answer sheet. You may, however, make notes, highlight, or underline in the book as you read.

999999999	Grade 4
01-01-01-01-5555	
ANYTOWN ELEMENTARY SCHOOL	

SAMPLE PUBLIC SCHOOL LABEL

Grade 4 ELA Test Book 2	Ans.Doc. #XXXXXXXX
School BEDS#: 123456789	
School Name: Sample School	
Student Name: _____	

NONPUBLIC SCHOOL LABEL

• • • • •  
Nonpublic school students must write their complete name on their labels.  
• • • • •

• • • • •  
Students record answers for Book 1 on answer sheets.  
• • • • •

*Students are permitted to use highlighters when taking this test. You must, however, monitor student use of highlighters to ensure that they are not being used by students to write or record their responses to questions or in a way that obscures their responses to open-ended questions.*

**SAY** The test is divided into three sessions.

Today you will take Session 1.

Tomorrow you will take Session 2, and the next day you will take Session 3.

Today, you will be given 45 minutes to read all the passages carefully and answer the 28 questions about what you have read. On the answer sheet, you will fill in the circle for the letter that matches your answer for each question.

Are there any questions about how to fill in the circles on the answer sheet?

*Pause for questions. When you are confident that all students understand how to take the test,*

**SAY** I will write the time on the board. You must work independently and you may not speak with each other while the test is being administered. You may open your test book to Page 1.

*Check to see that all students are on Page 1 in Book 1.*

**SAY** In this part of the test, you are going to read some passages and answer questions about what you have read. You may look back at the reading selections as often as you like. Now read the directions on Page 1 and begin.

*Record the time.*

*Be sure that students are filling in the circles on the answer sheet correctly by making their marks heavy and dark with a No. 2 pencil.*

*After 35 minutes,*

**SAY** You have 10 more minutes to complete this session.

*At the end of 45 minutes,*

**SAY** This is the end of today's session. Please close your test books. Now I will collect the answer sheets and the test books.

*Collect all test books and answer sheets. Follow security procedures established by your principal or school administrator for storing secure testing materials until testing is completed.*





**SAY** Are there any questions?

*Pause for questions. Then,*

**SAY** You have 30 minutes to complete today's session. I will record the time on the board. Remember, you may go back to finish or check your work on Part 1 if you have time.

You may turn the page and begin working on Part 2.

*Record the time.*

*After 20 minutes,*

**SAY** You have 10 more minutes to complete this session.

*After 30 minutes,*

**SAY** Please stop working. This is the end of Session 2. We will complete Session 3 tomorrow. Now I will collect the test books.

*Collect all test books. Follow security procedures established by your principal or school administrator for storing secure testing materials until the administration of Session 3.*

## **Day 3, Session 3, Book 2**

*Distribute the Test Book 2s to the students. Make sure each student has his or her own test book and a No. 2 pencil.*

*Do **not** distribute the answer sheet; all answers for this session will be written in the test book.*

**SAY** Today you are going to take Session 3 of the test. Turn to the inside front cover of the test book. Look at the information in the box that we read when you took Session 2. Please follow along while I read what is in the box.

*Point to the box. Read the information in the box aloud to the students.*

*After you have read the information in the box,*

**SAY** You will be doing some reading and writing in this part of the test. Read the selections and answer the questions. All of your answers must be written in Book 2. You may not use additional paper for your answers; only answers written in the test book will be scored. However, if you need more space to continue or complete a response, you may use any available blank space in Session 3 of your test book. Please make sure to clearly note and label the continuation of your response. Also make sure that you are not using space that has been provided for another question. Remember to write complete and thorough responses and include details and examples from each selection.

When you see the words *GO ON* at the bottom of a page, keep going to the next page. When you come to the word *STOP*, you have finished the test. You may go back and check today's work only. Do not go back to Session 2.

Are there any questions?

*Pause for questions. Then,*

**SAY** Now turn to Session 3 on Page 15 in your test book. Let's read the directions together.

*Read the directions aloud as the students follow along.*

*After you have read the directions,*

**SAY** You have 60 minutes to complete this session of the test. I will record the time on the board. You must work independently, and you may not speak with each other while the test is being administered. You may begin.

*Record the time. After students have been working on Session 3 for approximately 30 minutes, you may allow them to take a five-minute break. During the break, students may stand at their seats and stretch quietly without talking. If a five-minute break is allowed, the ending time should be adjusted so that students will have a total of 60 minutes to work on this session. Please make sure that students are working on Session 3 only. If they complete the test early, they are to close their test books and wait quietly for the rest of the class to finish.*

*After 50 minutes,*

**SAY** You have 10 more minutes to complete this session.

*After 60 minutes,*

**SAY** Please stop working. This is the end of the test. Now I will collect the test books.

*Collect all test books and follow security procedures established by your principal or school administrator for storing secure testing materials.*

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

## TEACHER EVALUATION FORM

We are interested in your opinion as to the clarity and appropriateness of the materials in this test. Please use the Teacher Evaluation Form for your comments. The form can be found at [www.ctb.com](http://www.ctb.com).

1. Select "New York" from the "Select and Go" pull-down menu.
2. In the column labeled "New Product Information," locate and click on the link for the [Teacher Evaluation Form](#).
3. Select [New York State Teacher Evaluation Form](#).
4. Complete the form.
5. If you want to keep a record of your evaluation, print a copy before submitting the completed form.
6. To submit the form, just 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/nyeval.jsp>. Then follow steps 4 through 6.





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Grade 4  
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