

New York State Testing Program

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

**School
Administrator's
Manual
Volume 1**

**Grades 3–8
2017**



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

BETTY A. ROSA, Chancellor, B.A., M.S. in Ed., M.S. in Ed., M.Ed., Ed.D.	Bronx
T. ANDREW BROWN, Vice Chancellor, B.A., J.D.	Rochester
JAMES R. TALLON, JR., B.A., M.A.	Binghamton
ROGER TILLES, B.A., J.D.	Great Neck
LESTER W. YOUNG, JR., B.S., M.S., Ed.D.	Beechhurst
CHRISTINE D. CEA, B.A., M.A., Ph.D.	Staten Island
WADE S. NORWOOD, B.A.	Rochester
KATHLEEN M. CASHIN, B.S., M.S., Ed.D.	Brooklyn
JAMES E. COTTRELL, B.S., M.D.	New York
JOSEPHINE VICTORIA FINN, B.A., J.D.	Monticello
JUDITH CHIN, M.S. in Ed.	Little Neck
BEVERLY L. OUDERKIRK, B.S. in Ed., M.S. in Ed.	Morristown
CATHERINE COLLINS, R.N., N.P., B.S., M.S. in Ed., Ed.D.	Buffalo
JUDITH JOHNSON, B.A., M.A., C.A.S.	New Hempstead
NAN EILEEN MEAD, B.A.	Manhattan
ELIZABETH S. HAKANSON, A.S., M.S., C.A.S.	Syracuse
LUIS O. REYES, B.A., M.A., Ph.D.	New York

Commissioner of Education and President of The University

MARYELLEN ELIA

Executive Deputy Commissioner

ELIZABETH R. BERLIN

Senior Deputy Commissioner, Office of Education Policy

JHONE EBERT

Deputy Commissioner, Office of Instructional Services

ANGELICA INFANTE-GREEN

Director, Office of State Assessment

STEVEN E. KATZ

The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender, genetic predisposition or carrier status, or sexual orientation in its educational programs, services and activities. Portions of this publication can be made available in a variety of formats, including braille, large print or audio tape, upon request. Inquiries concerning this policy of nondiscrimination should be directed to the Department's Office for Diversity and Access, Room 530, Education Building, Albany, NY 12234.

Developed and published under contract with the New York State Education Department by Questar Assessment Inc. Copyright © 2017 by the New York State Education Department. Permission is hereby granted for school administrators and educators to reproduce these materials, located online, <http://www.p12.nysed.gov/assessment> in the quantities necessary for their school's use, but not for sale, provided copyright notices are retained as they appear in these publications. This permission does not apply to distribution of these materials, electronically or by other means, other than for school use.

Table of Contents

Overview	iv
2017 Contact Information	iv
Testing Schedule and Important Administration Dates	v
Changes for the 2017 Grades 3–8 English Language Arts and Mathematics Tests	v
How to Use this School Administrator’s Manual	1
Part 1:	
Preparing for the Tests	3
General Features of the 2017 Grades 3–8 Common Core English Language Arts and Mathematics Tests	4
Test Security Requirements and Responsibilities	6
Students to Be Tested	9
Administrator’s Planning Steps for Test Preparation	12
Part 2:	
Administering the Tests	21
School Administrator Responsibilities	22
Prepare the 2017 Grades 3–8 Common Core Paper-Based English Language Arts Secure Test Materials and Answer Sheets	23
Prepare the 2017 Grades 3-8 Common Core Computer-Based English Language Arts Secure Test Materials.....	24
Prepare the 2017 Grades 3–8 Common Core Paper-Based Mathematics Secure Test Materials and Answer Sheets	25
Prepare the 2017 Grades 3-8 Common Core Computer-Based Mathematics Secure Test Materials.....	27
Concluding Test Sessions.....	33
Part 3:	
After Testing	37
Scoring of Secure Materials	38
After PBT Scoring is Complete	45
Destruction of Secure 2017 Test Materials	47
Reporting Irregularities and/or Misadministrations	48
Post Administration Guidelines	51

2017 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 Fax: 1-866-688-0419 Email: ny.3-8.help@questarai.com See page 18.
<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 Fax: 1-866-688-0419 Email: ny.3-8.help@questarai.com See page 18.
<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 in Volume 2) and on computer-based testing (CBT) and scoring (http://cbtsupport.nysed.gov).
<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"> Technical Support for computer-based testing 	Questar Assessment Inc. (Questar) Customer Support Telephone: 866-997-0695 Email: NY.3-8.help@questarai.com
<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: 888-382-4246 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 2017 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 16–Monday, March 20	Thursday, April 20–Monday, April 24
Computer-Based Test Administration Window	Monday, March 27–Monday, April 3	Monday, May 1–Monday, May 8
Computer-Based Test Make-Up Window	Tuesday, April 4–Thursday, April 6	Tuesday, May 9–Thursday, May 11
Paper-Based Test Administration Window	Tuesday, March 28–Thursday, March 30	Tuesday, May 2–Thursday, May 4
Paper-Based Test Make-Up Window	Friday, March 31–Wednesday, April 5	Friday, May 5–Wednesday, May 10
Scoring CDs Arrive at Schools	Tuesday, March 28	Tuesday, May 2
Scoring Window	Friday, March 31–Friday, April 21	Friday, May 5–Wednesday, May 17
Final Date to Submit Answer Sheets to Scanning Center	Friday, April 21	Wednesday, May 17

New Option for Schools to Administer the English Language Arts and Mathematics Tests on Computer

For the first time, this school year, schools will have the option to administer the Grades 3–8 English Language Arts and Mathematics Tests on computer or paper. More information about this option is available at the NYSED Computer-Based Testing (CBT) Support web site: <https://cbtsupport.nysed.gov/>.

Scratch Paper for CBT

Schools that will be administering the English Language Arts and Mathematics Tests with CBT should prepare to furnish scratch paper to their students for use when taking the tests. At the start of each test session the proctor should hand out scratch paper to each student testing with CBT. For the Grades 3–8 English Language Arts Tests, each student should be given one sheet of lined ruled paper, such as loose leaf paper. For the Grades 3–8 Mathematics Tests, each student should be given two sheets of scratch paper; one sheet of plain paper and one sheet of graph paper. In addition, for all test sessions the proctor should have on hand a further supply of scratch paper to provide to students who during the test session request additional sheets. Students testing with CBT should also be advised that any work done on this scratch paper will not be counted. The scratch paper distributed to students testing with CBT must be collected at the end of the session whether used or unused.

School Administration Manual Reformatted to Two Volumes

With the inclusion of information regarding CBT for 2017, this *School Administrator's Manual* has been expanded to two volumes. Volume 1 contains sections on preparing for the tests, administering the tests, and actions to be taken after testing is completed for both CBT and paper-based Testing (PBT). Volume 2 contains the appendices (Appendix A–Y) referred to throughout Volume 1.

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, provided in volume 2 of this manual, include

- Certificates
- A tracking log of secure materials
- Procedures for testing students with disabilities
- Testing accommodation information
- Documents to assist with material return
- Contact information

This *School Administrator's Manual* serves to guide school administrators in general test administration activities for both CBT and PBT.

All persons in charge of the administration of the 2017 Grades 3–8 Common Core English Language Arts and Mathematics Tests should be familiar with the information in this manual.

Instructions for test administration in the classroom are provided in the *2017 English Language Arts Tests Teacher's Directions* and the *2017 Mathematics Tests Teacher's Directions*.

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 2017 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 2017 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 and selecting the questions that will be included on the operational tests, 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 2017 testing schedule:

Paper-Based 2017 Grades 3–8 Common Core English Language Arts Tests		
Day 1, Book 1	Tuesday, March 28	Multiple Choice
Day 2, Book 2	Wednesday, March 29	Multiple Choice Short and Extended Response
Day 3, Book 3	Thursday, March 30	Short and Extended Response

Paper-Based 2017 Grades 3–8 Common Core Mathematics Tests		
Day 1, Book 1	Tuesday, May 2	Multiple Choice
Day 2, Book 2	Wednesday, May 3	Multiple Choice
Day 3, Book 3	Thursday, May 4	Short and Extended Response

Computer-Based 2017 Grades 3–8 Common Core English Language Arts Tests	
Session 1, 2, 3	Monday, March 27–Monday, April 3

Computer-Based 2017 Grades 3–8 Common Core Mathematics Tests	
Session 1, 2, 3	Monday, May 1–Monday, May 8

The 2017 Grades 3–8 Common Core English Language Arts Tests will consist of three sessions that are administered over three days. Except for make-up testing, the tests **must** be administered in session order.

The 2017 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 2017 Grades 3–8 Common Core Mathematics Tests will consist of three sessions that are administered over three days. Except for make-up testing, the tests **must** be administered in session order.

The 2017 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 2017 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 within the confines of the regular school day 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 untimed testing is provided in the section “Untimed Testing” in the “Administering the Tests” part of this manual.

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.

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* 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 manual.

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 email 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 personal 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 email 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 17), and
 - Store the secure test materials in a secure location (see “Store Secure Test Materials” on page 19).
- 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.
- ❑ For CBT administration, after the conclusion of the test, securely destroy all used scratch paper, printed student login credentials, access codes, and proctor PINs.

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 19).
- ❑ For CBT administration, obtain the access codes and proctor PINs from your administrator for each test session (see directions on page A-71 of **Appendix Y, Nextera® Administration System** in Volume 2 of this manual for further details).
- ❑ Provide students with all required test materials, including student login credentials, access codes, and proctor PINs for CBT administration.
- ❑ Prevent the use of unapproved materials (see pages 28–29 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**.

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 printed 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 19).
- ❑ Ensure the security of test questions, test books, and other secure materials. Do **not**:
 - Leave secure 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 printed 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, student 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 email 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 the 2016–17 school year. 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 2017 Common Core English Language Arts Tests only those English Language Learners (including those from Puerto Rico) who, on April 1, 2017, 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 2017 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 2017 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 2017 Grades 3–8 Common Core English Language Arts Tests, as well as in the NYSESLAT.

The provisions of the Elementary and Secondary Education Act (ESEA) do not permit any exemption of English Language Learners from the 2017 Grades 3–8 Common Core Mathematics Tests. In paper-based format, 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.

General Tools for CBT Tests

For students who will be taking the tests on the computer, General Tools are available to all students in the Nextera® Test Delivery System for the appropriate grade(s) and content area(s). Please refer to the table on the following page for information regarding which tools are available by grade and content area.

General Tool	Content Area(s)	Grades
Highlighter	ELA and Math	3–8
Bookmark	ELA and Math	3–8
Zoom	ELA and Math	3–8
Answer Eliminator	ELA and Math	3–8
Ruler	Math	3–8
Protractor	Math	4, 5, 6, 7, and 8
Mathematics Reference Sheet	Math	5, 6, 7, and 8
Notepad	ELA and Math	3–8
Line Reader	ELA and Math	3–8
Calculator	Math	6, 7, and 8/Sessions 2 and 3 only

CBT Accommodations

Some students with disabilities whose schools have chosen CBT for testing in their grade level may benefit from using online testing accommodations that change the way the test is displayed to enhance its accessibility for that student. Students with learning needs as documented in an Individualized Education Program (IEP) or 504 Plan may require CBT accommodations. Please refer to the table below as you consider the online testing accommodations your students may need.

Online Testing Accommodation	Content Area Notes
Answer Masking Tool	ELA and Math
Reverse Contrast	ELA and Math
Background Color	ELA and Math
Initial Page Zoom	ELA and Math
Text-to-Speech (TTS)	ELA directions, passages, questions, and answer choices Math directions, questions, and answer choices

Refer to **Appendix T, Nextera® Test Delivery System Computer-Based Testing Accommodations** for descriptions of the Online Testing Accommodations. Online Testing Accommodations are assigned to students via Nextera® administration system prior to testing by the District Test Coordinator or School Test Coordinator. Instructions for assigning Online Testing Accommodations to students are provided in the “To Add or Edit a Student” section of this manual.

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 A1, School Administrator's Checklist for PBT**. Refer to **Appendix V** for the **District and School Test Coordinator Checklist for Computer-Based Testing**.

Refer to **Appendix U** for descriptions of **Roles and Permissions** and **Appendix X** for a **Glossary of Computer-Based Testing Terminology**.

All devices intended for use in the administration of the computer-based tests must be set up and configured to test using the Nextera® Test Delivery System. **Appendix Y, Nextera® Administration System** on page A-44 includes processes and screen shots for common functions necessary to administer the tests on a computer (adding and editing teachers, students, etc.). If you have questions, please contact Questar Customer Support at 866-997-0695 or email NY.3-8.help@questarai.com.

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>. All students taking the test on the computer should be provided with at least one opportunity to practice with the New York Question Sampler for the grade and subject(s) for which they will be taking the operational test. The practice test is available in the secure browser.
- Ensure that tests are administered within the testing window and in the assigned order.

Plan Secure Test Materials Storage

The paper-based English language arts and mathematics tests must be stored in the safe or vault of the building where the tests will be shipped. For CBT administration, the student login credentials, access codes, and proctor PINs are considered secure materials and must also be stored in the safe or vault if

they are printed prior to the test administration. The principal must ensure that 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 secure materials 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 and rulers and calculators to each student for his or her exclusive use with the paper-based mathematics tests. Schools must also furnish hand-held calculators to each student for his or her exclusive use for both computer- and paper-based testing. 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. For PBT, this sheet is provided as a removable sheet in the front of the student test booklet. For CBT, this sheet is provided as a stand-alone document and must be handed out to students before the test begins. The following table lists required tools that schools must provide for each grade level for the paper-based 2017 Grades 3–8 Common Core Mathematics Tests. All tools listed below, as well as the mathematics reference sheet, will be available to students testing on the computer through the Nextera® Test Delivery System. Teachers are not responsible for providing these tools to students testing on the computer. Nevertheless, printed reference sheets will be provided for students in grades 5–8 taking the Mathematics CBT. These reference sheets must be handed out for students' exclusive use during computer-based administration.

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 and that they do not have pertinent information, such as mathematics formulas, written on them.
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 for any portions of the mathematics tests.
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. See Appendix E for specifications of science calculators.

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 *2017 Grades 3–8 Common Core English Language Arts and Mathematics Tests Scoring Leader Handbook (Scoring Leader Handbook)*, available on the Department’s web site at <http://www.p12.nysed.gov/assessment/ei/eigen.html>.

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 (PBT only)	Scorers from two schools in a district.
5. One school (PBT only)	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).

*This model is not permitted for CBT scoring unless it includes staff from at least three schools.

For PBT scoring, 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 39 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 40.

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 for the paper-based 2017 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 2017 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 2017 Grades 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).
- If you do not receive your shipment by 5:00 p.m. (ET) on the final day of the Secure Test Materials Arrive at Schools window (see page v for the Secure Test Materials Arrive at Schools window), please contact Questar Customer Support at 866-997-0695, or by email at ny.3-8.help@questarai.com.

Inventory Secure Test Materials

English language arts and mathematics test materials will arrive from Questar in separate shipments. **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 2017 Grades 3–8 Common Core English Language Arts Test and two precoded answer sheets for each student participating in the 2017 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 materials 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: For PBT administration, 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. The Test Read editions and English versions to accompany translated editions of the test books will be shrink-wrapped in packages of 5 or 15 with a yellow label on the package. **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 paper-based test books and answer sheets to scoring sites.

Request 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 materials 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
An item or items are missing from the shipment listed on the shipping notice	Contact Questar Customer Support at: Telephone: 866-997-0695 Email: ny.3-8.help@questarai.com
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. Notify Questar Customer Support, in writing by email, the test materials that will be picked up at the regional center. Questar will work with the regional center to ensure they have sufficient quantities of test materials for distribution.

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 2016–17 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 PBTs must be stored in the safe or vault of the building where the tests will be shipped. Student login credentials, access codes, and proctor PINs for CBT administration must also be stored in the safe or vault if they are printed prior to administration.

- Place all secure test materials in the storage location as soon as they are received or printed.
- 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 PBT 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.

For computer-based testing:

- A seating chart is recommended in the event that the Internet fails and a student needs to go back to a certain device to submit his or her test at a later time. Seating of students in alternate rows is recommended. For additional suggestions for arranging a secure testing environment, see **Appendix W, Suggestions for Creating a Secure Computer-Based Testing Environment**.
- Each student will need his or her own device that has been configured for testing. Please work with your School or District IT Coordinator to verify the devices are ready for testing. The Setup and Installation Guide has detailed instructions for setting up devices for testing.
- Ensure that teachers have printed student login credentials and the Access Code prior to testing. For information on how to print student login credentials and where to find the Access Code, see the section on the Tests Tab that begins on page A-71 of **Appendix Y, Nextera® Administration System** in Volume 2 of this manual.

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 paper-based 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 email, 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 2017 Grades 3–8 Common Core Paper-Based English Language Arts Secure Test Materials and Answer Sheets

In order to prepare the paper-based 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, Specific Testing Accommodations** are permitted on all parts of the 2017 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 paper-based testing day.

		English Language Arts		
		Day 1	Day 2	Day 3
Grades 3–8	• <i>Teacher’s Directions</i>	• <i>Teacher’s Directions</i>	• <i>Teacher’s Directions</i>	• <i>Teacher’s Directions</i>
	• Classroom roster	• Classroom roster	• Classroom roster	• Classroom roster
	• Book 1 (one per student and one for the teacher)	• Book 2 (one per student and one for the teacher)	• Book 3 (one per student and one for the teacher)	
	• English Language Arts Test Answer Sheet 1 (one per student)	• English Language Arts Test Answer Sheet 2 (one per student)	• Student identification labels (one per student to be used on Book 3)	
		• Student identification labels (one per student to be used on Book 2)		

Prepare the 2017 Grades 3-8 Common Core Computer-Based English Language Arts Secure Test Materials

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

- Verify that the school has the following prior to each session:
 - Printed login tickets for all students who will be testing
 - The Access Code to begin the applicable planned sessions found on the Nextera® administration system Tests tab
 - The proctor PIN found on the Nextera® administration system Home Page
 - Scratch paper (one piece of lined ruled paper per student)

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

		English Language Arts		
		Day 1	Day 2	Day 3
Grades 3–8	• <i>CBT Teacher’s Directions</i>			
	• Classroom roster	• Classroom roster	• Classroom roster	• Classroom roster
	• Login tickets for students who will be testing	• Login tickets for students who will be testing	• Login tickets for students who will be testing	• Login tickets for students who will be testing
	• Access Code for students to begin applicable sessions	• Access Code for students to begin applicable sessions	• Access Code for students to begin applicable sessions	• Access Code for students to begin applicable sessions
	• Proctor PIN	• Proctor PIN	• Proctor PIN	• Proctor PIN
	• Scratch paper (one piece of lined ruled paper per student)	• Scratch paper (one piece of lined ruled paper per student)	• Scratch paper (one piece of lined ruled paper per student)	• Scratch paper (one piece of lined ruled paper per student)

Prepare the 2017 Grades 3–8 Common Core Paper-Based 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, Specific Testing Accommodations** are permitted on all parts of the 2017 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 paper-based testing day. Reference sheets for grades 5–8 are included in each test booklet.

	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) 	<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) <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) <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) 	<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) 	<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)

Prepare the 2017 Grades 3-8 Common Core Computer-Based Mathematics Secure Test Materials

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

- Verify that the school has the following prior to each session:
 - Printed login tickets for all students who will be testing
 - The Access Code to begin the applicable planned sessions found on the Nextera® administration system Tests tab
 - The proctor PIN found on the Nextera® administration system Home Page
 - Scratch Paper (one piece of plain paper and one piece of graph paper per student)
 - Math Reference Sheet

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

	Mathematics		
	Day1	Day 2	Day 3
Grades 3–8	<ul style="list-style-type: none"> • <i>CBT Teacher's Directions</i> • Classroom roster • Login tickets for students who will be testing • Access Code for students to begin applicable sessions • Proctor PIN • Scratch Paper (one piece of plain paper and one piece of graph paper per student) • Math Reference Sheet 	<ul style="list-style-type: none"> • <i>CBT Teacher's Directions</i> • Classroom roster • Login tickets for students who will be testing • Access Code for students to begin applicable sessions • Proctor PIN • Scratch Paper (one piece of plain paper and one piece of graph paper per student) • Math Reference Sheet 	<ul style="list-style-type: none"> • <i>CBT Teacher's Directions</i> • Classroom roster • Login tickets for students who will be testing • Access Code for students to begin applicable sessions • Proctor PIN • Scratch Paper (one piece of plain paper and one piece of graph paper per student) • Math Reference Sheet

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, scratch 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 below, into a classroom or other location where a State examination is being administered. Test proctors, test monitors, 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 administration, proctors must read the following statement to all students taking State examinations:

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

- Cell phones
- iPods and MP3 players
- iPads, tablets, and other eReaders
- Personal laptops, notebooks, or any other computing devices
- Cameras, other photographic equipment, and scanning devices
- Wearable devices/smart wearables, including smart watches and health wearables with a display
- Headphones, headsets, or in-ear headphones such as earbuds, and
- Any other device capable of recording audio, photographic, or video content, or capable of viewing or playing back such content, or sending/receiving text, audio, or video messages

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, a test monitor or 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. If you keep a cell phone or any of these items with you, your examination will be invalidated and you will get no score. 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 examination, 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, their constructed responses must be recorded in the test books for PBT, or their responses must be entered into the Nextera® Test Delivery System for CBT, or understanding navigation of the Nextera® Test Delivery System.

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 47.)

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.
- For PBT administrations, make sure that students are recording their responses to the test questions in a proper manner. Students are not to record their multiple-choice responses in their paper-based test books.
- For CBT administrations, make sure that students are recording their multiple-choice and constructed-response answers in the Nextera® Test Delivery System.
- Point out to students if they have left one or more answers blank or, for PBT, 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 personal communication devices put away during testing, using them only in emergency situations.

For PBTs, 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 session. 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.

Students who finish the test before other students may check their work. When a student is ready, the PBT materials may be collected by the proctor, or the test may be submitted by the student for CBT administration. After a student's PBT materials are collected or his or her computer-based test is submitted, 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 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. Secure 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** allow any students to resume work on a test session 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 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 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 v 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 sessions in a subject area test. (In order to be counted as participating in that test and receive a scale score or performance level, all sessions of a test subject [three sessions for the 2017 Grades 3–8 Common Core English Language Arts Tests and three sessions for the 2017 Grades 3–8 Common Core Mathematics Tests] must be administered.)
- Apply the following guidelines for make-up testing for all sessions:
 - 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 sessions 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 a PBT 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.

- For students who are absent for any session of a computer-based test and do not take the make-up for that session, check the Nextera® administration system to verify the Absent reason for not testing has been indicated. Information on indicating the reason for not testing in Nextera® administration system can be found in **Appendix Y, Nextera® Administration System** on page A-44 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 secure test materials (regular, translated, large type, and/or braille test booklets for PBT administrations; student login credentials, access codes, proctor PINs, scratch paper, and/or reference sheets for CBT administrations) 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. All student login credentials, access codes, and proctor PINs for CBT administrations must be securely destroyed.

The Department will be releasing all of the test questions in English Language Arts Test Session 2s and Session 3s and Mathematics Test Session 3s shortly after the scoring window has ended. Paper-based versions of these test books may be used for instructional or staff development purposes after the scoring window has closed.

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

Administrator's Checklist for Collecting, Storing, and Organizing Secure PBT 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 2017 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 email, 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 English Language Arts 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 2017 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.

Administrator’s Checklist for Collecting, Storing, and Organizing Secure Computer-Based Test Materials

At the conclusion of the test session, please follow these instructions:

- Collect all secure test materials, including student login tickets, access codes, and proctor PINs.
- If the student login tickets, access codes, or proctor PINs are to be used for future test sessions, store in a secure location as designated in the school’s Examination Storage Plan until needed.
- CBT 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).
- Advise all staff that they are not to discuss test questions or other specific test content with each other, with others online via email, or by any other electronic means.

Part 3

After Testing

Scoring of Secure Materials

Prepare Secure PBT Materials for Scoring

The following steps describe the procedures for scoring at regional and schoolwide scoring levels.

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 Paper-Based 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 2017 Grades 3–8 Common Core English Language Arts Tests and one for the 2017 Grades 3–8 Common Core Mathematics Tests, will be shipped to schools by Questar. 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 printed 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 that administered paper and pencil tests. 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.

1. Designate a location for each grade and scoring section to stage boxes.
2. 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:

1. Folders or boxes are placed in the "in-process" box on the scoring table.
2. 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).
3. If there are any responses that are difficult to score, the scorer should speak with the Table Facilitator or Scoring Leader.
4. 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.
5. 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.

6. Folders or boxes of unscored test books are brought to the work table as needed.
7. 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.
8. 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 888-382-4246, 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 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 missing information, a yellow flag 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 PBT 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 test books from the folders and ensure that each set of test books remains together.
5. 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.
6. 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.
7. 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 30–31.) Do not fold, bend, tape, or staple any answer sheets.
8. Continue this process until all answer sheets are removed.
9. Count the answer sheets. **Verify that the total number of answer sheets equals the number of students tested.**
10. Record the shipment of secure materials on the **Secure Materials Tracking Log (Appendix C)**.
11. 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.
12. 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 paper and pencil test materials for delivery to scanning centers and schools, the Scoring Site Coordinator supervises the closing of the scoring facility. Scoring Site Assistants, as well as other members of the leadership team, may help with these procedures:

- arranging secure shipments of all paper and pencil answer sheets and test books;
- checking scoring areas for overlooked materials; and
- returning all ancillary materials to schools.

Destruction of Secure 2017 Test Materials

The Department will be releasing all of the test questions in English Language Arts Test Session 2s and Session 3s and Mathematics Test Session 3s shortly after the scoring window has ended. Paper and pencil versions of these sessions 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. The PBT books for these sessions must be returned to Questar using the return shipping materials provided.

Return to Questar	Securely Destroy Upon Completion of Test Administration (for CBT only)	Store Securely in School or District for One Year, then Securely Destroy
<ul style="list-style-type: none"> • All used and unused printed English Language Arts Test Book 1s • All used and unused printed Mathematics Test Book 1s and 2s • All used Mathematics Test Reference Sheets (Grades 5–8) 	<ul style="list-style-type: none"> • All used scratch paper • Student logins, access codes, and proctor PINs. 	<ul style="list-style-type: none"> • All used printed English Language Arts Test Book 2s and 3s • All used printed Mathematics Test Book 3s • All used printed answer sheets after their return from the scanning center

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 email 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, internet service interruptions, 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 printed 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.
- 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 pages 42–43 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. For a paper-based test, darken the circle on the affected student's answer sheet denoting "administrative error."
 - For a computer-based test, indicate the "Invalid Test" in the Nextera® administration system. Directions for setting Testing Status Codes can be found on page A-71 in **Appendix Y, Nextera® Administration System** of this manual.
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 testing record 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. For a paper-based test, use 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

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. PBT answer sheets that 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 Sessions by Students and Parents

For the 2017 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 Session 2 and Session 3 and Mathematics Session 3 after the responses 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 responses to open-ended questions to parents upon request.



**Grades 3–8 Common Core
English Language Arts
and Mathematics Tests
School Administrator’s Manual
Volume 1**

2017 Edition

