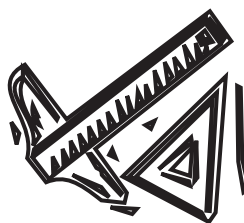


# *New York State Testing Program*

Mathematics



Teacher's Directions

Book 1 and Book 2

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.

May 6–8, 2003

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

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



# 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 Mathematics. 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.

This manual provides directions for administering the 2003 Mathematics tests at Grades 4 and 8. The tests will be given in two to three sessions on two or three consecutive days, depending on grade level.

The tests will consist of multiple-choice questions, and short-response and extended-response questions. The multiple-choice component presents students with questions utilizing a variety of skills. These are followed by response options, one of which is correct. The short- and extended-response questions require students to write (rather than select) an appropriate response. These questions will allow students to take different paths to a solution and to use different strategies.

## TESTING INFORMATION

Receive School Administrator's Manual . . . . .	early January 2003
Receive Test Books and Teacher's Directions . . . . .	April 29–May 2, 2003
Testing Window: Grade 4 . . . . .	May 6–8, 2003
Testing Window: Grade 8 . . . . .	May 6–7, 2003
Makeup Testing: Grade 4 . . . . .	May 9–13, 2003
Makeup Testing: Grade 8 . . . . .	May 8–9, 2003

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
- Book 1
- Book 2
- Extra answer sheets
- Student identification labels for Book 2
- Identification labels and instructions for completing biographical data for new students
- Do Not Disturb sign (not provided)
- Extra pencils with erasers (not provided)

### For each student

- Precoded answer sheet or completed generic answer sheet
- Book 1
- Book 2
- Punch-Out Tools sheet
- Calculator, minimum four function with square root key, scientific preferred (for Grade 8 Book 2 only)
- Envelopes for Punch-Out Tools (not provided)
- 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 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.
- If there is a discrepancy of more than five between the number of test materials listed on the shipping notice and the actual number received, your principal or designee should contact the Education Department via fax at (518) 474-1989. Each such discrepancy must be reported.
- 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 graphic icon for Step 2. It consists of a rectangular box with a double border. Inside the box, the word "STEP" is written in a bold, sans-serif font at the top, and the number "2" is written in a large, bold, sans-serif font below it.

## PLAN YOUR TESTING SCHEDULE

- Book 1 and Book 2 must be administered on consecutive days. Refer to Page 1 for information about testing windows and makeups.
- Schedule testing to allow sufficient time for instructions and preparations. See Pages 4 and 5 for time requirements.
- **Read this manual in its entirety prior to administering the test.**
- Review Step 6, "Administer the Test," before each session.
- Allow sufficient time to ensure that student and school data are recorded on the answer sheets before administering Session 1. Each student **must** have an answer sheet, either precoded with the student name, or a generic answer sheet, which will require the completion of a data grid.
- Read directions aloud to students 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.







**Use of Calculators**

Grade 4—Not allowed

Grade 8—Allowed for Book 2



**Grade 4 Mathematics Book 1 and Book 2**

Because this test assesses a student’s proficiencies involving calculations, the use of a calculator, mathematics tables, or an abacus will not be allowed.

**Grade 8 Mathematics**

- Book 1  
Because Book 1 assesses a student’s proficiencies involving calculations, the use of a calculator, mathematics tables, or an abacus will not be allowed.
- Book 2  
The use of calculators is permitted.

Additional information on testing accommodations for students with disabilities can be found in the New York State Testing Program’s 2003 *School Administrator’s Manual*. A copy of this document was recently mailed to the school principal and is available via the Internet at:

<http://www.emsc.nysed.gov/ciai/testing/elintgen.html>

*Limited English Proficient (LEP) Students*

Information on accommodations for students with limited English proficiency can be found in the New York State Testing Program’s 2003 *School Administrator’s Manual*. A copy of this document was recently mailed to the school principal and is available via the Internet at:

<http://www.emsc.nysed.gov/ciai/testing/elintgen.html>



.....  
IMPORTANT:  
Punch out all the manipulatives prior to testing. Students must use the Punch-Out Tools provided. Similar classroom manipulatives may **not** be used.  
.....

**STEP**  
**5**

**PREPARE TEST MATERIALS**

**Manipulatives**

- Each student must have one set of the Punch-Out Tools.
- Punch out the manipulatives prior to testing.
- Examine all manipulatives to be sure they are intact.
- Place one set of manipulatives in an envelope for each student. The envelopes will be used for distributing and collecting the manipulatives during test administration.
- Give students the opportunity to familiarize themselves with the manipulatives before administering the test.
- For Grade 8 only, check the placement of the zero line on the protractor after it has been removed from the Punch-Out Tools sheet. If the zero line appears too far above the edge of the protractor, you may use a paper cutter to cut the edge closer to the zero line.

**Answer Sheets, Biographical Data, and Labels for Book 2**

- Verify that each student in your class has a precoded answer sheet for Book 1 and a precoded student label for Book 2.
- If a student does not have a precoded answer sheet, complete one of the extra answer sheets 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 Book 2.** You may do this at any time. If you choose to affix the student label to 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.



# ADMINISTER THE TEST

## MATHEMATICS: GRADE 4

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.

.....  
MATHEMATICS: Grade 4  
.....

### Session 1, Book 1

*Distribute to each student his or her own answer sheet. Ask the students to look at their answer sheets.*

.....  
If administering Grade 8 Mathematics,  
skip to Page 13.  
.....

- SAY** You will be filling in the answers to Numbers 1 through 30 on the answer sheet.
- Use only a No. 2 pencil.
- 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 set of manipulatives (ruler, counters, and pattern blocks) in an envelope to each student. Explain to the students that they will use these tools to help them solve some of the problems on the test. Make sure each student's name is on the envelope for collecting and redistributing the manipulatives.*

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

- SAY** This is your Book 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.
- The test is divided into three sessions.
- Today you will take Session 1, which is in Book 1.
- Tomorrow you will take Session 2, and the next day you will take Session 3.
- Session 1 of the test contains multiple-choice questions. Read each problem in the test book carefully and answer the questions. On the answer sheet, you will fill in the letter that matches your answer for each question.
- Open your test book to the inside front cover. You will see "Tips for Taking the Test" and information in a box. I will read all the sentences aloud while you read along silently.

.....  
Students record answers to multiple-  
choice questions on answer sheets.  
.....

*Read aloud the "Tips for Taking the Test" and the information in the box.*

- SAY** Now look at Sample A.
- Check to see that all students are on Sample A in the test book.*
- SAY** Do Samples A, B, and C. When you have finished, stop working.

TEST SECURITY: The contents of Book 1 and Book 2 may **not** be disclosed until the deadline has passed for the submission of answer sheets to the scanning centers.

Students record answers directly in Book 2.

Give students time to answer Samples A, B, and C. Then discuss the samples with them. The correct answer for Sample A is choice B, the correct answer for Sample B is choice J, and the correct answer for Sample C is choice C.

**SAY** Read the directions and questions carefully. You may use your tools to help you solve any problem on the test. 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 Session 1. You may go back and check today's work. When you have finished, sit quietly until I call time. You will have 40 minutes to complete Session 1. I will write the time on the board. Are there any questions?

*Pause to answer questions. When you are confident that everyone understands how to take the test,*

**SAY** Find question Number 1 on Page 3.

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

**SAY** You may begin.

*Record the time.*

*During testing, check to see that students are filling in circles correctly by making their marks heavy and dark.*

*After 30 minutes,*

**SAY** You have 10 more minutes to complete this session.

*Record the time.*

*After 40 minutes (or sooner, if you are sure everyone has finished),*

**SAY** Please stop working. This is the end of Session 1. Now I will collect the answer sheets, test books, and tools.

*Have students put the manipulatives in the envelopes. Collect and keep envelopes for the next testing session. Collect all test books and answer sheets. Follow security procedures established by your principal or school administrator to store testing materials until administration of Session 2.*

## Session 2, Book 2

*Distribute a Book 2 and manipulatives to each student. If you have already affixed the student labels to the backs of the student test books, make sure each student receives his or her own test book. Make sure the students have pencils. Have on hand a copy of Book 2.*

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

**SAY** This is your Book 2. Write your name on the front cover of your test book.

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

Today you will take Session 2, which is in Book 2.





**STEP**  
**6**

**ADMINISTER THE TEST**

**MATHEMATICS: GRADE 8**

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, Book 1**

*Distribute to each student his or her own answer sheet. Ask the students to look at their answer sheets.*

**SAY** You will be filling in the answers to Numbers 1 through 27 on the answer sheet.

Use only a No. 2 pencil.

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 set of manipulatives (ruler and protractor) in an envelope to each student. Explain to the students that they will use these tools to help them solve some of the problems on the test. Make sure each student's name is on the envelope for collecting and redistributing the manipulatives.*

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

**SAY** This is your Book 1.

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

The test is divided into two sessions.

Today you will take Part 1 and Part 2 of Session 1.

Tomorrow you will take Session 2.

Part 1 contains multiple-choice questions. Read each problem in the test book carefully and answer the questions. On the answer sheet, you will fill in the letter that matches your answer for each question. Do not write your answers in the test book. All answers must be marked on the answer sheet.

Open your test book to Sample A.

*Check to see that all students are on Sample A in the test book.*

**SAY** Do Samples A and B. When you have finished, stop working.

*Give students time to answer Samples A and B. Then discuss the samples with them. The correct answer for Sample A is choice D, and the correct answer for Sample B is choice H.*

.....  
MATHEMATICS: Grade 8  
.....

.....  
IMPORTANT: Punch out all the manipulatives prior to testing. Students must use the Punch-Out Tools provided. Similar classroom manipulatives may **not** be used.  
.....

.....  
IMPORTANT: Students must **not** use calculators for Session 1, Book 1.  
.....

.....  
Students record answers to multiple-choice questions on answer sheets.  
.....

.....  
TEST SECURITY: The contents of Book 1 and Book 2 may **not** be disclosed until the deadline has passed for the submission of answer sheets to the scanning centers.  
.....

.....  
Students record answers directly in Book 2.  
.....

.....  
IMPORTANT: Students must have calculators (minimum four function with square root key, scientific preferred) for Book 2: Session 1, Part 2, and Session 2.  
.....

**SAY** You will do Part 1 in this book, take a short break, and then do Part 2.

Read the directions and questions carefully. You may use your tools to help you solve any problem on the test. 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 Part 1. You may go back and check today's work. When you have finished, sit quietly until I call time. You will have 35 minutes to complete Part 1. I will write the time on the board. Are there any questions?

*Pause to answer questions. When you are confident that everyone understands how to take the test,*

**SAY** Find question Number 1 on Page 2.

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

**SAY** You may begin.

*Record the time.*

*During testing, check to see that students are filling in circles correctly by making their marks heavy and dark.*

*After 25 minutes,*

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

*Record the time.*

*After 35 minutes (or sooner, if you are sure everyone has finished),*

**SAY** Please stop working. This is the end of Part 1. Now I will collect the answer sheets and the test books. You will keep the tools for Part 2.

*Collect all test books and answer sheets.*

**Session 1, Book 2**

*Distribute a Book 2 to each student. If you have already affixed the student labels to the backs of the student test books, make sure each student receives his or her own test book. Make sure the students have pencils, manipulatives, and calculators. Have on hand a copy of Book 2.*

*Do NOT distribute the answer sheet; all answers for Book 2 will be written in the test book. No extra paper is to be distributed to the students for their responses. Only the responses in their test books will be scored.*

**SAY** This is your Book 2.

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

Please write your name on the front cover of your test book.

You will now complete Part 2 of Session 1, which is in this test book.



## Session 2, Book 2

*Distribute the test books and manipulatives to the students. Make sure each student has his or her own test book, envelope, calculator, and a No. 2 pencil.*

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

**SAY** Today you will take Session 2. Do not open your test books until I tell you to do so. For Session 2, you will write your answers in your test book. Read the directions and questions carefully. Be sure to write clearly and legibly. It is important to show all your work as well as your final answers in the test book. You may use your tools and calculator to help you solve any problem on the test. Are there any questions?

*Pause to answer questions.*

**SAY** 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 Session 2. You may go back and check today's work only. When you have finished, sit quietly until I call time. You will have 70 minutes to complete Session 2. I will record the time on the board. Are there any questions?

*Pause to answer questions.*

**SAY** Open your test book to Page 7, question Number 34.

*Check to see that all students are on Number 34 in the test book.*

**SAY** You may begin.

*Record the time.*

*During testing, check to see that students are in the right place in their test books. If needed, you may have the students take a stretching break, of no more than 5 minutes duration, at any time during this session. Do not count the time allowed for the stretch break toward the working time for this session.*

*After 60 minutes of working time have elapsed,*

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

*Record the time.*

*After 70 minutes of working time have elapsed (or sooner, if you are sure everyone has finished),*

**SAY** Please stop working. This is the end of the test. Close your books. Now I will collect the test books and the tools.

*Have students put the manipulatives in the envelopes. Collect all test books and follow security procedures established by your principal or school administrator to store testing materials prior to their return.*

*Teachers may keep the manipulatives after the test has been administered. The manipulatives should not be returned with the test books.*







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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.



**Mathematics**  
**Teacher's Directions**  
**May 6–8, 2003**

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