

MATH 3,4,5



New York State Testing Program

**Mathematics Tests
Teacher's Directions**

Grades 3, 4, and 5

May 11-13, 2011

THE UNIVERSITY OF THE STATE OF NEW YORK
Regents of The University

MERRYL H. TISCH, <i>Chancellor</i> , B.A., M.A., Ed.D.	New York
MILTON L. COFIELD, <i>Vice Chancellor</i> , B.S., M.B.A., Ph.D.	Rochester
ROBERT M. BENNETT, <i>Chancellor Emeritus</i> , B.A., M.S.	Tonawanda
JAMES C. DAWSON, A.A., B.A., M.S., Ph.D.	Plattsburgh
ANTHONY S. BOTTAR, B.A., J.D.	Syracuse
GERALDINE D. CHAPEY, B.A., M.A., Ed.D.	Belle Harbor
HARRY PHILLIPS, 3rd, B.A., M.S.F.S.	Hartsdale
JAMES R. TALLON, JR., B.A., M.A.	Binghamton
ROGER B. TILLES, B.A., J.D.	Great Neck
KAREN BROOKS HOPKINS, B.A., M.F.A.	Brooklyn
CHARLES R. BENDIT, B.A.	Manhattan
BETTY A. ROSA, B.A., M.S. in Ed., M.Ed., Ed.D. .	Bronx
LESTER W. YOUNG, JR., B.S., M.S., Ed.D.	Oakland Gardens
CHRISTINE D. CEA, B.A., M.A., Ph.D.	Staten Island
WADE S. NORWOOD, B.A.	Rochester

President of The University and Commissioner of Education

DR. DAVID MILTON STEINER

Senior Deputy Commissioner of Education, P-12

DR. JOHN B. KING, JR.

Assistant Commissioner of Assessment Policy, Development and Administration

DAVID ABRAMS

Director of State Assessment

STEVEN E. KATZ

The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender, genetic predisposition or carrier status, or sexual orientation in its educational programs, services and activities. Portions of this publication can be made available in a variety of formats, including braille, large print, or audio tape, upon request. Inquiries concerning this policy of nondiscrimination should be directed to the Department's Office for Diversity, Ethics, and Access, Room 530, Education Building, Albany, NY 12234. **Requests for additional copies of this publication may be made by contacting the Publications Sales Desk, Room 309, Education Building, Albany, NY 12234.**



Developed and published under contract with the New York State Education Department by CTB/McGraw-Hill LLC, a subsidiary of The McGraw-Hill Companies, Inc., 20 Ryan Ranch Road, Monterey, California 93940-5703. Copyright © 2011 by the New York State Education Department. Permission is hereby granted for school administrators and educators to reproduce these materials, located online at <http://www.p12.nysed.gov/osa>, in the quantities necessary for their school's use, but not for sale, provided copyright notices are retained as they appear in these publications. This permission does not apply to distribution of these materials, electronically or by other means, other than for school use.

Table of Contents

	Introduction	Page 1
STEP 1	Check Your Test Materials.....	Page 2
	Security.....	Page 2
	Unauthorized Materials.....	Page 3
STEP 2	Plan Your Testing Schedule	Page 4
	Test Format and Schedule	Page 4
	Testing Accommodations	Page 6
	Misadministration	Page 6
STEP 3	Prepare Your Classroom	Page 6
STEP 4	Prepare Your Students	Page 7
	Use Standardized Testing Procedures	Page 7
STEP 5	Prepare Test Materials	Page 7
	Answer Sheets, Biographical Data, and Labels	Page 7
	Mathematics Tools	Page 7
STEP 6	Administer the Test, Grade 3 Mathematics	Page 8
	Grade 3 — Day 1, Book 1	Page 8
	Grade 3 — Day 2, Book 2	Page 10
	Administer the Test, Grade 4 Mathematics.....	Page 13
	Grade 4 — Day 1, Book 1	Page 13
	Grade 4 — Day 2, Book 2	Page 15
	Administer the Test, Grade 5 Mathematics.....	Page 18
Grade 5 — Day 1, Book 1	Page 18	
Grade 5 — Day 2, Book 2	Page 20	
	Teacher Evaluation Form.....	Page 23

It is important to read all of Steps 1–5 and the pertinent grade-level information in Step 6 prior to administering the test.

Test books and scoring materials must 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. However, school personnel may make photocopies of this *Teacher’s Directions* if additional copies are needed.

Introduction

The Department has a partnership with CTB/McGraw-Hill for the development of the elementary- and intermediate-level assessments in mathematics. Teachers from across the State work with us in a variety of activities to ensure that the tests are appropriate measures of student achievement of the New York State Learning Standards.

The Mathematics Tests are administered in two sessions on two consecutive days.

For all three grades, the tests consist of multiple-choice, short-response, and extended-response questions.

Each multiple-choice question is followed by four choices, one of which is the correct answer. Students record their responses on a separate answer sheet. The short-response and extended-response questions require students to write (rather than select) appropriate responses. Students write their answers to these questions directly in their test books.

By following the guidelines in this document, you help ensure that the test is valid and equitable for all students. A series of instructions helps you organize the materials and the testing schedule.

IMPORTANT DATES

Testing Dates	May 11–13, 2011
Makeup Dates	May 12–18, 2011



CHECK YOUR TEST MATERIALS

To administer these tests, 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 test books (received from Regional Information Center or Large-City School District)
- Identification labels and instructions for completing biographical data for new students
- Do Not Disturb sign (not provided)
- Extra No. 2 pencils with erasers (not provided)

For each student

- Precoded answer sheet or generic answer sheet requiring the completion of a data grid
- Book 1
- Book 2
- No. 2 pencil with eraser (not provided)
- Ruler
- Protractor (for Grade 5 only)

Security

The New York State Testing Program includes 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. Unused test books may **not** be used for instructional or staff development purposes. 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 testing schedule to the students.

- On each day of test administration, you should receive the test books only for that day from the principal or the principal's designee.
- Contact your principal or the principal's designee if you do not have a sufficient number of test books.
- When not in use, the test books must be kept in a safe or vault in the school building or at an approved alternate storage site to prevent unauthorized access. Storing the test books in this manner ensures that the security of the test is not breached.
- See your principal or school administrator for instructions regarding the processing of all used and unused test materials.
- At no time may the contents of the books be reviewed or discussed, or shared through any electronic means.

NOTE: No one, *under any circumstances*, including the student, may alter the student's responses on these tests 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 3020 and 3020-a of Education Law or to action against their certification pursuant to Part 83 of the Regulations of the Commissioner of Education.

Unauthorized Materials

Students should be under close supervision at all times during the administration of the tests. When students enter the testing room, proctors must ensure that students do not bring any unauthorized notes, printed material, scrap paper, or tools that might give them an unfair advantage on the test. Students should be informed that they may not use cell phones or other communication devices during the test. These must be turned off and put away before test books are handed out.

PLAN YOUR TESTING SCHEDULE

- The test books must be administered in order, on consecutive days. See Page 1 for testing and makeup dates.
- Schedule testing to allow sufficient time for instructions and preparations. See Pages 4 and 5 for time requirements.
- **Read the *Teacher's Directions* in its entirety prior to administering the test.**
- Review Step 6, "Administer the Test," before administering each section of the test. Refer to the "Table of Contents" to locate the appropriate test directions for your grade and test books.
- Before Book 1 is administered, each student must have either an answer sheet precoded with student information or a generic answer sheet, which will require the completion of a data grid. If a precoded answer sheet is missing for any student, allow sufficient time before test administration to fill in the data grid on a generic answer sheet.
- Read directions at a moderate, steady pace.
- Adhere to testing time limits.
- Call time if all students complete the section early.
- Avoid testing just after students have had strenuous physical activity.

Test Format and Schedule

Grades 3, 4, and 5

The Grades 3, 4, and 5 Tests are divided into two books: Book 1 and Book 2. For each grade, the two books must be administered on two consecutive school days.

Book 1 contains multiple-choice questions only. Each multiple-choice question is followed by four choices, one of which is the correct answer. Students will answer the multiple-choice questions by filling in circles on their answer sheets.

Book 2 contains short-response and extended-response questions. Students will write their answers to these questions directly in their test books.

The two sections of the test will take approximately 2 to $2\frac{3}{4}$ hours of testing time, depending on the grade level. If all students finish a section before the allotted time, the administration of that section may be ended early. Students who have not completed a test book within the designated time should **not** be given additional time to finish.

The following charts provide information about the format of the test, where and how students are to record their answers, and the time allotted for each section of the test. Schools must adhere to the testing times shown.

GRADE 3 MATHEMATICS TEST

Day 1 Book 1	40 multiple-choice questions (Students fill in circles on answer sheet.)	60 minutes, plus an additional 10 minutes prep time
Day 2 Book 2	4 short-response questions and 2 extended- response questions (Students write answers directly in Book 2.)	40 minutes, plus an additional 10 minutes prep time

GRADE 4 MATHEMATICS TEST

Day 1 Book 1	45 multiple-choice questions (Students fill in circles on answer sheet.)	70 minutes, plus an additional 10 minutes prep time
Day 2 Book 2	8 short-response questions and 4 extended- response questions (Students write answers directly in Book 2.)	70 minutes, plus an additional 10 minutes prep time

GRADE 5 MATHEMATICS TEST

Day 1 Book 1	41 multiple-choice questions (Students fill in circles on answer sheet.)	60 minutes, plus an additional 10 minutes prep time
Day 2 Book 2	4 short-response questions and 4 extended- response questions (Students write answers directly in Book 2.)	50 minutes, plus an additional 10 minutes prep time

Testing Accommodations

Students with Disabilities

In general, students with disabilities should be provided with the testing accommodations specified in their Individualized Education Programs (IEPs) or Section 504 Accommodation Plans (504 Plans) when taking these tests. However, testing accommodations that alter the measurement of a construct being tested are **not** permitted on elementary- and intermediate-level State assessments. Only those testing accommodations that do **not** alter the construct of the test are permitted.

Testing accommodations in students' IEPs or 504 Plans that are reading-related—for example, reading the test to the student—are permitted for these Mathematics Tests. However, test questions may never be modified or simplified nor may the school provide additional examples.

Use of Calculators

Because the tests assess a student's proficiencies involving calculations, the use of a calculator or mathematics tables will **not** be allowed for Grades 3, 4, and 5. Students whose IEPs or 504 Plans specify the use of an abacus will be permitted to use such a device with these Mathematics Tests.

Additional information on testing accommodations for students with disabilities can be found in the New York State Testing Program's 2011 *School Administrator's Manual*. A copy of this document is available on the Department's web site at: <http://www.p12.nysed.gov/osa>.

English Language Learners

Information on accommodations for English language learners can be found in the New York State Testing Program's 2011 *School Administrator's Manual*. Note that testing accommodations may be provided to former English language learners who were identified as English language proficient based on their scores on one of the two most recent administrations of the New York State English as a Second Language Achievement Test (NYSESLAT), either spring 2009 or spring 2010.

Misadministration

Notify your principal immediately if any part of the test is administered improperly. Examples of misadministration include the following: permitting students to have unauthorized/inappropriate testing accommodations or tools (for example, calculators), and engaging in other types of nonstandard test administration (for example, cheating).



PREPARE YOUR CLASSROOM

- Plan for the distribution and collection of materials.
- Provide a well-lighted, well-ventilated, and quiet classroom.
- Plan seating arrangements. Allow enough space between students to prevent sharing of answers. To help prevent communication between students during testing, make sure that each student is clearly visible to the proctor at all times. Students must not be permitted to speak to one another while the test is being administered.
- Completely cover or remove from the walls mathematics aids or charts and all board work pertaining to mathematics.
- Eliminate distractions such as bells or telephones.
- Place a Do Not Disturb sign on the door of the testing room.
- Make sure students' desks and shelves under desks are cleared of all extraneous materials, and all cell phones or electronic communication devices have been turned off and put away.
- On the board, indicate starting and stopping times for the test.



PREPARE YOUR STUDENTS

- Help students approach the testing in a relaxed, positive way.
- Explain that the purpose of taking these tests 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 that, for many of the questions, partial credit will be given. Encourage and motivate your students to put forth their best effort.
- Be sure students understand the directions and how to mark answers on their multiple-choice answer sheets, and where and how to record short- and extended-response answers in the appropriate test books. Assist them with test-taking procedures, 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 test questions.
- Encourage students to attempt all questions. Tell them to read each question carefully and make their best attempt at answering each one.

Use Standardized Testing Procedures

This is a timed test that is to be administered under standard conditions. Follow the directions carefully. The same test administration procedures must be used with all students so that valid conclusions can be drawn from the test results. Ensure that students follow directions for where to mark their answers (e.g., for Book 1, multiple-choice answers are to be recorded on the answer sheet, **not** in the test book).



PREPARE TEST MATERIALS

Answer Sheets, Biographical Data, and Labels

- For each student in your class, verify that you have the correct precoded answer sheet. The answer sheets are used only with Book 1.
- If there is no precoded answer sheet for a student, complete the data grid on a generic answer sheet for that student.
- Verify that you have the correct precoded labels for each student in your class. Prior to testing, affix the precoded labels to the back cover of each student's Book 2 on the day the book is administered.

Mathematics Tools

- Each student in Grades 3 and 4 must have a ruler for his or her exclusive use during the test. Each student in Grade 5 must have a ruler and a protractor for his or her exclusive use during the test.
- Before administering the test, examine all rulers and protractors to be sure they are in adequate condition and that they do not have pertinent information, such as mathematics formulas, written on them.



ADMINISTER THE TEST GRADE 3 MATHEMATICS

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.

Grade 3 – Day 1, Book 1

Be sure to have a copy of Book 1.

*Be sure each student has a No. 2 pencil and a ruler. Students may **not** use pens. Students may be permitted to use highlighters when taking this test. You must, however, monitor student use of highlighters to ensure that they are not being used by students to record their responses to questions or in a way that obscures their responses to open-ended questions.*

*Students may **not** use scrap paper.*

Students will be recording the answers to the multiple-choice questions in Book 1 on their answer sheets. Only the responses on the students' answer sheets will be scored.

SAY There are two books for this test. Today, you will answer the questions in Book 1. Tomorrow, you will answer the questions in Book 2.

You may use your ruler to help you solve some of the problems on the test.

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

SAY Book 1 contains all multiple-choice questions. You must mark all your answers on this answer sheet.

When marking answers on the answer sheet, you must fill in the circle for the letter that matches your answer for each question.

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

When you fill in the circles, 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 the answer sheet.

You may not use additional paper for your answers. Only the answers marked on your answer sheet will be scored. However, you may use all available space in Book 1 for any calculations or helpful markings you may need to make.

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

Pause for questions. When you are confident that all students understand the instructions, distribute a Book 1 to each student.

SAY This is your Book 1. Do not open your test book until I tell you to do so.

Look at the cover of your test book. Make sure it says "Grade 3 Mathematics Test Book 1" and "May 11–13, 2011." If you do not have the correct book, please raise your hand and I will give you the correct one.

When you are confident that all students have the correct test book,

SAY Now, open your test book to Page 1. You will see Tips for Taking the Test and information in a box.

Check that all students are looking at the correct page.

SAY Please read along silently as I read the Tips for Taking the Test aloud to you.

Here are some suggestions to help you do your best:

- Be sure to read carefully all the directions in the test book.
- Read each question carefully and think about the answer before choosing your response.

Are there any questions?

Pause for questions. When you are confident that all students understand the Tips for Taking the Test,

SAY Now, look at the information in the box. Please follow along while I read what is in the box.

Point to the box.

SAY This picture means that you will use your ruler. Are there any questions?

Pause for questions. When you are confident that all students understand the information,

SAY Now, look at Sample A on Page 2.

Be sure that all students are on Page 2 in the test book.

SAY Answer Sample A. When you have finished, stop working.

Give students time to answer Sample A. Then,

SAY The correct answer for Sample A is answer choice B, 241. Do you have any questions?

Pause for questions. Then,

SAY Answer Sample B. When you have finished, stop working.

Give students time to answer Sample B. Then,

SAY The correct answer for Sample B is answer choice D, 380. Do you have any questions?

Pause for questions. Then,

SAY Answer Sample C. When you have finished, stop working.

Give students time to answer Sample C. Then,

SAY The correct answer for Sample C is answer choice D, 6. Do you have any questions about Sample C or about your ruler?

*Pause for questions. If any student has a problem with or question about his or her ruler, examine the ruler to make sure that it is not defective. If the ruler is defective, replace it with another ruler that you have verified is accurate. If the ruler is not defective, return it to the student for his or her use on the test, assuring the student that the ruler is accurate and saying to the student, "Your ruler is okay." You may **not** show the student how to use the ruler.*

Then,

SAY During the test, read the questions carefully. You may use your ruler to help you solve some of the problems 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 this section of the test. You may go back and check your work.

You will have 60 minutes to answer the questions in Book 1. I will write the time on the board. When you have finished, sit quietly until I call time. You must work by yourself, and you may not speak with each other while this test is being given.

Are there any questions?

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

SAY Turn to Page 5, question 1.

Be sure that all students are on Page 5 in the test book.

SAY You may begin.

Record the time.

Be sure that students are filling in the circles on the answer sheet appropriately by making their marks heavy and dark with a No. 2 pencil.

After 50 minutes,

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

After 60 minutes,

SAY This is the end of Book 1 of the test. Please place your answer sheet inside the front cover of your test book and close your test book. Now, I will collect the test books and answer sheets.

Collect all test books and answer sheets, making sure each student's answer sheet has been inserted into his or her test book. Follow security procedures established by your principal or school administrator for returning secure test materials.

Grade 3 – Day 2, Book 2

Be sure to have a copy of Book 2.

*Be sure each student has a No. 2 pencil and a ruler. Students may **not** use pens.*

*Students may **not** use scrap paper.*

*Do **not** redistribute any answer sheets. Students will be recording the answers to the questions in Book 2 directly in their test books. Only the answers in the students' test books will be scored.*

SAY Today, you will answer the questions in Book 2.

You may use your ruler to help you solve some of the problems on the test.

For all questions in Book 2, you must write your answers directly in your test book.

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

Write your answers clearly and legibly. It is important to show all your work as well as your final answer in the test book.

If you make a mistake, erase it completely or draw a line through it.

You may not use additional paper for your answers. Only the answers written in your test book will be scored.

Are there any questions?

Pause for questions. When you are confident that all students understand the instructions, distribute a Book 2 to each student. Make sure you affixed the student labels to the backs of the student test books and that each student receives the correct test book.

SAY This is your Book 2. Do not open your test book until I tell you to do so.

Look at the cover of your test book. Make sure it says “Grade 3 Mathematics Test Book 2” and “May 11–13, 2011.” If you do not have the correct book, please raise your hand and I will give you the correct one.

Find the word NAME at the bottom of the cover. Write your first and last name on the blank line next to the word NAME.

Are there any questions?

Pause for questions. When you are confident that all students understand the instructions,

SAY Now, open your test book to Page 1. You will see Tips for Taking the Test and information in a box.

Check that all students are looking at the correct page.

SAY Please read along silently as I read the Tips for Taking the Test aloud to you.

Here are some suggestions to help you do your best:

- Be sure to read carefully all the directions in the test book.
- Read each question carefully and think about the answer before writing your response.
- Be sure to show your work when asked. You may receive partial credit if you have shown your work.

Are there any questions?

Pause for questions. When you are confident that all students understand the Tips for Taking the Test,

SAY Now, look at the information in the box. Please follow along while I read what is in the box.

Point to the box.

SAY This picture means that you will use your ruler. Are there any questions?

Pause for questions. When you are confident that all students understand the information,

SAY During the test, read the questions carefully. You may use your ruler to help you solve some of the problems 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 the test. You may go back and check your work.

SAY You will have 40 minutes to answer the questions in Book 2. I will write the time on the board. When you have finished, sit quietly until I call time. You must work by yourself, and you may not speak with each other while this test is being given.

Are there any questions?

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

SAY Turn to Page 3, question 41.

Be sure that all students are on question 41 in the test book.

SAY You may begin.

Record the time.

After 30 minutes,

SAY You have 10 more minutes to complete the test.

After 40 minutes,

SAY This is the end of Book 2 of the test. Now, I will collect the test books.

Collect all test books. Follow security procedures established by your principal or school administrator for returning secure test materials.



ADMINISTER THE TEST GRADE 4 MATHEMATICS

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.

Grade 4 – Day 1, Book 1

Be sure to have a copy of Book 1.

*Be sure each student has a No. 2 pencil and a ruler. Students may **not** use pens. Students may be permitted to use highlighters when taking this test. You must, however, monitor student use of highlighters to ensure that they are not being used by students to record their responses to questions or in a way that obscures their responses to open-ended questions.*

*Students may **not** use scrap paper.*

Students will be recording the answers to the multiple-choice questions in Book 1 on their answer sheets. Only the responses on the students' answer sheets will be scored.

SAY There are two books for this test. Today, you will answer the questions in Book 1. Tomorrow, you will answer the questions in Book 2.

You may use your ruler to help you solve some of the problems on the test.

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

SAY Book 1 contains all multiple-choice questions. You must mark all your answers on this answer sheet.

When marking answers on the answer sheet, you must fill in the circle for the letter that matches your answer for each question.

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

When you fill in the circles, 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 the answer sheet.

You may not use additional paper for your answers. Only the answers marked on your answer sheet will be scored. However, you may use all available space in Book 1 for any calculations or helpful markings you may need to make.

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

Pause for questions. When you are confident that all students understand the instructions, distribute a Book 1 to each student.

SAY This is your Book 1. Do not open your test book until I tell you to do so.

Look at the cover of your test book. Make sure it says "Grade 4 Mathematics Test Book 1" and "May 11–13, 2011." If you do not have the correct book, please raise your hand and I will give you the correct one.

When you are confident that all students have the correct test book,

SAY Now, open your test book to Page 1. You will see Tips for Taking the Test and information in a box.

Check that all students are looking at the correct page.

SAY Please read along silently as I read the Tips for Taking the Test aloud to you.

Here are some suggestions to help you do your best:

- Be sure to read carefully all the directions in the test book.
- Read each question carefully and think about the answer before choosing your response.

Are there any questions?

Pause for questions. When you are confident that all students understand the Tips for Taking the Test,

SAY Now, look at the information in the box. Please follow along while I read what is in the box.

Point to the box.

SAY This picture means that you will use your ruler. Are there any questions?

Pause for questions. When you are confident that all students understand the information,

SAY Now, look at Sample A on Page 2.

Be sure that all students are on Page 2 in the test book.

SAY Answer Sample A. When you have finished, stop working.

Give students time to answer Sample A. Then,

SAY The correct answer for Sample A is answer choice B, 241. Do you have any questions?

Pause for questions. Then,

SAY Answer Sample B. When you have finished, stop working.

Give students time to answer Sample B. Then,

SAY The correct answer for Sample B is answer choice D, 380. Do you have any questions?

Pause for questions. Then,

SAY Answer Sample C. When you have finished, stop working.

Give students time to answer Sample C. Then,

SAY The correct answer for Sample C is answer choice D, 6. Do you have any questions about Sample C or about your ruler?

*Pause for questions. If any student has a problem with or question about his or her ruler, examine the ruler to make sure that it is not defective. If the ruler is defective, replace it with another ruler that you have verified is accurate. If the ruler is not defective, return it to the student for his or her use on the test, assuring the student that the ruler is accurate and saying to the student, "Your ruler is okay." You may **not** show the student how to use the ruler.*

Then,

SAY During the test, read the questions carefully. You may use your ruler to help you solve some of the problems 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 this section of the test. You may go back and check your work.

You will have 70 minutes to answer the questions in Book 1. I will write the time on the board. When you have finished, sit quietly until I call time. You must work by yourself, and you may not speak with each other while this test is being given.

Are there any questions?

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

SAY Turn to Page 5, question 1.

Be sure that all students are on Page 5 in the test book.

SAY You may begin.

Record the time.

Be sure that students are filling in the circles on the answer sheet appropriately by making their marks heavy and dark with a No. 2 pencil.

After 60 minutes,

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

After 70 minutes,

SAY This is the end of Book 1 of the test. Please place your answer sheet inside the front cover of your test book and close your test book. Now, I will collect the test books and answer sheets.

Collect all test books and answer sheets, making sure each student's answer sheet has been inserted into his or her test book. Follow security procedures established by your principal or school administrator for returning secure test materials.

Grade 4 – Day 2, Book 2

Be sure to have a copy of Book 2.

*Be sure each student has a No. 2 pencil and a ruler. Students may **not** use pens.*

*Students may **not** use scrap paper.*

*Do **not** redistribute any answer sheets. Students will be recording the answers to the questions in Book 2 directly in their test books. Only the answers in the students' test books will be scored.*

SAY Today, you will answer the questions in Book 2.

You may use your ruler to help you solve some of the problems on the test.

For all questions in Book 2, you must write your answers directly in your test book.

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

Write your answers clearly and legibly. It is important to show all your work as well as your final answer in the test book.

If you make a mistake, erase it completely or draw a line through it.

You may not use additional paper for your answers. Only the answers written in your test book will be scored.

Are there any questions?

Pause for questions. When you are confident that all students understand the instructions, distribute a Book 2 to each student. Make sure you affixed the student labels to the backs of the student test books and that each student receives the correct test book.

SAY This is your Book 2. Do not open your test book until I tell you to do so.

Look at the cover of your test book. Make sure it says “Grade 4 Mathematics Test Book 2” and “May 11–13, 2011.” If you do not have the correct book, please raise your hand and I will give you the correct one.

Find the word NAME at the bottom of the cover. Write your first and last name on the blank line next to the word NAME.

Are there any questions?

Pause for questions. When you are confident that all students understand the instructions,

SAY Now, open your test book to Page 1. You will see Tips for Taking the Test and information in a box.

Check that all students are looking at the correct page.

SAY Please read along silently as I read the Tips for Taking the Test aloud to you.

Here are some suggestions to help you do your best:

- Be sure to read carefully all the directions in the test book.
- Read each question carefully and think about the answer before writing your response.
- Be sure to show your work when asked. You may receive partial credit if you have shown your work.

Are there any questions?

Pause for questions. When you are confident that all students understand the Tips for Taking the Test,

SAY Now, look at the information in the box. Please follow along while I read what is in the box.

Point to the box.

SAY This picture means that you will use your ruler. Are there any questions?

Pause for questions. When you are confident that all students understand the information,

SAY During the test, read the questions carefully. You may use your ruler to help you solve some of the problems 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 this section of the test. You may go back and check your work.

SAY You will have 70 minutes to answer the questions in Book 2. I will write the time on the board. When you have finished, sit quietly until I call time. You must work by yourself, and you may not speak with each other while this test is being given.

Are there any questions?

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

SAY Turn to Page 3, question 46.

Be sure that all students are on question 46 in the test book.

SAY You may begin.

Record the time.

After 60 minutes,

SAY You have 10 more minutes to complete the test.

After 70 minutes,

SAY This is the end of Book 2 of the test. Now, I will collect the test books.

Collect all test books. Follow security procedures established by your principal or school administrator for returning secure test materials.



ADMINISTER THE TEST GRADE 5 MATHEMATICS

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.

Grade 5 – Day 1, Book 1

Be sure to have a copy of Book 1.

*Be sure each student has a No. 2 pencil, a ruler, and a protractor. Students may **not** use pens. Students may be permitted to use highlighters when taking this test. You must, however, monitor student use of highlighters to ensure that they are not being used by students to record their responses to questions or in a way that obscures their responses to open-ended questions.*

*Students may **not** use scrap paper.*

Students will be recording the answers to the multiple-choice questions in Book 1 on their answer sheets. Only the responses on the students' answer sheets will be scored.

SAY There are two books for this test. Today, you will answer the questions in Book 1. Tomorrow, you will answer the questions in Book 2.

You may use your ruler and protractor to help you solve some of the problems on the test.

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

SAY Book 1 contains all multiple-choice questions. You must mark all your answers on this answer sheet.

When marking answers on the answer sheet, you must fill in the circle for the letter that matches your answer for each question.

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

When you fill in the circles, 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 the answer sheet.

You may not use additional paper for your answers. Only the answers marked on your answer sheet will be scored. However, you may use all available space in Book 1 for any calculations or helpful markings you may need to make.

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

Pause for questions. When you are confident that all students understand the instructions, distribute a Book 1 to each student.

SAY This is your Book 1. Do not open your test book until I tell you to do so.

Look at the cover of your test book. Make sure it says "Grade 5 Mathematics Test Book 1" and "May 11–13, 2011." If you do not have the correct book, please raise your hand and I will give you the correct one.

When you are confident that all students have the correct test book,

SAY Now, open your test book to Page 1. You will see Tips for Taking the Test and information in a box.

Check that all students are looking at the correct page.

SAY Please read along silently as I read the Tips for Taking the Test aloud to you.

Here are some suggestions to help you do your best:

- Be sure to read carefully all the directions in the test book.
- Read each question carefully and think about the answer before choosing your response.

Are there any questions?

Pause for questions. When you are confident that all students understand the Tips for Taking the Test,

SAY Now, look at the information in the box. Please follow along while I read what is in the box.

Point to the box.

SAY This picture means that you will use your ruler.

Pause.

SAY This picture means that you will use your protractor. Are there any questions?

Pause for questions. When you are confident that all students understand the information,

SAY Now, look at Sample A on Page 3.

Be sure that all students are on Page 3 in the test book.

SAY Answer Sample A. When you have finished, stop working.

Give students time to answer Sample A. Then,

SAY The correct answer for Sample A is answer choice D, 15. Do you have any questions about Sample A or about your ruler?

*Pause for questions. If any student has a problem with or question about his or her ruler, examine it to make sure that it is not defective. If the ruler is defective, replace it with another ruler that you have verified is accurate. If the ruler is not defective, return it to the student for his or her use on the test, assuring the student that the ruler is accurate and saying to the student, "Your ruler is okay." You may **not** show the student how to use the ruler. Then,*

SAY Answer Sample B. When you have finished, stop working.

Give students time to answer Sample B. Then,

SAY The correct answer for Sample B is answer choice A, 30°. Do you have any questions about Sample B or about your protractor?

*Pause for questions. If any student has a problem with or question about his or her protractor, examine it to make sure that it is not defective. If the protractor is defective, replace it with another protractor that you have verified is accurate. If the protractor is not defective, return it to the student for his or her use on the test, assuring the student that the protractor is accurate and saying to the student, "Your protractor is okay." You may **not** show the student how to use the protractor.*

Then,

SAY During the test, read the questions carefully. You may use your ruler and protractor to help you solve some of the problems 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 this section of the test. You may go back and check your work.

You will have 60 minutes to answer the questions in Book 1. I will write the time on the board. When you have finished, sit quietly until I call time. You must work by yourself, and you may not speak with each other while this test is being given.

Are there any questions?

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

SAY Turn to Page 5, question 1.

Be sure that all students are on Page 5 in the test book.

SAY You may begin.

Record the time.

Be sure that students are filling in the circles on the answer sheet appropriately by making their marks heavy and dark with a No. 2 pencil.

After 50 minutes,

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

After 60 minutes,

SAY This is the end of Book 1 of the test. Please place your answer sheet inside the front cover of your test book and close your test book. Now, I will collect the test books and answer sheets.

Collect all test books and answer sheets, making sure each student's answer sheet has been inserted into his or her test book. Follow security procedures established by your principal or school administrator for returning secure test materials.

Grade 5 – Day 2, Book 2

Be sure to have a copy of Book 2.

*Be sure each student has a No. 2 pencil, a ruler, and a protractor. Students may **not** use pens.*

*Students may **not** use scrap paper.*

*Do **not** redistribute any answer sheets. Students will be recording the answers to the questions in Book 2 directly in their test books. Only the answers in the students' test books will be scored.*

SAY Today, you will answer the questions in Book 2.

You may use your ruler and protractor to help you solve some of the problems on the test.

For all questions in Book 2, you must write your answers directly in your test book.

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

Write your answers clearly and legibly. It is important to show all your work as well as your final answer in the test book.

If you make a mistake, erase it completely or draw a line through it.

You may not use additional paper for your answers. Only the answers written in your test book will be scored.

Are there any questions?

Pause for questions. When you are confident that all students understand the instructions, distribute a Book 2 to each student. Make sure you affixed the student labels to the backs of the student test books and that each student receives the correct test book.

SAY This is your Book 2. Do not open your test book until I tell you to do so.

Look at the cover of your test book. Make sure it says “Grade 5 Mathematics Test Book 2” and “May 11–13, 2011.” If you do not have the correct book, please raise your hand and I will give you the correct one.

Find the word NAME at the bottom of the cover. Write your first and last name on the blank line next to the word NAME.

Are there any questions?

Pause for questions. When you are confident that all students understand the instructions,

SAY Now, open your test book to Page 1. You will see Tips for Taking the Test and information in a box.

Check that all students are looking at the correct page.

SAY Please read along silently as I read the Tips for Taking the Test aloud to you.

Here are some suggestions to help you do your best:

- Be sure to read carefully all the directions in the test book.
- Read each question carefully and think about the answer before writing your response.
- Be sure to show your work when asked. You may receive partial credit if you have shown your work.

Are there any questions?

Pause for questions. When you are confident that all students understand the Tips for Taking the Test,

SAY Now, look at the information in the box. Please follow along while I read what is in the box.

Point to the box.

SAY This picture means that you will use your ruler.

Pause.

SAY This picture means that you will use your protractor. Are there any questions?

Pause for questions. When you are confident that all students understand the information,

SAY During the test, read the questions carefully. You may use your ruler and protractor to help you solve some of the problems 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 the test. You may go back and check your work.

You will have 50 minutes to answer the questions in Book 2. I will write the time on the board. When you have finished, sit quietly until I call time. You must work by yourself, and you may not speak with each other while this test is being given.

Are there any questions?

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

SAY Turn to Page 3, question 42.

Be sure that all students are on question 42 in the test book.

SAY You may begin.

Record the time.

After 40 minutes,

SAY You have 10 more minutes to complete the test.

After 50 minutes,

SAY This is the end of Book 2 of the test. Now, I will collect the test books.

Collect all test books. Follow security procedures established by your principal or school administrator for returning secure test materials.

TEACHER EVALUATION FORM

Suggestions and feedback from teachers provide an important contribution to the test development process. Please use the “Teacher Evaluation Form” for your comments. The form can be found at <http://www.ctb.com/nys>.

1. Select “Mathematics Grades 3–8 Testing Program—Teacher Evaluation Form.”
2. Complete the form.
3. If you want to keep a record of your evaluation, print a copy before submitting the completed form.
4. To submit the form, click on “SUBMIT” at the bottom of the page.
5. The form will remain active for 30 days beyond the last administration date of the Grades 3–8 Mathematics Tests.

Test books and scoring materials must 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. However, school personnel may make photocopies of this *Teacher's Directions* if additional copies are needed.



Grades 3, 4, and 5

Mathematics Tests

Teacher's Directions

May 11-13, 2011

The McGraw-Hill Companies