



NEW YORK STATE

GRADE 8

INTERMEDIATE-LEVEL

SOCIAL STUDIES TEST

**Manual for
Administrators and Teachers
2010**



**The University of the State of New York
THE STATE EDUCATION DEPARTMENT**
Albany, New York 12234 • www.nysed.gov

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

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

President of The University and Commissioner of Education

DR. DAVID MILTON STEINER

Senior Deputy Commissioner of Education, P-16

DR. JOHN B. KING, JR.

Assistant Commissioner for Standards, Assessment and Reporting

DAVID ABRAMS

Director, Office of State Assessment

STEVEN E. KATZ

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

Contents

General Features of the Grade 8 Intermediate-Level Social Studies Test	1
Information for School Administrators	2
General Information.....	2
Administration Schedule	2
Students to be Tested	2
Testing Accommodations	3
Security of the Test.....	5
Emergency Supply of Test Materials	6
Test Preparation and Other Guidelines	7
Administration of the Test	7
Preparation of Students for Testing	7
Preparation of the Testing Room(s).....	7
Supervision of Students	7
Reporting Security Breaches, Administration and Scoring Irregularities and/or Misadministrations to the Department	9
Coding of Invalid Tests	10
Reporting to the Department.....	10
Scoring the Test	10
Determining the Student’s Final Test Score	11
Determining the Need for Academic Intervention Services.....	11
Recording Test Scores and Storing Student Answer Papers	11
Reporting Test Results to the Department	11
Online Submission of Teacher Evaluations of the Test to the Department	11
Review of Answer Papers by Students and Parents.....	11
Individual Student Reports.....	11
General Test Administration Procedures	12
Test Materials	12
Use of Machine-Scorable Answer Sheets.....	12
Test Administration Time.....	12
Administering the Test	13
Detailed Directions for Administering Booklet 1.....	13
Detailed Directions for Administering Booklet 2.....	15
Scoring the Test	17
Scoring Booklet 1 Answers.....	17
Rating Booklet 2 Answers	18
Organizing the Rating and Recording Process	18
Detailed Directions for Training Raters.....	18
Suggested Rating Procedure	19

Method for Determining the Score for the Part III B Essay	20
Entering Scores on the Part III B Record Sheet	21
Determining the Student’s Final Test Score	21
Scoring Finality	22
Appendix I: Document-Based Question Generic Scoring Rubric.....	24
Appendix II: Descriptions of Performance Levels.....	25
Appendix III: Essay Rating Sheet	26
Appendix IV: Part III B Record Sheet.....	27
Appendix V: Examination Storage Certificate	29
Appendix VI: Deputy and Proctor Certificate	31
Appendix VII: Examination Scoring Certificate	33
Appendix VIII: Information on Ungraded Students	35

General Features of the Grade 8 Intermediate-Level Social Studies Test

The Regulations of the Commissioner of Education provide that an intermediate-level social studies test is to be administered in Grade 8 to serve as an indicator of whether students are meeting the five intermediate-level New York State Learning Standards for social studies. Each student's performance on the test will be the basis for determining whether that student needs academic intervention services in social studies.

The New York State Grade 8 Intermediate-Level Social Studies Test is designed to measure student achievement of the content, concepts, and skills included in a chronologically organized study of United States and New York State history. The content and standards are described in the publication *Social Studies Resource Guide with Core Curriculum (Grades 7–8)*.

The test comprises two test booklets and is to be administered in two separate 1½-hour sessions on the two consecutive school days specified by the Department. Booklet 1 contains a total of 45 multiple-choice questions and several short-answer, constructed-response questions. Booklet 2 contains a document-based question.

Each student's score on the Grade 8 Intermediate-Level Social Studies Test will fall into one of four levels of performance. The descriptions of the performance levels and the specific test scores that correspond to the four levels are provided in Appendix II of this manual and in the rating guide that is packaged with the test booklets. All students who score within levels 1 and 2 on the test must receive academic intervention services, which must begin no later than the beginning of the semester immediately following the administration of the test (see page 11).

The first section of this manual contains information of special interest to administrators. Subsequent sections contain directions for administering and scoring Booklet 1 and Booklet 2.

Information for School Administrators

General Information

For questions about general administration procedures for this test, contact the Office of State Assessment at 518-474-5902. For information about the rating of the Grade 8 Intermediate-Level Social Studies Test, contact Gary Warren, Donna Merlau, Greg Wilsey, or Patricia Polan in the Office of State Assessment at 518-474-3860, or JoAnn Larson in the Office of Curriculum, Instruction, and Instructional Technology at 518-474-5922.

All school personnel who will be involved in the administration and scoring of this test must have a copy of this manual, which may be photocopied. In addition, please check the Office of State Assessment's web site periodically at <http://www.emsc.nysed.gov/osa> for any scoring clarifications as well as the posting of the teacher evaluation form and conversion chart.

Administration Schedule

Schools must administer Booklet 1 of the New York State Grade 8 Intermediate-Level Social Studies Test on June 14 and Booklet 2 on June 15, 2010. Schools must administer Booklet 1 and Booklet 2 in that order in separate sessions. Students who are absent for one or both parts of the test must complete the test within the period from June 15 to June 17. **Schools may administer both Books 1 and 2 on the same day during the makeup period if sufficient time is not available for two day testing.**

Students to be Tested

General Education Students

Except as noted below, all public school students in Grade 8 and all ungraded students who are age equivalent to students in Grade 8 must take the Grade 8 Intermediate-Level Social Studies Test. This includes students who have been retained in Grade 8 and Grade 8 students who attend programs operated by the Board of Cooperative Educational Services (BOCES), as well as any other programs located outside the school. Nonpublic schools are strongly encouraged to administer State assessments to their students in accordance with these same provisions.

English Language Learners

All English Language Learners are required to participate in the Grade 8 Intermediate-Level Social Studies Test. English Language Learners may take the test either in an alternative language or in English, whichever would be better for the student. English Language Learners may also use both English and an alternative language edition of the test simultaneously. Alternative language editions of the Grade 8 Intermediate-Level Social Studies Test are available in Chinese (Traditional), Haitian Creole, and Spanish. The test may 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 current and eligible former English Language Learners specific testing accommodations when taking this test (see page 4).

Students with Disabilities

The Committee on Special Education (CSE) must decide for each student with a disability, on a case-by-case basis, whether the student will be participating in the Grade 8 Intermediate-Level Social Studies Test or will not be participating in this assessment because the student is participating in the New York State Alternate Assessment (NYSAA) for students with severe disabilities. The CSE's decision must be documented on the student's Individualized Education Program (IEP). The criteria that the CSE must use to determine a student's eligibility to participate in the NYSAA are available at the web site: <http://www.vesid.nysed.gov/specialed/publications/policy/alterassess.htm>. The Grade 8 Intermediate-Level

Social Studies Test answer sheets for students participating in the NYSAA should be coded as eligible for the Alternate Assessment.

When determining which students will be participating in this test, be sure to consider those students with disabilities who attend programs operated by the Board of Cooperative Educational Services (BOCES) as well as any other programs located outside the school. 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 VIII).

Testing Accommodations

Students Who Incur Disabilities Shortly Before Test Administration

Principals may provide testing accommodations when testing general education students who incur an injury (e.g., broken arm) or experience the onset of 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 a determination. These accommodations must not significantly change the constructs/student skills being tested and are limited to the following:

- extending the time limit for the test,
- administering the test in a special location,
- recording the student's answers in any manner.
- reading the test to the student (This accommodation is allowed only for students whose vision is impaired.)

Prior permission need not be obtained from the Department to authorize testing accommodations for general education students. However, a full written report concerning each authorization must be sent to the Office of State Assessment via fax to 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,
- a brief description of the student's injury or disability, and
- a listing 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 development of an IEP or Section 504 Accommodation Plan (504 Plan).

Students with Disabilities

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 this occurs and that those staff who will be providing these testing accommodations are appropriately trained. Plan all necessary arrangements for implementing testing accommodations well in advance of the test dates and advise proctors to become familiar with the accommodations specific to the particular test being administered. Only those testing accommodations that do not alter the constructs measured by the test are permitted on elementary-and intermediate-level State assessments. Students who have been declassified may continue to be provided testing accommodations if recommended by the local CSE at the time of declassification and it is written in the student's declassification IEP.

The Department's Office of Vocational and Educational Services for Individuals with Disabilities (VESID) provides more information on test access and accommodations for students with disabilities

on its web site: <http://www.vesid.nysed.gov/specialed/publications/policy/testaccess/policyguide.htm>. You may contact that office via e-mail to vesidspe@mail.nysed.gov if you have questions on this topic for which you are unable to find answers on the web site.

Use of Scribes or Tape Recorders and Large-Type or Braille Editions

Instead of using a scribe, the Department encourages the use of a word processor (with dictionary disabled), as 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. However, the use of scribes and the use of tape recorders are allowable accommodations for the Grade 8 Intermediate-Level Social Studies Test. Note the following procedures for scribing:

- The scribe must record word-for-word what the student dictates or records.
- The scribe must use lined paper and must write on every other line.
- The student must read the complete dictation/transcription and indicate on the skipped lines any further changes to be transcribed.
- The scribe must then transfer the student's completed response onto the answer sheet, test booklet, or essay booklet, (depending on section of test) exactly as dictated or recorded and should attach the lined paper with the student's dictation to the back of the test booklet, preferably by stapling, to ensure against the student's response being lost.

For students who use large-type or braille editions of the tests, or large-type answer sheets, teachers should transcribe the students' responses onto regular test answer sheets, test booklets, and essay answer booklets exactly as dictated or recorded.

Format Changes

Any format changes to the text 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 assessments 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 the Office of State Assessment at least one week before the first scheduled date of the test administration. Requests should include a letter from the school signed by the school principal. Each request must include the portion of the student's IEP 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 State examinations be opened prior to the morning of the day that part of the test is to be administered in the school.

English Language Learners

Schools may provide the following testing accommodations to English language learners:

- ***Time Extension:*** Schools may extend the test time for English language learners. 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 in making these determinations.
- ***Separate Location:*** Schools are encouraged to provide optimal testing environments and facilities for all students. They may administer State tests to English language learners individually or in small groups in a separate location.

- ***Bilingual Dictionaries and Glossaries:*** English language learners may use bilingual dictionaries and glossaries when taking this test. The bilingual dictionaries and glossaries may provide only direct translations of words. Bilingual dictionaries or glossaries that provide definitions or explanations are not permitted.
- ***Translated Editions:*** English language learners may be provided with a translated edition of the Grade 8 Intermediate-Level Social Studies Test. This test is available in Chinese (Traditional), Haitian Creole, and Spanish. In addition, English language learners may use both English and an alternative language edition of the test simultaneously. However, they should be carefully instructed to record all of their responses in only one of the two editions. The alternative language edition used by the student should be so indicated on the student’s answer sheet.
- ***Oral Translation for Lower Incidence Languages:*** Schools may provide English language learners with an oral translation of this test when there is no translated edition provided by the Department. All translations must be oral, direct translations of the English editions. Written translations are not allowed. No clarifications or explanations may 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 (telephone 518-474-8775) and the Bilingual/ESL Technical Assistance Centers (BETACs) can assist schools in locating suitable translators. A list of BETACs is available at: <http://www.emsc.nysed.gov/biling/bilinged>.
- ***Writing Responses in the Native Language:*** English language learners may write their responses to the open-ended questions in their native language. Scoring the tests is the responsibility of the school. However, the Department’s Office of Bilingual Education and Foreign Language Studies and the BETACs can assist schools in locating persons who can translate the students’ responses into English to facilitate scoring of the answer papers.

Former English Language Learners

Schools may provide the testing accommodations listed above under the heading “English Language Learners” to former English language learners who were identified as English language proficient based on their scores on one of the two most recent administrations of the New York State English as a Second Language Achievement Test (NYSESLAT), either Spring 2008 or Spring 2009. These accommodations may **not** be provided to former English language learners who were identified as English language proficient prior to the 2008 NYSESLAT administration.

For each English language learner or eligible former English language learner as defined above, darken the circles on the multiple choice answer sheet under “English Language Learner Accommodations” indicating the testing accommodations provided.

Security of the Test

A new form of the test will be provided for each administration. The test booklets, answer keys, and rating guides will be enclosed in sealed packages, which must be placed in a secure location as soon as they arrive in the school. **The sealed packages must not be opened until the Booklet 1 and Booklet 2 administration dates**, respectively, and then just early enough to permit the distribution of materials prior to the starting time of the test.

All test booklets, both used and unused, all answer keys and rating guides, and all student answer papers must be kept secure during the entire test administration period designated by the Department. **The package containing the scoring materials for Booklet 1 must *not* be opened until after Booklet 1 has been administered. Scoring materials for Booklet 2 must be kept secure until that part of the test has been administered.** Makeup testing will occur for a few days immediately following the scheduled administration dates. Although student answer papers may be scored during the makeup period, caution scorers not to discuss the test content and scoring rubrics except during scoring sessions. Once the Department-designated makeup period has ended, the test materials are no longer secure.

Appendices V, VI, and VII of this manual contain the Examination Storage, Deputy and Proctor, and Scoring Certificates. All school personnel who assist in the administration and/or scoring of the Grade 8 Intermediate-Level Social Studies Test are expected to sign the Deputy and Proctor Certificate and the Examination Scoring Certificate. Similarly, the principal must sign both the Examination Storage Certificate and the Scoring Certificate. If more than twenty staff members served as proctors, make as many additional copies of the Deputy and Proctor Certificate as are needed so that all proctors may sign this certificate. All completed certificates must be retained in school files for one year.

After the Department-designated test administration period has ended, schools may retain any unused test booklets for later use in their instructional programs. Also, teachers may keep the unused test booklets on file for use in discussions with students about their test performance. In addition, teachers and administrators are authorized to make photocopies of these materials for use within their own school buildings following the conclusion of the testing period.

This *Manual for Administrators and Teachers* is not secure; copies of this publication should be distributed to teachers in advance of the administration date(s) so they may familiarize themselves with the procedures for administering the test. Since this manual is not secure, schools may make photocopies of this publication if necessary.

Emergency Supply of Test Materials

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

1. If you determine that an item or items were **missing** from your shipment that were listed on your shipping notice, circle the item(s) and quantity that are missing on the notice and fax the corrected shipping notice to the Department's Operations Group at 518-474-2021. (No cover sheet is necessary.) The missing item(s) will be sent to your school's storage site.
2. If you require items that were **not originally requested**, or items necessary to accommodate students of whose needs you were not previously aware, contact the Department's Operations Group by calling 518-474-8220. The Operations Group will determine whether your regional center has the materials necessary to satisfy your additional request. Under the direction of the Operations Group, contact your regional center to arrange pickup of test materials.
 - Before sending an official school representative to pick up the emergency supply of materials, contact the official in charge of your regional center. Information on regional centers is available at: <http://www.emsc.nysed.gov/osa/elintgen.html>.
 - The official school representative picking up secure examination material 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.

Test Preparation and Other Guidelines

Administration of the Test

To ensure that the Grade 8 Intermediate-Level Social Studies Test provides an accurate measure of student achievement in social studies, both students and teachers should be properly prepared for its administration. This manual provides recommendations for preparing students to take the test. School personnel who administer the test must be familiar with the test materials and directions for administration provided in this manual.

Preparation of Students for Testing

The administration of the test should be announced to students before the date that the test is scheduled to be administered. All announcements should be made in such a way as to increase the students' interest in the test without causing them to become overly anxious. In addition, parents should be informed of the dates of testing and the purpose of the tests. Parents should be requested to encourage students to do their best on the test and to ensure that students are well rested on the days of testing. Each student should be familiar with the general types of questions on the test and the procedures that they should follow when recording the answers to the test questions.

Preparation of the Testing Room(s)

The room(s) in which the tests are administered should be well lighted, 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 social studies related materials, including charts and blank or completed graphic organizers, and all board work. Make arrangements in advance to seat the 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, tools or electronic devices that might give them an unfair advantage on the tests. When students enter the testing room, proctors must ensure that students do not bring any unauthorized materials such as those listed above.

Aid to Students

No one, under any circumstances, may interpret or explain test questions to students, nor may anyone review or comment on the answer sheet of a student while the test is in progress. In response to inquiries by students concerning the meaning or interpretation of test questions, proctors 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 where to record their responses.

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 a test may be required because of an emergency such as a fire alarm or bomb threat. In any situation in which the safety of the students is endangered, the principal has full authority to interrupt the test immediately. If it is possible, the 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 the students will have the allotted time for the test. Following the test, a written report of the circumstances should be faxed to the Office of State Assessment. (See Reporting Security Breaches, Administration and Scoring Irregularities, and/or Misadministrations to the Department” on pages 9-10.)

Student Cheating

Do not permit students to obtain information from or give information to other students in any way during the test. If you suspect that such an attempt has occurred, warn the students that any further attempts will result in the termination of their tests. If necessary, move the students to another location. If these steps fail to end attempts to obtain or give information, notify the principal immediately and terminate the students’ tests. At the conclusion of the test, 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 test, the principal must follow the school’s disciplinary procedure for student cheating and invalidate the student’s test. Invalidated tests will not receive score reports. When reporting student assessment data to the Department under such circumstances, the principal must report the students’ test results as an “administrative error,” with an Assessment Standard Met Code of “97,” in the State’s Student Information Repository System (SIRS).

Cell Phones and Other Communications Devices

Students should be informed that they may not use cell phones or other communication devices during the test. These must be turned off and put away before test booklets are handed out. Use of a cell phone or other communications device during testing invalidates a student’s test regardless of the content of the communication. Such student’s test result must be reported as an "administrative error."

Illness

If a student becomes ill during a part of the test, the student should be excused until he or she is 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 makeup period has not ended), the student may be given the remaining time for that part. Other unadministered parts should be administered according to the directions for administering the test on pages 13-17 as long as the testing or makeup period has not ended. When the student is taking a partially completed part of the test, the student must be closely supervised so that he or she does not go back to previously finished questions on the test.

Students Absent on the Test Days.

Plan to administer the test on one of the designated makeup days to all students who were absent when the test was initially given. Do not involve these students in any classroom discussions about the test prior to the time they take it.

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. While circulating around the room, proctors should point out to students if they have left one or more answers blank, if they have darkened more than one circle for the same multiple-choice question, or if they do not

appear to be recording their answers in the proper place (on the answer sheet for multiple-choice questions in Part I, the test book for constructed-response questions in Parts II and IIIA, or in the essay answer booklet for Part III). **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, and no one other than the student may transfer answers marked in his or her test book to the multiple-choice answer sheet. (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.)

Students must not be given help in interpreting any test questions. They should be advised to independently answer test questions according to their best judgment. Proctors must limit any test-related assistance to students to that required in the mechanics of taking the test, such as filling out the headings on the answer sheet and the answer booklets and understanding where to record their answers.

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 examinations may be subject to disciplinary actions in accordance with Sections 3020 and 3020-a of Education Law or to action against their certification pursuant to Part 83 of the Regulations of the Commissioner of Education.

Reporting Security Breaches, Administration and Scoring Irregularities, and/or Misadministrations to the Department

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 such events in writing to the Office of State Assessment within 24 hours by faxing a description of the incident to 518-474-1989. The fax must be written on school letterhead and signed by the principal. See the section “Reporting to the Department” on the next page.

Security breaches and testing irregularities include, but are not limited to, the situations listed below:

- Any instance occurring prior to, during, or after testing where it has been determined that students have had access to the specific contents of a test prior to the administration of the test
- All suspected or confirmed cases of teachers, administrators, or paraprofessionals giving aid or impromptu lessons on specific test content to students immediately before or during the test
- All instances of teachers, administrators, or paraprofessionals altering student responses to test questions
- All instances of teachers, administrators, or paraprofessionals providing students with unauthorized/inappropriate testing accommodations or tools

- All instances of teachers, administrators, or paraprofessionals not providing students with the accommodations specified in their IEP or 504 Plan
- All instances of teachers, administrators, or paraprofessionals providing students with other nonstandard test administrations, unrelated to cheating
- All cases in which a school official does not adhere to the Department policy concerning the finality of examination scores as determined by the teacher scoring committees (See “Scoring Finality” on page 22.)
- All student use of cell phones and other communications devices during the test
- All confirmed cases of student cheating
- All interruptions of testing sessions, including those caused by power outages or fire alarms
- All instances in which the test was administered without Department authorization on a day outside the published Statewide administration or makeup schedule
- All instances in which scorers do not score the test 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 Regional Information Center (RIC) or Large City Scanning Center

Coding of Invalid Tests

Any breaches or irregularities described above, except interruptions caused by power outages or alarms, may be determined 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 Regional Information Center (RIC) or Large City Scanning Center of the administrative error.
3. On the SIRS, in the *Assessment Standard Met Code* field, code all of these students as “administrative error with *Standard Achieved Code of 97*,” and in the numeric field enter “999” indicating no valid score. For further details, see the SIRS Manual Appendix 13—Standard Achieved Codes (<http://www.emsc.nysed.gov/irts/sirs>).
4. On the verification reports, students for whom administrative errors were made will appear as “not tested.”

Reporting to the Department

When reporting a misadministration, the principal's fax must include the following information:

- The name and grade of the test
- A brief description of the incident
- The number of students affected
- Steps the school will take in the future to help reduce the incidence of test misadministrations

Scoring the Test

It is the school’s responsibility to make the necessary arrangements for the scoring of all test materials. **All schools must contract with a Regional Information Center (RIC) or large-city school district for**

answer sheets, scanning and reporting services. The answer sheets contain fields for recording scores for the Part II constructed-response questions and the Part III document-based question.

Determining the Student’s Final Test Score

A chart for converting the student’s total-test raw score to a scaled score will be provided on the Department’s web site at: <http://www.emsc.nysed.gov/osa>. Because the scaled scores corresponding to raw scores in the conversion chart change from one test administration to another, it is *crucial* that, for each administration, teachers use *only* the conversion chart provided for that specific administration to determine the student’s final score. Take extreme care in recording the student’s scores on each part of the test and using the conversion chart to obtain the correct scale score.

Determining the Need for Academic Intervention Services

Section 100.2(ee)(2)(i) of the Regulations of the Commissioner of Education requires schools to provide academic intervention services to students who score below the State-designated performance level on the State assessment in Grade 8 Intermediate-Level Social Studies Test. All students who achieve a final score in performance levels 1 or 2 (that is, a score below 65) must receive academic intervention services. (See “Descriptions of Performance Levels” in Appendix II.) These services must commence in the September immediately following the administration of the test.

Recording Test Scores and Storing Student Answer Papers

The school must maintain complete and accurate records of individual student scores on State tests. The name of the test, the student’s score, and the date of administration must be entered on the student’s permanent record.

All schools must keep their students’ Booklets 1 and 2 and essay answer booklets on file in the school for at least one year. Schools must also keep their students’ Part I answer sheets on file for the same period.

Reporting Test Results to the Department

All schools must contract with a RIC or large-city school district for answer sheets, scanning, and reporting services. Data must be reported to the Department through the SIRS. For more information about reporting results, school administrators should contact their local RIC or their large-city school district scanning center.

Online Submission of Teacher Evaluations of the Test to the Department

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments where teachers may respond to several specific questions and may make suggestions. Go to <http://www.emsc.nysed.gov/osa/teacher/evaluation.html> to complete and submit your evaluation.

Review of Answer Papers by Students and Parents

Students and parents/guardians of students who have taken the Grade 8 Intermediate-Level Social Studies Test have the right to review student answer papers after the scores have been recorded on the student’s permanent record. Answer papers should be reviewed in the presence of the principal, or the principal’s designee, to ensure that no changes are made on the answer papers as they are being reviewed. The principal may also use copies of the student’s answer papers for this purpose. After review, the school may provide a copy of the student’s test and answer paper to the parent/guardian.

Individual Student Reports

At the school’s earliest opportunity after tests have been scored, schools are expected to provide results to each student’s parent/guardian.

General Test Administration Procedures

Test Materials

The Department provides the following test materials for administration of the two sessions of the Grade 8 Intermediate-Level Social Studies Test:

For the multiple-choice and constructed-response questions:

- Booklet 1 (contains Part I and Part II)
- Answer Key for the separate answer sheet (except for NYC public and NYC charter schools)
- Rating Guide for Booklet 1

For the document-based question:

- Booklet 2 (contains Part III A and Part III B)
- essay answer booklet, in which students are to write their final document-based essay
- Rating Guide for Booklet 2

Assemble all test materials at least one day before the test administration, except for the test booklets, the scoring keys, and the rating guides.

On Day 1, the school must provide students with No. 2 pencils for the Part I multiple-choice questions and scrap paper. On Day 2, schools must provide students with scrap paper for planning the Part III B essay in Booklet 2. Instruct students to write their names on all scrap paper. Be sure to collect all scrap paper at the conclusion of the test and keep it with the student's test booklet.

The test is available in large-type and braille editions. Alternative language editions of the test are available in Chinese (Traditional), Haitian Creole, and Spanish. These are direct translations of the English edition. The directions to students in the alternative language editions are the same as those in the English edition. The Department does not provide separate directions for administering the alternative language editions of the test. Teachers who speak the language should be able to administer the alternative language editions by using a copy of the test in the appropriate language and the directions provided in this manual. If the test is administered by a teacher who does not speak the language, the directions in the alternative language edition should enable students to complete the test by themselves.

The separate answer sheets for the multiple-choice section of the test contain several grids with spaces for recording various types of student identification information. The school must develop uniform written directions about the completion of these grids and provide these directions to all teachers administering the multiple-choice section of the test. Such directions should be based on careful consideration of the types of student and score information the school needs, as well as on the processing requirements of the scoring center the school is using.

Use of Machine-Scorable Answer Sheets

Schools may not require students to record their responses for the same multiple-choice questions on more than one answer sheet.

Test Administration Time

Each of the two sessions of the test requires 1½ hours of testing time. In addition, schools should schedule approximately 15 minutes per session for teachers to give directions to the students and for students to record the student identification information on all test materials. Schools must make arrangements to provide the testing accommodations indicated in the IEPs or 504 Plans of students with disabilities. Such accommodations often include extended time.

Administering the Test

Detailed Directions for Administering Booklet 1

Make sure that sufficient quantities of all test materials are on hand. The following materials are needed:

For each student:

- Booklet 1
- answer sheet
- scrap paper
- No. 2 pencil

For the teacher:

- “Detailed Directions for Administering Booklet 1” (pages 13-15 of this manual)
- Booklet 1 (for demonstration purposes)
- answer sheet (for demonstration purposes)
- extra answer sheets, scrap paper, and No. 2 pencils
- instructions for completing the student identification grids on the separate answer sheet (These instructions will vary according to the answer sheet used by the school.)

After the desks have been cleared of books and papers and when the students are ready to begin, say:

Today you are going to take a test in social studies. I will now give each of you a test booklet. Please leave the test booklet face up on your desk. Do not open the booklet until I tell you to do so.

Distribute one test booklet, face up, to each student. Then say:

I will now give out the answer sheets and scrap paper. Please do not write on the answer sheet until I tell you what to do.

After you have distributed the answer sheets and scrap paper, give directions for marking any machine-readable name or number grids. Then say:

Look at the cover of your test booklet. In the spaces provided, print your name and the name of the school. Also print your name on all scrap paper.

After the students have filled in their names and the school name, say:

Read the information on the cover to yourself while I read it aloud.

The test has three parts. Today, you will take Part I and Part II of the test.

Part I contains 45 multiple-choice questions. Record your answers to these questions on the separate answer sheet. Use only a No. 2 pencil on your answer sheet.

Part II consists of several short-answer questions. Write your answers to Part II in this test booklet.

You will have 1½ hours to answer all the questions in Booklet 1.

Now, open your test booklet to page 3. Read the directions for **Part I** to yourself while I read them aloud.

DIRECTIONS

There are 45 questions on Part I of the test. Each question is followed by four choices, numbered 1–4. Read each question carefully. Decide which word or expression, of those given, best completes the statement or answers the question. On the separate answer sheet, mark your answer in the row of circles for each question by filling in the circle that has the same number as the answer you have chosen. Use a pencil to mark the answer sheet.

Read the sample question below.

Sample Question

Which city is the capital of the United States?

- (1) Boston
- (2) Washington, D.C.
- (3) New York City
- (4) Philadelphia

The correct answer is **Washington, D.C.**, which is choice number **2**. On your answer sheet, look at the box showing the row of answer circles for the sample question. Since choice number **2** is the correct answer for the sample question, the circle with the number **2** has been filled in.

Answer all the questions on Part I in the same way. Fill in only one circle for each question. Be sure to erase completely any answer you want to change. You may not know the answers to some of the questions, but do the best you can on each one.

When you finish Part I, go on to Part II.

If students do not understand the sample question, the marking of the answer sheet, or the directions for Part II, explain the appropriate directions until everyone knows what to do.

After all questions have been answered, say:

When I tell you to, turn to question 1 and begin work. Answer all the questions in this test booklet. When you are finished, close your test booklet and place it on top of your answer sheet.

Now, turn the page and begin work.

Record the time the test begins. If a clock is not visible to all students, post the starting time on the board. Tell students when there are 30 minutes remaining in the test.

Walk around the room and make sure that all students understand the directions for Part I and are marking their answer sheets properly. Explain the test-taking procedures again to any student who appears to be having difficulty.

When students are working on Part II, make sure they understand the directions and are writing their answers in the test booklet.

If the test is administered in a regular classroom setting, students should remain quietly at their desks when they finish their tests. You may collect the test materials either as students complete the test or when most of the students have finished. In either case, you must collect all test materials before allowing a student to begin other assignments.

If the test is being administered in a large-group setting, schools may prefer to allow students to hand in their test materials as they finish and then leave the room. If so, take care that students leave the room as quietly as possible so as not to disturb the students who are still working on the test.

Detailed Directions for Administering Booklet 2

Make sure that sufficient quantities of all test materials are on hand. The following materials are needed:

For each student:

- Booklet 2
- essay answer booklet
- scrap paper
- pen (Students may use pencils to write their final copy if using pens would present problems for them.)

For the teacher:

- “Detailed Directions for Administering Booklet 2” (pages 15–17 of this publication)
- Booklet 2 (for demonstration and reference purposes)
- essay answer booklet and scrap paper (for demonstration purposes)
- extra essay answer booklets, scrap paper, pens, and pencils

After the desks have been cleared of books and papers, distribute the essay answer booklets and the scrap paper.

If students are allowed to use pencils for writing their final copies, modify the directions that follow accordingly. Make any necessary changes *before* Booklet 2 is administered.

When the students are ready to begin, say:

This is a test of your thinking and writing skills in social studies. On your desk, you should have an essay answer booklet and scrap paper. (*show*) At the top of your essay answer booklet, check the box for Grade 8 Intermediate-Level Social Studies Test and print your name, the name of the school, and today's date. You should use a pen to write this information.

After the students have completed the heading on the essay answer booklet, distribute one Booklet 2, face up, to each student. Then say:

Please leave the test booklet face up on your desk. Do not open the booklet until I tell you to do so. Look at the cover of your test booklet. Be sure it says "Grade 8 Intermediate-Level Social Studies Test, Booklet 2" and today's date. If you do not have the correct booklet, raise your hand and I will give you the correct one.

Then say:

In the spaces provided on the cover of Booklet 2, print your name and the name of the school. Print your name on all scrap paper.

After the students have filled in their names and the school name, say:

Read the information on the cover to yourself while I read it aloud.
The test has three parts. Today, you will take Part III of the test.
Part III is based on several documents.
Part III A contains the documents. Each document is followed by one or more questions. Write your answer to each question in this test booklet in the space provided.
Part III B contains one essay question based on the documents. Write your answer to this question in the separate essay answer booklet, beginning on the first page of the booklet.
You will have 1½ hours to answer all the questions in Booklet 2 and write your essay.

If students do not understand the directions for Booklet 2, you may explain the appropriate directions until everyone knows what to do.

After all questions concerning the directions have been answered, say:

When I tell you to, turn to page 3 and begin work. When you are finished, close your test booklet and place it on top of your essay answer booklet.
Now, turn the page and begin work.

Record the time the test begins. If a clock is not visible to all students, post the starting time on the board. Tell students when there are 30 minutes remaining in the test.

Walk around the room and make sure that all students understand the directions about answering the questions and are beginning the test correctly. Explain the test-taking procedures to any student who appears to be having difficulty.

If the test is administered in a regular classroom setting, students should remain quietly at their desks when they finish the test. You may begin collecting the tests as students finish. You must collect all test materials before allowing a student to begin other assignments.

If the test is administered in a large-group setting, schools may prefer to allow students to hand in their test materials as they finish and then leave the room. If so, take care that students leave the room as quietly as possible so as not to disturb the students who are still working on the test.

In either situation, collect all test materials (test booklet, essay answer booklet, and scrap paper) from each student before allowing the student to leave the room.

Scoring the Test

Any clarifications or changes to the scoring materials for this examination will be posted on the Department's web site at: <http://www.emsc.nysed.gov/osa>. Be sure to check this web site before starting your scoring process and several times after the end of the testing period.

Scoring Booklet 1 Answers

The rating materials for Booklet 1 include:

- answer key for the multiple-choice questions (Part I)¹
- specific scoring rubrics and guidelines for the constructed-response questions (Part II)

NOTE: New York City public and New York City charter schools do not receive answer keys.

Scoring Part I (Multiple-Choice Questions)

The student's score on Part I is the total number of questions that the student answers correctly. A list of correct answers is printed on the answer key. Schools should be sure to check with their scanning center concerning the procedure to be followed in preparing the answer sheets for machine scanning.

Rating Part II (Constructed-Response Questions)

The rating guide contains specific rubrics and guidelines for the Part II constructed-response questions. Follow your school's procedures for training raters. This process should include:

Introduction to the Constructed-Response Questions

The introduction to the constructed-response questions may take place once the administration of the test has begun. However, schools are **not** to remove the actual Booklet 1 Rating Guide from the package of scoring materials for use by raters until they have finished administering Booklet 1.

- Raters read the questions.
- Raters identify the answers to the questions.
- Raters discuss possible answers and summarize expectations for student responses.

Introduction to the Specific Rubric

The trainer may begin the introduction to the specific constructed-response rubric and scoring guidelines once the school has finished administering Booklet 1.

- Trainer leads review of the specific rubric for each constructed-response question.

Rating the Constructed-Response Questions

- Each student's answer to each of the constructed-response questions is scored by one rater.
- The rater records the score for each constructed-response question in the student's test booklet.

The scoring coordinator is responsible for organizing the movement of papers, calculating a Part II score for each student, and recording that score on the line for Part II in the box provided on the Part I answer

¹ Scanning and reporting will be conducted by a RIC or large-city school district.
Grade 8 Intermediate-Level Social Studies Test 17
Manual for Administrators and Teachers 2010

sheet. (A box for recording scores for Part II also appears on the back cover of Booklet 1 and Booklet 2 of the student’s test booklets.)

Rating Booklet 2 Answers

The Booklet 2 Rating Guide contains:

- a specific scoring rubric for the document-based question (DBQ) including scaffold (open-ended) questions (Part III A) and the DBQ essay (Part III B),
- prescored anchor papers at each essay score level, with commentary explaining why a particular student paper was awarded that specific score,
- prescored practice papers with scoring commentaries, and
- a chart indicating the score ranges for each of four student performance levels.

The reliability of the scores is a fundamental concern in the measurement of the student’s achievement. Therefore, at least two qualified teachers must score each student’s essay. Only one qualified teacher need score the short-answer, document-based scaffold questions. Qualified raters include teachers of Grades 7–12 social studies and special education teachers who are knowledgeable about the intermediate-level social studies curriculum. Raters should have received some school-level, district-level, and/or regional training on scoring social studies essays and/or scaffold (open-ended) questions before scoring these tests.

It is recommended that schools with a small number of qualified social studies raters form a consortium of teachers to score the answer papers from several schools as a group.

To ensure reliable scoring, the principal of each school administering the Grade 8 Intermediate-Level Social Studies Test must appoint a scoring coordinator who will:

- manage the training and logistics of the scoring process,
- provide task-specific training, including review of the rating guide just prior to scoring, and
- assign two teachers to rate each essay response independently, with a third teacher available to resolve discrepant scores. (A discrepant score is one that varies by more than one credit on a 5-credit rubric.) Only one rater is needed for the scaffold questions. If staffing is sufficient, separate teams of teachers may rate the Part III A scaffold questions and the Part III B essay.

Every effort should be made to avoid having a teacher rate his or her own students’ responses. When this is not possible, a teacher should score no more than one part of his or her students’ papers (i.e., the scaffold questions or the DBQ essay).

Organizing the Rating and Recording Process

Before a school reads and rates its students’ responses, it must set up a procedure for collecting, arranging, and processing the answer papers and for maintaining records of the test results. The school should design a procedure that will produce a reliable score for each student and will facilitate maintenance of the school’s records of each student’s score. (See “Suggested Rating Procedure” below.)

Detailed Directions for Training Raters

In training raters to score student answers for Part III of the test, follow the procedures outlined below:

a. Introduction to the Scaffold Questions and the Essay Task

The trainer may begin the introduction to the scaffold questions and the essay task once administration of the test has begun. However, you may *not* remove the actual Booklet 2 Rating Guide from the package of scoring materials for use by raters until after the school has finished administering Booklet 2.

1. Raters read each scaffold question and/or the essay task.
2. Raters identify answers to each scaffold question and/or the essay task.
3. Raters discuss possible answers and summarize expectations for student responses.

b. Introduction to the Specific Rubric and Anchor Papers

The trainer may begin the introduction to the specific rubric and anchor papers once your school has finished administering Booklet 2.

1. Trainer leads review of the specific rubric with reference to the essay task.
2. Trainer leads discussion of procedures for assigning holistic scores (i.e., by matching evidence from the response to the content-specific rubric).
3. Trainer leads review of each anchor paper and commentary.

c. Practice Scoring Individually

1. Raters score the practice papers independently without looking at the scores and commentaries provided after the papers.
2. Trainer records scores and leads discussion of scoring criteria until raters feel comfortable enough to move on to actual scoring.
3. If additional practice is required to reach scoring consensus, the trainer may use a sample of student answer papers from their current administration of the test.

Suggested Rating Procedure

The following procedure is recommended for managing the mechanics of the rating process. Appendix III contains a copy of the Essay Rating Sheet and Appendix IV contains a copy of the Part III B Record Sheet. You may photocopy as many copies of these sheets as you need, or you may create your own forms.

1. The person assigned as the coordinator of the rating process, or other designated representative(s), will be responsible for coordinating the movement of papers, calculating a final score for each student's essay, recording that information on the student's Part I answer sheet or on the last page of Booklet 2, and determining the student's final score and performance level for the test.
2. Set aside one room as a central location for collecting, sorting, circulating, and storing answer sheets/essay answer booklets and for preparing and maintaining records for these tests.
3. Provide a suitable location for the rating of essays.
4. Allow time to provide training for scoring the specific task for all raters immediately before the rating of the students' responses (about 2 hours for the essay and about 20-30 minutes per document). It is strongly recommended that teachers be trained on one document and score those responses, then be trained and score the next document's response(s), etc.
5. Provide adequate time for rating (approximately 3-5 minutes per response for each essay, 1 minute per response for each scaffold question scored 0-2, and ½ minute per response for each scaffold question scored 0-1).

For Part III A:

1. The short-answer (open-ended) scaffold questions need be scored by only one qualified teacher.
2. The scores for each scaffold question may be recorded in the student's test booklet.
3. Record the total Part III A score in the space provided on the student's Part I answer sheet. (A box for recording scores also appears on the back cover of Booklet 2.)

For Part III B, continue with these procedures:

1. Provide at least two qualified teachers to score each essay question. Divide raters into two-person teams. Designate one team member as Rater 1 and the other as Rater 2. After the test has been administered, keep the essay booklets together and shift them between raters.
2. Arrange the essay answers according to a sequence, using whatever order is most convenient for your school, e.g., class period, alphabetical, or local identification number. Beginning with the first paper in the sequence, enter each student's name on a copy of the Part III B Record Sheet. (See Appendix IV of this manual.)
3. Divide each group of essays into bundles of 25 papers.
4. Prepare an Essay Rating Sheet for each bundle. (See Appendix III of this manual.) After recording the students' names on the rating sheet, photocopy the rating sheet. **Each rater will need a separate rating sheet for each bundle of essay papers he or she rates. The second rater must not be aware of the score assigned by the first rater.**
5. Distribute the bundles of essay papers to the rating teams, making sure that each rating team receives two rating sheets for each bundle of papers. Each rater on a team should rate one of the bundles and record his or her ratings on one of the rating sheets. The two raters should then exchange bundles. The second rater should only record his or her scores on the second rating sheet. **No scores or corrections should be indicated on the essay papers.**
6. After each team has completed rating a bundle, the team should return those answer papers to the designated central location. Remove the rating sheets completed by each rater from the bundles and enter the scores on the Part III B Record Sheet. Make sure there are two independent ratings for each response.
7. Review the two scores for each student to determine whether or not the student's scores for the essay are discrepant, i.e., a difference of more than one credit between the two scores. If the two scores are not discrepant, enter the resolved score in the appropriate column on the Part III B Record Sheet.
8. Separate the students' responses with discrepant scores and make another bundle. Prepare a separate rating sheet for those discrepant papers. List the names of the students on a new rating sheet and attach the sheet to the corresponding bundle of student responses. Assign each of these bundles to a rater to obtain a third independent rating of the students' responses. *Make sure that the third rater is not one of the original two raters of that task and that the third rater has undergone the training for scoring that task.*
9. After the necessary third ratings have been obtained, remove the rating sheets from the bundles of student responses and determine the resolved scores by using the method for resolving discrepant scores described on the next page. Enter the resolved scores in the appropriate column on the Part III B Record Sheet.
10. Transfer the resolved scores to the space provided on the students' Part I answer sheets. (A box for recording scores also appears on the back cover of Booklet 2.)

Method for Determining the Score for the Part III B Essay

Two Ratings:

1. Compare the two ratings.
2. If the two ratings agree, the student receives that score.
3. If the two ratings are contiguous, the student receives the average of the two scores. **Do not round this score up to a whole number.**
4. If the two ratings are *not* contiguous, obtain a third rating.

Three Ratings:

1. Compare the three ratings.
2. If two of the three ratings agree, the student receives that score.
3. If the three ratings are different, the student receives the middle score.

Examples:

Student's Name	Rater 1	Rater 2	Rater 3	Resolved Score*	Reason
<i>Student A</i>	3	3	—	3.0	Two ratings agree. Use that score.
<i>Student B</i>	2	3	—	2.5	Two ratings are contiguous. Use the average of the two scores.
<i>Student C</i>	4	2	4	4.0	Two ratings are more than one credit apart. A third rating is done. Two of the three ratings agree. Use that score.
<i>Student D</i>	2	4	1	2.0	Two ratings are more than one credit apart. A third rating is done. The three ratings differ. Use the middle score.
<i>Student E</i>	1	0	—	0.5	Two ratings are contiguous. Use the average of the two scores.

Entering Scores on the Part III B Record Sheet

The examples below show how students' scores should be recorded on the Part III B Record Sheet. (See Appendix IV of this manual.)

Student's Name	Rater 1	Rater 2	Rater 3	Resolved Score*
1. <i>Student A</i>	3	3	—	3.0
2. <i>Student B</i>	2	3	—	2.5
3. <i>Student C</i>	4	2	4	4.0
4. <i>Student D</i>	2	4	1	2.0
5. <i>Student E</i>	1	0	—	0.5

* Individual raters may *not* assign scores ending in .5 to an essay. Such scores are obtained only when two contiguous scores are averaged. Resolved scores must *not* be rounded up to the next whole number.

Determining the Student's Final Test Score

A box like the one shown to the right will appear on the back cover of Booklet 2 of the Grade 8 Intermediate-Level Social Studies Test.

Record the number of correct answers for the multiple-choice questions (Part I), the total credits awarded for the constructed-response questions (Part II), and the total credits awarded for the scaffold (open-ended) questions (Part III A) in the appropriate spaces on the student's Part I answer sheet. Add these three numbers together and write that score in the box labeled "Total Part I, II, and III A Score."

Part I Score	
Part II Score	
Part III A Score	
Total Part I, II, and III A Score	
Part III B Essay Score	
Final Score (obtained from conversion chart) scaled 0–100	

Record the essay score for Part III B in the appropriate space.

To determine the student's final examination score, use the chart provided for each administration on the Department's web site at: <http://www.emsc.nysed.gov/osa>. **It is crucial that you use only the conversion chart provided for the specific administration of this test to determine the student's final test score.**

Locate the student's total Parts I, II, and III A scores on the left side of the chart and the student's Part III B essay score across the top of the chart. *The point where those two scores intersect is the student's final test score.* The conversion chart provided for the test will include scores ranging from 0 to 100 within the cells of the chart.

Four performance levels have been established for the Grade 8 Intermediate-Level Social Studies Test: Level 4, Meeting the Standards with Distinction; Level 3, Meeting the Standards; Level 2, Not Fully Meeting the Standards; and Level 1, Not Meeting the Standards. See Appendix II for a chart indicating the range of final scores corresponding to these performance levels. This chart also appears in the Booklet 2 Rating Guide. Students scoring in Level 1 or Level 2 must be provided with academic intervention services.

Scoring Finality

When the teacher scoring committee completes the scoring process, test scores must be considered final and must be entered onto students' permanent records.

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 examination 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 this test. Teachers and administrators who violate Department policy with respect to scoring State examinations 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.

On rare occasions, an administrator may learn that an isolated error has occurred in arriving at a final examination score for a student or in recording the student's score in the permanent records. For example, the final examination score may have been based on an incorrect summing of the student's raw scores for parts of the test or from a misreading of the conversion chart. When such errors involve no more than five students' final examination scores and when such errors are detected within four months of the test date, the principal may arrange for the corrected score to be recorded in the student's permanent record. However, in all such occurrences, the principal must advise the Office of State Assessment in writing that the student's score has been corrected. The written notification to the Department must be signed by the principal or superintendent and must include the names of the students whose scores have been corrected, the name of the examination, the students' original and corrected scores, and a brief explanation of the nature of the scoring error that was corrected.

If an administrator has substantial reason to believe that the teacher scoring committee has failed to accurately score more than five student answer papers, before permitting or arranging for a rescoring of student papers the administrator must first obtain permission in writing from the Office of State Assessment. The written request to the Office of State Assessment 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 examination 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 he or she believes rescoring the examination papers is necessary. As part of this submission, the school administrator must make clear his or her understanding that such extraordinary re-rating 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 sometimes finds it necessary to notify schools of a revision to the answer key and rating guide for an examination. 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' final examination scores when appropriate. Only in such circumstances is the school not required to notify or obtain approval from the Department to correct students' final examination scores.

Appendix I
GRADE 8
DOCUMENT-BASED QUESTION
GENERIC SCORING RUBRIC
(REVISED 2005)

Score of 5:

- Thoroughly develops all aspects of the task evenly and in depth
- Is both analytical and descriptive (applies, analyzes, evaluates, and/or creates information)
- Incorporates relevant information from *at least xxx* documents
- Incorporates substantial relevant outside information
- Richly supports the theme with many relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops all aspects of the task but may do so somewhat unevenly
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information)
- Incorporates relevant information from *at least xxx* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

- Develops all aspects of the task with little depth *or* develops most aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze, and/or evaluate information)
- Incorporates some relevant information from some of the documents
- Incorporates limited relevant outside information
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

Score of 2:

- Minimally develops all aspects of the task *or* develops some aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Incorporates limited relevant information from the documents *or* consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 1:

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Makes vague, unclear references to the documents *or* consists primarily of relevant and irrelevant information copied from the documents
- Presents no relevant outside information
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 0:

Fails to develop the task *or* may only refer to the theme in a general way; *OR* includes no relevant facts, examples, or details; *OR* includes only the historical context and/or task as copied from the test booklet; *OR* includes only entire documents copied from the test booklet; *OR* is illegible; *OR* is a blank paper

Appendix II
Descriptions of Performance Levels
Grade 8 Intermediate-Level Social Studies Test
Performance Level Range of Final Scores Descriptions

Performance	Range of Final Scores	Definitions
4 Meeting the Standards with Distinction	85–100	Shows evidence of superior understanding of the content and concepts and of the skills required for intermediate-level achievement in each of the learning standards and key ideas assessed in social studies. Shows evidence of superior ability to apply the social studies content, concepts, and skills required for entering secondary academic environments.
3 Meeting the Standards	65–84	Shows knowledge and understanding of the content and concepts and of the skills required for intermediate-level achievement of the five learning standards that are assessed in social studies. Shows the ability to apply the social studies content, concepts, and skills required for entering secondary academic environments.
2 Not Fully Meeting the Standards	44–64	Shows only minimal knowledge and understanding of the content and concepts and of the skills required for intermediate-level achievement of the five learning standards that are assessed in social studies. Shows only minimal knowledge of the social studies content, concepts, and skills required for entering secondary academic environments.
1 Not Meeting the Standards	0–43	Does not show proficiency in understanding the content and concepts or proficiency in the skills required for intermediate-level achievement in any or most of the learning standards and key ideas assessed in social studies. Does not show evidence of an ability to apply the social studies content, concepts, and skills required for entering secondary academic environments.

Appendix III
Essay Rating Sheet
Grade 8 Intermediate-Level Social Studies Test

Test Date _____ Rater's Name _____

Rater Number 1 2 3 (circle one)

School _____ Date _____

Student's Name	Essay Score
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	
21.	
22.	
23.	
24.	
25.	

Appendix IV

Part III B Record Sheet Grade 8 Intermediate-Level Social Studies Test

Test Date _____ School _____ District _____
(Month and Year)

Student's Name	Rater 1	Rater 2	Rater 3	Resolved Score
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				

Appendix V

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

EXAMINATION STORAGE CERTIFICATE Grade 8 Intermediate-Level Social Studies Test

School Name _____

City or Town _____ Examination Date _____
(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 Grade 8 Intermediate-Level Social Studies Test.

1. The sealed packages of secure test materials were stored in the secure location indicated on the online Examination Storage Plan submitted for the above examination period.
2. The secure location was maintained under strict security conditions.
3. An inventory of the test materials was conducted as soon after delivery as was practical. The State Education Department was notified in writing if any of the packages of secure test materials were not properly sealed when received. The sealed packages of secure test materials were replaced inside the secure location immediately after the inventory was completed.
4. The sealed packages of secure materials for the test were not removed from the secure location, except for the inventory of test materials shipped to the school, until the day on which the test was scheduled to be administered.
5. The sealed packages of secure materials for the test were not opened until the day on which the test was scheduled to be administered.

Name of Principal (print or type) _____

Signature of Principal _____ Date ____ / ____ / ____

After completion, retain in school files for one year.

Appendix VI

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of State Assessment, Room 775 EBA
Albany, New York 12234

DEPUTY AND PROCTOR CERTIFICATE

Grade 8 Intermediate-Level Social Studies Test

School Name _____

City or Town _____ Examination Date _____
(Month and Year)

We, the undersigned deputies and proctors who assisted in the administration of the Grade 8 Intermediate-Level Social Studies Test, hereby declare our belief in the correctness of the following statement:

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

1. The rules for administering the test were read to or read by each person who assisted in administering the test.
2. The test was held on the prescribed dates.
3. The tests were kept in the sealed packages until their administration dates.
4. The students were given appropriate instructions and orientation before beginning the test.
5. The students were so seated as to prevent collusion.
6. Adequate supervision was maintained throughout the administration of the test.
7. The answer papers were collected from the students immediately at the close of the test.
8. All test booklets and scoring materials for the test were collected and returned to the principal.

- | | |
|-----------|-----------|
| 1. _____ | 11. _____ |
| 2. _____ | 12. _____ |
| 3. _____ | 13. _____ |
| 4. _____ | 14. _____ |
| 5. _____ | 15. _____ |
| 6. _____ | 16. _____ |
| 7. _____ | 17. _____ |
| 8. _____ | 18. _____ |
| 9. _____ | 19. _____ |
| 10. _____ | 20. _____ |

(Attach additional sheets when necessary.)

After completion, retain in school files for one year.

Appendix VII

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

EXAMINATION SCORING CERTIFICATE

Grade 8 Intermediate-Level Social Studies Test

School Name _____

City or Town _____ Examination Date _____
(Month/Year)

As one of the undersigned scoring leaders and scorers who participated in the scoring of the Grade 8 Intermediate-Level Social Studies Test (*each* participating scoring leader and scorer *must* sign below), I hereby declare my belief in the correctness of the following statement:

The rules and guidance materials for scoring the examination were fully and faithfully observed, and in particular:

1. As a scorer, I was trained using the procedures and materials described in the Grade 8 Intermediate-Level Social Studies Test Manual for Administrators and Teachers, and the Grade 8 Intermediate-Level Social Studies Test Rating Guides for Booklets 1 and 2.
2. The scoring committee, of which I was a member, included the required minimum number of scorers as specified in the Grade 8 Intermediate-Level Social Studies Test Manual for Administrators and Teachers.
3. Test questions were assigned to me for rating according to the procedures described in the Grade 8 Intermediate-Level Social Studies Test Manual for Administrators and Teachers.
4. The answer sheets and examination booklets were safeguarded while scoring was occurring.

- | | |
|-----------|-----------|
| 1. _____ | 11. _____ |
| 2. _____ | 12. _____ |
| 3. _____ | 13. _____ |
| 4. _____ | 14. _____ |
| 5. _____ | 15. _____ |
| 6. _____ | 16. _____ |
| 7. _____ | 17. _____ |
| 8. _____ | 18. _____ |
| 9. _____ | 19. _____ |
| 10. _____ | 20. _____ |

As principal, I attest that the rules and regulations for scoring, as listed above, were fully and faithfully observed.

Principal _____ Date ____ / ____ / ____

After completion, retain in school files for one year.

Appendix VIII Information on Ungraded Students

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

Age Ranges for Testing on the NYSAA and General Assessments for Ungraded Students with Disabilities at the Elementary and Middle Levels in 2010–2011

Assessments	Birth Date	Reaches Age Given Between September 1, 2009 and August 31, 2010
Grade 3 English Language Arts, Mathematics	September 1, 2000–August 31, 2001	9
Grade 4 English Language Arts, Mathematics, Science	September 1, 1999–August 31, 2000	10
Grade 5 English Language Arts, Mathematics, Social Studies	September 1, 1998–August 31, 1999	11
Grade 6 English Language Arts, Mathematics	September 1, 1997–August 31, 1998	12
Grade 7 English Language Arts, Mathematics	September 1, 1996–August 31, 1997	13
Grade 8 English Language Arts, Mathematics, Science, Social Studies	September 1, 1995–August 31, 1996	14