

New York State Testing Program

**Common Core
English Language Arts
and Mathematics Tests**

**School
Administrator's
Manual**

**Grades 3–8
2016**



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2016 Contact Information

For assistance with:	Contact:
<ul style="list-style-type: none"> ■ Requesting additional secure test materials such as test books (including large type, braille, and alternative language editions) that were not originally requested 	Questar Assessment, Inc. (Questar) Customer Support Telephone: 866-997-0695 E-mail: ny.3-8.help@questarai.com See page 16.
<ul style="list-style-type: none"> ■ Errors in the school's shipment of secure test materials, such as test books (including large type, braille, and alternative language editions) 	Questar Customer Support Telephone: 866-997-0695 E-mail: ny.3-8.help@questarai.com See page 16.
<ul style="list-style-type: none"> ■ Answer sheets, precoded student identification labels, generic answer sheets, and generic student identification labels ■ Completing or changing biographical student data ■ Sending completed answer sheets to scanning centers after scoring of test books 	The local scanning center (see Regional Information Centers and Large-City Scanning Centers, Appendix Q)
<ul style="list-style-type: none"> ■ Testing policies regarding accommodations and security of test materials 	The Office of State Assessment Telephone: 518-474-5902
<ul style="list-style-type: none"> ■ Sending completed English Language Arts Test Book 2s and Book 3s and Mathematics Test Book 3s and English Language Arts and Mathematics Test Answer Sheets to scoring site 	The scoring site coordinator
<ul style="list-style-type: none"> ■ Questions about scoring 	Questar's Scoring Helpline Telephone: 866-997-0695 Monday–Friday, 7:30 a.m. to 4:30 p.m. (ET)
<ul style="list-style-type: none"> ■ Academic Intervention Services 	Student Support Services Telephone: 518-486-6090

Important reminder: Check the Office of State Assessment's web site regularly for updates on the 2016 Grades 3–8 Common Core Testing Program (<http://www.p12.nysed.gov/assessment>).

Testing Schedule and Important Administration Dates

Events	Grades 3–8 English Language Arts	Grades 3–8 Mathematics
Secure Test Materials Arrive at Schools	Thursday, March 17–Monday, March 21	Thursday, April 7–Monday, April 11
Test Administration Window	Tuesday, April 5–Thursday, April 7	Wednesday, April 13–Friday, April 15
Make-up Window	Friday, April 8–Tuesday, April 12	Monday, April 18–Wednesday, April 20
Scoring CDs Arrive at Schools	Tuesday, April 5–Thursday, April 7	Wednesday, April 13–Friday, April 15
Scoring window	Friday, April 8–Wednesday, April 20	Monday, April 18–Thursday, May 5
Final Date to Submit Answer Sheets to Scanning Center	Wednesday, April 20	Thursday, May 5

Changes for the 2016 Grades 3–8 English Language Arts and Mathematics Tests

- The Grades 3-8 Common Core English Language Arts and Mathematics Tests will be untimed. Students should be given as much time as they need within the confines of the regular school day to complete that day's test session.
- Mathematics reference sheets for Grades 5–8 will be printed as stand-alone documents and handed out by test administrators before the tests begin.
- Unlike in past years, the Department will be releasing all of the test questions in English Language Arts Book 2s and Book 3s and Mathematics Book 3s shortly after the scoring window has ended.

How to Use this School Administrator's Manual

The instructions in this manual explain the responsibilities of school administrators for the New York State Testing Program (NYSTP) Grades 3–8 Common Core English Language Arts and Mathematics Tests. School administrators must be thoroughly familiar with the contents of the manual and the policies and procedures must be followed as written so that testing conditions are uniform statewide.

The appendices include certificates, a tracking log of secure materials, procedures for testing students with disabilities, testing accommodation information, documents to assist with material return, and contact information.

All persons in charge of the administration of the 2016 Grades 3–8 Common Core English Language Arts and Mathematics Tests should be familiar with the information in this manual. Questions concerning the administration of these tests should be directed to the Office of State Assessment (OSA) at 518-474-5902.

Part 1

Preparing for the Tests

General Features of the 2016 Grades 3–8 Common Core English Language Arts and Mathematics Tests

The New York State Education Department (NYSED), along with its contractor, Questar, constructed the 2016 Grades 3–8 Common Core English Language Arts and Mathematics Tests. Teachers from across the State work with the Department in a variety of activities, such as reviewing test questions, to ensure that the tests are appropriate measures of student achievement of the New York State Common Core Learning Standards. The following table lists the general 2016 testing schedule:

2016 Grades 3–8 Common Core English Language Arts Tests		
Day 1, Book 1	Tuesday, April 5	Multiple Choice
Day 2, Book 2	Wednesday, April 6	Multiple Choice Short and Extended Response
Day 3, Book 3	Thursday, April 7	Short and Extended Response

2016 Grades 3–8 Common Core Mathematics Tests		
Day 1, Book 1	Wednesday, April 13	Multiple Choice
Day 2, Book 2	Thursday, April 14	Multiple Choice
Day 3, Book 3	Friday, April 15	Short and Extended Response

The 2016 Grades 3–8 Common Core English Language Arts Tests will consist of three books that are administered over three days. Day 1 will consist of Book 1. Day 2 will consist of Book 2. Day 3 will consist of Book 3. The tests **must** be administered in that order.

The 2016 Grades 3–8 Common Core English Language Arts Tests will be untimed. Students should be given as much time as they need to complete them. For Grades 3 and 4, most students will need 60–70 minutes of working time to complete each test session. For Grades 5–8, most students will need 80–90 minutes of working time to complete each test session.

The 2016 Grades 3–8 Common Core Mathematics Tests will consist of three books that are administered over three days. Day 1 will consist of Book 1. Day 2 will consist of Book 2. Day 3 will consist of Book 3. The tests **must** be administered in that order.

The 2016 Grades 3–8 Common Core Mathematics Tests will be untimed. Students should be given as much time as they need to complete them. For Grade 3, most students will need 50–60 minutes of working time each day to complete sessions 1 and 2 and 60–70 minutes of working time to complete session 3. For Grade 4, most students will need 50–60 minutes of working time each day to complete sessions 1 and 2 and 80–90 minutes of working time to complete session 3. For Grades 5–8, most students will need 70–80 minutes of working time each day to complete sessions 1 and 2 and 80–90 minutes of working time to complete session 3. Some students will need more time to complete the English Language Arts and Mathematics tests and provisions should be made to accommodate these students. In addition, the test administrator will need approximately 15 minutes to distribute materials and give directions to students.

The start time of each session may be staggered by grade to accommodate staffing and space needs (e.g., Grade 3 starts at 9:00 a.m. while Grade 4 starts at 12:00 p.m.).

The principal must arrange for the collection and secure storage of all used and unused test books as soon as each session is completed.

Given that the spring 2016 tests have no time limits, schools and districts have the discretion to create their own approach to ensure that all students who are productively working are given the time they need to continue to take the tests. If the test is administered in a large-group setting, school administrators 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. Additional guidance concerning the transition to untimed testing is given on page 27.

Embedded Field Test Questions

The Department continues its commitment to embedding multiple-choice questions for field testing within the Grades 3–8 English Language Arts and Mathematics Tests. Embedding field test questions allows for a better representation of the student population and more reliable field test data on which to build future operational tests.

Students will not know whether a question is a field test question that does not count toward their score or an operational test question that does count toward their score. Embedding field test questions reduces the amount of stand-alone field testing, but does not eliminate the need for it.

Test Security Requirements and Responsibilities

The purpose of the NYSTP test security requirements is to protect the validity of the test results. This section of the *School Administrator’s Manual (SAM)* specifies security responsibilities and planning procedures that must be followed, specifically:

- The security and accounting measures of secure testing materials;
- Specifications of who is responsible for maintaining test security;
- The chain of responsibility in test security; and
- Types of testing irregularities and how to report them.

Principals are responsible for ensuring that all proctors and school personnel authorized to have access to secure test materials comply with the requirements and instructions contained in this part of the SAM.

To minimize the number of testing irregularities, principals should conduct a review of the test administration procedures prior to each test administration with all faculty and staff who will be involved in the test administration and scoring. In addition, to preserve the integrity of the test materials, advise all teachers administering and scoring this test that they are not to discuss test questions or other specific test content online via e-mail or LISTSERV or through any other electronic means. **Teachers and test administrators may not use cell phones or other photographic devices to duplicate test materials and should keep their own communication devices put away during testing, using them only in emergency situations.** Please note that shrink-wrapped packages of test books cannot be opened prior to the distribution of tests to students.

Test security responsibilities of the principal or designee:

- Authorize specific personnel to serve as proctors, and train them to properly administer the tests.
- Designate other school personnel permitted to access secure test materials, and train them in test security requirements.
- Advise all staff that they are not to discuss test questions or other specific test content with each other, with others online via e-mail or LISTERV, or through any other electronic means.
- Prior to delivery date of secure test materials, make arrangements to:
 - Be notified when the secure test materials arrive,
 - Inventory the secure test materials (see “Inventory Secure Test Materials” on page 15), and
 - Store the secure test materials in a secure location (see “Store Secure Test Materials” on page 17).
- Develop additional local policies and procedures necessary to ensure maximum test security at all times.
- Deliver a copy of the *Teacher’s Directions* (which is not secure) to each teacher who will be administering the test.

- Conduct a review of the test administration procedures prior to each test administration with all personnel who will be involved in the test administration and scoring.
- Review, comply, and sign the **Test Storage Certificate** located in **Appendix B** and retain in school files for one year. This document acknowledges that required security procedures were observed.
- Review, circulate, and collect signatures for the **Deputy and Proctor Certificate** located in **Appendix D** and retain in school files for one year. This document acknowledges that required administration procedures were followed.

Test security responsibilities of proctors:

- Receive training in administering test sessions properly and securely.
- Review the *Teacher's Directions* and:
 - Understand the security requirements before administering test sessions.
 - Read the scripts and directions prior to the test administration.
- Administer the tests during the assigned testing window, on the assigned days, and in the assigned order.
- Make arrangements in advance to seat students and prepare a secure testing environment (see "Prepare the Testing Room(s)" on page 17).
- Provide students with all required test materials.
- Prevent the use of unapproved materials (see pages 24–25 for lists of approved and unapproved materials). Note that results will be invalidated for students who use or possess cell phones during testing.
- Review, comply, and sign the **Deputy and Proctor Certificate** located in **Appendix D**.
- Follow proper procedures for students with disabilities; see **Testing Accommodations for Students with Disabilities** located in **Appendix G** for testing accommodations for students with disabilities.

Shared test security responsibilities of principals, proctors, and all other school personnel authorized to have access to secure material:

- Receive training in test security requirements and test administration protocols.
- Document the location of secure materials at all times using the **Secure Materials Tracking Log**, located in **Appendix C**.
- Ensure the security of the testing environment (see "Prepare the Testing Room(s)" on page 17).

- ❑ Ensure the security of test questions, test books, and other secure materials. Do **not**:
 - Leave materials unattended when tests are not being administered.
 - Read, reveal, review, or duplicate the contents of secure test material before, during, or after a test administration.
 - Duplicate any portion of the test, including but not limited to audiotaping, videotaping, photographing, photocopying, and copying by hand.
 - Remove secure test materials from the school without authorization.
 - Read, review, or change student responses.

Testing Irregularities

Testing irregularities are incidents that represent a deviation from the assigned testing procedures. Testing irregularities may include confirmed cases of student cheating, possession or use of a cell phone or other communication devices, or the mishandling of secure test materials. Such incidents must be promptly reported, in writing, to OSA by fax at 518-474-1989 or by e-mail to emscassessinfo@nysed.gov.

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 assessments 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.

Students to Be Tested

Except as noted below, **all** public and charter school students enrolled in Grades 3–8 **must** take all State tests administered for their grade level. This includes students who have been retained in these grades. 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 I, Information on Ungraded Students**).

Nonpublic schools are also encouraged to participate in these tests and are to follow the same guidelines for each grade-level test they are administering. When determining which students will participate in these tests, be sure to consider students who attend programs operated by the Boards of Cooperative Educational Services (BOCES), as well as any other program located outside the district.

All students are expected to participate in State tests as part of the core academic program. Absences from all or part of the required academic program should be managed in accordance with the attendance policies of the district. For accountability and other statewide reporting purposes, students who do not participate in an assessment are reported to the State as “not tested.” Schools do not have any obligation to provide an alternative location or activities for individual students while the tests are being administered.

Accelerated Mathematics Students Taking Regents Examinations

The United States Department of Education’s waiver regarding the provisions of the federal law that require states to measure the achievement of standards in mathematics using the same assessments for all students remains in effect for 2015–16. With this waiver, Grade 7 and 8 students who are receiving instruction in Algebra I and who take the Regents Examination in Algebra I (Common Core) are not required to take the New York State Common Core Mathematics Test for the grade in which they are enrolled. School districts are allowed to administer only the Regents Examination in Algebra I (Common Core) to these students, eliminating the need for students accelerated in mathematics to take both tests. The waiver also applies to students in Grades 7 and 8 who receive instruction in Geometry and who take the Regents Examination in Geometry (Common Core).

English Language Learners

- Schools are permitted to exempt from the 2016 Common Core English Language Arts Tests only those English Language Learners (including those from Puerto Rico) who, on April 1, 2016, will have been attending school in the United States for the first time for less than one year.
- Recently arrived English Language Learners may be eligible for one, and only one, exemption from the administration of the 2016 Grades 3–8 Common Core English Language Arts Tests.
- Subject to this limitation, schools may administer the New York State English as a Second Language Achievement Test (NYSESLAT) in lieu of the 2016 Grades 3–8 Common Core English Language Arts Tests, for participation purposes only, to recently arrived English Language Learners who meet the criterion above.

All other English Language Learners must participate in the 2016 Grades 3–8 Common Core English Language Arts Tests, as well as in the NYSESLAT.

The provisions of the Elementary and Secondary Education Act (ESSA) do not permit any exemption of English Language Learners from the 2016 Grades 3–8 Common Core Mathematics Tests. These tests are available in Chinese (traditional), Haitian Creole, Korean, Russian, and Spanish. The tests can 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.

See **Appendix F, Testing Accommodations for English Language Learners** for specific testing accommodations.

Students with Disabilities

- The Committee on Special Education (CSE) must decide for each student, on a case-by-case basis, whether the student will participate in a particular general State test or in the New York State Alternate Assessment (NYSAA) for students with severe disabilities.
- The CSE’s decision **must** be documented in the student’s Individualized Education Program (IEP). The criteria that the CSE must use to determine eligibility for the NYSAA is available on the NYSAA web site, <http://www.p12.nysed.gov/assessment/nysaa>.

See **Appendix G** for testing accommodations for students with disabilities.

Specific accommodations allowed for students can be found in **Appendix H, Specific Testing Accommodations** and include accommodations such as:

- Teacher reading to student (testing accommodations in students’ IEPs or Section 504 Accommodation Plans (504 Plans) that are reading-related);
- Use of scribes;
- Use of manipulative devices for mathematics—for example, the use of counting blocks, counters, or an abacus;
- Use of mathematics spatial boards with large type or braille editions; and
- Use of calculators and mathematics tables.

Medically Excused

- Students who are incapacitated by illness or injury during the test administration and make-up periods and have on-file documentation from a medical practitioner that they were too incapacitated to complete the test at the school, at home, or in a medical setting are considered Medically Excused, are considered to have no valid test score, and must be reported with a final score of 999 and a standard met code of 93.
- These students are excluded from the numerator and the denominator of the participation and performance accountability calculations.

Administrator's Planning Steps for Test Preparation

The following sections are provided to assist in descriptions of long-term planning (more than two weeks prior to test administration) and short-term planning (within two weeks of test administration) activities that should be conducted by school administrators in preparation for administering the New York State Grades 3–8 Common Core English Language Arts and Mathematics Tests. A complete checklist of school administrator planning activities is provided in **Appendix A, School Administrator's Checklist**.

Long-Term Planning

Announce Test Dates

Be sure to:

- Schedule tests to avoid conflicts with recess or lunch.
- Announce administration of test dates to students before the date that the tests are scheduled to be administered. All announcements should be made in such a way as to convey information without causing students to become overly anxious.
- Inform parents of the dates and purpose of testing. Parents should be asked to encourage students to do their best on the tests and to ensure that students are well-rested on the days of testing.
- Familiarize students with the general types of questions on the tests and the procedures that they should follow when recording the answers to the test questions. For additional instructions, refer to the *Teacher's Directions*, which will be shipped to schools and may also be accessed on the Department's web site <http://www.p12.nysed.gov/assessment/manuals>.
- Ensure that tests are administered on the assigned days and in the assigned order.

Plan Secure Test Materials Storage

The English language arts and mathematics tests must be stored in the safe or vault of the building where the tests will be shipped. The principal must ensure access to the safe or vault is restricted. If the building where the tests will be administered does not have a safe or vault large enough to hold the secure test materials, arrangements must be made to store them at a location with an appropriate safe or vault. If you have specific questions concerning the storing of test materials, please call 518-474-8220.

Alternate Storage Location

If you indicated that your tests will be stored at an alternate storage location on the School Information Page when requesting tests via the online examination request system, you will be required to complete the Examination Storage Plan form, found on the online examination request system, and fax it to OSA at 518-474-2021.

Gather Mathematics Tools

Schools must furnish protractors, rulers, and calculators to students for use with the mathematics tests. See **Appendix E, Mathematics Tools** for complete details on the use of rulers, protractors, and calculators.

Each student testing in Grades 5–8 will be provided with a mathematics reference sheet for his or her exclusive use during the tests. This sheet is printed as a stand-alone document and must be handed out to students before the test begins. The following are the required tools that schools must provide for each grade level for the 2016 Grades 3–8 Common Core Mathematics Tests:

Tool	Grades	Duration	Usage Notes
Ruler	Grades 3–8	Entire test	Examine all rulers to be sure they are in adequate condition and that they do not have pertinent information, such as mathematics formulas, written on them.
Protractor	Grades 4–8	Entire test	Examine all protractors to be sure they are in adequate condition.
Four-function calculator with a square root key or scientific calculator	Grade 6	Book 2 and Book 3 only	Grade 6 students must not be provided a calculator with Book 1 because this part of the test measures proficiency involving calculations. Note: Grades 3–5 students may not use calculators.
Scientific calculator	Grades 7–8	Book 2 and Book 3 only	Grades 7 and 8 students must not be provided a calculator with Book 1 because this part of the test measures proficiency involving calculations.

Plan the Scoring Operations—Scoring Constructed-Response Questions

There are many activities that need to occur in order to be prepared for the scoring of the constructed responses, such as choosing the scoring model that will be followed in your school, and selecting and assigning the teachers who will do the scoring. The following sections describe many of the long-term planning activities that will need to take place. For more detail on scoring and the scoring process, please refer to the *2016 Grades 3–8 Common Core English Language Arts and Mathematics Tests Scoring Leader Handbook (Scoring Leader Handbook)*.

Scoring Model Options

Public school districts, charter schools, and nonpublic schools have several scoring model options as listed on the following page. Arranging for the scoring of short- and extended-response questions in English Language Arts Test Book 2 and Book 3 and Mathematics Test Book 3 is the responsibility of each school or school district. The Department will not score these responses.

Scoring Model Code	The scorers for the school’s tests include the following:
1. Regional scoring	a) Scorers from three or more school districts; or b) Scorers from two or more nonpublic schools in an affiliation group (nonpublic or charter schools may participate in regional scoring with public school districts, and each nonpublic or charter school may be counted as one district).
2. Schools from two districts	a) Scorers from two school districts; b) Scorers from two nonpublic schools; c) Scorers from two charter schools; or d) A combination of scorers from two of the following: a school district, nonpublic school, or charter school.
3. Three or more schools within a district	Scorers from three or more schools in a district.
4. Two schools within a district	Scorers from two schools in a district.
5. One school	Three or more scorers for each grade being scored, all from the same school.
6. Private Contractor	Scored by a private contractor (not a BOCES).

Regardless of the scoring model being used, a minimum of three scorers is necessary to score each student’s test. However, to comply with a State requirement, none of the scorers assigned to score a student’s test responses may be that student’s teacher (refer to “Assign Scorer Numbers and Questions to Scoring Committee Members” on page 34 for further details). In order to maximize the number of teachers scoring test books from any one teacher’s class or any one school, it is necessary that test books be randomized prior to assignment to scorers. The steps for randomizing are described on page 35.

Scoring options involve specific responsibilities and title designations. The responsibilities are similar, although the titles are different, depending on the option. For more information on scoring role responsibilities see **Scoring Site Organization, Appendix L**.

	Regional Scoring (Scoring Model 1) Private Contractor (Scoring Model 6)	Districtwide Scoring (Scoring Models 2, 3, and 4)	Schoolwide Scoring (Scoring Model 5)
Responsibilities	Regional Title	District Title	School Title
Supervises scoring operation	Site Coordinator	School District Administrator	Principal
Trains scorers, monitors sessions	Scoring Leader	District English Language Arts or Mathematics Leader	School English Language Arts or Mathematics Leader
Monitors sessions	Table Facilitator	School English Language Arts or Mathematics Leader	School English Language Arts or Mathematics Leader
Scores books with constructed responses	Scoring Committee Member	Scoring Committee Member	Scoring Committee Member

For details on scoring model logistics, please see the *Scoring Leader Handbook*, available on the Department’s web site at <http://www.p12.nysed.gov/assessment/ei/eigen.html>.

Responsibilities of Person Supervising Scoring Operations

The person responsible for supervising scoring operations must sign the **Scoring Operations Certificate**, located in **Appendix O** of this manual. The signed certificate indicates compliance with the procedures described in this section on scoring the short- and extended-response questions.

Selecting and Assigning Teachers for the Scoring Committees

A scoring committee is made up of teachers chosen to score the short- and extended-response questions on the 2016 Grades 3–8 Common Core English Language Arts or Mathematics Tests. Each scoring committee must have a minimum of three scorers. It is recommended that each scoring site have a minimum of two scoring committees. School administrators make the final decision as to who can score these tests after a review of the teacher’s certification and present teaching assignment(s). Criteria to consider when choosing scoring committee members are listed below.

General Requirements for Scoring Committee Member

- Experience with scoring constructed-response questions, including use of rubrics;
- Experience using holistic rubrics;
- Content area expertise;
- One or more years of teaching the specified or adjacent grade levels;
- Experience teaching in the elementary grades (for Grades 3–6 tests) or in the subject area (for Grades 5–8 tests); and
- Familiarity with the 2016 Grades 3–8 Common Core Rubric and Scoring Training materials.

Retired teachers and active or retired school administrators, as well as certified teachers who are currently working as teacher assistants, may score the short- and extended-response questions if they:

- Have taught in the elementary grades (for Grades 3–6 tests) or in the subject area (for Grades 5–8 tests), and
- Have familiarity with the 2016 3–8 Common Core Rubric and Scoring Training materials. If a district, charter school, or nonpublic school chooses to contract with a private contractor to score these tests, it is the responsibility of the district, charter school, or nonpublic school to ensure that all individuals who will be scoring for the private contractor have also met these criteria. District, charter school, or nonpublic school administrators considering the use of special education teachers to score these tests should refer to **Guidelines for Including Special Education Teachers in Scoring Committees** located in **Appendix N**.

Short-Term Planning

Receive Test Materials

- All test shipments will be delivered by UPS and may be delivered at any time between the hours of 8:00 a.m. and 5:00 p.m. (ET).
- Track the shipment of test materials on the Internet from one to three days before the scheduled delivery date. You will receive an e-mail with the tracking information for your shipment once the materials have been shipped.

Inventory Secure Test Materials

English language arts and mathematics test materials will arrive from Questar in separate shipments. Test books and the *Teacher's Directions* will be sent by Questar. **The shrink-wrapped packages of secure test materials must not be opened during the inventory.** All secure test materials must remain sealed until the test administration date. Answer sheets will be sent from a Regional Information Center (RIC) or large-city scanning center.

Inventory the following materials received from your local scanning center:

- Precoded answer sheets: Schools should have two precoded answer sheets for each student participating in the 2016 Grades 3–8 Common Core English Language Arts Test and two precoded answer sheets for each student participating in the 2016 Grades 3–8 Common Core Mathematics Test.
- Blank answer sheets: Schools should have blank answer sheets for new students. Please refer to the district/regional testing directions for specific instructions on recording demographic information for new students.
- Precoded student identification labels: Schools should have precoded student identification labels for each student participating in this test administration. The labels should be affixed to the back covers of English Language Arts Book 2 and Book 3 and Mathematics Book 3. The affixing of the labels to the books may occur no earlier than the day each book will be administered.
- Blank student identification labels: Schools should have blank student identification labels for new students. The labels are to be completed and affixed to the back covers of each new student's English Language Arts Book 2 and Book 3 and Mathematics Book 3.
- Preprinted classroom rosters: (This is only for schools in New York City or schools associated with certain RICs.) Schools should have one roster for every class participating in testing. (For details, please contact your scanning center.) All other schools will need to prepare classroom rosters of students to be tested, using the format provided in the answer sheet package sent by the RIC or Large-City Scanning Center.

Inventory the materials received in your shipment from Questar:

- Shipping Notice: Use the packing list in Box 1 of your shipment of test books and the school's copy of the electronic confirmation of the test order that was submitted to the Department to verify the contents of its shipment.

- *Teacher’s Directions*: Schools will receive two *Teacher’s Directions* for every 25 test books. If additional copies are needed, the *Teacher’s Directions* may be photocopied, or downloaded from the Department’s web site at <http://www.p12.nysed.gov/assessment/ei/eigen.html>.
- Test Books: The regular edition of the test books will arrive shrink-wrapped in packages of 10 or 25. The braille and large-type test books will be shrink-wrapped and will be included in the exact quantity requested by the school. The Spanish editions of the mathematics test books will be shrink-wrapped in packages of 10 or 25. All other translated editions of the mathematics test books will be shrink-wrapped in the exact quantity requested by the school. **All school personnel must leave the shrink-wrapped packages intact until the day of test administration, when class packets are assembled.**

The shrink-wrapped packages of secure test materials must not be opened during the inventory. All secure test materials must remain sealed until the test administration date. Boxes used for delivering materials to your school should be kept for storing and sending completed test books and answer sheets to scoring sites.

Order Emergency Supply of Secure Test Books

All shipments of secure test materials should be inventoried immediately after delivery and before being placed in the safe or vault. School personnel are forbidden to make or authorize photocopies of secure State test books without the express written prior approval of OSA. Such approval will be considered **only** when it is not feasible for the school to obtain the secure test materials from a regional center. If you have questions concerning the requesting of test materials, or about any of the other information, call Questar Customer Support at 866-997-0695 for assistance.

After taking inventory, if:	Then
<ul style="list-style-type: none"> ■ An item or items are missing from the shipment listed on the shipping notice 	Contact Questar Customer Support at: Telephone: 866-997-0695 E-mail: ny.3-8.help@questarai.com
<ul style="list-style-type: none"> ■ The school requires items that were not originally requested or items necessary to accommodate students whose needs the school was not previously aware of 	Contact the official in charge of the regional center to arrange for pick up of test materials on the day of test administration.

Secure materials can be obtained from the regional center only on the day that they will be administered. Information on the location of regional centers is available online at <http://www.p12.nysed.gov/assessment/ei/2016/1506ei-16rev2.pdf>. For the list of regional centers for New York City public and charter schools, see **New York City Department of Education 2015–16 Borough Assessment Implementation Directors, Appendix R.**

The official school representative picking up secure test materials 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.

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.

Store Secure Test Materials

The English language arts and mathematics tests must be stored in the safe or vault of the building where the tests will be shipped.

- Place all secure test materials in the storage location as soon as they are received.
- If the building where the tests will be administered does not have a safe or vault large enough to hold the secure test materials, make arrangements to store these materials at a school or district location with an appropriate safe or vault. Do not transfer tests to the school where the tests will be administered until the day scheduled for the administration of that part of the test.
- Restrict access to the test materials.
- Do not remove shrink-wrapped packages of secure material from the safe or vault, except for the inventory of test materials, until the days on which the tests are scheduled to be administered.
- Use the **Secure Materials Tracking Log**, located in **Appendix C**, to document the movement of materials and account for all secure testing materials.
- Check the safe or vault where secure test materials are being stored daily to ensure that the secure test materials have not been tampered with and remain secure.
- Maintain the combination or key to the safe or vault under strict security conditions to preclude access to the secure test materials.

Prepare the Testing Room(s)

Be sure to:

- Determine which rooms will be used for testing.
- Make sure the room(s) in which the tests are administered are well lit, well ventilated, and quiet.
- Make preparations before the testing period to keep noise and other distractions to a minimum.
- Prepare a “Do Not Disturb” sign to place 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, blank or completed graphic organizers, number lines, mathematics tables, and all board work pertinent to English language arts and mathematics.
- Make arrangements in advance to seat 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.

Part 2

Administering the Tests

School Administrator Responsibilities

It is the responsibility of the school administrator to:

- Inventory all testing materials.
- Store secure test materials in a safe or vault, as designated in the school’s Examination Storage Plan.
- Distribute the materials to the teachers or proctors, and ensure the security of the tests.
- Ensure secure test materials remain sealed in their packaging until the dates on which they will be administered.
- Advise all teachers administering and scoring this test that they are not to discuss test questions or other specific test content with each other, with others online via e-mail, or through any other electronic means.
- Ensure that students with disabilities are provided allowable testing accommodations as indicated on a student’s IEP or 504 Plan.
- Ensure that teachers, aides, and assistants receive training to ensure the correct implementation of testing accommodations.

Prepare the 2016 Grades 3–8 Common Core English Language Arts Secure Test Materials and Answer Sheets

In order to prepare the secure materials for testing, schools must take the following steps:

- Verify that the school has the following for each student in the class:
 - Answer Sheet 1 for use with English Language Arts Test Book 1.
 - Answer Sheet 2 for use with English Language Arts Test Book 2.
 - Preprinted student identification labels for English Language Arts Test Book 2 and Book 3.
- If the school does not have a precoded answer sheet or student identification label for a student, complete one of the extra answer sheets and labels provided. Record biographical information for that student according to district/regional directions.
- Record on the answer sheet the categories of testing accommodations for students with disabilities. *Only darken the circle if an accommodation was provided during the test.* Please note that not all the accommodations listed in **Appendix H** are permitted on all parts of the 2016 Grades 3–8 Common Core English Language Arts Tests.
- Student identification labels must be affixed to the back of each student’s English Language Arts Test Book 2 and Book 3. Labels can be affixed either on the days of the tests or after the administration of the tests.

If the school chooses to affix the student label(s) prior to administration on the days of the tests, be sure that each student receives the test book with his or her name on the affixed label.

Under no circumstances may a school open the shrink-wrapped packages and affix the student identification labels to test books prior to the day that the test books will be administered.

The following chart lists the English language arts materials needed in each classroom at each grade level for each testing day.

		English Language Arts		
		Day 1	Day 2	Day 3
Grades 3–8	<ul style="list-style-type: none"> ■ <i>Teacher’s Directions</i> ■ Classroom roster ■ Book 1 (one per student and one for the teacher) ■ English Language Arts Test Answer Sheet 1 (one per student) 	<ul style="list-style-type: none"> ■ <i>Teacher’s Directions</i> ■ Classroom roster ■ Book 2 (one per student and one for the teacher) ■ English Language Arts Test Answer Sheet 2 (one per student) ■ Student identification labels (one per student to be used on Book 2) 	<ul style="list-style-type: none"> ■ <i>Teacher’s Directions</i> ■ Classroom roster ■ Book 3 (one per student and one for the teacher) ■ Student identification labels (one per student to be used on Book 3) 	

Prepare the 2016 Grades 3–8 Common Core Mathematics Secure Test Materials and Answer Sheets

In order to prepare the secure materials for testing, schools must take the following steps:

- Verify that each student in the class has the following:
 - Answer Sheet 1 for use with Mathematics Test Book 1.
 - Answer Sheet 2 for use with Mathematics Test Book 2.
 - Preprinted student identification label for Mathematics Test Book 3.
- If the school does not have a precoded answer sheet or student identification label for a student, complete one of the extra answer sheets and labels provided. Record biographical information for that student according to district/regional directions.
- Record on the answer sheet the categories of testing accommodations for students with disabilities. *Only darken the circle if an accommodation was provided during the test.* Please note that not all the accommodations listed in **Appendix H** are permitted on all parts of the 2016 Grades 3–8 Common Core Mathematics Tests.
- Student identification labels must be affixed to the back of each student’s Mathematics Test Book 3. Labels can be affixed either on the days of the tests or after the administration of the tests.

If the school chooses to affix the student label(s) prior to administration on the days of the tests, be sure that each student receives the test book with his or her name on the affixed label.

Under no circumstances may a school open the shrink-wrapped packages and affix the student identification labels to test books prior to the day that the test books will be administered.

The following chart lists the mathematics materials needed in each classroom at each grade level for each testing day.

	Mathematics		
	Day 1	Day 2	Day 3
Grades 3–4	<ul style="list-style-type: none"> ■ <i>Teacher's Directions</i> ■ Classroom roster ■ Book 1 (one per student and one for the teacher) ■ Mathematics Test Answer Sheet 1 (one per student) ■ Rulers (one per student) <p>Grade 4 only:</p> <ul style="list-style-type: none"> ■ Protractors (one per student) 	<ul style="list-style-type: none"> ■ <i>Teacher's Directions</i> ■ Classroom roster ■ Book 2 (one per student and one for the teacher) ■ Mathematics Test Answer Sheet 2 (one per student) ■ Rulers (one per student) <p>Grade 4 only:</p> <ul style="list-style-type: none"> ■ Protractors (one per student) 	<ul style="list-style-type: none"> ■ <i>Teacher's Directions</i> ■ Classroom roster ■ Book 3 (one per student and one for the teacher) ■ Student identification labels (one per student) ■ Rulers (one per student) <p>Grade 4 only:</p> <ul style="list-style-type: none"> ■ Protractors (one per student)
Grades 5–6	<ul style="list-style-type: none"> ■ <i>Teacher's Directions</i> ■ Classroom roster ■ Book 1 (one per student and one for the teacher) ■ Mathematics Test Answer Sheet 1 (one per student) ■ Rulers (one per student) ■ Protractors (one per student) ■ Mathematics Reference Sheet* 	<ul style="list-style-type: none"> ■ <i>Teacher's Directions</i> ■ Classroom roster ■ Book 2 (one per student and one for the teacher) ■ Mathematics Test Answer Sheet 2 (one per student) ■ Rulers (one per student) ■ Protractors (one per student) ■ Mathematics Reference Sheet* <p>Grade 6 only:</p> <ul style="list-style-type: none"> ■ Scientific or four-function calculators with a square root key (one per student) 	<ul style="list-style-type: none"> ■ <i>Teacher's Directions</i> ■ Classroom roster ■ Book 3 (one per student and one for the teacher) ■ Student identification labels (one per student) ■ Rulers (one per student) ■ Protractors (one per student) ■ Mathematics Reference Sheet* <p>Grade 6 only:</p> <ul style="list-style-type: none"> ■ Scientific or four-function calculators with a square root key (one per student)
Grades 7–8	<ul style="list-style-type: none"> ■ <i>Teacher's Directions</i> ■ Classroom roster ■ Book 1 (one per student and one for the teacher) ■ Mathematics Test Answer Sheet 1 (one per student) ■ Rulers (one per student) ■ Protractors (one per student) ■ Mathematics Reference Sheet* 	<ul style="list-style-type: none"> ■ <i>Teacher's Directions</i> ■ Classroom roster ■ Book 2 (one per student and one for the teacher) ■ Mathematics Test Answer Sheet 2 (one per student) ■ Rulers (one per student) ■ Protractors (one per student) ■ Scientific calculators (one per student) ■ Mathematics Reference Sheet* 	<ul style="list-style-type: none"> ■ <i>Teacher's Directions</i> ■ Classroom roster ■ Book 3 (one per student and one for the teacher) ■ Student identification labels (one per student) ■ Rulers (one per student) ■ Protractors (one per student) ■ Scientific calculators (one per student) ■ Mathematics Reference Sheet*

*A new reference sheet will be given to each student on each day of testing

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, scrap paper, or tools.

Use of Communications Devices

All students are prohibited from bringing cell phones and certain other electronic devices, as defined in the script in the box below, into a classroom or other location where a State test is being administered. Test proctors and school officials shall retain the right to collect and hold any prohibited electronic devices prior to the start of the test administration. Admission to the test shall be denied to any student who is in possession of a cell phone or other prohibited electronic device and refuses to relinquish it.

At the beginning of each test session, proctors must read the following statement to all students taking State tests:

You cannot have any communications device, including a cell phone, with you during this test or during any breaks (such as a restroom visit). Such devices include, but are not limited to:

- Cell phones
- Blackberry devices and other PDAs
- iPods and MP3 players
- iPads, tablets, and other eReaders
- Laptops, notebooks, or any other personal computing devices
- Cameras or other photographic equipment
- Headphones, headsets, or in-ear headphones such as earbuds
- Any other devices capable of recording audio, photographic or video content, or capable of viewing or playing back such content

If you brought any of these items to the building today, and have not already stored it in your locker or turned it over to me or a school official, you must give it to me now. You may not keep your cell phone or any of these items with you, or near you, including in your pockets, backpack, desk, etc. Is there anyone who needs to give me any of these items now?

[Proctor: repeat list of devices.]

This is your last opportunity to do so before the test begins.

If any student is observed with any prohibited device while taking a State test, the proctor must:

- Direct the student to turn the device over to the proctor immediately,
- Allow the student to complete the test (to allow for all possible outcomes of procedural due process), and
- Report the incident promptly to the school principal.

If the student had a prohibited device in his or her possession during the test administration, the principal must:

- Invalidate the student's test (no score may be calculated for that student); and
- Report the incident to OSA.

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

Aid to Students

No one, under any circumstances, may interpret or explain test questions to students, nor may anyone review or comment to students about the correctness or sufficiency of the students' responses while the tests are 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. Proctors may give students assistance only in the mechanics of taking the tests, such as understanding that their multiple-choice responses must be recorded on the answer sheets and their constructed responses must be recorded in the test books.

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 testing may be required because of an emergency such as a fire alarm or bomb threat. In any situation in which the safety of students is endangered, the principal has full authority to interrupt the tests immediately.

If an emergency evacuation is required, school administrators should follow the below procedures.

1. If it is possible, keep students under supervision during the emergency.
2. Then, when work can be resumed safely, allow the students the necessary time to complete the test.
3. Following the test, a written report of the circumstances should be sent by mail or fax to OSA. (See the section “Reporting Irregularities and/or Misadministrations” on page 42.)

Student Cheating

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

If a proctor suspects that such an attempt has occurred, the following actions should be taken.

- The student(s) should be warned that any further attempts will result in the termination of their tests.
- Move students to another location, if necessary.
- If these steps fail to end attempts to obtain or give information, the proctor must notify the principal immediately and terminate the students’ tests.

If, in the judgment of the principal, a student has attempted to give aid to or obtain aid from another person during the tests, the principal must follow the school’s disciplinary procedure for student cheating and invalidate the student’s test.

Illness

If a student becomes ill during a part of the tests:

- Excuse the student until he or she is well enough to continue.
- When the student is well enough to complete the test (and as long as the testing or make-up period has not ended), the student may be given the remaining part of the test.
- If the student is taking a partially completed part of the test, the student must be closely supervised so that the student does not go back to previously completed questions on the test.
- As long as the make-up period has not ended, administer any other unadministered parts of the test according to the *Teacher’s Directions*.

Proctoring

Proctors must follow all security protocol when supervising the test administration.

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 and in the proper place.
- Make sure that students are recording their responses to the multiple-choice questions on their answer sheets and their constructed-response questions in their test books. Students are not to record their multiple-choice responses in their test books.
- Point out to students if they have left one or more answers blank or have darkened more than one circle for the same multiple-choice question.
- Not comment to the student on the correctness or sufficiency of any answer.
- Not use cell phones or other photographic devices to duplicate test materials, and keep their own communication devices put away during testing, using them only in emergency situations.

Make sure each student has recorded his or her answers to the multiple-choice questions on the answer sheet before collecting that student's test materials. No one other than the student may transfer multiple-choice answers marked in the test book to the answer sheets. (The latter does not apply to students whose IEP or 504 Plan allows scribes to transfer answers from the test book to an answer sheet.)

Untimed Testing

As long as students are productively working, they should be allowed as much time as they need within the confines of the regular school day to complete that day's test booklet. For planning purposes only, estimated average times that most students will need to complete test sessions are provided on page 4 of this manual. Some students will take more or less time than the estimated averages provided on page 4 for both English Language Arts and mathematics. Please plan accordingly to allow students who are productively working to complete the test at their own pace each day. The approximations provided are an estimate that can be used for planning purposes only.

Students who finish the test before other students may check their work. When a student is ready, the test materials may be collected by the proctor. Once the student checks his or her work, or chooses not to, test materials may be collected by the proctor. After a student's test materials are collected, that student may be permitted to read silently. This privilege is granted at the discretion of each school. No talking and no other schoolwork is permitted. Once all students complete the test, you may end the session.

Testing Accommodation – Extended Time

Because the 2016 English Language Arts and mathematics tests are untimed, the accommodation of extended time will in essence be available to all students including all students with disabilities and English Language Learners. However, students with disabilities who have flexibility in scheduling, such as breaks at specified intervals, indicated as an accommodation in their IEPs or 504 Plans must be provided such accommodation.

Supervised Lunch Breaks

It is recommended that schools schedule the test sessions either at the start of the school day or immediately after lunch so that most students will have a sufficient block of time to complete each test session. It is further recommended that schools group together for testing those students who are expected to require more time to complete a test session than the pre-lunch or post-lunch block of time provides. Schools may arrange for such students to have a carefully supervised lunch break during any of the test sessions if necessary. The test materials should be collected from the students prior to the start of the lunch break and returned to those who had not completed the test following the supervised lunch break. The school may permit these students to talk with each other and with the supervising adults during the lunch break but must be instructed that they may not discuss the test content during this time. So that their tests will not have to be invalidated, the proctor should **not** return the test materials to any students who during the lunch break violated the instruction not to discuss the test content.

Limitations in Timing

As long as they are productively working, students should be allowed as much time as they need only within the confines of the regular school day to complete each test session. Schools are not expected to extend the school day in order for students to complete a test session. In addition, schools may **not** extend a test session beyond its scheduled day unless the student has multiple-day testing as a specified testing accommodation in his or her IEP or 504 Plan.

For questions and guidance on how to implement this new policy, schools and districts are asked to contact their regional District Superintendent's office. District Superintendents will provide the technical guidance and support to help ensure their member districts are able to carry out this new policy within their unique local and regional constraints.

Make-up Secure Testing

The make-up dates are to be used for administering the tests to students who were absent during the designated administration dates. See the "Testing Schedule and Important Administration Dates" calendar on page vi for the make-up test dates. The make-up dates can also be used to complete the initial administrations in schools that were closed due to religious observance or unexpected events, such as power outages.

It is the principal's responsibility to facilitate testing during the make-up period for those students who did not complete the tests on the regularly scheduled testing dates. **Rules to Determine Whether a Student Receives a Valid Score** are found in **Appendix P** of this manual.

Ensure the following if administering a make-up test.

- Students are given every opportunity to make up any missed test session.
- The student completes all of the books in a subject area test. (In order to be counted as participating in that test and receive a scale score or performance level, all books of a test subject [three books for the 2016 Grades 3–8 Common Core English Language Arts Tests and three books for the 2016 Grades 3–8 Common Core Mathematics Tests] must be administered.)
- Apply the following guidelines for make-up testing for all books:
 - Students who are absent during any session of the regularly scheduled test administration should take the session of the test scheduled for the day they return.
 - Administer the missed test books to them during the make-up testing period. More than one session may be administered in one day.
 - Students who are absent throughout the regularly scheduled test administration should complete all sessions of the test during make-up testing. Administer these sessions in the same order for regularly scheduled testing as indicated in the *Teacher's Directions*.
 - For students who are absent for any session of the test and do not take a make-up for that session, check their answer sheets to verify that the absences have been recorded by darkening the Absent circle corresponding to the session or sessions missed. Instructions for recording information about absences on the answer sheets are found in **Appendix P** of this manual.

Concluding Test Sessions

As soon as the testing of each session is completed, the principal must arrange for the collection and secure storage of all used and unused test books (regular, translated, large type, and braille) and used answer sheets. **Used answer sheets may not be reviewed, scanned, or scored by anyone before the official scoring process has been completed and the answer sheets have been scanned by the RIC or large-city scanning center.** All used and unused test books (regular, translated, large type, and braille) and used answer sheets must be kept secure.

Unlike in past years, the Department will be releasing all of the test questions in English Language Arts Test Book 2s and Book 3s and Mathematics Test Book 3s shortly after the scoring window has ended. These books may be used for instructional or staff development purposes after the scoring window has closed.

As in previous years, English Language Arts Test Book 1s and Mathematics Test Book 1s and Book 2s **must** not be photocopied or otherwise retained in the school after testing. They must be returned to Questar using the return shipping materials provided.

Administrator's Checklist for Collecting, Storing, and Organizing Secure Test Materials

Before repacking secure test materials, please read the following instructions:

- Collect all secure test materials, including used and unused test books, answer sheets, completed biographical data, and student identification labels. Place these in a secure location until they are to be assembled for scoring.
- Teacher's Directions* should be left in the classrooms with the teachers so that they may review the instructions for the remaining test session(s).
- Request that each teacher provide updated classroom rosters for the 2016 Grades 3–8 Common Core English Language Arts and Mathematics Tests. These rosters should include all students currently in each teacher's class.
- Advise all staff that they are not to discuss test questions or other specific test content with each other, with others online via e-mail, or by any other electronic means.
- When collecting the test materials at the end of each test session, ensure each student places his or her answer sheet inside the front cover of his or her test book. (Note: Book 3 for ELA and Book 3 for Mathematics do not have a separate answer sheet.)
- At the conclusion of the English language arts tests, separate used Book 1s, Book 2s, and Book 3s. English Language Arts Test Book 2s and Book 3s need to be sent to the scoring site, along with Answer Sheet 2, unless locally scored. Check to ensure that each student's Answer Sheet 2 has been inserted inside the front cover of his or her Book 2.
- At the conclusion of the mathematics tests, separate used Book 1s and Book 2s from used Book 3s. Remove each student's Answer Sheet 2 from the student's Mathematics Test Book 2 and insert it inside the front cover of that student's Book 3. Mathematics Book 3s need to be sent to the scoring site, along with Answer Sheet 2, unless locally scored.
- Securely store all unused test books for all grades and all used English Language Arts Test Book 1s and Mathematics Test Book 1s and Book 2s. Keep all English Language Arts Test books separate from all Mathematics Test books.
- Stack the used test books to be scored by classroom. Place the appropriate classroom roster on top of each stack and band them together.
- Use the box(es) in which secure test materials arrived for storing the secure test materials and for sending them to the scoring site. Remove any previous markings and labels from the box(es). If original boxes are not available, use substitutes.
- Ensure unused 2016 Grades 3–8 Common Core English Language Arts Test Book 1s and Mathematics Test Book 1s and 2s are not used for instructional or staff development purposes and are returned to Questar using the return shipping labels provided.

Part 3

After Testing

Scoring of Secure Test Materials

Prepare Secure Test Materials for Scoring

The school principal must be familiar with the procedures for scoring at regional and schoolwide scoring levels. The following steps describe these processes.

Checklist for Regional or Districtwide Scoring:

- Photocopy and complete the **School/Group List (SGL)** located in **Appendix J** of this manual. Transfer the total number of students tested for each class (indicated on the teacher’s classroom roster) to the SGL. Repeat this process for each classroom. Fill out the requested information for each classroom in the school.
 - Classroom Number: Write the room number of each classroom.
 - Grade: Write the grade of the students who took the test (e.g., Grade 3).
 - Number Tested: Write the number of students who took the test. Be sure to include students who took make-up tests.
 - Comments: Include any additional pertinent information.
- English Language Arts Test Book 2s, Answer Sheet 2s, and Book 3s and Mathematics Test Book 3s and Answer Sheet 2s only must be sent for scoring since there are written responses in these books. Place the used books in separate boxes. English Language Arts Test Book 1s and Mathematics Test Book 1s and Book 2s should not be sent to the scoring sites since these books contain multiple-choice questions exclusively, for which students record their answers on separate answer sheets.
- Put the appropriate SGLs with the classroom rosters on top of the used English Language Arts Test Book 2s and Book 3s and Mathematics Test Book 3s in their respective Box 1s.
- Attach the appropriate **box label**, provided in **Box Labels for Submission of Test Books to Scoring Center, Appendix K**, to each box, and indicate the scoring site, the school name, Basic Education Data System (BEDS) Code, and the grade levels for which test books are enclosed. Also indicate on the respective label the quantity of English Language Arts Test Book 2s and Book 3s or the quantity of Mathematics Test Book 3s enclosed. Label the boxes for delivery to the scoring site.
- Number the box(es) (e.g., “Box 1 of 5,” “2 of 5,” “3 of 5,” etc.).
- Seal the box(es) securely with packing tape and follow local testing directions for delivery of completed test materials to scoring sites.

Checklist for Schoolwide Scoring:

- Photocopy and complete the SGL located in **Appendix J** of this manual. Transfer the total number of students tested for each class (indicated on the teacher’s classroom roster) to the SGL. Repeat this process for each classroom. Fill out the requested information for each class in your school:
 - Classroom Number: Write the room number of each classroom.
 - Grade: Write the grade of the students who took the test (e.g., Grade 3 or ungraded).

- Number Tested: Write the number of students who completed the test, including students who took make-up tests.
- Comments: Include any additional pertinent information.
- The used test books that have been packed for scoring must be stored in a secure location in the school until being relocated to the scoring site. Once at the site, the packed used test books must be placed again in a secure location.
- Place stacks of banded used English Language Arts Test Book 2s and Book 3s and Mathematics Test Book 3s into boxes with the appropriate SGL and classroom roster(s) on top. Place the used English language arts and mathematics test books in separate boxes.
- Keep the completed SGL with the updated classroom roster(s) on top of the used test books being packed for scoring. Send a separate copy of the SGL and classroom roster(s) to the scanning center.

Prepare Scorers

□ Assemble Scoring Materials

Two scoring CDs, one for the 2016 Grades 3–8 Common Core English Language Arts Tests and one for the 2016 Grades 3–8 Common Core Mathematics Tests, will be shipped to schools by the Department. Schools will print scoring materials from the PDFs provided on the CDs. The files are organized by individual grades.

The *Scoring Leader Handbook* contains a list of supplies needed for hand-scoring the test books. The *Scoring Leader Handbook* is available on the Department’s web site at <http://www.p12.nysed.gov/assessment/ei/eigen.html>.

NOTE: No one is permitted, for any reason, to take any test books, answer sheets, or scoring materials from the scoring site.

□ Train Scorers

Scorer training may begin after operational testing is completed and make-up testing has begun. In order to ensure that tests are scored reliably, it is essential that scorers receive scorer training every time they serve on a committee to score a State test. Please see recommended scorer training time in the *Scoring Leader Handbook*. If your scorers have not been previously trained, more training time will be needed on the scoring day to ensure accurate and reliable scores. Furthermore, those persons responsible for scorer training must strictly adhere to the training procedures detailed in the *Scoring Leader Handbook*.

Prior to training, all scorers and score leaders are required to sign the **Exam Scoring Confidentiality Agreement**, found in **Appendix M** of this manual or **Appendix A** of the *Scoring Leader Handbook*. Scorers and Scoring Leaders agree to maintain and honor the security and confidentiality of all secure test materials.

A Consistency Assurance Set (CAS) will be provided for each grade. The CAS is to be incorporated into the scoring training process to:

- Establish a uniform process statewide for training scorers, and
- Improve the reliability of statewide scoring.

During the scorer training for the tests, the CAS should be used to identify areas in which additional training may be needed in order to ensure inter-rater reliability.

□ Assign Scorer Numbers and Questions to Scoring Committee Members

Each scoring committee must be assigned a number. This number is a way of identifying scoring committees in order to provide feedback when conducting read-behinds. Records of the names of scoring committee members and the questions assigned to them should be retained in the school for one year. Answer Sheet 2 has a place for teachers to record their scoring committee number. Refer to the *Scoring Leader Handbook* for details. The *Scoring Leader Handbook* is available on the Department’s web site at <http://www.p12.nysed.gov/assessment/ei/eigen.html>.

Generally, teachers on the scoring committees are assigned approximately equal numbers of questions to score. Questions must be assigned to scorers so that each student’s test is scored by a minimum of three scorers. To comply with a state requirement, none of the scorers assigned to score a student’s test responses may be that student’s teacher.

Estimated Time Needed for Scoring

Depending on the grade level of the test, a scoring committee of three can be expected to score approximately 100–130 students’ English language arts tests or approximately 120–220 students’ mathematics tests in one full school day, after the committee has completed the required training. (See Appendices M and N of the *Scoring Leader Handbook* for grade-specific scoring read times.)

Operations/Logistics for Scoring the Short- and Extended-Response Questions

Scoring Room

The room selected for scoring should have the following:

- Ample lighting,
- Adequate ventilation, and
- The capacity to be made secure.

During scoring, the scoring room should be kept as quiet as possible to facilitate accurate and productive scoring. Scorers may only discuss scoring with the Table Facilitators or the Scoring Leader.

All test books, student answer sheets, and scoring manuals must be kept secure and confidential. These materials must not be left unattended during breaks or lunch, and the room must be kept locked when unattended during the day and after school hours.

Checklist for Receiving Materials to Be Scored

Regional Scoring (Scoring Model 1) and Districtwide Scoring (Scoring Models 2–4):

- Make sure test books have been received from each school. Verify that the test book count written on each classroom roster matches the number of books received from the school.

- Check the sequential numbering on each box (for example, “1 of 5,” “2 of 5,” etc.) to make sure that the shipment from each school is complete.
- If a shipment is complete, open the boxes and check the first box to find the SGL, classroom roster, and packing list. Place these sheets in a safe location because they will be used to make sure test books were received for all tested students.
- Create a check-in log with columns for school name, box number (for example, “1 of 5”), date shipment was received, and check-in date. Use the check-in log to record this information for every box received.
- Determine the number of students whose test books were submitted by a school by adding the number of students reported on the label affixed to the outside of the box(es). Record this total on the check-in log.
- Keep a copy of the check-in log and the packing list for reference.

Schoolwide Scoring (Scoring Model 5):

- Make sure test books have been received from each class. Verify that the test book count written on the classroom roster matches the number of books received from the class.
- If the test book counts do not match, do not continue. The classroom roster can be used to determine which students’ test books are missing. Contact the school administrator to locate the missing books.
- Continue verifying the number of test books from each class, retaining class stacks on the work table. When every test book from all classes is accounted for, the randomizing process can begin.
- File copies of the classroom rosters for reference.

Note: If any English Language Arts Test Book 1s or Mathematics Test Book 1s or Book 2s are received, they should be boxed, stored securely until scoring is completed, and then returned to the district or school.

Randomizing and Building Test Book Folders/Boxes

Randomizing the test books is required to maximize the number of teachers scoring any one group of tests. It involves mixing test books from all districts (if scoring regionally), all schools (if scoring districtwide), or all classes (if scoring locally). These test books are then placed into folders or boxes in preparation for scoring.

Steps for Randomizing

1. If tests for more than one grade level are being scored at the same scoring site, be sure to separate the test books for different grades in different rooms, if possible, or in different corners of the same room if only one room is available.
2. Focusing on test books for only one grade exclusively at a time, select multiple districts, schools, or classes with approximately equal numbers of test books for randomization. Position a box from each of these districts, schools, or classes in a row on the floor. Line up all remaining boxes behind their corresponding district, school, or class.

3. Randomly pull a set of books from the first box for each district, school, or class, and then immediately repeat this procedure. Place these sets of books for five to ten students in the scoring folder or box.
4. Continue randomly pulling sets of test books from each district, school, or class's box until all books have been sorted into groups and placed into folders or boxes. If one district, school, or class box is depleted before the others, continue pulling from the remaining district, school, or class boxes until all books are placed in folders or boxes.
5. If using folders, place folders in boxes. A box (12" x 8 $\frac{3}{4}$ " x 5") can hold up to 60 test books or 6–12 folders, but it is suggested that you limit the number of books or folders to a weight that is comfortable to lift.
6. Fill out a box label. Write the school names and the number of books in the spaces provided.
7. Number each box consecutively (for example, "1 of 3," "2 of 3," or "3 of 3,") and tape the box label securely to the outside of the box.
8. Repeat the process for the remaining districts, schools, or classes at the scoring site.

Staging Test Books for Scoring

All boxes will be routed to separate scoring areas depending on the content to be read. Each test book will be scored.

- Designate a location for each grade and scoring section to stage boxes.
- At the start of a scoring session, provide enough test books to each scoring table for scorers to score. Make sure the boxes for districts, schools, or classes are distributed to as many tables as practical within a content area.

Processing Test Books During Scoring

The reader work tables will be arranged so that the Table Facilitator/School English Language Arts or Mathematics Leader is at the head of the table, with up to six readers positioned around the table. All folders containing sets of test books will be routed to the scoring committees.

The scoring session will proceed as follows:

- Folders or boxes are placed in the "in-process" box on the scoring table.
- Scorers will remove a few sets of test books, record their scorer number, score their assigned questions, record their scores on the answer sheet, place the answer sheet inside the test book, and the book inside the folder. Scorers will then pass the folder to the next teacher to score (in a round-robin fashion).
- If there are any responses that are difficult to score, the scorer should speak with the Table Facilitator or Scoring Leader.
- If a scorer reads a student response that reveals a sensitive issue, the scorer should share this response with the Table Facilitator and the Scoring Site Coordinator. The reporting protocol set forth for Mandated Reporters must also be followed. A sensitive response includes an indication of abuse, neglect, or maltreatment, suicidal tendencies, or other psychological problems.

- If the Scoring Site Coordinator thinks that the student response warrants a formal report, the coordinator will notify the school principal and/or the school counselor, who will then determine whether a report should be filed. Papers with sensitive responses must be returned to the school when scoring is complete.
- Folders or boxes of unscored test books are brought to the work table as needed.
- When a scorer has completed scoring the questions assigned to that scorer within a test book, the answer sheet will be placed inside the test book and returned to the folder.
- When all questions have been scored, place the folder in the “completed” box.

Read-Behinds

As sets of test books are finished being scored, they should be placed in the “completed” box so that the Table Facilitator/School English Language Arts or Mathematics Leader can conduct read-behinds. Read-behinds are scored sets of test books that are read again as a check of scorer accuracy and consistency.

The Table Facilitators/School Leaders conduct read-behinds on completed test books. Approximately 12 sets of test books per hour (that is, two sets per scorer) are read by the Table Facilitator/School Leader.

A Table Facilitator/School Leader should not question a score if a response is a “fence-sitter” paper (i.e., a paper for which either of two contiguous scores could be justified). However, if the Table Leader/School Leader believes that a particular paper’s score is not in alignment with the rubrics or that an errant pattern of scoring has developed (i.e., scores are continually out of alignment with the rubrics), the leader should not change the score, but should discuss the response(s) in question with the scorer so that the scorer is able to correct any scoring errors and return to accurate and consistent scoring.

If a problem persists, the Table Facilitator/School Leader should bring the situation to the attention of the Scoring Site Coordinator.

Scoring Helpline

A helpline has been established to assist with questions on how to score constructed-response questions. The scoring helpline will be available at 866-997-0695, from Monday–Friday between 7:30 a.m. and 4:30 p.m. (ET) during the scoring dates.

No Double Scoring

Once a set of student test books has been completely scored one time, the answer sheet should be reviewed to ensure that all questions have been scored, scores have been darkened appropriately, and that there are no stray marks. Preparations should then be made for returning the sets of student test books either back to the school or to a specified location for auditing. Schools will be notified if they are to participate in the audit. Except for the read-behinds discussed previously, student test books should be scored only once (i.e., no double scoring).

When the teacher scoring committee completes the scoring process, test scores must be considered final and must be entered onto students’ answer sheets.

Principals and other administrative 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 test 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 administrator found to have done so, except in the circumstances described below, will be in violation of Department policy regarding the scoring of these tests. Teachers and administrators who violate Department policy with respect to scoring State tests 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.

If an administrator has substantial reason to believe that the teacher scoring committee has failed to accurately score student papers on any test, the administrator must first obtain permission in writing from OSA before arranging for or permitting a rescoring of student papers. The written request to OSA 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 test 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 the administrator believes rescoring the test papers is necessary. As part of this submission, the school administrator must make clear his or her understanding that such extraordinary rescoring 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 occasionally finds it necessary to notify schools of a revision to the scoring guide for the test. 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' scores when appropriate. This is the only circumstance in which the school is not required to notify or obtain approval from the Department to correct students' scores.

Quality-Checking Answer Sheets

The quality-checking procedure involves a review of the scores filled in on the answer sheet by the scorers. During the quality check, any errors or omissions made by the scorers in recording students' scores should be detected and corrected while the books and answer sheets are still in the scoring area. The task of quality-checking the books should be assigned to a Scoring Site Assistant and should not be assigned to the student's teacher.

Steps for Quality-Checking the Answer Sheets

1. Make sure the number of books in the folder matches the total number written on the folder label.
2. Take the books out of the folder. Open the first book and inspect the answer sheet to be sure all fields have been filled in properly. Look for questions with missing scores, lightly marked scores, and double-marked scores.
3. If scores for all constructed-response questions are marked properly on all answer sheets, the folder is placed in a "completed scoring" box. These folders are ready for return processing, which means that the answer sheets are sent to the scanning center and the books are returned to the schools.
4. If there are any answer sheets with information missing, a Post-it® note is placed in the folder, which is then put aside until all test books have been checked for errors.
5. The sets of test books and answer sheets are then given to the appropriate Table Facilitator or Scoring Leader for corrections. After the corrections are made, return the test books and answer sheets to the quality control station.

After Scoring is Complete

Forward Answer Sheets to Scanning Centers

After all test materials in all folders have been scored and quality-checked, prepare to send answer sheets to scanning centers. Verify that every folder has been accounted for and scored before removing the answer sheets.

Steps for Returning the Secure Test Materials to the Schools and Scanning Centers

1. If scoring regionally or districtwide, sort the sets of test books into school groups. In all sorting of the test books for English language arts, make sure to keep each individual student's Book 2 and Book 3 together as a set.
2. Further sort the test books into classes, using the classroom roster(s).
3. Count the test books and verify the total counts against the totals on the SGL.
4. Remove the answer sheets from the test books and place them on top of a copy of the SGL and the classroom rosters, building a stack of answer sheets for the school.
5. Before placing the answer sheets on top of a copy of the SGL and the classroom rosters, verify that all student information (e.g., name, ID number) is complete.
6. If an answer sheet is soiled or mutilated in some manner, the school must transcribe all student information and test responses onto an unused answer sheet, which is then added to the stack. Two staff members, supervised by an administrator or principal, are required for this—one to transfer answers and one to check that the answers have been transferred accurately. Note that the transferring of answers is not to be used for students who did not follow testing directions. (See "Proctoring" on pages 26-27.) Do not fold, bend, tape, or staple any answer sheets.
7. Continue this process until all answer sheets are removed.
8. Count the answer sheets. **Verify that the total number of answer sheets equals the number of students tested.**
9. Place the answer sheets into a box for mailing. Affix the address label for the appropriate scanning center. Forward all answer sheets to the designated scanning center no later than the due dates designated by the Department.
10. Return test books to each school.

Audit Scoring

The Department conducts an annual audit of the scoring of the short- and extended-response questions. For each test, approximately five percent of schools that administer that test are selected for inclusion in the audit through a random sampling procedure. The principal of each selected school receives a letter from the Department's contractor following the scoring period.

After student answer sheets have been sent to the scanning centers, schools selected for the audit are to send all their completed constructed-response test books for the selected grade to the location specified on the letter. **Send completed test books only, not the student answer sheets.**

Accompanying the audit notification letter is a form to be completed by the principal and enclosed in each box of test books. Test books are returned to the participating schools when the rescoring is completed.

Return of Scoring Ancillary Materials

The Scoring Site Coordinator will be responsible for returning all materials listed below to the schools. Call a secure package delivery company (such as FedEx, UPS, or DHL) to pick up the materials that day or the next day, or receive directions to the nearest drop-off location.

The following is a list of materials to be returned to the schools:

- Scoring Sign-in Log (with assigned scorer numbers).
- Confidentiality Agreements: verify the completion of all the Confidentiality Agreements for each scorer and Scoring Site Assistant.
- Training Materials Inventory Sheet: this is a log verifying the receipt of training materials.
- Sensitive Papers.

Closing of Scoring Site

After the scoring and preparation of test materials for delivery to scanning centers and schools, the Scoring Site Coordinator supervises the closing of the scoring facility and checks scoring areas for overlooked materials. Scoring Site Assistants, as well as other members of the leadership team, may help with these procedures.

Destruction of Secure 2016 Test Materials

Unlike in past years, the Department will be releasing all of the test questions in English Language Arts Test Book 2s and Book 3s and Mathematics Test Book 3s shortly after the scoring window has ended. These books may be used for instructional or staff development purposes after the scoring window has closed.

As in previous years, English Language Arts Test Book 1s and Mathematics Test Book 1s and Book 2s must not be used for instructional or staff development purposes. They must be returned to Questar using the return shipping materials provided.

Return to Questar	Store Securely in School or District for One Year, then Securely Destroy
<ul style="list-style-type: none"> ▪ All used and unused English Language Arts Test Book 1s ▪ All used and unused Mathematics Test Book 1s and 2s ▪ All used Mathematics Test Reference Sheets (Grades 5–8) 	<ul style="list-style-type: none"> ▪ All used English Language Arts Test Book 2s and 3s ▪ All used Mathematics Test Book 3s ▪ All used answer sheets after their return from the scanning center

Do not send to Empire Recycling.

Reporting Irregularities and/or Misadministrations

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 the following testing irregularities and misconduct by students, in writing on school letterhead and signed by the principal, to OSA via fax to 518-474-1989 or by e-mail to emscassessinfo@nysed.gov.

- All student infractions of the Department’s policy prohibiting the possession or use of cell phones and other communications devices during State tests.
- All confirmed cases of students cheating.
- All interruptions of test sessions, including those caused by power outages or fire alarms.
- All instances in which a State test is administered without Department authorization on a date outside the published statewide administration or make-up schedule.
- All instances in which scorers do not rate State tests 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 RIC or large-city scanning center.
- All instances of school officials or staff members providing students with unauthorized/inappropriate testing accommodations or tools (such as the use of a spell-checking device for the Grades 3–8 Common Core English Language Arts Tests or the use of a calculator for the Grades 3–5 Common Core Mathematics Tests).
- All instances of school officials or staff members providing students with other nonstandard test administrations, unrelated to cheating.

The report, signed by the principal, must include:

- The school’s BEDS Code,
- The name and grade of the test,
- A brief description of the incident,
- The number of students affected,
- The New York State Student Identification System (NYSSIS) ID numbers of affected students, and
- The principal’s determination as to whether the incident constitutes a misadministration.

Mandatory Reporting of Testing Improprieties by Adults

The Department's Test Security Unit (TSU) handles all reports of testing improprieties by adults involved in the administration and scoring of State tests. School officials and personnel are required to report any incident of testing misconduct by an educator or other adult involved in testing. Reports should be made via the TSU web site at <http://www.highered.nysed.gov/tsei> by submitting the incident report form located on the main page under the tab "Report Educator Test Fraud."

No adverse action, including dismissal and any disciplinary action, may be taken against an employee who files a mandatory report of testing misconduct, because the employee filed a report. Anyone who takes such unwarranted adverse action against another employee may face disciplinary action by the Department.

Examples of Improper Testing Conduct Reported to the TSU

- All suspected or confirmed cases of a school official or staff member giving aid or impromptu lessons on specific test content to students immediately before or during a State test or altering student responses on a test paper.
- All cases in which a school official or staff member does not adhere to the Department policy concerning finality of test scores as determined by the teacher scoring committees. This is explained on page 37 of this manual under the heading "No Double Scoring."
- All instances of an administrator or teacher instructing another administrator or teacher to alter or interfere with a student's test score.

Coding of Invalid Tests

Any breaches or irregularities, except interruptions caused by power outages or alarms, may be determined by the school or 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 RIC or large-city scanning center of the administrative error. In order to expedite accurate reporting, provide the BEDS Code, School Name, Subject, Grade, and NYSSIS IDs.
3. In the Student Information Repository System (SIRS), in the Assessment Standard Achieved Code field, students will be coded as "administrative error with Standard Achieved Code of 97."
4. On the verification reports, a student for whom an administrative error occurred will not receive a valid score and will appear as "not tested."
5. If a student's test is deemed to be an administrative error after the student's answer sheet has been scanned by the scanning center and the file has been transmitted to Questar, the scanning center must be contacted and asked to submit a request to override the score to an Assessment Standard Achievement Code of "97" indicating administrative error.

Circumstances that Should Not Be Reported as Administrative Errors

Inaccurate Demographic Data

If an answer sheet containing inaccurate demographic data was submitted to and scanned by a scanning center, do not darken the circle denoting administrative error code on the answer sheet. Instead, communicate the problem to the scanning center, go back into the student management system (SMS), correct the demographic data, and reload it into SIRS. If the student uses a blank/extra answer sheet in place of the preprinted answer sheet with incorrect demographic data, do not code the original answer sheet as an administrative error. Instead, communicate the problem to the scanning center but do not submit the incorrect answer sheet for processing.

Student No Longer Enrolled

If a scanning center sends an answer sheet to the school for a student who is no longer enrolled in that school, do not code the answer sheet as an administrative error. Instead, communicate the change in enrollment to the scanning center and go back into the SMS to update the enrollment record to reflect the ending enrollment and reload it into SIRS.

Incorrect Grade Level

Students originally reported with an incorrect grade level should not be reported as administrative error as long as the student is administered the correct grade level test using a blank answer sheet for the appropriate grade level test. Do not submit the incorrect answer sheet to the scanning center. Instead, communicate the problem to the scanning center, correct the student information in the SMS, and reload the updated demographic information into SIRS.

Communicate any concerns or questions to the RIC or large-city scanning center prior to or at the time of delivery of the answer sheets.

Post Administration Guidelines

Determining the Need for Academic Intervention Services

Section 100.2(ee) of the Regulations of the Commissioner of Education requires public schools to provide academic intervention services to students who score below the State-designated scale score on the 2016 Grades 3–8 Common Core English Language Arts and Mathematics Tests (<http://www.p12.nysed.gov/part100/pages/1002.html#ee>). These services must commence no later than the start of the semester immediately following the administration and scoring of the tests. Charter schools are exempt from this provision. Providing academic intervention services is not mandated for nonpublic schools.

Academic intervention services are intended to assist students who are at risk of not achieving the State learning standards in English language arts, mathematics, social studies, and/or science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance standards on State tests. Academic intervention services shall be made available to students with disabilities on the same basis as non-disabled students, provided that these services are in accordance with the student's IEP. The regulations also require that the parent or guardian of each student be notified in writing, by the principal, of the academic intervention services to be provided to the student, the reason the student needs such services, and the consequences of not achieving expected performance standards. Such notification must be provided in the language best understood by the parent or guardian.

In the fall of 2012, the Board of Regents amended the regulations regarding academic intervention services (§100.2 [ee]) to allow school districts to replace, in whole or in part, academic intervention services with Response to Intervention (RTI). A school district that chooses to do so must file an Assurance Form with the Department indicating the buildings, grades, and subject for which the RTI will be used in place of academic intervention services. School districts must also agree to adhere to the requirements in §100.2 (ii), which defines the RTI process. Information on this option can be found at <http://www.p12.nysed.gov/docs/ais-rti-memo.pdf>.

Recording and Maintaining Test Scores, Test Books, and Storing Answer Sheets

All schools must maintain accurate and complete records of their students' test results. However, in public schools, these records must be kept separate from the students' permanent records. The answer sheets schools send for scanning, and any test books sent for regional or centralized scoring, will be returned to schools once scanning/scoring has been completed. This material must be retained securely at the school for one year, then securely destroyed.

Score Reports

The information contained in a student's Score Report must be made available to the student's parent/guardian as soon as practical after the school has received the Score Report. The information may be mailed or delivered electronically.

Review of Test Books by Students and Parents

For the 2016 Grades 3–8 Common Core English Language Arts or Mathematics Test administration, students and their parents/guardians may be allowed to review only the student's own responses to open-ended questions in English Language Arts Book 2 and Book 3 and Mathematics Book 3 after the papers have been scored and the scoring window has closed. Parents may be allowed to read passages associated with students' responses. The review must take place in the presence of school personnel to ensure that the student's responses are not changed as they are being reviewed. Schools may provide copies of the student's open-ended question test books to parents on request.

Appendices

Appendix A: School Administrator's Checklist

Test Administration

Before Testing:

- Announce testing dates and scoring schedules in advance.
- Inventory the materials when received. If items are missing, follow the directions on page 16. Boxes used for delivering materials to your school should be kept for storing and sending completed test books and answer sheets to scoring sites.
- Secure all test materials in an appropriate safe or vault.
- Familiarize yourself with all test materials, including this manual and the *Teacher's Directions*. Provide copies of the *Teacher's Directions* prior to the first day of testing to all teachers who will be administering the tests. *Teacher's Directions* are not secure, and may be distributed.
- Brief all teachers on their responsibilities and roles in testing and remind teachers about preparation of the classroom for testing.
- Arrange to obtain secure test materials, if needed, from a Regional Center.
- Obtain secure test materials from the safe or vault on the days they will be administered.
- Prepare class materials early in the morning of each test.
- Ensure a secure and efficient method for distributing and collecting the secure test materials (test books, answer sheets, etc.) each day. Provide additional test books as needed.
- Keep test materials secure throughout the testing and scoring processes.
- Ensure that students with disabilities are provided the allowable testing accommodations as indicated in their IEP/504 Plans.
- Ensure that English Language Learners and eligible former English Language Learners are provided with the testing accommodations that the principal has determined will be provided for them.

After Testing:

- Collect and verify the return of all test books and answer sheets at the conclusion of testing each day. Use **Appendix C** to track the return of materials to secure storage. No one should review test books prior to scoring.
- Make sure used English Language Arts Test Book 1s are separated from used Book 2s and Book 3s and that used Mathematics Test Book 1s and Book 2s are separated from used Book 3s.
- Make sure students' English Language Arts Test Answer Sheet 1s are placed inside the front covers of their English Language Arts Test Book 1s and students' English Language Arts Test Answer Sheet 2s are placed inside the front covers of their English Language Arts Test Book 2s.
- Make sure students' Mathematics Test Answer Sheet 1s are placed inside the front covers of their Mathematics Test Book 1s and students' Mathematics Test Answer Sheet 2s have been removed from their Mathematics Test Book 2s and placed inside the front covers of their Mathematics Test Book 3s.

- ❑ Check the condition of the answer sheets to ensure that:
 - Absences and exempt status have been recorded.
 - Student information is correct and matches student labels on the backs of all test books.
 - Selected score circles have been darkened completely.
 - No stray marks appear on the answer sheet.
- ❑ Securely store all test material.

Appendix B: Test Storage Certificate

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of State Assessment
Albany, New York 12234

TEST STORAGE CERTIFICATE

- Grades 3–8 Common Core English Language Arts Tests
or
 Grades 3–8 Common Core Mathematics Tests

School Name: _____

Test Period: _____
(Month/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 2016 Grades 3–8 Common Core English Language Arts and Mathematics Tests.

1. The shrink-wrapped packages of secure test materials were stored in a safe or vault at the location indicated on the Test Storage Plan submitted to the Department for the above test period.
2. The safe or vault was maintained under strict security conditions.
3. An inventory of the test materials was conducted as soon after delivery as was practical. The Department was notified in writing if any of the packages of secure test materials were not properly shrink-wrapped when received. The shrink-wrapped packages of secure test materials were replaced inside the safe or vault immediately after the inventory was completed.
4. The shrink-wrapped packages of secure materials were not removed from the safe or vault, except for the inventory of test materials shipped to the school, until the day on which each test book was scheduled to be administered.
5. The shrink-wrapped packages of secure test materials were not opened until the days on which the tests were scheduled to be administered.
6. Following each day of testing, test books and answer sheets were collected and stored in a secure location.

Name of Principal (print or type): _____

Signature of Principal: _____ Date: ___/___/___

After completion, retain in school files for one year.

Appendix D: Deputy and Proctor Certificate

The University of the State of New York
 THE STATE EDUCATION DEPARTMENT
 Office of State Assessment
 Albany, New York 12234

- Grades 3–8 Common Core English Language Arts Tests
 or
 Grades 3–8 Common Core Mathematics Tests

School Name: _____

Test Period: _____
 (Month/Year)

We, the undersigned deputies and proctors who assisted in the administration of the 2016 Grades 3–8 Common Core English Language Arts and Mathematics Tests, hereby declare our belief in the correctness of the following:

- The rules and regulations for administering the tests were fully and faithfully observed, and in particular:
 - The rules for administering the tests were read to or read by each person who assisted in administering the tests.
 - The tests were administered within the assigned dates.
 - The secure test materials were kept in the shrink-wrapped packages until the administration dates.
 - The students were given appropriate instructions and orientation before beginning the tests.
 - The students were so seated as to prevent collusion.
 - Adequate supervision was maintained throughout the administration of each test.
 - All test books and answer sheets were collected from the students immediately at the close of the tests.
 - All test books and answer sheets for the tests were collected and returned to the principal for storage in a secure location after each day of testing.

	Print Name	Signature	Test Proctored	Test Room
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

(Make additional copies as necessary.)

After completion, retain in school files for one year.

Appendix E: Mathematics Tools

Schools must provide the mathematics tools that students will use with the 2016 Grades 3–8 Common Core Mathematics Tests. Schools may use the same rulers and protractors that they use every day in the classroom provided that the tools do not have pertinent information, such as mathematics formulas, written on them and that they meet the specifications provided below. Rulers will be used with all of the 2016 Grades 3–8 Common Core Mathematics Tests; protractors will be used only with the 2016 Grades 4–8 Common Core Mathematics Tests.

2016 Grades 3–8 Common Core Mathematics Tests—Specifications for Rulers:

- Rulers may be constructed of plastic, wood, metal, cardboard, or other suitable material.
- Rulers must be no shorter than 6" and no longer than 12".
- Rulers must include inch to $\frac{1}{16}$ " subdivisions.
- Rulers must include centimeters with millimeter subdivisions.
- Rulers must be calibrated accurately with another ruler that is known to be accurate.

2016 Grades 4–8 Common Core Mathematics Tests—Specifications for Protractors:

- Protractors must be constructed of clear plastic and measure no shorter than $3\frac{15}{16}$ " in diameter and no longer than $4\frac{3}{4}$ " in diameter.
- Protractors must be calibrated accurately with another protractor that is known to be accurate.

2016 Grades 6–8 Common Core Mathematics Tests—Specifications for Calculators (Calculators are not allowed on any part of the Grades 3–5 Common Core Mathematics Tests):

- Book 1: The use of a calculator or mathematics tables is not allowed.
- Book 2 and Book 3: For Grade 6, the use of a four-function calculator with a square root key or a scientific calculator is required. For Grades 7 and 8, the use of a scientific calculator is required. **Graphing calculators are not permitted.** The use of mathematics tables is permitted for Book 2 and Book 3 only if specified in a student's IEP or 504 Plan.

Note: Calculators are not allowed on any part of the Grades 3–5 Common Core Mathematics Tests.

When students enter the testing room, clear, reset, or disable the memory of any calculator with programming capability. If the memory of a student's calculator is password-protected and cannot be cleared, the calculator must not be used. Students may not use calculators that are capable of symbol manipulation or that can communicate with other calculators through infrared sensors, nor may students use operating manuals, instruction or formula cards, or other information concerning the operation of calculators during the tests.

Appendix F: Testing Accommodations for English Language Learners

English Language Learners

For English Language Learners, schools may provide the following testing accommodations:

- *Time Extension*—Schools may extend the test time for English Language Learners taking the 2016 Grades 3–8 Common Core English Language Arts and Mathematics Tests. 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 their best judgment about the needs of the English Language Learners. Principals should consult with each student’s classroom teacher when making these determinations.
- *Separate Location*—Schools are encouraged to provide optimal testing environments and facilities for all students. They may administer the Grades 3–8 Common Core English Language Arts and Mathematics Tests to English Language Learners individually or in small groups in a separate location.
- *Translated Editions*—English Language Learners may be provided with a translated edition of the 2016 Grades 3–8 Common Core Mathematics Tests. These tests are available in Chinese (traditional), Haitian Creole, Korean, Russian, and Spanish. In addition, English Language Learners may use an English and translated edition of the 2016 Grades 3–8 Common Core Mathematics Tests simultaneously. However, they should be instructed to record all of their responses in only one of the two editions. The translated edition used by the student should be indicated on the student’s answer sheet.
- *Bilingual Dictionaries and Glossaries*—English Language Learners may use bilingual dictionaries and glossaries when taking the 2016 Grades 3–8 Common Core English Language Arts and Mathematics Tests. These bilingual dictionaries and glossaries may provide only direct translations of words. Bilingual dictionaries or glossaries that provide definitions or explanations of words, and electronic dictionaries or glossaries with Internet access, are not permitted.
- *Oral Translation for Lower-Incidence Languages*—Schools may provide English Language Learners with oral translations of the 2016 Grades 3–8 Common Core Mathematics Tests when there is no translated written edition provided by the Department. This accommodation is not permitted for the 2016 Grades 3–8 Common Core English Language Arts Tests. All translations of the 2016 Grades 3–8 Common Core Mathematics Tests must be oral, direct translations of the English editions when there is no translated edition provided by the Department. Written translations are not allowed. No clarifications or explanations can be provided. Translators should receive copies of the English edition of the tests one hour prior to administration. The Department’s Office of Bilingual Education and Foreign Language Studies (518-474-8775) and the Regional Bilingual Education Resource Networks (RBE-RNs) can assist schools in locating suitable translators. A list of RBE-RNs can be found at <http://www.p12.nysed.gov/biling/bilinged/betac.html>.
- *Writing Responses in Native Language*—English Language Learners making use of translated editions or of oral translations of the 2016 Grades 3–8 Common Core Mathematics Tests may write their responses to the open-ended questions in their native language. This accommodation is not permitted for the 2016 Grades 3–8 Common Core English Language Arts Tests. Scoring the responses to open-ended questions on the 2016 Grades 3–8 Common Core Mathematics Tests

written in the student’s native language is the responsibility of the school. However, the Department’s Office of Bilingual Education and Foreign Language Studies and the RBE-RNs can assist schools in locating persons who can translate the students’ responses into English to facilitate scoring of the tests.

For each English Language Learner, darken the circles indicating the testing accommodations provided on the answer sheet under the heading “ELL Accommodations.”

Former English Language Learners

Schools may provide the testing accommodations listed on the previous page to Former English Language Learners who met the exiting criteria specified in Part 154-2 of the Regulations of the Commissioner of Education and were exited from English Language Learner status following their participation in one of the two most recent administrations (Spring 2014 or Spring 2015) of the New York State English as a Second Language Achievement Test (NYSESLAT). Such students either achieved an overall level of proficient on the NYSESLAT **or**, effective October 1, 2014 achieved an overall level of Advanced on the most recent administration of the NYSESLAT **and** scored at Level 3 or higher on the New York State Common Core Grades 3–8 English Language Arts Test.

These accommodations may not be provided to Former English Language Learners who were identified as English language proficient prior to the 2014 NYSESLAT administration. For each eligible Former English Language Learner, darken the circles indicating the testing accommodations provided on the answer sheet under the heading “ELL Accommodations.”

Appendix G: Testing Accommodations for Students with Disabilities

Students Who Incur Disabilities Shortly Before Test Administration

Principals may provide certain accommodations when testing general education students who incur an injury (e.g., broken arm) or experience the onset of either 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 CSE/504 Multi-Disciplinary Team members, the school physician, or other school personnel in making such determinations. These accommodations must not significantly change the constructs/student skills being tested and are **limited to the following**:

- Administering the test in a special location,
- Recording the student's answers in any manner (see Accommodations Specific to the 2016 Grades 3–8 Common Core English Language Arts Tests or Accommodations Specific to the 2016 Grades 3–8 Common Core Mathematics Tests in **Appendix H**), and
- Reading the test to the student. This accommodation is allowed only for students whose vision is impaired and only for the Mathematics Tests. It is not permitted for the English Language Arts Tests. See Accommodations Specific to the 2016 Grades 3–8 Common Core Mathematics Tests in **Appendix H**.

Prior permission need not be obtained from the Department for the principal to authorize these testing accommodations for general education students. However, a full written report concerning each authorization must be sent to OSA via fax at 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, including the grade,
- A brief description of the student's injury or disability, and
- A list 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 consideration of an IEP or a 504 Plan.

Students with IEPs or 504 Plans

In general, students with disabilities must be provided with the testing accommodations specified in their IEPs or 504 Plans when taking these tests. It is the principal's responsibility to ensure that students receive their testing accommodations and that those staff who will be providing them are appropriately trained. Teachers are advised to become familiar with the accommodations specific to the particular test being administered. As explained in this manual, only those testing accommodations that do not alter the constructs measured by the test are permitted on elementary and intermediate-level State tests.

Large Type or Braille Editions

For students who use large type or braille editions of the tests, large type answer sheets, or have a testing accommodation allowing the circling of answers in the test book rather than marking the answer sheet, teachers should transcribe the students' responses onto regular test answer sheets and test books exactly as dictated or recorded. Additional information on scribing may be found in Chapter VI of Test Access and Accommodations for Students with Disabilities: Policy and Tools to Guide Decision-Making and Implementation. This publication is available at the web site <http://www.p12.nysed.gov/specialed/publications/policy/testaccess/manual506.pdf>.

Format Changes

Any format changes to the Grades 3–8 tests to be made by the school, such as the re-spacing of questions, enlargement beyond the standard large type edition provided, or colorization, must receive prior written approval from the Department. Note that the reformatting of State tests 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 OSA at least one week before the first scheduled date of the test administration. Requests should include a cover letter from the school signed by the school principal. 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 packages of test books be opened prior to the day that the test book is to be administered in the school.

Appendix H: Specific Testing Accommodations

Testing Accommodations Categories

The types of testing accommodations that a student may receive are listed on the PDF version of pages 15–22 of *Test Access and Accommodations for Students with Disabilities, Tools to Guide Decision-Making and Implementation*, published by the Department's Office of Special Education and reproduced here. To access the complete online publication, see <http://www.p12.nysed.gov/specialed/publications/policy/testaccess/manual506.pdf>.

Please note that not all accommodations defined in that publication and reproduced here are permitted on all parts of the 2016 Grades 3–8 Common Core English Language Arts and Mathematics Tests. For these tests, testing accommodations that change the constructs measured by the test are not permitted.

Flexibility in Scheduling/Timing:

- Administer tests with frequent breaks (specify duration [e.g., “sessions not to exceed 30 minutes with 10-minute breaks”])

Flexibility in Setting:

- Separate location/room—administer test individually
- Separate location/room—administer test in small group (e.g., three to five students)
- Provide adaptive or special equipment/furniture (specify type [e.g., study carrel])
- Special lighting (specify type [e.g., 75-watt incandescent light on desk])
- Special acoustics (specify manner [e.g., minimal extraneous noises])
- Location with minimal distraction (specify type [e.g., minimal visual distraction])
- Preferential seating

Method of Presentation:

Revised Test Format¹

- Braille editions of tests
- Large type editions of tests
- Increased spacing between test questions
- Increased size of answer blocks/circles
- Reduced number of test questions per page
- Multiple-choice questions in vertical format with answer circles to right of response choices
- Reading passages with one complete sentence per line
- Test read

¹ For State tests, any reproduction and/or reformatting of test books by the school requires the advance written permission of OSA, and, even with such permission, may not occur until the day that the test book will be administered.

Revised Test Directions²

- Directions read to student
- Directions reread for each page of questions
- Language in directions simplified
- Verbs in directions underlined or highlighted
- Cues (e.g., arrows and stop signs) on answer form
- Additional examples provided

Use of Aids/Assistive Technology:

- Audio tape
- Tape recorder
- Computer (including talking word processor)
- Masks or markers to maintain place
- Papers secured to work area with tape/magnets
- Questions and multiple-choice responses read to student
- Questions and multiple-choice responses signed to student
- Magnification devices (specify type)
- Amplification devices (specify type)

Method of Response:

- Marking of answers in book rather than on answer sheet
- Use of additional paper for math calculations
- Use of scribe

Use of Aids/Assistive Technology:

- Amanuensis (scribe)
- Tape recorder
- Word processor

Other:

- On-task focusing prompts

² Revision of test directions is an accommodation that is limited to oral or written instructions provided to all students that explain where and how responses must be recorded, how to proceed in taking the test upon completion of sections, and what steps are required upon completion of the test. The term “test directions” does not refer to any part of a question or passage that appears solely on a student’s test book.

Accommodations Specific to the 2016 Grades 3–8 Common Core English Language Arts Tests

Teacher Reading to Student

For the 2016 Grades 3–8 Common Core English Language Arts Tests, only test directions that are to be read aloud to all students may be read aloud. Because the tests measure students' reading skills (decoding and comprehension), no other parts of these test books may be read aloud. The test directions are not to be confused with any part of the actual student task, which follows the test question number.

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

Because the tests measure writing skills, students are not allowed to use spell-checking and/or grammar-checking devices during any part of the 2016 Grades 3–8 Common Core English Language Arts Tests.

Scoring Student Writing

Students may not have requirements for use of correct spelling, grammar, capitalization, and punctuation of complete sentences waived for any part of the 2016 Grades 3–8 Common Core English Language Arts Tests.

Use of Scribes or Tape Recorders

The use of scribes and tape recorders are allowable accommodations for the 2016 Grades 3–8 Common Core English Language Arts Tests. However, the Department encourages the use of a word processor (with thesaurus, spell-checking, and grammar-checking applications disabled) in place of a scribe or tape recorder. Most students have some experience with computers, and word processing allows the student more control over his or her environment, fosters independence, and is less labor intensive than using a scribe. If using a computer or word processor, be sure to delete the student's work after it has been printed.

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

Scribes must use the following procedures:

- The scribe must use lined paper and must write on every other line.
- The scribe must record word-for-word what the student dictates or records, leaving out punctuation and capitalization, and must circle all words that are difficult to spell.
- When the dictation/tape transcription is completed, the scribe must ask the student to spell aloud any difficult-to-spell words; then the scribe must write the student's spelling above the circled words.
- The scribe must show the student the written response and ask him or her to indicate the capitalization and punctuation to be used.
- The student must read the completed dictation/transcription and indicate on the skipped lines any further changes to be transcribed.
- The scribe must then transfer the student's completed response into the test book exactly as dictated or recorded and should attach the lined paper with the student's dictation to the back of the test book, preferably by stapling, to ensure against the student's response being lost.

Use of Tablets

In order for students to use school-provided tablets during any part of the 2016 English Language Arts Test, schools must receive prior written approval from the Department. **No personal tablets are allowed. Speech-to-text or text-to-speech software is not permitted on the English Language Arts Test.**

Accommodations Specific to the 2016 Grades 3–8 Common Core Mathematics Tests

Teacher Reading to Student

Testing accommodations in students' IEPs or 504 Plans that are reading-related—for example, reading the test to the student—are permitted for the 2016 Grades 3–8 Common Core Mathematics Tests. Unless the IEP or 504 Plan specifically disallows it, when reading a mathematics test question to a student who has this accommodation, all numbers and mathematics symbols, along with words, should be spoken by the teacher to the student. For example, the symbol $<$ should be read as “less than,” and 1,211 should be read as “one thousand, two hundred, eleven.” However, test questions may never be modified or simplified, nor may teachers provide additional examples.

Use of Scribes

The following procedures should be used to implement the testing accommodation, “use of scribe,” specific to the administration of 2016 Grades 3–8 Common Core Mathematics Tests.

- The scribe must record what the student dictates on a separate sheet of paper.
- The scribe must ask the student to indicate exactly where the numbers need to be placed and lined up.
- The scribe must record the operational sign as dictated by the student (e.g., addition sign, subtraction sign).
- When dictating numbers, the student must indicate how the number is written and indicate place value. For example, if the student says “one thousand thirty-eight,” the student should specify how that is written (e.g., one, zero, three, eight).
- When computing a problem, students must indicate to the scribe how they are making the computation and should be specific in terms of what numbers to write down, including how to record carrying. For example, when adding 23 and 9, the student should indicate the following: “9 plus 3 is 12; put down the 2 and carry the 1 above the 2.”
- The scribe shows the student the written response and asks him or her to indicate if there are any further changes to be made.
- The student does not have to provide spelling, capitalization, and punctuation in word responses. Therefore, it is not necessary for the scribe to leave out capitalization and punctuation or to circle words difficult to spell.
- 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 book, preferably by stapling, to ensure against the student's response being lost.

Use of Tablets

In order for students to use school-provided tablets during any part of the 2016 Mathematics Test, schools must receive prior written approval from the Department. **No personal tablets are allowed.**

Use of Manipulative Devices

Students whose IEPs or 504 Plans specify the use of counting blocks, counters, or an abacus are permitted to use such devices with all books associated with the 2016 Grades 3–8 Common Core Mathematics Tests.

Use of Mathematics Spatial Boards with Large Type or Braille Editions

Students whose IEPs or 504 Plans specify the use of mathematics spatial boards are permitted to use these devices with the large type and braille editions of the 2016 Grades 3–8 Common Core Mathematics Tests.

Use of Calculators and Mathematics Tables

Grades 3–5

- Because these tests measure student proficiency involving calculations, the use of a calculator or mathematics tables is not allowed.

Grades 6–8

- Book 1: The use of a calculator or mathematics tables is not allowed for Book 1.
- Book 2 and Book 3: For Grade 6, the use of a four-function calculator with a square root key or a scientific calculator is required. For Grades 7 and 8, the use of a scientific calculator is required. Graphing calculators are **not** permitted. The use of mathematics tables is permitted for Book 2 and Book 3 only if specified in a student's IEP or 504 Plan.

Appendix I: Information on Ungraded Students

Students who are graded must take the State test for the grade level in which they are enrolled. The chart below is to be used solely to ascertain the appropriate grade-level test to administer to ungraded students with disabilities.

Age Ranges for Testing on the NYSAA and General Tests for Ungraded Students with Disabilities at the Elementary and Middle Levels in the 2015–2016 School Year

Tests	Birth Date	Reaches Age Given Between September 1, 2015, and August 31, 2016
Grade 3 English Language Arts, Mathematics	September 1, 2006–August 31, 2007	9
Grade 4 English Language Arts, Mathematics	September 1, 2005–August 31, 2006	10
Grade 5 English Language Arts, Mathematics	September 1, 2004–August 31, 2005	11
Grade 6 English Language Arts, Mathematics	September 1, 2003–August 31, 2004	12
Grade 7 English Language Arts, Mathematics	September 1, 2002–August 31, 2003	13
Grade 8 English Language Arts, Mathematics	September 1, 2001–August 31, 2002	14

Appendix K: Box Labels for Submission of Test Books to Scoring Center

English Language Arts Test Books for Scoring

Send to: _____
Scoring Site

From: _____
School Name

BEDS Code: _____
BEDS Code Number

English Language Arts Test (Check One)

<input type="checkbox"/> Gr 3 Book 2s & Book 3s	<input type="checkbox"/> Gr 6 Book 2s & Book 3s
<input type="checkbox"/> Gr 4 Book 2s & Book 3s	<input type="checkbox"/> Gr 7 Book 2s & Book 3s
<input type="checkbox"/> Gr 5 Book 2s & Book 3s	<input type="checkbox"/> Gr 8 Book 2s & Book 3s

Box _____ of _____

Contains _____ Books for Scoring
Quantity

Mathematics Test Books for Scoring

Send to: _____
Scoring Site

From: _____
School Name

BEDS Code: _____
BEDS Code Number

Mathematics Test (Check One)

<input type="checkbox"/> Gr 3 Book 3s	<input type="checkbox"/> Gr 6 Book 3s
<input type="checkbox"/> Gr 4 Book 3s	<input type="checkbox"/> Gr 7 Book 3s
<input type="checkbox"/> Gr 5 Book 3s	<input type="checkbox"/> Gr 8 Book 3s

Box _____ of _____

Contains _____ Books for Scoring
Quantity

Appendix L: Scoring Site Organization

SCORING OPERATIONS

Scoring Site Coordinator

- Supervision and management of the site
- Support for scoring
- Logistics for operations
- Security
- Coordination of site personnel
- Responsible for collection of audit papers

Operations

Scoring Site Assistants

- Check in test books
- Prepare test books for scoring (organize and randomize)
- Deliver and collect scored operational test books
- Quality-check answer sheets
- Return answer sheets to scanning centers
- Return test books to schools
- Monitor and maintain security
- Maintain quality control
- Ship completed materials to schools

Scoring

Scoring Leader

- Acts as a Scoring Trainer
- Monitors scoring sessions
- Supports Table Facilitators and Scorers
- Administers Consistency Assurance Sets to Table Facilitators and Scorers

Table Facilitators

- Monitor scoring progress to ensure scoring of all papers by the end of the scoring period
- Conduct read-behinds
- Are a resource for rubric clarification

Scorers

- Score student responses

Appendix M: Exam Scoring Confidentiality Agreement

The University of the State of New York
Office of State Assessment
THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

EXAM SCORING CONFIDENTIALITY AGREEMENT

- Grades 3–8 Common Core English Language Arts Tests
or
 Grades 3–8 Common Core Mathematics Tests

Scoring Site _____ Date(s) of Scoring _____

The purpose of all New York State assessments is to provide a fair and equitable assessment system that reliably measures the State learning standards. Because you will have access to secure test materials and to confidential student information, you also have the responsibility to assist the scoring site in ensuring the security and confidentiality of the test materials, student responses, and scores. Therefore, by signing this agreement, you agree to abide by the following security restrictions. Please retain a copy of this confidentiality agreement for your records.

Secure Test Materials

The test materials that you are scoring are “secure test materials” and are subject to certain security restrictions, including those listed below. “Secure test materials” include, but are not limited to, all test books, answer sheets, scoring guides, and any other information, whether printed or electronic (CD), relating to the scoring of the open-ended questions on the 2016 Grades 3–8 Common Core English Language Arts and Mathematics Tests. Secure test materials also include any notes you take during your participation in the scoring of secure test materials and confidential student information.

By signing this agreement, I agree to maintain and honor the security and confidentiality of all secure test materials to which I am being given temporary access during the scoring activity and to abide by the following security restrictions:

- 1) I agree not to disclose any secure test materials, including test questions and answers, other than while participating in the scoring activity described above. In the event that the State Education Department publicly releases any secure test materials subject to this agreement, including test questions and answers, the provisions of this agreement shall no longer apply to those materials upon such release.
- 2) Upon completion of the work described above, I agree to return to the scoring site coordinator all secure test materials provided to or prepared by me, including all copies thereof and all notes taken or otherwise prepared by me.
- 3) I understand that I may not retain any copies of any secure test materials, including scoring materials and any notes pertaining to their contents.
- 4) I agree that I will not use or discuss the content of secure test materials, including test questions and answers, in any classroom or other activities, prior to any public release of any such materials by the State Education Department as described in paragraph (1) herein.
- 5) I understand that teachers and administrators who engage in inappropriate conduct with respect to State assessments may be subject to disciplinary actions in accordance with Sections 3020 and 3020-a of Education Law and/or to action against their certification pursuant to Part 83 of the Regulations of the Commissioner of Education. I also understand that §225 of the Education Law makes fraud in exams a misdemeanor.

I, _____, have read the confidentiality agreement above and agree to abide by the security restrictions described herein.

Signature: _____ Date: _____

School (Print): _____

Appendix N: Guidelines for Including Special Education Teachers in Scoring Committees

Note: After review of their teacher certifications and present teaching assignments, school administrators may choose to include special education teachers with the following titles in the scoring committee.

Special Education Teaching Titles Awarded Prior to February 2, 2004

Certificate Titles Awarded Prior to February 2, 2004	May Score English Language Arts Tests and/or Mathematics Tests in these Grades	Additional Requirements
Special Education, Nursery, K–12	3–6 7–8	If highly qualified at the elementary level If highly qualified in English language arts and/or mathematics at the middle/secondary level
Deaf and Hard of Hearing	3–6 7–8	If highly qualified at the elementary level If highly qualified in English language arts and/or mathematics at the middle/secondary level
Blind and Visually Impaired	3–6 7–8	If highly qualified at the elementary level If highly qualified in English language arts and/or mathematics at the middle/secondary level
Speech and Language Disabilities	3–6	If highly qualified at the elementary level

Special Education Teaching Titles Awarded On or After February 2, 2004

Certificate Titles Awarded On or After February 2, 2004	May Score English Language Arts Tests and/ or Mathematics Tests in these Grades	Additional Requirements
Students with Disabilities Grades 1–6	3–6	—
Students with Disabilities Grades 5–9—Generalist	5–8	—
Students with Disabilities Grades 5–9—Content Specialist	5–6 7–8	Grades 7–8 if English language arts and/ or mathematics is the content specialization on certificate or highly qualified at middle/secondary level in English language arts and/or mathematics
Students with Disabilities Grades 7–12—Content Specialist	7–8	Only if English language arts and/or mathematics is the content specialization on certificate or highly qualified at middle/secondary level in English language arts and/or mathematics
Deaf and Hard of Hearing	3–6 7–8	Grades 7–8 if highly qualified middle/ secondary level in English language arts and/or mathematics
Blind and Visually Impaired	3–6 7–8	Grades 7–8 if highly qualified middle/ secondary level in English language arts and/or mathematics
Speech and Language Disabilities	3–6	If highly qualified at the elementary level

Appendix O: Scoring Operations Certificate

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of State Assessment
Albany, New York 12234

SCORING OPERATIONS CERTIFICATE

- Grades 3–8 Common Core English Language Arts Tests
or
 Grades 3–8 Common Core Mathematics Tests

School Name: _____

District/BOCES Name: _____ Test Period _____
(Month/Year)

- | | |
|---|---|
| <input type="checkbox"/> Grade 3 Common Core English Language Arts Test | <input type="checkbox"/> Grade 3 Common Core Mathematics Test |
| <input type="checkbox"/> Grade 4 Common Core English Language Arts Test | <input type="checkbox"/> Grade 4 Common Core Mathematics Test |
| <input type="checkbox"/> Grade 5 Common Core English Language Arts Test | <input type="checkbox"/> Grade 5 Common Core Mathematics Test |
| <input type="checkbox"/> Grade 6 Common Core English Language Arts Test | <input type="checkbox"/> Grade 6 Common Core Mathematics Test |
| <input type="checkbox"/> Grade 7 Common Core English Language Arts Test | <input type="checkbox"/> Grade 7 Common Core Mathematics Test |
| <input type="checkbox"/> Grade 8 Common Core English Language Arts Test | <input type="checkbox"/> Grade 8 Common Core Mathematics Test |

I, the undersigned leader of the scoring operations, do hereby declare that each of the procedures listed below was fully and faithfully implemented:

1. The scoring committee for each grade level included a minimum of three scorers.
2. Test questions were assigned to scorers according to the criteria described in the *School Administrator's Manual*.
3. Scorers were trained using the procedures and materials described in the *Scoring Leader Handbook*.
4. Scorers were not permitted to rate their own students' responses.
5. Table Facilitators conducted read-behinds.
6. The answer sheets were subjected to a quality review as described in the *School Administrator's Manual*.
7. The answer sheets and test books were kept secure.
8. The scoring sessions were conducted during the dates specified by the Department.
9. All answer sheets were checked and accounted for before being submitted to the scanning center by the date specified.

Name: _____ Title: _____

Signature: _____ Date: ____/____/____

After completion, retain in school files for one year.

Appendix P: Rules to Determine Whether a Student Receives a Valid Score

The following rules will determine whether the student receives a valid score:

- Students who were present for an administration, including make-ups, of all sessions of the test and who responded to at least one question on the test will receive valid scores and be counted as tested in calculating a school’s participation rate.
- Students will be considered to have been present for all sessions unless they are marked as absent for the entire test or for one or more sessions.
- Students with a final score of “999” will be counted as not tested in calculating a school’s participation rate. A final score will be “999” only if one of the following occurred:
 - The student was absent for the entire test,
 - The student refused the entire test,
 - The student was absent for any session,
 - The student was present for all sessions but did not respond to even one question on the test,
 - The student’s results were invalidated due to an administrative error, or
 - The student’s SIRS record shows him or her as enrolled for the entire test administration period but includes no appropriate test record.
- 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 (see “Illness” on page 26), school officials must decide whether to mark the student as absent for that session.
 - If any circle denoting absent is darkened, the student will receive a final score of “999.”
 - If the circle denoting absent is not darkened, the student will receive a score based on the questions completed. Any missing responses will receive a condition code of “A,” indicating no response, and the response will receive a score of zero. The final raw score will be the sum of the number of multiple-choice questions answered correctly and the scores assigned to constructed-response questions.

For additional information on rules to determine a valid score and on reporting scores, please visit the Student Information and Repository Services Guidance web site at: <http://www.p12.nysed.gov/irs/sirs/home.html>.

Appendix Q: Regional Information Centers and Large-City Scanning Centers

Location	Primary Contacts	Secondary Contacts
Buffalo Public Schools Office of Shared Accountability 808 City Hall Buffalo, New York 14202	Answer Sheets & Scanning Edward Kuzan 716-816-3035 716-851-3044 (fax) ekuzan@buffaloschools.org	Answer Sheets & Scanning Dr. Genelle Morris 716-816-3035 716-851-3044 (fax) gmmorris@buffaloschools.org
CNYRIC Central New York Regional Information Center OCM BOCES 6075 East Molloy Rd. P.O. Box 4866 Syracuse, New York 13221	Answer Sheets & Scanning Noelle Hickok 315-433-8327 315-433-2221 (fax) nhickok@cnyric.org	Answer Sheets & Scanning Michele Rourke 315-433-8359 315-433-2221 (fax) mrourke@cnyric.org
GST BOCES Greater Southern Tier Regional Information Center Computer Services Center 459 Philo Road Elmira, New York 14903	Answer Sheets & Scanning Melissa Zelko Wood 607-795-5342 607-795-5307 (fax) mzelko@gstboces.org	Answer Sheets Steve Updike 607-795-5338 607-795-5307 (fax) supdike@gstboces.org Scanning Andy Patros 607-795-5338 607-795-5307 (fax) apatros@gstboces.org
LHRIC Lower Hudson Regional Information Center Southern Westchester BOCES 450 Mamaroneck Ave. Harrison, New York 10528 Web resources: http://www.lhric.org/reporting.cfm	Answer Sheets & Scanning Mark Samis 914-592-4203 x3259 914-345-3719 (fax) msamis@lhric.org	Answer Sheets & Scanning Todd Moore 914-592-4203 x3279 914-345-3719 (fax) tmoore@lhric.org
MHRIC Mid-Hudson Regional Information Center Ulster BOCES 175 Route 32 North New Paltz, New York 12561	Answer Sheets & Scanning Loretta Zaoutis 845-255-1450 x1212 845-256-9587 (fax) lzaoutis@mhric.org	Answer Sheets & Scanning Samantha Stokas 845-255-1450 x1233 845-256-9587 (fax) sstokas@mhric.org

Scanning Centers (continued)

Location	Primary Contacts	Secondary Contacts
<p>Monroe RIC Regional Information Center BOCES MAARS (Monroe/Orleans Accountability, Assessment and Reporting Svcs.) 3625 Buffalo Road Rochester, New York 14624</p>	<p>Answer Sheets & Scanning Mari-Ellen Maloney 585-349-9025 585-349-9090 (fax) mmaloney@bocesmaars.org</p>	<p>Answer Sheets & Scanning Kathy Kuper 585-349-9022 585-349-9090 (fax) kkuper@bocesmaars.org</p>
<p>MORIC Mohawk Regional Information Center Madison Oneida BOCES 4937 Spring Road Verona, New York 13478</p> <p>Web resources: http://www.moric.org</p>	<p>Answer Sheets & Scanning Data Readiness Team 315-361-2700 or 866-986-6742 315-361-5845 (fax) datareadiness@moriconic.org</p>	
<p>Nassau BOCES Regional Information Center Robert E. Lupinskie Center for Curriculum, Instruction and Technology 1 Merrick Avenue Westbury, New York 11590</p>	<p>Answer Sheets & Scanning Jane Boyd 516-832-2744 516-608-6616 (fax) jboyd@nasboces.org</p>	<p>Answer Sheets & Scanning Valerie D’Aguanno 516-832-2530 vdaguanno@nasboces.org</p>
<p>NERIC Northeastern Regional Information Center 900 Watervliet-Shaker Road Albany, New York 12205</p> <p>Web resources: http://neric.org/ServiceGuide/Testing.cfm</p>	<p>Answer Sheets Matthew Coleman 518-862-5355 518-862-5378 (fax) testing@neric.org</p> <p>Scanning William Adam 518-862-5310 518-862-5378 (fax) testing@neric.org</p>	<p>Answer Sheets William Adam 518-862-5310 518-862-5378 (fax) testing@neric.org</p> <p>Scanning Matthew Coleman 518-862-5355 518-862-5378 (fax) testing@neric.org</p>
<p>New York City Department of Education Office of Assessment Operations and Scan Center (for Public Schools) 44–36 Vernon Blvd. Room 207 Long Island City, New York 11101</p>	<p>Answer Sheets & Scanning NYC DOE Service Center 212-374-6646 servicecenter@schools.nyc.gov</p>	<p>NYC DOE Charter School Office charterschools@schools.nyc.gov</p>

Scanning Centers (continued)

Location	Primary Contacts	Secondary Contacts
<p>Rochester City School District 131 West Broad Street Rochester, New York 14614</p>	<p>Answer Sheets & Scanning Stephen LaMorte 585-262-8328 Stephen.LaMorte@rcsdk12.org</p>	<p>Answer Sheets Steve Kingdom 585-262-8753 stephan.kingdom@rcsdk12.org</p> <p>Scanning Bob Lau 585-262-8556 bob.lau@rcsdk12.org</p>
<p>SCRIC South Central Regional Information Center Broome Tioga BOCES Mail Drop #31 435 Glenwood Road Binghamton, New York 13905</p> <p>Web resources: http://www.southcentralric.org/DDC.aspx</p>	<p>Answer Sheets & Scanning Timothy Farnham 607-763-3592 607-757-3000 (fax) SIRSHHELP@btboces.org</p>	<p>Answer Sheets & Scanning Lisa Callahan 607-763-3592 607-757-3000 (fax) SIRSHHELP@btboces.org</p>
<p>Suffolk RIC Regional Information Center Eastern Suffolk BOCES Student Data Services 15 Andrea Road Holbrook, New York 11741</p>	<p>Answer Sheets & Scanning Margaret Leuzze 631-419-1678 631-218-4117 (fax) mleuzze@esboces.org</p> <p>Lisa Zwerling 631-218-4103 631-218-4117 (fax) lzwerlin@esboces.org</p>	<p>Answer Sheets & Scanning Charles King 631-419-1676 631-218-4117 (fax) cking@esboces.org</p>
<p>Syracuse City School District Office of Shared Accountability 258 E. Adams Street Syracuse, New York 13202</p>	<p>Answer Sheets & Scanning Margaret Bailey 315-435-4486 315-435-4978 (fax) m Bailey@scsd.us</p>	<p>Answer Sheets & Scanning Ray Stazzone 315-435-6241 315-435-4978 (fax) rstazzone@scsd.us</p>
<p>EduTech / WFL Wayne-Finger Lakes BOCES Eisenhower Building 131 Drumlin Ct. Newark, New York 14513</p>	<p>Answer Sheets & Scanning Kirk Simpson 315-332-7413 315-332-7473 (fax) ksimpson@edutech.org</p>	<p>Answer Sheets & Scanning Camille Sorenson 315-332-7244 315-331-7459 (fax) csorenson@edutech.org</p>
<p>WNYRIC Western New York Regional Information Center Erie 1 BOCES 355 Harlem Road West Seneca, New York 14224</p>	<p>Answer Sheets & Scanning Karen Halbert 716-821-7173 716-821-7432 (fax) khalbert@e1b.org</p>	<p>Answer Sheets & Scanning Dennis Atkinson 716-821-7088 716-821-7432 (fax) datkinson@e1b.org</p>

Scanning Centers (continued)

Location	Primary Contacts	Secondary Contacts
Yonkers City School District 1 Larkin Center Yonkers, New York 10701	Answer Sheets & Scanning Carla Collins 914-376-8234 914-376-9144 (fax) ccollins@yonkerspublicschools.org	Answer Sheets & Scanning David Beaver 914-376-8234 914-376-9144 (fax) dbeaver@yonkerspublicschools.org

Appendix R: New York City Department of Education 2015–16 Borough Assessment Implementation Directors

Borough Assessment Office	Borough Assessment Implementation Director
<p>Manhattan Comprising Districts: 1, 2, 3, 4, 5 & 6 333 Seventh Avenue 7th Floor New York, New York 10001</p>	<p>Louise Smith 212-356-3784 212-356-7523 (fax) lsmith2@schools.nyc.gov</p>
<p>Bronx Comprising Districts: 7, 8, 9, 10, 11 & 12 1 Fordham Plaza 7th Floor Bronx, New York 10458</p>	<p>Sharon Cahr 718-741-5559 718-741-7971 (fax) scahr@schools.nyc.gov</p>
<p>Brooklyn Comprising Districts: 13, 14, 15, 16, 19, 23 & 32 131 Livingston Street Room 506 Brooklyn, New York 11201</p>	<p>David Rapheal 718-935-5965 718-935-5941 (fax) draphea@schools.nyc.gov</p>
<p>Queens Comprising Districts: 24, 25, 26, 27, 28, 29 & 30 28-11 Queens Plaza North Room 304 Long Island City, New York 11101</p>	<p>Barbara Marcisak 718-391-8352 718-391-6088 (fax) bmarcis@schools.nyc.gov</p>
<p>Staten Island Comprising Districts: 17, 18, 20, 21, 22 & 31 715 Ocean Terrace Building A Staten Island, New York 10301</p>	<p>José Garcia 718-390-1579 718-420-5665 (fax) jgarcia17@schools.nyc.gov</p>

New York City Department of Education (continued)

Borough Assessment Office	Borough Assessment Implementation Director
<p>Special Education D75 400 First Avenue Room 662C New York, New York 10010</p>	<p>Mary Margaret Little 212-802-1560 917-256-4245 (fax) mlittle3@schools.nyc.gov</p>
<p>Alternate Schools & Programs D79 4360 Broadway Room 428 New York, New York 10033</p>	<p>Joanne Mitchell 917-521-3635 917-521-3649 (fax) jmitchell5@schools.nyc.gov</p>
<p>Charter Schools 52 Chambers Street New York, New York 10008</p>	<p>Kim Wong 212 374-2315 212 374-2324 (fax) kwong9@schools.nyc.gov</p>
<p>Homebound Instruction 3450 East Tremont Avenue Bronx, New York 10033</p>	<p>Angela Velez 718-794-7236 718-794-7237 (fax) avelez16@schools.nyc.gov</p>
<p>Hospital Instruction 3450 East Tremont Avenue Bronx, New York 10033</p>	<p>Keri Kaufmann 718-794-7266 718-794-7263 (fax) kkaufmann@schools.nyc.gov</p>



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