



New York State Testing Program

Mathematics

Teacher's Directions
Book 1 and Book 2

May 4–6, 2004

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

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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.

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

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 Mathematics. 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 learning standards.

This manual provides directions for administering the 2004 Mathematics tests at Grades 4 and 8. The tests will be given in two or three sessions on two or three consecutive days, depending on grade level.

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

TESTING INFORMATION

Receive School Administrator's Manual.early January 2004
(Also available via the Internet: www.emsc.nysed.gov/osa)

Receive Test Books and Teacher's Directions.April 27–30, 2004

Testing Window: Grade 4May 4–6, 2004

Testing Window: Grade 8May 4–5, 2004

Makeup Testing: Grade 4May 7–11, 2004

Makeup Testing: Grade 8May 6–7, 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.

- 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 processing 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 consecutive days. Refer to Page 1 for information about testing windows and makeups.
- Schedule testing to allow sufficient time for instructions and preparations. See Pages 4 and 5 for time requirements.
- **Read this manual in its 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.
- Read directions aloud to students 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.

MATHEMATICS, Grade 8

Day 1 Book 1	Session 1, Part 1: 27 multiple-choice questions with four options (Students fill in circles on the answer sheet.)	35 minutes, 5 minutes additional prep time
Book 2	Session 1, Part 2: Short- and extended-response questions (Students write their answers directly in Book 2.)	35 minutes, 5 minutes additional prep time
Day 2 Book 2	Session 2: Short- and extended-response questions (Students write their answers directly in Book 2.)	70 minutes, 5 minutes additional prep time

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Tests must be administered according
to the specific directions.
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NOTE: At certain times, 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. The five-minute break is not counted in the time allotted for each session. Times for these breaks are as follows:

Grade 4

- Halfway through Session 2
- Halfway through Session 3

Grade 8

- Between Part 1 and Part 2 of Session 1
- Halfway through Session 2

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 constructs measured by the test are now permitted.

Testing accommodations present in students' IEPs or 504 plans that are reading-related—for example, "reading the test to the student"—are permitted. However, test questions may never be modified by simplification or by providing additional examples.



Use of Calculators

Grade 4—Not allowed

Grade 8—Allowed for Book 2



Grade 4 Mathematics Book 1 and Book 2

Because this test assesses a student’s proficiencies involving calculations, the use of a calculator, mathematics tables, or an abacus will not be allowed.

Grade 8 Mathematics

- Book 1
Because Book 1 assesses a student’s proficiencies involving calculations, the use of a calculator, mathematics tables, or an abacus will not be allowed.
- Book 2
The use of calculators is permitted.

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.

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.

STEP
3

ORGANIZE YOUR CLASSROOM

- Plan for the distribution and collection of materials.
- Make sure the classroom is well-lighted, well-ventilated, and quiet. Completely cover or remove mathematics charts on the walls and all board mathematics work.
- Plan seating arrangements. Allow enough space between students to prevent sharing of answers. To help prevent communication between students during testing, make sure each student is clearly visible to the test administrator at all times.
- Eliminate distractions such as bells or telephones.
- Use a Do Not Disturb sign on the door of the testing room.
- On the board, indicate starting and stopping times for the test.
- Make sure students' desks and shelves under desks are cleared of all extraneous materials.

STEP
4

PREPARE YOUR STUDENTS

- Help students approach the testing in a relaxed, positive way.
- Explain that the purpose of taking this test is to find out which concepts have been mastered and which need further development.
- Point out that some questions may be more difficult than others and that for many of the questions, partial credit will be given. Encourage and motivate your students to put forth their best effort.

Use Standardized Testing Procedures

This is a timed test that is to be administered under standard conditions. Follow the directions carefully. If the same test administration procedures are not used with all students, valid conclusions cannot be drawn from the test results.

- Be sure students understand the directions and how to mark answers on their answer sheets and to record their answers in the test book. Assist them with test-taking mechanics, 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 question other than to ensure that they understand the directions.
- Encourage students to attempt all questions. Tell them to read each question carefully and make their best attempt at answering.

• • • • • • • • • • • • • • • •
Help students do their best by presenting the testing experience in a positive way.

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• • • • • • • • • • • • • • • •
Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

• • • • • • • • • • • • • • • •



ADMINISTER THE TEST

MATHEMATICS: GRADE 4

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 30 on the answer sheet.

Use only a No. 2 pencil.

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 set of manipulatives (ruler, pattern blocks, and counters) in an envelope to each student. Explain to the students that they will use these tools to help them solve some of the problems on the test. Make sure each student's name is on the envelope for collecting and redistributing the manipulatives.

*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 the questions.

Students may be 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 record their responses to questions or to obscure their responses to open-ended questions.

SAY The test is divided into three sessions.

Today you will take Session 1, which is in Book 1.

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

Session 1 of the test contains multiple-choice questions. Read each problem in the test book carefully and answer the questions. On the answer sheet, you will fill in the letter that matches your answer for each question.

Open your test book to the inside front cover. You will see "Tips for Taking the Test" and information in a box. I will read all the sentences aloud while you read along silently.

• • • • •
MATHEMATICS: Grade 4
• • • • •

• • • • •
If administering Grade 8 Mathematics,
skip to Page 13.
• • • • •

• • • • •
Students record answers to multiple-
choice questions on answer sheets.
• • • • •

TEST SECURITY: The contents of Book 1 and Book 2 may **not** be disclosed until the deadline has passed for the submission of answer sheets to the scanning centers.

Students record answers directly in Book 2.

Read aloud the "Tips for Taking the Test" and the information in the box.

SAY Now look at Sample A.

Check to see that all students are on Sample A in the test book.

SAY Do Samples A, B, and C. When you have finished, stop working.

Give students time to answer Samples A, B, and C. Then discuss the samples with them. The correct answer for Sample A is choice B, the correct answer for Sample B is choice J, and the correct answer for Sample C is choice C.

SAY Read the directions and questions carefully. You may use your tools to help you solve any problem on the test. 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 Session 1. You may go back and check today's work. When you have finished, sit quietly until I call time. You will have 40 minutes to complete Session 1. I will write the time on the board. Are there any questions?

Pause to answer questions. When you are confident that everyone understands how to take the test,

SAY Find question Number 1 on Page 3.

Check to see that all students are on Number 1 in the test book.

SAY You may begin.

Record the time.

During testing, check to see that students are filling in circles correctly by making their marks heavy and dark.

After 30 minutes,

SAY You have 10 more minutes to complete this session.

Record the time.

After 40 minutes (or sooner, if you are sure everyone has finished),

SAY Please stop working. This is the end of Session 1. Now I will collect the answer sheets, test books, and tools.

Have students put the manipulatives in the envelopes. Collect and keep envelopes for the next testing session. Collect all test books and answer sheets. Follow security procedures established by your principal or school administrator to store testing materials until administration of Session 2.

Day 2, Session 2, Book 2

Distribute a Book 2 and manipulatives to each student. If you have already affixed the student labels to the backs of the student test books, make sure each student receives his or her own test book. Make sure the students have pencils. Have on hand a copy of Book 2.

Do NOT distribute the answer sheet; all answers for this session will be written in the test book. No extra paper is to be distributed to the students for their responses. Only the responses in their test books will be scored. Students

may be permitted to use highlighters as they read the questions, but they must be monitored to ensure that the highlighters are not being used to record or obscure responses.

SAY This is your Book 2. Write your name on the front cover of your test book.

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

Today you will take Session 2, which is in Book 2.

Check to make sure all students have written their names on the front cover of the test books. Hold up your copy of Book 2. Open your book and point to the section, "Tips for Taking the Test."

SAY Open your test book. You will see "Tips for Taking the Test" and information in a box. I will read all the sentences aloud, as I did in the last session, while you read along silently.

Read aloud the "Tips for Taking the Test" and the information in the box.

SAY For Session 2, you will write your answers in the test book instead of choosing from a list of possible answers. Read the directions and questions carefully. Be sure to write clearly and legibly. It is important to show all your work as well as your final answer in the test book. You may use your tools to help you solve any problem on the test. Are there any questions?

Pause to answer questions. When you are confident that everyone understands the directions,

SAY 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 Session 2. You may go back and check today's work, but do not go on. When you have finished, sit quietly until I call time. You will have 50 minutes to complete Session 2. I will record the time on the board. Are there any questions?

Pause to answer questions.

SAY Turn to Page 1, question Number 31.

Check to see that all students are on Number 31 in the test book.

SAY You may begin.

Record the time.

During testing, check to see that students are in the right place in the test book. If needed, you may have the students take a stretching break of no more than 5 minutes duration at any time during this session. Do not count the time used for the stretch break toward the working time for this session.

After 40 minutes,

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

Record the time.

After 50 minutes (or sooner, if you are sure everyone has finished),

SAY Please stop working. This is the end of Session 2. Close your

books. Put your tools in the envelope. We will take Session 3 of the test tomorrow. Now I will collect the test books and the tools.

Have students put the manipulatives in the envelopes. Collect all test books and envelopes. Follow security procedures established by your principal or school administrator to store testing materials until administration of Session 3.

Day 3, Session 3, Book 2

Distribute the test books and manipulatives to the students. Make sure each student has his or her own test book, envelope, 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 will take Session 3. Do not open your test books until I tell you to do so. As in Session 2, you will write your answers in your test book. Read the directions and questions carefully. Be sure to write clearly and legibly. It is important to show all your work as well as your final answers in the test book. You may use your tools to help you solve any problem on the test. Are there any questions?

Pause to answer questions.

SAY 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 Session 3. You may go back and check today's work only. When you have finished, sit quietly until I call time. You will have 50 minutes to complete Session 3. I will record the time on the board. Are there any questions?

Pause to answer questions.

SAY Open your test book to Page 12, question Number 40.

Check to see that all students are on Number 40 in the test book.

SAY You may begin.

Record the time.

During testing, check to see that students are in the right place in the test book. If needed, you may have the students take a stretching break at any time during this session. Do not count the time allowed for the stretch break toward the working time for this session.

After 40 minutes,

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

Record the time.

After 50 minutes (or sooner, if you are sure everyone has finished),

SAY Please stop working. This is the end of the test. Close your books. Put your tools in the envelope. Now I will collect the test books and the tools.

Have students put the manipulatives in the envelopes. Collect all test books and

follow security procedures established by your principal or school administrator to store testing materials prior to their return.

Teachers may keep the manipulatives after the test has been administered. The manipulatives should not be returned with the test books.



ADMINISTER THE TEST

MATHEMATICS: GRADE 8

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 27 on the answer sheet.

Use only a No. 2 pencil.

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 set of manipulatives (ruler and protractor) in an envelope to each student. Explain to the students that they will use these tools to help them solve some of the problems on the test. Make sure each student's name is on the envelope for collecting and redistributing the manipulatives.

*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.

The test is divided into two sessions.

Today you will take Part 1 and Part 2 of Session 1.

Tomorrow you will take Session 2.

Part 1 contains multiple-choice questions. Read each problem in the test book carefully and answer the questions. On the answer sheet, you will fill in the letter that matches your answer for each question. Do not write your answers in the test book. All answers must be marked on the answer sheet. You may, however, make notes, highlight, or underline in the book as you read the questions.

MATHEMATICS: Grade 8

IMPORTANT: Punch out all the manipulatives prior to testing. Students must use the Punch-Out Tools provided. Similar classroom manipulatives may **not** be used.

IMPORTANT: Students must **not** use calculators for Session 1, Book 1.

Students record answers to multiple-choice questions on answer sheets.

Students may be 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 record their responses to questions or to obscure their responses to open-ended questions.

SAY Open your test book to Sample A.

Check to see that all students are on Sample A in the test book.

SAY Do Samples A and B. When you have finished, stop working.

Give students time to answer Samples A and B. Then discuss the samples with them. The correct answer for Sample A is choice D, and the correct answer for Sample B is choice H.

SAY You will do Part 1 in this book, take a short break, and then do Part 2.

Read the directions and questions carefully. You may use your tools to help you solve any problem on the test. 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 Part 1. You may go back and check today's work. When you have finished, sit quietly until I call time. You will have 35 minutes to complete Part 1. I will write the time on the board. Are there any questions?

Pause to answer questions. When you are confident that everyone understands how to take the test,

SAY Find question Number 1 on Page 2.

Check to see that all students are on Number 1 in the test book.

SAY You may begin.

Record the time.

During testing, check to see that students are filling in circles correctly by making their marks heavy and dark.

After 25 minutes,

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

Record the time.

After 35 minutes (or sooner, if you are sure everyone has finished),

SAY Please stop working. This is the end of Part 1. Now I will collect the answer sheets and the test books. You will keep the tools for Part 2.

Collect all test books and answer sheets.

Day 1, Session 1, Book 2

Distribute a Book 2 to each student. If you have already affixed the student labels to the backs of the student test books, make sure each student receives his or her own test book. Make sure the students have pencils, manipulatives, and calculators. Have on hand a copy of Book 2.

TEST SECURITY: The contents of Book 1 and Book 2 may **not** be disclosed until the deadline has passed for the submission of answer sheets to the scanning centers.

IMPORTANT: Students must have calculators (minimum four-function with square root key, scientific preferred) for Book 2: Session 1, Part 2, and Session 2.

Do NOT distribute the answer sheet; all answers for Book 2 will be written in the test book. No extra paper is to be distributed to the students for their responses. Only the responses in their test books will be scored. Students may be permitted to use highlighters as they read the questions, but they must be monitored to ensure that the highlighters are not being used to record or obscure responses.

SAY This is your Book 2.

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

Please write your name on the front cover of your test book.

You will now complete Part 2 of Session 1, which is in this test book.

Check to make sure all students have written their names on the front cover of the test books. Hold up your copy of Book 2. Open your book to the inside front cover and point to the section, "Tips for Taking the Test."

SAY Open your test book to the inside front cover. You will see "Tips for Taking the Test" and information in a box. Please follow along while I read aloud.

Read aloud the "Tips for Taking the Test" and the information in the box.

SAY Please remove your Reference Sheet from the front of your test book to use during the test.

For Part 2, you will write your answers in the test book instead of choosing from a list of possible answers. Read the directions and questions carefully. Be sure to write clearly and legibly. It is important to show all your work as well as your final answers in the test book. You may use your tools and calculator to help you solve any problem on the test. Are there any questions?

Pause to answer questions. When you are confident that everyone understands the directions,

SAY 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 Part 2. You may go back and check your work in Part 2, but do not go on. When you have finished, sit quietly until I call time. You will have 35 minutes to complete Part 2. I will record the time on the board. Are there any questions?

Pause to answer questions.

SAY Find question Number 28 on Page 1.

Check to see that all students are on Number 28 in the test book.

SAY You may begin.

Record the time.

During testing, check to see that students are in the right place in the test books.

After 25 minutes,

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

• • • • •
MATHEMATICS: Grade 8

• • • • •
Students record answers directly in
Book 2.

• • • • •
Monitor your students to ensure that
they do not go beyond the stop sign.

Record the time.

After 35 minutes (or sooner, if you are sure everyone has finished),

SAY Please stop working. This is the end of Session 1. Close your books. We will take Session 2 of the test tomorrow. Now I will collect the test books and the tools.

Have students put the manipulatives in the envelopes. Collect all the test books and envelopes. Follow security procedures established by your principal or school administrator to store testing materials until administration of Session 2.

Day 2, Session 2, Book 2

Distribute the test books and manipulatives to the students. Make sure each student has his or her own test book, envelope, calculator, 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 will take Session 2. Do not open your test books until I tell you to do so. For Session 2, you will write your answers in your test book. Read the directions and questions carefully. Be sure to write clearly and legibly. It is important to show all your work as well as your final answers in the test book. You may use your tools and calculator to help you solve any problem on the test. Are there any questions?

Pause to answer questions.

SAY 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 Session 2. You may go back and check today's work only. When you have finished, sit quietly until I call time. You will have 70 minutes to complete Session 2. I will record the time on the board. Are there any questions?

Pause to answer questions.

SAY Open your test book to Page 9, question Number 34.

Check to see that all students are on Number 34 in the test book.

SAY You may begin.

Record the time.

During testing, check to see that students are in the right place in their test books. If needed, you may have the students take a stretching break of no more than 5 minutes duration at any time during this session. Do not count the time allowed for the stretch break toward the working time for this session.

After 60 minutes,

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

Record the time.

After 70 minutes (or sooner, if you are sure everyone has finished),

SAY Please stop working. This is the end of the test. Close your books. Now I will collect the test books and the tools.

Have students put the manipulatives in the envelopes. Collect all test books and follow security procedures established by your principal or school administrator to store testing materials prior to their return.

Teachers may keep the manipulatives after the test has been administered. The manipulatives should not be returned with the test books.

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.

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.

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.



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Mathematics
Teacher's Directions
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