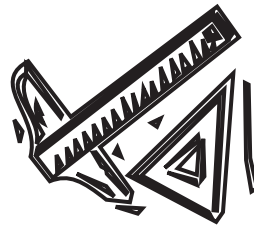




New York State Testing Program

Mathematics



Teacher's Directions



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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 2002 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 2002

Receive Test Books
and Teacher's Directions April 30–May 3, 2002

Testing Window: Grade 4 May 7–9, 2002

Testing Window: Grade 8 May 7–8, 2002

Makeup Testing: Grade 4 May 10–14, 2002

Makeup Testing: Grade 8 May 9–10, 2002



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
- Test Book 2
- 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
- Test Book 2
- Punch-Out Tools sheet
- Envelopes for Punch-Out Tools (not provided)
- No. 2 pencil with eraser (not provided)
- Calculator, minimum four function with square root key, scientific preferred (for Grade 8 Test Book 2 only)

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.
- Discrepancies of more than five between the number of test books 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 safe or vault 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, consisting of a square border containing the word "STEP" in a small box at the top and a large number "2" below it.

PLAN YOUR TESTING SCHEDULE

- The test dates are May 7–9, 2002, for Grade 4, and May 7 and 8 for Grade 8. Many schools will establish specific times during the day to administer the test. If necessary, makeups may be scheduled between May 10–14, 2002, for Grade 4, and May 9 and 10 for Grade 8.
- Schedule testing to allow sufficient time for instructions and preparations. See Page 4 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 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 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.



STEP
3

ORGANIZE YOUR CLASSROOM

- Plan for the distribution and collection of materials.
- Make sure the classroom is well lighted, well ventilated, and quiet. Mathematics charts on the walls and all board mathematics 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 board, indicate starting and stopping times for the test.
- Make sure students' desks and shelves under desks are cleared of all extraneous materials.

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



STEP
4

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.

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

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.



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 Document, Biographical Data, and Label for Test Book 2

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

For the Teacher



IMPORTANT:

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



Sample Student Label

999999999	Grade 4
01-01-01-01-5555	
ANYTOWN ELEMENTARY SCHOOL	

For the Teacher

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

.....
If administering Grade 8 Mathematics,
skip to Page 12.
.....

.....
Students record answers to multiple
choice questions on answer documents.
.....



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.

Session 1, Test Book 1

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

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

SAY This is your Test 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 Test 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.

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.

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 documents. Follow security procedures established by your principal or school administrator to store testing materials until administration of Session 2.

Session 2, Test Book 2

Distribute a Test 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 the correct test book. Make sure the students have pencils. Have on hand a copy of Test Book 2.

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 the students for their responses. Only the responses in their test books will be scored.

SAY This is your Test 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 Test Book 2.

For the Teacher

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

.....
TEST SECURITY: The contents of Book 1 and Book 2 may **not** be disclosed until the deadline of May 31, 2002 has passed for the submission of answer documents to the scanning centers.
.....

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

For the Teacher

MATHEMATICS: Grade 4

Monitor your students to ensure that they do not go beyond the stop sign.

Check to make sure all students have written their names on the front cover of the test books. Hold up your copy of Test Book 2. Open your book and point to the section, Tips for Taking the Test.

SAY Open your test book. You will see Tips for Taking the Test and information in a box. I will read all the sentences aloud, as I did in the last session, while you read along silently.

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

SAY For Session 2, you will write your answers in the test book instead of choosing from a list of possible answers. 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 answer in the test book. You may use your tools to help you solve any problem on the test. Are there any questions?

Pause to answer questions. When you are confident that everyone understands the directions,

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, but do not go on. When you have finished, sit quietly until I call time. You will have 50 minutes to complete Session 2. I will record the time on the board. Are there any questions?

Pause to answer questions.

SAY Turn to Page 1, question Number 31.

Check to see that all students are on Number 31 in the test book.

SAY You may begin.

Record the time.

During testing, check to see that students are in the right place in the test book. 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 used for the stretch break toward the working time for this session.

After 40 minutes of working time have elapsed,

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

Record the time.

After 50 minutes of working time have elapsed (or sooner, if you are sure everyone has finished),

SAY Please stop working. This is the end of Session 2. Close your books. Put your tools in the envelope. We will take Session 3 of the test tomorrow. Now I will collect the test books and the tools.

Have students put the manipulatives in the envelopes. Collect all test books and envelopes. Follow security procedures established by your principal or school administrator to store testing materials until administration of Session 3.

For the Teacher

.....
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, Test Book 1.

.....
Students record answers to multiple
choice questions on answer
documents.



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, Test Book 1

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

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

SAY This is your Test 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.

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Please remember, test booklets and scoring materials should 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.



Teacher's Directions

Mathematics