



New York State Testing Program

**Grades 3–8 Common Core English Language Arts
and Mathematics Tests**

**School
Administrator's
Manual**

2013 Edition

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

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Preparing for and Administering the Tests

General Features of the 2013 Grades 3–8 Common Core English Language Arts and Mathematics Tests

The New York State Education Department (NYSED) has a partnership with Pearson Inc. for the development of the 2013 Grades 3–8 Common Core English Language Arts and Mathematics Tests. Teachers from across the State work with the Department in a variety of activities to ensure that the tests are appropriate measures of student attainment of the New York State Common Core Learning Standards.

The 2013 Grades 3–8 Common Core English Language Arts Tests are comprised of four books per grade and will be administered in three sessions over three days. On **Tuesday, April 16**, Book 1 will be administered; on **Wednesday, April 17**, Book 2 and Book 3 will be administered; and on **Thursday, April 18**, Book 4 will be administered. Book 1 and Book 2 contain literary and informational reading passages and multiple-choice questions based on the passages. Book 3 and Book 4 contain reading passages with short-response questions and an extended-response question based on those passages.

The 2013 Grades 3–8 Common Core Mathematics Tests are comprised of three books per grade and will also be administered in three sessions over three days. On **Wednesday, April 24**, Book 1 will be administered; on **Thursday, April 25**, Book 2 will be administered; and on **Friday, April 26**, Book 3 will be administered. Book 1 and Book 2 contain multiple-choice questions. Book 3 contains short- and extended-response questions.

Following the guidelines in this manual will help ensure that the tests are valid and equitable for all students. A series of instructions will help in organizing the materials, the testing schedule, and the scoring process.

All persons in charge of the administration of the 2013 Grades 3–8 Common Core English Language Arts and Mathematics Tests should be familiar with the information in this manual. Questions concerning the administration of these tests should be directed to the Office of State Assessment (OSA) at 518-474-5902 or 518-474-8220.

Tools for the Administration of the 2013 Grades 3–8 Common Core Mathematics Tests

Use of Reference Sheets

Each student testing in Grades 5–8 will be provided with a mathematics reference sheet for his or her exclusive use during the tests. This sheet is printed inside each of the three test books.

Use of Rulers and Protractors

Each student testing in Grades 3–8 mathematics must be provided with a ruler for his or her exclusive use during the tests. Each student testing in Grades 4–8 mathematics must be provided with a protractor for his or her exclusive use during the tests.

Use of Calculators

A calculator with a square root key or a scientific calculator must be provided to each student taking the Grade 6 Mathematics Tests, for Book 2 and Book 3. A scientific calculator must be provided to each student taking the Grades 7 and 8 Mathematics Tests, for Book 2 and Book 3. Graphing calculators are **not** permitted. Calculators, of any kind, are **not** permitted for use on Grades 3, 4, and 5 Mathematics Tests. **Calculators, of any kind, are not permitted for use on Grades 6, 7, and 8 Mathematics Test Book 1 because this part of the test measures students' proficiencies involving calculations.**

Changes for the 2013 Administration

Test Book Design and Testing Times

As part of the New York State Board of Regents Reform Agenda, the Department has embarked on a comprehensive initiative to ensure that schools prepare students with the knowledge and skills they need to succeed in college and in their careers. To realize the goals of this agenda, changes have occurred in standards, curricula, and assessments. These changes will impact pedagogy and, ultimately, student learning.

The New York State P-12 Common Core Learning Standards (CCLS) for English Language Arts and Literacy call for changes in what is expected from a teacher's instructional approach. In English Language Arts, these shifts will be characterized by an intense focus on complex, grade-appropriate nonfiction and fiction texts that require rigorous textual analysis, the application of academic language, and other key college- and career-readiness skills.

The Department has established the testing times for each session to allow students sufficient time to demonstrate what they have learned. The 2013 Grades 3–8 Common Core English Language Arts Tests will consist of four books that are administered over three days. Day 1 will consist of Book 1. Day 2 will consist of Book 2 and Book 3 completed by the student in one continuous session. Day 3 will consist of Book 4. The testing times for the 2013 Grades 3–8 Common Core English Language Arts Tests are as follows:

- Grades 3 and 4 will be allotted 70 minutes of testing time each day; and
- Grades 5–8 will be allotted 90 minutes of testing time each day.

The 2013 Grades 3–8 Common Core Mathematics Tests will consist of three books that are administered over three days. Day 1 will consist of Book 1. Day 2 will consist of Book 2. Day 3 will consist of Book 3. The testing times for the 2013 Grades 3–8 Common Core Mathematics Tests are as follows:

- Grade 3 will be allotted 70 minutes of testing time each day;
- Grade 4 will be allotted 70 minutes of testing time for Days 1 and 2, and 90 minutes of testing time for Day 3; and
- Grades 5–8 will be allotted 90 minutes of testing time each day.

The testing times listed above do not include approximately 10 minutes of prep time at the beginning of each session for handing out materials and reading directions. The allotted time should begin when students begin testing. The start time of each session may be staggered by grade to accommodate staffing and space needs (e.g., Grade 3 starts at 9:00 a.m. [ET] while Grade 4 starts at 10:20 a.m. [ET]).

Students completing all questions in a test book prior to the end of the scheduled time are permitted to review their answers. If all students complete the test earlier than the allotted time, the teacher may end the session. The principal must arrange for the collection and secure storage of all used and unused test books as soon as each session is completed.

Students with disabilities must be provided testing accommodations as stated in their Individualized Education Programs (IEPs) or Section 504 Accommodation Plans (504 Plans). Accommodations for extended time, such as time-and-a-half or double time, should be based on the allotted time for each session listed above. Extended time for current and eligible former English language learners should also be based on the allotted time listed above.

Students to be Tested

Except as noted below, all public and charter school students in Grades 3–8 must take all State tests administered for their grade level. This includes students who have been retained in these grades. The birth dates of ungraded students with disabilities should be used to determine who must be tested and which grade-level test they will take (see Appendix A). Nonpublic schools are also encouraged to participate in these tests and are to follow the same guidelines for each grade-level test they are administering. When determining which students will participate in these tests, be sure to consider students who attend programs operated by the Boards of Cooperative Educational Services (BOCES) as well as any other programs located outside the district.

- *English Language Learners*—Schools are permitted to exempt from the 2013 Common Core English Language Arts Tests only those English language learners (including those from Puerto Rico) who, on **April 1, 2013**, will have been attending school in the United States for the first time for less than one year.

Recently arrived English language learners may be eligible for one, and only one, exemption from the administration of the 2013 Grades 3–8 English Language Arts Tests. Subject to this limitation, schools may administer the New York State English as a Second Language Achievement Test (NYSESLAT) in lieu of the 2013 Grades 3–8 Common Core English Language Arts Tests, for participation purposes only, to recently arrived English language learners who meet the criterion above. All other English language learners must participate in the 2013 Grades 3–8 Common Core English Language Arts Tests, as well as in the NYSESLAT. For additional information and guidance, please see the *Student Information Repository System (SIRS) Manual* at <http://www.p12.nysed.gov/irs/sirs>.

The provisions of the No Child Left Behind Act (NCLB) do not permit any exemption of English language learners from the 2013 Grades 3–8 Common Core Mathematics Tests. All English language learners in Grades 3–8 must take the 2013 Common Core Mathematics Tests. These tests are available in Chinese (traditional), Haitian-Creole, Korean, Russian, and Spanish. They can be translated orally into other languages for those English language learners whose first language is one for which a written translation is not available from the Department. Schools are permitted to offer English language learners specific testing accommodations when taking State tests to ensure valid and reliable test results.

- *Students with Disabilities*—The Committee on Special Education (CSE) must decide for each student, on a case-by-case basis, whether the student will participate in the general State test or in the New York State Alternate Assessment (NYSAA) for students with severe disabilities. The CSE’s decision must be documented in the student’s IEP. The criteria that the CSE must use to determine eligibility for the NYSAA is available at the web site <http://www.p12.nysed.gov/assessment/nysaa>.
- *Medically Excused*—Students who are incapacitated by illness or injury during the entire test administration and make-up periods and have on file documentation from a medical practitioner that they were too incapacitated to be tested at the school, at home, or in a medical setting are considered “Medically Excused,” are considered to have “no valid test score,” and must be reported with a final score of “999” and an Assessment Standard Achieved Code of “93” in SIRS. These students are excluded from the numerator and the denominator of the participation and performance accountability calculations.

Testing Accommodations for English Language Learners

English Language Learners

For English language learners, schools may provide the following testing accommodations:

- *Time Extension* — Schools may extend the test time for English language learners taking the 2013 Grades 3–8 Common Core English Language Arts and Mathematics Tests. Principals may use any reasonable extensions, such as time-and-a-half (the required testing time plus one-half of that amount of time), in accordance with their best judgment about the needs of the English language learners. Principals should consult with each student’s classroom teacher when making these determinations.
- *Separate Location* — Schools are encouraged to provide optimal testing environments and facilities for all students. They may administer the Grades 3–8 Common Core English Language Arts and Mathematics Tests to English language learners individually or in small groups in a separate location.
- *Translated Editions* — English language learners may be provided with a translated edition of the 2013 Grades 3–8 Common Core Mathematics Tests. These tests are available in Chinese (traditional), Haitian-Creole, Korean, Russian, and Spanish. In addition, English language learners may use an English and translated edition of the 2013 Grades 3–8 Common Core Mathematics Tests simultaneously. However, they should be instructed to record all of their responses in only one of the two editions. The translated edition used by the student should be indicated on the student’s answer sheet.
- *Bilingual Dictionaries and Glossaries* — English language learners may use bilingual dictionaries and glossaries when taking the 2013 Grades 3–8 Common Core English Language Arts and Mathematics Tests. These bilingual dictionaries and glossaries may provide **only** direct translations of words. Bilingual dictionaries or glossaries that provide definitions or explanations of words are **not** permitted.
- *Oral Translation for Lower-Incidence Languages* — Schools may provide English language learners with oral translations of the 2013 Grades 3–8 Common Core Mathematics Tests when there is no translated edition provided by the Department. This accommodation is not permitted for the 2013 Grades 3–8 Common Core English Language Arts Tests. All translations of the 2013 Grades 3–8 Common Core Mathematics Tests must be oral, direct translations of the English editions. Written translations are not allowed. No clarifications or explanations can be provided. Translators should receive copies of the English edition of the tests one hour prior to administration. The Department’s Office of Bilingual Education and Foreign Language Studies (518-474-8775) and the Regional Bilingual Education Resource Networks (RBE-RNs) can assist schools in locating suitable translators. A list of RBE-RNs can be found at <http://www.p12.nysed.gov/biling/bilinged/resources.html>.
- *Writing Responses in Native Language* — English language learners making use of translated editions or of oral translations of the 2013 Grades 3–8 Common Core Mathematics Tests may write their responses to the open-ended questions in their native language. This accommodation is not permitted for the 2013 Grades 3–8 Common Core English Language Arts Tests. Scoring the responses to open-ended questions on the 2013 Grades 3–8 Common Core Mathematics Tests written in the student’s native language is the responsibility of the school. However, the Department’s Office of Bilingual Education and Foreign Language Studies and the RBE-RNs can assist schools in locating persons who can translate the students’ responses into English to facilitate scoring of the tests.

For each English language learner, darken the circles indicating the testing accommodations provided on the answer sheet under the heading “ELL Accommodations.”

Former English Language Learners

Schools may provide the testing accommodations listed on the previous page only to those 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 NYSESLAT, either Spring 2011 or Spring 2012. These accommodations may not be provided to former English language learners who were identified as English language proficient prior to the Spring 2011 NYSESLAT administration.

For each eligible former English language learner, darken the circles indicating the testing accommodations provided on the answer sheet under the heading “ELL Accommodations.”

Testing Accommodations for Both 2013 Grades 3–8 Common Core English Language Arts and Mathematics Tests for Students with Disabilities

Students Who Incur Disabilities Shortly Before Test Administration

Principals may provide certain accommodations when testing general education students who incur an injury (e.g., broken arm) or experience the onset of either a short- or long-term disability (either cognitive or physical) within 30 days prior to test administration. Eligibility for such accommodations is based on the principal's professional judgment. The principal may confer with CSE/504 Multi-Disciplinary Team members, the school physician, or other school personnel in making such determinations. These accommodations must **not** significantly change the constructs/student skills being tested and are limited to the following:

- extending the time limit for a test,
- administering the test in a special location,
- recording the student's answers in any manner (see Accommodations Specific to the 2013 Grades 3–8 Common Core English Language Arts Tests on Page 9 or Accommodations Specific to the 2013 Grades 3–8 Common Core Mathematics Tests on Page 10), and
- reading the test to the student (This accommodation is allowed only for students whose vision is impaired and only for the Mathematics Tests. It is not permitted for the English Language Arts Tests.). See Accommodations Specific to the 2013 Grades 3–8 Common Core Mathematics Tests on Page 10.

Prior permission need not be obtained from the Department for the principal to authorize these testing accommodations for general education students. However, a full written report concerning each authorization must be sent to OSA via fax at 518-474-1989. The report must be on **school letterhead**, must be signed by the principal, and must include the following information:

- the name of the student,
- the title of the test including the grade,
- a brief description of the student's injury or disability, and
- a list of the accommodations that were authorized by the principal.

If the student is expected to continue to need testing accommodations, the principal must immediately make the appropriate referral for the consideration of an IEP or a 504 Plan.

Students with IEPs or 504 Plans

In general, students with disabilities must be provided with the testing accommodations specified in their IEPs or 504 Plans when taking these tests. It is the principal's responsibility to ensure that students receive their testing accommodations and that those staff who will be providing them are appropriately trained. Proctors are advised to become familiar with the accommodations specific to the particular test being administered. As explained in this manual, only those testing accommodations that do not alter the constructs measured by the test are permitted on elementary- and intermediate-level State tests.

Large Type or Braille Editions

For students who use large type or braille editions of the tests, or large type answer sheets, or have a testing accommodation allowing the circling of answers in the test book rather than marking the answer sheet, teachers should transcribe the students' responses onto regular test answer sheets and test books exactly as dictated or recorded. Additional information on scribing may be found in Chapter VI of *Test Access and Accommodations for Students with Disabilities: Policy and Tools to Guide Decision-Making and Implementation*. This publication is available at the web site <http://www.p12.nysed.gov/specialed/publications/policy/testaccess/policyguide.htm>.

Format Changes

Any format changes to the Grades 3–8 tests to be made by the school, such as the re-spacing of questions, enlargement beyond the standard large type edition provided, colorization, etc., must receive prior written approval from the Department. Note that the reformatting of State tests may never change the wording of questions, nor may additional examples be included.

In order for the Department to process requests for reformatting by the school, requests for approval should be submitted to OSA at least one week before the first scheduled date of the test administration. Requests should include a cover letter from the school signed by the school principal. Each request must include the portion of the student's IEP or 504 Plan in which the type of reformatting is listed or defined. Requests may be faxed to 518-474-1989. Department approvals will be provided by fax. However, regardless of approval, under no circumstances may the shrink-wrapped packages of test books be opened prior to the morning of the day that the test is to be administered in the school.

Accommodations Specific to the 2013 Grades 3–8 Common Core English Language Arts Tests

Teacher Reading to Student

For the 2013 Grades 3–8 Common Core English Language Arts Tests, only test directions that are to be read aloud to all students may be read aloud. Because the tests measure students' reading skills (decoding and comprehension), no other parts of these test books may be read aloud. Please note that the test directions are those instructions, usually in bold-faced type, that precede a passage or a test question number. They are not to be confused with any part of the actual student task, which follows the test question number.

Use of Spell-Checking and/or Grammar-Checking Devices

Because the tests measure writing skills, students are **not** allowed to use spell-checking and/or grammar-checking devices during **any** part of the 2013 Grades 3–8 Common Core English Language Arts Tests.

Scoring Student Writing

Students may **not** have requirements for use of correct spelling, grammar, capitalization, and punctuation of complete sentences waived for **any** part of the 2013 Grades 3–8 Common Core English Language Arts Tests.

Use of Scribes or Tape Recorders

The use of scribes and tape recorders are allowable accommodations for the 2013 Grades 3–8 Common Core English Language Arts Tests. However, the Department encourages the use of a word processor (with thesaurus, spell-checking, and grammar-checking applications disabled) in place of a scribe or tape recorder. Most students have some experience with computers, and word processing allows the student more control over his or her environment, fosters independence, and is less labor intensive than using a scribe.

When taking the 2013 Grades 3–8 Common Core English Language Arts Tests, students using scribes or tape recorders must provide all information—including spelling of difficult words, grammar, capitalization, and punctuation—for the writing sections of the tests.

Scribes must use the following procedures:

- The scribe must use lined paper and must write on every other line.
- The scribe must record word-for-word what the student dictates or records, leaving out punctuation and capitalization, and must circle all words that are difficult to spell.
- When the dictation/tape transcription is completed, the scribe must ask the student to spell aloud any difficult-to-spell words; then the scribe must write the student's spelling above the circled words.
- The scribe must show the student the written response and ask him or her to indicate the capitalization and punctuation to be used.
- The student must read the completed dictation/transcription and indicate on the skipped lines any further changes to be transcribed.
- The scribe must then transfer the student's completed response into the test book exactly as dictated or recorded and should attach the lined paper with the student's dictation to the back of the test book, preferably by stapling, to ensure against the student's response being lost.

Accommodations Specific to the 2013 Grades 3–8 Common Core Mathematics Tests

Teacher Reading to Student

Testing accommodations in students' IEPs or 504 Plans that are reading-related—for example, reading the test to the student—are permitted for the 2013 Grades 3–8 Common Core Mathematics Tests. Unless the IEP or 504 Plan specifically disallows it, when reading a mathematics test question to a student who has this accommodation, all numbers and mathematics symbols, along with words, should be spoken by the proctor to the student. For example, the symbol $<$ should be read as “less than,” and 1,211 should be read as “one thousand, two hundred and eleven.” However, test questions may never be modified or simplified, nor may proctors provide additional examples.

Use of Scribes

The following procedures should be used to implement the testing accommodation, “use of scribe,” specific to the administration of 2013 Grades 3–8 Common Core Mathematics Tests.

- The scribe must record what the student dictates on a separate sheet of paper.
- The scribe must ask the student to indicate exactly where the numbers need to be placed and lined up.
- The scribe must record the operational sign as dictated by the student (e.g., addition sign, subtraction sign).
- When dictating numbers, the student must indicate how the number is written and indicate place value. For example, if the student says “one thousand thirty-eight,” the student should specify how that is written (e.g., one, zero, three, eight).
- When computing a problem, students must indicate to the scribe how they are making the computation and should be specific in terms of what numbers to write down, including how to record carrying. For example, when adding 23 and 9, the student should indicate the following: “9 plus 3 is 12; put down the 2 and carry the 1 above the 2.”
- The scribe shows the student the written response and asks him or her to indicate if there are any further changes to be made.
- The student does not have to provide spelling, capitalization, and punctuation in word responses. Therefore, it is not necessary for the scribe to leave out capitalization and punctuation or to circle words difficult to spell.
- The scribe must then transfer the student's completed response into the test book exactly as dictated or recorded and should attach the lined paper with the student's dictation to the back of the test book, preferably by stapling, to ensure against the student's response being lost.

Use of Manipulative Devices

Students whose IEPs or 504 Plans specify the use of counting blocks, counters, or an abacus are permitted to use such devices with all books associated with the 2013 Grades 3–8 Common Core Mathematics Tests.

Use of Mathematics Spatial Boards with Large Type or Braille Editions

Students whose IEPs or 504 Plans specify the use of mathematics spatial boards are permitted to use these devices with the large type and braille editions of the 2013 Grades 3–8 Common Core Mathematics Tests.

Use of Calculators and Mathematics Tables

Grades 3–5

Because these tests measure students' proficiencies involving calculations, the use of a calculator or mathematics tables is **not** allowed.

Grades 6–8

- **Book 1:** The use of a calculator or mathematics tables is **not** allowed for Book 1.
- **Book 2 and Book 3:** For Grade 6, the use of a four-function calculator with a square root key or a scientific calculator is required. For Grades 7 and 8, the use of a scientific calculator is required. Graphing calculators are not permitted. The use of mathematics tables is permitted for Book 2 and Book 3 only if specified in a student's IEP or 504 Plan.

When students enter the testing room, clear, reset, or disable the memory of any calculator with programming capability. If the memory of a student's calculator is password-protected and cannot be cleared, the calculator must not be used. Students may not use calculators that are capable of symbol manipulation or that can communicate with other calculators through infrared sensors, nor may students use operating manuals, instruction or formula cards, or other information concerning the operation of calculators during the tests.

Safeguarding Secure Test Materials

Prior to Testing

Secure test materials will arrive about one week before testing at the secure facility designated by the principal via the online Examination Request System. Prior to these delivery dates, the principal should make arrangements to:

- be notified when the secure test materials arrive,
- have the materials inventoried upon delivery by checking the contents of each box against the shipping notice and the school's copy of the confirmation notice (but leave the shrink-wrapped packaging intact until the day of test administration), and
- store the secure test materials immediately in a safe or vault.

All secure test materials must be stored in a safe or vault, as designated in the school's Test Storage Plan. Secure test materials must be placed in the safe or vault as soon as they are received, and access to the secure test materials must be restricted to ensure that test security is maintained. The shrink-wrapped packages of secure test materials must not be opened during the inventory and must remain shrink-wrapped until the dates on which they will be administered.

If the building where these tests will be administered does not have a safe or vault large enough to hold the secure test materials, arrangements must be made to store them at a location with an appropriate safe or vault. Secure test materials stored at such a location must remain in the safe or vault and then transferred to the school where the tests will be administered on the day scheduled for the administration of each session of the test.

The safe or vault where secure test materials are being stored should be checked daily to ensure that the secure test materials have not been tampered with and that they remain secure. The combination or key to the safe or vault must be maintained under strict security conditions to preclude access to the secure test materials by students and other unauthorized people. After the tests have been administered, all test books must be collected and stored securely.

To minimize the number of testing irregularities, principals should conduct a review of the test administration procedures prior to each test administration with all faculty and staff that will be involved in the test administration and scoring. In addition, to preserve the integrity of the secure test materials, advise all staff that they are not to discuss test questions or other specific test content with each other, with others online via e-mail or listserv, or through any other electronic means. Teachers and test administrators may not use cell phones or other photographic devices to duplicate test materials, and should keep their own communication devices put away during testing, using them only in emergency situations. Please note that shrink-wrapped packages of test books cannot be opened prior to the distribution of tests to students.

Following Testing

As soon as the testing of each session is completed, the principal must arrange for the collection and secure storage of **all** used and unused test books (regular, translated, large type, and braille) and used answer sheets. **Used answer sheets may not be reviewed, scanned, or scored by anyone before the official scoring process has been completed and the answer sheets have been scanned by the Regional Information Center (RIC) or large-city scanning center.** All used and unused test books (regular, translated, large type, and braille) and used answer sheets must be kept secure.

Test books may **not** be used for instructional or staff development purposes. Instead, they must either be returned to the *Department contractor using the shipping label provided by the Department or retained securely at the school for one year, then securely destroyed. See the table below for details on which materials to return promptly after scoring has been completed and which to retain securely at the school for one year. For information on processing test books containing constructed-response questions after testing, see the instructions in the section titled “Planning the Scoring Operations” on Pages 28–29.

Destruction of Secure Test Materials

For Secure Destruction: Return Immediately to the *Department's Secure Destruction Contractor	Store Securely in School or District for One Year, then Securely Destroy
<ul style="list-style-type: none"> <input type="checkbox"/> All used and unused English Language Arts and Mathematics Book 1s and Book 2s <input type="checkbox"/> All unused English Language Arts Book 3s and Book 4s <input type="checkbox"/> All unused Mathematics Book 3s <input type="checkbox"/> All scoring CDs, including any copies made by schools <input type="checkbox"/> All scoring materials printed from the CDs 	<ul style="list-style-type: none"> <input type="checkbox"/> All used English Language Arts Book 3s and Book 4s <input type="checkbox"/> All used Mathematics Book 3s <input type="checkbox"/> All used answer sheets after their return from the scanning center

*do not send to Pearson, Inc.

Test Preparation and Other Guidelines

Preparation of Students for Testing

If these tests are to provide an accurate measure of each student's achievement of the New York State Common Core Learning Standards, all students should be properly prepared for taking the tests. The administration of the tests should be announced to students before the date that the tests are scheduled to be administered. All announcements should be made in such a way as to increase the students' interest in the tests without causing them to become overly anxious. In addition, parents should be informed of the dates of testing and their purpose. Parents should be asked to encourage students to do their best on the tests and to ensure that students are well-rested on the days of testing. Students should be familiar with the general types of questions on the tests and the procedures that they should follow when recording the answers to the test questions. For additional instructions, refer to the *Teacher's Directions*, which will be shipped to schools and may also be accessed on the Department's web site at <http://www.p12.nysed.gov/assessment/manuals/>.

Preparation of the Testing Room(s)

The room(s) in which the tests are administered should be well lit, well ventilated, and quiet. Make preparations before the testing period to keep noise and other distractions to a minimum. Place a "Do Not Disturb" sign on the door to prevent interruptions. If tests are to be administered in a classroom, clear desks and shelves under the desks of all books, papers, and other materials. Completely cover or remove from the walls all charts, blank or completed graphic organizers, number lines, mathematics tables, and all board work pertinent to English language arts and mathematics. Make arrangements in advance to seat students so that each student will be clearly visible to the proctor at all times and so that there will be the least possible opportunity for any communication between students. Seating of students in alternate rows is recommended.

Supervision of Students

Unauthorized Materials

Students should be under close supervision at all times during the administration of the tests and may not use any unauthorized notes, printed materials, scrap paper, or tools.

Use of Communications Devices

All students are prohibited from bringing cell phones and certain other electronic devices, as defined in the script on the next page, into a classroom or other location where a State test is being administered. Test proctors and school officials shall retain the right to collect and hold any prohibited electronic devices prior to the start of the test administration. Admission to the test shall be denied to any student who is in possession of a cell phone or other prohibited electronic device and refuses to relinquish it.

At the beginning of each test session, proctors must read the following statement to all students taking State tests:

You cannot have any communications device, including a cell phone, with you during this test or during any breaks (such as a restroom visit). Such devices include, but are not limited to:

- Cell phones
- Blackberry devices and other PDAs
- iPods and MP3 players
- iPads, tablets, and other eReaders
- Laptops, notebooks, or any other personal computing devices
- Camera or other photographic equipment
- Headphones, headsets, or in-ear headphones such as earbuds
- Any other device capable of recording audio, photographic or video content, or capable of viewing or playing back such content

If you brought any of these items to the building today, and have not already stored it in your locker or turned it over to me or a school official, you must give it to me now. You may not keep your cell phone or any of these items with you, or near you, including in your pockets, backpack, desk, etc. Is there anyone who needs to give me any of these items now? [*proctor: repeat list of devices*]. This is your last opportunity to do so before the test begins.

Any student observed with any prohibited device while taking a State test must be directed to turn the device over to the proctor immediately. To allow for all possible outcomes of procedural due process, the student should be allowed to complete the test. The incident must be reported promptly to the school principal. If the principal determines that the student had a prohibited device in his or her possession during the test administration, the student's test **must** be invalidated. No score may be calculated for that student.

The incident must be promptly reported, in writing, to the OSA by fax at 518-474-1989 or by e-mail to emscassessinfo@mail.nysed.gov, as is the case for all student-related testing irregularities, misadministrations, or other violations of State testing policy and procedures.

Note: Some students with disabilities may use certain recording/playback devices **only if** this accommodation is specifically required as a provision of the student's IEP or 504 Plan. In addition, a student may be allowed to retain an otherwise prohibited device in his or her possession if there is documentation on file at the school from a medical practitioner that the student requires such a device during testing. Without such documentation, the general policy on communications devices as provided above is in effect, and the school may not allow the student to retain any such equipment while testing.

Aid to Students

No one, under any circumstances, may interpret or explain test questions to students, nor may anyone review or comment to students about the correctness or sufficiency of the students' responses while the tests are in progress. In response to inquiries by students concerning the meaning or interpretation of test questions, teachers should advise students to use their own best judgment. Teachers may give students assistance only in the mechanics of taking the tests, such as understanding that their multiple-choice responses must be recorded on the answer sheets and their constructed responses must be recorded in the test books.

Temporary Absence from Testing Room

No student may be permitted to leave and then return to the testing room during any part of the test unless the student is accompanied by a proctor for the duration of his or her absence from the testing room.

Emergency Evacuation of a School Building

Evacuation of a school building during testing may be required because of an emergency such as a fire alarm or bomb threat. In any situation in which the safety of students is endangered, the principal has full authority to interrupt the tests immediately. If it is possible, students should be kept under supervision during the emergency. Then, if work can be resumed, the time for the test should be extended so that students will have the allotted time for the test. Following the test, a written report of the circumstances should be sent by mail or fax to OSA. (See the section "Reporting Irregularities and/or Misadministrations" on Pages 38–39.)

Student Cheating

Proctors must not permit students to obtain information from or give information to other students in any way during the tests. If a proctor suspects that such an attempt has occurred, the students should be warned that any further attempts will result in the termination of their tests. If necessary, move students to another location. If these steps fail to end attempts to obtain or give information, the proctor must notify the principal immediately and terminate the students' tests. At the conclusion of the tests, all suspected cheating must be reported to the principal.

If, in the judgment of the principal, a student has attempted to give aid to or obtain aid from another person during the tests, the principal must follow the school's disciplinary procedure for student cheating and invalidate the student's test. Score reports will not be produced for invalidated tests. When reporting student test data to the Department under such circumstances, the principal must report the student's score as "administrative error," with a Standard Achieved Code of "97" in the SIRS. Please refer to the section "Coding of Invalid Tests" on Page 39 for additional reporting instructions.

Illness

If a student becomes ill during a part of the tests, the student should be excused until well enough to continue. The principal should estimate the time that the student had remaining to complete that part of the test. When the student is well enough to complete the test (and as long as the testing or make-up period has not ended), the student may be given the remaining time for that part. Other unadministered parts of the test should also be administered according to the *Teacher's Directions* as long as the testing or make-up period has not ended. When the student is taking a partially completed part of the test, the student must be closely supervised so that the student does not go back to previously completed questions on the test.

Proctoring

Proctors must circulate periodically around the room during the administration of each session of the test to ensure that students are recording their responses to test questions in the proper manner and in the proper place. While circulating around the room, proctors should make sure that students are recording their responses to the multiple-choice questions on their answer sheets and their constructed-response questions in their test books. Students are **not** to record their multiple-choice response in their test books. Proctors should also point out to students if they have left one or more answers blank or have darkened more than one circle for the same multiple-choice question. However, proctors may **not** comment to the student on the correctness or sufficiency of any answer.

No additional time is to be provided to students to transfer answers from test books to answer sheets at the end of the test session, and no one other than the student may transfer multiple-choice answers marked in their test book to the answer sheets. (The latter does not apply to students whose IEP or 504 Plan allows scribes to transfer answers from the test book to an answer sheet.)

No one, *under any circumstances*, including the student, may alter the student's responses on the test 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 assessments 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.

Determining the Need for Academic Intervention Services

Section 100.2(ee) of the Regulations of the Commissioner of Education requires public schools to provide academic intervention services to students who score below the State-designated performance level on the 2013 Grades 3–8 Common Core English Language Arts and Mathematics Tests (<http://www.p12.nysed.gov/part100/pages/1002.html#ee>). These services must commence no later than the start of the semester immediately following the administration and scoring of the tests. Charter schools are exempt from this provision. Providing academic intervention services is not mandated for nonpublic schools.

Academic intervention services are intended to assist students who are at risk of not achieving the State learning standards in English language arts, mathematics, social studies, and/or science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State tests. Academic intervention services shall be made available to students with disabilities on the same basis as non-disabled students, provided that these services are in accordance with the student’s IEP. The regulations also require that the parent or guardian of each student shall be notified in writing, by the principal, of the academic intervention services to be provided to the student, the reason the student needs such services, and the consequences of not achieving expected performance levels. Such notification must be provided in the language best understood by the parent or guardian.

In the fall of 2012, the Board of Regents amended the regulations regarding academic intervention services (§100.2 [ee]) to allow school districts to replace, in whole or in part, academic intervention services with Response to Intervention (RTI). A school district that chooses to do so must file an Assurance Form with the Department indicating the buildings, grades, and subject that the RTI will be used in place of academic intervention services. School districts must also agree to adhere to the requirements in §100.2 (ii), which defines the RTI process. Information on this option can be found at <http://www.p12.nysed.gov/docs/ais-rti-memo.pdf>.

Recording and Maintaining Test Scores, Test Books, and Storing Answer Sheets

It is important that the permanent records maintained by the school be complete and accurate. Each time a student takes one of the 2013 Grades 3–8 Common Core English Language Arts or Mathematics Tests at the scheduled time, the date of administration and the score must be entered on the student’s permanent record. The answer sheets schools send for scanning, and any test books sent for regional or centralized scoring, will be returned to schools once scanning/scoring has been completed. This material must be retained securely at the school for one year, then securely destroyed.

Parent Reports

As soon as practical after the Parent Reports have been made available, schools are expected to print copies of the Parent Reports and provide them to each student’s parent/guardian.

Review of Test Books and Answer Sheets by Students and Parents

For the 2013 Grades 3–8 Common Core English Language Arts or Mathematics Test administration, students and their parents/guardians **may** be allowed to review **only** the student’s own responses to open-ended questions in English Language Arts Book 3 and Book 4 and Mathematics Book 3. The review must take place in the presence of school personnel. Photocopying of any of the test materials is **not** permitted.

Before Testing

Receiving and Inventorying Secure Test Materials

Test materials will arrive in separate shipments. Answer sheets will be sent from a RIC or large-city scanning center, test books will be sent by Pearson, and the *Teacher's Directions* will be sent by the Department.

Step 1. Inventory the materials received from your local scanning center:

- ❑ **Precoded answer sheets:** Schools should have two precoded answer sheets for each student participating in the Grades 3–8 Common Core English Language Arts Test and two precoded answer sheets for each student participating in the Grades 3–8 Common Core Mathematics Test.
- ❑ **Blank answer sheets:** Schools should have blank answer sheets for new students. Please refer to the district/regional testing directions for specific instructions on recording demographic information for new students.
- ❑ **Precoded student identification labels:** Schools should have precoded student identification labels for each student participating in this test administration. The labels should be affixed to the back covers of English Language Arts Book 3 and Book 4 and Mathematics Book 3. The affixing of the labels to the books may occur no earlier than the day each book will be administered.
- ❑ **Blank student identification labels:** Schools should have blank student identification labels for new students. The labels are to be completed and affixed to the back covers of each new student's English Language Arts Book 3 and Book 4 and Mathematics Book 3.
- ❑ **Preprinted classroom rosters:** (This is only for schools in New York City or schools associated with certain RICs.) Schools should have one roster for every class participating in testing. (For details, please contact your scanning center.) All other schools will need to prepare classroom rosters of students to be tested, using the format provided in the answer sheet package.

Step 2. Inventory the materials received in your shipment:

- ❑ **Shipping Notice:** Use the packing list in Box 1 of your shipment of test books and the school's copy of the electronic confirmation of the test order that was submitted to the Department to verify the contents of its shipment.
- ❑ **Teacher's Directions:** Schools will receive two *Teacher's Directions* for every 25 test books. Teachers will use the *Teacher's Directions* as a step-by-step administration guide. *Teacher's Directions* should be distributed and reviewed by teachers prior to the first day of testing. If additional copies are needed, the *Teacher's Directions* may be photocopied.
- ❑ **Test Books:** The regular edition of the test books will arrive shrink-wrapped in packages of 25. The braille and large type test books will be shrink-wrapped and will be included in the exact quantity requested by the school. The Spanish editions of the mathematics test books will be shrink-wrapped in packages of 25. All other translated editions of the mathematics test books will be shrink-wrapped in the exact quantity requested by the school. **All school personnel must leave the shrink-wrapped packages intact until the day of test administration, when class packets are assembled.**

Note: Boxes used for delivering materials to your school should be kept for storing and sending completed test books and answer sheets to scoring sites.

Organizing Mathematics Tools

The following are the required tools that schools must provide for each grade level for the 2013 Grades 3–8 Common Core Mathematics Tests:

- Grades 3–8 students must have use of a ruler for the entire test.
- Grades 4–8 students must have use of a protractor for the entire test.
- Grades 3–5 students may not use calculators.
- Grade 6 students will **not** use a calculator with Book 1 because this part of the test measures students' proficiencies involving calculations. Students must have the use of a four-function calculator with a square root key or a scientific calculator for Book 2 and Book 3 of the test. (Schools may choose which type they purchase.)
- Grades 7 and 8 students will **not** use a calculator with Book 1 because this part of the test measures students' proficiencies involving calculations. Students must have the use of a scientific calculator for Book 2 and Book 3 of the test.

Protractors, rulers, and calculators will **not** be shipped to schools by the Department. Schools must furnish these to students for use with tests. See Appendix B for complete details on the rulers, protractors, and calculators.

Emergency Supply of Secure Test Books

All shipments of secure test materials should be inventoried immediately after delivery and before being placed in the safe or vault. After taking inventory:

- ❑ If an item or items are **missing** from the shipment listed on the shipment notice, circle the item(s) and quantity that are missing on the notice and fax the corrected shipping notice to Pearson at 319-339-6745 (no cover sheet is necessary), or call Pearson at 888-705-9415. The missing item(s) will be sent to the school's storage site.
- ❑ If the school requires items that were **not originally requested** or items necessary to accommodate students whose needs the school was not previously aware of, contact Pearson by sending a fax to 319-339-6745 or calling 888-705-9415. Pearson will determine whether the regional center has the materials necessary to satisfy the additional request. After contacting Pearson, the school should contact the official in charge of the regional center to arrange for pickup of test materials from the regional center on the day of test administration.
 - The official school representative picking up secure test materials must present to the regional center official a photo ID and a letter of authorization signed by the principal listing the materials to be picked up. This letter, authorizing the school representative to pick up test materials, must be written on school stationery. (**Note:** Secure materials can be obtained from the regional center **only** on the day that they will be administered.)
 - The school representative must countersign the authorization letter and leave it with the regional center official before the emergency supply of materials can be released.
 - Information on regional centers is available at <http://www.p12.nysed.gov/assessment/ei/2013/1506-13rev.pdf>.

Preparing the 2013 Grades 3–8 Common Core English Language Arts Secure Test Materials

In order to prepare the secure materials for testing, schools must take the following steps:

- ❑ Verify that for each student in a class the school has the following:
 - Answer Sheet 1 for use with English Language Arts Test Book 1.
 - Answer Sheet 2 for use with English Language Arts Test Book 2.
 - Preprinted student identification labels for English Language Arts Test Book 3 and Book 4.
- ❑ If the school does not have a precoded answer sheet or student identification label for a student, complete one of the extra answer sheets and labels provided. Record biographical information for that student according to district/regional directions.
- ❑ Definitions of the categories of testing accommodations for students with disabilities to be recorded on the answer sheet can be found in Appendix C of this manual.
- ❑ Student identification labels must be affixed to the back of each student’s English Language Arts Test Book 3 and Book 4. Labels can be affixed either on the days of the tests or after the administration of the tests. If the school chooses to affix the student label(s) prior to administration on the days of the tests, be sure that each student receives the test book with his or her name on the affixed label. **Under no circumstances may a school open the shrink-wrapped packages and affix the student identification labels to test books prior to the day that the test books will be administered.**

Preparing the 2013 Grades 3–8 Common Core Mathematics Secure Test Materials

In order to prepare the secure materials for testing, schools must take the following steps:

- ❑ Verify that for each student in a class the school has the following:
 - Answer Sheet 1 for use with Mathematics Test Book 1.
 - Answer Sheet 2 for use with Mathematics Test Book 2.
 - Preprinted student identification label for Mathematics Test Book 3.
- ❑ If the school does not have a precoded answer sheet or student identification label for a student, complete one of the extra answer sheets and labels provided. Record biographical information for that student according to district/regional directions.
- ❑ Definitions of the categories of testing accommodations for students with disabilities to be recorded on the answer sheet can be found in Appendix C of this manual.
- ❑ Student identification labels must be affixed to the back of each student’s Mathematics Test Book 3. Labels can be affixed either on the days of the tests or after the administration of the tests. If the school chooses to affix the student label(s) prior to administration on the days of the tests, be sure that each student receives the test book with his or her name on the affixed label. **Under no circumstances may a school open the shrink-wrapped packages and affix the student identification labels to test books prior to the day that the test books will be administered.**

Distributing Teacher's Directions and Secure Test Materials

As soon as practical after delivery of the Teacher's Directions, a copy (which is not secure) should be distributed to each teacher who will be administering the test. This will enable the teachers to familiarize themselves with the instructions for administering the tests.

The charts on the following pages list the materials needed in each classroom at each grade level for each day of testing. **The shrink-wrapped packages must not be opened until the day of test administration.** All test materials must be kept secure throughout the test administration.

2013 Grades 3–8 Common Core English Language Arts Test Materials

	Day 1	Day 2	Day 3
Grades 3–8	<ul style="list-style-type: none"> • <i>Teacher’s Directions</i> • Classroom roster • Book 1s (one per student and one for the teacher) • English Language Arts Test Answer Sheet 1s (one per student) 	<ul style="list-style-type: none"> • <i>Teacher’s Directions</i> • Classroom roster • Book 2s and Book 3s (one of each per student and for the teacher) • English Language Arts Test Answer Sheet 2s (one per student) • Student identification labels (one per student to be used on Book 3s) 	<ul style="list-style-type: none"> • <i>Teacher’s Directions</i> • Classroom roster • Book 4s (one per student and one for the teacher) • Student identification labels (one per student)

2013 Grades 3–8 Common Core Mathematics Test Materials

	Day 1	Day 2	Day 3
Grades 3–4	<ul style="list-style-type: none"> • <i>Teacher's Directions</i> • Classroom roster • Book 1s (one per student and one for the teacher) • Mathematics Test Answer Sheet 1s (one per student) • Rulers (one per student) 	<ul style="list-style-type: none"> • <i>Teacher's Directions</i> • Classroom roster • Book 2s (one per student and one for the teacher) • Mathematics Test Answer Sheet 2s (one per student) • Rulers (one per student) 	<ul style="list-style-type: none"> • <i>Teacher's Directions</i> • Classroom roster • Book 3s (one per student and one for the teacher) • Student identification labels (one per student) • Rulers (one per student)
	<i>Grade 4 only</i> <ul style="list-style-type: none"> • Protractors (one per student) 	<i>Grade 4 only</i> <ul style="list-style-type: none"> • Protractors (one per student) 	<i>Grade 4 only</i> <ul style="list-style-type: none"> • Protractors (one per student)
Grades 5–6	<ul style="list-style-type: none"> • <i>Teacher's Directions</i> • Classroom roster • Book 1s (one per student and one for the teacher) • Mathematics Test Answer Sheet 1s (one per student) • Rulers (one per student) • Protractors (one per student) 	<ul style="list-style-type: none"> • <i>Teacher's Directions</i> • Classroom roster • Book 2s (one per student and one for the teacher) • Mathematics Test Answer Sheet 2s (one per student) • Rulers (one per student) • Protractors (one per student) 	<ul style="list-style-type: none"> • <i>Teacher's Directions</i> • Classroom roster • Book 3s (one per student and one for the teacher) • Student identification labels (one per student) • Rulers (one per student) • Protractors (one per student)
		<i>Grade 6 only</i> <ul style="list-style-type: none"> • Scientific or four-function calculator with a square root key (one per student) 	<i>Grade 6 only</i> <ul style="list-style-type: none"> • Scientific or four-function calculator with a square root key (one per student)
Grades 7–8	<ul style="list-style-type: none"> • <i>Teacher's Directions</i> • Classroom roster • Book 1s (one per student and one for the teacher) • Mathematics Test Answer Sheet 1s (one per student) • Rulers (one per student) • Protractors (one per student) 	<ul style="list-style-type: none"> • <i>Teacher's Directions</i> • Classroom roster • Book 2s (one per student and one for the teacher) • Mathematics Test Answer Sheet 2s (one per student) • Rulers (one per student) • Protractors (one per student) • Scientific calculators (one per student) 	<ul style="list-style-type: none"> • <i>Teacher's Directions</i> • Classroom roster • Book 3s (one per student and one for the teacher) • Student identification labels (one per student) • Rulers (one per student) • Protractors (one per student) • Scientific calculators (one per student)

Make-up Secure Testing

The make-up dates are to be used for administering the tests to students who were absent during the designated administration dates. The make-up dates can also be used to complete the initial administrations in schools that were closed due to religious observance or unexpected events, such as power outages. Make-up days for the 2013 Grades 3–8 Common Core English Language Arts Tests will be **Friday, April 19; Monday, April 22; and Tuesday, April 23**. Make-up days for the 2013 Grades 3–8 Common Core Mathematics Tests will be **Monday, April 29; Tuesday, April 30; and Wednesday, May 1**. It is the principal’s responsibility to facilitate testing during the make-up period for those students who did not complete the tests on the regularly scheduled testing dates. Students must be given every opportunity to make up any missed test session. A student must complete all of the books in a subject area test in order to be counted as participating in that test and receive a scale score or performance level (four books for the 2013 Grades 3–8 Common Core English Language Arts Tests and three books for the 2013 Grades 3–8 Common Core Mathematics Tests). Rules that will determine whether the student receives a valid score are found in Appendix D of this manual.

Apply the following guidelines for make-up testing for all books:

- ❑ Students who are absent during any session of the regularly scheduled test administration should take the session of the test scheduled for the day they return. Administer the missed test books to them during the make-up testing period. More than one session may be administered in one day.
- ❑ Students who are absent throughout the regularly scheduled test administration should complete all sessions of the test during make-up testing. Administer these sessions in the same order for regularly scheduled testing as indicated in the *Teacher’s Directions*.

For students who are absent for any session of the test and do not take a make-up for that session, check their answer sheets to verify that the absences have been recorded. Instructions for recording information about absences on the answer sheets are provided in Appendix E of this manual.

Preparing Secure Test Materials for Scoring

Administrator's Instructions for Collecting, Storing, and Organizing Secure Test Materials

Before repacking secure test materials, please read the following instructions:

1. At the conclusion of each test session, collect all secure test materials including used and unused test books, answer sheets, completed biographical data, and student identification labels. Place these in a secure location until they are to be assembled for scoring.
2. *Teacher's Directions* should be left in the classrooms with the teachers so that they may review the instructions for the remaining test session(s).
3. Request that each teacher provide updated classroom rosters for the 2013 Grades 3–8 Common Core English Language Arts Tests and 2013 Grades 3–8 Common Core Mathematics Tests. These rosters should include all students currently in each teacher's class.
4. At the conclusion of each test session, advise all staff that they are not to discuss test questions or other specific test content with each other, with others online via e-mail or listserv, or through any other electronic means.
5. When collecting the test materials from each student for the English Language Arts Test at the conclusion of session one, have each student insert his or her answer sheet inside the front cover of his or her Book 1. For session two, have each student insert his or her answer sheet inside the front cover of his or her Book 3. When collecting the test materials from each student for sessions one and two of the Mathematics Test, have each student insert his or her answer sheet inside the front cover of the test book administered that day (Book 1 for session one, Book 2 for session 2).
6. At the conclusion of the English Language Arts Tests, separate used Book 1s and Book 2s from used Book 3s and Book 4s. English Language Arts Test Book 3s and Book 4s need to be sent to the scoring site, along with Answer Sheet 2, unless locally scored. Check to ensure that each student's Answer Sheet 2 has been inserted inside the front cover of his or her Book 3.
7. At the conclusion of the Mathematics Tests, separate used Book 1s and Book 2s from used Book 3s. Remove each student's Answer Sheet 2 from the student's Mathematics Test Book 2 and insert it inside the front cover of that student's Book 3. Mathematics Book 3s need to be sent to the scoring site, along with Answer Sheet 2, unless locally scored.
8. Securely store all unused test books for all grades and all used English Language Arts Test Book 1s and Mathematics Test Book 1s and Book 2s. **Keep all English Language Arts Test books separate from all Mathematics Test books.**
9. Stack the used test books to be scored by classroom. Place the appropriate classroom roster on top of each stack and band with a paper band.
10. Use the box(es) in which secure test materials arrived for storing the secure test materials and for sending them to the scoring site. Remove any previous markings and labels from the box(es). If original boxes are not available, use substitutes.
11. All unused 2013 Grades 3–8 Common Core English Language Arts and Mathematics Test books may **not** be used for instructional or staff development purposes and must be returned to the Department's contractor for secure destruction.

Preparing Secure Test Materials for Processing

Regional or Districtwide Scoring:

1. Photocopy and complete the School/Group List (SGL) found in Appendix F of this manual. Transfer the total number of students tested for each class (indicated on the teacher’s classroom roster) to the SGL. Repeat this process for each classroom. Fill out the requested information for each classroom in the school.
 - **Classroom Number:** Write the room number of each classroom.
 - **Grade:** Write the grade of the students who took the test (e.g., Grade 3).
 - **Number Tested:** Write the number of students who took the test. Be sure to include students who took make-up tests.
 - **Comments:** Include any additional pertinent information.
2. English Language Arts Test Book 3s and Book 4s and Mathematics Test Book 3s only must be sent for scoring since there are written responses in these books. Place the used books in separate boxes. English Language Arts Test Book 1s and Book 2s and Mathematics Test Book 1s and Book 2s should not be sent to the scoring sites since these books contain multiple-choice questions exclusively, for which students record their answers on separate answer sheets.
3. Put the appropriate SGLs with the updated classroom rosters on top of the used English Language Arts Test Book 3s and Book 4s and Mathematics Test Book 3s in their respective Box 1s.
4. Attach the appropriate box label, provided in Appendix G, to each box, and indicate the scoring site, the school name, Basic Educational Data System Code (BEDS Code), and the grade levels for which test books are enclosed. Also indicate on the respective label the quantity of sets of English Language Arts Test Book 3s and Book 4s or the quantity of Mathematics Test Book 3s enclosed. Label the boxes for delivery to the scoring site.
5. Number the box(es) (e.g., “Box 1 of 5,” “2 of 5,” “3 of 5,” etc.).
6. Seal the box(es) securely with packing tape and follow local testing directions for delivery of completed test materials to scoring sites.

Schoolwide Scoring:

1. Photocopy and complete the SGL found in Appendix F of this manual. Transfer the total number of students tested for each class (indicated on the teacher’s classroom roster) to the SGL. Repeat this process for each classroom. Fill out the requested information for each class in your school:
 - **Classroom Number:** Write the room number of each classroom.
 - **Grade:** Write the grade of the students who took the test (e.g., Grade 3, 4, etc., or ungraded).
 - **Number Tested:** Write the number of students who completed the test, including students who took make-up tests.
 - **Comments:** Include any additional pertinent information.
2. The used books that have been packed for scoring must be stored in a secure location in the school until being relocated to the scoring site and then must be placed again in a secure location once at the scoring site.
3. Place stacks of banded used English Language Arts Test Book 3s and Book 4s and Mathematics Test Book 3s into boxes with the appropriate SGL and classroom roster(s) on top. Place the used English Language Arts and Mathematics Test books in separate boxes.
4. Keep the completed SGL with the updated classroom roster(s) on top of the used books being packed for scoring. Send a copy of the SGL and classroom roster(s) to the scanning center.

Planning the Scoring Operations – Scoring Constructed-Response Questions

Scoring Options

Public school districts, charter schools, and nonpublic schools have several options for scoring, as listed below. Arranging for the scoring of short- and extended-response questions in English Language Arts Test Book 3 and Book 4 and Mathematics Test Book 3 is the responsibility of each school or school district. The Department will not score these responses.

Scoring Models

Scoring Model Code	The scorers for the school’s tests include the following:
1. Regional scoring	a) Staff from three or more school districts, or b) Staff from two or more nonpublic schools in an affiliation group (nonpublic or charter schools may participate in regional scoring with public school districts, and each nonpublic or charter school may be counted as one district)
2. Schools from two districts	a) Staff from two school districts, b) Staff from two nonpublic schools, c) Staff from two charter schools, or d) A combination of staff from two of the following: a school district, nonpublic school, or charter school
3. Three or more schools within a district	Staff from three or more schools in a district
4. Two schools within a district	Staff from two schools in a district
5. One school	Three or more scorers for each grade being scored, all from the same school

Regardless of the scoring model being used, a minimum of three scorers is necessary to score each student’s test. However, to comply with a state requirement, none of the scorers assigned to score a student’s test responses may be that student’s teacher (refer to “Assigning Scorer Numbers and Questions to Scoring Committee Members” on Page 31 for further details.). In order to maximize the number of teachers scoring test books from any one teacher’s class or any one school, it is necessary that test books be randomized prior to assignment to scorers; the steps for randomizing are described on Pages 32–33.

Scoring options involve specific responsibilities and title designations. The responsibilities are similar, although the titles are different, depending on the option.

	Regional Scoring (Scoring Model 1)	Districtwide Scoring (Scoring Models 2, 3, and 4)	Schoolwide Scoring (Scoring Model 5)
<i>Responsibilities</i>	<i>Regional Title</i>	<i>District Title</i>	<i>School Title</i>
Supervises scoring operations	Site Coordinator	School District Administrator	Principal
Trains scorers, monitors sessions	Scoring Leader	District English Language Arts or Mathematics Leader	School English Language Arts or Mathematics Leader
Monitors sessions	Table Facilitator	School English Language Arts or Mathematics Leader	School English Language Arts or Mathematics Leader
Scores books with constructed responses	Scoring Committee Member	Scoring Committee Member	Scoring Committee Member

Please see the *2013 Grades 3–8 Common Core English Language Arts and Mathematics Tests Scoring Leader Handbook (Scoring Leader Handbook)* for details on scoring model logistics.

Responsibilities of Person Supervising Scoring Operations

The person responsible for supervising scoring operations must sign the Scoring Operations Certificate, found in Appendix H of this manual; the signed certificate indicates compliance with the procedures described in this section on scoring the short- and extended-response questions.

Selecting and Assigning Teachers for the Scoring Committees

A Scoring Committee is made up of teachers chosen to score the short- and extended-response questions on the 2013 Grades 3–8 Common Core English Language Arts Tests or 2013 Grades 3–8 Common Core Mathematics Tests. Each Scoring Committee must have a minimum of three scorers. It is recommended that each scoring site have a minimum of two Scoring Committees. Although school administrators make the final decision as to who can score the 2013 Grades 3–8 Common Core English Language Arts Tests or the 2013 Grades 3–8 Common Core Mathematics Tests after review of the teacher’s certification and present teaching assignment(s), criteria to consider when choosing Scoring Committee members are listed on the following page.

General Requirements for Scoring Committee Member

- Experience with scoring constructed-response questions, including use of rubrics;
- Experience using holistic rubrics;
- Content area expertise;
- One or more years of teaching the specified or adjacent grade levels;
- Experience teaching in the elementary grades (for Grades 3–6 tests) or in the subject area (for Grades 5–8 tests); and
- Familiarity with the 2013 Grades 3–8 Common Core Rubric and Scoring Turnkey Training materials.

Retired teachers and active or retired school administrators, as well as certified teachers who are currently working as teacher assistants, may score the short- and extended-response questions if they:

- Have taught in the elementary grades (for Grades 3–6 tests) or in the subject area (for Grades 5–8 tests), and
- Have familiarity with the 2013 3–8 Common Core Rubric and Scoring Turnkey Training materials.

If a district, charter school, or nonpublic school chooses to contract with a vendor to score these tests, it is the responsibility of the district, charter school, or nonpublic school to ensure that all individuals who will be scoring for the vendor have also met these criteria.

District, charter school, or nonpublic school administrators considering the use of special education teachers to score these tests should refer to Appendix I.

Training Scorers

In order to ensure that tests are scored reliably, it is essential that scorers receive scorer training every time they serve on a committee to score a State test and that those persons responsible for scorer training strictly adhere to the training procedures detailed in the *Scoring Leader Handbook*.

A Consistency Assurance Set (CAS) will be provided for each grade. The CASs are to be incorporated into the scoring training process to:

- establish a uniform process statewide for training scorers, and
- improve the reliability of statewide scoring.

During the scorer training for the tests, the CAS should be used to identify areas in which additional training may be needed in order to ensure inter-rater reliability.

Assigning Scorer Numbers and Questions to Scoring Committee Members

Each scoring committee must be assigned a number. This number is a way of identifying scoring committees in order to provide feedback when conducting read-behinds. Records of the names of scoring committee members and the questions assigned to them should be retained in the school for one year. Answer Sheet 2 has a place for teachers to record their scoring committee number. Refer to the *Scoring Leader Handbook* for details. The *Scoring Leader Handbook* is available on the Department's web site at <http://www.p12.nysed.gov/assessment/>.

Generally, teachers on the scoring committees are assigned approximately equal numbers of questions to score. Questions must be assigned to scorers so that each student's test is scored by a minimum of three scorers. To comply with a state requirement, none of the scorers assigned to score a student's test responses may be that student's teacher.

Estimated Time Needed for Scoring

Depending on the grade level of the test, a scoring committee of three can be expected to score approximately 100–130 students' English Language Arts Tests or approximately 120–220 students' Mathematics Tests in one full school day, after the committee has completed the required training. (See Appendices I and J of the *Scoring Leader Handbook* for grade-specific scoring read times.) Teachers who have received generic training using the holistic scoring rubrics and exemplars of student responses provided in the 2013 Grades 3–8 Common Core Rubric and Scoring Turnkey Training should need about a half-day of additional training before they begin to score. If scorers have not received previous training, they will need more training time to ensure accurate and reliable scores.

Scoring Room

The room selected for scoring should have the following:

- ample lighting,
- adequate ventilation, and
- the capacity to be made secure.

During scoring, the scoring room should be kept as quiet as possible to facilitate accurate and productive scoring. Scorers may only discuss scoring with the Table Facilitators or the Scoring Leader.

All test books, student answer sheets, and scoring manuals must be kept secure and confidential. These materials must **not** be left unattended during breaks or lunch, and the room must be kept locked when unattended during the day and after school hours.

Scoring CDs and Supplies

Two scoring CDs, one for the 2013 Grades 3–8 Common Core English Language Arts Tests and one for the 2013 Grades 3–8 Common Core Mathematics Tests, will be shipped to schools by the Department. Schools will print scoring materials from the PDF files provided on the CDs. The files are organized by individual grades.

The *Scoring Leader Handbook* contains a list of supplies needed for hand scoring the test books. The *Scoring Leader Handbook* is available on the Department's web site at <http://www.p12.nysed.gov/assessment/>.

Operations/Logistics for Scoring the Short- and Extended-Response Questions

Checking In Test Materials

Regional Scoring (Scoring Model 1):

1. Check the sequential numbering on each box (for example, “1 of 5,” “2 of 5,” etc.) to make sure that the shipment from each school is complete.
2. If a shipment is complete, open the boxes and check the first box to find the SGL, classroom roster, and packing list. Place these sheets in a safe location because they will be used to make sure test books were received for all tested students.
3. Create a check-in log with columns for school name, box number (for example, “1 of 5”), date shipment was received, and check-in date. Use the check-in log to record this information for **every** box received.
4. Determine the number of students whose test books were submitted by a school by adding the number of students reported on the label affixed to the outside of the box(es). Record this total on the check-in log.
5. Keep a copy of the check-in log and the packing list for reference.

Schoolwide Scoring (Scoring Model 5) and Districtwide Scoring (Scoring Models 2–4):

1. Make sure test books have been received from each school (if scoring districtwide) or from each class (if scoring schoolwide). Verify that the test book count written on the classroom roster matches the number of books received from the class.
2. If the test book counts do not match, do not continue. The classroom roster can be used to determine which students’ test books are missing. Contact the school administrator to locate the missing books.
3. Continue verifying the number of test books from each class, retaining class stacks on the work table. When every test book from all classes is accounted for, the randomizing process can begin.
4. File a copy of the classroom rosters for reference.
5. Stack test books by school (if scoring districtwide) or by class (if scoring schoolwide) for randomizing.

Note: If any English Language Arts Test Book 1s and Book 2s or Mathematics Test Book 1s and Book 2s are received, they should be boxed, stored securely until scoring is completed, and then returned to the district or school.

Randomizing and Building Test Book Folders/Boxes

Randomizing the test books is required to maximize the number of teachers scoring any one group of tests. It involves mixing test books from all districts (if scoring regionally), all schools (if scoring districtwide), or all classes (if scoring locally). These test books are then placed into folders or boxes in preparation for scoring.

Steps for Randomizing

1. If tests for more than one grade level are being scored at the same scoring site, be sure to separate the test books for different grades in different rooms, if possible, or in different corners of the same room if only one room is available.
2. Focusing on test books for only one grade exclusively at a time, select multiple districts, schools, or classes with approximately equal numbers of test books for randomization. Position a box from each of these districts, schools, or classes in a row on the floor. Line up all remaining boxes behind their corresponding district, school, or class.
3. Randomly pull a set of books from the first box for each district, school, or class, and then immediately repeat this procedure. Place these sets of books for five to ten students in the scoring folder or box.
4. Continue randomly pulling sets of test books from each district, school, or class's box until all books have been sorted into groups and placed into folders or boxes. If one district, school, or class box is depleted before the others, continue pulling from the remaining district, school, or class boxes until all books are placed in folders or boxes.
5. If using folders, place folders in boxes. A box ($12'' \times 8 \frac{3}{4}'' \times 5''$) can hold up to 60 test books or 6–12 folders, but it is suggested that you limit the number of books or folders to a weight that is comfortable to lift.
6. Fill out a box label. Write the school names and the number of books in the spaces provided.
7. Number each box consecutively (for example, "1 of 3," "2 of 3," or "3 of 3,") and tape the box label securely to the outside of the box.
8. Repeat the process for the remaining districts, schools, or classes at the scoring site.

Staging Test Books for Scoring

All boxes will be routed to separate scoring areas depending on content to be read. Each test book will be scored.

1. Designate a location for each grade and scoring section to stage boxes.
2. At the start of a scoring session, provide enough test books to each scoring table for raters to score. Make sure the boxes for districts, schools, or classes are distributed to as many tables as practical within a content area.

Processing Test Books During Scoring

1. The reader work tables will be arranged so that the Table Facilitator/School English Language Arts or Mathematics Leader is at the head of the table, with up to six readers positioned around the table.
2. All folders containing sets of test books will be routed to the Scoring Committees.
3. At the start of a scoring session, folders or boxes are placed in the “in-process” box on the scoring table. Scorers will remove a few sets of test books, record their scorer number, score their assigned questions, record their scores on the answer sheet, and pass the test books to the next teacher to score (in a round-robin fashion). If there are any responses that are difficult to score, the scorer should speak with the Table Facilitator or Scoring Leader. If a scorer reads a student response that reveals a sensitive issue, the scorer should share this response with the Table Facilitator and the Scoring Site Coordinator. The reporting protocol set forth for Mandated Reporters must also be followed. A sensitive response includes an indication of abuse, neglect, or maltreatment, suicidal tendencies, or other psychological problems.

If the Scoring Site Coordinator thinks that the student response warrants a formal report, the coordinator will notify the school principal **and/or** the school counselor who will determine whether a report should be filed. Papers with sensitive responses must be returned to the school when scoring is complete.

4. When a scorer has completed scoring the questions assigned to that scorer within a test book, the answer sheet will be placed inside the test book and returned to the folder. When all questions have been scored, place the folder in the “completed” box.
5. Folders or boxes of unscored test books are brought to the work table as needed.

Read-Behinds

As sets of test books are finished being scored, they should be placed in the “completed” box so that the Table Facilitator/School English Language Arts or Mathematics Leader can conduct read-behinds. Read-behinds are scored sets of test books that are read again as a check of scorer accuracy and consistency.

The Table Facilitators/School Leaders conduct read-behinds on completed test books. Approximately 12 sets of test books per hour (that is, two sets per scorer) are read by the Table Facilitator/School Leader.

A Table Facilitator/School Leader should **not** question a score if a response is a “fence-sitter” paper, (i.e., a paper for which either of two contiguous scores could be justified). However, if the Table Leader/School Leader believes that a particular paper’s score is not in alignment with the rubrics or an errant pattern of scoring has developed (i.e., scores are continually out of alignment with the rubrics), the leader should **not** change the score, but should diplomatically discuss the response(s) in question with the scorer so that the scorer is able to correct any scoring errors and return to accurate and consistent scoring.

If a problem persists, the Table Facilitator/School Leader should bring the situation to the attention of the Scoring Site Coordinator.

Scoring Helpline

A helpline has been established to assist with questions on how to score constructed-response questions. The scoring helpline will be available at 888-705-9415 between 7:30 a.m. and 4:30 p.m. (ET) during the scoring dates.

Follow-Up Operations for Scoring Short- and Extended-Response Questions

No Double Scoring

Once a set of student test books has been completely scored one time, the answer sheet should be reviewed to ensure that all questions have been scored, the scores have been darkened appropriately, and there are no stray marks. Preparations should then be made for returning the sets of student test books either back to the school or to a specified location for auditing. Schools will be notified if they are to participate in the audit. Except for the read-behinds discussed on the previous pages, student test books should be scored only once (i.e., no double scoring).

When the teacher scoring committee completes the scoring process, test scores must be considered final.

Principals and other administrative staff in a school or district do not have the authority to set aside the scores arrived at by the teacher Scoring Committee and rescore student test papers or to change any scores assigned through the procedures described in this manual and in the scoring materials provided by the Department. Any principal or administrator found to have done so, except in the circumstances described below, will be in violation of Department policy regarding the scoring of these tests. Teachers and administrators who violate Department policy with respect to scoring State tests may be subject to disciplinary action 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.

If an administrator has substantial reason to believe that the teacher scoring committee has failed to accurately score student papers on any test, the administrator must first obtain permission in writing from OSA before arranging for or permitting a rescoring of student papers. The written request to OSA must come from the superintendent of a public school district or the chief administrative officer of a nonpublic or charter school and must include the test title, date of administration, and number of students whose papers would be subject to such rescoring. This request must also include a statement explaining why the administrator believes that the teacher scoring committee failed to score appropriately and, thus, why the administrator believes rescoring the test papers is necessary. As part of this submission, the school administrator must make clear his or her understanding that such extraordinary rescoring may be carried out only by a full committee of teachers constituted in accordance with the scoring guidelines presented above and fully utilizing the scoring materials for this test provided by the Department.

The Department occasionally finds it necessary to notify schools of a revision to the scoring guide for the test. Should this occur after the scoring committee has completed its work, the principal is authorized to have appropriate members of the scoring committee review students' responses only to the specific question(s) referenced in the notification and to adjust students' scores when appropriate. This is the only circumstance in which the school is not required to notify or obtain approval from the Department to correct students' scores.

Quality-Checking Answer Sheets

The quality-checking procedure involves a review of the scores filled in on the answer sheet by the scorers. During the quality check, any errors or omissions made by the scorers in recording students' scores should be detected and corrected while the books and answer sheets are still in the scoring area. The task of quality-checking the books should be assigned to a Scoring Site Assistant and should not be assigned to the student's teacher.

Steps for Quality-Checking the Answer Sheets

1. Make sure the number of books in the folder matches the total number written on the folder label.
2. Take the books out of the folder. Open the first book and inspect the answer sheet to be sure all fields have been filled in properly. Look for questions with missing scores, lightly marked scores, and double-marked scores.
3. If scores for all constructed-response questions are marked properly on all answer sheets, the folder is placed in a "completed scoring" box. These folders are ready for return processing, which means that the answer sheets are sent to the scanning center and the books are returned to the schools.
4. If there are any answer sheets with information missing, a Post-it® note is placed in the folder, which is then put aside until all test books have been checked for errors.
5. The sets of test books and answer sheets are then given to the appropriate Table Facilitator or Scoring Leader for corrections. After the corrections are made, return the test books and answer sheets to the quality control station.

Forwarding Answer Sheets to Scanning Centers and Returning Test Books to Schools

Returning test materials to the schools begins after all test materials in all folders have been scored and quality-checked. Verify that every folder has been accounted for and scored before starting to remove the answer sheets.

Steps for Returning the Secure Test Materials to the Schools and Scanning Centers

1. If scoring regionally or districtwide, sort the sets of test books into school groups. In all sorting of the test books for English Language Arts, make sure to keep each individual student's Book 3 and Book 4 together as a set.
2. Further sort the test books into classes, using the classroom roster(s).
3. Count the test books and verify the total counts against the totals on the SGL.
4. Remove the answer sheets from the test books and place them on top of a copy of the SGL and the classroom rosters, building a stack of answer sheets for the school.
5. Before placing the answer sheets on top of a copy of the SGL and the classroom rosters, verify that all student information (e.g., name, ID number, etc.) is complete.
6. If an answer sheet is soiled or mutilated in some manner, the school must transcribe all student information and test responses onto an unused answer sheet, which is then added to the stack. Two staff members are required for this—one to transfer answers and one to check that the answers have been transferred accurately. Note that the transferring of answers is not to be used for students who did not follow testing directions. (See "Proctoring," Page 17.) Do not fold, bend, tape, or staple any answer sheets.

7. Continue this process until all answer sheets are removed.
8. Count the answer sheets. Verify that the total number of answer sheets equals the number of students tested.
9. Place the answer sheets into a box for mailing. Affix the address label for the appropriate scanning center. Forward all answer sheets to the designated scanning center.
10. Return test books to each school.

Audit Scoring

The Department conducts an annual audit of the scoring of the short- and extended-response questions. For each test, approximately 5 percent of schools that administer that test are selected for inclusion in the audit through a random sampling procedure. The principal of each selected school receives a letter from the Department's contractor following the scoring period. After the scoring is complete and the student answer sheets have been sent to the scanning centers, schools selected for the audit are to send all their completed constructed-response test books for the selected grade to the location specified on the letter. **Send completed test books only, not the student answer sheets.**

It is important that schools affix the individual student identification labels sent to them by the scanning centers to the backs of the test books. Accompanying the audit notification letter is a form to be completed by the principal and enclosed in each box of test books. Test books are returned to the participating schools when the rescoring is completed.

Return of Scoring Ancillary Materials

The Scoring Site Coordinator will be responsible for returning all materials listed below to the schools. Call a secure package delivery company (such as FedEx, UPS, or DHL) that will pick up the materials that day or the next day or provide directions to the nearest drop-off location.

The following is a list of materials to be returned to the schools:

- Scoring Sign-in Log (with assigned scorer numbers).
- Confidentiality Agreements: verify the completion of all the Confidentiality Agreements for each scorer and Scoring Site Assistant.
- Training Materials Inventory Sheet: this is a log verifying the arrival of training materials.
- Sensitive Papers: give these papers to the Scoring Site Coordinator.

Closing of Scoring Site

After the scoring and preparation of test materials for delivery to scanning centers and schools, the Scoring Site Coordinator supervises the closing of the scoring facility. Scoring Site Assistants, as well as other members of the leadership team, may help with these procedures:

- Arrange secure shipments of all answer sheets and test books,
- Check scoring areas for overlooked materials, and
- Return all scoring ancillary materials to schools.

Reporting Irregularities and/or Misadministrations

Pursuant to Section 102.3 of the Regulations of the Commissioner of Education, “Building principals are responsible for administering department examinations and maintaining the integrity of examination content and programs, in accordance with directions and procedures established by the commissioner.” Accordingly, the building principal is responsible for all aspects of the school’s test administration and must take appropriate measures both to prevent, as much as possible, and to investigate all security breaches and irregularities associated with the administration and scoring of the test. In addition, the principal must report the following testing irregularities and misconduct by students, in writing on school letterhead and signed by the principal, to OSA via fax to 518-474-1989 or by e-mail to emscassessinfo@mail.nysed.gov:

- All student infractions of the Department’s policy prohibiting the possession or use of cell phones and other communications devices during State tests.
- All confirmed cases of students cheating.
- All interruptions of test sessions, including those caused by power outages or fire alarms.
- All instances in which a State test is administered without Department authorization on a date outside the published statewide administration or makeup schedule.
- All instances in which scorers do not rate State tests in accordance with the scoring materials provided by the Department.
- All cases in which student test books or answer sheets are lost prior to either the scoring of the tests or submission of the answer sheets to the RIC or large-city scanning center.
- All instances of school officials or staff members providing students with unauthorized/inappropriate testing accommodations or tools (such as the use of a spell checking device for the Grades 3–8 Common Core English Language Arts Tests or the use of a calculator for the Grades 3–5 Common Core Mathematics Tests).
- All instances of school officials or staff members providing students with other nonstandard test administrations, unrelated to cheating.

The report must include:

- The school's BEDS Code,
- The name and grade of the test,
- A brief description of the incident,
- The number of students affected, and
- The NYSSIS ID numbers of affected students.

Mandatory Reporting of Testing Improprieties by Adults

The Department's Test Security Unit (TSU) handles all reports of testing improprieties by adults involved in the administration and scoring of State tests. School officials and personnel are required to report any incident of testing misconduct by an educator or other adult involved in testing. Reports should be made via the TSU website at <http://www.highered.nysed.gov/tsei> by submitting the incident report form located on the main page under “Report Educator Test Fraud.” The following are examples of improper testing conduct that must be reported to the TSU:

- All suspected or confirmed cases of a school official or staff member giving aid or impromptu lessons on specific test content to students immediately before or during a State test or altering student responses on a test paper.
- All cases in which a school official or staff member does not adhere to the Department policy concerning finality of test scores as determined by the teacher scoring committees. This is explained on Page 35 of this manual under the heading “No Double Scoring.”
- All instances of an administrator or teacher instructing another administrator or teacher to alter or interfere with a student’s test score.

Coding of Invalid Tests

Any breaches or irregularities described above, except interruptions caused by power outages or alarms, may be determined by the school or by the Department to invalidate a student’s test results. In cases where a student’s test has been invalidated, the principal must:

1. Darken the circle on the affected student’s answer sheet denoting “administrative error.”
2. Notify the RIC or large-city scanning center of the administrative error. In order to expedite accurate reporting, provide the BEDS Code, School Name, Subject, Grade, and NYSSIS IDs.
3. In the SIRS, in the *Assessment Standard Achieved Code* field, students will be coded as “administrative error with *Standard Achieved Code of 97.*”
4. On the verification reports, a student for whom an administrative error occurred will not receive a valid score and will appear as “not tested.”
5. If a student’s test is deemed to be an administrative error **after** the student’s answer sheet has been scanned by the scanning center and the file has been transmitted to Pearson, the scanning center must be contacted and asked to submit a request to the Department’s Office of Information and Reporting Services for permission to override the score to an Assessment Standard Achievement Code of “97” indicating administrative error.

Circumstances that Should Not Be Reported as Administrative Errors

If an answer sheet containing inaccurate demographic data was submitted to and scanned by a scanning center, do not darken the circle denoting administrative error code on the answer sheet. Instead, communicate the problem to the scanning center, go back into the student management system (SMS), correct the demographic data, and reload it into SIRS. If the student uses a blank/extra answer sheet in place of the preprinted answer sheet with incorrect demographic data, do not code the original answer sheet as an administrative error. Instead, communicate the problem to the scanning center but do not submit the incorrect answer sheet for processing.

If a scanning center sends an answer sheet to the school for a student who is no longer enrolled in that school, do not code the answer sheet as an administrative error. Instead, communicate the change in enrollment to the scanning center and go back into the SMS to update the enrollment record to reflect the ending enrollment and reload it into the SIRs.

Students originally reported with an incorrect grade level should not be reported as administrative error as long as the student is administered the correct grade level test using a blank answer sheet for the appropriate grade level test. Do not submit the incorrect answer sheet to the scanning center. Instead, communicate the problem to the scanning center, correct the student information in the SMS, and reload the updated demographic information into SIRS.

Communicate any concerns or questions to the RIC or Large City Scanning Center prior to or at the time of delivery of the answer sheets.

Appendices

Appendix A: Information on Ungraded Students

Students who are graded must take the State test for the grade level in which they are enrolled. The chart below is to be used solely to ascertain the appropriate grade-level test to administer to ungraded students with disabilities.

Age Ranges for Testing on the NYSAA and General Tests for Ungraded Students with Disabilities at the Elementary and Middle Levels in the 2012–13 School Year

Tests	Birth Date	Reaches Age Given Between September 1, 2012, and August 31, 2013
Grade 3 English Language Arts, Mathematics	September 1, 2003–August 31, 2004	9
Grade 4 English Language Arts, Mathematics, Science	September 1, 2002–August 31, 2003	10
Grade 5 English Language Arts, Mathematics	September 1, 2001–August 31, 2002	11
Grade 6 English Language Arts, Mathematics	September 1, 2000–August 31, 2001	12
Grade 7 English Language Arts, Mathematics	September 1, 1999–August 31, 2000	13
Grade 8 English Language Arts, Mathematics, Science	September 1, 1998–August 31, 1999	14

Appendix B: Mathematics Tools

Schools must provide the mathematics tools that students will use with the 2013 Grades 3–8 Common Core Mathematics Tests. Schools may use the same rulers and protractors that they use every day in the classroom provided that the tools do not have pertinent information, such as mathematics formulas, written on them and that they meet the specifications provided below. Rulers will be used with all of the 2013 Grades 3–8 Common Core Mathematics Tests; protractors will be used only with the 2013 Grades 4–8 Common Core Mathematics Tests.

2013 Grades 3–8 Common Core Mathematics Tests—Specifications for Rulers

- Rulers may be constructed of plastic, wood, metal, cardboard, or other suitable material.
- Rulers must be between 6" and 12" long.
- Rulers must include inch to $\frac{1}{16}$ " subdivisions.
- Rulers must include centimeters with millimeter subdivisions.
- Rulers must be calibrated accurately with another ruler that is known to be accurate.

2013 Grades 4–8 Common Core Mathematics Tests—Specifications for Protractors

- Protractors must be constructed of clear plastic and measure no shorter than $3\frac{15}{16}$ " in diameter and no longer than $4\frac{3}{4}$ " in diameter.
- Protractors must be calibrated accurately with another protractor that is known to be accurate.

2013 Grades 6–8 Common Core Mathematics Tests—Specifications for Calculators

- **Book 1:** The use of a calculator or mathematics tables is **not** allowed.
- **Book 2 and Book 3:** For Grade 6, the use of a four-function calculator with a square root key or a scientific calculator is required. For Grades 7 and 8, the use of a scientific calculator is required. Graphing calculators are **not** permitted. The use of mathematics tables is permitted for Book 2 and Book 3 only if specified in a student's IEP or 504 Plan.

When students enter the testing room, clear, reset, or disable the memory of any calculator with programming capability. If the memory of a student's calculator is password-protected and cannot be cleared, the calculator must not be used. Students may not use calculators that are capable of symbol manipulation or that can communicate with other calculators through infrared sensors, nor may students use operating manuals, instruction or formula cards, or other information concerning the operation of calculators during the tests.

Appendix C: Testing Accommodations Categories

The types of testing accommodations that a student may receive are listed on Pages 15–22 of *Test Access and Accommodations for Students with Disabilities, Tools to Guide Decision-Making and Implementation*, published by the Department’s Office of Special Education and reproduced here. To access the complete online publication, see <http://www.p12.nysed.gov/specialed/publications/policy/testaccess/policyguide.htm>.

Please note that not all accommodations defined in that publication and reproduced here are permitted on all parts of the 2013 Grades 3–8 Common Core English Language Arts and Mathematics Tests. For these tests, testing accommodations that change the constructs measured by the test are not permitted. For further information, see Pages 7–11 of this *School Administrator’s Manual*.

FLEXIBILITY IN SCHEDULING/TIMING

- Extended time (specify amount, as in “time-and-a-half”)
- Administer tests with frequent breaks (specify duration [e.g., “sessions not to exceed 30 minutes with 10-minute breaks”])

FLEXIBILITY IN SETTING

- Separate location/room – administer test individually
- Separate location/room – administer test in small group (e.g., three to five students)
- Provide adaptive or special equipment/furniture (specify type [e.g., study carrel])
- Special lighting (specify type [e.g., 75-watt incandescent light on desk])
- Special acoustics (specify manner [e.g., minimal extraneous noises])
- Location with minimal distraction (specify type [e.g., minimal visual distraction])
- Preferential seating

METHOD OF PRESENTATION

Revised Test Format¹

- Braille editions of tests
- Large type editions of tests
- Increased spacing between test questions
- Increased size of answer blocks/circles
- Reduced number of test questions per page
- Multiple-choice questions in vertical format with answer circles to right of response choices
- Reading passages with one complete sentence per line
- Test read

¹For State tests, any reproduction and/or reformatting of test books by the school requires the advance written permission of OSA, and, even with such permission, may not occur until the day that the test book will be administered.

Testing Accommodations Categories (continued)

Revised Test Directions²

- Directions read to student
- Directions reread for each page of questions
- Language in directions simplified
- Verbs in directions underlined or highlighted
- Cues (e.g., arrows and stop signs) on answer form

Use of Aids/Assistive Technology

- Audio tape
- Tape recorder
- Computer (**including talking word processor**)
- Masks or markers to maintain place
- Papers secured to work area with tape/magnets
- Questions and multiple-choice responses read to student
- Questions and multiple-choice responses signed to student
- Magnification devices (specify type)
- Amplification devices (specify type)

METHOD OF RESPONSE

- Marking of answers in book rather than on answer sheet
- Use of additional paper for math calculations
- Use of scribe

Use of Aids/Assistive Technology

- Amanuensis (scribe)
- Tape recorder
- Word processor

OTHER

- On-task focusing prompts

²Revision of test directions is an accommodation that is limited to oral or written instructions provided to all students that explain where and how responses must be recorded, how to proceed in taking the test upon completion of sections, and what steps are required upon completion of the test. The term “test directions” does not refer to any part of a question or passage that appears solely on a student’s test book.

Appendix D: Rules to Determine Whether a Student Receives a Valid Score

The following rules will determine whether the student receives a valid score:

- Students who were present for an administration, including make-ups, of all sessions of the test and who responded to at least one question on the test will receive valid scores and be counted as tested in calculating a school's participation rate.
- Students will be considered to have been present for all sessions unless they are marked as absent for the entire test or for one or more sessions.
- Students with a final score of "999" will be counted as **not tested** in calculating a school's participation rate. A final score will be "999" only if one of the following occurred:
 - a. The student was absent for the entire test,
 - b. The student refused the entire test,
 - c. The student was absent for any session,
 - d. The student was present for all sessions but did not respond to even one question on the test,
 - e. The student's results were invalidated due to an administrative error, or
 - f. The student's SIRS record shows him or her as enrolled for the entire test administration period but includes no appropriate test record.
- In the case where a student leaves the test administration in the middle of a session and is not able to make up that part of the test (see "Illness" on Page 16), school officials must decide whether to mark the student as absent for that session.
 - a. If any circle denoting absent is darkened, the student will receive a final score of "999."
 - b. If the circle denoting absent is not darkened, the student will receive a score based on the questions completed. Any missing responses will receive a condition code of "A," indicating no response, and the response will receive a score of zero. The final raw score will be the sum of the number of multiple-choice questions answered correctly and of the scores assigned to constructed-response questions.

Appendix E: Instructions for Student Answer Sheets

Student Absences

If a student has missed any of the test sessions shown below and has not had the opportunity to take a make-up test, locate the student's answer sheets and darken the "Absent" circle corresponding to the session or sessions missed. Rules that determine whether or not the student receives a valid score can be found in Appendix D of this manual.

2013 Grades 3–8 Common Core English Language Arts Tests

- Book 1
- Book 2 and Book 3
- Book 4

2013 Grades 3–8 Common Core Mathematics Tests

- Book 1
- Book 2
- Book 3

Testing Accommodations Categories

The categories provided on answer sheets delineating the testing accommodations that a student with a disability received are shown in Appendix C of this manual. Only darken the circle if an accommodation was provided during the test. Please note that not all the accommodations listed in Appendix C are permitted on all parts of the 2013 Grades 3–8 Common Core English Language Arts and Mathematics Tests.

Testing accommodations that change the constructs measured by the tests are **not** permitted. (For more details, see Pages 5–11.)

Appendix G: Box Labels for Submission of Test Books to Scoring Center

English Language Arts Test Books for Scoring

Send to: _____
Scoring Site

From: _____
School Name

BEDS Code: _____
BEDS Code Number

English Language Arts Test (Check One)

<input type="checkbox"/> Gr 3 Book 3s & Book 4s	<input type="checkbox"/> Gr 6 Book 3s & Book 4s
<input type="checkbox"/> Gr 4 Book 3s & Book 4s	<input type="checkbox"/> Gr 7 Book 3s & Book 4s
<input type="checkbox"/> Gr 5 Book 3s & Book 4s	<input type="checkbox"/> Gr 8 Book 3s & Book 4s

Box _____ of _____

Contains _____ Sets of Books for Scoring
Quantity

Mathematics Test Books for Scoring

Send to: _____
Scoring Site

From: _____
School Name

BEDS Code: _____
BEDS Code Number

Mathematics Test (Check One)

<input type="checkbox"/> Gr 3 Book 3s	<input type="checkbox"/> Gr 6 Book 3s
<input type="checkbox"/> Gr 4 Book 3s	<input type="checkbox"/> Gr 7 Book 3s
<input type="checkbox"/> Gr 5 Book 3s	<input type="checkbox"/> Gr 8 Book 3s

Box _____ of _____

Contains _____ Books for Scoring
Quantity

Appendix H: Certificates

Three certificates follow: Test Storage Certificate, Deputy and Proctor Certificate, and Scoring Operations Certificate. For the 2013 Grades 3–8 Common Core English Language Arts Tests and the 2013 Grades 3–8 Common Core Mathematics Tests, separate copies of each of these certificates must be completed and signed by the appropriate person(s) and retained in school files for one year.

TEST STORAGE CERTIFICATE

Grades 3–8 Common Core English Language Arts Tests

or

Grades 3–8 Common Core Mathematics Tests

School Name: _____

Test Period: _____
(Month/Year)

I, the undersigned principal of the school named above, do hereby declare that each of the security procedures listed below was fully and faithfully observed for the current administration of the 2013 Grades 3–8 Common Core English Language Arts and Mathematics Tests.

1. The shrink-wrapped packages of secure test materials were stored in a safe or vault at the location indicated on the Test Storage Plan submitted to the Department for the above test period.
2. The safe or vault was maintained under strict security conditions.
3. An inventory of the test materials was conducted as soon after delivery as was practical. The Department was notified in writing if any of the packages of secure test materials were not properly shrink-wrapped when received. The shrink-wrapped packages of secure test materials were replaced inside the safe or vault immediately after the inventory was completed.
4. The shrink-wrapped packages of secure materials were not removed from the safe or vault, except for the inventory of test materials shipped to the school, until the days on which the tests were scheduled to be administered.
5. The shrink-wrapped packages of secure test materials were not opened until the days on which the tests were scheduled to be administered.
6. Following each day of testing, test booklets and answer sheets were collected and stored in a secure location.

Name of Principal (print or type): _____

Signature of Principal: _____ Date: ____ / ____ / ____

After completion, retain in school files for one year.

The University of the State of New York
 THE STATE EDUCATION DEPARTMENT
 Office of State Assessment
 Albany, New York 12234

DEPUTY AND PROCTOR CERTIFICATE

Grades 3–8 Common Core English Language Arts Tests

or

Grades 3–8 Common Core Mathematics Tests

School Name: _____

Test Period: _____
 (Month/Year)

We, the undersigned deputies and proctors who assisted in the administration of the 2013 Grades 3–8 Common Core English Language Arts and Mathematics Tests, hereby declare our belief in the correctness of the following:

The rules and regulations for administering the tests were fully and faithfully observed, and in particular:

1. The rules for administering the tests were read to or read by each person who assisted in administering the tests.
2. The tests were administered within the prescribed dates.
3. The secure test materials were kept in the shrink-wrapped packages until the administration dates.
4. The students were given appropriate instructions and orientation before beginning the tests.
5. The students were so seated as to prevent collusion.
6. Adequate supervision was maintained throughout the administration of each test.
7. All test books and answer sheets were collected from the students immediately at the close of the tests.
8. All test books and answer sheets for the tests were collected and returned to the principal for storage in a secure location after each day of testing.

	Print Name	Signature	Test Proctored	Test Room
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

(Make additional copies as necessary.)

After completion, retain in school files for one year.

SCORING OPERATIONS CERTIFICATE

Grades 3–8 Common Core English Language Arts Tests

or

Grades 3–8 Common Core Mathematics Tests

School Name: _____

District/BOCES Name: _____ Test Period _____
(Month/Year)

- | | |
|---|---|
| <input type="checkbox"/> Grade 3 Common Core English Language Arts Test | <input type="checkbox"/> Grade 3 Common Core Mathematics Test |
| <input type="checkbox"/> Grade 4 Common Core English Language Arts Test | <input type="checkbox"/> Grade 4 Common Core Mathematics Test |
| <input type="checkbox"/> Grade 5 Common Core English Language Arts Test | <input type="checkbox"/> Grade 5 Common Core Mathematics Test |
| <input type="checkbox"/> Grade 6 Common Core English Language Arts Test | <input type="checkbox"/> Grade 6 Common Core Mathematics Test |
| <input type="checkbox"/> Grade 7 Common Core English Language Arts Test | <input type="checkbox"/> Grade 7 Common Core Mathematics Test |
| <input type="checkbox"/> Grade 8 Common Core English Language Arts Test | <input type="checkbox"/> Grade 8 Common Core Mathematics Test |

I, the undersigned leader of the scoring operations, do hereby declare that each of the procedures listed below was fully and faithfully implemented:

1. The scoring committee for each grade level included a minimum of three scorers.
2. Test questions were assigned to scorers according to the criteria described in the *School Administrator's Manual*.
3. Scorers were trained using the procedures and materials described in the *Scoring Leader Handbook*.
4. Scorers were not permitted to rate their own students' responses.
5. Table Facilitators conducted read-behinds.
6. The answer sheets were subjected to a quality review as described in the *School Administrator's Manual*.
7. The answer sheets and test books were kept secure.
8. The scoring sessions were conducted during the dates specified by the Department.
9. The answer sheets were submitted for scanning by the date specified by the Department.

Name: _____ Title: _____

Signature: _____ Date: ____ / ____ / ____

After completion, retain in school files for one year.

Appendix I: Guidelines for Including Special Education Teachers in Scoring Committees

Note: After review of their teacher certifications and present teaching assignments, school administrators may choose to include in the Scoring Committees special education teachers with the following titles.

Special Education Teaching Titles Awarded Prior to February 2, 2004

Certificate Titles Awarded Prior to February 2, 2004	May Score English Language Arts Tests and/or Mathematics Tests in these Grades	Additional Requirements
Special Education, Nursery, K-12	3-6 7-8	If highly qualified at the elementary level If highly qualified in English language arts and/or mathematics at the middle/secondary level
Deaf and Hard of Hearing	3-6 7-8	If highly qualified at the elementary level If highly qualified in English language arts and/or mathematics at the middle/secondary level
Blind and Visually Impaired	3-6 7-8	If highly qualified at the elementary level If highly qualified in English language arts and/or mathematics at the middle/secondary level
Speech and Language Disabilities	3-6	If highly qualified at the elementary level

Special Education Teaching Titles Awarded On or After February 2, 2004

Certificate Titles Awarded On or After February 2, 2004	May Score English Language Arts Tests and/or Mathematics Tests in these Grades	Additional Requirements
Students with Disabilities Grades 1-6	3-6	
Students with Disabilities Grades 5-9 – Generalist	5-8	
Students with Disabilities Grades 5-9 – Content Specialist	5-6 7-8	Grades 7-8 if English language arts and/or mathematics is the content specialization on certificate or highly qualified at middle/secondary level in English language arts and/or mathematics
Students with Disabilities Grades 7-12 – Content Specialist	7-8	Only if English language arts and/or mathematics is the content specialization on certificate or highly qualified at middle/secondary level in English language arts and/or mathematics
Deaf and Hard of Hearing	3-6 7-8	Grades 7-8 if highly qualified at middle/secondary level in English language arts and/or mathematics
Blind and Visually Impaired	3-6 7-8	Grades 7-8 if highly qualified at middle/secondary level in English language arts and/or mathematics
Speech and Language Disabilities	3-6	If highly qualified at the elementary level

Appendix J: Important Dates for the 2013 Grades 3–8 Common Core English Language Arts and Mathematics Tests

Activity	Grades 3–8 Common Core English Language Arts	Grades 3–8 Common Core Mathematics
School Administrator’s Manual	Monday, April 8–Wednesday, April 10	
Teacher’s Directions Arrive at Schools from the Department	Monday, April 8–Wednesday, April 10	Wednesday, April 10–Friday, April 12
Test Books Arrive at Schools from Pearson	Tuesday, April 9–Thursday, April 11	Tuesday, April 16–Thursday, April 18
Administration of Tests	Tuesday, April 16–Thursday, April 18*	Wednesday, April 24–Friday, April 26**
Make-up Testing Δ	Friday, April 19–Tuesday, April 23	Monday, April 29–Wednesday, May 1
Scoring CD Arrives at Schools from the Department	Tuesday, April 16–Thursday, April 18	Wednesday, April 24–Friday, April 26
Scoring of Constructed Responses	Friday, April 19–Wednesday, May 1	Monday, April 29–Wednesday, May 8
Final Date to Submit Answer Sheets to Scanning Centers	Wednesday, May 1	Wednesday, May 8

*The 2013 Grades 3–8 Common Core English Language Arts Tests are comprised of four books per grade and will be administered in three sessions over three consecutive days. On **Tuesday, April 16**, Book 1 will be administered; on **Wednesday, April 17**, Book 2 and Book 3 will be administered; and on **Thursday, April 18**, Book 4 will be administered.

The 2013 Grades 3–8 Common Core Mathematics Tests are comprised of three books per grade and will also be administered in three sessions over three consecutive days. On **Wednesday, April 24, Book 1 will be administered; on **Thursday, April 25**, Book 2 will be administered; and on **Friday, April 26**, Book 3 will be administered.

Δ The make-up dates are to be used for administering make-up tests to students who were absent during the designated administration dates. The make-up dates can also be used to complete the initial administrations in schools that were closed due to religious observance or unexpected events, such as power outages.

Appendix K: Scanning Centers (Regional Information Centers [RICs] and Big 5)

Location	Contacts	
Buffalo Public Schools Office of Shared Accountability 808 City Hall Buffalo, New York 14202	Genelle Morris Adams 716-816-3035 716-816-3044 (fax) gmorris@buffaloschools.org	
Central NY (CNYRIC or OCM) Central New York Regional Information Center 6075 East Molloy Rd. P.O. Box 4866 Syracuse, NY 13221	Don Dejohn 315-433-2217 315-433-2221 (fax) ddejohn@cnyric.org Lori Deforest 315-433-2247 ldeforest@cnyric.org Michele Rourke 315-433-8359 mrourke@cnyric.org Pam Dowse 315-433-2213 pdowse@cnyric.org	
Eastern Suffolk BOCES Student Data Services 15 Andrea Road Holbrook, New York 11741	Elaine Rosa 631-244-4221 631-244-4003 (fax) erosa@esboces.org Joseph Stern 631-419-1676 jstern@esboces.org Margaret Leuzze 621-419-1678 mleuzze@esboces.org	
Western New York Regional Information Center (WNYRIC)/Erie 1 BOCES Serving: Erie 1 BOCES Erie 2 BOCES Cattaraugus Alleghany BOCES Orleans Niagara BOCES Assessment, Scanning, Scoring and Data Warehouse Services Technology Services 355 Harlem Road West Seneca, New York 14224-1892	Karen Halbert Assessment Scanning and Scoring 716-821-7173 716-821-7432 (fax) khalbert@e1b.org testscoring@e1b.org Maggie Maloney Data Warehouse 716-821-7466 mmaloney@e1b.org dataview@e1b.org	

Scanning Centers (continued)

Location	Contacts	
<p>Greater Southern Tier (GST) BOCES Computer Services Center 459 Philo Road Elmira, New York 14903</p>	<p>Melissa Zelko-Wood 607-795-5342 607-795-5307 (fax) mzelko@gstboces.org</p>	<p>Steve Updike 607-795-5338 Supdike@gstboces.org</p>
<p>Lower Hudson (Southern Westchester BOCES) 44 Executive Boulevard Elmsford, New York 10523</p>	<p>Rob Mahig 914-592-4203 x3287 914-345-3719 (fax) rmahig@lhric.org</p>	<p>Todd Moore 914-592-4203 x3279 tmoore@lhric.org</p> <p>Rob Micucci 914-592-4203 x3256 rmicucci@lhric.org</p>
<p>Madison-Oneida (Mohawk) BOCES Mohawk Regional Information Center 4937 Spring Road Verona, New York 13478</p>	<p>Sally Zielasko 315-361-2700 866-986-6742 315-361-5768 (fax) szielasko@moric.org</p>	<p>Danielle Polisse dpolisse@moric.org</p> <p>Christina Urich curich@moric.org</p>
<p>Mid-Hudson (Ulster) Regional Information Center 175 Route 32 North New Paltz, New York 12561</p>	<p>Denise Olsen 845-255-1450 x1247 845-256-9587 (fax) mdolsen@mhric.org</p>	<p>Lisa Pullaro 845-255-1450 x1246</p> <p>Kathy Sylvester 845-255-1450 x1233</p>
<p>Monroe Regional Information Center M.A.A.R.S. 625 Buffalo Road Rochester, New York 14624</p>	<p>Mari-Ellen Maloney 585-349-9025 585-349-9090 (fax) mmaloney@bocesmaars.org</p>	<p>Steve Jackson 585-349-9062 585-349-9090 (fax) sjackson@bocesmaars.org</p>

Scanning Centers (continued)

Location	Contacts	
<p>Nassau BOCES Robert E. Lupinskie Center for Curriculum, Instruction and Technology 1 Merrick Avenue Westbury, New York 11590</p>	<p>Rose Baum 516-832-2744 516-608-6616 (fax) rbaum@mail.nasboces.org</p>	<p>Valerie D'Aguzzo 516-832-2530 vdaguann@mail.nasboces.org</p>
<p>New York City Department of Education</p> <ul style="list-style-type: none"> • Office of Assessment Operations • Scan Center (for public schools only) <p>44-36 Vernon Boulevard, Room 207 Long Island City, New York 11101</p>	<p>DAPS Service Desk 212-374-6646 oaservicedesk@schools.nyc.gov</p>	
<p>NYC Charter Schools</p>	<p>NYC DOE Charter School Office charterschools@schools.nyc.gov</p>	

Scanning Centers (continued)

Location	Contacts	
<p>Northeastern RIC Information Center - NERIC (Albany BOCES) 1031 Watervliet-Shaker Road Albany, New York 12205</p> <p>Serving the BOCES of the NE Region:</p> <p>Capital Region BOCES CVES BOCES FEH BOCES HFM BOCES Questar III BOCES St. Lawrence-Lewis BOCES WSWHE BOCES</p>	<p>Bill Adam 518-862-5310 518-862-5378 (fax) william.adam@neric.org testing.coordinator@neric.org</p> <p>http://portal.neric.org/ sites/services/testing/ Pages/default.aspx</p>	<p>Gail Newcomb 518-862-5355 518-862-5378 (fax) gail.newcomb@neric.org</p> <p>Jason Stern 518-862-5417 jason.stern@neric.org</p>
<p>Rochester City School District Office of Accountability 131 West Broad Street Rochester, New York 14614</p>	<p>Joyce Schultz 585-262-8328 joyce.schultz@rcsdk12.org</p>	<p>Noreen McGrath 585-262-8130 noreen.mcgrath@rcsdk12.org</p> <p>Vicky Ramos 585-262-8328 vicma.ramos@rcsdk12.org</p>
<p>Broome-Tioga BOCES Mail Drop #31 435 Glenwood Road Binghamton, New York 13905</p>	<p>Tim Farnham 607-757-3009 607-757-3000 (fax) tfarnham@btboces.org</p> <p>Sue Foster 607-757-3008 sfoster@btboces.org</p>	<p>Tim Clark 607-766-3933 tclark@btboces.org</p>

Scanning Centers (continued)

Location	Contacts	
<p>Syracuse City Schools Office of Information and Technology 258 East Adams Street Syracuse, New York 13202</p>	<p>Brandan Keaveny 315-435-4338 bkeaveny@scsd.us</p>	<p>Margaret Bailey 315-435-4486 mbailey@scsd.us</p>
<p>Wayne-Finger Lakes BOCES EduTech Newark Office Eisenhower Building 131 Drumlin Court Newark, New York 14513</p>	<p>Laurel Skellett 315-332-7365 315-332-7473 (fax) lskellett@edutech.org</p>	<p>Chris Voit 315-332-7460 cvoit@edutech.org</p> <p>Help Desk 1-800-722-5797 x7 testscoring@edutech.org</p>
<p>Yonkers City School District Director, Assessment and Evaluation Att. Carla Collins 1 Larkin Center Yonkers, New York 10701</p>	<p>Carla Collins 914-376-8234 914-376-9144 (fax) ccollins@ yonkerspublicschools.org</p>	<p>David Weinberger 914-376-8232 dweinberger@ yonkerspublicschools.org</p> <p>Dave Beaver 914-376-8234 dbeaver@ yonkerspublicschools.org</p>

Appendix L: New York City Department of Education 2012–13 Borough Assessment Implementation Directors

Borough Assessment Office	Borough Assessment Implementation Director
<p>Manhattan Comprising Districts: 1, 2, 3, 4, 5 & 6 333 Seventh Avenue 7th Floor New York, New York 10001</p>	<p>Marie Busiello 212-356-3784 212-356-7523 (fax) mbusiel@schools.nyc.gov</p>
<p>Bronx Comprising Districts: 7, 8, 9, 10, 11 & 12 1 Fordham Plaza 7th Floor Bronx, New York 10458</p>	<p>Sharon Cahr 718-741-5559 718-741-7971 (fax) scahr@schools.nyc.gov</p>
<p>Brooklyn Comprising Districts: 13, 14, 15, 16, 19, 23 & 32 131 Livingston Street 6th Floor Brooklyn, New York 11201</p>	<p>David Rapheal 718-935-5965 718-935-5941 (fax) draphea@schools.nyc.gov</p>
<p>Queens Comprising Districts: 24, 25, 26, 27, 28, 29 & 30 28-11 Queens Plaza North 2nd Floor Long Island City, New York 11101</p>	<p>Barbara Marcisak 718-391-8352 718-391-6088 (fax) bmarcis@schools.nyc.gov</p>
<p>Staten Island Comprising Districts: 17, 18, 20, 21, 22 & 31 715 Ocean Terrace Building A, Room A127 Staten Island, New York 10301</p>	<p>José Garcia 718-390-1579 718-420-5665 (fax) jgarcia17@schools.nyc.gov</p>

New York City Department of Education (continued)

Borough Assessment Office	Borough Assessment Implementation Director
<p>Special Education D75 400 First Avenue Room 662C New York, New York 10010</p>	<p>Steven Weinrich 212-802-1521 917-256-4245 (fax) sweinri@schools.nyc.gov</p>
<p>Alternate Schools & Programs D79 4360 Broadway Room 428 New York, New York 10033</p>	<p>Heather Cabrera 917-521-3741 917-521-3649 (fax) hcabrera4@schools.nyc.gov</p>
<p>Charter Schools D84 52 Chambers Street New York, New York 10007</p>	<p>Kamilah O'Brien 212-374-5419 212-374-2324 (fax) kobrien62@schools.nyc.gov</p>
<p>Homebound Instruction 3450 E. Tremont Avenue Bronx, New York 10033</p>	<p>Angela Velez 718-794-7236 718-794-7237 (fax) avelez16@schools.nyc.gov</p>
<p>Hospital Instruction 3450 E. Tremont Avenue Bronx, New York 10033</p>	<p>Keri Kaufmann 718-794-7266 718-794-7263 (fax) kkaufmann@schools.nyc.gov</p>

Appendix M: Scoring Site Organization

SCORING OPERATIONS

Scoring Site Coordinator

- Supervision and management of the site
- Support for scoring
- Logistics for operations
- Security
- Coordination of site personnel
- Responsible for collection of audit papers

Operations

Scoring Site Assistants

- Check in test books
- Prepare test books for scoring (organize and randomize)
- Deliver and collect scored operational test books
- Quality-check answer sheets
- Return answer sheets to scanning centers
- Return test books to schools
- Monitor and maintain security
- Maintain quality control
- Ship completed materials to schools

Scoring

Scoring Leader

- Acts as a Scoring Trainer
- Monitors scoring sessions
- Supports Table Facilitators and scorers
- Administers Consistency Assurance Sets to Table Facilitators and scorers

Table Facilitators

- Monitor scoring progress to ensure scoring of all papers by the end of the scoring period
- Conduct read-behinds
- Are a resource for rubric clarification

Scorers

- Score student responses

Appendix N: Important Reminders Regarding Test Administration and Scoring for 2013

Test Administration

Dates for Scoring and Returning Student Answer Sheets

In order to receive their official individual student score reports, all schools **must** adhere to specific dates for scoring and returning accurately coded student answer sheets to the scanning centers. These important dates can be found in this manual (see Appendix J).

If schools return their answer sheets to the scanning centers after the specified dates, this data will not go to Pearson, and, therefore, parent reports will not be available. The Department will release conversion charts that will allow students' scores to be computed by the scanning centers, but those scanning centers must then petition the Department to have the data changed in SIRS and included for accountability.

Adherence to Scoring Protocol

In order to maximize standardization of the scoring process, a Scoring Operations Certificate is included in this manual (see Appendix H). Persons responsible for overall scoring operations are required to sign and retain on file this certificate, which attests that each of the scoring procedures listed was "fully and faithfully implemented."

Appendix O: School Administrator's Checklist

Test Administration

Before Testing:

- Announce testing dates and scoring schedules in advance.
- Inventory the materials when received. If items are missing, follow the directions on Pages 19–20.
- Secure all test materials in an appropriate safe or vault.
- Familiarize yourself with all test materials, including this manual and the *Teacher's Directions*. Provide copies of the *Teacher's Directions* in advance of testing to all teachers who will be administering the tests.
- Brief all teachers on their responsibilities and roles in testing and remind teachers about preparation of the classroom for testing.
- Arrange to obtain secure test materials, if needed, from a Regional Center.
- Obtain secure test materials from the safe or vault on the days they will be administered.
- Prepare class materials early in the morning of each test.
- Ensure a secure and efficient method for distributing and collecting the secure test materials (test books, answer sheets, etc.) each day. Provide additional test books as needed.
- Keep test materials secure throughout the testing and scoring processes.
- Ensure that students with disabilities are provided the allowable testing accommodations as indicated in their IEP/504 Plans.
- Ensure that English language learners and eligible former English language learners are provided with the testing accommodations (see Pages 5–6) that the principal has determined will be provided for them.

After Testing:

- Collect and verify the return of all test books and answer sheets at the conclusion of testing each day. No one should review test books prior to scoring.
- Make sure used English Language Arts Test Book 1s and Book 2s are separated from used Book 3s and Book 4s and that used Mathematics Test Book 1s and Book 2s are separated from used Book 3s.
- Make sure students' English Language Arts Test Answer Sheet 1s are placed inside the front covers of their English Language Arts Test Book 1s and students' English Language Arts Test Answer Sheet 2s are placed inside the front covers of their English Language Arts Test Book 3s.
- Make sure students' Mathematics Test Answer Sheet 1s are placed inside the front covers of their Mathematics Test Book 1s and students' Mathematics Test Answer Sheet 2s have been removed from their Mathematics Test Book 2s and placed inside the front covers of their Mathematics Test Book 3s.

- ❑ Check the condition of the answer sheets to ensure that:
 - Absences and exempt status have been recorded.
 - Student information is correct and matches student labels on the backs of all test books.
 - Selected score circles have been darkened completely.
 - No stray marks appear on the answer sheet.
- ❑ Securely store all test material.

Appendix P: Contacts for Assistance

For Assistance With:	Contact:
Errors in the school's shipment of secure test materials, such as test books (including large type, braille, and alternative language editions)	Pearson. Circle the item(s) and quantity that are missing on the shipping notice and fax the corrected notice to Pearson at 319-358-4252. (No cover sheet is necessary.) The missing item(s) will be sent to the school's storage site.
Obtaining supplemental secure test materials such as test books (including large type, braille, and alternative language editions)	Pearson by faxing 319-358-4252 or calling 888-705-9415. Pearson will determine whether the regional center has the materials necessary to satisfy the additional request. Under the direction of Pearson, contact the regional center to arrange for pickup of secure test materials.
Answer sheets, precoded student identification labels, generic answer sheets, and generic student identification labels	The scanning center (see Appendix K)
Completing or changing biographical student data	The scanning center (see Appendix K)
Testing policies regarding accommodations, security breaches, sensitive student responses, etc.	OSA at 518-474-5902 or 518-474-8220
Sending completed answer sheets to scanning centers after scoring of test books	The scanning center (see Appendix K)
Sending completed English Language Arts Test Book 3s and Book 4s and Mathematics Test Book 3s and English Language Arts and Mathematics Test Answer Sheets for scoring	The scoring coordinator
Questions about scoring	The scoring helpline will be available at 888-705-9415 between 7:30 a.m. and 4:30 p.m. (ET) during the scoring dates.
Questions about security of test materials after administration and scoring	OSA at 518-474-5902 or 518-474-8220

Important Reminder: Check OSA's web site regularly for updates on the 2013 Grades 3-8 Common Core Testing Program (<http://www.p12.nysed.gov/assessment>).



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School Administrator's Manual**

2013 Edition
