



New York State Testing Program

Grades 3–8 English Language Arts Tests

**School
Administrator's
Manual**

2011 Edition

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

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Preparing for and Administering the Tests

General Features of the Grades 3–8 English Language Arts Tests

The Department has a partnership with CTB/McGraw-Hill for the development of the Grades 3–8 English Language Arts Tests. Teachers from across the State work with us in a variety of activities to ensure that the tests are appropriate measures of student achievement of the New York State Learning Standards.

The English Language Arts Tests are administered in two or three sessions on two or three consecutive days, depending on the grade level.

The Grades 3–5 English Language Arts Tests each consist of three books. Book 1s contain literary and informational reading passages and multiple-choice questions based on the passages. Book 2s contain multiple-choice and short-response questions based on a listening selection read aloud to the class, and additional stand-alone multiple-choice questions that assess writing mechanics. Book 3 for Grade 3 contains 2 passages that are not paired, with short-response questions associated with each, and an extended-response question based on one of the passages. Book 3s for Grades 4 and 5 contain two paired reading passages, with short-response questions and an extended-response question based on those passages.

The Grades 6–8 English Language Arts Tests each consist of two books. Book 1s contain literary and informational reading passages and multiple-choice questions based on the passages. Book 2s contain multiple-choice and short-response questions based on a listening selection read aloud to the class, additional stand-alone multiple-choice questions that assess writing mechanics, and two paired reading passages with short-response questions and an extended-response question based on those passages.

The Department has established four State-designated levels of performance. All public and charter school students who score below the State-designated performance level (performance level 3) must be provided academic intervention services, which must commence in the semester immediately following the administration of the test.

Following the guidelines in this manual will help ensure that the tests are valid and equitable for all students. A series of instructions will help in organizing the materials, the testing schedule, and the scoring process.

All persons in charge of the administration of the Grades 3–8 English Language Arts Tests should be familiar with the information in this manual. Questions concerning the administration of these tests should be directed to the Office of Assessment Policy, Development and Administration at 518-474-5902 or 518-474-8220.

Changes for the 2011 Administration:

- Scoring materials will no longer be shipped to schools in hard copy; schools now must print their own scoring materials from PDF file on a CD.
- Two scoring CDs will be shipped to schools, one with audio training materials, and the other with files for printed scoring materials.

- Tests are secure for 2011 and will not be posted on the web site; therefore, the answer sheets schools send for scanning, and any test books sent for regional or centralized scoring, will be returned to schools once scanning/scoring has been completed. Schools must return all used Book 1s and all unused testing materials (excluding answer sheets) to the Department contractor via UPS using the prepaid shipping label provided by the Department.

Students to Be Tested

Except as noted below, all public school students in Grades 3–8 must take all State assessments 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 M). Nonpublic schools are also encouraged to participate 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 BOCES as well as any other programs located outside the district.

- *English language learners.* Effective with the May 2011 administration, schools are permitted to exempt from the Grades 3–8 English Language Arts Tests only those English language learners (including those from Puerto Rico) who, on **April 1, 2011**, 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 Grades 3–8 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 Grades 3–8 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 Grades 3–8 English Language Arts Tests, as well as in the NYSESLAT. For additional information and guidance, please see the Student Information Repository System (SIRS) Manual at: <http://www.p12.nysed.gov/irs/sirs/2010-11/2010-11SIRSMannual6-0FINAL20101015.pdf>.

- *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 the general State assessment or in the New York State Alternate Assessment (NYSAA) for students with severe disabilities. The CSE’s decision must be documented on the student’s Individualized Education Program (IEP). The criteria that the CSE must use to determine eligibility for the NYSAA is available at the web site: <http://www.p12.nysed.gov/osa/nysaa>.
- *Medically Excused.* A student may be medically excused from testing if documentation from a medical practitioner is obtained and kept on file at the school indicating that the student is too incapacitated to test at the school, at home, or in a medical setting. When reporting assessment data to the Department for a student who is medically excused, the principal must report the students’ results with an Assessment Standard Achieved Code of “93” in the SIRS.

Testing Accommodations

Students Who Incur Disabilities Shortly Before Test Administration

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

- extending the time limit for a test,
- administering the test in a special location, and
- recording the student's answers in any manner. (When answering questions designed to measure writing ability, students must provide all punctuation, paragraphing, and spelling of more difficult words.)

Prior permission need not be obtained from the Department for the principal to authorize these testing accommodations for general education students. However, a full written report concerning each authorization must be sent to the Office of Assessment Policy, Development and Administration via fax at 518-474-1989. The report must be on **school letterhead**, must be signed by the principal, and must include the following information:

- the name of the student,
- the title of the test including the grade,
- a brief description of the student's injury or disability, and
- a listing of the accommodations that were authorized by the principal.

If the student is expected to continue to need testing accommodations, the principal must immediately make the appropriate referral for the consideration of an IEP or a Section 504 Accommodation Plan (504 Plan).

Students with Disabilities

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

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

Instead of using a scribe, the Department encourages the use of a word processor (with thesaurus, spell-checking, and grammar-checking applications disabled), as most students have some experience with computers, and word processing allows the student more control over his or her environment, fosters independence, and is less labor-intensive than using a scribe.

However, the use of scribes and the use of tape recorders are allowable accommodations for the Grades 3–8 English Language Arts Tests. When taking these tests, students using scribes or tape recorders must provide all information—including spelling of difficult words, punctuation, paragraphing, and grammar—for the writing sections of the tests. Note the following procedures:

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

For students who use large-type or braille editions of the tests, or large-type answer sheets, or have a testing accommodation allowing the circling of answers in the test book, teachers should transcribe the students’ responses onto regular test answer sheets and test books exactly as dictated or recorded.

Format Changes

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

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

Accommodations Specific to the English Language Arts Tests

Teacher Reading to Student

Grades 3–5

- **Book 1:** Only directions that are to be read aloud to **all** students may be read. **No** other part of Book 1 may be read to the student.
- **Book 2:** All questions in this book, including the answer choices for multiple-choice questions, as well as the directions that are to be read aloud to **all** students, may be read to students who have “test read” as an accommodation on their IEP or 504 plan.
- **Book 3:** Only directions that are to be read aloud to **all** students may be read; no other part of Book 3 may be read to the student.

Grades 6–8

- **Book 1:** Only directions that are to be read aloud to **all** students may be read. **No** other part of Book 1 may be read to the student.
- **Book 2:** All questions in Part 1: Listening, and Part 2: Writing, including the answer choices for multiple-choice questions, may be read to students who have “test read” as an accommodation on their IEP or 504 plan. For Part 3: Reading and Writing, only the directions that are to be read aloud to **all** students may be read.

Use of Spell-Checking and/or Grammar-Checking Devices (All Grades)

- Students may **not** use spell-checking and/or grammar-checking devices on any parts of the English Language Arts Tests.

Scoring Student Writing (All Grades)

- Students may **not** have requirements for spelling, paragraphing, and/or punctuation waived for **any** part of the English Language Arts Tests.

English Language Learners

For English language learners, schools may provide the following testing accommodations:

- *Time Extension:* Schools may extend the test time for English language learners. Principals may use any reasonable extensions, such as “time-and-a-half” (the required testing time plus one-half of that amount of time), in accordance with their best judgment about the needs of the English language learners. Principals should consult with each student’s classroom teacher when making these determinations.
- *Separate Location:* Schools are encouraged to provide optimal testing environments and facilities for all students. They may administer the tests to English language learners individually or in small groups in a separate location.
- *Third Reading of Listening Selection:* Proctors may read the listening passage a third time or more to English language learners who are taking any of the Grades 3–8 English Language Arts Tests.
- *Bilingual Dictionaries and Glossaries:* English language learners may use bilingual dictionaries and glossaries when taking the Grades 3–8 English Language Arts Tests. These bilingual dictionaries and glossaries may provide only direct translations of words. Bilingual dictionaries or glossaries that provide definitions or explanations of words are not permitted.

Schools may not provide oral or written translations of the Grades 3–8 English Language Arts Tests. English language learners may not write their responses to open-ended questions in their native language on the Grades 3–8 English Language Arts Tests.

For each English language learner, darken the circles indicating the testing accommodations provided on the multiple-choice answer sheet under the heading “ELL Accommodations.”

Former English Language Learners

Effective September 2008, schools may provide the test accommodations listed above under the heading “English Language Learners” only to those former English language learners who were identified as English language proficient based on their scores on one of the two most recent administrations of the NYSESLAT, either Spring 2009 or Spring 2010. These accommodations may not be provided to former English language learners who were identified English language proficient prior to the Spring 2009 NYSESLAT administration.

For each eligible former English language learner, darken the circles indicating the testing accommodations provided on the multiple-choice answer sheet under the heading “ELL Accommodations.”

Safeguarding Test Materials

Prior to Testing

Secure test materials will arrive about one week before testing at the secure facility designated by the principal via the online Examination Request System. Prior to these delivery dates, the principal should make arrangements to:

- be notified when the test materials arrive,
- have the materials inventoried upon delivery by checking the contents of each box against the shipping notice and the school's copy of the order form (but leave the shrink-wrapped packaging intact until the day of test administration), and
- store the test materials immediately in the safe or vault.

All secure test materials must be stored in a safe or vault, as designated in the school's Examination Storage Plan. Test materials must be placed in the safe or vault as soon as they are received, and access to the test materials must be restricted to ensure that test security is maintained.

If the building where these tests will be administered does not have a safe or vault large enough to hold the examinations, arrangements must be made to store the test materials at a location with an appropriate safe or vault. Test materials stored at such a location must not be removed from the safe or vault and transferred to the school where the tests will be administered until the day scheduled for the administration of each part of the test. The sealed packages of secure test materials must not be opened during the inventory. All secure test materials must remain sealed until the dates on which they will be administered.

The safe or vault where test materials are being stored should be checked daily to ensure that the test materials have not been tampered with and that they remain secure. The combination or key to the safe or vault must be maintained under strict security conditions to preclude access to the test materials by students and other unauthorized people. After the tests have been administered, all test books must be collected and stored securely.

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 that will be involved in the test administration and scoring. In addition, to preserve the integrity of the test materials, advise all staff that they are not to discuss test questions or other specific test content with each other, with others online via e-mail or listserv, or through any other electronic means. Please note that test books cannot be opened prior to the distribution of tests to students.

Following Testing

As soon as the testing of each book is completed, the principal must arrange for the collection and secure storage of **all** used and unused test books (regular, large-type, and braille) and used answer sheets. Note that used answer sheets may **not** be reviewed, scanned, or scored by anyone before the official scoring process described on Pages 19–33. **All** used and unused test books (regular, large-type, and braille) and used answer sheets must be kept secure.

Test books (Book 1s, Book 2s, and Book 3s) may no longer be used for instructional or staff development purposes. Instead, they must either be returned to the Department contractor via UPS using the prepaid shipping label provided by the Department, or retained securely at the school for one year, then securely destroyed. See the table below for details on which materials to return promptly after scoring has been completed and which to retain securely at the school for one year. For information on processing test books containing constructed-response questions (Book 2s for all grades and also Book 3s for Grades 3–5) after testing, see the instructions in the section titled “Planning the Scoring Operations.”

Destruction of Secure Examination Materials

For Secure Destruction: Return Immediately to the Department Contractor via UPS	Store Securely in School or District for One Year, then Securely Destroy
<ul style="list-style-type: none"> ▪ All used & unused Book 1s ▪ All unused Book 2s & Book 3s ▪ All scoring CDs including any copies ▪ All scoring materials printed from the CDs 	<ul style="list-style-type: none"> ▪ All used Book 2s & Book 3s ▪ All used answer sheets after their return from the scanning center

Test Preparation and Other Guidelines

Preparation of Students for Testing

If these tests are to provide an accurate measure of each student's achievement of the NYS Learning Standards, all students should be properly prepared for taking the test. The administration of the test should be announced to students before the date that the test is scheduled to be administered. All announcements should be made in such a way as to increase the students' interest in the test without causing them to become overly anxious. In addition, parents should be informed of the dates of testing and the purpose of the tests. Parents should be asked to encourage students to do their best on the test and to ensure that students are well rested on the days of testing. Each student should be familiar with the general types of questions on the test and the procedures that they should follow when recording the answers to the test questions. For additional instructions, refer to the *Teacher's Directions*, which are shipped to schools with the tests and may also be accessed on the Department's web site at <http://www.p12.nysed.gov/osa>. The 2006–2010 editions of these tests for each grade level that feature questions similar to those that will be on the 2011 tests may also be accessed at the same web site.

Preparation of the Testing Room(s)

The room(s) in which the tests are administered should be well lighted, well ventilated, and quiet. Make preparations before the testing period to keep noise and other distractions to a minimum. Place a "Do Not Disturb" sign on the door to prevent interruptions. If tests are to be administered in a classroom, clear desks and shelves under the desks of all books, papers, and other materials. Completely cover or remove from the walls all charts and blank or completed graphic organizers and all board work pertinent to English language arts. Make arrangements in advance to seat the students so that each student will be clearly visible to the proctor at all times and so that there will be the least possible opportunity for any communication between students. Seating of students in alternate rows is recommended.

Supervision of Students

Unauthorized Materials

Students should be under close supervision at all times during the administration of the tests and may not use any unauthorized notes, printed materials, scrap paper, or tools or electronic devices that might give them an unfair advantage on the tests. When students enter the testing room, proctors must ensure that students do not bring any unauthorized materials such as those listed above. Students should be informed that they may not use cell phones or other communication devices during the test. These must be turned off and put away before test booklets are handed out. Use of a cell phone during testing invalidates a student's test regardless of the content of the communication.

Aid to Students

No one, under any circumstances, may interpret or explain test questions to students, nor may anyone review or comment on the answer sheet of a student while the test is in progress. In response to inquiries by students concerning the meaning or interpretation of test questions, proctors should advise students to use their own best judgment. Teachers may give students assistance only in the mechanics of taking the tests, such as understanding where to record their responses.

Temporary Absence from Testing Room

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

Emergency Evacuation of a School Building

Evacuation of a school building during a test may be required because of an emergency such as a fire alarm or bomb threat. In any situation in which the safety of the students is endangered, the principal has full authority to interrupt the test immediately. If it is possible, the students should be kept under supervision during the emergency. Then, if work can be resumed, the time for the test should be extended so that the students will have the allotted time for the test. Following the test, a written report of the circumstances should be sent by mail or fax to the Office of Assessment Policy, Development and Administration. (See section on reporting scoring irregularities and/or misadministrations to the Department on page 34.)

Student Cheating

Do not permit students to obtain information from or give information to other students in any way during the test. If you suspect that such an attempt has occurred, warn the students that any further attempts will result in the termination of their tests. If necessary, move the students to another location. If these steps fail to end attempts to obtain or give information, notify the principal immediately and terminate the students' tests. At the conclusion of the test, all suspected cheating must be reported to the principal.

If, in the judgment of the principal, a student has attempted to give aid to or obtain aid from another person during the test, the principal must follow the school's disciplinary procedure for student cheating and invalidate the student's test. Score reports will not be produced for invalidated tests. When reporting student assessment data to the Department under such circumstances, the principal must report the students' scores as "administrative error," with a Standard Achieved Code of "97," in the SIRS. Please refer to the section in this manual on "Reporting Irregularities and/or Misadministrations" on Page 34 for additional reporting instructions.

Illness

If a student becomes ill during a part of the test, the student should be excused until he or she is well enough to continue. The principal should estimate the time that the student had remaining to complete that part of the test. When the student is well enough to complete the test (and as long as the testing or makeup period has not ended), the student may be given the remaining time for that part. Other unadministered parts of the test should also be administered according to the *Teacher's Directions* as long as the testing or makeup period has not ended. When the student is taking a partially completed part of the test, the student must be closely supervised so that he or she does not go back to previously finished questions on the test.

Proctoring

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

No additional time is to be provided to students to transfer answers from test books to answer sheets at the end of the test, and no one other than the student may transfer answers marked in his or her test book to the multiple-choice answer sheet. (The latter does not apply to students whose IEP or Section 504 Plan allows scribes to transfer answers from the test book to an answer sheet.)

Note: No one, under any circumstances, including the student, may alter the student's responses on the test once the student has handed in his or her test materials. Teachers and administrators who engage in inappropriate conduct with respect to administering and scoring State examinations may be subject to disciplinary actions in accordance with Sections 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.

Determining the Need for Academic Intervention Services

Section 100.2(ee) of the Regulations of the Commissioner of Education requires public schools to provide academic intervention services to students who score below the State-designated performance level 3 on the 2011 Grades 3–8 English Language Arts Tests. These services must commence no later than the start of the semester immediately following the administration and scoring of the test.

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

It is important that the permanent records maintained by the school be complete and accurate. Each time a student takes one of the Grades 3–8 English Language Arts Tests at the scheduled time, the date of administration and the score must be entered on the student's permanent record. The answer sheets schools send for scanning, and any test books sent for regional or centralized scoring, will be returned to schools once scanning/scoring has been completed.

Individual Student Reports

As soon as practical after they have been made available, schools are expected to print copies of the Individual Student Reports and provide them to each student's parent/guardian.

Review of Test Books and Answer Sheets by Students and Parents

For the 2011 test administration, a student and his or her parents/guardians **may** be allowed to review **only** the student's own test books and answer sheets. The review must take place in the presence of school personnel. Photocopying of any of the test materials is not permitted.

Before Testing

Receiving and Inventorying Test Materials

Test materials will arrive in separate shipments. Answer sheets will be sent from a BOCES/RIC or large-city public school district office, and test books and listening selections will be sent by the Department.

Step 1. Inventory the materials received from your local scanning center:

- Pre-coded answer sheets (for use by students with Book 1s and Book 2s for Grades 3–8):** Schools should have two pre-coded answer sheets for each student participating in Grades 3–5 and one pre-coded answer sheet for each student participating in Grades 6–8.
- Blank answer sheets:** Schools should have blank answer sheets for new students. Please refer to your district/regional testing directions for specific instructions on recording demographic information for new students.
- Pre-coded student identification labels:** *Schools should have pre-coded student identification labels for each student participating in this test administration.* For Grades 3–5, there will be two labels, which should be affixed to the back covers of Book 2 and Book 3; for Grades 6–8, there will be one label, which should be affixed to the back cover of Book 2. 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 label is to be completed and affixed to the back cover of each new student’s Book 2 and Book 3 (for Grades 3–5) or Book 2 (for Grades 6–8).
- 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.

Step 2. Inventory the materials received in your shipment from the Department:

- Shipping Notice:** Use the shipping notice in Box 1 of your shipment and the school’s copy of the electronic confirmation of the examination 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 ordered. Teachers will use the *Teacher’s Directions* as a step-by-step administration guide. *Teacher’s Directions* should be distributed and reviewed by teachers prior to testing. If additional copies are needed, the *Teacher’s Directions* may be photocopied.
- Book 1s, 2s, and 3s:** The regular edition of the test books will arrive shrink-wrapped in packages of 25. The braille and large-type test books will be shrink-wrapped and will be included in the exact quantity requested by the school. **All school personnel must leave the shrink-wrapped packages intact until the day of test administration, when class packets are assembled.**

- ❑ **Box Labels:** Use the orange box label to record the number of Book 2s and Book 3s for Grades 3–5 and the number of Book 2s for Grades 6–8. Check the box next to the grade of the test being sent for scoring. Also, fill in the lines at the bottom of the labels indicating the total number of boxes and the number of sets in each box.
- ❑ **Listening Selection Booklet:** Listening Selections will come in sealed envelopes or shrink-wrapped packages. **These packages may not be opened until the day that part of the test will be administered.** If more are needed on the day of testing, they must be obtained from the regional center. Schools may not make photocopies of the Listening Selection.

Note: Boxes from the Department used for delivering materials for your school should be kept for storing and sending completed test books and answer sheets to scoring sites.

Emergency Supply of Test Materials

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

- ❑ If an item or items are **missing** from the shipment listed on the shipment notice, circle the item(s) and quantity that are missing on the notice and fax the corrected shipping notice to the Department’s Operations Group at 518-474-2021. (No cover sheet is necessary.) The missing item(s) will be sent to the school’s storage site.
- ❑ If 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 Department’s Operations Group by calling 518-474-8220. The Operations Group will determine whether the regional center has the materials necessary to satisfy the additional request. Under the direction of the Operations Group, contact the regional center to arrange pickup of test materials.
 - Before sending an official school representative to pick up the emergency supply of materials, contact the official in charge of the regional center. Information on regional centers is available at: <http://www.p12.nysed.gov/osa/ei/eigen.html>.
 - The official school representative picking up secure examination material must present to the regional center official a photo ID and a letter of authorization signed by the principal listing the materials to be picked up. This letter, authorizing the school representative to pick up test materials, must be written on school stationery. (**Note:** Secure materials can be obtained from the regional center only on the day that they will be administered.)
 - The school representative must countersign the authorization letter and leave it with the regional center official before the emergency supply of materials can be released.

Preparing Test Materials

In order to prepare the test materials, schools must take the following steps:

- ❑ Verify that for each student in a class the school has the following:
 - Answer sheet for use with Book 1
 - Answer sheet for use with Book 2
 - Preprinted student identification labels for Book 2 and Book 3 for Grades 3–5
 - Preprinted student identification labels for Book 2 for Grades 6–8

- ❑ 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.
- ❑ Definitions of the categories of testing accommodations for students with disabilities to be recorded on the answer sheet can be found in Appendix K of this manual.
- ❑ Student identification labels must be affixed to the back of each student's Book 2 and Book 3 (for Grades 3–5) or Book 2 (for Grades 6–8). 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.**

Assembling and Distributing Test Materials

As soon as practical after delivery of the tests to the school or to its designated storage location, the *Teacher's Directions* (which are not secure) should be removed from the cartons of test materials. A copy of the *Teacher's Directions* should be distributed to each teacher who will be administering the test. This will enable the teachers to familiarize themselves with the instructions for administering the tests.

The chart on the next two pages lists the materials needed in each classroom at each grade level for each day of testing. **The shrink-wrapped packages must not be opened until the day of test administration.** All test materials must be kept secure throughout the test administration.

Test Materials

	Day 1	Day 2	Day 3
Grade 3	<ul style="list-style-type: none"> • <i>Teacher’s Directions</i> • Classroom roster • Book 1s (one for each student and one for the teacher) • Answer sheets for Book 1 (one for each student) 	<ul style="list-style-type: none"> • <i>Teacher’s Directions</i> • Classroom roster • Book 2s (one for each student and one for the teacher) • Answer sheets for Book 2 (one for each student) • Listening Selection booklet • Student identification labels (one for each student) 	<ul style="list-style-type: none"> • <i>Teacher’s Directions</i> • Classroom roster • Book 3s (one for each student and one for the teacher) • Student identification labels (one for each student)
Grade 4	<ul style="list-style-type: none"> • <i>Teacher’s Directions</i> • Classroom roster • Book 1s (one for each student and one for the teacher) • Answer sheets (one for each student) 	<ul style="list-style-type: none"> • <i>Teacher’s Directions</i> • Classroom roster • Book 2s (one for each student and one for the teacher) • Listening Selection booklet • Student identification labels (one for each student) 	<ul style="list-style-type: none"> • <i>Teacher’s Directions</i> • Classroom roster • Book 3s (one for each student and one for the teacher) • Student identification labels (one for each student)
Grade 5	<ul style="list-style-type: none"> • <i>Teacher’s Directions</i> • Classroom roster • Book 1s (one for each student and one for the teacher) • Answer sheets for Book 1 (one for each student) 	<ul style="list-style-type: none"> • <i>Teacher’s Directions</i> • Classroom roster • Book 2s (one for each student and one for the teacher) • Answer sheets for Book 2 (one for each student) • Listening Selection booklet • Student identification labels (one for each student) 	<ul style="list-style-type: none"> • <i>Teacher’s Directions</i> • Classroom roster • Book 3s (one for each student and one for the teacher) • Student identification labels (one for each student)

	Day 1	Day 2
Grade 6	<ul style="list-style-type: none"> • <i>Teacher's Directions</i> • Classroom roster • Book 1s (one for each student and one for the teacher) • Answer sheets (one for each student) 	<ul style="list-style-type: none"> • <i>Teacher's Directions</i> • Classroom roster • Book 2s (one for each student and one for the teacher) • Answer sheets for Book 2 (one for each student) • Listening Selection booklet • Student identification labels (one for each student)
Grade 7	<ul style="list-style-type: none"> • <i>Teacher's Directions</i> • Classroom roster • Book 1s (one for each student and one for the teacher) • Answer sheets for Book 1 (one for each student) 	<ul style="list-style-type: none"> • <i>Teacher's Directions</i> • Classroom roster • Book 2s (one for each student and one for the teacher) • Answer sheets for Book 2 (one for each student) • Listening Selection booklet • Student identification labels (one for each student)
Grade 8	<ul style="list-style-type: none"> • <i>Teacher's Directions</i> • Classroom roster • Book 1s (one for each student and one for the teacher) • Answer sheets (one for each student) 	<ul style="list-style-type: none"> • <i>Teacher's Directions</i> • Classroom roster • Book 2s (one for each student and one for the teacher) • Answer sheets for Book 2 (one for each student) • Listening Selection booklet • Student identification labels (one for each student)

Makeup Testing

The makeup dates are to be used for administering makeup tests to students who were absent during the designated administration dates. The makeup dates can also be used to complete the initial administrations in schools that were closed due to religious observance or unexpected events, such as flu-related closings. Makeup testing may start on the second day of the scheduled administration dates found in Appendix C, or on any day during the makeup period as long as testing is completed no later than the last day of the makeup period. It is the principal's responsibility to facilitate testing during the makeup period for those students who did not complete the tests on the regularly scheduled testing dates. Students must be given every opportunity to make up any missed test section. Unless the student sits for all parts of the test, the student will not receive a scale score or performance level and will not be counted as participating in the assessment. Rules that will determine whether or not the student receives a valid score are found in Appendix L of this manual.

Apply the following guidelines for makeup testing for all books:

- ❑ Students who are absent during part of the regularly scheduled test administration should take the part(s) of the test scheduled for the day they return. Administer the missed test books to them during the makeup testing period. More than one book may be administered in one day.
- ❑ Students who are absent throughout the regularly scheduled test administration should complete all parts of the test during makeup testing. Administer these parts in the same order as indicated in the *Teacher's Directions* and below for regularly scheduled testing:

Grade 3: Book 1, Book 2, Book 3

Grade 4: Book 1, Book 2, Book 3

Grade 5: Book 1, Book 2, Book 3

Grade 6: Book 1, Book 2

Grade 7: Book 1, Book 2

Grade 8: Book 1, Book 2

For students who are absent for any part of the test and do not take a makeup for that part of the test, check their answer sheets to verify that the absences have been recorded. Instructions for recording information about absences on the answer sheets are provided in Appendix E of this manual.

Preparing Test Materials for Scoring

Instructions for Organizing Materials for Return to the School Administrator

This manual provides instructions for teachers on organizing materials for return to the school administrator. See your school principal for specific directions. The principal or the principal's designee will collect the materials after each day of testing.

Administrator's Instructions for Collecting, Storing, and Organizing Test Materials

Before repacking test materials, please read the following instructions:

- Please note that test books cannot be opened prior to the distribution of tests to students.
- At the conclusion of testing each day, collect all test materials, except for the *Teacher's Directions*, including used and unused Book 1s, used and unused Book 2s, used and unused Book 3s (for Grades 3–5 only), answer sheets, completed biographical data, and student identification labels, and 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 testing day(s).
- Request that each teacher provide an updated classroom roster. This roster should include all students currently in each teacher's class.
- At the conclusion of testing each day, advise all staff that they are not to discuss test questions or other specific test content with each other, with others online via e-mail or listserv, or through any other electronic means.
- At the conclusion of testing for Grades 3–5, separate used Book 1s from used Book 2s and Book 3s. Book 2s and Book 3s need to be sent to the scoring site, unless locally scored. (See Page 20 for instructions.)
- At the conclusion of testing for Grades 6–8, Book 2s need to be sent to the scoring site, unless locally scored.
- Securely store all Listening Selections for all grades, all unused test books for all grades, and all used Book 1s.
- Place students' answer sheets inside the front cover of their test books, stack the test books by classroom, place the classroom roster on top of the stack, and band with paper bands.
- Use the box(es) in which test materials arrived for storing the 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, provided they are marked correctly.
- All **unused May 2011 test books** (Book 1s, Book 2s, and Book 3s) **may not** be used for instructional or staff development purposes and must be returned to the Department contractor via UPS using the prepaid shipping label provided by the Department.

Preparing Test Materials for Processing

Regional or Districtwide Scoring:

- Photocopy and complete the School/Group List (SGL) found in Appendix I 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 number of each classroom.
 - **Grade:** Write the grade of the students who took the test (e.g., Grade 3, 4, etc., or ungraded).
 - **Number Tested:** Write the number of students who took the test. Be sure to include students who took makeup tests.
 - **Comments:** Include any additional pertinent information.
- For Grades 3–5, both Book 2s and Book 3s must be kept together and sent for scoring since there are written responses in both books. For Grades 6–8, Book 2s only must be kept together and sent for scoring since there are written responses in this book. Book 1s 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 completed SGL with the updated classroom roster in Box 1, on top of the used books (Book 2s and 3s for Grades 3–5, and Book 2s for Grades 6–8).
- Attach an orange label to each box, and indicate the scoring site, your school name, BEDS Code, the grade levels for which test books are enclosed, and the number of sets of Book 2s or Book 2s and Book 3s enclosed. Label the boxes for delivery to your 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.

Local Scoring:

- For Grades 3–5, check boxes of Book 1s and store them securely. Place each student’s Book 2 and corresponding answer sheet inside the front cover of his or her Book 3 and band the collection of materials together.
- For Grades 6–8, check boxes of Book 1s and store them securely. Make sure that each student’s answer sheet is placed inside the front cover of his or her Book 2.
- Organize the banded stacks of books by class.
- Photocopy and complete the School/Group List (SGL) found in Appendix I 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 number of each classroom.
- **Grade:** Write the grade of the students who took the test (e.g., Grade 3, 4, etc., or ungraded).
- **Number Tested:** Write the number of students who completed the test, including students who took makeup tests.
- **Comments:** Include any additional pertinent information.

The used books that have been packed for scoring must be stored in a secure location in the school until being relocated to the scoring site, and then must be placed again in a secure location once at the scoring site.

Place stacks of banded used Book 2s and Book 3s for Grades 3–5, or Book 2s for Grades 6–8, into boxes with the SGL and classroom roster(s) on top.

- Keep the completed SGL with the updated classroom roster(s) on top of the used books being packed for scoring. Send a copy of the SGL and classroom roster(s) to the scanning center.

Planning the Scoring Operations— Scoring Constructed-Response Questions

Scoring Options

Public school districts, charter schools, and nonpublic schools have several options for scoring, as listed below. Arranging for the scoring of short- and extended-response questions in Book 2s and Book 3s (for Grades 3–5) and in Book 2s (for Grades 6–8) is the responsibility of each school or school district. The Department will not score these responses.

Nonpublic schools are encouraged to score their short- and extended-response questions in a regional setting whenever possible. They may arrange the scoring of their answer papers cooperatively through a network of affiliated nonpublic schools, a consortium of public/nonpublic schools, a BOCES, or a public school district. If none of these alternatives is feasible, nonpublic schools may score their students' tests independently.

Scoring Models

Scoring Model Code	The scorers for the school's tests include the following:
1. Regional scoring	a) Staff from three or more school districts, or b) staff 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) Staff from two school districts, b) staff from two nonpublic schools, c) staff from two charter schools, or d) a combination of staff from two of the following: a school district, nonpublic school, or charter school
3. Three or more schools within a district	Staff from three or more schools in a district
4. Two schools within a district	Staff from two schools in a district
5. One school	Three or more scorers for each grade being scored, all from the same school

Regardless of the scoring model being used, a minimum of three scorers is necessary to score each student’s test book. 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 Pages 27–28 of this manual.

Scoring options involve specific responsibilities and title designations. The responsibilities are similar, although the titles are different, depending on the option.

	Regional Scoring (Scoring Model 1)	Districtwide Scoring (Scoring Models 2, 3, and 4)	Schoolwide Scoring (Scoring Model 5)
<i>Responsibilities</i>	<i>Regional Title</i>	<i>District Title</i>	<i>School Title</i>
Supervises scoring operations	Site Coordinator	School District Administrator	Principal
Trains scorers, monitors sessions	Scoring Leader	District English Language Arts Leader	School English Language Arts Leader
Monitors sessions	Table Facilitator	School English Language Arts Leader	School English Language Arts Leader
Scores books with open-ended responses	Scoring Committee Member	Scoring Committee Member	Scoring Committee Member

Please see the *Scoring Site Operations Manual* for details on scoring model logistics.

Responsibilities of Person Supervising Scoring Operations

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

Selecting and Assigning Teachers for the Scoring Committees

A scoring committee is made up of teachers chosen to score the short- and extended-response questions on the English Language Arts 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. Though school administrators make the final decision as to who can score Grades 3–8 English Language Arts Tests after review of the teacher’s certification and present teaching assignment(s), criteria to consider when choosing scoring committee members include the following:

- English language arts expertise,
- Experience with scoring constructed-response questions, including use of rubrics, and
- One or more years of teaching the specified or adjacent grade levels.

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),
- Have familiarity with either the Sample Tests for Grades 3–8 English Language Arts or with the English Language Arts Tests administered during previous years, and
- Have experience using holistic rubrics.

If a district, charter, or nonpublic school chooses to contract with a vendor to score these tests, it is the district's, charter's, or nonpublic school's responsibility to ensure that all individuals who will be scoring for the vendor have also met these criteria.

District, charter, or nonpublic school administrators considering the use of special education teachers to score these tests should refer to Appendix N.

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

- establish a uniform process Statewide for training scorers, and
- improve the reliability of Statewide scoring.

The CAS that accompanies the sample test materials should be used to train all scorers for the tests, familiarizing them with the expectations for being a scorer. 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.

Training Scorers

In order to ensure that tests are scored reliably, it is essential that scorers receive scorer training each and every time they serve on a committee to score a State test and that those persons responsible for scorer training strictly adhere to the training procedures detailed in the *Scoring Leader Handbook*.

All scorers are urged to listen to the audio training files for the grade level they will be scoring before starting the scoring of students' tests. The audio training files will be recorded in MP3 formats on CDs. These can be listened to on computers or CD players.

Assigning 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. The answer sheet 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 www.p12.nysed.gov/osa.

The files on CD for printed scoring materials for the English Language Arts Tests are organized so that scorers can be assigned to score student responses to questions that measure listening or reading *and* writing. One way to assign questions to scorers is to divide the number of questions by the number of teachers on the scoring committee.

Estimated Time Needed for Scoring

A scoring committee of three can be expected to score approximately 150 student tests in one school day. This estimate is based on the assumption that all scorers have had some general training using holistic scoring rubrics and exemplars of student responses. Teachers who have received previous training should need no more than a half-day of additional training before they begin to score. If scorers have not received previous training, they will need more training time on the scoring day to ensure accurate and reliable scores.

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, productive scoring. Scorers should discuss scoring only 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.

Scoring Supplies

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

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

Preliminary Procedures for Scoring Test Materials

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

Photocopy and complete the SGL. 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.

1. Classroom Number: Write the homeroom number.
2. Grade: Write the grade of the students who took the test (e.g., Grades 3–8 or ungraded).
3. Number Tested: Write the number of students who took the test, including students who took makeup tests.
4. Place banded stacks of test books with inserted answer sheets in the box(es) to be sent to the scoring site.
5. Put the completed SGL with the updated classroom roster in Box 1, on top of the used test books.
6. Attach an orange label to each box, and indicate the scoring site, your school name, BEDS Code, the grade level for which test books are enclosed, and the number of sets of books (Book 2s and Book 3s or Book 2s) enclosed. Label the boxes for delivery to your scoring site.
7. Number the box(es) (e.g., Box “1 of 5,” “2 of 5,” “3 of 5,” etc.).
8. Seal the box(es) securely with packing tape and follow local testing directions for the delivery of completed test materials to scoring sites.

Schoolwide Scoring (Scoring Model 5):

1. Store unused test books securely.
2. Collect all banded test books.
3. Organize the banded stacks of test books by class (e.g., Class 1, Class 2, Class 3).
4. Photocopy and complete the SGL. 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.
5. Classroom Number: Write the homeroom number.
6. Grade: Write the grade of the students who took the test (e.g., Grades 3–8 or ungraded).
7. Number Tested: Write the number of students who completed the test, including students who took makeup tests.

8. Keep the completed SGL with the updated classroom roster(s) on top of the used test books. Send a copy of the SGL and classroom rosters to the scanning center to ensure accountability. Place stacks of banded test books into boxes with the SGL and classroom roster(s) on top. Store used test books in a secure location in the school until the scheduled scoring day(s).

Checking in Test Materials

Regional Scoring (Scoring Model 1):

1. 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.
2. 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.
3. 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.
4. Total the number of students whose test books were submitted by a school by adding the number of students (sets of test books) reported on the orange label affixed to the outside of the box(es). Record this total on the check-in log.
5. Keep a copy of the check-in log and the packing list for reference.

Schoolwide Scoring (Scoring Model 5) and Districtwide Scoring (Scoring Models 2–4):

1. Make sure test books have been received from each school (if scoring districtwide) or from each class (if scoring schoolwide). Verify that the test book count written on the classroom roster matches the number of books received from the class.
2. 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 teacher to locate the missing books.
3. 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.
4. File a copy of the classroom rosters for reference.
5. Stack test books by school (if scoring districtwide) or by class (if scoring schoolwide) for randomizing.

Note: If any Book 1s 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. Continue randomly pulling sets of students' test books from the boxes for each district, school, or class until all sets of test books have been randomized and placed in scoring boxes.
4. Continue randomly pulling sets of test books from each district's, school's, 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 8¾" 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," "3 of 3," etc.) 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 content to be read. Each test book will be scored.

1. Designate a location for each grade and content area to stage boxes.
2. At the start of a scoring session, provide enough test books to each scoring table for readers to score. Make sure the boxes for districts, schools, or classes are distributed to as many tables as practical within a content area.
3. It has been estimated that the responses to questions measuring Reading *and* Writing take longer to score than those measuring Listening. Because of the varied times needed to score, it is suggested that the Reading *and* Writing Sections in the remaining boxes at the scoring site should be scored first.

Processing Test Books During Scoring

1. The reader worktables will be arranged so that the Table Facilitator/School English Language Arts Leader is at the head of the table, with up to six readers positioned around the table.
2. All folders containing sets of test books will be routed to the Scoring Committees. There are two content areas to score: Listening and Reading *and* Writing.
3. At the start of a scoring session, folders or boxes are placed in the "in-process" box on the scoring table. Scorers will remove a few sets of test books, record their scorer number, score their assigned

questions, record their scores on the answer sheet, and pass the test books to the next teacher to score (in a round-robin fashion). If there are any responses that are difficult to score, the scorer should speak with the Table Facilitator or Scoring Leader. If a scorer reads a student response that reveals a sensitive issue, he or she should share this response with the Table Facilitator and the Scoring Site Coordinator. The reporting protocol set forth for Mandated Reporters must also be followed. A sensitive response includes an indication of abuse, neglect, or maltreatment, suicidal tendencies, or other psychological problems.

If the Scoring Site Coordinator thinks that the student response warrants a formal report, he or she will notify the school principal and/or the school counselor who will determine whether a report should be filed. Papers with sensitive responses must be returned to the school when scoring is complete.

4. When a scorer has completed scoring the questions assigned to that scorer within a test book, the answer sheet will be placed inside the test book and returned to the folder. When all questions have been scored, place the folder in the “completed” box.
5. Folders or boxes of unscored test books are brought to the worktable as needed.

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 Leader can conduct read-behinds. Read-behinds are scored sets of test books that are read again as an informal check of scorer accuracy and consistency.

The Table Facilitators/School English Language Arts 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 English Language Arts Leader.

A Table Facilitator/School English Language Arts 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 English Language Arts Leader believes that a particular paper’s score is not in alignment with the rubrics, or an errant pattern of scoring has developed (i.e., scores are continually out of alignment with the rubrics), he or she should not change the score but should diplomatically 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 still exists, the Table Facilitator/School English Language Arts Leader should bring the situation to the attention of the Scoring Site Coordinator.

Scoring Helpline

The scoring helpline will be available at 888-282-0059 between 7:30 a.m. and 4:30 p.m. eastern time during the scoring dates. Scoring questions may also be submitted by e-mail to ny_scoring@ctb.com or faxed to 866-405-4084.

Follow-Up Operations for Scoring Short- and Extended-Response Questions

No Double Scoring

Once a set of student test books has been completely scored one time, it should be reviewed to ensure that all questions have been scored, the scores have been darkened appropriately, and there are no stray marks on the answer sheet. 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 on the previous pages, 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 examination papers or to change any scores assigned through the procedures described in this manual and in the scoring materials provided by the Department. Any principal or 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 examinations may be subject to disciplinary action in accordance with Sections 3020 and 3020-a of Education Law or to action against their certification pursuant to Part 83 of the Regulations of the Commissioner of Education.

If an administrator has substantial reason to believe that the teacher scoring committee has failed to accurately score student answer papers on any examination, the administrator must first obtain permission in writing from the Office of Assessment Policy, Development and Administration before arranging for or permitting a rescoring of student papers. The written request to the Office of Assessment Policy, Development and Administration must come from the superintendent of a public school district or the chief administrative officer of a nonpublic or charter school and must include the examination title, date of administration, and number of students whose papers would be subject to such rescoring. This request must also include a statement explaining why the administrator believes that the teacher scoring committee failed to score appropriately and, thus, why he or she believes rescoring the examination papers is necessary. As part of this submission, the school administrator must make clear his or her understanding that such extraordinary re-rating may be carried out only by a full committee of teachers constituted in accordance with the scoring guidelines presented above and fully utilizing the scoring materials for this test provided by the Department.

The Department occasionally finds it necessary to notify schools of a revision to the scoring key and rating guide for an examination. Should this occur after the scoring committee has completed its work, the principal is authorized to have appropriate members of the scoring committee review students' responses only to the specific question(s) referenced in the notification and to adjust students' final examination scores when appropriate. This is the only circumstance in which the school is not required to notify or obtain approval from the Department to correct students' final examination 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.

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 for all answer sheets, the folder is placed in a “completed scoring” box. These folders are ready for return processing, which means that the answer sheets are sent to the scanning center and the books are returned to the schools.
4. If there are any answer sheets with information missing, a Post-it[®] note is placed in the folder, which is then put aside until all test books have been checked for errors.
5. The sets of test books and answer sheets are then given to the appropriate Table Facilitator or Scoring Leader for corrections. After the corrections are made, return the test books and answer sheets to the quality control station.

Forwarding Answer Sheets to Scanning Centers and Returning Test Books to Schools

Returning test materials to the schools begins after all test materials in all folders have been scored and quality-checked. Verify that every folder has been accounted for and scored before starting to remove the answer sheets.

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

1. If scoring regionally or districtwide, sort the sets of test books into school groups.
2. Further sort the sets of test books into classes, using the classroom roster(s).
3. Count the sets of 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 for English Language Arts Tests 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, please make sure you have verified that all student information (e.g., name, ID number, etc.) 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 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,” Page 11.) Please 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 test books for Grades 3–8.

10. Place the answer sheets into a box for mailing. Affix the address label for the appropriate scanning center. Return all answer sheets to the designated scanning center.
11. Return test books to each school.

Teacher Evaluation of the Tests

Suggestions and feedback from teachers provide an important contribution to the test development process. Please use the “Teacher Evaluation Form” for your comments. The form can be found at <http://www.ctb.com/nys>. It will be posted until one month after the end of the scoring period.

1. Select “English Language Arts Grades 3–8 Testing Program—Teacher Evaluation Form.”
2. Complete the form.
3. If you want to keep a record of your evaluation, print a copy before submitting the completed form.
4. To submit the form, click on “SUBMIT” at the bottom of the page.

Audit-Scoring

The Department conducts an annual audit of the scoring of the short- and extended-response questions. Approximately 10 percent of schools that administer these tests are selected for inclusion in the audit through a random sampling procedure. The principal of each selected school receives a letter from the Department or its contractor following the scoring period. After the scoring is complete and the student answer sheets have been sent to the scanning centers, schools selected for the audit are to send all their completed test books for the selected grade to the location specified on the letter. **Send completed test books only, not the student answer sheets.**

It is important that schools affix the individual student identification labels sent to them by the scanning centers to the backs of the test books. 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 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), which will pick up the materials that day or the next day or direct you 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: Please 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 arrival of training materials.
- Sensitive Papers: Give these papers to the Scoring Site Coordinator.

Closing of Scoring Site

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

- Arrange secure shipments of all answer sheets and test books,
- Check scoring areas for overlooked materials, and
- Return all ancillary materials to schools.

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 such events in writing to the Office of Assessment Policy, Development and Administration within 24 hours by faxing a description of the incident to 518-474-1989. The fax must be written on school letterhead and signed by the building principal. The report 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, and
- The NYSSIS ID numbers of affected students.

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

- Any instance occurring prior to, during, or after testing where it has been determined that students, teachers, administrators, or paraprofessionals have had access to the specific content of a test prior to the administration of the test.
- All suspected or confirmed cases of teachers, administrators, or paraprofessionals giving aid or impromptu lessons on specific test content to students immediately before or during the test.
- All instances of teachers, administrators, or paraprofessionals altering student responses to test questions.
- All instances of teachers, administrators, or paraprofessionals providing students with unauthorized/inappropriate testing accommodations or tools (such as the use of a spell checking device for the Grades 3–8 English Language Arts Tests).
- All instances of teachers, administrators, or paraprofessionals providing students with other nonstandard test administrations, unrelated to cheating.
- All cases in which a school official does not adhere to the Department policy concerning the finality of examination scores as determined by the teacher scoring committees. This policy is explained on Page 30 of this manual under the heading “No Double Scoring.”
- All student use of cell phones and other communications devices during the test.
- All confirmed cases of students cheating.
- All interruptions of testing sessions, including those caused by power outages or fire alarms.
- All instances in which the test was administered without Department authorization on a day outside the published Statewide administration or makeup schedule.

- All instances in which scorers do not score the test in accordance with the scoring materials provided by the Department.
- All cases in which student test books or answer sheets are lost prior to either the scoring of the tests or submission of the answer sheets to the RIC or large city scanning center.

Coding of Invalid Tests

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

1. Darken the circle on the affected student’s answer sheet denoting “administrative error.”
2. Notify the RIC or large city scanning center of the administrative error. In order to expedite accurate reporting provide the BEDS code, School Name, Subject, Grade, and NYSSIS IDs
3. In the SIRS, in the *Assessment Standard Achieved Code* field, students will be coded as “administrative error with *Standard Achieved Code of 97.*” For further details, see the SIRS Manual Appendix 13—Standard Achieved Codes (www.p12.nysed.gov/irs/SIRS).
4. On the verification reports, a student for whom an administrative error occurred will not receive a valid score and will appear as “not tested.”
5. If a student’s test is deemed to be an administrative error **after** the student’s answer sheet has been scanned by the scanning center and the file has been transmitted to CTB/McGraw-Hill, the scanning center must be contacted and asked to submit a request to the Department’s Office of Information and Reporting Services for permission to override the score to an Assessment Standard Achievement Code of “97” indicating administrative error.

Circumstances that Should Not Be Reported as Administrative Errors

If a scanning center scans an answer sheet that contains inaccurate demographic data, 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.

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

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 assessment using a blank/extra answer sheet for the appropriate grade level assessment. 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 your RIC or scanning center prior to, or at the time of, delivery of the answer sheets.

Appendices

Appendix A: Important Reminders Regarding Test Administration and Scoring for 2011

Test Administration

Dates for Scoring and Returning Student Answer Sheets

In order to receive their official individual student score reports, all schools must adhere to specific dates for scoring and returning accurately coded student answer sheets to the scanning centers. These important dates can be found in this manual (see Appendix C.).

If schools return their answer sheets to the scanning centers after the specified dates, this data will not go to CTB/McGraw-Hill and, therefore, individual student score reports will not be available via the nySTART reporting system (<http://www.nySTART.gov>). The Department will release conversion charts that will allow students' scores to be computed by the scanning centers. Those scanning centers must then petition the Department to have the data included for accountability.

Adherence to Scoring Protocol

In order to maximize standardization of the scoring process, a Scoring Operations Certificate is included in this manual (see Appendix B). Persons responsible for overall scoring operations are required to sign and retain on file this certificate, which states that each of the scoring procedures listed was “fully and faithfully implemented.”

Appendix B: Certificates

Three certificates follow: Examination Storage Certificate, Deputy and Proctor Certificate, and Scoring Operations Certificate. Each of these certificates must be completed and signed by the appropriate person(s) and retained in school files for one year.

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

EXAMINATION STORAGE CERTIFICATE

Grades 3–8 English Language Arts Tests

School Name: _____

Examination Period: _____

I, the undersigned principal of the school named above, do hereby declare that each of the security procedures listed below was fully and faithfully observed for the current administration of the Grades 3–8 English Language Arts Tests.

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

Name of Principal (print or type): _____

Signature of Principal: _____ Date: ____/____/____

After completion, retain in school files for one year.

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

DEPUTY AND PROCTOR CERTIFICATE

Grades 3–8 English Language Arts Tests

School Name: _____

Examination Date: _____
(Month/Year)

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

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

1. The *Teacher's Directions* were read to or read by each person who assisted in administering the tests.
2. The tests were administered within the prescribed dates.
3. The secure test materials were kept in the sealed packages until the administration dates.
4. The students were given appropriate instructions and orientation before beginning the tests.
5. The students were so seated as to prevent collusion.
6. Adequate supervision was maintained throughout the administration of the tests.
7. All test books and answer sheets were collected from the students immediately at the close of the tests.
8. All test books and answer sheets for the tests were collected and returned to the principal for storage in a secure location after each day of testing.

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

(Make additional copies as necessary.)

After completion, retain in school files for one year.

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

SCORING OPERATIONS CERTIFICATE

Grades 3–8 English Language Arts Tests

School Name: _____

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

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

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

1. The scoring committee for each grade level included a minimum of three scorers.
2. Test questions were assigned to scorers according to the criteria described in the *School Administrator's Manual*.
3. Scorers were trained using the procedures and materials described in the *Scoring Leader Handbook*.
4. Table Facilitators conducted read-behinds.
5. The answer sheets were subjected to a quality review as described in the *School Administrator's Manual*.
6. The answer sheets and test books were kept secure.
7. The scoring sessions were conducted during the dates specified by the Department.
8. The answer sheets were submitted for scanning by the date specified by the Department.

Name: _____ Title: _____

Signature: _____ Date: _____ / _____ / _____

After completion, retain in school files for one year.

Appendix C: Important Dates for the 2011 Grades 3–8 English Language Arts Tests

Activity	Grade 3–8 ELA
Test Books Arrive at Schools from the Department	4/28–4/29
Administration of Tests	5/3–5/6
Makeup Testing	5/4–5/11
Scoring CDs Arrive at Schools from the Department	5/4–5/6
Scoring of Constructed Responses	5/9–5/19
Final Date to Submit Answer Sheets to Scanning Centers	5/19

The makeup dates are to be used for administering makeup tests to students who were absent during the designated administration dates. The makeup dates can also be used to complete the initial administrations in schools that were closed due to religious observance or unexpected events, such as flu-related closings. Makeup testing may start on the second day of the scheduled administration dates or on any day during the makeup period as long as testing is completed no later than the last day of the makeup period.

Schools must arrange to begin the administration of the English Language Arts Tests to students in every grade during the specified “Administration of Tests” dates. Within each grade, schools are to administer the test on the same day to all students except for those students who are absent. Schools may schedule the tests for different grades on different sets of days within the specified administration dates; for example, the school may administer the Grade 3 English Language Arts Test on Wednesday, May 4, Thursday, May 5, and Friday, May 6, while administering the Grade 5 English Language Arts Test on Tuesday, May 3, Wednesday, May 4, and Thursday, May 5. Schools are also permitted to conclude the primary administration of a test during the “Makeup Testing” dates as long as at least all Book 1s for each grade have been administered during the “Administration of Tests” dates. Note that all test books must be administered on consecutive days. In addition, school personnel may not engage in scorer training or scoring of student responses for any given grade until the administration of all test sessions has been completed for that grade, excluding makeups. Therefore, schools may begin scoring while makeup testing is in progress.

Appendix D: Contacts for Assistance

For Assistance With:	Contact:
Errors in the school's shipment of secure test materials, such as test books (including large-type and braille editions) and Listening Selection booklets	The Office of Assessment Policy, Development and Administration, Operations Group. Circle the item(s) and quantity that are missing on the shipping notice and fax the corrected notice to the Department's Operations Group at 518-474-2021. (No cover sheet is necessary.) The missing item(s) will be sent to the school's storage site.
Obtaining secure test materials such as test books (including large-type and braille editions) and Listening Selection booklets that that were <u>not originally requested</u>	The Office of Assessment Policy, Development and Administration, Operations Group, by calling 518-474-8220. The Operations Group will determine whether the regional center has the materials necessary to satisfy the additional request. Under the direction of the Operations Group, contact the regional center to arrange to pickup test materials.
Answer sheets, precoded student identification labels, generic answer sheets, and generic student identification labels	The scanning center (see Appendix G)
Completing or changing biographical student data	The scanning center (see Appendix G)
Testing policies regarding accommodations, security breaches, sensitive student responses, etc.	The Office of Assessment Policy, Development and Administration at 518-474-5902 or 518-474-8220
Sending completed answer sheets to scanning centers after scoring of test books	The scanning center (see Appendix G)
Sending completed English Language Arts Test Book 2s and 3s (for Grades 3–5) and Test Book 2s (for Grades 6–8) with answer sheets for scoring	The scoring coordinator
Questions about scoring	The scoring help line will be available at 888-282-0059 between 7:30 a.m. and 4:30 p.m. during the scoring dates. Scoring questions may also be e-mailed to ny_scoring@ctb.com or faxed to 866-405-4084.
Questions about security of test materials after administration and scoring	The Office of Assessment Policy, Development and Administration at 518-474-5902 or 518-474-8220

Important Reminder: Check the Department's web site regularly for updates on the Grades 3–8 Testing Program (<http://www.p12.nysed.gov/osa>).

Appendix E: Instructions for Student Answer Sheets

Student Absences

If a student has missed any of the test sessions shown below and has not had the opportunity to take a makeup test, locate the student's answer sheet and darken the "Absent" circle corresponding to the session missed. Rules that determine whether or not the student receives a valid score can be found in Appendix L of this manual.

Grades 3–5 English Language Arts Tests

- Book 1
- Book 2
- Book 3

Grades 6–8 English Language Arts Tests

- Book 1
- Book 2

Score of Zero and Condition Code A

English Language Arts Tests: Scores of Zero

Responses are scored a zero if the response to the questions:

- is illegible or consists only of scribbling,
- consists of an indication of the student's refusal to respond,
- is written entirely in a language other than English,
- corresponds to a description of a score of zero in the English Language Arts Tests Scoring Considerations, or
- corresponds to a description of a score of zero in the English Language Arts Tests Scoring Rubrics.

English Language Arts Tests: Condition Code A

Grades 3–8: Condition Code A is applied to constructed-response questions individually when a student who is present for a test session leaves the question blank.

Instructions for Student Answer Sheets (continued)

Testing Accommodations Categories

The categories provided on answer sheets delineating the testing accommodations that a student with a disability received are defined in Appendix K of this manual. Please note that not all the accommodations listed in Appendix K are permitted on all parts of the Grades 3–8 English Language Arts Tests.

Testing accommodations that change the constructs measured by the test are not permitted. (For more details, see Pages 4–7 of this manual.)

Appendix F: New York City Department of Education 2010–11 Borough Assessment Implementation Directors

Borough Assessment Office	Borough Assessment Implementation Director
<p>Manhattan Comprising Districts: 1, 2, 3, 4, 5 & 6 333 Seventh Avenue 7th Floor New York, N.Y. 10001</p>	<p>Marie Busiello 212-356-3784 212-356-7523 (fax) mbusiel@schools.nyc.gov</p>
<p>Bronx Comprising Districts: 7, 8, 9, 10, 11 & 12 1 Fordham Plaza 7th Floor Bronx, N.Y. 10458</p>	<p>Sharon Cahr 718-741-5559 718-741-7971 (fax) scahr@schools.nyc.gov</p>
<p>Brooklyn Comprising Districts: 13, 14, 15, 16, 19, 23 & 32 131 Livingston Street 6th Floor Brooklyn, N.Y. 11201</p>	<p>David Rapheal 718-935-5965 718-935-2246 (fax) draphea@schools.nyc.gov</p>
<p>Queens Comprising Districts: 24, 25, 26, 27, 28, 29 & 30 28-11 Queens Plaza North 2nd Floor, Room #43 Long Island City, N.Y. 11101</p>	<p>Barbara Marcisak 718-391-8352 718-391-6886 (fax) bmarcis@schools.nyc.gov</p>
<p>Staten Island Comprising Districts: 17, 18, 20, 21, 22 & 31 715 Ocean Terrace Building A, Room #A127 Staten Island, N.Y. 10301</p>	<p>Judy Cohen 718-390-1579 718-420-5665 (fax) jcohen32@schools.nyc.gov</p>

New York City Department of Education (continued)

Borough Assessment Office	Borough Assessment Implementation Director
<p>Special Education D75 400 First Avenue Room #662C New York, N.Y. 10010</p>	<p>Steven Weinrich 212-802-1521 917-256-4245 (fax) sweinri@schools.nyc.gov</p>
<p>Alternate Schools & Programs D79 4360 Broadway Room #419 New York, N.Y. 10033</p>	<p>Melissa Viscovich 917-521-3611 917-521-3649 (fax) mviscovich@schools.nyc.gov</p>
<p>Charter Schools D84 52 Chambers St Room #405 New York, N.Y. 10007</p>	<p>Nancy Meakem 212-374-0296 212-374-5581 (fax) nmeakem@schools.nyc.gov</p> <p>Benjamin Carson 212-374-5979 212-374-5581 (fax) bcarson2@schools.nyc.gov</p>
<p>Homebound Instruction 3450 E. Tremont Ave. 1st Floor Bronx, N.Y. 10465</p>	<p>Moira Magro 718-794-7241 718-794-7237 (fax) mmagro@schools.nyc.gov</p>
<p>Hospital Instruction 3450 E. Tremont Ave. 1st Floor Bronx, N.Y. 10465</p>	<p>Keri Kaufmann 718-794-7266 718-794-7263 (fax) kkaufmann@schools.nyc.gov</p>

Appendix G: Scanning Centers (Regional Information Centers, or RICs)

Location	Contacts	
<p>Buffalo Public Schools Office of Shared Accountability 808 City Hall Buffalo, NY 14202</p>	<p>Amber Dixon 716-816-4695 716-816-3044 (fax) adixon@buffaloschools.org</p>	<p>Genelle Morris Adams 716-816-3035 gmorris@buffaloschools.org</p>
<p>Eastern Suffolk BOCES Student Data Services 15 Andrea Road Holbrook, NY 11741</p>	<p>Elaine Rosa 631-244-4221 631-244-4003 (fax) erosa@esboces.org</p>	<p>Joseph Stern 631-419-1676 Margaret Leuzze 631-419-1678</p>
<p>Erie 1 (Western) BOCES Assessment, Test Scoring and Analysis Services Technology Services 355 Harlem Road West Seneca, NY 14224-1892</p>	<p>Barbara Burgstahler 716-821-7088 716-821-7432 (fax) bburgstahler@e1b.org</p>	<p>Maggie Maloney 716-821-7466 mmaloney@e1b.org Karen Halbert 716-821-7173 khalbert@e1b.org</p>
<p>Greater Southern Tier (GST) BOCES Computer Services Center 459 Philo Road Elmira, NY 14903</p>	<p>Melissa Zelko 607-795-5342 607-795-5307 (fax) mzelko@gstboces.org</p>	<p>Steve Updike 607-795-5338 supdike@gstboces.org</p>
<p>Lower Hudson (Southern Westchester BOCES) 44 Executive Blvd. Elmsford, NY 10523</p>	<p>Rob Mahig 914-592-4203 x3287 914-345-3719 (fax) rmahig@lhric.org</p>	<p>Maureen McCarthy 914-592-4203 x3337 mmccarthy@lhric.org Pat Carey 914-592-4203 x3246 pcarey@lhric.org</p>

Scanning Centers (continued)

Location	Contacts	
Madison-Oneida (Mohawk) BOCES Mohawk Regional Information Center 4937 Spring Road Verona, NY 13478	Christina Urich, Sally Zielasko 866-986-6742 315-361-2700 315-361-5768 (fax) curich@moric.org szielasko@moric.org	
Mid-Hudson (Ulster) Regional Information Center 175 Route 32 North New Paltz, NY 12561	Linda Sexton 845-255-1450 x1239 845-256-9587 (fax) lsexton@mhric.org	Lisa Pullaro 845-255-1450 x1246 Denise Olsen 845-255-1450 x1247
Monroe 1 & 2 BOCES M.A.A.R.S. 3625 Buffalo Road Rochester, NY 14624	Mari-Ellen Maloney 585-349-9025 585-349-9090 (fax) mmaloney@bocesmaars.org	Steve Jackson 585-349-9062 585-349-9090 (fax) sjackson@bocesmaars.org
Nassau BOCES Robert E. Lupinskie Center for Curriculum, Instruction and Technology 1 Merrick Ave. Westbury, NY 11590	Rose Baum 516-832-2744 516-608-6616 (fax) rbaum@mail.nasboces.org Helene Karo 516-608-6699 hkaro@mail.nasboces.org	
New York City Department of Education Office of Accountability 52 Chambers Street, Room 309 New York, NY 10007	David Price 212-374-3460 212-374-5991 (fax) dprice5@schools.nyc.gov	Cassandra Johnson 212-374-3492 crjohns@schools.nyc.gov
Northeastern RIC Testing & Evaluation Services 1031 Watervliet-Shaker Road Albany, NY 12205	Bill Adam 518-862-5310 518-862-5378 (fax) wadam@gw.neric.org testing@gw.neric.org http://portal.neric.org/sites/services/testing/Pages/default.aspx	Gail Newcomb 518-862-5355 518-862-5411 (fax) gnewcomb@gw.neric.org Edie Alcombright 518-862-5306 ealcombr@gw.neric.org

Scanning Centers (continued)

Location	Contacts	
<p>NYC-DOE-DAA Scan Center Division of Accountability and Achievement Resources (for public and charter schools only) 44-36 Vernon Blvd., Room 207 Long Island City, NY 11101</p>	<p>Grace Pepe 718-349-5627 718-349-5642 (fax) gpepe2@schools.nyc.gov</p>	<p>Stanley Winograd 718-349-5613</p> <p>Pauline Dipietro 718-349-5600</p>
<p>OCM BOCES Central New York Regional Information Center 6075 East Molloy Rd. P.O. Box 4866 Syracuse, NY 13221-4866</p>	<p>Don Dejohn 315-433-2217 315-433-2221 (fax) ddejohn@cnyric.org</p>	<p>Mary Brady 315-433-8303 mbrady@cnyric.org</p> <p>Michele Rourke 315-433-8359 mrourke@cnyric.org</p>
<p>Rochester City School District Office of Accountability 131 West Broad Street Rochester, NY 14614</p>	<p>Jeanette Silvers 585-262-8480 585-262-8684 (fax) Jeanette.silvers@rcsdk12.org</p>	<p>Bob Lau 585-262-8556 Bob.lau@rcsdk12.org</p> <p>Joyce Schultz 585-262-8328 Joyce.schultz@rcsdk12.org</p>
<p>South Central RIC Broome-Tioga BOCES Mail Drop #31 435 Glenwood Road Binghamton, NY 13905</p>	<p>Tim Farnham 607-757-3009 607-757-3000 (fax) tfarnham@btboces.org</p> <p>Sue Foster 607-757-3008 sfoster@btboces.org</p>	<p>Tim Clark 607-766-3933 tclark@btboces.org</p>
<p>Syracuse City Schools Office of Information and Technology 258 East Adams Street Syracuse, NY 13202</p>	<p>Anita Murphy 315-435-4281 315-435-4978 (fax) amurphy@scsd.us</p>	<p>Kelly Malone 315-435-4557 kmalone@scsd.us</p> <p>Kelly Carley 315-435-4281 karley@scsd.us</p>

Scanning Centers (continued)

Location	Contacts	
<p>Wayne-Finger Lakes BOCES EduTech Newark Office Eisenhower Building 131 Drumlin Court Newark, NY 14513</p>	<p>Laurel Skellett 315-332-7365 315-332-7473 (fax) lskellett@edutech.org</p>	<p>Chris Voit 315-332-7460 cvoit@edutech.org</p> <p>Help Desk 1-800-722-5797 x7 testscoring@edutech.org</p>
<p>Yonkers City School District Director, Assessment and Evaluation Att. Carla Collins 1 Larkin Center Yonkers, NY 10701</p>	<p>Carla Collins 914-376-8234 914-376-9144 (fax) ccollins@yonkerspublicschools.org</p>	<p>David Weinberger 914-376-8232 dweinberger@yonkerspublicschools.org</p> <p>Dave Beaver 914-376-8234 dbeaver@yonkerspublicschools.org</p>

Appendix H: School Administrator's Checklist

Test Administration

Before Testing:

- Announce testing dates and scoring schedules in advance.
- Inventory the materials. If items are missing follow the directions on Page 14 of this manual.
- Familiarize yourself with all test materials, including this manual and the *Teacher's Directions*. Provide copies of the *Teacher's Directions* in advance of the days of the tests to all teachers who will be administering the tests.
- Brief all teachers on their responsibilities and roles in testing and remind teachers about preparation of the classroom for testing.
- Collect secure test materials from the safe or vault on the days they will be administered.
- Ensure a secure and efficient method for distributing and collecting the test materials (test books, answer sheets, etc.) each day. Provide additional test books as needed.
- Keep test materials secure throughout the testing and scoring processes.
- Prepare class materials early in the morning of each test.
- Ensure that students with disabilities are provided the allowable testing accommodations as indicated on their IEP/504 Plans.

After Testing:

- Collect and verify the return of all test books and answer sheets at the conclusion of testing each day. No one should review test books prior to scoring.
- Make sure Book 1s are separated from Book 2s and Book 3s.
- Make sure answer sheets are inserted in the front cover of the outermost test book used by each student.
- Check the condition of the answer sheets to ensure that:
 - Absences and exempt status have been recorded.
 - Student information is correct and matches student labels on the backs of all test books.
 - Circles are dark.
 - No stray marks appear on the answer sheet.

Appendix J: Scoring Site Organization

SCORING OPERATIONS

Scoring Site Coordinator

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

Operations

Scoring Site Assistants

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

Scoring

Scoring Leader

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

Table Facilitators

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

Scorers

- Score student responses

Appendix K: Testing Accommodations Categories

The types of testing accommodations that a student may receive are listed on Pages 15–22 of *Test Access and Accommodations for Students with Disabilities, Tools to Guide Decision-Making and Implementation*, published by the Department’s Office of Vocational and Educational Services for Individuals with Disabilities and reproduced here. To access the complete online publication, see <http://www.p12.nysed.gov/specialed/publications/policy/testaccess/policyguide.htm>.

Please note that not all accommodations defined in that publication and reproduced here are permitted on all parts of the Grades 3–8 English Language Arts Tests. For these tests, testing accommodations that change the constructs measured by the test are not permitted. For further information, see <http://www.p12.nysed.gov/specialed/publications/policy/changeaccom.htm> and Pages 4–7 of this *School Administrator’s Manual*.

FLEXIBILITY IN SCHEDULING/TIMING

- Extended time (specify amount, as in “time-and-a-half”)
- Administer tests with frequent breaks (specify duration, e.g., sessions not to exceed 30 minutes with 10-minute breaks)

FLEXIBILITY IN SETTING

- Separate location/room—administer test individually
- Separate location/room—administer test in small group (3–5 students)
- Provide adaptive or special equipment/furniture (specify type, e.g., study carrel)
- Special lighting (specify type, e.g., 75-watt incandescent light on desk)
- Special acoustics (specify manner, e.g., minimal extraneous noises)
- Location with minimal distraction (specify type, e.g., minimal visual distraction)
- Preferential seating

METHOD OF PRESENTATION

Revised Test Format¹

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

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

Testing Accommodations Categories (continued)

Revised Test Directions²

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

Use of Aids/Assistive Technology

- Audio tape
- Tape recorder
- Computer (including talking word processor)
- Listening section repeated more than the standard number of times
- Listening section signed more than the standard number of times
- Masks or markers to maintain place
- Papers secured to work area with tape/magnets
- Test passages, questions, and multiple-choice responses read to student
- Test passages, questions, and multiple-choice responses signed to student
- Magnification devices (specify type)
- Amplification devices (specify type)

METHOD OF RESPONSE

- Marking of answers in book rather than answer sheet
- Use of additional paper for written responses

Use of Aids/Assistive Technology

- Amanuensis (scribe)
- Tape recorder
- Word processor

OTHER

- On-task focusing prompts

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

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

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

- Students who were present for an administration, including makeups, of all sessions of the test and who responded to at least one question on the test will receive valid scores and be counted as tested in calculating a school’s participation rate.
- Students will be considered to have been present for all sessions unless they are marked as absent for the entire test or for one or more sessions.
- Students with a final score of “999” will be counted as not tested in calculating a school’s participation rate. A final score will be “999” only if:
 - a. The student was absent for the entire test,
 - b. The student refused the entire test,
 - c. The student was absent for any session,
 - d. The student was present for all sessions but did not respond to even one question on the test,
 - e. The student’s results were invalidated due to an administrative error, or
 - f. The student’s SIRS record shows him or her as enrolled for the entire test administration period but includes no appropriate test record.
- In the case where a student leaves the test administration in the middle of a session, and is not able to make up that part of the test (see “Illness” on Page 11), school officials must decide whether to mark the student as absent.
 - a. If any circle denoting absent is darkened, the student will receive a final score of “999.”
 - b. If the circle denoting absent is not darkened, the student will receive a score based on the questions completed. Any missing responses will receive a condition code of “A” indicating no response and the response will receive a score of zero. The final raw score will be the sum of the number of multiple-choice questions answered correctly and of the scores assigned to constructed-response questions.

Appendix M: Information on Ungraded Students

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

Age Ranges for Testing on the NYSAA and General Assessments for Ungraded Students with Disabilities at the Elementary and Middle Levels in 2010–2011

Assessments	Birth Date	Reaches Age Given Between September 1, 2010 and August 31, 2011
Grade 3 English Language Arts, Mathematics	September 1, 2001–August 31, 2002	9
Grade 4 English Language Arts, Mathematics	September 1, 2000–August 31, 2001	10
Grade 5 English Language Arts, Mathematics	September 1, 1999–August 31, 2000	11
Grade 6 English Language Arts, Mathematics	September 1, 1998–August 31, 1999	12
Grade 7 English Language Arts, Mathematics	September 1, 1997–August 31, 1998	13
Grade 8 English Language Arts, Mathematics, Science	September 1, 1996–August 31, 1997	14

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

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

Special Education Teaching Titles Awarded Prior to February 2, 2004

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

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

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

