

New York State Testing Program



Teacher's Directions

Please remember, this is a secure test. You are not to discuss this test, show it to anyone, or photocopy the materials, as the security of this test could be breached.



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It is important to read this entire manual prior to administering the test.

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Introduction

The **New York State Education Department** has entered into a partnership with CTB/McGraw-Hill for the development of the elementary and intermediate assessments in English Language Arts. Teachers from across the state have worked with us in a variety of activities to ensure that the tests will be appropriate measures of student achievement of the learning standards.

The Grade 4 English Language Arts test will be given in three sessions on three consecutive days. Session 1 of the test will consist of reading selections and multiple choice questions. Sessions 2 and 3 will include

- short and extended response questions based on a listening selection
- an independent writing prompt
- short and extended response questions based on reading selections

The multiple choice component of the test (Session 1) presents students with reading selections and questions, followed by four response options, one of which is correct.

The short response and extended response questions (Sessions 2 and 3) require students to write (rather than select) an appropriate response. Students will be asked to demonstrate their understanding of some reading selections by providing written text-based answers in their test books.

The independent writing prompt is an open ended question that requires students to demonstrate their writing proficiency.

TESTING INFORMATION

Receive School Administrator's Manual early January 2002
Receive Answer Documents
Receive Test Books, Listening Selection Booklets, and Teacher's Directions
Testing Window January 28–February 1, 2002
Makeup Testing

By following the guidelines in this manual, you can help ensure that the test will be valid and equitable for all students. A series of instructions will help you organize the materials and test schedule for maximum efficiency.



CHECK YOUR TEST MATERIALS

To administer this test, you will need the materials listed below. If any materials are missing, notify your school principal.

For the teacher

- Teacher's Directions
- Test Book 1 (provided on first day of testing)
- Test Book 2 (provided on second and third days of testing)
- Listening Selection booklet (provided on second day of testing)
- Do Not Disturb sign (not provided)
- Extra pencils with erasers (not provided)
- Extra answer documents
- Student identification labels for Test Book 2
- Identification labels and instructions for completing biographical data for new students

For each student

- Precoded answer document or completed generic answer document
- Test Book 1 (provided on first day of testing)
- Test Book 2 (provided on second and third days of testing)
- No. 2 pencil with eraser (not provided)

Security

The New York State Testing Program consists of secure materials. School personnel responsible for testing must ensure that all test materials are secure at all times. **The test books and Listening Selection booklets may** <u>not</u> be photocopied or duplicated. They may be made accessible only to personnel responsible for testing. No section of the test may be discussed with the students before it has been administered. You may, however, describe the format of the test and the test schedule to the students.

- When the principal or designee receives the test materials, he or she should check to see that the school has received sufficient quantities, while leaving the materials in their shrink-wrapped packages.
- More than five discrepancies between the number of test materials listed on the shipping notice and the actual number received must be reported. Your principal or designee should contact the Education Department via fax at (518) 474-1989.
- On each day of test administration, the principal or designee will distribute the test books for that day to the test administrators.

To maintain the security of this test, it is important that you do NOT discuss any part of the test with the students before it has been administered.

- When not in use, test books must be kept in a vault or safe in the school building to prevent unauthorized access. This is to ensure that the security of the test is not breached.
- Do not destroy or discard any test books. See your principal or school administrator for instructions regarding the return and processing of all used and unused testing materials.



PLAN YOUR TESTING SCHEDULE

- Test week is January 28–February 1. Administer the test on three consecutive days selected by your school. Many schools will establish specific times during the day to administer the test. If necessary, makeups may be scheduled between February 4–6.
- Schedule testing to allow sufficient time for instructions and preparations. See Page 5 for time requirements.
- Read the Teacher's Directions in their entirety prior to administering the test.
- Review Step 6, "Administer the Test," before each session.
- Before administering Session 2 of the test, take a moment to read the story in the Listening Selection booklet.
- Allow sufficient time to ensure that descriptive information on the answer document is complete before administering Session 1. Each student **must** have an answer document, either precoded with the student name, or a generic answer document, which will require the completion of a data grid.
- Read directions at a moderate, steady pace.
- Adhere to testing time limits.
- Call time if all students complete the session early.
- Avoid testing just after students have had strenuous physical activity.

For the Teacher

RECORDING STUDENT RESPONSES Students use the answer document with Test Book 1. Students write their answers directly in Test Book 2 for Sessions 2 and 3.

Tests should be administered according to the specific directions.

Test Format

The multiple choice component presents students with questions, followed by four options, one of which is the correct answer. Students will answer the multiple choice questions by filling in circles on their answer document.

The short response and the extended response questions require students to write their responses. Students will write answers to short response and extended response questions directly in Test Book 2.

The test is divided into two books and is to be administered in three sessions.

ENGLISH LANGUAGE ARTS

Session 1: Test Book 1	Reading selections 28 multiple choice questions
Session 2: Test Book 2	Listening selection Short and extended response questions Independent writing prompt
Session 3: Test Book 2	Reading selections Short and extended response questions

Recommended Testing Schedule

The New York State English Language Arts test will take approximately three hours of classroom time. The test is divided into three sessions. These sessions should be administered on three consecutive days. There should be strict adherence to the testing times provided below.

If all students finish before the recommended time, the session may end early. Students who have not completed a test within the designated time should **not** be given additional time to finish the test.

SESSION 1, TEST BOOK 1

- All the questions for Session 1 are in Test Book 1.
- Students will answer the multiple choice questions by filling in circles on their answer document.

SESSIONS 2 AND 3, TEST BOOK 2

- Sessions 2 and 3 include a listening selection, a writing prompt, and reading passages.
- Students will write all their answers to Sessions 2 and 3 in Test Book 2.

• If all students finish before the recommended time, the session may end early. Students who have not completed a test within the designated time should **not** be given additional time to finish the test.

	Session	Testing Time	Additional Preparation Time
Day 1	Session 1	45 minutes	5–10 minutes
Day 2	Session 2 Part 1 Part 2	30 minutes 30 minutes	5–10 minutes 5 minutes
Day 3	Session 3	60 minutes	5–10 minutes

TESTING SCHEDULE AND TIMING REQUIREMENTS

NOTE: For Sessions 2 and 3 only, you may provide students with a five-minute break during which students may be allowed to stand at their seats and stretch quietly without talking to one another. During Session 2, the break should be given between Part 1 and Part 2. During Session 3, provide the break halfway through the session. The fiveminute break is not counted in the time allotted for each session.

Accommodations

Information on testing accommodations for students with disabilities can be found in the publication *Test Access and Modification for Individuals with Disabilities*. This is available via the Internet at:

ftp://unix2.nysed.gov/pub/education.dept.pubs/vesid/oses/test.access.mod/testacce.txt

Information on accommodations for students with limited English proficiency can be found in the New York State Testing Program's 2002 *School Administrator's Manual*. A copy of this document was recently mailed to the school principal.



ORGANIZE YOUR CLASSROOM

- Plan for the distribution and collection of materials.
- Make sure the classroom is well lighted, well ventilated, and quiet. Charts on the walls and all chalkboard work must be completely covered or removed.
- Plan seating arrangements. Allow enough space between students to prevent sharing of answers. Each student should be clearly visible to the teacher at all times to prevent communication between students during testing.

Help students do their best by presenting the testing experience in a positive way.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written. STEP **4**

- Eliminate distractions such as bells or telephones.
- Use a Do Not Disturb sign on the door of the testing room.
- On the chalkboard, indicate starting and stopping times for the test.
- Make sure students' desks and shelves under desks are cleared of all extraneous materials.

PREPARE YOUR STUDENTS

- Help students approach the testing in a relaxed, positive way.
- Encourage and motivate your students to put forth their best effort.
- Explain that the purpose of taking this test is to find out which concepts have been mastered and which need further development.
- Point out that some questions may be more difficult than others and some material may be new to students; they are not expected to know all the answers. For many of the questions, partial credit will be given.

Use Standardized Testing Procedures

This is a timed test that is to be administered under standard conditions. Follow the directions carefully. If the same test administration procedures are not used with all students, valid conclusions cannot be drawn from the test results.

- Be sure students understand the directions and how to mark answers on their answer document. Assist them with test-taking mechanics, but be careful not to inadvertently give hints or clues that indicate an answer or help eliminate answer choices. Do not assist students with any question other than to ensure that they understand the directions.
- Encourage students to attempt all questions. Tell them to read each question carefully and make their best attempt at answering. Be careful not to imply that they should guess randomly.

Sessions 2 and 3 of this test contain the open ended short response questions and extended response questions. These sessions are part of a timed test that is to be administered under standard conditions. Follow the directions carefully.



PREPARE TEST MATERIALS

Each student must have an answer document and a student label with matching identification number. Biographical data should be recorded for students without precoded answer documents and labels.

Answer Document, Biographical Data, and Labels for Test Book 2

- Verify that each student in your class has a precoded answer document and a precoded student label.
- If a student does not have a precoded answer document, complete one of the extra answer documents and labels provided. Biographical information for that student should be recorded according to instructions provided by the principal or designee.
- All labels must be affixed to the back of each student's Test Book 2. You may do this at any time. If you choose to affix the student label to Test Book 2 prior to testing, make sure each student receives his or her own test book. If you wish, you may affix the labels after Session 2 or Session 3.



SAY

ADMINISTER THE TEST

Please read these directions carefully before administering the test. When you administer the test, the directions you are to read aloud are preceded by **SAY.** The italicized instructions to teachers should not be read aloud.

Session 1, Test Book 1

Distribute to each student his or her own answer document. Ask the students to look at their answer documents.

You will be filling in the answers to Numbers 1 through 28 on the answer sheet.

Use only a No. 2 pencil. You may not use a pen.

Make heavy black marks.

If you make a mistake, erase it completely.

Make no stray marks.

Do not make any marks on the back of this sheet.

Distribute a Test Book 1 to each student. Make sure each student has a No. 2 pencil.

Sample Student Label

9999999999 Grade 4 01-01-01-01-5555 ANYTOWN ELEMENTARY SCHOOL

Students record answers to multiple choice questions on answer documents.

This is your Test Book Number 1.

Do not open your test book until I tell you to do so.

Do not write your answers in the test book. All your answers must be marked on the answer sheet. You may, however, make notes or underline in the book as you read.

The test is divided into three sessions.

Today you will take Session 1, which is in Test Book 1.

Tomorrow you will take Session 2, and the next day you will take Session 3.

Today, you will be given 45 minutes to read all the passages carefully and answer the 28 questions about what you have read. On the answer sheet, you will fill in the letter that matches your answer for each question.

Are there any questions about how to fill in the circles on the answer sheet?

Pause for questions. When you are confident that all students understand how to take the test,

SAY I will write the time on the chalkboard. You may open your test book to Page 1.

Check to see that all students are on Page 1 in the test book.

SAY In this part of the test, you are going to read some passages and answer questions about what you have read. You may look back at the reading selections as often as you like. Now read the directions on Page 1 and begin.

Record the time.

Be sure that students are filling in the circles on the answer sheet correctly by making their marks heavy and dark.

After 35 minutes have passed,

SAY You have 10 more minutes to complete this session.

At the end of 45 minutes,

SAY This is the end of today's session. Please close your test books. Now I will collect the answer sheets and the test books.

Collect all test books and answer documents. Follow security procedures established by your principal or school administrator to store testing materials until administration of Session 2. After testing is completed, contact your principal or school administrator for instructions regarding the return and processing of used and unused testing materials.

Session 2, Test Book 2

Distribute Test Book 2. If you have already affixed the student labels to the backs of the student test books, make sure each student receives the correct test book. Make sure the students have pencils. Students may not use pens. Have on hand a copy of Test Book 2 and the Listening Selection booklet.

Do NOT distribute the answer document; all answers for this session will be written in the test book. No extra paper is to be distributed to students for their responses. Only the responses in their test books will be scored.

SAYToday you are going to take Session 2 of the test.Write your name on the front cover of the test book.Do not open your test book until I tell you to do so.

Check to be sure each student has written his or her name on the front cover of the test book.

SAY Today's session is in two parts. In Part 1, you will listen to a story and answer questions about that story. In Part 2, you will do some writing on a different topic.

Now turn to the inside front cover of the test book. Look at the information in the box. Please follow along while I read what is in the box.

Make sure all students have opened their books to the inside front cover. Point to the box. Read the information in the box aloud to the students.

After you have read the information in the box,

SAY Anytime you see the writing symbol, you may look back at this page to review the information in the box before you begin your writing. You will also be given a page in the test book to plan your writing. For example, you may want to write an outline, create a web, or make some notes to help organize and plan your writing. Do not use the planning page to write a complete draft of your answer. What you write on the planning page will <u>not</u> be scored. Are there any questions?

Pause for questions. Then,

SAY You may print your answers or write in cursive. All your answers must be written in the test book. You may not use additional paper for your answers; only answers written in the test book will be scored. If you need more space to continue or complete a response, you may use any available blank space in Session 2 of your test book. Please make sure to clearly note and label the continuation of your response. Also make sure that you are not using space that has been provided for another question. Be sure to write clearly and legibly.

For the Teacher

Students record answers directly in Test Book 2.

For the Teacher

Monitor your students to ensure that they do not go beyond the stop sign. When you see the words GO ON at the bottom of a page, keep going to the next page. When you come to the word STOP, do not turn the page until you are told to do so. You may go back and check today's work. Remember, do not go past the STOP sign.

Now look at Page 1. Let's read the directions together.

Read the directions aloud as the students follow along.

After you have read the directions on Page 1,

SAY Are there any questions?

Pause for questions. (PLEASE NOTE: STUDENTS MUST NOT LOOK AT THE QUESTIONS BEFORE LISTENING TO THE STORY.) Then open the Listening Selection booklet.

SAY Now listen as I read the story to you.

Read the listening selection aloud to the students twice, making sure to read the title. Speak clearly and with expression. After you have read it twice,

SAY You have 30 minutes to complete Part 1 of today's session. I will record the time on the chalkboard. You may turn to Page 4 and begin working.

Record the time.

After 20 minutes have passed,

SAY You have 10 more minutes to complete this part of the test.

After 30 minutes have passed,

SAY Please stop working. If you have not finished, you may go back to Part 1 at the end of today's session.

You may provide students with a five-minute break. During the break, students may stand at their seats and stretch quietly without talking. At the conclusion of the break, or if you are not providing one, proceed as follows,

Now look at Page 9. Let's read the directions together.

Read the directions aloud as the students follow along.

After you have read the directions,

SAY Are there any questions?

Pause for questions. Then,

SAY

You have 30 minutes to complete today's session. I will record the time on the chalkboard. Remember, you may go back to finish or check your work on Part 1 if you have time.

You may turn the page and begin working on Part 2.

After 20 minutes have passed,

SAY You have 10 more minutes to complete this session.

After 30 minutes have passed,

SAY Please stop working. This is the end of Session 2. We will complete Session 3 tomorrow. Now I will collect the test books.

Collect all test books. Follow security procedures established by your principal or school administrator to store testing materials until administration of Session 3. After testing is completed, contact your principal or school administrator for instructions regarding the return and processing of used and unused testing materials.

Session 3, Test Book 2

Distribute Test Book 2 to each student. Make sure each student has a pencil and his or her own test book.

Do NOT distribute the answer document; all answers for this session will be written in the test book.

SAY Today you are going to take Session 3 of the test. Turn to the inside front cover of the test book. Look at the information in the box that we read when you took Session 2. Please follow along while I read what is in the box.

Point to the box. Read the information in the box aloud to the students.

After you have read the information in the box,

SAY You will be doing some reading and writing in this part of the test. Read the selections and answer the questions. All of your answers must be written in the test book. You may not use additional paper for your answers; only answers written in the test book will be scored. If you need more space to continue or complete a response, you may use any available blank space in Session 2 of your test book. Please make sure to clearly note and label the continuation of your response. Also make sure that you are not using space that has been provided for another question. Remember to write complete and thorough responses and include details and examples from each selection.

When you see the words GO ON at the bottom of a page, keep going to the next page. When you come to the word STOP, you have finished the test. You may go back and check today's work only. Do not go back to Session 2.

Are there any questions?

Pause for questions. Then,

Now turn to Session 3 on Page 14 in your test book. Let's read the directions together.

Read the directions aloud as the students follow along.

After you have read the directions,

SAY

SAY You have 60 minutes to complete this session of the test. I will record the time on the chalkboard. You may begin.

Record the time. After students have been working on Session 3 for approximately 30 minutes, you may allow them to take a five-minute break. During the break, students may stand at their seats and stretch quietly without talking. If a five-minute break is allowed, the ending time should be adjusted so that students will have a total of 60 minutes to work on this session. Please make sure that students are working on Session 3 only. If they complete the test early, they are to close their test books and wait quietly for the rest of the class to finish.

After 50 minutes have passed,

SAY You have 10 more minutes to complete this session.

After 60 minutes have passed,

SAY Please stop working. This is the end of the test. Now I will collect the test books.

Collect all test books and follow security procedures established by your principal or school administrator to store testing materials. After testing is completed, contact your principal or school administrator for instructions regarding the return and processing of all used and unused testing materials.

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Teacher's Directions English Language Arts **Grade 4**

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