



**NEW YORK STATE
PROGRAM EVALUATION
TEST**

**Intermediate-Level
Technology
Education Test**

MANUAL
for Administrators and Teachers
Forms A, B, C, and D



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

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General Features of the Intermediate-Level Technology Education Test

The State Education Department provides to schools an optional Intermediate-Level Technology Education Test for administration to students in 7th or 8th grade to provide data for program evaluation in technology education. The New York State Intermediate-Level Technology Education Test is designed to measure the students' understanding of the content and skills contained in the *New York State Learning Standards for Mathematics, Science, and Technology*. Administration of this test by schools is optional.

The New York State Intermediate-Level Technology Education Test consists of multiple-choice and open-ended questions. Students will need 80-90 minutes to complete the test. In addition to the actual testing time, teachers will need time to set up, distribute, and collect test materials and to give directions to students. Schools may administer the test in either one or two sessions.

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

Security of the Tests

To make sure that the materials provided for the test remain a viable tool for evaluating the school's technology education program for the current and future school years, the school must store all copies of test pages and scoring materials in a secure location except when using them to administer the test and score the answer papers. The school should carefully control all photocopying of test materials needed to administer and score the test. Following the test, the school should make sure that all scoring materials and unused test pages are collected and returned to the school's secure location.

Information for School Administrators

General Information

All persons in charge of administering the Intermediate-Level Technology Education Test should be familiar with the information in this manual. If you have questions concerning the administration of this test, call the Office of State Assessment at 518-474-5099.

Test Materials

Beginning in fall 2003, the Department is providing to schools a test package which includes four test forms labeled Forms A, B, C, and D. Forms C and D are new test forms which have not been administered prior to the 2003-04 school year. Form A and Form B are the same test forms that were administered in June 2001 and June 2002, respectively. These two forms were also made available to schools for administration during the 2002-03 school year. For this reason, schools should not use remaining copies of either test for instructional or practice-test purposes.

Each form has two parts. Part I contains 40 multiple-choice questions, and Part II contains between 8 and 10 open-ended questions. Students will be given 80-90 minutes of working time over one or two sessions to complete the test. In addition, the test administrator will need approximately 5-10 minutes to give directions to students.

For each form of the test, the Department provides masters for all test pages (provided separately), an answer sheet for Part I (*see Appendix A*), and a rating guide. The answer sheet is hand scorable. Students are to write their answers to Part II of the test on the test pages. Schools should make as many copies of the test pages and answer sheet as they need for their students, test administrators, and scorers.

Administration Schedule

Administration of the Intermediate-Level Technology Education Test is optional for both public and nonpublic schools. Schools may choose which form(s) of the test to administer during a given school year and may administer the test at the time(s) most appropriate to their instructional program. Some schools may choose to administer the test more than once during the school year, as groups of students complete their technology education instruction. Schools may also choose to administer the test either during two regular class periods of 40-45 minutes or during one session of 80-90 minutes. Students who are absent when the test is administered should take the test when they return to school.

Students To Be Tested

The Intermediate-Level Technology Education Test should be administered to all students in participating public and nonpublic schools. Exceptions described below apply to students in participating public and nonpublic schools.

General Education Students

The Intermediate-Level Technology Education Test should be administered to students in the grade in which they will have completed all the modules in the syllabus *Introduction to Technology, Grades 7-8*. While students typically take the test in 8th grade, the test may also be administered to students in 7th grade who will have completed the entire unit of study by the end of the school year. Students who are repeating the grade (7 or 8) in which the school is administering the test should take the test again.

Limited English Proficient (LEP) Students

All LEP students are required to participate in the Grade 8 Intermediate-Level Technology Education 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, Haitian Creole, and Spanish. 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.

Students with Disabilities

The Committee on Special Education (CSE) must decide for each student with a disability on a case-by-case basis, and document on the student's Individualized Education Program, whether the student will participate in the general State assessment, in a locally selected assessment, or in the New York State Alternate Assessment for Students with Severe Disabilities (NYSAA). The criteria that the CSE must use to determine eligibility for a locally selected assessment is available at the web site: <http://unix32.nysed.gov:9280/specialed/publications/policy/participate.htm>. The criteria to determine eligibility for the NYSAA is available at the web site: http://www.emsc.nysed.gov/irts/District_Info/-Identifying2003NYSAA_Students_for_Supes_IRS198.htm.

For students with disabilities in ungraded classes, schools should use their chronological ages to determine who should be tested. When determining which students will participate 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 (e.g., epilepsy) sustained 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 Individualized Education Program (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
- reading the test to students (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 Committee on Special Education (CSE) or with other school personnel in making such a determination. Prior permission need not be obtained from the Education Department to authorize testing accommodations for general education students. However, a full report concerning each authorization must be sent to the Office of State Assessment. Further, 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

All students with disabilities should be provided full access to the Intermediate-Level Technology Education Test to the extent that such testing is consistent with their individual needs. Students identified by the Committee on Special Education (CSE) of the district as having a disability should be allowed to use

the testing accommodations specified in their Individualized Education Program (IEP). Each student with a disability should participate in the Intermediate-Level Technology Education Test unless the student's IEP, as developed by the CSE, specifically indicates otherwise. 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 date. The principal is responsible for insuring that students are provided with the testing accommodations specified in their IEP or 504 Plan.

Schools that require the braille edition or masters for the large-type edition of this test should complete the Special Editions Request Form in Appendix E and fax it to the Office of State Assessment at 518-474-2021.

The Department's Office of Vocational and Educational Services for Individuals with Disabilities (VESID) provides more information on testing accommodations for students with disabilities on its web site: <ftp://unix2.nysed.gov/pub/education.dept.pubs/vesid/oses/test.access.mod/testacce.txt>.

Limited-English-Proficient (LEP) Students

Schools may provide the following testing accommodations to limited-English-proficient 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 optimum testing environment and facilities for LEP 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 document.
- ***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 the Bilingual Education Technical Assistance Centers (BETACs) can assist schools in locating suitable translators.
- ***Writing Responses in 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 the Bilingual Education Technical Assistance Centers

(BETACs) can assist schools in locating persons who can translate the students' responses into English to facilitate scoring of the answer papers.

Security of the Tests

To make sure that the materials provided for the test remain a viable tool for evaluating the school's technology education program for the current and future school years, the school must store all copies of test pages and scoring materials in a secure location except when using them to administer the test and score the answer papers. The school should carefully control all photocopying of test materials needed to administer and score the test. Following the test, the school should make sure that all scoring materials and unused test pages are collected and returned to the school's secure location.

Retention of Tests and Scoring Materials by the School

Schools should *not* return test materials to the Department. Schools must keep student answer papers on file at the school for one year, after which they should securely dispose of the papers. All the appropriate parties must complete and sign the Deputy and Proctor Certificate, and it must be retained in the school's files for one year. Appendix C of this manual provides a copy of this certificate.

Administration of the Tests

If the Intermediate-Level Technology Education Test is to provide an accurate measure of program achievement for the school, both students and teachers must be properly prepared for its administration. This manual provides suggestions for preparing students to take the test. School personnel who administer the test 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. The Department provides a rating guide for each test form which contains a key for scoring the multiple-choice questions in Part I and criteria for scoring the open-ended questions in Part II. The rating guides are shipped to schools with the master copies of the tests. The answer sheet contains fields for recording raw scores for Part I, Part II, and Total 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. Student answer papers must be retained in the school files for at least one year. Because this is a Program Evaluation Test, it is not necessary to keep student scores in the students' permanent records, although the school should have some method of recording that a student has taken the test. The Class Record Sheet in Appendix B of this manual may be used for this purpose.

Review of Answer Papers by Students and Parents

Students and parents/guardians of students who have taken the Intermediate-Level Technology Education Test have the right to review the student's answer paper. Answer papers should be reviewed in the presence of the principal, or the principal's designee, to make sure that no changes are made on the answer papers as they are being reviewed.

Return of Evaluation Forms to the Department

Suggestions and feedback from teachers provide an important contribution to the test development process. Appendix D of this manual provides an evaluation form for teachers. The evaluation form contains spaces for teachers to respond to several specific questions and to make suggestions. Return completed forms to the address below:

Office of State Assessment, Room 760 EBA
New York State Education Department
Albany, New York 12234

State Education Department Contacts

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

Content/Curriculum Questions:	Eric Suhr	518-473-9471	esuhr@mail.nysed.gov
Administration Questions:	David Moore	518-474-5099	dmoore@mail.nysed.gov

General Test Administration Procedures

Test Materials

The Test Package shipped with this manual includes the following materials for administering each form (A, B, C, and D) of the Intermediate-Level Technology Education Test:

- copy masters for the test pages
- a rating guide, which includes a key for scoring the multiple-choice questions in Part I and criteria for scoring the open-ended questions in Part II.

This manual includes the following materials for administering each form of the Intermediate-Level Technology Education Test:

- a copy master for the student answer sheet for Part I (*Appendix A*)
- directions for administering and scoring the test (*pages 9-15 of this publication*)

The test is available in braille and large-type editions. Alternative language editions of the test are available in Chinese, Haitian Creole, and Spanish. Please complete the Special Editions Request Form in Appendix E and fax it to the Office of State Assessment at 518-474-2021 if your school requires copies of the test in braille and/or master copies of the test in large-type and/or alternative languages.

The alternative language editions are direct translations of the English edition. The directions to students on the alternative language test materials are the same as those on the English materials. The Department does not provide separate directions for administering the translated editions of the test. Teachers who speak the alternative language should be able to administer that edition by using a copy of the test materials in the alternative language and the directions provided in this manual. If the test is administered by a teacher who does not speak the alternative language, the directions on the test materials should enable students to complete the tests by themselves.

The Department has provided a hand-scorable answer sheet for use with either form of the test (*Appendix A*). Your school may substitute its own machine-scorable answer sheet. If your school uses its own answer sheet, the school must provide its own directions to students on how to complete the information requested in the header. Base such directions on careful consideration of the types of student and score information your school needs, as well as on the processing requirements of the scoring center your school uses.

Special Considerations for Assuring Optimal Student Performance

The person in charge of administering the Intermediate-Level Technology Education Test should review and become thoroughly familiar with the directions for administering both Part I and Part II. (*See “Orienting Test Administrators” on page 8.*)

Do not give students any help in interpreting the test questions and statements. Advise them to answer the questions according to their best judgment. However, give students all the assistance they require in the mechanics of taking the test, such as filling out the headings of the answer sheets and recording the answers.

Test Administration Time

Students will need 80-90 minutes of working time to complete the test. In addition, the test administrator will need 5-10 minutes to give directions to students. Schools must make arrangements to provide the testing accommodations indicated in the IEP or Section 504 Accommodation Plan of students with disabilities. Such accommodations often include extended time. Schools may decide

whether they want students who have finished the test to remain in the testing room for the entire time period or to quietly exit the testing room as they complete the test and their papers are collected. Schools that allow students to leave the testing room early must make arrangements for supervising those students.

Preparation for Testing

Allow 80-90 minutes to administer the test, either in two sessions of 40-45 minutes each or in one session of 80-90 minutes.

Orienting Students. Inform students about the test a few days before its administration. Emphasize that no special preparation or study is necessary. Tell students that this test is not one for which they will receive a score. Rather, it is a test of the school's technology education program. Make announcements in such a way as to increase the students' interest in the test 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 test and with the procedures they should follow in recording their answers.

Notifying Parents. Inform parents/guardians of the date(s) and purpose of the test. Ask them to encourage students to do their best and to make sure that students are well rested for the test.

Testing Students Who Are Absent on the Test Day(s). Make provisions to administer the test at a later date to all students who are absent when the test is given. These students should not be involved in any classroom discussions about the test prior to the time they take it.

Orienting Test Administrators. Each person who will be administering the test should become familiar with the detailed directions for administration, which are provided in this manual. Schedule an orientation *prior* to the testing dates to allow the test administrator(s) to become adequately prepared.

Assembling the Test Materials. Assemble sufficient quantities of all test materials at least one day before the test administration, except for the test pages. Keep the test pages in a secure storage location until the day(s) the test will be administered.

Administering the Test

If your school is administering the test:

- in one session of 80-90 minutes, use the directions below.
- in two sessions of 40-45 minutes, use the directions that begin on page 11.

Detailed Directions for Administering the Test in One Session of 80-90 Minutes

Make sure that sufficient quantities of all test materials are on hand. Each student needs the following materials:

- all test pages for the form being used (A, B, C, or D)
- answer sheet
- No. 2 pencil
- calculator

Each test administrator needs the following materials:

- detailed directions for administering the test (*pages 9-10 of this publication*)
- all test pages for the form being used (for demonstration purposes)
- answer sheet (for demonstration purposes)
- extra answer sheets and pencils

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

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

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

Please look at the cover of the test. Make sure it says Intermediate-Level Technology Education Test, Form (A, B, C, or D), Part I. If it does not, please raise your hand, and I will give you the correct test form.

Make sure that every student has the correct test form. Then say:

Write your name and school on the cover of the test. I will now pass out the answer sheets. Please do not write on your answer sheet until I tell you what to do.

After you have distributed the answer sheets, tell students how to complete the heading of the answer sheet. Make sure they have checked the form being used: A, B, C, or D.

Then say:

Turn to page 1 and read the directions. Raise your hand if you do not understand these directions.

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

Then say:

When I tell you to, turn to question 1 and begin work. When you finish question 40 in Part I, turn the page and go on to Part II. Be sure to read the Part II directions. Answer all the questions on the test.

When you are finished, close your test 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 correctly. 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, advise them to use their own best judgment.

If the test is administered in a large-group situation, 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 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 3018 and 3020 of Education Law.

Detailed Directions for Administering the Test in Two Sessions of 40-45 Minutes Each

The First Session

Make sure that sufficient quantities of all test materials are on hand. Each student needs the following materials for the first session:

- all test pages for Part I of the form being used (A, B, C, or D)
- answer sheet
- No. 2 pencil
- calculator

The test administrator needs the following materials for the first session:

- detailed directions for administering the test (*pages 11-13 of this publication*)
- all test pages for Part I of the form being used (for demonstration purposes)
- answer sheet (for demonstration purposes)
- extra answer sheets and pencils

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

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

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

Please look at the cover of the test. Make sure it says Intermediate-Level Technology Education Test, Form (A, B, C, or D), Part I. If it does not, please raise your hand, and I will give you the correct test form.

Make sure that every student has the correct test form. Make sure that students are starting at the Part I cover page. Then say:

Write your name and school on the cover of the test. I will now pass out the answer sheets. Please do not write on your answer sheet until I tell you what to do.

After you have distributed the answer sheets, tell students how to complete the heading of the answer sheet. Make sure they have checked the form being used: A, B, C, or D.

Then say:

Turn to page 1 and read the directions for Part I. Raise your hand if you do not understand these directions.

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

Then say:

When I tell you to, turn to question 1 and begin work. Stop when you finish Part I of the test. Do **not** turn the page and go on to Part II.

When you are finished, close your test 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 correctly. Make sure that students are working only on Part I of the test. 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, advise them to use their own best judgment.

If the test is administered in a large-group situation, 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 still working on the test.

The Second Session

Make sure that sufficient quantities of all test materials are on hand. Each student needs the following materials for the second session:

- all test pages for Part II of the form being used (A, B, C, or D)
- No. 2 pencil
- calculator

The test administrator needs the following materials for the second session:

- detailed directions for administering the test (*pages 11-13 of this publication*)
- all test pages for Part II of the form being used (for demonstration purposes)
- extra pencils

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

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

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

Please look at the cover of the test. Make sure it says Intermediate-Level Technology Education Test, Form (A, B, C, or D), Part II. If it does not, please raise your hand, and I will give you the correct test form.

Make sure that every student has the correct test form. Make sure that students are starting at the Part II cover page. Then say:

Write your name and school on the cover of Part II.

Then say:

Turn the page and read the directions for Part II. Raise your hand if you do not understand these directions.

Then say:

When I tell you to, begin work at question 41. When you are finished, close your test and place it on top of your desk.

Now, turn the page and begin work.

Walk around the room and make sure that all students understand the directions and are recording their answers correctly. Make sure that students are working on Part II of the test. 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, advise them to use their own best judgment.

If the test is administered in a large-group situation, 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 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 3018 and 3020 of Education Law.

Scoring the Test

Detailed Directions for Scoring the Test

The rating guide for each form provides a key for scoring the multiple-choice questions in Part I and criteria for scoring the open-ended questions in Part II. The student's raw score is determined by adding the student's Part I and Part II scores.

Note: This is a Program Evaluation Test. Do not use individual student scores for academic decisions. Student scores must be combined to use the data for program evaluation.

Hand score the answer sheets using the correct rating guide for the test form, A, B, C, or D, that you administered. ***Double check to be sure you have the correct rating guide for the form that was used.*** To hand score the answer sheets, use the following procedures:

1. Scan each answer sheet to make certain that the student has marked only one answer for each question. If two or more answers have been marked, draw a horizontal line with colored pencil through all of the answer circles, so that no credit will be allowed for that question in scoring.
2. Indicate by means of a checkmark each incorrect or omitted answer. Do not place a checkmark beside a correct answer.
3. Count the number of correct answers in Part I. These questions are worth one credit each.
4. Record the student's raw score for Part I in the appropriate box on the answer sheet.
5. Score the answers to the open-ended questions in Part II.
6. Record the student's raw score for Part II in the appropriate box on the answer sheet.
7. Add the raw scores for Parts I and II to determine the student's Total Test Raw Score.
8. Record the Total Test Raw Score in the appropriate box on the answer sheet.
9. Calculate the average of all student Total Test Raw Scores to determine the school raw score.
10. Use the conversion table in the rating guide for the test form administered (A, B, C, or D) to convert the school raw score to a final school score. This final score is used to determine whether the school's program is meeting the New York State Learning Standards for technology education.

Class Record Sheet

Appendix B contains a Class Record Sheet. Duplicate this sheet as needed for multiple classes. Use the total raw scores for all students to determine the school raw score (*see #9 above*).

Program Evaluation: Evaluating School Results

The rating guide for each test form includes a conversion table that you can use to determine where your school's final score falls in relation to the cut score of 65. Programs with a final score at or above 65 are meeting the New York State Learning Standards for technology education at the intermediate level. Programs with a final school score below 65 may need to make improvements in their technology education program.

The rating guide for each test form also provides an item map that links the test to the syllabus and to the *New York State Learning Standards for Mathematics, Science, and Technology (Intermediate Level)*. This chart provides a reference to the Learning Standards for each individual item on the test.

You are strongly encouraged to follow the procedures detailed in the Department's *Guide to Intermediate-Level Program Evaluation* for the Technology Education Test, which is included with the Test Package. This guide gives step-by-step instructions for conducting a program evaluation of your

school's intermediate-level technology education program. It includes specific information about each individual item on the test and provides directions and summary charts to use in compiling data for item analysis. The *Guide* will help you obtain the maximum amount of information about your students' performance on the Intermediate-Level Technology Education Test. It will also help you identify areas of strength and weakness in your program.

Appendix A

Intermediate-Level Technology Education Test

Test Form A B C D

Student Answer Sheet

Student _____ Grade _____

Teacher _____ Today's Date _____

SAMPLE ITEM

① ● ③ ④

Part I

- | | | | | | | | | | |
|----|---|---|---|---|----|---|---|---|---|
| 1 | ① | ② | ③ | ④ | 12 | ① | ② | ③ | ④ |
| 2 | ① | ② | ③ | ④ | 13 | ① | ② | ③ | ④ |
| 3 | ① | ② | ③ | ④ | 14 | ① | ② | ③ | ④ |
| 4 | ① | ② | ③ | ④ | 15 | ① | ② | ③ | ④ |
| 5 | ① | ② | ③ | ④ | 16 | ① | ② | ③ | ④ |
| 6 | ① | ② | ③ | ④ | 17 | ① | ② | ③ | ④ |
| 7 | ① | ② | ③ | ④ | 18 | ① | ② | ③ | ④ |
| 8 | ① | ② | ③ | ④ | 19 | ① | ② | ③ | ④ |
| 9 | ① | ② | ③ | ④ | 20 | ① | ② | ③ | ④ |
| 10 | ① | ② | ③ | ④ | 21 | ① | ② | ③ | ④ |
| 11 | ① | ② | ③ | ④ | | | | | |
| | | | | | 31 | ① | ② | ③ | ④ |
| 22 | ① | ② | ③ | ④ | 32 | ① | ② | ③ | ④ |
| 23 | ① | ② | ③ | ④ | 33 | ① | ② | ③ | ④ |
| 24 | ① | ② | ③ | ④ | 34 | ① | ② | ③ | ④ |
| 25 | ① | ② | ③ | ④ | 35 | ① | ② | ③ | ④ |
| 26 | ① | ② | ③ | ④ | 36 | ① | ② | ③ | ④ |
| 27 | ① | ② | ③ | ④ | 37 | ① | ② | ③ | ④ |
| 28 | ① | ② | ③ | ④ | 38 | ① | ② | ③ | ④ |
| 29 | ① | ② | ③ | ④ | 39 | ① | ② | ③ | ④ |
| 30 | ① | ② | ③ | ④ | 40 | ① | ② | ③ | ④ |

Part I
Raw Score

Part II
Raw Score

Total Test
Raw Score

Appendix B

Intermediate-Level Technology Education Test

Test Form A B C D

Class Record Sheet

Class/Teacher _____ District _____

School _____ Date _____

	Student Name	Part I Raw Score	Part II Raw Score	Total Test Raw Score
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				
		Total of Student Raw Scores		
		School Raw Score (Average of Student Raw Scores)		

Appendix C

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of State Assessment, Room 761 EBA
Albany, New York 12234

DEPUTY AND PROCTOR CERTIFICATE

Intermediate-Level Technology Education Test

BEDS Code _____ School Name _____

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

We, the undersigned deputies and proctors who assisted in the administration of the Intermediate-Level Technology Education 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 students were given appropriate instructions and orientation before beginning the test.
3. The students were so seated as to prevent collusion.
4. Adequate supervision was maintained throughout the administration of the test.
5. The answer papers were collected from the students immediately at the close of the test.
6. All test pages and rating guides 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.

Appendix D

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of Test Development, Room 760 EBA
Albany, New York 12234

Intermediate-Level Technology Education Test

Test Form A B C D

Teacher Evaluation

The Commissioner of Education invites the cooperation of teachers in evaluating the Program Evaluation Test in Intermediate-Level Technology Education. Classroom teachers wrote the questions in this test. The development process included pretesting and field testing on representative groups of students, assembly of the test by a committee of classroom teachers, and review for appropriateness and bias by committees of teachers, school principals, and superintendents.

Suggestions from teachers provide an important contribution to the test development program. Space is provided below for your general reactions and suggestions. In addition, we ask several specific questions. Your judgement on each of these points would be appreciated. Please be as specific as possible. If additional space for comments is needed, attach a separate sheet.

General reactions and suggestions:

Submitted by _____ Test Date _____

School _____ City or P.O. _____

Test Form **A** **B** **C** **D (check one)**

1. **Appropriateness:** Does the test provide a useful means for evaluating how well the local technology education program is meeting the intermediate-level Learning Standards in technology education?

Yes Yes, with Exceptions No

Comments:

2. **Content:** Were the test questions generally appropriate in content and difficulty?

Yes Yes, with Exceptions No

Comments

- a. Which questions, if any, were particularly appropriate?

Comments:

- b. Which questions, if any, were inappropriate and how could they have been improved?

Comments:

3. **Directions:** Were the directions on the test pages and on the answer sheet clear and simple for students to follow?

Yes Yes, with Exceptions No

Comments:

4. **Format:** Were the formats of the test pages, answer sheet, scoring key, and rating guide satisfactory in terms of type size, spacing, arrangement, etc?

Yes Yes, with Exceptions No

Comments:

5. **Administration:** Were the directions for administering and scoring the test appropriate and useful?

Yes Yes, with Exceptions No

Comments:

6. **Time:** Was the time allowed appropriate for completing the test?

Yes Yes, with Exceptions No

Comments:

Please mail both pages to the address at the top of page 19
or fax it to the Office of State Assessment at 518-486-5765.

Appendix E

THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234



Office of State Assessment
Tel. 518-474-8220
Fax 518-474-2021

Intermediate-Level Technology Education Test Special Editions Request Form

Please complete this form only if your school needs to receive master copies of the alternative language, large-type, or braille editions of the Intermediate-Level Technology Education Test, Forms A, B, C, and D. The completed form, which must be signed by the principal, should be faxed to the Office of State Assessment at 518-474-2021. The Department will ship the special editions to your school as soon after receiving the request as practical.

School Name _____ 12-Digit BEDS Code _____

School Address, including Zip Code _____

Telephone _____ Fax Number _____

Principal's Signature _____ Date _____

Intermediate-Level Technology Education Test Special Editions Requested

Alternative Languages

Chinese

Haitian Creole

Spanish

Special Formats

Large Type

Braille: quantity required _____

FAX completed form to the Office of State Assessment at 518-474-2021.