



New York State Testing Program

English 
Language Arts

Teacher's Directions



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

Please remember, test booklets and scoring materials should be kept secure. You are not to discuss the test, show it to anyone, or photocopy the materials as the security of the test could be breached.

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 8 English Language Arts test will be given in two sessions on two consecutive days. Session 1 of the test will include

- reading selections and multiple choice questions
- short and extended response questions based on a listening selection

Session 2 will include

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

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

The short response and extended response questions require students to write (rather than select) an appropriate response. Students will be asked to demonstrate their understanding of a listening and 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 Test Books, Listening Selection Booklets, and Teacher's Directions	February 26–February 28, 2002
Testing Window	March 4–March 8, 2002
Makeup Testing	March 11–March 12, 2002

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 first and second days of testing)
- Listening Selection booklet (provided on first 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 generic answer document, which will require the completion of a data grid
- Test Book 1 (provided on first day of testing)
- Test Book 2 (provided on first and second 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 not 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.

A square icon with a double border. The top half contains the word "STEP" in a bold, sans-serif font. The bottom half contains the number "2" in a large, bold, sans-serif font.

PLAN YOUR TESTING SCHEDULE

- Test week is March 4–8. Administer the test on two 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 March 11–12.
- Schedule testing to allow sufficient time for instructions and preparations. See Page 4 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 1: Part 2 of the test, take a moment to read the passage 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.

Tests should be administered according to the specific directions.

Test Format and Recommended Testing Schedule

The test consists of multiple choice questions and short response and extended response questions. 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 sessions and will take approximately three hours of classroom time. The two sessions should be administered on two consecutive days. 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.

The chart below provides information about the format of the test, where and how students give their answers, and testing times for each part of the test. There should be strict adherence to the testing times shown.

GRADE 8 ENGLISH LANGUAGE ARTS TEST

Day 1 Test Book 1	Session 1, Part 1: Reading selections 25 MC questions with four options (Students fill in circles on answer document)	45 minutes, 5 minutes additional prep time
Day 1 Test Book 2	Session 1, Part 2: Listening selection Short and extended written responses (Students write their answers directly in Test Book 2)	45 minutes, 5–10 minutes additional prep time
Day 2 Test Book 2	Session 2: Reading selections Short and extended written responses; and an independent writing prompt (Students write their answers directly in Test Book 2)	90 minutes, 5 minutes additional prep time

Accommodations

Information on testing accommodations for students with disabilities can be found in the publication *Test Access and Modification for Individuals with Disabilities*. This document 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.
- 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.

For the Teacher

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.

Sample Student Label

99999999	Grade 8
01-01-01-01-5555	
ANYTOWN MIDDLE SCHOOL	



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.

Test Book 2 of this test contains 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.

SAY Now turn to page 2 and listen as I read the selection to you.

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

SAY You have 45 minutes to complete Part 2 of today's session. I will record the time on the chalkboard. You may refer to your notes as often as you like. You may turn to Page 4 and begin working.

Record the time.

After 35 minutes have passed,

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

After 45 minutes have passed,

SAY Please stop working. This is the end of Session 1. We will complete Session 2 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 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 a Test Book 2 to each student. Make sure each student has a pencil and his or her own test book. Students may not use pens.

SAY Today you are going to take Session 2 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 1. Please follow along while I read again 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,

SAY In this part of the test, you will read some selections and answer questions about what you have read. Remember to write complete and thorough responses and include details and examples from each selection. After you have answered the questions about the selections, you will then write an essay on a separate topic. Remember to refer to the box on the inside front cover of your test book to help you plan and check your answers.

All of your answers must be written in this 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, however,

and if I have not called "time," 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.

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 1.

Are there any questions?

Pause for questions.

SAY Now turn to Page 11 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 You have 90 minutes to complete both parts of today's session. I will record the time on the chalkboard. Now turn the page and begin.

Record the time.

After 75 minutes have passed,

SAY You have 15 more minutes to complete this session.

After 90 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. 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 used and unused testing materials.

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Teacher's Directions
English Language Arts
Grade 8