

New York State Testing Program

2016 Grades 3–5 English Language Arts Paper-based Field Tests

**Teacher's Directions
May 31–June 10, 2016**

Grades 3, 4, and 5

2016



THE UNIVERSITY OF THE STATE OF NEW YORK
Regents of The University

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It is important to read all of Steps 1–6 prior to administering the field test.

Field test materials must be kept secure. You are not to discuss the field test, show it to anyone, or photocopy the materials, as the security of the field 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 (NYSED) has a partnership with Questar Assessment, Inc. (Questar) for the development of the 2016 Grades 3–8 English Language Arts Field Tests. Teachers from across the state work with NYSED in a variety of activities to ensure the validity and reliability of the New York State Testing Program.

This manual provides information for the teachers, staff, and other educators who oversee student field testing. The 2016 Grades 3–5 English Language Arts Field Tests are administered to students in one session during one class period. Students are asked to demonstrate their understanding of reading passages and writing prompts.

For all three grades, the field tests consist of multiple-choice or short- and extended-response questions. Some students will receive only multiple-choice questions, while others will receive only short- and extended-response questions.

Each multiple-choice question is followed by four choices, one of which is the correct answer. The short- and extended-response questions require students to write (rather than select) appropriate responses. Students write their answers to all field test questions directly in their field test books. For students who will use a Braille or large type field test edition, the teacher will need to transfer the students' responses to the generic answer sheet provided with the Braille or large type edition.

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

IMPORTANT DATES

Field Test Dates	May 31–June 10, 2016
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STEP ONE

Check Your Field Test Materials

To administer these field tests, you will need the materials listed below. If any materials are missing, notify your school principal.

For the teacher

- *Teacher's Directions*
- Field test book
- Pre-ID student labels
- "Do Not Disturb" sign (not provided)
- Extra No. 2 pencils with erasers (not provided)
- Generic answer sheet (only for students who use Braille or large type field test editions; students taking regular edition tests will record their answers to all questions, including multiple choice, directly in the book).

For each student

- Field test book
- No. 2 pencil with eraser (not provided)

Security

The New York State 2016 Grades 3–5 English Language Arts Field Tests include secure materials. School personnel responsible for field testing must ensure that all field test materials are secured at all times. The field test books may **not** be photocopied or duplicated. No section of the field tests may be discussed with the students before it has been administered to all students. You may, however, describe the format of the field tests and the field testing schedule to the students.

- On the day of the administration, you should receive the field test books that correspond to the grade and subject being administered.
- Contact your principal or the principal's designee if you do not have a sufficient number of field test books or answer sheets. Only students who use Braille or large type field test editions will require their responses to be transferred to a separate answer sheet by the teacher.
- When not in use, the field test materials must be kept in a safe or vault in the school building or at an approved alternate storage site to prevent unauthorized access. Storing the field test materials in this manner ensures that the security of the field test is not breached.
- See your principal or school administrator for instructions regarding the processing of all used and unused field test materials.
- At no time may the contents of the field test books be reviewed, discussed, or shared through any electronic means.

Unauthorized Materials

Students should be under close supervision at all times during the administration of the field tests and may not use any unauthorized notes, printed materials, tools, or electronic devices that might give them an unfair advantage on the field tests. When students enter the field testing room, proctors must ensure that students do not bring any unauthorized materials such as those listed above.

All students are prohibited from bringing personal electronic devices into a classroom or other location where a State field test is being administered. Field test proctors and school officials shall retain the right to collect and hold any prohibited electronic devices prior to the start of the field test administration.

Note: Some students with disabilities may use certain recording/playback devices only if this accommodation is specifically required as a provision of the student’s Individualized Education Program (IEP) or Section 504 Accommodation Plan (504 Plan). In addition, a student may be allowed to retain an otherwise prohibited device in his or her possession if there is documentation on file at the school from a medical practitioner that the student requires such a device during field testing. Without this documentation, the general policy on communications devices as provided above is in effect, and the school may not allow the student to retain any such equipment while field testing.

Aid to Students

Teachers may give students assistance only in the mechanics of taking the field tests, such as understanding that their multiple-choice responses or their constructed responses must be recorded in the field test books. No one, under any circumstances, may interpret or explain field test questions to students, nor may anyone review or comment to the student about the correctness or sufficiency of the student’s response while the field tests are in progress. In response to inquiries by students concerning the meaning or interpretation of field test questions, proctors should advise students to use their own best judgment.

Temporary Absence from Field Testing Room

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

Emergency Evacuation of a School Building

Evacuation of a school building during a field 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 field test immediately. If it is possible, the students should be kept under supervision during the emergency. Then, when work can be resumed safely, allow the students the necessary time to complete the field test.

Student Cheating

Do not permit students to obtain information from or give information to other students in any way during the field test. At the conclusion of the field test, all suspected cheating must be reported to the principal.

Proctoring

Proctors must circulate periodically around the room during the administration of the field tests to ensure that students are recording their responses to field test questions in the proper manner and in the proper place. While circulating around the room, proctors should make sure that students are recording their responses to the multiple-choice questions or their constructed responses in their field test books. Only students who use Braille or large type field test editions will require their responses to be transferred to a separate answer sheet by the teacher. Proctors should also point out to students if they have left one or more answers blank or have darkened more than one circle for the same multiple-choice question. However, proctors may not comment to the student on the correctness or sufficiency of any answer.

Misadministration

Notify your principal immediately if the field test is administered improperly. Examples of misadministration include the following: permitting students to have unauthorized field testing accommodations or tools (for example, spell-checking devices) and engaging in other types of nonstandard field test administration (for example, cheating).

STEP TWO

Plan Your Field Testing Schedule

- The field tests must be administered May 31–June 10, 2016.
- Schedule field testing to allow sufficient time for instructions and preparations. Students should be allowed approximately 40 minutes to take the field tests.
- **Read the *Teacher’s Directions* manual in its entirety prior to administering the field tests.**
- Students who finish their field tests before the allotted time expires should be encouraged to go back and check their work. Once the student checks his or her work, or chooses not to, field test materials should be collected by the proctor. After a student’s field test materials are collected, that student may be permitted to read silently. This privilege is granted at the discretion of the proctor. No talking and no other schoolwork is permitted.
- Call time if all students complete the field test early.

Field Test Format and Schedule

The 2016 Grades 3–8 English Language Arts Field Tests each consist of one session to be completed on a school day. The field test contains multiple-choice questions or short-response and an extended-response question. Some students will receive only multiple-choice questions, while others will receive only short- and extended-response questions.

Each multiple-choice question is followed by four choices, one of which is the correct answer. Students will answer the multiple-choice questions by darkening the circles in their field test books. Students will write their answers to the short- and extended-response questions directly in their field test books. Only students who use Braille or large type field test editions will require their responses to be transferred to a separate answer sheet by the teacher.

Students who finish the field tests before other students may check their work. When a student is ready, the field test materials may be collected by the proctor. After a student’s field test materials are collected, that student may be permitted to read silently. This privilege is granted at the discretion of each school. No talking and no other schoolwork is permitted. Once all students complete the field tests, you may end the session.

Testing Accommodations for Students with IEPs and 504 Plans

In general, students with disabilities must be provided with the field testing accommodations specified in their IEPs or 504 Plans when taking these field tests. However, field testing accommodations that change the construct, or what a field test is measuring, are not permitted on elementary- and intermediate-level State field tests. In administering the 2016 Grades 3–8 English Language Arts Field Tests to students with disabilities and to English Language Learners, schools should follow the guidelines on testing accommodations provided in the *Field Test School Administrator’s Manual*.

Teacher Reading to Student

For the 2016 Grades 3–8 English Language Arts Field Tests, only field test directions that are to be read aloud to all students may be read aloud. Because the field test measures a student's reading skills (decoding and comprehension), **no other components of these field test books may be read aloud.**

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

Because the field test measures writing skills, students are not allowed to use spell-checking and/or grammar-checking devices during any session of the 2016 Grades 3–8 English Language Arts Field Tests.

Use of Scribes or Tape Recorders

The use of scribes and tape recorders are allowable accommodations for the 2016 Grades 3–8 English Language Arts Field Tests. However, the Department encourages the use of a word processor (with thesaurus, spell-checking, and grammar-checking applications disabled) in place of a scribe or tape recorder. Most students have some experience with computers, and word processing allows the student more control over his or her environment, fosters independence, and is less labor intensive than using a scribe.

When taking the 2016 Grades 3–8 English Language Arts Field Tests, students using scribes or tape recorders must provide all information—including spelling of difficult words, grammar, capitalization, and punctuation—for the writing tasks on the field tests.

Scribes must use the following procedures:

- The scribe must use lined paper and must write on every other line.
- 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.
- When the dictation/tape transcription is completed, the scribe must ask the student to spell aloud any difficult-to-spell 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 and punctuation 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 field test book exactly as dictated or recorded and should insert the lined paper with the student's dictation in the field test book.

More Information on Testing Accommodations for Students with IEPs and 504 Plans

More detailed information on testing accommodations for students with disabilities can be found on the Department's web site at <http://www.p12.nysed.gov/specialed/publications/policy/testaccess/manual506.pdf>.

Testing Accommodations for English Language Learners

Information on accommodations for English Language Learners can be found in the *Field Tests School Administrator's Manual*. Note that field testing accommodations may be provided to former English Language Learners who were identified as English language proficient based on their scores on one of the two most recent administrations of the New York State English as a Second Language Achievement Test (NYSESLAT), either Spring 2014 or Spring 2015.

STEP THREE

Prepare Your Classroom

- Plan for the distribution and collection of materials.
- Provide a well-lit, well-ventilated, and quiet classroom.
- Plan seating arrangements. Allow enough space between students to prevent sharing of answers. To help prevent communication between students during field testing, make sure that each student is clearly visible to the proctor at all times. Students must not be permitted to speak to one another while the field test is being administered.
- Completely cover—or remove from the walls—all charts and blank or completed graphic organizers and all board work pertinent to English language arts.
- Place a “Do Not Disturb” sign on the door of the field testing room.
- Make sure students’ work spaces are cleared of all extraneous materials.

STEP FOUR Prepare Your Students

- Help students approach the field testing in a relaxed, positive way.
- Encourage and motivate your students to put forth their best effort.
- Be sure students understand the directions and how to mark answers for their multiple-choice questions and where and how to record short- and extended-response answers in the field test books. Only students who use Braille or large type field test editions will require their responses to be transferred to a separate answer sheet by the teacher. Assist them with test-taking procedures, but be careful not to inadvertently give hints or clues that indicate an answer or help eliminate answer choices. Do not assist students with any field test questions.
- Encourage students to attempt all questions. Tell them to read each question carefully and make their best attempt at answering each one.

STEP FIVE

Prepare Field Test Materials

Pre-ID Student Labels and Answer Sheets

- Verify that you have the correct pre-ID student labels for each student in your class. The affixing of the pre-ID student labels to the books may occur no earlier than the day the field test will be administered. (Answer sheets are not needed for administration of the regular test books as students will record their answers to all test questions, including multiple choice, directly in the book.)
- **For students who use Braille or large type field test editions**, verify that you have generic answer sheets and affix the applicable pre-ID student labels to the answer sheet when transferring student responses from the field test books.

STEP SIX

Administer the 2016 English Language Arts Field Test

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

Grades 3–5 — Field Test Session

*Make sure each student has a No. 2 pencil. Students may **not** use pens. Students may be permitted to use highlighters when taking the field tests. You must, however, monitor student use of highlighters to ensure that they are not being used by students to record their responses to questions or in a way that obscures their responses to questions.*

Students will be recording the answers to all field test questions in the field test book. Only students who use Braille or large type field tests will require their responses to be transferred to a separate answer sheet by the teacher.

SAY Today, you will be taking the 2016 English Language Arts Field Test.

You will read the passages carefully and answer questions about what you have read. Some of you will receive only multiple-choice questions, while others will receive only written-response questions. You will record your responses to multiple-choice or written-response questions in your field test book.

If you have multiple-choice questions in your field test, you must darken the circle for the letter that matches your answer.

Be sure to use only a No. 2 pencil. You may not use a pen or highlighter to answer multiple-choice questions in the field test book. When you darken the circles, make heavy black marks.

If you make a mistake, erase it completely.

Make no stray marks.

Are there any questions about how to darken the circles for the multiple-choice questions?

If you have written-response questions in your field test, write your final answers on the lined response pages provided.

Pause for questions. Distribute a field test book to each student. If field test books are precoded with the pre-ID student labels, make sure each student receives the correct field test book. If needed, instruct students who do not have pre-ID student labels to complete the demographic page on the back cover of the field test book.

SAY This is your field test book. Do not open your field test book until I tell you to do so.

Look at the cover of your field test book.

Verify students have the “2016 English Language Arts Field Test Book” for their appropriate grade level.

SAY If you do not have the correct book, please raise your hand and I will give you the correct one.

Find the word “Name” at the top of the cover. Write your first and last name on the blank line.

Check to make sure each student has written his or her name on the front cover of the field test book.

SAY All of your answers must be marked in the field test books. You may make notes, underline, or highlight in your field test book as you read.

Are there any questions?

Pause for questions. When you are confident that all students understand the directions,

SAY Now, open your field test book and look at page 1.

Here are some suggestions to help you do your best:

- Be sure to read all the directions carefully.
- Most questions will make sense only when you read the whole passage. You may read the passage more than once to answer a question. When a question includes a quotation from a passage, be sure to keep in mind what you learned from reading the whole passage. You may need to review both the quotation and the passage in order to answer the question correctly.
- Read each question carefully and think about the answer before choosing your answer or writing your response.
- Some students will have multiple-choice questions. Be sure to select the circle next to the answer you have chosen.
- Some students will have written-response questions. Be sure to
 - clearly organize your writing and express what you have learned;
 - accurately and completely answer the questions being asked;
 - support your responses with examples or details from the text; and
 - write in complete sentences using correct spelling, grammar, capitalization, and punctuation.
- If you have written-response questions, for the last question in the field test book, you may plan your writing on the Planning Page provided but do NOT write your final answer on this Planning Page.
- If you have written-response questions, write your final answer on the lined response pages provided.

Are there any questions?

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

SAY When you see the words **GO ON** at the bottom of a field test book page, go on to the next page. When you come to the word **STOP**, you have reached the end of the field test book. You may go back and check your work. When you are finished please close your field test book.

Are there any questions?

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

SAY You must work independently, and you may not speak with each other while the field test is being administered.

Now, please turn to page 2 and begin.

Make sure that students are recording their answers for the field test questions in the proper manner.

Students should remain quietly at their desks when they finish the field test. The teacher may collect the field test materials either as students complete the field test or when all of the students have finished.

Students who finish the field test before other students may check their work. When a student is ready, the field test materials may be collected by the proctor. After a student's field test materials are collected, that student may be permitted to read silently. This privilege is granted at the discretion of each school. No talking and no other schoolwork is permitted. Once all students complete the field tests, you may end the session.

Follow security procedures established by your principal or school administrator for returning secure field test materials.

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



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English Language Arts Field Tests
Teacher's Directions
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