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NEW YORK STATE
GRADE 4
ELEMENTARY-LEVEL
SCIENCE TEST

Manual for
Administrators and Teachers

2009 Written Test
Performance Test, Form A



The University of the State of New York
THE STATE EDUCATION DEPARTMENT
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General Features of the Grade 4 Elementary-Level Science Test

The Regulations of the Commissioner of Education provide that an elementary-level science test is to be administered in Grade 4 to serve as a basis for determining students' need for academic intervention services in science. The Grade 4 Elementary-Level Science Test is designed to measure the content and skills contained in the *Elementary-Level Science Core Curriculum, Grades K–4*. The core curriculum is based on the *New York State Learning Standards for Mathematics, Science, and Technology (Elementary-Level)*.

The Grade 4 Elementary-Level Science Test consists of two required components: a Written Test and a Performance Test. The Written Test consists of multiple-choice and open-ended questions and requires about one hour to administer. The Performance Test (Form A) consists of hands-on tasks set up at three stations and requires about 75 minutes to administer.

The Department establishes a State-designated level of performance to help schools identify students who must receive *academic intervention services*. All students who earn a final score on this test in levels 1 or 2 must be provided such services, which must commence in the semester immediately following the administration of the test (see page 8).

The first section of this manual contains information of special interest to administrators. Subsequent sections contain directions for administering and scoring the Written and Performance Tests.

Information for School Administrators

General Information

All persons in charge of the administration of the Grade 4 Elementary-Level Science Test should be familiar with the information in this manual. Additional information concerning this test may be found on the Department's web site at: <http://www.emsc.nysed.gov/osa/elintsci.html>. Schools may submit questions concerning the administration of the Grade 4 Elementary-Level Science Test via e-mail to the Office of State Assessment at emscassessinfo@mail.nysed.gov.

Test Forms

Written Test: The Written Test booklet has two parts and should be administered in one sitting. Part I contains multiple-choice questions, and Part II contains open-ended questions. The test is not timed. Most students will complete the Written Test in approximately 45-60 minutes of working time. In addition, the test administrator will need approximately 15 minutes to give directions to students. The Department will provide a new form of the Written Test each year. Public schools must use an answer sheet developed by a Regional Information Center (RIC) or large-city scanning center. For the 2008–09 school year only, nonpublic schools that have not made arrangements with a RIC or a large-city scanning center for answer sheets and scanning services, may print and use the answer sheet template available on the Department's web site at <http://www.emsc.nysed.gov/osa/elintsci.html>. Students write their answers to the questions in Part II of the test in the test booklet.

Performance Test, Form A: The Performance Test consists of tasks at three stations. Each station requires 15 minutes of testing time, for a total testing time of 45 minutes, plus the time needed to provide instructions to students and for students to move between stations. Allot at least 75 minutes for administration of the Performance Test. The Performance Test is hand scorable only. Students write their answers to the questions in the Performance Test in the test booklet.

Administration Schedule

The Grade 4 Elementary-Level Science Test must be administered between April 8, and May 6, 2009. The specific dates when the test is administered are a local decision. The Written Test and Performance Test should be administered on separate days. Students who are absent on the administration dates must be tested when they return to school, but no later than May 6. Results for all students must be included on the reports submitted to the Department.

Students to be Tested

The Grade 4 Elementary-Level Science Test must be administered to all public school students. This test is part of the State's accountability system under the No Child Left Behind Act (NCLB). The failure of a public school to administer this test and/or to report the test results to the Department can have an impact on the school's accountability status. Nonpublic schools are strongly encouraged to administer State assessments. The rules on the next page pertaining to the inclusion in this test of limited-English-proficient (LEP) students and of students with disabilities apply to students in public and participating nonpublic schools.

General Education Students

The Grade 4 Elementary-Level Science Test must be administered to all students enrolled in Grade 4 in all public schools and in all participating nonpublic schools. Students who are repeating Grade 4 are required to take the test again.

LEP Students

All LEP students are required to participate in the Grade 4 Elementary-Level Science Test. LEP students may take the test either in an alternative language or in English, whichever would be better for the student. LEP students may also use both an English and an alternative language edition of the test simultaneously. Alternative language editions of the test are provided in Chinese (Traditional), Haitian Creole, and Spanish. Information about administering these translated editions is included on page 11 under “Test Materials.” The test may be translated orally into other languages for those LEP students whose first language is one for which a written translation is not available from the Department. Schools are permitted to offer LEP students specific testing accommodations when taking this test (see pages 4–5).

Students with Disabilities

The Committee on Special Education (CSE) must decide for each student with a disability, on a case-by-case basis, whether the student will be participating in the Grade 4 Elementary-Level Science Test or will not be participating in this assessment because the student will be participating in the New York State Alternate Assessment (NYSAA) for students with severe disabilities. The CSE’s decision must be documented on the student’s Individualized Education Program (IEP). The criteria that the CSE must use to determine a student’s eligibility to participate in the NYSAA are available at the web site: <http://www.vesid.nysed.gov/specialed/alterassessment/alterassess.htm>. Students participating in the NYSAA should be coded as eligible for the Alternate Assessment on the Grade 4 Elementary-Level Science Test answer sheet.

When determining which students will be participating in this test, be sure to consider those students with disabilities who attend programs operated by the Board of Cooperative Educational Services (BOCES) as well as any other programs located outside the school.

Testing Accommodations

Students Who Incur Disabilities Shortly Before Test Administration

Principals may modify testing procedures for general education students who incur an injury (e.g., a broken arm) or experience the onset of a short- or long-term disability acquired or diagnosed within 30 days prior to the administration of State assessments. In such cases, when sufficient time is not available for the development of an IEP or a Section 504 Accommodation Plan (504 Plan), principals may authorize certain accommodations that will not significantly change the skills being tested. These accommodations are limited to:

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

Eligibility for such accommodations is based on the principal’s professional discretion, but the principal may confer with members of the CSE or with other school personnel in making such a

determination. Prior permission need not be obtained from the Department to authorize testing accommodations for general education students. However, a full written report concerning each authorization must be sent to the Office of State Assessment via fax to 518-402-5596. The report must be on school letterhead, must be signed by the principal, and must include the following information:

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

If the student is expected to continue to need testing accommodations, the principal must immediately make the appropriate referral for the development of an IEP or 504 Plan.

Students with Disabilities

Students with disabilities must be provided with the testing accommodations specified in their IEPs or 504 Plans when taking this test. It is the principal’s responsibility to ensure that this occurs and that those staff who will be providing these testing accommodations are appropriately trained. Students who have been declassified may continue to be provided testing accommodations if recommended by the local CSE at the time of declassification and in the student’s declassification IEP. Plan all necessary arrangements for implementing testing accommodations well in advance of the test dates.

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

LEP Students

Schools may provide the following testing accommodations to LEP students:

- ***Time Extension:*** Schools may extend the test time for LEP students. 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 LEP students. Principals should consult with each student’s classroom teacher in making these determinations.
- ***Separate Location:*** Schools are encouraged to provide optimal testing environments and facilities for all students. They may administer State tests to LEP students individually or in small groups in a separate location.
- ***Bilingual Dictionaries and Glossaries:*** LEP students may use bilingual dictionaries and glossaries when taking this test. The bilingual dictionaries and glossaries may provide only direct translations of words. Bilingual dictionaries or glossaries that provide definitions or explanations are not permitted.
- ***Simultaneous Use of English and Alternative Language Editions:*** For this test, LEP students may use both an English and an alternative language edition of the test simultaneously. However, they should be carefully instructed to record all of their responses in only one of the two editions. The alternative language edition used by the student should be so indicated on the student’s answer sheet.
- ***Oral Translation for Lower Incidence Languages:*** Schools may provide LEP students with an oral translation of this test when there is no translated edition provided by the Department. All translations must be oral, direct translations of the English editions. Written translations are not allowed. No clarifications or explanations may be provided. Translators should receive copies of the English

edition of the tests one hour prior to administration. The Department's Office of Bilingual Education and Foreign Language Studies and the Bilingual/ESL Technical Assistance Centers (BETACs) can assist schools in locating suitable translators (518-474-8775).

- ***Writing Responses in the Native Language:*** LEP students making use of alternative language editions or of oral translations of this test may write their responses to the open-ended questions in their native language. Scoring the tests is the responsibility of the school. However, the Department's Office of Bilingual Education and Foreign Language Studies and the BETACs can assist schools in locating persons who can translate the students' responses into English to facilitate scoring of the answer papers.

Former LEP Students

Effective September 2008, schools may provide the testing accommodations listed above under the heading "LEP Students" only to those former LEP students who were identified as English language proficient based on their scores on one of the two most recent administrations of the New York State English as a Second Language Achievement Test (NYSESLAT), either Spring 2007 or Spring 2008. These accommodations may not be provided to former LEP students who were identified as English language proficient prior to the 2007 NYSESLAT administration.

For each LEP student or eligible former LEP student, darken the circles on the answer sheet in the box labeled "LEP Accommodations" to indicate the testing accommodations provided.

Security of the Tests

The sealed packages of secure test materials must be stored in a secure place at the location indicated on the Examination Storage Plan submitted to the Department. As soon as practical after delivery an inventory of the test materials must be conducted, then the sealed packages of secure test materials must be replaced inside the secure location immediately after the inventory is completed. The school principal must notify the Department in writing, via fax at 518-402-5596 if any of the packages of secure test materials are not properly sealed when received. Do not remove the sealed packages of secure materials for the test from the secure location, except for the inventory, until the day on which the test is scheduled to be administered.

All Written Test booklets, both used and unused, all scoring keys and rating guides, and all student answer sheets must be held secure from the date the school receives its shipment of examination materials through May 6. While schools may score the student answer papers before the end of this period, caution raters not to discuss the test content and scoring rubrics except during scoring sessions. Once the Department designated test administration period has ended, the Written Test materials are no longer considered secure.

All Performance Test materials must be held secure except during the actual administration and scoring of the Performance Test. The same Performance Test (Form A) will be administered for several years. All Performance Test materials *except* used student answer booklets are to be returned to the Department.

To preserve security, advise all teachers administering and scoring this test that they are not to discuss test questions or other specific test content online via e-mail or listserv or through any other electronic means.

This *Manual for Administrators and Teachers* is not secure; copies of this publication should be distributed to teachers in advance of the administration date(s) so they may familiarize themselves with the procedures for administering the test. Since this manual is not secure, schools may make photocopies of this publication if necessary. It can also be found at the Department's web site at <http://www.emsc.nysed.gov/osa>.

Return of Tests and Scoring Materials to the Department

Written Test: Since the Department will provide a new form of the Written Test each year, schools do **not** have to return Written Test materials to the Department. After the Department-designated test administration period has ended and the test has been scored, schools may use the Written Test as part of the instructional program. Schools may make photocopies of the Written Test if additional copies are needed for this purpose. All schools must keep student answer papers for the Written Test on file in the school for one year. Copies of this manual and the Rating Guide for the Written Test should be kept on file at the school with the students' answer papers for reference. No school should send answer sheets to the address listed below for the return of certain Performance Test materials.

Performance Test: Principals are required to ensure that the school returns Performance Test materials to the Department as indicated in the chart below.

Return to the State Education Department's Test Distribution Unit	Retain in the School Do NOT return to the Department
All <i>unused</i> Performance Test answer booklets, including regular, large-type, braille, and alternative language editions All used and unused Performance Test Rating Guides	Performance Test answer booklets used by students Test Administrator's Record Sheet Copies of this test administration manual Completed Deputy and Proctor Certificate Completed Examination Storage Certificate

Use the return label enclosed with the shipment of test materials to return the Performance Test materials by June 12, 2009, to:

Test Distribution Unit
New York State Education Department
Cultural Education Center, Room 167
Empire State Plaza
Albany, New York 12230

Note: New York City public schools should follow the procedures for the return of Performance Test materials provided to them by the New York City Department of Education.

Examination Certificates: Deputy and Proctor Certificates and Examination Storage Certificates must be completed and signed by all of the appropriate parties following the administration and scoring of the Performance Test and again following the administration and scoring of the Written Test. Both sets of signed certificates must be retained in the school's files for one year. Copies of these certificates can be found in Appendix V.

Administration of the Tests

To ensure that the Grade 4 Elementary-Level Science Test provides an accurate measure of student achievement, both students and teachers should be properly prepared for its administration. This manual provides recommendations for preparing students to take the tests. School personnel who administer the Written and Performance Tests must be familiar with the test materials and the directions for administration provided in this manual.

Scoring the Tests

It is the school's responsibility to make the necessary arrangements for the scoring of all test materials. Public schools must contract with a RIC or large-city school district for answer sheets, scanning and reporting services. Part II of the Written Test must be hand scored. Detailed scoring directions are provided in the Rating Guide for the Written Test. Suggestions for organizing the rating process for the Written Test are provided on page 19.

The test booklets for the Performance Test can be hand scored only. All teachers who score the student responses should be thoroughly familiar with the scoring procedures. Detailed directions for scoring the Performance Test are provided in the Rating Guide for the Performance Test. Suggestions for organizing the rating process for the Performance Test are provided on page 34. Because all Performance Test Rating Guides must be returned to the Department by June 12, all rating must be completed prior to that date.

A conversion chart for determining each student's final score, based on the raw scores on the Written and Performance Tests, will be provided on the Department's web site: <http://www.emsc.nysed.gov/osa>. This final score will fall into one of four performance levels, which are defined in Appendix VIII. The final score corresponding to the raw scores in the conversion chart will change with each year's form of the test. For this reason, it is crucial that for each test year, teachers use only the conversion chart provided for that year to determine the student's final score. Copies of the Written Test Rating Guides and conversion charts should be kept on file at the school for reference.

Scanning of Machine-Scorable Answer Sheets

Public schools must contract with a RIC or large-city school district assessment and evaluation office for scanning and scoring the machine-scorable answer sheets. Nonpublic schools were encouraged to do so as well. The school must send those answer sheets to the RIC/large-city district office after the rating of the Written Test, Part II, and the Performance Test are completed.

Some schools will have two separate answer sheets, one for the Performance Test and one for the Written Test. If this is the case, both must be sent to the RIC/large-city district office if that is part of their arrangement.

Nonpublic schools that have not contracted with a RIC or large-city school district for answer sheets and scanning services must administer the test using copies of the answer sheet template available on the Department's web site at <http://www.emsc.nysed.gov/osa/elintsci.html>. These answer sheets must be hand scored by the nonpublic school. These answer sheets are not to be sent to the Department.

Determining the Need for Academic Intervention Services

Section 100.2(ee)(i) of the Regulations of the Commissioner of Education requires schools to provide academic intervention services to students who score below the State-designated performance level (performance level 3, final test score 65) on the Grade 4 Elementary-Level Science Test. All students who achieve a final score in performance levels 1 and 2 must receive academic intervention services. These services must commence in the semester immediately following the administration of the test.

Recording Test Scores and Storing Student Answer Papers

The Department does not keep records of individual student scores on the tests. Therefore, the school must maintain complete and accurate records. A student's score and the date of administration must be entered on the student's permanent record.

All schools must keep their students' Performance Test answer booklets on file in the school for at least one year. Since the Performance Test booklets remain secure, they must be stored in a secure location. Schools must also keep their students' Written Test answer sheets on file for the same period.

Review of Answer Papers by Students and Parents

Students and parents/guardians of students who have taken the Grade 4 Elementary-Level Science Test have the right to review student answer papers after the scores have been recorded as described in the preceding section. Answer papers should be reviewed in the presence of the principal, or the principal's designee, to ensure that no changes are made on the answer papers as they are being reviewed.

Individual Student Reports

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

Online Submission of Teacher Evaluations of the Test to the Department

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

Reporting Student Scores to the Department

Data for public schools and nonpublic schools contracting with a RIC or large-city school district office must be reported through the Student Information Repository System (SIRS). For more information about reporting results, school administrators should contact their local RIC or their Large-City School District Scanning Center.

For the 2008–09 school year only, nonpublic schools that have not contracted with a RIC or large-city school district to report data for the test to the SIRS must submit aggregated results directly to the Department using the report form provided at <http://www.emsc.nysed.gov/irts/nonpublic/home.shtml>. **Schools must not send completed answer sheets to the Department.** For more information, see Appendix VI.

Evaluating School Results on the Grade 4 Elementary-Level Science Test

The Rating Guides for the Written and Performance Tests provide summary charts that link each test to the Elementary-Level Science Core Curriculum. The core curriculum is based on the *New York State Learning Standards for Mathematics, Science, and Technology (Elementary-Level)*. The charts provide a reference to these documents for each item on the Written and Performance Tests.

Department Contacts

Different Department staff are responsible for various aspects of the test. Direct questions to one of the persons or offices listed below.

Do not discuss test questions or other specific test content via e-mail. This is a violation of security, as stated on page 5. Questions about scoring should be addressed by telephone.

Content/Curriculum/Rating:	Ann Crotty, Office of Curriculum, Instruction and Instructional Technology 518-474-5922 acrotty@mail.nysed.gov
	Judy Pinsonnault, Test Development Unit 518-474-5900 jpinsonn@mail.nysed.gov
Test Administration:	Carolyn Trombe, Test Administration and Communications 518-474-5902 ctrombe@mail.nysed.gov
Reporting Results to the Department:	Carolyn Bulson, Information and Reporting Services 518-474-7965 cbulson@mail.nysed.gov
Accommodations for Students with Disabilities:	Special Education Policy Unit 518-473-2878 vesidspe@mail.nysed.gov
Academic Intervention Services:	Office of School Improvement 518-474-5923 mflanaga@mail.nysed.gov
Requests for Additional Test Materials:	Operations Group fax a copy of shipping notice with a note itemizing which materials are needed to: 518-474-2021

General Test Administration Procedures

Test Materials

The test materials provided by the Department for administering the Grade 4 Elementary-Level Science Test include:

For the Written Test:

- test booklets
- directions for administering and scoring the Written Test (pages 15–19 of this manual)
- Rating Guide for the Written Test, Part II

For the Performance Test (Form A):

- test booklets
- Station Diagrams (10 sets of each of these Station Diagrams and one Test Administrator’s Record Sheet)
- directions for administering and rating the Performance Test (pages 20–35 of this manual)
- Test Administrator’s Record Sheet (Appendix III of this manual)
- Rating Guide for the Performance Test (Form A)

The Written Test booklet and the test booklet and Station Diagrams for the Performance Test (Form A) are available in large-type and braille editions. Alternative language editions of both the Written Test and the Performance Test are available in Chinese (Traditional), Haitian Creole, and Spanish. These are direct translations of the English editions. The directions to students on the alternative language test materials are the same as those on the English editions. The Department does not provide separate directions for administering the alternative language editions of the tests. Teachers who speak the language should be able to administer the alternative language editions by using a copy of the test materials in the appropriate language and the directions provided in this manual. If a teacher who does not speak the language administers the tests, the directions on the test materials should enable students to complete the tests by themselves.

The test materials to be provided by the school include pencils for both the Written and Performance Tests and the station materials for the Performance Test.

For machine processing of the separate answer sheets for the Written Test, the answer sheet includes several grids containing spaces for recording special codes. The school must develop uniform written instructions about the completion of these grids and provide them to everyone who will be administering the test. Such instructions should be based on careful consideration of the types of student and score information the school needs, as well as on the processing requirements of the scoring center that the school is using.

Special Considerations for Assuring Optimal Student Performance

The person in charge of administering the Grade 4 Elementary-Level Science Test should review and become thoroughly familiar with the directions for administering both components of the test. (See “Orientation of Test Administrators” on page 13.)

Students must *not* be given help in interpreting the test questions and statements. They should be advised to answer the questions according to their best judgment. However, the test administrator should give students all the assistance required in the mechanics of taking the test, such as filling out the headings of the answer sheets, filling out the test booklet covers, and understanding where to record answers. The test administrator should also replace or repair any faulty equipment during the administration of the Performance Test.

Test Administration Time

Written Test: The Written Test is not timed. Students should be given as much time as they need to complete it. As a general rule, students will need 45–60 minutes of working time to complete the Written Test. Some students will need more time and provisions should be made to accommodate these students. In addition, the test administrator will need approximately 15 minutes to give directions to students.

Performance Test, Form A: The Performance Test will take approximately 75 minutes to administer, including time needed to provide instructions to the students and for students to move between stations. Field testing has determined that almost all students will complete the tasks at the three stations in this amount of time. Students are allowed 15 minutes at each station.

Note: The Written and Performance Tests should be administered on different days.

Preparations for Testing

Arrangements for administering the tests should interfere as little as possible with the normal school routine. The Written Test may be administered in the students' regular classroom, or classes may be arranged into smaller or larger groups, at the convenience of the school. The Performance Test need only be set up in one location. For buildings with more than one class of Grade 4 students, classes should cycle through the testing area one at a time.

- **Security of Test Materials.** The sealed packages of secure test booklets may *not* be opened until the test administration date, and then just early enough to permit the distribution of booklets prior to the scheduled starting time.
- **Selecting the Testing Room(s).** Suggestions for selecting an appropriate testing site for the Performance Test are in the section of this manual entitled “Administering and Rating the Performance Test” (pages 20–21) and in Appendix II.
- **Orientation of Students.** Inform the students about the tests a few days before the administration date. Emphasize the fact that no special preparation or study is necessary on their part. Make the announcement in such a way as to increase the students' interest in the tests and at the same time not cause them to become overly anxious and tense. Help students become familiar with the general types of questions on the tests and the procedures they should follow in recording their answers.
- **Notification of Parents.** Inform parents/guardians of the dates of testing and the purpose of the tests. Ask them to encourage students to do their best and to ensure that students are well rested on the dates of testing.
- **Students Absent on the Test Day.** Plan to administer the test at a later date during the test administration period to all students who were absent when the test was initially given. Do not involve these students in any classroom discussions about the test prior to the time they take it.

- **Orientation of Test Administrators.** Everyone who will be administering the tests should become familiar with the detailed directions for administering the tests, which are provided in this manual. Schedule an orientation *prior* to the testing dates to enable test administrators to become adequately prepared. The orientation should include direct hands-on experience with the Performance Test if the test administrators have not had previous experience with that component of the test. Your regional BOCES or large-city central office may provide assistance for conducting such orientation sessions.

Note regarding test security: Allow access to the Performance Test materials **only** to those who are scheduled to administer the Performance Test, conduct the orientation, or rate the test. **These materials must remain under strict security conditions at all times to preclude access to the test materials by students and other unauthorized persons.**

- **Assembling the Test Materials.** Assemble all test materials at least one day before the test administration, except for the test booklets for the Written Test and the Performance Test, the scoring keys, and the rating guides.

Supervision of Students

- **Unauthorized Materials.** Students should be under close supervision at all times during the tests. When students enter the testing room, proctors must ensure that students do not bring any unauthorized notes or printed material that might give them an unfair advantage on the test. The materials that students are permitted to use during the test are identified on page 11 of this manual.
- **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 the 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 or 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 and in the test booklet for open-ended questions.) However, proctors may **not** comment to the student on the correctness or sufficiency of any answer. No one other than the student may transfer answers marked in his/her test booklet to the multiple-choice answer sheet. (The latter does not apply to students who have an IEP or Section 504 Plan that allows scribes to transfer answers from the test booklet 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.

- **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 be allowed their full time for the test. Following the test, a written report of the circumstances should be sent by mail or fax to the Office of State Assessment.
- **Student Cheating.** Proctors must not permit students to obtain information from or give information to other students in any way during the test. If the proctor suspects that such an attempt has occurred, the proctor should warn the students that any further attempts will result in the termination of their tests. If necessary, the proctor should move the students to another location. If these steps fail to end attempts to obtain or give information, the proctor must notify the principal immediately and terminate the students' tests. At the conclusion of the test, all suspected cheating must be reported to the principal. If, in the judgment of the principal, a student has given aid to or obtained aid from another person during the test, the principal must follow the school's disciplinary procedure for student cheating and invalidate the student's test. In addition, the principal must report the incident to the Department by fax to 518-402-5596. Invalidated tests may not be scored.
- **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 period has not ended), the student may be given the remaining time for that part. When a 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 completed questions on the test.

Administering and Scoring the Written Test

Detailed Directions for Administering the Written Test

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

For each student:

- test booklet
- answer sheet
- No. 2 pencil

For the test administrator:

- detailed directions for administering the Written Test (pages 15–17 of this manual)
- test booklet (for demonstration purposes)
- answer sheet (for demonstration purposes)
- extra answer sheets and No. 2 pencils
- instructions for completing the special codes grids on the separate answer sheet

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

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

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

I will now give out the answer sheets. Please do not write on the answer sheet until I tell you what to do.

After the answer sheets have been distributed, give directions for completing the heading of the answer sheet. If the answer sheets are to be machine scored, provide directions for marking any machine-readable name or number grids. These directions must be developed by the school.

If students do not understand how to mark the answer sheet, explain the appropriate directions until everyone knows what to do. Then say:

Look at the cover of your test booklet. Be sure it says “Grade 4 Elementary-Level Science Test, Written Test, Spring 2009.” If you do not have the correct booklet, raise your hand.

Read the directions on the cover silently to yourself while I read them aloud.

Print your name and the name of your school on the lines above. (*Pause.*)

This test has two parts. Parts I and II are in this test booklet.

Part I contains 30 multiple-choice questions. Record your answers to these questions on the separate answer sheet. Use only a No. 2 pencil on your answer sheet.

Part II consists of 10 open-ended questions. Write your answers to these questions in this test booklet.

You will have as much time as you need to answer the questions.

Now turn to page 2. Read the directions on page 2 silently to yourself while I read them aloud.

DIRECTIONS

There are 30 questions on Part I of this test. Each question is followed by three or four choices labeled A–C or A–D. Read each question carefully. Decide which choice is the best answer. On the separate answer sheet, mark your answer in the row of circles for each question by filling in the circle that has the same letter as the answer you have chosen. Use a No. 2 pencil to mark the answer sheet.

Read Sample Question **S-1** below.

S-1 Frozen water is called

- A fog
- B ice
- C steam
- D vapor

The correct answer is **ice**, which is next to letter **B**. On your answer sheet, look at the box showing the row of answer circles for Sample Question **S-1**. See how the circle for letter **B** has been filled in.

Now do Sample Question **S-2**. Mark your answer on the answer sheet in the box showing the row of answer circles for Sample Question **S-2**.

Allow students time to mark the answer to Sample Question S-2 on their answer sheets. If necessary, demonstrate on the chalkboard the correct way of marking answers on the answer sheet. Then say:

S-2 Which animal has wings?

- A bird
- B frog
- C mouse
- D rabbit

The correct answer is **bird**, which is next to letter **A**. On your answer sheet, you should have filled in circle **A**.

Answer all 30 questions on Part I of this test. Fill in only one circle for each question. Be sure to erase completely any answer you want to change. You may not know the answers to some questions, but do the best you can on each one.

When you finish Part I, go on to Part II. Answer all of the questions in Part II in the space provided for each question.

If students do not appear to understand the sample questions or the marking of the answer sheet, the appropriate directions may be explained until everyone knows what to do. After all questions have been answered, say:

Check your booklet to be sure that it is complete and that no pages are stuck together.

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

Now turn the page and begin work.

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

No one, under any circumstances, may interpret or explain test questions to students, nor may anyone review or comment on the answer paper of a student while a test is in progress. In response to inquiries by students concerning the meaning or interpretation of test questions, students should be advised to use their own best judgment.

Students should remain quietly at their desks when they finish the test. The teacher may collect the test materials either as students complete the test or when most of the students have finished.

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

Scoring the Written Test

The student's raw score is determined as follows:

Part I – one credit for each multiple-choice question that the student answered correctly. The scoring key provides a list of correct answers to the multiple-choice questions. Because the scoring is done by the New York City Department of Education Division of Accountability and Achievement Resources, scoring keys are not sent to New York City public or charter schools.

Part II – assign credits as indicated in the Rating Guide for the Written Test, Part II. A list of criteria for rating the open-ended questions on Part II is provided in that guide.

- a. **Machine Scoring.** Schools should be sure to check with their scoring center concerning the procedure to be followed in preparing the answer sheets for machine scoring.

The answer sheet containing the multiple-choice answer grids also provides grids for recording a student's Part II and Performance Test scores. When filled in, these grids enable scoring centers to produce student records that include final student scores. Record the Performance Test scores in these grids after the Written Test is administered but before the answer sheets are machine scored.

- b. **Hand Scoring.** Directions are provided on the Scoring Key for the Written Test, Part I.¹
- c. **Determining the Student's Final Test Score.** A chart for converting the student's Written Test raw score and Performance Test raw score to a final score will be provided on the Department's web site: <http://www.emsc.nysed.gov/osa>. The Performance Levels Chart is provided in Appendix VIII of this manual.

Note: The final score corresponding to the raw scores in the conversion chart will change with each year's edition of the test. For this reason, it is crucial that for each test year, teachers use only the conversion chart provided for that edition to determine the student's final score.

Rating the Written Test, Part II

Approximately one-third of the Written Test will consist of open-ended questions that will require rating by elementary-level teachers. It is estimated that two teachers working as a team should be able to rate all of the open-ended responses for 30 students in approximately one hour.

A group of teachers should rate the Part II open-ended questions on the Grade 4 Elementary-Level Science Test. There must be at least two raters. School administrators decide who can rate Grade 4 Elementary-Level Science Test(s) after review of the teacher's certification, and present and past teaching assignment(s).

The Rating Guide for the Written Test, Part II gives detailed directions for rating the open-ended section of the Written Test and specific criteria for rating each question. It is printed on yellow paper and was included in the shipment of test materials from the Department. In rating the students' test booklets, each rater should follow the procedures detailed in the rating guide. The rating should be completed as soon as possible after the test administration and no later than June 12.

¹ Nonpublic schools that have **not** contracted with a RIC or Large-City school district to report data for the 2009 Grade 4 Science Test to the SIRS must hand score the test and submit aggregated results directly to the Department using the report form provided at <http://www.emsc.nysed.gov/irts/nonpublic/home.shtml>.

Organizing the Rating Process

The following is a suggested procedure for managing the mechanics of the rating process.

1. Designate one person as the coordinator of the rating process. The coordinator may be appointed at either the building or the district level. He or she will be responsible for training and supervising raters and may also rate some of the questions in the student test booklets.
2. Set aside one room as a central rating room for collecting, sorting, circulating, and storing test booklets and for preparing and maintaining records.
3. Provide adequate time for rating during the school day.
4. Make sure each rater receives approximately the same number of student booklets.
5. At least two teachers must participate in rating the open-ended questions in Part II. Each should be responsible for rating a selected number of the open-ended questions in each test booklet. No one teacher is to score all the open-ended questions in a student's test booklet.
6. Prior to the rating of students' answers to the open-ended questions in Part II, allow time to provide training for all raters (even if they have received prior training). If possible, select at random 10–15 student test booklets and duplicate them for use as a “warm-up” exercise with the raters for discussion of the questions, the criteria, and the rating of each item. During the training exercise, after three or four complete student test booklets have been rated, ask the raters to indicate, by a show of hands, how many credits they gave each answer. If there is some disagreement about the number of credits to be awarded an answer, ask raters who gave different credits to an answer to explain their rating by citing specific criteria from the rating guide.

Administering and Rating the Performance Test

Preparation

Well in Advance of the Test Date:

Notify teachers and other staff of this test and the role that each will have.

1. Assemble and prepare all equipment according to the directions (pages 20–29) in this manual. The materials listed specify what is needed for a single station. Several commercial and public suppliers have constructed kits that provide the specific equipment for each station. Appendix VII provides a list of these suppliers. Although kits ordered from suppliers should generally be the same, some kits may not be ready for immediate use, and additional time may be needed for preparation. The school will need to provide some miscellaneous materials such as marking pens, tape, or labels.
2. Check the materials well in advance of the test date. Contact the supplier for a replacement if a piece of equipment or material is missing or arrives broken.
3. Check to be sure that the equipment and materials are adequate for the number of students to be tested. Appendix I provides a complete list of materials needed for each station. A supplier’s kit of materials usually provides for a maximum of 30 students. Each group of stations will accommodate three students, and students will move to each station within the group. If 30 students are to participate in the Performance Test, you will need 10 groups and equipment for 10 complete setups of each station. Each student will need one test booklet and a sharpened pencil. Check that enough booklets will be available for the number of students to be tested. Test administrators should have a supply of extra sharpened pencils on hand.
4. Select and reserve a testing room. Appendix II provides a comparison of possible Performance Test sites. Once all the equipment has been prepared, it should take three to four person-hours to set up the room, 75 minutes to administer the test (for a class of 30 students), and one hour to disassemble the setup. For larger schools and schools where the test will be given early in the school day, station setup can be done the day before and secured overnight. Do *not* leave test booklets out overnight.
5. **Plan the layout of the room and prepare a diagram of the layout of the stations. This is an essential step in the process of Performance Testing.** The testing room must have flat top student work spaces (student tables, lab tables, library tables, or cafeteria tables) in sufficient numbers for the number of students to be tested. An individual student desk may be too small to accommodate all the equipment for a station plus provide room for the student to write. It may be possible to place two smaller individual desks together to make a larger work area for one station. Determine how many tables will be needed and how they will be arranged in groups of three stations each (see page 22). The room will need to be large enough to accommodate 8–10 groups (24–30 students) comfortably. Students will need to move (either sideways or front-to-back) among stations within their group with as little confusion as possible.
6. One station, the “Ball and Ramp,” needs more space than is available comfortably on a single student desktop for the ball and ramp place mat. If you use single desks, the “Ball and Ramp” station will require two student desks abutted side-by-side. (See diagram on page 29.) Figure out how many desks (tables) will be needed and how they will be arranged in groups so that students will be able to rotate easily from one station to the next with a minimum amount of

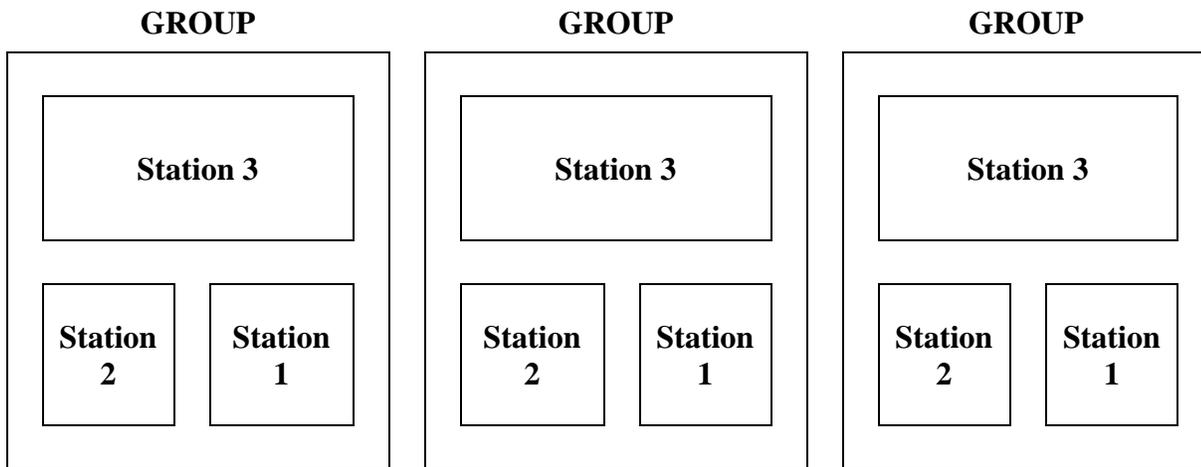
confusion. Give special attention to the placement of the “Ball and Ramp” station, especially if two student desks are abutted. Make a diagram of your testing room setup for reference.

7. Check that all print materials from the Department are ready. These include the student Performance Test booklets, directions for setting up the stations, detailed directions for administering the test, Station Diagrams for Stations 1, 2, and 3, and a Test Administrator’s Record Sheet.
8. Check that at least two adult test administrators (two professionals, or one professional and one paraprofessional) have been trained and are completely familiar with the test protocols and the equipment. These adults will administer the test, direct student movement, and resolve any problems with the equipment. In addition, teachers or aides may be present to provide testing accommodations to students with disabilities pursuant to their IEPs. To minimize possible distractions during the testing, other adults should *not* be invited to attend.

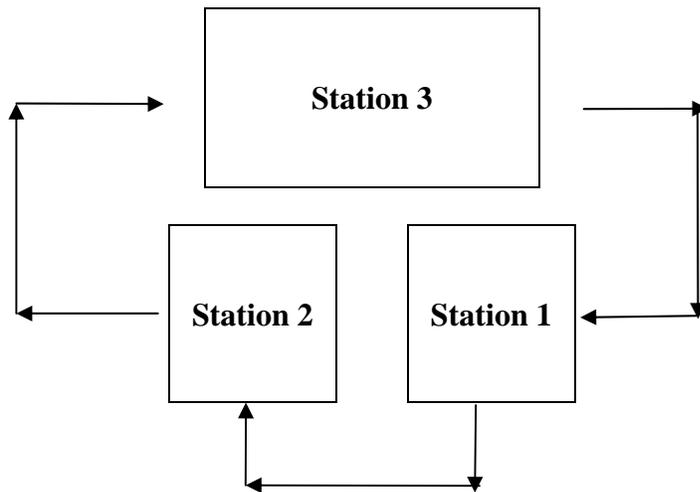
One Day Prior to the Test or Early Morning on the Test Date:

1. Arrange the tables into groups of three stations each. Set up each station according to the directions provided in the section of this manual entitled “Preparing Each Station,” on pages 23–29. The materials listed specify what is needed at each station for each group that is being tested. Arrange the equipment exactly as it is shown on the Station Diagram.
2. Place the Station Diagram at the bottom left corner of each station.
3. **Safety:** The Performance Test is to be administered under the supervision of trained test administrators. Staff should exercise the same safety precautions that apply when students engage in performance tasks in a science classroom. Monitor the students closely for safe use of equipment and materials at all times.
4. **Suggestion:** Have a mop or sponge handy for spills at Station 1.
5. Complete the Test Administrator’s Record Sheet. **This information is very important.** It will be used to determine the range of correct answers when rating the students’ tests. Copies are provided in Appendix III of this manual and in the packet of Station Diagrams.

Diagram of Typical Classroom Setup



Student Rotation within Groups



Preparing Each Station

A list of the materials needed for one station is provided below, along with specific directions for preparing the materials and setting up the station. Refer to the diagram of the setup for your testing room to determine how many individual station setups you will need. For example, if you plan to have 10 groups (30 students), you will need 10 setups for each station.

Station 1 – Measuring Objects and Liquids

Materials Needed for *One* Station:

- 1 equal-arm balance
- 1 set of gram masses (mixture of two 20-g, three 10-g, four 5-g, and ten 1-g for a total of 100 g)
- 3 clear plastic jars, approximately 125-mL capacity
- 2 screw tops to fit jars
- 1 large plastic cup, approximately 300-mL capacity containing about 150 mL of water
- 1 measuring container (beaker), 100-mL capacity with clearly marked gradations
- 1 rough-cut rock (about 1" cube) that will fit easily into the beaker and sink completely in the water without causing the water to overflow
- 1 resealable plastic bag, large enough to hold the set of gram masses
- 1 ruler with units for metric (30 cm) and for standard (12 inches) measurement, neither with indented zero points
- 2–3 paper towels
- Station Diagram for Station 1 (see next page)

Teacher Materials:

- 1 black, permanent, fine-line marker
- supply of water for 10 Station 1 setups
- medicine cup or other tool to measure 25 mL of water as accurately as possible

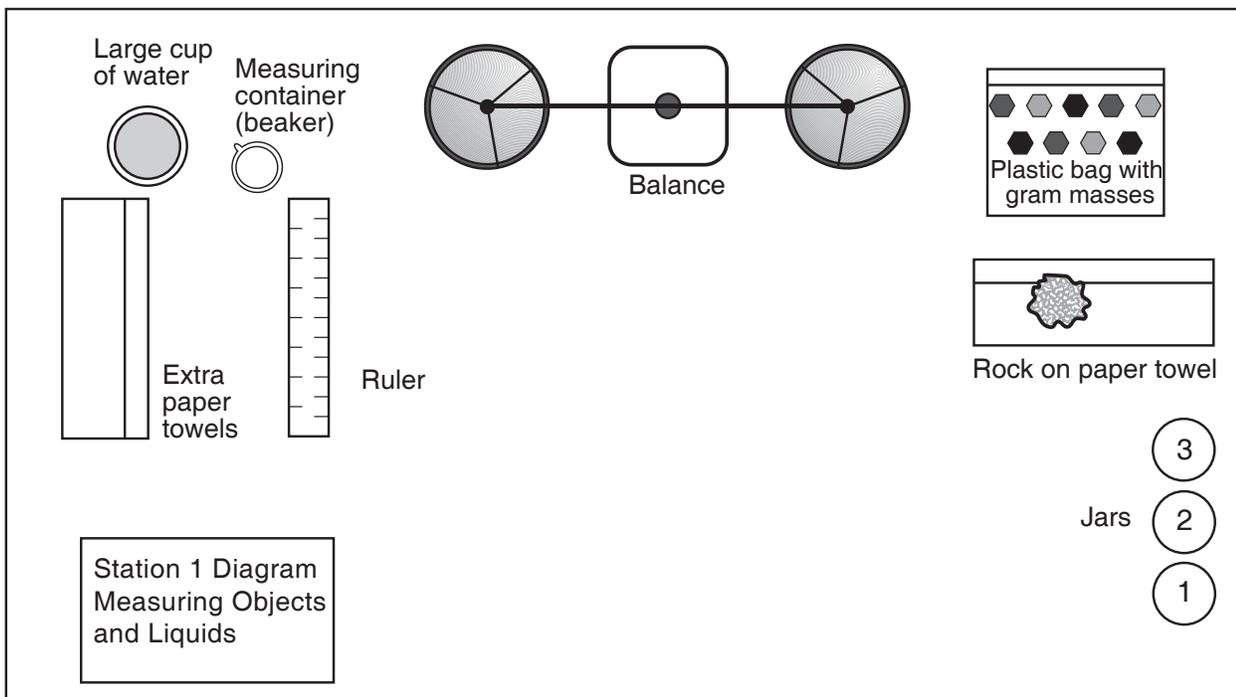
Preparation:

1. Check that all Jar 1s are approximately the same width, height, and mass so that the acceptable range for scoring question 1 will be correct for all of them.
2. On Jar 1, draw a thin line all the way around the outside surface with a permanent black marker so the inside volume to the line is 65 mL. On opposite sides of the jar, affix a label or print “1.” (This jar will *not* have a screw top.)
3. Check that the volume of water to the line on all Jar 1s is approximately the same, so that the acceptable range established for scoring question 2 will apply to all of them. **The volume to the line should be 65 mL.**
4. Use the medicine cup to measure exactly 25 mL of water. Pour this water into Jar 2 and secure it with a screw top. On opposite sides of the jar, affix a label or print “2” and “DO NOT OPEN.” When measuring the water, be as precise as possible, so that the acceptable ranges established for scoring question 4 will apply to all Jar 2s. Do not use the student beaker for this measurement. Make sure that each Jar 2 contains exactly 25 mL of water.
5. Secure Jar 3 with a screw top. On opposite sides of the jar, affix a label or print “3” and “DO NOT OPEN.”

6. On the plastic bag, affix a label or print “GRAM MASSES” with black permanent marker on one side. Place the set of gram masses inside the bag.
7. Set up the equal-arm balance as shown in the Station Diagram for Station 1 below.
8. On the plastic cup, affix a label or print “WATER” on opposite sides. Add approximately 150 mL of water to the plastic cup.
9. Complete the table for Station 1 on the Test Administrator’s Record Sheet for Station 1 (see Appendix III).
10. Tape the Station Diagram for Station 1 at the bottom left corner of the station.
11. Place all the materials at the station as shown in the Station Diagram for Station 1.
12. On the ruler for Station 1, be sure that both scales, metric and standard units, are not taped over but are available for student use.

Note: For Station 3, the ruler will *not* have standard units visible. Therefore, once prepared for use, these two sets of rulers cannot be used interchangeably.

Station Diagram Station 1 — Measuring Objects and Liquids



Station 2 – Electrical and Magnetic Testing

Materials Needed for *One* Station:

- electrical tester:
 - 1.5-volt “D” cell battery
 - 1.5-volt bulb and bulb holder
 - battery holder (plastic or metal recommended)
 - 3 insulated wires with clips
- bar magnet (approximately 1.5 cm x 7 cm)
- resealable plastic bag containing eight objects and labeled “Test Objects”
 - penny
(**Note:** Penny must be new and shiny. Oxidized pennies will not conduct electricity.)
 - rubber band (at least 1/4 inch wide)
 - paper clip (all metal)
 - plastic spoon (small)
 - nickel (United States five cents)
 - wooden stick (like Popsicle stick or tongue depressor)
 - aluminum foil (heavy duty, about 5-cm square)
 - colored ceramic disk (magnetic)
(**Note:** Ceramic materials are nonmetallic, even if they are magnetic.)
- Station Diagram for Station 2 (see next page)

Teacher Materials:

- 1 black, permanent, fine-line marker
- extra batteries and bulbs for the electrical testers

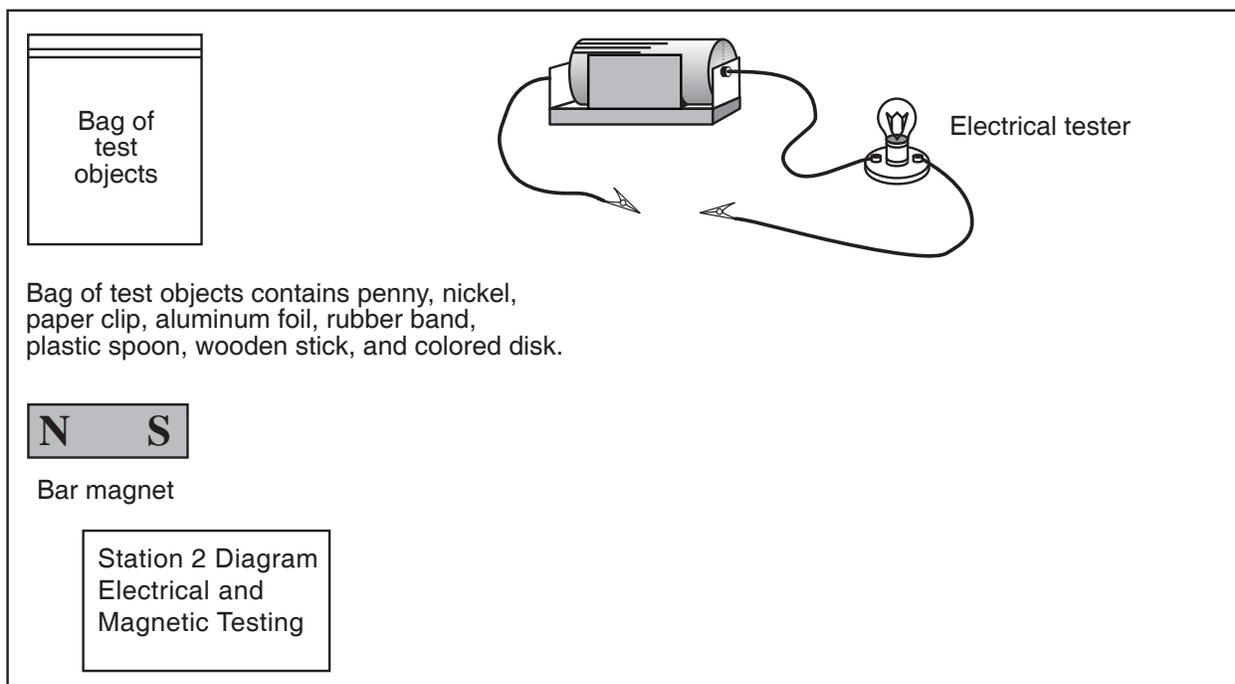
Preparation:

1. Make the electrical tester using the equipment listed above for the “electrical tester.”
Check to be sure that it will work.
2. Affix a label or print “Test Objects” on the resealable plastic bag with a permanent black marker.
3. Place the eight objects in the bag labeled “Test Objects.”
4. Tape the Station Diagram for Station 2 at the bottom left corner of the station.
5. Place all the materials at the station as shown in the Station Diagram for Station 2.

Safety: Be sure the students do not leave the electrical tester hooked up when it is not in use. When storing the tester, make sure that the batteries are separated from the conductors, so that they cannot come in contact and cause a short circuit. Carefully monitor the use of equipment by the students. Students should not put any of the objects in their mouths.

Station Diagram

Station 2—Electrical and Magnetic Testing



Station 3 – Ball and Ramp

Materials Needed for *One* Station:

- Wood block (preferably a cube) to serve as the ramp support (total height: 5–6 cm)
- 1 ruler, 30-cm plastic without an indented zero mark and with a grooved center that can accommodate a golf ball
- 1 transparent, round, plastic deli container about 12-cm diameter, 1 pint in volume, and approximately 15 grams in mass
- 1 golf ball in a resealable, clear plastic bag labeled “Golf Ball”
- 1 Ping-Pong ball in a resealable, clear plastic bag labeled “Ping-Pong Ball” (Do *not* put the Ping-Pong ball at the station.)
- 1 Place Mat (see Appendix IV for template if needed)
- Station Diagram for Station 3 (see page 29)

Teacher Materials:

- 1 black, permanent, fine-line marker
- 1 pair of scissors or craft knife
- 1 roll double-sided carpet tape or duct tape
- 1 set of self-adhesive colored dots for top of the containers (one dot for each container)
- 1 roll of masking tape

Preparation:

1. Cut a hole (about 6 cm x 6 cm) on one side of the plastic cup to allow enough room for either ball to roll inside. (See the diagrams below.)
2. Place a colored dot sticker on the top center of the cup. You may also make the dot with a colored permanent marker:



3. The grooved plastic ruler serves as the ramp for rolling the balls. On the ruler, allow only the metric units to show. Cover the standard units (inches) with black permanent marker, masking tape, or electrical tape. Be sure the tape does not get into the groove of the ruler, as it may interfere with the roll of the balls. If necessary, place tape on the backside of the ruler to ensure that the metric units are legible.
4. Reproduce enough Place Mats for the number of stations you will need. They must be 8½" x 11", preferably laminated. Appendix IV provides a master copy that can be reproduced and laminated. (Most suppliers will include these in their kits.)
5. Obtain enough blocks of wood to act as the ramp support for each of the ten stations.

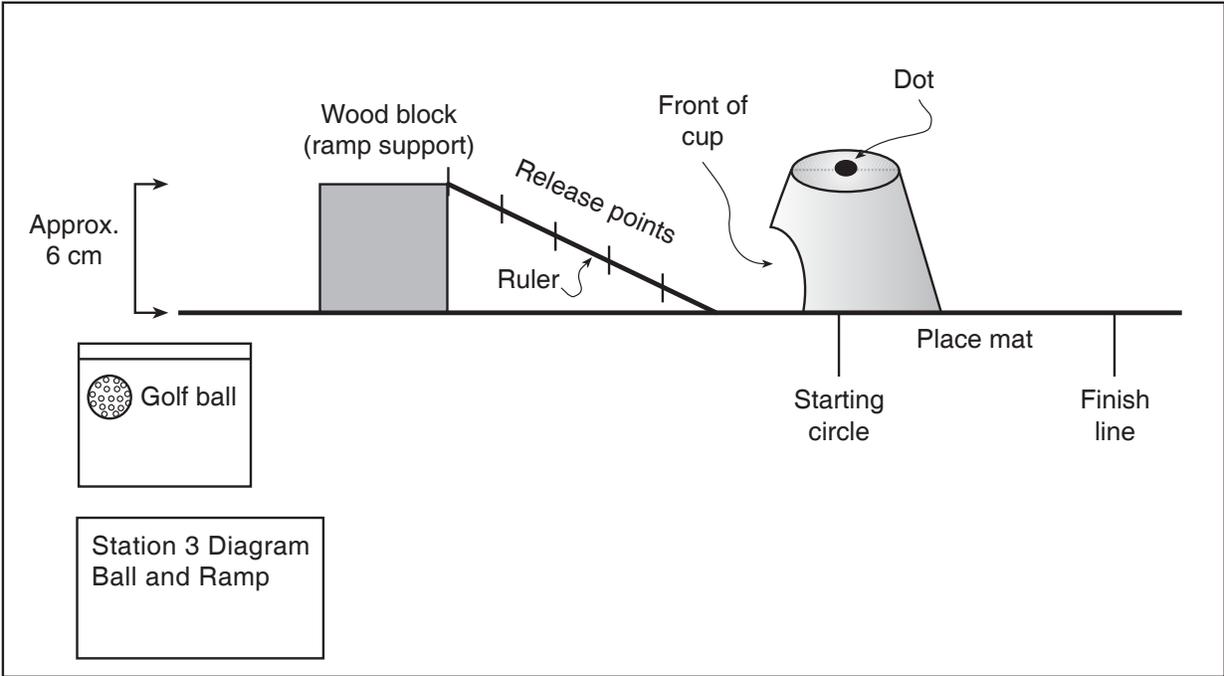
Station Setup Sequence:

1. The student materials for this station can be set up:
 - on a large table
 - on two single student desks pushed together so that the ramp crosses over the gap between the two desks

DO NOT TAPE DOWN ANY EQUIPMENT UNTIL EVERYTHING HAS BEEN PUT IN PLACE AND TESTED.

2. Place the ramp support to the back and far left of the desk/table so that the ruler will slope down from left to right. Place the ramp back far enough on the desktop so that the student has plenty of room to write in the test booklet. The ruler's numbers must be closest to the student's side of the desk (even if the numbers are upside down). If the numbers are not closest to the student's side, reverse the ramp position to the right of the desk.
3. Place the ruler's 29-cm mark at the edge of the ramp support and the ruler's zero mark on the table. Slip the place mat under the ruler so that it is aligned with the "End of Ruler Placement" mark (about 1 cm inside the edge of the mat).
4. When the golf ball is released from the top of the ramp, it must be able to push the cup significantly farther than the Finish Line on the place mat. Try one setup first to be sure that the cup is not too heavy.
5. Place the cup on the place mat's Starting Circle (1 cm away from the end of the ruler, with the cup's opening toward the ruler). Try rolling the golf ball from the 20-cm and the 15-cm marks. The ball must push the dot on the cup past the Finish Line each time. Try again from the 5-cm mark. The dot must **not** reach the Finish Line. From the 10-cm mark, the golf ball may either push the dot on the cup either too far or not far enough, but the dot must **not** stop on the Finish Line from the 10-cm release point. From any of the release points, 20, 15, 10, or 5-cm, the dot should not stop on the Finish Line. If any of these causes the dot to stop on the Finish Line, slightly adjust the slope of the ramp so that it would be necessary to have a release point someplace between the 15-cm and 10-cm point or between 10-cm and 5-cm point to have the dot stop on the Finish Line. Do not make the ramp too steep as it will become more difficult to keep the ball in the groove of the ruler, or the ball will bounce at the bottom of the ramp, producing inconsistent results. (As a laminated place mat is used more over time the laminate becomes smoother and has less friction which may cause the distances the cup will travel to change slightly.)
6. Once you have determined the correct height of the ramp, tape down the ramp support with double-sided carpet tape or duct tape. Tape the ruler to the place mat. Roll duct tape back on itself so that there are two sticky sides. Place duct tape or masking tape **under** each end of the ruler to fasten it securely to the block and the place mat. Place masking tape across the ruler above the 29-cm mark and tape it down to the supports. Tape down the place mat.
7. Tape the Station Diagram for Station 3 to the bottom left corner of the station.
8. Place all materials at the station as shown in the Station Diagram for Station 3.

Station Diagram
Station 3 — Ball and Ramp



Detailed Directions for Administering the Performance Test

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

For each student:

- test booklet (Form A)
- pencil

The appropriate test booklet should be placed at each station.

For the test administrator:

- detailed directions for administering the performance test (see pages 30–33)
- Test Administrator’s Record Sheet (Appendix III)

Several groups with three different stations are set up in the testing room. Each of the three stations contains different tasks. The stations are numbered from 1 to 3. Each student will rotate through all three of these stations. Students will have 15 minutes to complete the tasks at each station. Check each station before the students are admitted to the testing room to determine that each station has the required materials and that they are properly arranged (see diagram on page 22).

Place a blank test booklet and a sharpened pencil at each station *before* each new class enters the room. Recheck each station *before* each new class enters the testing room to assure that *all* materials are available and are in order.

Before the test session begins, write a sample heading on the chalkboard. The information should include the student name, school name, city, teacher’s name, and today’s date.

Complete the Test Administrator’s Record Sheet (Appendix III). This information is *very important*. It will be used to determine the range of correct answers when rating the test.

You must use an accurate timing device, such as a stopwatch or a clock with a sweep-second hand, to accurately provide time splits of 10, 13, and 15 minutes. Note the start time and intervals on a piece of paper, the chalkboard, or in this administration manual. The table below provides a sample of the information that will be needed for *each session*. A blank table is provided on page 32.

	ACTUAL TIME		
	First Station	Second Station	Third Station
Start	9:00	9:25	9:50
+10 minutes	9:10	9:35	10:00
+13 minutes	9:13	9:38	10:03
+15 minutes	9:15	9:40	10:05

Students should have an opportunity to visit the restrooms and wash their hands just before the testing period.

Students should be assigned to the stations as they enter the room, filling the seats in an orderly fashion so that all stations in a group are full. Have the first three students take seats at the group of stations farthest from the door, the next three students at the next group, etc.

Instruct students *not* to open the test booklet or touch the equipment until they are told to do so.

When students are at their first station and ready to work, read the following information to them. This direction-reading stage is *not* to be counted as part of the 15 minutes for completing the first station. Say:

Good morning [afternoon]. Today, you will be taking a science skills test. I think you will enjoy it because you will get to use science equipment to help you answer the questions on the test. Please listen carefully, follow directions closely, and do your best work.

You should have a test booklet and a pencil at your station. If you don't, raise your hand. (*Pause.*)

Now, on your test booklet, print your first and last name. (*Pause.*) Print the name of your school, your city, your teacher's name, and today's date. I have put that information on the chalkboard. (*Pause for students to finish.*)

Keep this test booklet with you throughout the test. It will be collected at the end of the test. Read the directions on the cover silently to yourself while I read them aloud.

Your booklet contains three science performance tasks. At each station you will have 15 minutes to finish your work. Continue working at each station until you see the word **STOP!** at the bottom of the page or until the time is up. Please wait quietly and patiently if you finish before the time is up. **Please leave the station the way you found it.**

Do *not* help other students or ask others to help you. There must be no talking between students during this test.

Read the directions for each station carefully. All of your answers must be written in this test booklet. You will be given directions on how and when to move to the other stations. Please listen carefully to all of the directions.

Do *not* go on to the next page until you are told to do so.

Do not try to explain at this time how the students will be moving from station to station. Leave that information until after the completion of the first task.

The directions that follow will be repeated three times during the testing session.

Say:

At the bottom left edge of your table, there is a Station Diagram with the name and station number where you will be working. Open your test booklet and find that station number.

Look around to be sure that everyone has found his or her place. Say:

Now, read the directions for that station number in the box at the top of the page in your test booklet. (*Pause for 15 seconds.*) Then check that all of the materials are at your station. Use the Station Diagram to make sure that your equipment is set up correctly. Be sure that you have all the equipment. (*Pause for about 1 minute.*) If anyone is missing equipment, raise your hand. (*Pause.*) At Station 2, check to be sure that the electrical tester works. If the electrical tester does not work, raise your hand. (*Pause.*)

Once all of the students complete their equipment check, say:

You may begin work.

Begin timing the 15 minutes now. **Complete the table below for each session.** You will need to make additional copies if you are testing students in more than one session.

	ACTUAL TIME		
Time	First Station	Second Station	Third Station
Start			
+10 minutes			
+13 minutes			
+15 minutes			

Most student questions should be answered with “Read it again,” “Sound out the word,” or “Do your best.” If students are not sure about the names of specific objects or equipment, you may refer them to the Station Diagram. All materials are labeled and clearly identified on these diagrams.

Do **not** give students assistance on how to conduct the procedure. You should **not** acknowledge that the student is engaged in a correct or an incorrect process. No one, under any circumstances, may interpret or explain test questions to students, nor may anyone review or comment on the answer paper of a student while this test is in progress. Exceptions to this would be safety concerns (short circuiting the electrical tester, a student putting an object in his or her mouth, etc.), lost or broken equipment, or specific provisions in a student’s IEP for allowable testing accommodations.

Station 3 – Ball and Ramp: While at this station, the students will raise their hands to get a Ping-Pong ball from the test administrator.

After 10 minutes, say:

You have 5 minutes left. Continue working until you see the word **STOP!**

After 13 minutes, say:

You have 2 minutes left. Continue working until you see the word **STOP!**

After 15 minutes, say:

Stop work. Please put everything back the way it is shown on the Station Diagram.

At Station 1, pour the water from the beaker back into the large cup and place the rock on the paper towel.

At Station 2, make sure all the objects are placed back in the bag and the bar magnet is left outside of the bag.

At Station 3, raise your hand to return the Ping-Pong ball.

Collect all the Ping-Pong balls from the students at Station 3. Before the students rotate within groups, make sure that the equipment at all stations is placed correctly so that it corresponds with the station diagrams.

Then say:

You are now going to move to the next station. I will show you how it is done.
Be sure to take your test booklet and pencil with you.

Because stations have been arranged in groups, student movement can be kept to a minimum. It is recommended that the test administrator take one group and demonstrate for the whole class how students will move to the next station. Then let each group rotate one at a time and provide help when necessary.

When rotation is complete, repeat the directions beginning on page 31 until the testing session is complete. When the students have completed all three stations, say:

The science skills test is over. Thank you for being so attentive and cooperative during the test. Please wait quietly until you are dismissed.

Be sure to collect a test booklet and pencil from each student before the students leave the testing room.

Rating the Performance Test

The entire Performance Test will require rating by elementary-level teachers. It is estimated that a team of three teachers should be able to rate the responses to all three stations for about 30 students in one hour. This scoring can be most quickly accomplished if one teacher rates all students' responses to Station 1 while another rates all students' responses to Station 2 and a third rates all students' responses to Station 3.

A group of at least two teachers should rate the Grade 4 Elementary-Level Science Performance Test. School administrators determine who may rate the Grade 4 Elementary-Level Science Performance Test upon review of teachers' certification, and current and past teaching assignments.

The Rating Guide for the Performance Test, Form A, gives detailed directions for rating the Performance Test and specific criteria for rating each item. It is printed on yellow paper and was included in the shipment of test materials from the Department. In rating the students' test booklets, each rater should follow the procedures in the rating guide. The rating should be completed as soon as possible after the test administration and no later than June 12. Copies of the Written Test Rating Guides should be kept on file at the school for reference.

Organizing the Rating Process

The following is a suggested procedure for managing the mechanics of the rating process.

1. Designate one person as the coordinator of the rating process. The coordinator may be appointed at either the building or the district level. He or she will be responsible for training and supervising raters and may rate some of the students' responses.
2. Set aside one room as a central rating room for collecting, sorting, circulating, and storing test booklets and for preparing and maintaining records.
3. Provide adequate time for rating during the school day.
4. Make sure each rater receives approximately the same number of student booklets.
5. Provide a copy of the completed Test Administrator's Record Sheet (Appendix III) to each rater.
6. At least two teachers and preferably three should participate in rating the questions on the Performance Test. Each should be responsible for rating all of the questions for one station. No one teacher is to score all the open-ended questions in a student's answer booklet.
7. Prior to the rating of the students' answers to the Performance Test, allow time to provide training for all raters (even if they have received prior training). If possible, select at random 10–15 student test booklets and duplicate them for use as a "warm-up" exercise with the raters for discussion of the questions, the criteria, and the rating of each item. During the training exercise, after three or four complete student test booklets have been rated, ask the raters to indicate, by a show of hands, how many credits they gave each answer. If there is some disagreement about the number of credits to be awarded for an answer, ask raters who gave different credits to an answer to explain their rating by citing specific criteria from the rating guide.
8. Raters should have a set of stations available to check the accuracy of questionable student answers by actually performing the task for which the answer was given.

Note: Some schools may elect to administer the Performance Test prior to the Written Test. If this is the case, it is recommended that schools do *not* record the students' Performance Test scores on their scannable answer sheets until after the students have taken the Written Test and completed their portion of the answer sheet. This way, students will not be distracted by seeing their Performance Test scores on the answer sheets. This will also prevent students from altering those scores.

Finality of Teacher Scoring Committee's Scores

When the teacher scoring committee completes the scoring process, test scores must be considered final and must be entered onto students' permanent records.

Principals and other 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 this test. Teachers and administrators who violate Department policy with respect to scoring State examinations may be subject to disciplinary action in accordance with Sections 3020 and 3020-a of Education Law or to action against their certification pursuant to Part 83 of the Regulations of the Commissioner of Education.

On rare occasions, an administrator may learn that an isolated error had occurred in arriving at a final examination score for a student or in recording the student's score in the permanent records. For example, the final examination score may have been based on an incorrect summing of the student's raw scores for parts of the test or from a misreading of the conversion chart. When such errors involve no more than five students' final examination scores and when such errors are detected within four months of the test date, the principal may arrange for the corrected score to be recorded in the student's permanent record. However, in all such occurrences, the principal must advise the Office of State Assessment in writing that the student's score has been corrected. The written notification to the Department must be signed by the principal or superintendent and must include the names of the students whose scores have been corrected, the name of the examination, the students' original and corrected scores, and a brief explanation of the nature of the scoring error which was corrected.

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

The Department sometimes finds it necessary to notify schools of a revision to the 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. Only in such circumstances, the school is not required to notify or obtain approval from the Department to correct students' final examination scores.

Appendix I

Materials Needed to Administer the Performance Test, Form A

The Department will provide the test booklets, rating guides, and other printed administration materials. Schools are responsible for obtaining the materials needed for the performance tasks. Schools can either prepare these materials or purchase the materials in a complete kit from one of several suppliers. A list of approved suppliers is provided in Appendix VII. A list of materials that will be needed for *one* setup for each of the three stations appears below.

Materials Needed for *One* Station 1 – Measuring Objects and Liquids:

- 1 equal-arm balance
- 1 set of gram masses (mixture of two 20-g, three 10-g, four 5-g, and ten 1-g for a total of 100 g)
- 3 clear plastic jars, approximately 125-mL capacity
- 2 screw tops to fit jars
- 1 large plastic cup, approximately 300-mL capacity containing about 150 mL of water
- 1 measuring container (beaker), 100-mL capacity with clearly marked gradations
- 1 rough-cut rock (about 1" cube) that will fit easily into the beaker and sink completely in the water without causing the water to overflow
- 1 resealable plastic bag, large enough to hold the set of gram masses
- 1 ruler with units for metric (30 cm) and for standard (12 inches) measurement, neither with indented zero points
- 2–3 paper towels
- Station Diagram for Station 1

Teacher Materials:

- 1 black, permanent, fine-line marker
- supply of water for 10 Station 1 setups
- medicine cup or other tool to measure 25 mL of water as accurately as possible

Materials Needed for *One* Station 2 – Electrical and Magnetic Testing:

- electrical tester:
 - 1.5-volt “D” cell battery
 - 1.5-volt bulb and bulb holder
 - battery holder (plastic or metal recommended)
 - 3 insulated wires with clips
- bar magnet (approximately 1.5 cm x 7 cm)
- resealable plastic bag containing eight objects and labeled “Test Objects”
 - penny
(**Note:** Penny must be new and shiny. Oxidized pennies will not conduct electricity.)
 - rubber band (at least 1/4 inch wide)
 - paper clip (all metal)
 - colored ceramic disk (magnetic)
 - plastic spoon (small)
 - wooden stick (like Popsicle stick or tongue depressor)

Station 2 (continued)

- nickel (United States five cents)
 - aluminum foil (heavy duty, about 5-cm square)
- (**Note:** Ceramic materials are nonmetallic, even if they are magnetic.)

- Station Diagram for Station 2

Teacher Materials:

- 1 black, permanent, fine-line marker
- extra batteries and bulbs for the electrical testers

Materials Needed for *One Station 3 – Ball and Ramp:*

- Wood block (preferably a cube) to serve as the ramp support (total height: 5–6 cm)
- 1 ruler, 30-cm plastic without an indented zero mark and with a grooved center that can accommodate a golf ball
- 1 transparent, round, plastic deli container about 12-cm diameter, 1 pint in volume, and approximately 15 grams in mass
- 1 golf ball in a resealable clear plastic bag labeled “Golf Ball”
- 1 Ping-Pong ball in a resealable clear plastic bag labeled “Ping-Pong Ball” (Do *not* put the Ping-Pong ball at the station.)
- 1 place mat (see Appendix IV for template)
- Station Diagram for Station 3

Teacher Materials:

- 1 black, permanent, fine-line marker
- 1 pair of scissors or craft knife
- 1 roll double-sided carpet tape or duct tape
- 1 set of self-adhesive colored dots for top of the containers (one dot for each container)
- 1 roll of masking tape

Appendix II

Comparison of Possible Performance Test Sites

SITE: CLASSROOM	
<i>Advantages</i>	<i>Disadvantages</i>
<ul style="list-style-type: none"> ▪ Ease of station preparation ▪ Furniture already at site ▪ Good station-to-station movement ▪ Only classroom teacher and students will be disrupted ▪ Secure location 	<ul style="list-style-type: none"> ▪ Need to relocate the teacher and students whose room is being used for the duration of the testing ▪ Individual student desks may be too narrow for the ball and ramp station unless they are at least 36 inches wide
SITE: LIBRARY	
<i>Advantages</i>	<i>Disadvantages</i>
<ul style="list-style-type: none"> ▪ Large space ▪ Tables and chairs at site ▪ Secure location 	<ul style="list-style-type: none"> ▪ May disrupt more teachers and students than classroom site ▪ Library unavailable for other uses during testing
SITE: CAFETERIA	
<i>Advantages</i>	<i>Disadvantages</i>
<ul style="list-style-type: none"> ▪ Large space ▪ Tables and chairs at site 	<ul style="list-style-type: none"> ▪ May disrupt large numbers of teachers and students ▪ Unavailable for other uses during testing ▪ Poor security ▪ Breakfast/lunch program may interrupt the testing ▪ Poor acoustics and high noise levels ▪ May need to disassemble and reassemble stations before and after lunch
SITE: SCIENCE ROOM	
<i>Advantages</i>	<i>Disadvantages</i>
<ul style="list-style-type: none"> ▪ Large space ▪ Tables and chairs at site ▪ Secure location ▪ Science materials on site 	<ul style="list-style-type: none"> ▪ May disrupt more teachers and students than classroom site
SITE: GYMNASIUM	
<i>Advantages</i>	<i>Disadvantages</i>
<ul style="list-style-type: none"> ▪ Large space 	<ul style="list-style-type: none"> ▪ May disrupt large numbers of teachers and students ▪ Need to move tables or desks and chairs into space ▪ Poor security ▪ Poor acoustics ▪ Not a familiar testing site for students ▪ May need to disassemble and reassemble stations to accommodate physical education classes

Appendix III

Test Administrator's Record Sheet Grade 4 Elementary-Level Science Performance Test, Form A

This record sheet should be completed by the person(s) administering the Performance Test. At the conclusion of the test administration, return this completed record sheet and the student answer sheets to the person in charge of the testing program for the school. This record sheet is very important because it will be used to determine the range of correct answers when rating the test.

Test Administrator(s) _____ Date _____

School Name _____ School District _____

Station 1 – Measuring Objects and Liquids

Complete the measurements and calculate acceptable ranges in the table below according to the directions for each item to be measured. There will be up to ten Station 1 setups in the testing room. It is important that the directions for preparation (pages 23–24) be followed carefully so that the acceptable ranges will apply to all ten setups.

Location in Student Booklet	Item to be Measured	Actual Measurement by Administrator During Set-up	Directions for Calculating Acceptable Range	Acceptable Range for Student Responses
1a	Jar 1 inside width	_____ cm (to the nearest 0.1 cm)	± 0.5 cm For example, the acceptable range for a measurement of 5.2 cm is 4.7–5.7 cm.	_____ to _____ cm
1b	Jar 1 inside height	_____ in (to the nearest 1/8 inch)	$\pm \frac{1}{4}$ in For example, the acceptable range for a measurement of $2\frac{5}{8}$ inches is $2\frac{3}{8}$ – $2\frac{7}{8}$ inches; the acceptable range for a measurement of $2\frac{1}{2}$ inches is $2\frac{1}{4}$ – $2\frac{3}{4}$ in.	_____ to _____ in
2	Volume of water to line on Jar 1 (must be 65 mL)	_____ mL	The acceptable range is the 10-mL interval on the beaker in which the actual measurement falls. For example, the acceptable range for a measurement of 63 mL is 60–70 mL. Note: Do <i>not</i> use ± 5 mL as the acceptable range. The gradations on the beaker do not allow this much precision.	_____ to _____ mL
4a	Mass of Jar 2 with cover and water	_____ g	± 3 g	_____ to _____ g
4b	Mass of Jar 3 with cover (empty jar)	_____ g	± 3 g	_____ to _____ g

(over)

Test Administrator's Record Sheet
Grade 4 Elementary-Level Science Performance Test, Form A (page 2)

Note: If any materials used during the test administration were different from those specified in Appendix I or if the administration directions were not followed exactly as written, note these differences below. Be specific. These variations can be important when scoring the students' test booklets.

Appendix IV

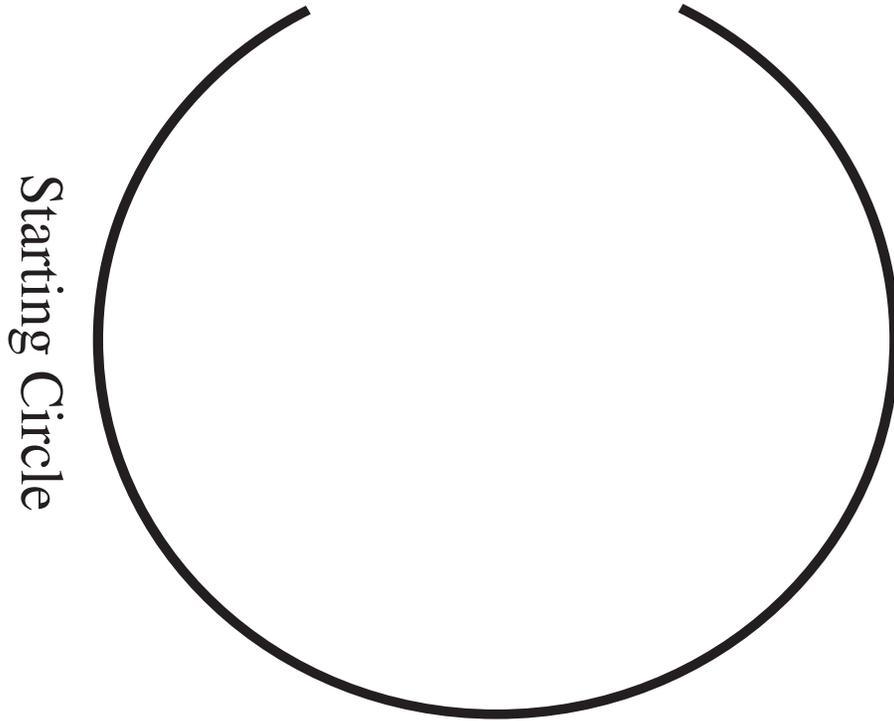
Station 3–Ball and Ramp Place Mat

The place mat on the next page should be reproduced on 8½" x 11" paper and laminated. In most cases, these place mats will be supplied in the performance test kits.

End of Ruler Placement



End of Ruler Placement



Starting Circle

Place Mat

Finish Line



Appendix V

Deputy and Proctor Certificate

Examination and Storage Certificate

DEPUTY AND PROCTOR CERTIFICATE
Grade 4 Elementary-Level Science Test

School Name _____

City or Town _____

Examination Date _____
(Month/Year)

We, the undersigned deputies and proctors who assisted in the administration of the Grade 4 Elementary-Level Science Test, hereby declare our belief in the correctness of the following statement:

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

1. The rules for administering the test were read to or read by each person who assisted in administering the test.
2. The test was held within the prescribed dates.
3. The tests were kept in the sealed packages until the administration date.
4. The students were given appropriate instructions and orientation before beginning the test.
5. The students were so seated as to prevent collusion.
6. Adequate supervision was maintained throughout the administration of the test.
7. The answer papers were collected from the students immediately at the close of the test.
8. All test booklets and scoring materials for the test were collected and returned to the principal.

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

(Attach additional sheets when necessary.)

After completion, retain in school files for one year.

EXAMINATION STORAGE CERTIFICATE

Grade 4 Elementary-Level Science Test

School Name _____

City or Town _____

Examination Date _____
(Month/Year)

I, the undersigned principal of the school named above, do hereby declare that each of the security procedures listed below was fully and faithfully observed for the current administration of the Grade 4 Elementary-Level Science Test.

1. The sealed packages of secure test materials were stored in a secure place at the location agreed to on the online Examination Storage Plan submitted to the Department for the above examination period.
2. The secure place was maintained under strict security conditions.
3. An inventory of the test materials was conducted as soon after delivery as was practical. The State Education Department was notified if any of the packages of secure test materials were not properly sealed when received. The sealed packages of secure test materials were replaced inside the secure location immediately after the inventory was completed.
4. The sealed packages of secure materials for the test were not removed from the secure location, except for the inventory of test materials shipped to the school, until the day on which the test was scheduled to be administered.
5. The sealed packages of secure materials for the test were not opened until the day on which the test was scheduled to be administered.

Name of Principal (print or type) _____

Signature of Principal _____ Date ____ / ____ / ____

After completion, retain in school files for one year.

Appendix VI

Instructions for Nonpublic Schools

Nonpublic schools are encouraged to contract with a RIC or Large-City school district for answer sheets, scanning services, and reporting services for the Grade 4 Elementary-Level Science Test, the Grade 8 Intermediate-Level Science Test, and the Grade 8 Intermediate-Level Social Studies Test. Nonpublic schools that do not contract with a RIC or Large-City school district for these services may use answer sheet templates provided by the Department for the 2008–09 school year only. The answer sheet templates for these tests are available on the Department’s web site at <http://www.emsc.nysed.gov/osa/elintsci.html>. Nonpublic schools may make photocopies of these templates for use by their students. All schools must retain their students’ completed answer sheets for record-keeping purposes for a minimum of one year.

For the 2008-09 school year only, nonpublic schools that have not contracted with a RIC or large-city school district to report data for these tests to the SIRS must submit aggregated results directly to the Department using the report form provided at <http://www.emsc.nysed.gov/irts/nonpublic/home.shtml>. A copy of this form appears on page 55. **Do not send completed answer sheets to the Department.**

Beginning with the 2009–10 school year, every school administering the Grade 5 Elementary-Level Social Studies Test, the Grade 4 Elementary-Level Science Test, the Grade 8 Intermediate-Level Science Test, or the Grade 8 Intermediate-Level Social Studies Test must obtain answer sheets from a RIC or a large-city school district and contract with that entity to report data to the SIRS. With the exception of the New York State English as a Second Language Achievement Test (NYSESLAT), the Department will no longer provide answer sheets or scanning services for any elementary- or intermediate-level tests.

**Nonpublic School Elementary/Intermediate-Level Science and
Intermediate-Level Social Studies
Test Report Form
2008–09**

School Name _____

BEDS Code _____

Contact _____

Contact Phone Number _____

In the tables below, enter the number of students with valid scores in the Total Tested column and the number of students performing at each performance level in the Level 1 to Level 4 columns for General-Education Students and Students with Disabilities for the tests administered in your school. Include all students in the appropriate grade level and all ungraded students who are age equivalent to the grade level, according to the table on the next page. Make a copy of this form for your records and fax it to the attention of Carolyn Bulson at (518) 474-4351, e-mail it to cbulson@mail.nysed.gov, or mail it to the address below by **June 26, 2009**:

Carolyn Bulson
New York State Education Department
Information and Reporting Services, Room 868 EBA
89 Washington Avenue
Albany, New York 12234

Elementary-Level Grade 4 Science

Student Group	Total Tested	Level 1	Level 2	Level 3	Level 4
General-Education Students					
Students with Disabilities					

Intermediate-Level Grade 8 Science

Student Group	Total Tested	Level 1	Level 2	Level 3	Level 4
General-Education Students					
Students with Disabilities					

Intermediate-Level Grade 8 Social Studies

Student Group	Total Tested	Level 1	Level 2	Level 3	Level 4
General-Education Students					
Students with Disabilities					

Age Equivalency Table

Assessments	Birth Dates	Reaches This Age Between September 1, 2007 and August 31, 2008
Elementary-Level Grade 4 Science Test	September 1, 1997– August 31, 1998	10
Intermediate-Level Grade 8 Science and Social Studies Tests	September 1, 1993– August 31, 1994	14

Appendix VII

Suppliers for Grade 4 Elementary-Level Science Performance Test Kits

The Grade 4 Elementary-Level Performance Test, Form A, will be given during the designated test administration period. This is the same performance test that has been given since 2004. A new kit will not be needed. The suppliers below can be contacted if replacement materials or additional kits are needed. Schools should contact these suppliers directly for information about costs and procedures for purchasing kits.

Kathleen MacNaughton
Director of Professional Development
and Instructional Support
65 Parrott Road
West Nyack, New York 10994
Phone: 845-627-4855
Fax: 845-623-3343

Doug Welles
Frey Scientific
80 Northwest Blvd
Nashua, NH 03063
Phone: 800-225-3739 x 2157
Direct: 215-499-7451
dwelles@freybg.com

Doug Brucker
Monroe #2 BOCES
Elementary Science Program
38 Turner Drive
Spencerport, NY 14559
Phone: 800-832-8011 or 716-352-1140

Geof Smith
Science Kit & Boreal Laboratories
777 East Park Drive, P.O. Box 5003
Tonawanda, NY 14151
Phone: 800-828-7777
Gsmith@vwreducation.com
<http://www.sciencekit.com>

John Ringelberg or Jim Crawford
Black Creek Industry/Cyntech
10 Mill Street
Cuba, NY 14727
Phone: 585-968-3213
Phone after 5PM: 716-372-5999
Fax: 585-968-2222
Email: john@blackcreekmachinery.com
Website: www.blackcreekmachinery.com

Neo/SCI
80 Northwest Blvd
Nashua, NH 03063
Phone: 800-526-6689
Fax: 800-657-7523
<http://www.neosci.com>

Updated Spring 2008

Appendix VIII

Performance Levels Chart New York State Grade 4 Elementary-Level Science Test

The chart on the next page defines the four performance levels for this test. Once a final score has been determined for each student, a performance level can be assigned. The state-designated level of performance for this test is a final score of 65 or higher (level 3 and 4). Students scoring below 65 (levels 1 and 2) must be provided with academic intervention services according to section 100.2(ee)(i) of the Regulations of the Commissioner of Education. The chart provides the final score range and a brief description of student performance for each level.

Performance Levels for Final Score Grade 4 Elementary-Level Science Test

Level	Final Test Score Range	Description of Student Performance
4	85–100	<p style="text-align: center;">Meeting the Standards with Distinction</p> <ul style="list-style-type: none"> • A student demonstrates superior understanding of elementary-level science content and concepts for the learning standards and key ideas being assessed. • The student demonstrates superior elementary-level science skills related to the learning standards and key ideas being assessed. • The student demonstrates superior understanding of the science content, concepts, and skills required for an elementary-level academic environment.
3	65–84	<p style="text-align: center;">Meeting the Standards</p> <ul style="list-style-type: none"> • The student demonstrates understanding of elementary-level science content and concepts for the learning standards and key ideas being assessed. • The student demonstrates elementary-level science skills related to the learning standards and key ideas being assessed. • The student demonstrates understanding of the science content, concepts, and skills required for an elementary-level academic environment.
2	45–64	<p style="text-align: center;">Not Fully Meeting the Standards</p> <ul style="list-style-type: none"> • The student demonstrates only minimal understanding of elementary-level science content and concepts for each of the learning standards and key ideas being assessed. • The student demonstrates minimal elementary-level science skills related to the learning standards and key ideas being assessed. • The student demonstrates minimal understanding of the science content, concepts, and skills required for an elementary-level academic environment.
1	0–44	<p style="text-align: center;">Not Meeting the Standards</p> <ul style="list-style-type: none"> • The student is unable to demonstrate understanding of elementary-level science content and concepts for the learning standards and key ideas being assessed. • The student is unable to demonstrate elementary-level science skills related to the learning standards and key ideas being assessed. • The student is unable to demonstrate understanding of the science content, concepts, and skills required for an elementary-level academic environment.