



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

## **English Language Arts**

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

**January 12–16, 2004**

# THE UNIVERSITY OF THE STATE OF NEW YORK

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

**Test booklets 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.**



# Introduction

The **New York State Education Department** has entered into a partnership with CTB/McGraw-Hill for the development of the elementary and intermediate-level 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 8 English Language Arts operational test (Book 1 and Book 2) will be given in two sessions on two consecutive days. Session 1 of the test will include

- reading selections and multiple-choice questions
- short-response and extended-response questions based on a listening selection

Session 2 will include

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

The multiple-choice component of the test 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.

## TESTING INFORMATION

Receive <i>School Administrator's Manual</i> .....early January 2004 (Also available via the Internet: <a href="http://www.emsc.nysed.gov/osa">www.emsc.nysed.gov/osa</a> )
Receive Book 1 and Book 2, Listening Selection, and Teacher's Directions ..... January 7–9, 2004
Testing Window for Book 1 and Book 2..... January 12–16, 2004
Makeup Testing Window for Book 1 and Book 2 ..... January 20–23, 2004

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 testing schedule for maximum efficiency.



- On each day of test administration, the principal or designee will distribute the test books for that day to the test administrators.
- When not in use, test books must be kept in a vault or safe 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 return of all used and unused testing materials.

A graphic icon for Step 2. It consists of a rectangular box with a double border. Inside the box, the word "STEP" is written in a bold, sans-serif font at the top, and the number "2" is written in a large, bold, sans-serif font below it.

## PLAN YOUR TESTING SCHEDULE

- The test must be administered on two consecutive days. Refer to Page 1 for information about testing windows and makeups.
- 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.
- Allow sufficient time to ensure that student and school data are recorded on the answer sheets before Session 1 is administered. Each student **must** have either an answer sheet precoded with the student name or a generic answer sheet, which will require the completion of a data grid.
- Before administering Session 1: Part 2, Listening, take time on your own to read the passage 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.



## 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 when taking this test. However, testing accommodations that alter the measurement of a construct being tested are no longer permitted on elementary and intermediate-level State assessments. Only those testing accommodations that do **not** alter the construct of the test are now 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, all directions and items on Pages 2 through 9 and Pages 21 through 25 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 ELA test.

### Scoring Student Writing

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

Additional information on testing accommodations for students with disabilities can be found in the New York State Testing Program's 2004 *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 2004 *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).



**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.

**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 25 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.

Do not write your answers in the test book. 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 8
01-01-01-5555	
ANYTOWN ELEMENTARY SCHOOL	

**SAMPLE PUBLIC SCHOOL LABEL**

Grade 8 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 names on their labels.  
• • • • •

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





**SAY** Are there any questions?

*Pause for questions. (PLEASE NOTE: STUDENTS MUST NOT LOOK AT THE QUESTIONS BEFORE LISTENING TO THE SELECTION.) Open the Listening Selection booklet.*

**SAY** Now turn to Page 2 and listen as I read the selection to you.

*Read the listening selection aloud to the students twice, making sure to read the introduction, the title, and the name of the author. Speak clearly and with expression. After you have read the listening selection twice,*

**SAY** You have 45 minutes to complete Part 2 of Session 1. I will record the time on the board. You may refer to your notes as often as you like. You may turn to Page 4 and begin working.

*Record the time.*

*After 35 minutes,*

**SAY** You have 10 more minutes to complete this part of the test.

*After 45 minutes,*

**SAY** Please stop working. This is the end of Session 1. We will complete Session 2 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. After testing is completed, contact your principal or school administrator for instructions regarding the processing and return of used and unused testing materials.*

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

*Distribute Book 2, making sure each student has his or her own test book and a No. 2 pencil. Students may not use pens.*

**SAY** Today you are going to take Session 2 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 1. Please follow along while I read again 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,*

**SAY** In this part of the test, you will read some selections and answer questions about what you have read. Remember to write complete and thorough responses and include details and examples from each selection. After you have answered the questions about the selections, you will then write an essay on a separate topic. Remember to refer to the box on the inside front cover of your test book to help you plan and check your answers.

All of your answers must be written in Book 2. You may not use additional paper for your answers; only answers written in Book 2 will be scored. However, if you need more space to continue or complete a response, and if I have not called "time," you may use any available blank space in Session 2 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.

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 1.

Are there any questions?

*Pause for questions.*

**SAY** Now turn to Page 11 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 90 minutes to complete both parts of today's session. I will record the time on the board. Now turn the page and begin.

*Record the time.*

*After 75 minutes,*

**SAY** You have 15 more minutes to complete this session.

*After 90 minutes,*

**SAY** Please stop working. This is the end of the test. 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. After testing is completed, contact your principal or school administrator for instructions regarding the processing and return of used and unused 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. Click on the northern region of the U.S. map (blue).
2. Select New York.
3. Locate and click on the link for the [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 8**

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

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*The McGraw-Hill Companies*