

5

NEW YORK STATE

GRADE 5

**ELEMENTARY-LEVEL
SOCIAL STUDIES TEST**

**Manual for
Administrators and Teachers
2009**



**The University of the State of New York
THE STATE EDUCATION DEPARTMENT**
Albany, New York 12234 • www.nysed.gov

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General Features of the Grade 5 Elementary-Level Social Studies Test

The Regulations of the Commissioner of Education provide that an elementary-level social studies test is to be administered to students in Grade 5 to serve as an early indicator of whether students are meeting the elementary-level New York State Learning Standards for social studies. Each student's performance on the test will be the basis for determining whether that student needs academic intervention services in social studies.

The New York State Grade 5 Elementary-Level Social Studies Test is designed to measure student achievement of the content, concepts, and skills in the K–4 social studies curriculum. The content and standards are described in the publication *Social Studies Resource Guide with Core Curriculum (K–4)*.

The test comprises two test booklets and is to be administered in two separate 1½-hour sessions. Booklet 1 contains a total of 35 multiple-choice questions and several short-answer, constructed-response questions. Booklet 2 contains a document-based question.

Each student's performance on the Grade 5 Elementary-Level Social Studies Test will fall into one of four levels of performance. Descriptions of the performance levels and the specific test scores that correspond to each of the four levels are provided in Appendix II of this manual and in the rating guide that is packaged with the test booklets. All students who score within levels 1 and 2 on the test must receive academic intervention services, which must commence no later than the beginning of the semester immediately following the administration of the test (see page 11).

The first section of this manual contains information of special interest to administrators. Subsequent sections contain directions for administering and scoring Booklet 1 and Booklet 2.

Information for School Administrators

General Information

For information about general administration procedures for this test, contact the Office of State Assessment at 518-474-5902. For information about the scoring of the Grade 5 Elementary-Level Social Studies Test, contact Gary Warren, Donna Merlau, Greg Wilsey, or Patricia Polan in the Office of State Assessment at 518-474-3860, or JoAnn Larson in the Office of Curriculum, Instruction, and Instructional Technology at 518-474-5922.

All school personnel who will be involved in the administration and scoring of this test must have a copy of this manual, which may be photocopied by the school as needed. In addition, please check the Office of State Assessment's web site periodically at <http://www.emsc.nysed.gov/osa> for any scoring clarification as well as the posting of the teacher evaluation form and conversion chart.

Pursuant to Section 102.3 of the Regulations of the Commissioner of Education, "Building principals are responsible for administering department examinations and maintaining the integrity of examination content and programs, in accordance with directions and procedures established by the commissioner."

Administration Schedule

Schools must administer the New York State Grade 5 Elementary-Level Social Studies Test each year in November on the dates specified by the Department. Students who are absent for one or both sessions of the test must complete the test on the makeup dates designated by the Department.

Students to be Tested

General Education Students

Except as noted below, all public school students in Grade 5 and all ungraded students who are age equivalent to students in Grade 5 must take the Grade 5 Elementary-Level Social Studies Test. This includes students who have been retained in Grade 5, and Grade 5 students who attend programs operated by the Board of Cooperative Educational Services (BOCES) as well as any other programs located outside the school. Nonpublic schools are strongly encouraged to administer State assessments to their students in accordance with these same provisions.

Students with Disabilities

The Committee on Special Education (CSE) must decide for each student with a disability, on a case-by-case basis, whether the student will be participating in the Grade 5 Elementary-Level Social Studies Test or will not be participating in this assessment because the student will be participating 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 a student's eligibility to participate in the NYSAA are available at the web site: <http://www.vesid.nysed.gov/specialed/alterassessment/alterassess.htm>. Students participating in the NYSAA should be coded as eligible for the Alternate Assessment on the Grade 5 Elementary-Level Social Studies Test answer sheet.

When determining which students will be participating in the Grade 5 Elementary-Level Social Studies Test, be sure to consider those students who attend programs operated by the BOCES as well as any other programs located outside the school. 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 IX).

English Language Learners

All English language learners are required to participate in the Grade 5 Elementary-Level Social Studies Test. English language learners may take the test either in an alternative language or in English, whichever would be better for the student. English language learners may also use both an English and an alternative language edition of the test simultaneously. Alternative language editions of the test are provided in Chinese (Traditional), Haitian Creole, and Spanish. The test may be translated orally into other languages for those English language learners whose first language is one for which a written translation is not available from the Department. Schools are permitted to offer current and eligible former English language learners specific testing accommodations when taking this test (see page 5).

Testing Accommodations

Students Who Incur Disabilities Shortly Before Test Administration

Principals may provide testing accommodations when testing general education students who incur an injury (e.g., broken arm) or experience the onset of a short or long-term disability (either cognitive or physical) within 30 days prior to test administration. Eligibility for such accommodations is based on the principal's professional judgment. The principal may confer with Committee on Special Education/504 Multi-Disciplinary Team members, the school physician, or other school personnel in making such a determination. These accommodations must not significantly change the constructs/student skills being tested and are limited to the following:

- extending the time limit for a test,
- administering the test in a special location,
- recording the student's answers in any manner.
- reading the test to the student (This accommodation is allowed only for students whose vision is impaired.)

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 to 518-474-1989. 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 development of an IEP or 504 Plan.

Students with Disabilities

Students with disabilities must be provided with the testing accommodations specified in their IEPs or 504 Plans when taking this test. 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. Plan all necessary arrangements for implementing testing accommodations well in advance of the test dates and advise proctors to become familiar with the accommodations specific to the particular test being administered. Only those testing accommodations that do not alter the construct measured by the test are permitted on elementary- and intermediate-level State assessments. Students who have been declassified may continue to be provided testing accommodations if recommended by the local CSE at the time of declassification and written in the student's declassification IEP.

The Department's Office of Vocational and Educational Services for Individuals with Disabilities (VESID) provides more information on testing accommodations for students with disabilities on its web site: <http://www.vesid.nysed.gov/specialed/publications/policy/testaccess/policyguide.htm>. You may contact that office via e-mail to vesidspe@mail.nysed.gov if you have questions on this topic for which you are unable to find answers on the web site.

Use of Scribes or Tape Recorders and Large-Type or Braille Editions

Instead of using a scribe, the Department encourages the use of a word processor (with dictionary disabled), as 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. However, the use of scribes and the use of tape recorders are allowable accommodations for the Grade 5 Social Studies Test. Note the following procedures for scribing:

- The scribe must record word-for-word what the student dictates or records.
- The scribe must use lined paper and must write on every other line.
- The student must read the complete 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 exactly as dictated or recorded and should attach the lined paper with the student's dictation to the back of the test booklet, preferably by stapling, to ensure against the student's response being lost.

For students who use large-type or braille editions of the tests, or large-type answer sheets, teachers should transcribe the students' responses onto regular test answer sheets and test books exactly as dictated or recorded.

Format Changes

Any format changes to the text to be made by the school, such as the re-spacing of questions, enlargement beyond the standard large-type edition provided, colorization, etc., must receive prior written approval from the Department. Note that the reformatting of State assessments may never change the wording of questions, nor may additional examples be included.

In order for the Department to process requests for reformatting by the school, requests for approval should be submitted to the Office of State Assessment at least one week before the first scheduled date of the test administration. Requests should include a letter from the school signed by the school principal. Each request must include the portion of the student's IEP in which the type of reformatting is listed or defined. Requests may be faxed to 518-474-1989. Department approvals will be provided by fax. However, regardless of approval, under no circumstances may the shrink-wrapped test packages of State assessments be opened prior to the morning of the day that the test is to be administered in the school.

English Language Learners

Schools may provide the following testing accommodations to English language learners:

- ***Time Extension:*** English language learners may be allowed extended test time. 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 his or her best judgment about the needs of the English language learners. Principals should consult with each student’s classroom teacher in making these determinations.
- ***Separate Location:*** Schools are encouraged to provide optimal testing environments and facilities for all students. They may administer State tests to English language learners individually or in small groups in a separate location.
- ***Bilingual Dictionaries and Glossaries:*** English language learners may use bilingual dictionaries and glossaries when taking the Grade 5 Elementary-Level Social Studies Test. The bilingual dictionaries and glossaries may provide only direct translations of words. Bilingual dictionaries or glossaries that provide definitions or explanations are not permitted
- ***Translated Editions:*** English language learners may be provided with a translated edition of the Grade 5 Social Studies Test. This test is available in Chinese (Traditional), Haitian Creole, and Spanish. In addition, English language learners may use an English and alternative language edition of the Grade 5 Social Studies Test simultaneously. However, they should be instructed to record all of their responses in only one of the two editions. The alternative language edition used by the student should be indicated on the student's answer sheet.
- ***Oral Translations for Lower-Incidence Languages:*** Schools may provide English language learners with an oral translation of this test when there is no translated edition provided by the Department. All translations must be oral, direct translations of the English edition. Written translations are not allowed. No clarifications or explanations may be provided. Translators should receive copies of the English edition of the test one hour prior to administration. The Department’s Office of Bilingual Education and Foreign Language Studies and the Bilingual/ESL Technical Assistance Centers (BETACs) can assist schools in locating suitable translators.
- ***Writing Responses in the Native Language:*** English language learners may write their responses to the open-ended questions in their native language. Scoring the tests is the responsibility of the school. However, the Department’s Office of Bilingual Education and Foreign Language Studies and the BETACs can assist schools in locating persons who can translate the students’ responses into English to facilitate scoring of the answer papers.

Former English Language Learners

Schools may provide the test accommodations listed above under the heading “English Language Learners” only to those 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 2008 or Spring 2009. These accommodations may **not** be provided to former English language learners who were identified as English language proficient prior to the 2008 NYSESLAT administration.

For each English language learner or former English language learner as defined above, darken the circles indicating the testing accommodations provided on the multiple choice answer sheet under LEP Accommodations.

Security of the Test

A new form of the test will be provided for each administration. The test booklets, answer keys, and rating guides will be enclosed in sealed packages, which must be placed in a secure location as soon as they arrive in the school. **The sealed packages must *not* be opened until the Booklet 1 and Booklet 2 administration dates**, respectively, and then just early enough to permit the distribution of materials prior to the starting time of the test.

All test booklets, both used and unused, all answer keys and rating guides, and all student answer papers must be kept secure during the entire test administration period designated by the Department. **The package containing the scoring materials for Booklet 1 must *not* be opened until after Booklet 1 has been administered. Scoring materials for Booklet 2 must be kept secure until that part of the test has been administered.** Makeup testing will occur for a few days immediately following the scheduled administration dates. Although student answer papers may be scored during the makeup period, caution scorers not to discuss the test content and scoring rubrics except during scoring sessions. Once the Department-designated makeup period has ended, the test materials are no longer secure.

Appendices VI and VII of this manual contain the Examination Storage, Administration, and Scoring Certificate and the Deputy and Proctor Certificate. At the conclusion of this test, the principal must sign the Examination Storage, Administration, and Scoring Certificate and all school personnel who served as proctors must sign the Deputy and Proctor Certificate. If more than twenty staff members served as proctors, make as many additional copies of the Deputy and Proctor Certificate as are needed so that all proctors may sign this certificate. All completed certificates must be retained in school files for one year.

After the Department-designated test administration period has ended, schools may retain any unused test booklets for later use in their instructional programs. Also, teachers may keep the unused test booklets on file for use in discussions with students about their test performance. In addition, teachers and administrators are authorized to make photocopies of these materials for use within their own school buildings following the conclusion of the testing period.

This *Manual for Administrators and Teachers* is not secure; copies of this publication should be distributed to teachers in advance of the administration date(s) so they may familiarize themselves with the procedures for administering the test. Since this manual is not secure, schools may make photocopies of this publication if necessary.

Emergency Supply of Test Materials

All shipments of secure test materials should be inventoried immediately after delivery and before being placed in secure storage. After taking inventory:

1. If you determine that an item or items were **missing** from your shipment that were listed on your shipping notice, circle the item(s) and quantity that are missing on the notice and fax the corrected shipping notice to the Department's Operations Group at: 518-474-2021. (No cover sheet is necessary.) The missing item(s) will be sent to your school's storage site.
2. If you require items that were **not originally requested** or items necessary to accommodate students whose needs you were not previously aware of, contact the Department's Operations Group by calling 518-474-8220. The Operations Group will determine whether your regional center has the materials necessary to satisfy your additional request. Under the direction of the Operations Group, contact your regional center to arrange pickup of test materials.
 - Before sending an official school representative to pick up the emergency supply of materials, contact the official in charge of your regional center. Information on Regional Centers is available at: <http://www.emsc.nysed.gov/osa/elintgen.html>.

- The official school representative picking up secure examination material must present to the regional center official a photo ID and a letter of authorization signed by the principal listing the materials to be picked up. This letter, authorizing the school representative to pick up test materials, must be written on school stationery. (**Note:** Secure materials can be obtained from the regional center only on the day that they will be administered.)
- 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.

Test Preparation and Other Guidelines

Administration of the Test

So that the Grade 5 Elementary-Level Social Studies Test may provide an accurate measure of student achievement in social studies, both students and teachers must be properly prepared for its administration. This manual provides recommendations for preparing students to take the test. School personnel who administer the test must be familiar with the test materials and directions for administration provided in this manual.

Preparation of Students for Testing

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 anxious. 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.

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 social studies 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 and may not use any unauthorized notes, printed materials, tools or electronic devices that might give them an unfair advantage on the tests. When students enter the testing room, proctors must ensure that students do not bring any unauthorized materials such as those listed above.

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 have the allotted time for the test. Following the test, a written report of the circumstances should be faxed to the Office of State Assessment. (See Reporting Security Breaches, Administration and Scoring Irregularities, and/or Misadministrations to the Department” on pages 9-10.)

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 will not receive score reports. When reporting student assessment data to the Department under such circumstances, the principal must report the students’ test results as an “administrative error,” with an Assessment Standard Met Code of “97,” in the State’s Student Information Repository System (SIRS).

Cell Phones and Other Communication Devices

Students should be informed that they may not use cell phones or other communication devices during the test. These must be turned off and put away before test booklets are handed out. Use of a cell phone or other communication device during testing invalidates a student’s test regardless of the content of the communication. Such student’s test result must be reported as an “administrative error”.

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 directions for administering the test on pages 15-19 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.

Proctoring

Proctors must circulate periodically around the room during the administration of each session of the test to ensure that students are recording their responses to test questions in the proper manner. While circulating around the room, proctors should point out to students if they have left one or more answers blank, if they have darkened more than one circle for the same multiple-choice question, or if they do not appear to be recording their answers in the proper place (on the answer sheet for multiple-choice questions or in the test book for constructed-response questions). **However, proctors may not comment to the student on the correctness or sufficiency of any answer.**

Students must not be given help in interpreting any test questions. They should be advised to independently answer test questions according to their best judgment. Proctors must limit any test-related assistance to students to that required in the mechanics of taking the test, such as filling out the headings on the answer sheet and the answer booklets and understanding where to record their answers.

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.

Reporting Security Breaks, Administration and Scoring Irregularities, and/or Misadministrations to the Department

Pursuant to Section 102.3 of the Regulations of the Commissioner of Education, "Building principals are responsible for administering department examinations and maintaining the integrity of examination content and programs, in accordance with directions and procedures established by the commissioner." Accordingly, the building principal is responsible for all aspects of the school's test administration and must take appropriate measures both to prevent, as much as possible, and to investigate all security breaches and irregularities associated with the administration and scoring of the test.

In addition, the principal must report such events in writing to the Office of State Assessment within 24 hours by faxing a description of the incident to 518-474-1989. The fax must be written on school letterhead and signed by the building principal. See the section "Reporting to the Department" on the next page.

Security breaches and testing irregularities include, but are not limited to, the situations listed below:

- Any instance occurring prior to, during, or after testing where it has been determined that students, teachers, administrators, or paraprofessionals have had access to the specific contents of a test prior to the administration of the test
- All suspected or confirmed cases of teachers, administrators, or paraprofessionals giving aid or impromptu lessons on specific test content to students immediately before or during the test
- All instances of teachers, administrators, or paraprofessionals altering student responses to test questions
- All instances of teachers, administrators, or paraprofessionals providing students with unauthorized/inappropriate testing accommodations or tools
- All instances of teachers, administrators, or paraprofessionals not providing students with the accommodations specified in their IEP or 504 Plans
- All instances of teachers, administrators, or paraprofessionals providing students with other nonstandard test administrations, unrelated to cheating
- All cases in which a school official does not adhere to the Department policy concerning the finality of examination scores as determined by the teacher scoring committees (See “Scoring Finality” on page 26.)
- All student use of cell phones and other communications devices during the test
- All confirmed cases of student cheating
- All interruptions of testing sessions, including those caused by power outages or fire alarms
- All instances in which the test was administered without Department authorization on a day outside the published Statewide administration or makeup schedule
- All instances in which scorers do not score the test in accordance with the scoring materials provided by the Department
- All cases in which student test books or answer sheets are lost prior to either the scoring of the tests or submission of the answer sheets to the Regional Information Center (RIC) or Large City Scanning Center

Coding of Invalid Tests

Any breaches or irregularities described above, except interruptions caused by power outages or alarms, may be determined by the Department to invalidate a student’s test results. In cases where a student’s test has been invalidated the principal must:

1. Darken the circle on the affected student’s answer sheet denoting “administrative error.”
2. Notify the Regional Information Center (RIC) or Large City Scanning Center of the administrative error.
3. On the SIRS, in the *Assessment Standard Met Code* field, code all of these students as “administrative error with *Standard Achieved Code of 97*.” For further details, see the SIRS Manual Appendix 13—Standard Achieved Codes (<http://www.emsc.nysed.gov/irts/sirs>).
4. On the verification reports, students for whom administrative errors were made will appear as “not tested.”

Reporting to the Department

When reporting a misadministration, the principal's fax must include the following information:

- The name and grade of the test
- A brief description of the incident
- The number of students affected
- Steps the school will take in the future to help reduce the incidence of test misadministrations

Scoring the Test

It is the school's responsibility to make the necessary arrangements for scoring the test. **All schools must contract with a RIC or large-city school district for answer sheets, scanning, and reporting services.** The answer sheets contain fields for recording scores for the Part II constructed-response questions and the Part III document-based questions.

Determining the Student's Final Test Score

A chart for converting the student's raw scores to a scaled score will be provided on the Department's web site at: <http://www.emsc.nysed.gov/osa>. Because the scaled scores corresponding to raw scores in the conversion chart change from one test administration to another, it is *crucial* that, for each administration, teachers use *only* the conversion chart provided for that specific administration to determine the student's final score. Take extreme care in recording the student's scores on each part of the test, adding these scores to determine the total-test raw score and using the conversion chart to obtain the correct scaled score.

Determining the Need for Academic Intervention Services

Section 100.2(ee)(2)(i) 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 on the Grade 5 Elementary-Level Social Studies Test. All students who achieve a final score in performance levels 1 and 2 must receive academic intervention services. (See "Descriptions of Performance Levels" in Appendix II.) These services must commence no later than the beginning of the semester immediately following the administration of the test.

Recording Test Scores and Storing Student Answer Papers

The school must maintain complete and accurate records of individual student scores on State tests. The name of the test, the student's score, and the date of administration must be entered on the student's permanent record.

All schools must keep their students' Booklets 1 and 2 on file in the school for at least one year. In addition, public schools must keep their students' Part I answer sheets on file for the same period.

Reporting Test Results to the Department

All public schools and nonpublic schools must contract with RICs or large-city school districts for answer sheets, scanning, and reporting services. Data must be reported to the Department through the SIRS. For more information about reporting results, school administrators should contact their local RIC or their large-city school district scanning center.

Online Submission of Teacher Evaluations of the Test to the Department

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments where teachers may respond to several specific questions and may make suggestions. Go to www.emsc.nysed.gov/osa/exameval to complete and submit your evaluation.

Individual Student Reports

At the school's earliest opportunity after tests have been scored, schools are expected to provide results to each student's parent/guardian.

Review of Answer Papers by Students and Parents

Students and parents/guardians of students who have taken the Grade 5 Elementary-Level Social Studies Test have the right to review their students' answer papers after the scores have been recorded. Answer papers should be reviewed in the presence of the principal, or the principal's designee, to ensure that no changes are made on the answer papers as they are being reviewed. The principal may also use a copy of the student's answer papers for this purpose. In addition, the school may provide a copy of the student's test and answer paper to the parent/guardian.

General Test Administration Procedures

Test Materials

The Department provides the following test materials for administration of different parts of the Grade 5 Elementary-Level Social Studies Test:

For the multiple-choice and constructed-response questions:

- Booklet 1 (contains Part I and Part II)
- answer key for the separate answer sheet (except for NYC public and NYC charter schools)
- Rating Guide for Booklet 1

For the document-based question (DBQ):

- Booklet 2 (contains Part III A and Part III B)
- essay answer booklet, in which students are to write their final document-based essay
- Rating Guide for Booklet 2

The school must provide students with No. 2 pencils for the Part I multiple-choice questions in Booklet 1 and scrap paper for planning the Part III B essay in Booklet 2. Instruct students to write their names on all scrap paper. Be sure to collect all scrap paper at the conclusion of the test and keep it with the student's test booklet.

The test is available in large-type and braille editions. Alternative language editions of the test are available in Chinese (Traditional), Haitian Creole, and Spanish. These are direct translations of the English edition. The directions to students in the alternative language editions are the same as those in the English edition. The Department does not provide separate directions for administering the alternative language editions of the test. Teachers who speak the language should be able to administer the alternative language editions by using a copy of the test in the appropriate language and the directions provided in this manual. If the test is administered by a teacher who does not speak the language, the directions in the alternative language edition should enable students to complete the test by themselves.

The separate answer sheets for the multiple-choice section of the test contain several grids with spaces for recording various types of student identification information. Schools must develop uniform written directions about how to complete these grids and must provide them to all teachers administering the multiple-choice section of the test. Such directions should be based on careful consideration of the types of student and score information the school needs, as well as on the processing requirements of the scoring center the school is using.

All schools must contract with a RIC or large-city school district assessment and evaluation office for answer sheets, scanning, and reporting services.

Use of Machine-Scorable Answer Sheets

Schools may not require students to record their responses for the same multiple-choice questions on more than one answer sheet.

Test Administration Time

Each of the two sessions of the test requires 90 minutes of testing time. In addition, schools should allow approximately 15 minutes per session for teachers to give directions to the students and for students to record the student identification information on all test materials.

Teachers may allow students to take a 3-to-5-minute stretch break during each session of the test. During the break, students may be allowed to stand quietly by their desks and stretch. They may **not** be allowed to talk to each other. This break, if allowed, should be given to the entire group of students at the same time, approximately 45 minutes into the testing session. The break should **not** be given at the end of one of the parts of the test. The 3 to 5 minutes allowed for the break should **not** be counted as part of the total 90-minute testing period.

Schools must make arrangements to provide the testing accommodations indicated in the IEP or 504 Plan of students with disabilities. Such accommodations often include extended time.

Administering the Test

Detailed Directions for Administering Booklet 1

Make sure that sufficient quantities of all test materials are on hand. The following materials are needed:

For each student:

- Booklet 1
- answer sheet
- scrap paper
- No. 2 pencil

For the teacher:

- “Detailed Directions for Administering Booklet 1” (pages 15-17 of this manual)
- Booklet 1 (for demonstration purposes)
- answer sheet (for demonstration purposes)
- extra answer sheets, scrap paper, and No. 2 pencils
- instructions for completing the student identification grids on the separate answer sheet (These instructions will vary according to the answer sheet used by the school.)

After the desks have been cleared of books and papers and when the students are ready to begin, say:

Today you are going to take a test in social studies. I will now give each of you a test booklet. Please leave the test booklet face up on your desk. Do not open the booklet until I tell you to do so.

Distribute one test booklet, face up, to each student. Then say:

Look at the cover of your test booklet. Be sure it says “Grade 5 Elementary-Level Social Studies Test, Booklet 1” and today’s date. If you do not have the correct booklet, please raise your hand and I will give you the correct one.

When you are sure all the students have the correct test booklet, say:

In the spaces provided, print your name and the name of the school.
I will now give out the answer sheets and scrap paper. Please do not write on the answer sheet until I tell you what to do.

After you have distributed the answer sheets, give directions for marking any machine-readable name or number grids. Make sure students write their names on all scrap paper.

Then say:

Now look at the cover of your test booklet. Read the information on the cover to yourself while I read it aloud.

The test has three parts. Parts I and II are in this test booklet; Part III is in Booklet 2.

Part I contains 35 multiple-choice questions. Record your answers to these questions on the separate answer sheet. Use only a No. 2 pencil on your answer sheet.

Part II consists of several short-answer questions. Write your answers to Part II in this test booklet.

You will have 1½ hours to answer the questions in Booklet 1.

Now, open your test booklet to page 3. Read the directions for Part I to yourself while I read them aloud.

DIRECTIONS

There are 35 questions on Part I of this test. Each question is followed by four choices, labeled A–D. Read each question carefully. Decide which choice is the correct answer. On the separate answer sheet, mark your answer in the row of circles for each question by filling in the circle that has the same letter as the answer you have chosen. Use a pencil to mark the answer sheet.

Read the sample question below.

Sample Question	
Which city is the capital of New York State?	
(A) Utica	.
(B) Albany	.
(C) New York City	.
(D) Buffalo	.

The correct answer is **Albany**, which is next to letter **B**. On your answer sheet, look at the box showing the row of answer circles for the sample question. Since choice **B** is the correct answer for the sample question, the circle with the letter **B** has been filled in.

Answer all 35 questions on Part I of this test. Fill in only one circle for each question. Be sure to erase completely any answer you want to change. You may not know the answers to some of the questions, but do the best you can on each one.

When you have finished Part I, go on to Part II.

If students do not understand the sample question, the marking of the answer sheet, or the directions, explain the appropriate directions until everyone knows what to do.

After all questions have been answered, say:

When I tell you to, turn to question 1 and begin work. Answer all questions in this test booklet. When you are finished, close your test booklet and place it on top of your answer sheet.

Now, turn the page and begin work.

Record the time the test begins. If a clock is not visible to all students, post the starting time on the chalkboard or whiteboard. Tell students when there are 30 minutes remaining.

Walk around the room and make sure that all students understand the directions for Part I and are marking their answer sheets correctly. Explain the test-taking procedures again to any student who appears to be having difficulty.

When students are working on Part II, make sure they understand the directions and are writing their answers in the test booklet.

If the test is administered in a regular classroom setting, students should remain quietly at their desks when they finish their tests. You may collect the test materials either as students complete the test or when most of the students have finished. In either case, you must collect all test materials from a student before allowing that student to begin other assignments.

If the test is being administered in a large-group setting, schools may prefer to allow students to hand in their test materials as they finish and then leave the room. If so, take care that students leave the room as quietly as possible so as not to disturb the students who are still working on the test.

In either situation, collect all test materials (test booklet, answer sheet, and scrap paper) from each student before allowing the student to leave the room.

Detailed Directions for Administering Booklet 2

Make sure that sufficient quantities of all test materials are on hand. The following materials are needed:

For each student:

- Booklet 2 (A planning page is provided at the end of the booklet.)
- essay answer booklet
- scrap paper
- pen (Students may use pencils to write their final copy if using pens would present problems for them.)

For the teacher:

- “Detailed Directions for Administering Booklet 2” (pages 17-19 of this publication)
- Booklet 2 (for demonstration and reference purposes)
- essay answer booklet and scrap paper (for demonstration purposes)
- extra essay answer booklets, scrap paper, pens, and pencils

After the desks are cleared of books and papers, distribute the essay answer booklets and the scrap paper.

If students are allowed to use pencils for writing their final copies, modify the directions that follow accordingly. Make any necessary changes *before* Booklet 2 is administered.

When the students are ready to begin, say:

This is a test of your thinking and writing skills in social studies. On your desk, you should have an essay answer booklet and scrap paper. (*Show*) At the top of your essay answer booklet, print your name, the name of the school, and today's date. You should use a pen to write this information.

After the students have completed the heading on the essay answer booklet, distribute one Booklet 2, face up, to each student. Then say:

Please leave the test booklet face up on your desk. Do not open the booklet until I tell you to do so. Look at the cover of your test booklet. Be sure it says "Grade 5 Elementary-Level Social Studies Test, Booklet 2" and today's date. If you do not have the correct booklet, raise your hand and I will give you the correct one.

When you are sure that all students have the correct test booklet, say:

In the spaces provided on the cover of your test booklet, print your name and the name of the school. Print your name on all scrap paper.

After the students have filled in their names and the school name, say:

Read the information on the cover to yourself while I read it aloud.
The test has three parts. Today you will take Part III of the test.
Part III is based on several documents.
Part III A contains the documents. Each document is followed by one or more questions. Write your answer to each question in this test booklet in the space provided. You will use your answers to the questions to help you write the essay.
Part III B contains one essay question based on the documents. Write your answer to this question in the separate essay answer booklet, beginning on the first page of the booklet.
You will have 1½ hours to answer the questions in Booklet 2 and write your essay.

If students do not understand the directions for Booklet 2, you may explain the appropriate directions until everyone knows what to do.

After all questions concerning the directions on the cover have been answered, say:

When I tell you to, turn the page. Read to yourself the specific directions for the document-based question, the historical background, and the task and then begin work. When you are finished, close your test booklet and place it on top of your essay answer booklet.
Now, turn the page and begin work.

Record the time the test begins. If a clock is not visible to all students, post the starting time on the board. Tell students when there are 30 minutes remaining in the test.

Walk around the room and make sure that all students understand the directions about answering the questions and are beginning the test correctly. Explain the test-taking procedures to any student who appears to be having difficulty.

If the test is administered in a regular classroom setting, students should remain quietly at their desks when they have finished the test. You may collect the test materials either as students complete the test or when most of the students have finished. In either case, you must collect all test materials from a student before allowing that student to begin other assignments.

If the test is administered in a large-group setting, schools may prefer to allow students to hand in their test materials as they finish and then leave the room. If so, take care that students leave the room as quietly as possible so as not to disturb the students who are still working on the test.

In either situation, collect all test materials (test booklet, essay answer booklet, and scrap paper) from each student before allowing the student to leave the room.

Scoring the Test

Scoring Booklet 1 Answers

The rating materials for Booklet 1 include:

- answer key for the multiple-choice questions (Part I)¹
- specific scoring rubrics and guidelines for the constructed-response questions (Part II)

NOTE: New York City public and NYC charter schools do not receive answer keys.

Scoring Part I (Multiple-Choice Questions)

The student's score on Part I is the total number of questions that the student answers correctly. A list of correct answers is printed on the answer key. Schools should be sure to check with their scanning center concerning the procedure to be followed in preparing the answer sheets for machine scanning.

Rating Part II (Constructed-Response Questions)

The rating guide contains specific rubrics and guidelines for the Part II constructed-response questions. Follow your school's procedures for training raters. This process should include:

Introduction to the Constructed-Response Questions

The trainer may begin the introduction to the constructed-response questions once administration of the test has begun. However, schools are **not** to remove the actual Booklet 1 Rating Guide from the package of scoring materials for use by raters until they have finished administering Booklet 1.

- Raters read the questions.
- Raters identify the answers to the questions.
- Raters discuss possible answers and summarize expectations for student responses.

Introduction to the Specific Rubric

The trainer may begin the introduction to the specific constructed-response rubric and scoring guidelines once the school has finished administering Booklet 1.

- Trainer leads review of the specific rubric for each constructed-response question.

Rating the Constructed-Response Questions

- Each student's answer to each of the constructed-response questions is scored by one rater.
- The rater records the score for each constructed-response question in the student's test booklet.

The scoring coordinator is responsible for organizing the movement of papers, calculating a Part II score for each student, and recording that score on the line for Part II in the box provided on the Part I answer sheet. (A box for recording scores for Part II also appears at the end of Part II in the student's test booklet and on the back cover of Booklet 2.)

¹ Scanning and reporting will be conducted by a RIC or large-city school district.

Rating Booklet 2 Answers

The Booklet 2 Rating Guide contains:

- a specific scoring rubric for the document-based question (DBQ) including scaffold (open-ended) questions (Part III A) and the DBQ essay (Part III B)
- prescored anchor papers at each essay score level, with commentary explaining why a particular student paper was awarded that specific score
- prescored practice papers with scoring commentaries

The reliability of the scores is a fundamental concern in the measurement of a student's achievement. Therefore, at least two qualified teachers must score each student's essay. Only one qualified teacher need score the short-answer, document-based scaffold questions. Qualified raters include teachers of Grades 3, 4, and 5 social studies and special education teachers who are knowledgeable about the elementary-level social studies curriculum.

Though school administrators make the final decision as to who can score the Grade 5 Elementary-Level Social Studies Test after review of the teacher's past and present teaching assignment(s), criteria to consider when choosing raters include the following:

- elementary-level social studies expertise
- experience with scoring constructed-response questions, DBQ, scaffolding questions, and/or DBQ essays using content specific rubrics
- one or more years of teaching Grades 3, 4, or 5

It is recommended that schools with a small number of qualified raters form a consortium of teachers to score the answer papers from several schools as a group.

To ensure reliable scoring, the principal of each school administering the Grade 5 Elementary-Level Social Studies Test must appoint a scoring coordinator who will:

- manage the training and logistics of the scoring process
- provide task-specific training, including review of the rating guide just prior to scoring; and
- assign two teachers to rate each essay response independently, with a third teacher available to resolve discrepant scores. (Discrepant scores are those that vary by more than one credit on a 4-credit rubric.) Only one rater is needed for the scaffold questions. If staffing is sufficient, separate teams of teachers should rate the Part III A scaffold questions and the Part III B essay.

Every effort should be made to avoid having a teacher rate his or her own students' responses. When this is not possible, a teacher should score no more than one part of his or her students' papers (i.e., the constructed-response questions, the scaffold questions, or the DBQ essay).

Organizing the Rating and Recording Process

Before a school reads and rates its students' responses, it must set up a procedure for collecting, arranging, and processing the answer papers and for maintaining records of the test results. The school should design a procedure that will produce a reliable score for each student and will facilitate maintenance of the school's records of each student's score. (See "Rating Procedure" on the next page.)

Detailed Directions for Training Raters

In training raters to score student answers for Part III of the test, follow the procedures outlined below:

a. Introduction to the Scaffold Questions and the Essay Task

The trainer may begin the introduction to the scaffold questions and the essay task once administration of the test has begun. However, schools are **not** to remove the actual Booklet 2 Rating Guide from the package of scoring materials for use by raters until they have finished administering Booklet 2.

1. Raters read each scaffold question and/or the essay task. **Note that for Part III A of the test, the maximum score values for individual scaffold questions are .5 or 1.**
2. Raters identify answers to each scaffold question and/or the essay task.
3. Raters discuss possible answers and summarize expectations for student responses.

b. Introduction to the Specific Rubric and Anchor Papers for Part III B

The trainer may begin the introduction to the specific rubric and anchor papers once the school has finished administering Booklet 2.

1. Trainer leads review of the specific rubric with reference to the essay task.
2. Trainer leads discussion of procedures for assigning holistic scores (i.e., by matching evidence from the response to the specific rubric).
3. Trainer leads review of each anchor paper and commentary.

c. Practice Scoring Individually

1. Raters score the practice papers independently without looking at the scores and commentaries provided after the papers.
2. Trainer records scores and leads discussion of scoring criteria until raters feel confident enough to move on to actual scoring.
3. If additional practice is required to reach scoring consensus, the trainer may use a sample of student answer papers from the current administration of the test.

Rating Procedure

The following procedure is recommended for managing the mechanics of the rating process. Appendix III contains a copy of the Essay Rating Sheet and Appendix IV contains a copy of the Part III B Record Sheet. Schools may reproduce as many copies of these sheets as are needed, or may create their own forms.

1. The person assigned as the coordinator of the rating process, or other designated representative(s), will be responsible for coordinating the movement of papers; calculating a final score for each student's essay; recording that information on the student's Part I answer sheet, in the student's test booklet at the end of Part III B, or on the last page of Booklet 2; and determining the student's final score and performance level for the test.
2. Set aside one room as a central location for collecting, sorting, circulating, and storing answer sheets and essay booklets and for preparing and maintaining records for these tests.
3. Provide a suitable location for the rating of essays.
4. Allow time to provide training for scoring the specific task for all raters immediately before the rating of the students' responses (about 2 hours for the essay and about 20-30 minutes per document). It is strongly recommended that raters be trained on one document and score those responses, then be trained and score the next document's response(s), etc.

5. Provide adequate time for rating (3-5 minutes per response for each essay, 1 minute per response for each scaffold question scored 0-1, and ½ minute per response for each scaffold question scored 0-.5).

For Part III A:

1. Follow a similar procedure for processing the papers.
2. The short-answer (open-ended) questions need be scored by only **one** qualified teacher.
3. The scores for each scaffold question may be recorded in the student’s test booklet.
Note that the maximum score a student can earn on individual scaffold questions is .5 or 1. Credit is given in increments of .5, e.g., 0, .5, or 1.
4. **If the total score value of Part III A ends in .5 (e.g., 2.5, 4.5, 5.5, etc.), round up to the nearest whole number before recording the total Part III A score. Do not round up after each individual question.**
5. Record the total Part III A score on the line for Part III A in the box provided on the student’s Part I answer sheet. (A box for recording scores also appears at the end of Part III A in the student’s test booklet and on the back cover of Booklet 2.)

For Part III B, continue with these procedures:

1. Provide at least two qualified teachers to score each essay question. Divide the raters into two-person teams. Designate one team member as Rater 1 and the other as Rater 2. After the test has been administered, keep the essay booklets together and shift them between raters.
2. Arrange the essay answers according to a sequence, using whatever order is most convenient for your school, e.g., class period, alphabetical, or local identification number. Beginning with the first paper in the sequence, enter each student’s name on a copy of the Part III B Record Sheet. (See Appendix IV of this manual.)
3. Divide each group of essays into bundles of 25 papers.
4. Prepare an Essay Rating Sheet for each bundle. (See Appendix III of this manual.) After recording the students’ names on the rating sheet, photocopy the rating sheet. **Each rater will need a separate rating sheet for each bundle of essay papers he or she rates. The second rater must not be aware of the score assigned by the first rater.**
5. Distribute the bundles of essay papers to the rating teams, making sure that each rating team receives two rating sheets for each bundle of papers. Each rater on a team should rate one of the bundles and record his or her ratings on one of the rating sheets. The two raters should then exchange bundles. The second rater should record **only** his or her scores on the second rating sheet. **No scores or corrections should be indicated on the essay papers.**
6. After each team has completed rating a bundle, the team should return those answer papers to the designated central location. Remove the rating sheets completed by each rater from the bundles and enter the scores on the Part III B Record Sheet. Make sure there are two independent ratings for each essay response.
7. Review the two scores for each student’s essay to determine if they are discrepant, i.e., have a difference of more than one credit between the two scores. If the two scores are not discrepant, follow the instructions on the next page to determine the student’s essay score. Enter that score in the appropriate column on the Part III B Record Sheet.
8. Separate the students’ responses with discrepant scores and make another bundle. Prepare a separate rating sheet for those discrepant papers. List the names of the students whose papers need a third rating on a new rating sheet and attach the sheet to the corresponding bundle of

student responses. Assign each of these bundles to a rater to obtain a third independent rating of the students' responses. **Make sure that the third rater is not one of the original two raters of that task and that the third rater has undergone the training for scoring that task.**

9. After the necessary third ratings have been obtained, remove the rating sheets from the bundles of student responses and determine the resolved scores by using the method for resolving discrepant scores described below. Enter the resolved scores in the appropriate column on the Part III B Record Sheet.
10. Transfer the resolved scores to the space provided on the students' Part I answer sheets. (A box for recording scores also appears on the back cover of Booklet 2.)

Method for Determining the Score for the Part III B Essay

Two Ratings:

1. Compare the two ratings.
2. If the two ratings agree, the essay receives that score.
3. If the two ratings are contiguous, the essay receives the average of the two scores. **Do not round this score up to a whole number.**
4. If the two ratings are *not* contiguous, obtain a third rating.

Three Ratings:

1. Compare the three ratings.
2. If two of the three ratings agree, the essay receives that score.
3. If the three ratings are different, the essay receives the middle score.

Examples:

Student's Name	Rater 1	Rater 2	Rater 3	Resolved Score*	Reason
<i>Student A</i>	3	3	—	3.0	Two ratings agree. Use that score.
<i>Student B</i>	2	3	—	2.5	Two ratings are contiguous. Use the average of the two scores.
<i>Student C</i>	4	2	4	4.0	Two ratings are more than one credit apart. A third rating is done. Two of the three ratings agree. Use that score.
<i>Student D</i>	2	4	1	2.0	Two ratings are more than one credit apart. A third rating is done. The three ratings differ. Use the middle score.
<i>Student E</i>	1	0	—	0.5	Two ratings are contiguous. Use the average of the two scores.

Entering Scores on the Part III B Record Sheet

The examples below show how students' scores should be recorded on the Part III B Record Sheet. (See Appendix IV of this manual.)

Student's Name	Rater 1	Rater 2	Rater 3	Resolved Score*
1. <i>Student A</i>	3	3	—	3.0
2. <i>Student B</i>	2	3	—	2.5
3. <i>Student C</i>	4	2	4	4.0
4. <i>Student D</i>	2	4	1	2.0
5. <i>Student E</i>	1	0	—	0.5

*Individual raters may **not** assign scores ending in .5 to an essay. Such scores are obtained only when two contiguous scores are averaged. Resolved scores must **not** be rounded up to the next whole number.

Determining the Student's Final Test Score

On the student's Part I answer sheet, record in the appropriate spaces the number of correct answers for the multiple-choice questions (Part I), the total credits awarded for the constructed-response questions (Part II), and the total credits awarded for the scaffold (open-ended) questions (Part III A). (A box for recording student scores like the one shown below also appears on the back cover of Booklet 2.) Add these three numbers together and write that score in the box labeled "Total Part I, II, and III A Score."

Record the Part III B essay score in the appropriate space.

To determine the student's final test score, use the conversion chart for the current administration of the test. This conversion chart will be posted on the Department's web site at: <http://www.emsc.nysed.gov/osa>. It is **crucial** that schools use only the conversion chart provided for the specific administration of the test to determine the student's final test score.

Locate the student's total Part I, II, and III A score on the left side of the conversion chart and the student's Part III B essay score across the top of the chart. **The point where those two scores intersect is the student's final test score.** The conversion chart provided for the test will include final test scores ranging from 0 to 100.

Part I Score (Maximum Score of 35)	
Part II Score	
Part III A Score	
Total Part I, II, and III A Score	
Part III B Essay Score (Maximum Score of 4)	
Final Score (obtained from the conversion chart) Scaled 0–100	

Scoring Finality

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 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 staff found to have done so, except in the circumstances described below, will be in violation of Department policy regarding the scoring of this test. 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 had occurred in arriving at a final examination score for a student or in recording the student's score in the permanent records. For example, the final examination 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 involve no more than five students' final examination scores, and 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 occurrences, 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 that 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, 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.

The Department sometimes finds it necessary to notify schools of a revision to the answer 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.

Appendix I

Generic Scoring Rubric for the Grade 5 Social Studies Document-Based Question

Score of 4

The response:

- Thoroughly develops all aspects of the task
- Consistently includes accurate information from at least **xxx** documents; may include portions of the documents that support specific points made in the essay
- Provides supporting evidence, using many relevant examples, reasons, and details; may include relevant outside information
- Demonstrates a logical and clear plan of organization, including a beginning (introduction), middle (body), and ending (conclusion)

Score of 3

The response:

- Develops most aspects of the task
- Includes accurate information from some of the documents; may include portions of the documents that support specific points made in the essay
- Provides supporting evidence, using some relevant examples, reasons, and details; may include some minor inaccuracies
- Demonstrates a general plan of organization; may lack an introduction or a conclusion

Score of 2

The response:

- Develops some aspects of the task
- Includes limited information from the documents *or* consists primarily of relevant information copied from the documents
- Provides little supporting evidence, using few relevant examples, reasons, and details; may include some inaccuracies
- Demonstrates a weakness in organization (may go off the topic; may list information without tying it together; may lack an introduction and/or a conclusion; may lack focus)

Score of 1

The response:

- Minimally develops some aspects of the task *or* shows a limited understanding of the task
- Lacks information from the documents *or* makes vague or unclear references to the documents *or* consists of relevant and irrelevant information copied from the documents
- Provides little or no supporting evidence; may include inaccuracies
- Lacks a plan of organization

Score of 0

The response:

Fails to develop the task; *OR* is totally unrelated to the topic; *OR* provides no accurate information; *OR* includes only the historical background and/or task as copied from the test booklet; *OR* includes only entire documents copied from the test booklet; *OR* is illegible; *OR* is a blank paper

Appendix II

Descriptions of Performance Levels Grade 5 Elementary-Level Social Studies Test

Performance Level	Range of Final Scores	Descriptions
4 Meeting the Standards with Distinction	85–100	<p>Shows evidence of superior understanding of the content, the concepts, and the skills required for elementary-level achievement in each of the learning standards and key ideas assessed in social studies.</p> <p>Shows evidence of superior ability to apply the social studies content, concepts, and skills required for entering intermediate-level academic environments.</p>
3 Meeting the Standards	65–84	<p>Shows knowledge and understanding of the content, the concepts, and the skills required for elementary-level achievement of the five learning standards that are assessed in social studies.</p> <p>Shows the ability to apply the social studies content, concepts, and skills required for entering intermediate-level academic environments.</p>
2 Not Fully Meeting the Standards	58–64	<p>Shows only minimal knowledge and understanding of the content, the concepts, and the skills required for elementary-level achievement of the five learning standards that are assessed in social studies.</p> <p>Shows only minimal knowledge of the social studies content, concepts, and skills required for entering intermediate-level academic environments.</p>
1 Not Meeting the Standards	0–57	<p>Is unable to show proficiency in understanding the content, the concepts, and the skills required for elementary-level achievement in any or most of the learning standards and key ideas assessed in social studies.</p> <p>Is unable to show evidence of an ability to apply the social studies content, concepts, and skills required for entering intermediate-level academic environments.</p>

Appendix III
Essay Rating Sheet
Grade 5 Elementary-Level Social Studies Test

Test Date _____ Rater's Name _____

Rater Number 1 2 3 (circle one) School _____

Date _____

Student's Name	Essay Score
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	
21.	
22.	
23.	
24.	
25.	

Appendix IV
Part III B Record Sheet
Grade 5 Elementary-Level Social Studies Test

Test Date _____ School _____ District _____

Student's Name	Rater 1	Rater 2	Rater 3	Resolved Score*
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				

*Individual raters may *not* assign scores ending in .5 to an essay. Such scores can only be obtained when two contiguous scores are averaged. Resolved scores must *not* be rounded up to the next whole number.

Appendix V
Class Record Sheet
Grade 5 Elementary-Level Social Studies Test

Test Date _____ School _____ District _____

Student's Name	Part I Score	Part II Score	Part III A Score	Total Part I, II, and III A Score	Part III B Essay Score	Final Test Score
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						

Appendix VI

Examination Storage, Administration, and Scoring Certificate Grade 5 Elementary-Level Social Studies Test

School _____

City or Town _____ Examination Date _____
(Month and Year)

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 Grade 5 Elementary-Level Social Studies Test.

1. The sealed packages of secure test materials were stored in a secure place at the location indicated on the Examination Storage Plan submitted for the above examination period.
2. The secure place was maintained under strict security conditions.
3. An inventory of the test materials was conducted as soon after delivery as was practical. The State Education 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 secure location immediately after the inventory was completed.
4. The sealed packages of secure materials for the test were not removed from the secure location, except for the inventory of test materials shipped to the school, until the day on which that part of the test was scheduled to be administered.
5. The sealed packages of secure materials for the test were not opened until the days on which the test booklets were scheduled to be administered.
6. The test booklets were administered to students in accordance with the procedures provided in the Manual for Administrators and Teachers.
7. All parts of the test were scored and students' final test scores were determined in strict accordance with the procedures provided in the Manual for Administrators and Teachers and in the rating materials provided by the Department.

Name of Principal (print or type) _____

Signature of Principal _____ Date _____

After completion, retain in school files for one year.

Appendix VII
Deputy and Proctor Certificate
Grade 5 Elementary-Level Social Studies Test

School _____

City or Town _____ Examination Date _____
(Month and Year)

We, the undersigned deputies and proctors who assisted in the administration of the Grade 5 Elementary-Level Social Studies Test, hereby declare our belief in the correctness of the following statement:

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

1. The rules for administering the test were read to or read by each person who assisted in administering the test.
2. The test was held within the prescribed dates.
3. The tests were kept in the sealed packages until their administration dates.
4. The students were given appropriate instructions and orientation before beginning the test.
5. The students were so seated as to prevent collusion.
6. Adequate supervision was maintained throughout the administration of the test.
7. The answer papers were collected from the students immediately at the close of the test.
8. All test booklets and answer keys for the test were collected and returned to the principal.
9. All parts of the test were scored and students' final test scores were determined in strict accordance with the procedures provided in the Manual for Administrators and Teachers and in the rating materials provided by the Department.

1. _____	11. _____
2. _____	12. _____
3. _____	13. _____
4. _____	14. _____
5. _____	15. _____
6. _____	16. _____
7. _____	17. _____
8. _____	18. _____
9. _____	19. _____
10. _____	20. _____

(Attach additional sheets when necessary.)

After completion, retain in school files for one year.

Appendix VIII

Validity Rules for the Grade 5 Elementary-Level Social Studies Test

The following validity rules apply to the Grade 5 Elementary-Level Social Studies Test.

Present for Entire Test: Students who are present for all parts of the test during the administration period, including the make-up period, and who responded to at least one question on the test will receive a valid score and be counted as tested.

Absent: Students who are absent for either one or both sessions of the test and who do not make up the missed session(s) during the official make-up period, must be reported with a final score of “999” and a Standard Achieved Code of 99, whether or not there are any response records. 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, the principal must decide whether to consider the student as absent (no valid test score) or calculate a final test score and performance level while assigning 0 credits to the incomplete parts.

Refusal: Students who refuse to take the entire test must be reported with a final score of “999” and a Standard Achieved Code of 99. These students will be considered to have “no valid test score.” Students who refused to take one or more but not all parts of the test will receive no credit for the part(s) they refused to take, and a scale score and performance level will be calculated for them.

Administrative Error: Students for whom errors were made in the administration of the test (e.g., the student was present but the test was not administered to the student when the school/district was required to administer it; improper prompts were given to the student; materials that would assist students in taking the test were in view of the students during the administration) are considered to have “no valid test score.” These students must be reported as “Administrative Error;” that is, with a Standard Met Code of 97.

Questions that pertain to reporting rules for this test should be directed to the Department's Information and Reporting Office at 518-474-7965.

Medically Excused: Students who are "Medically Excused" are considered to have "no valid test score" and must be reported with a standard met code of 93.

Appendix IX

Information on Ungraded Students

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 tests to administer to ungraded students with disabilities.

Age Ranges for Testing on the NYSAA and General Assessments for Ungraded Students with Disabilities at the Elementary and Middle Levels in 2009–2010

Assessments	Birth Date	Reaches Age Given Between September 1, 2009 and August 31, 2010
Grade 3 English Language Arts, Mathematics	September 1, 2000–August 31, 2001	9
Grade 4 English Language Arts, Mathematics, Science	September 1, 1999–August 31, 2000	10
Grade 5 English Language Arts, Mathematics, Social Studies	September 1, 1998–August 31, 1999	11
Grade 6 English Language Arts, Mathematics	September 1, 1997–August 31, 1998	12
Grade 7 English Language Arts, Mathematics	September 1, 1996–August 31, 1997	13
Grade 8 English Language Arts, Mathematics, Science, Social Studies	September 1, 1995–August 31, 1996	14