NEW YORK STATE

GRADE 8

INTERMEDIATE-LEVEL

SCIENCE TEST

Manual for Administrators and Teachers

2008 Written Test
Performance Test, Form A

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
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General Features of the Grade 8 Intermediate-Level Science Test

The Regulations of the Commissioner of Education provide that an intermediate-level science test is to be administered in Grade 8 to serve as a basis for determining students' need for academic intervention services in science. The Grade 8 Intermediate-Level Science Test is designed to measure the content and skills contained in the *Intermediate-Level Science Core Curriculum, Grades 5–8*. The core curriculum is based on the *New York State Learning Standards for Mathematics, Science, and Technology*.

The New York State Grade 8 Intermediate-Level Science Test consists of two required components: a Written Test and a Performance Test. The Written Test consists of multiple-choice and open-ended questions. Students will have two hours in which to complete the Written Test. The Performance Test (Form A) consists of hands-on tasks set up at three stations. Students will have 15 minutes to complete the tasks at each of the three stations, for an actual total testing time of 45 minutes. Teachers will need additional time for both the Written and Performance Tests to set up, distribute, and collect test materials and to provide instructions to students.

The Department establishes a State-designated level of performance to help schools identify students who must receive *academic intervention services*. All students who earn a final test score below 65 must be provided such services, which must commence in the semester immediately following the administration of the test (see page 8).

The first section of this manual contains information of special interest to administrators. Subsequent sections contain directions for administering and scoring the Written and Performance Tests.

Information for School Administrators

General Information

All persons in charge of the administration of the Grade 8 Intermediate-Level Science Test should be familiar with the information in this manual. Additional information concerning this test may be found on the Department's web site at http://www.emsc.nysed.gov/osa/elintsci.html. Schools may submit questions concerning the administration of the Grade 8 Intermediate-Level Science Test via e-mail at emscassessinfo@mail.nysed.gov.

Test Forms

Written Test: The Written Test has two parts. Part I contains multiple-choice questions, and Part II contains open-ended questions. Students are allowed two hours of working time to complete the Written Test. In addition, the test administrator will need approximately 15 minutes to give directions to students. The Department will provide a new form of the Written Test each year. The Department also provides a machine-scorable answer sheet for Part I. It is hand scorable and machine scorable on NCS equipment. Answers to Part II of the test are to be written in the test booklet.

Performance Test, Form A: The Performance Test consists of tasks at three stations. Each station requires 15 minutes of testing time, for a total testing time of 45 minutes, plus the time needed to provide instructions to students and for students to move between stations. Allot at least one hour for administration of the Performance Test. The Performance Test is hand scorable only.

Administration Schedule

The Grade 8 Intermediate-Level Science Test comprises two parts: the Performance Test and the Written Test. The Performance Test must be administered during a period established by the Department. For the 2007–08 school year, the testing period for the Performance Test is April 2 through May 7. Students who are absent on the specific administration date established by the school must be tested if they return to school by May 7. Results for such students must be included in the reports submitted to the Department.

The Written Test is to be administered during a period to be established by the Department each year. For the 2007–08 school year, the testing period for the Written Test is April 30 through May 9. The Written Test and the Performance Test should be administered on different days.

Students who are absent on the specific administration date established by the school must be tested if they return to school by May 9. Results for such students must be included in the reports submitted to the Department.

Students to be Tested

State assessments must be administered to all public school students. Nonpublic schools are strongly encouraged to administer State assessments. The exceptions below apply to students in public and participating nonpublic schools.

General Education Students

The Grade 8 Intermediate-Level Science Test should be administered to students in the grade in which they will have completed all of the material in the *Intermediate-Level Science Core Curriculum, Grades 5–8*. While this grade is typically Grade 8, the test may also be administered to students in

Grade 7 who will have completed by the end of this school year all of the material in the *Intermediate-Level Science Core Curriculum, Grades 5–8* and are being considered for placement in an accelerated high school level science course when they are in Grade 8. The inclusion of Grade 7 students who meet these criteria is a local decision. Schools can use the scores for these Grade 7 students to help determine whether students should be placed in accelerated science courses. Students who take the test in Grade 7 will not be permitted to take the test again in Grade 8. Therefore, caution is advised in administering the test to Grade 7 students. If a Grade 7 student scores below the State-designated level of performance, the student will be required to have academic intervention services the following year.

Schools are required to administer this assessment to those Grade 8 students who did not take this assessment last school year as Grade 7 students, unless such students will be taking a Regents Examination in science at the end of this school year. School principals have the discretion to either require or waive the Grade 8 Intermediate-Level Science Test for those accelerated Grade 8 students who did not take this examination during the last school year but who will be taking a Regents Examination in science at the end of this school year. For those accelerated students for whom the school waives the Grade 8 Intermediate-Level Science Test, the student's achievement in science will be measured by the student's performance on the Regents Examination in science.

Students who are repeating Grade 8 are required to take the test again.

Limited-English-Proficient (LEP) Students

All LEP students are required to participate in the Grade 8 Intermediate-Level Science Test. LEP students may take the test either in an alternative language or in English, whichever would be better for the student. LEP students may also use both an English and an alternative language edition of the test simultaneously. Alternative language editions of the test are provided in Chinese (Traditional), Haitian Creole, and Spanish. The test may be translated orally into other languages for those LEP students whose first language is one for which a written translation is not available from the Department. Schools are permitted to offer LEP students specific testing accommodations when taking this test (see pages 4-5).

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 Science 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/alterassessment/alterassess.htm. Students participating in the NYSAA should be coded as eligible for the Alternate Assessment on the Grade 8 Intermediate-Level Science Test answer sheet.

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.

Testing Accommodations

Students Who Incur Disabilities Shortly Before Test Administration

Principals may modify testing procedures for general education students who incur an injury (e.g., a broken arm) or experience the onset of a short- or long-term disability (e.g., epilepsy) acquired or

diagnosed within 30 days prior to the administration of State assessments. In such cases, when sufficient time is not available for the development of an IEP or a Section 504 Accommodation Plan (504 Plan), principals may authorize certain accommodations that will not significantly change the skills being tested. These accommodations are limited to:

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

Eligibility for such accommodations is based on the principal's professional discretion, but the principal may confer with members of the CSE or with other school personnel in making such a determination. 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 518-402-5596. 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 consideration of an IEP or 504 Plan.

Students with Disabilities

Students with disabilities must be provided with the testing accommodations specified in their IEPs or 504 Plans when taking this test. 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. Students who have been declassified may continue to be provided testing accommodations if recommended by the local CSE at the time of declassification and in the student's declassification IEP. Plan all necessary arrangements for implementing testing accommodations well in advance of the test dates.

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.

LEP Students

Schools may provide the following testing accommodations to LEP students:

- ***Time Extension:*** Schools may extend the test time for LEP students. 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 LEP students. 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 LEP students individually or in small groups in a separate location.

- ***Bilingual Dictionaries and Glossaries:*** LEP students 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.

- ***Simultaneous Use of English and Alternative Language Editions:*** For this test, LEP students may use both an 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 LEP students 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 and the Bilingual/ESL Technical Assistance Centers (BETACs) can assist schools in locating suitable translators.

- ***Writing Responses in the Native Language:*** LEP students 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.

Security of the Tests

The sealed packages of secure test materials must be stored in a secure place at the location indicated on the Examination Storage Plan submitted to the Department. As soon as practical after delivery an inventory of the test materials must be conducted, then the sealed packages of secure test materials must be replaced inside the secure location immediately after the inventory is completed. The school principal must notify the Department in writing via fax to 518-402-5596 if any of the packages of secure test materials are not properly sealed when received. Do not remove the sealed packages of secure materials for the test from the secure location, except for the inventory, until the day on which the test is scheduled to be administered.

All Written Test booklets, both used and unused, all scoring keys and rating guides, and all student answer sheets must be held secure from the date the school receives its shipment of examination materials through May 9, 2008. While schools may score the student answer papers before the end of this period, caution raters not to discuss the test content and scoring rubrics except during scoring sessions. Once the Department-designated test administration period has ended, the Written Test materials are no longer considered secure.

All Performance Test materials must be held secure except during the actual administration and scoring of the Performance Test. The same Performance Test (Form A) will be administered for several years, and all Performance Test materials *except* student answer papers are to be returned to the Department.

To preserve security, advise all teachers administering and scoring this test that they are not to discuss test questions or other specific test content online via e-mail or listserv or through any other electronic means.

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. It can also be found at the Department's web site at http://www.emsc.nysed.gov/osa.

Return of Test Materials to the Department

Written Test: Since the Department will provide a new form of the Written Test each year, schools do not have to return Written Test materials to the Department. After the Department-designated test administration period has ended and the test has been scored, schools may use the Written Test as part of the instructional program. Schools may make photocopies of the Written Test if additional copies are needed for this purpose. Copies of this manual and the Rating Guide for the Written Test should be kept on file at the school for reference. Public schools must keep students' scannable answer sheets for the Written Test on file in the school for one year. Nonpublic schools not contracting with a Regional Information Center (RIC) or large-city school district are encouraged to make photocopies of the students' completed scannable answer sheets, as they must send the original answer sheets to the Department's Office of Information and Reporting Services. (See Appendix VIII for the full mailing address and further instructions for nonpublic schools.)

Performance Test: Principals are required to ensure that the school returns to the Department Performance Test materials as indicated in the chart below:

Return to the State Education Department's Test Distribution Unit	**Retain in the School Do NOT return to the Department**
All *unused* Performance Test answer booklets, including regular, large-type, braille, and alternative language editions All used and unused Performance Test Rating Guides	Performance Test answer booklets used by students Copies of this test manual Completed Deputy and Proctor Certificate Completed Examination Storage Certificate

Use the return label enclosed with the shipment of test materials to return the Performance Test materials by June 13, 2008, to:

Test Distribution Unit
New York State Education Department
Cultural Education Center, Room 167
Empire State Plaza
Albany, New York 12230

Note: New York City public schools should follow the procedures for the return of test materials provided to them by the New York City Department of Education.

Examination Certificates: Deputy and Proctor Certificates and Examination Storage Certificates must be completed and signed by all of the appropriate parties following the administration and

scoring of the Performance Test and again following the administration and scoring of the Written Test. Both sets of signed certificates should be retained in the school's files for one year. Copies of these certificates can be found in Appendix VII.

Administration of the Tests

If the Grade 8 Intermediate-Level Science Test is to provide an accurate measure of student achievement, both students and teachers should be properly prepared for its administration. This manual provides suggestions for preparing students to take the tests. School personnel who administer the Written and Performance Tests must be familiar with the test materials and the directions for administration provided in this manual.

Scoring the Tests

It is the school's responsibility to make the necessary arrangements for the scoring of all test materials. The answer sheet provided by the Department for Part I of the Written Test may be either hand scored or machine scored. The Department provides a scoring key for hand scoring the answer sheet. (This scoring key is not provided to New York City public schools because the scoring of Part I for these schools is conducted by the New York City Department of Education Scan Center.) Only equipment that can score NCS test materials can be used to machine score this answer sheet. The answer sheet contains fields for recording scores for the Part II and Performance Test questions. Part II must be hand scored. Detailed scoring directions are provided in the Rating Guide for the Written Test. Copies of the Rating Guide for the Written Test should be kept on file at the school for reference.

The test booklets for the performance component of the Grade 8 Intermediate-Level Science Test can be hand scored only. All personnel who score the student responses should be thoroughly familiar with the scoring procedures. Detailed scoring directions are provided in the Performance Test Rating Guide.

Note: Because all Performance Test Rating Guides must be returned to the Department by June 13, all rating must be completed by that date.

A conversion chart for determining each student's final score, based on the raw scores, will be available on the Department's web site: http://www.emsc.nysed.gov/osa. This final score will fall into one of four performance levels. These are described in Appendix X.

A Class Record Sheet is provided in Appendix VI. Schools that compile their students' scores by hand may use this form to record the scores of each class on the Written Test and the Performance Test. These data can then be developed into a score distribution for local use.

Scanning of Machine-Scorable Answer Sheets

Many public and nonpublic schools contract with a RIC or large-city school district assessment and evaluation office for scanning and scoring the machine-scorable answer sheets. The school must send those answer sheets to the RIC/large-city district office after the rating of Written Test, Part II and of the Performance Test are completed.

Some schools will have two separate answer sheets, one for the Performance Test and one for the Written Test. If this is the case, both must be sent to the RIC/large-city district office if that is part of their arrangement. Nonpublic schools not contracting with a RIC or large-city district office to scan their answer sheets and report their results to the Department must follow the directions in Appendix VIII for sending answer sheets to the Department for scanning.

Determining the Need for Academic Intervention Services

Section 100.2(ee)(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 (performance level 3, final test score 65) on the State assessment in intermediate-level science. All students who achieve a final score in performance levels 1 and 2 must receive academic intervention services. These services must commence no later than the beginning of the semester immediately following the administration of the test.

Recording Test Scores and Storing Student Answer Papers

The Department does not keep records of individual student scores on the tests. Therefore, the school must maintain complete and accurate records. A student's score and the date of administration must be entered on the student's permanent record.

All schools must keep their students' Performance Test answer papers on file in the school for at least one year. In addition, public schools must keep their students' Written Test answer sheets on file for the same period. Nonpublic schools not working with a RIC or large city school district must send their students' original, scannable, Written Test answer sheets to the Department along with the Class Record Sheet in Appendix VI. Nonpublic schools are advised to make copies of their students' Written Test answer sheets before sending them to the Department. This provides a record of the students' Written Test answers for the school's use and protects the student data should a package get lost in the mail.

Review of Answer Papers by Students and Parents

Students and parents/guardians of students who have taken the Grade 8 Intermediate-Level Science Test have the right to review student answer papers after the scores have been recorded as described in the preceding paragraph. 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.

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. It contains spaces for teachers to respond to several specific questions and to make suggestions. Instructions for completing the evaluation form are as follows:

1. Go to http://www.emsc.nysed.gov/osa/exameval.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.

Reporting Student Scores to the Department

Data for public schools and nonpublic schools contracting with a RIC or large-city district office must be reported through the State's Data Repository System. For more information about reporting results, school administrators should contact their local RIC or their Large City School District Scanning Center.

Nonpublic schools not contracting with a RIC or large-city district office report scores directly to the Department. For more information, nonpublic school administrators should refer to Appendix VIII in this manual or contact the Office of Information and Reporting Services at 518-474-7965.

Evaluating School Results on the Grade 8 Intermediate-Level Science Test

The Rating Guides for the Written and Performance Tests provide summary charts that link each test to the *Intermediate-Level Science Core Curriculum.* This core document is based on the *New York State Learning Standards for Mathematics, Science, and Technology (Intermediate Level).* The charts provide a reference to these documents for each item on the Written and Performance Tests.

Department Contacts

Different Department staff are responsible for various aspects of the test. Direct questions to one of the persons or offices listed below.

Do not discuss test questions or other specific test content via e-mail. This is a violation of security, as stated on page 5. (Questions about scoring should be addressed by telephone.)

Content/Curriculum/Rating:	Office of Curriculum, Instruction and Instructional Technology 518-474-5922
	Judy Pinsonnault, Test Development Unit 518-474-5900 jpinsonn@mail.nysed.gov
Test Administration:	David Moore Test Administration and Communications 518-474-5902 dmoore@mail.nysed.gov
	Carolyn Trombe Test Administration and Communications 518-474-5902 ctrombe@mail.nysed.gov
Reporting Results to the Department:	Carolyn Bulson, Information and Reporting Services 518-474-7965 cbulson@mail.nysed.gov
Accommodations for Students with Disabilities:	Special Education Policy Unit 518-473-2878 vesidspe@mail.nysed.gov
Academic Intervention Services:	Office of School Improvement 518-474-5923 mflanaga@mail.nysed.gov
Requests for Additional Test Materials:	Operations Group via fax to 518-474-2021

General Test Administration Procedures

The Test Materials

The test materials provided by the Department for administering the Grade 8 Intermediate-Level Science Test include:

For the Written Test:

- test booklets
- separate answer sheets for Part I (hand scorable and machine scorable on NCS scoring equipment)
- scoring key for the separate answer sheet (printed on translucent paper)
- directions for administering and scoring the Written Test (pages 14-17 of this manual)
- Rating Guide for the Written Test, Part II

For the Performance Test (Form A):

- test booklets
- Station Diagrams (12 copies of each Station Diagram and one Test Administrator's Record Sheet)
- directions for administering and rating the Performance Test (pages 18-35 of this manual)
- Test Administrator's Record Sheet (Appendix III of this manual)
- Performance Test, Form A Rating Guide

The Written Test booklet and the test booklet and Station Diagrams for the Performance Test (Form A) are available in large-type and braille editions. Alternative language editions of both the Written Test and the Performance Test are available in Chinese (Traditional), Haitian Creole, and Spanish. These are direct translations of the English editions. The directions to students on the alternative language test materials are the same as those on the English editions. The Department does not provide separate directions for administering the alternative language editions of the tests. Teachers who speak the language should be able to administer the alternative language editions by using a copy of the test materials in the appropriate language and the directions provided in this manual. If a teacher who does not speak the language administers the tests, the directions on the test materials should enable students to complete the tests by themselves.

The test materials to be provided by the school include pencils and calculators for the Written Test and the station materials for the Performance Test. These include microscopes, triple-beam balances, and hand-held calculators.

For machine processing of the separate answer sheets for the Written Test, the answer sheet includes several grids containing spaces for recording special codes. The school must develop uniform written instructions about the completion of these grids and provide them to everyone who will be administering the test. Such instructions 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 that the school is using. The hand/machine-scorable answer sheets the Department provides can be machine processed only on NCS scoring equipment.

Special Considerations for Assuring Optimal Student Performance

The person in charge of administering the Grade 8 Intermediate-Level Science Test should review and become thoroughly familiar with the directions for administering both components. (See "Orientation of Test Administrators" on page 12.)

Students must ***not*** be given help in interpreting the test questions and statements. They should be advised to answer the questions according to their best judgment. However, the test administrator should give students all the assistance required in the mechanics of taking the test, such as filling out the headings of the answer sheets and the Performance Test booklet and understanding where to record the answers. The test administrator should also replace or repair any faulty equipment during the administration of the Performance Test.

Test Administration Time

Written Test: Students are allowed two hours of working time to complete the Written Test. In addition, the test administrator will need approximately 15 minutes to give directions to students.

Performance Test, Form A: The Performance Test should be administered in a one-hour time period. Field testing has determined that almost all students will complete the tasks at all three stations in this amount of time.

Preparations for Testing

Arrangements for administering the tests should interfere as little as possible with the normal school routine. The Written Test may be administered in the students' regular classroom, or classes may be merged into larger groups, at the convenience of the school. The Performance Test need only be set up in one location. For buildings with more than one class of Grade 8 students, classes should cycle through the testing area one at a time.

- **Security of Test Materials.** The sealed packages of secure test booklets may *not* be opened until the test administration date, and then just early enough to permit the distribution of booklets prior to the scheduled starting time.
- **Selecting the Testing Room(s).** Suggestions for selecting an appropriate testing site for the Performance Test are in the section of this manual entitled "Administering and Rating the Performance Test," pages 18-19, and in Appendix II.
- **Orientation of Students.** Inform the students about the tests a few days before the administration date. Emphasize the fact that no special preparation or study is necessary on their part. Make the announcements in such a way as to increase the students' interest in the tests and at the same time not cause them to become overly anxious and tense. Help students become familiar with the general types of questions on the tests and the procedures they should follow in recording their answers.

Notification of Parents. Inform parents/guardians of the dates of testing and the purpose of the tests. Ask them to encourage students to do their best and to ensure that students are well rested on the dates of testing.

- **Students Absent on the Test Day.** Plan to administer the test at a later date 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.

- **Orientation of Test Administrators.** Everyone who will be administering the tests should become familiar with the detailed directions for administering the tests, which are provided in this manual. Schedule an orientation *prior* to the testing dates to enable test administrators to become adequately prepared. The orientation should include direct hands-on experience with the Performance Test if the test administrators have not had previous experience with that component. Your regional BOCES or large-city central office may provide assistance for conducting such orientation sessions. Allow access to the Performance Test materials only to those who are scheduled to administer the Performance Test or to conduct the orientation. These materials must remain under strict security conditions at all times to preclude access to the test materials by students and other unauthorized persons.
- **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 distraction 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 all charts pertinent to science 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.
- **Assembling the Test Materials.** Assemble all test materials at least one day before the test administration, except for the test booklets for the Written Test and the Performance Test, the scoring keys, and the rating guides.

Supervision of Students

- **Unauthorized Materials.** Students should be under close supervision at all times during the tests. When students enter the testing room, proctors must ensure that students do not bring any unauthorized notes or printed material that might give them an unfair advantage on the test. The materials that students are permitted to use during the test are identified on pages 10 and 14 of this manual.
- **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 the 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 or 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 and in the test booklet for constructed response questions.) No additional time is to be provided to students to transfer answers from test booklets to answer sheets at the end of the test and no one other than the student may transfer answers marked in his/her test booklet to the multiple-choice answer sheet. This does not apply to students who have an IEP or Section 504 Plan which allows scribes to transfer answers from the test booklet to an answer sheet.
- **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 be allowed their full time for the test. Following the test, a written report of the circumstances should be sent by mail or fax to the Office of State Assessment.

- **Student Cheating.** Proctors must not permit students to obtain information from or give information to other students in any way during the test. If the proctor suspects that such an attempt has occurred, the proctor should warn the students that any further attempts will result in the termination of their tests. If necessary, the proctor should 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 given aid to or obtained 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. In addition, the principal must report the incident to the Department by fax to 518-402-5596. Invalidated tests may not be scored.
- **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 period has not ended), the student may be given the remaining time for that part. When a 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.

Administering and Scoring the Written Test

Detailed Directions for Administering the Written Test

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

- test booklet
- answer sheet
- No. 2 pencil
- calculator (**Note**: Calculators *may* be needed for some questions. If so, four-function calculators are sufficient. Scientific calculators are permitted. Graphing calculators are *not* permitted.)

For the test administrator:

- detailed directions for administering and scoring the Written Test (pages 14-17 of this manual)
- test booklet (for demonstration purposes)
- answer sheet (for demonstration purposes)
- extra answer sheets and pencils
- instructions for completing the special code grids on the separate answer sheet **Note:** The school must provide these instructions if the answer sheets are to be machine scored.

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 science. I will now give each of you a test booklet face up on your desk. Write your name and school on the cover. 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. Please do not write on the answer sheet until I tell you what to do. Now, read the directions on the cover and on page 3 of the test booklet.

After the answer sheets have been distributed, give directions for completing the heading of the answer sheet. If the answer sheets are to be machine scored, provide directions for marking any machine-readable name or number grids. These directions *must* be developed by the school.

If students do not understand how to mark the answer sheet, explain the appropriate directions until everyone knows what to do. Then say:

Check your booklet to be sure that it is complete and that no pages are stuck together.

When I tell you to, turn to page 4 and begin work. When you are finished, close your test booklet and place it on top of your answer sheet.

Now, turn the page and begin work.

Begin timing the two hours now. Note the time on a clock and record the time on the chalkboard or on a sheet of paper. A sample is shown below.

Start time: _____

Stop time: _____

Stop time less 15 minutes: _____

Stop time less 5 minutes: _____

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

No one, under any circumstances, may interpret or explain test questions to students, nor may anyone review or comment on the answer paper of a student while a test is in progress. In response to inquiries by students concerning the meaning or interpretation of test questions, students should be advised to use their own best judgment.

When 15 minutes remain, say:

You have 15 minutes left.

When 5 minutes remain, say:

You have 5 minutes left.

When the time is up, say:

Stop work. Put down your pencil. Close your test booklet and place it over your answer sheet.

Students should remain quietly at their desks when they finish the test. The teacher may collect the test materials either as students complete the test or when most of the students have finished.

If the test is administered in a large-group setting, school administrators 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.

Note: 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.

Scoring the Written Test

The student's raw score is determined as follows:

Part I—one credit for each multiple-choice question that the student answered correctly. The scoring overlay provides a list of correct answers to the multiple-choice questions.

Part II—assign credits as indicated in the Rating Guide for the Written Test. A list of criteria for rating the open-ended questions on Part II is provided in that guide.

The separate answer sheets the Department provides for the Written Test may be either machine scored or hand scored.

a. ***Machine Scoring.*** The separate answer sheets the Department provides can be machine scored only on NCS scoring equipment. For the convenience of scoring centers, the scoring key provides a list of correct answers. Schools should be sure to check with their scoring center concerning the procedure to be followed in preparing the answer sheets for machine scoring.

The separate answer sheet containing the multiple-choice answer grids also provides grids for recording a student's Part II and Performance Test scores. When filled in, these grids enable scoring centers to produce student records that include final student scores. Record the Performance Test scores in these grids after the Written Test is administered but before the answer sheets are machine scored.

b. ***Hand Scoring.*** For hand scoring the separate answer sheets, the Department provides a scoring key printed on translucent paper. Boxes printed on the scoring key indicate the correct answers. When the scoring key is aligned properly with the answer sheet, each correct answer will be visible in a box. To hand score the answer sheets, use the following procedures:

1. Scan each answer sheet to make certain that the student has marked only one answer for each question. If two or more answers have been marked, draw a horizontal line with colored pencil (do not use pen) through all of the answer circles, so that no credit will be allowed for that question in scoring.
2. Place the scoring key on the answer sheet so that the box indicating the correct answer for each question corresponds to the row of answer circles for that question.
3. To obtain the raw score for the multiple-choice questions, count the number of correct answers. Record the student's raw score in the appropriate box on the answer sheet.
4. The student's raw score for Part II may be recorded in the appropriate boxes on the answer sheet after the Part II rating has been completed.
5. Add the raw score for Part II to the raw score for Part I to determine the student's total raw score for the Written Test.

6. The student's scores for each station on the Performance Test may also be recorded in the appropriate boxes on the student's answer sheet. Determine the student's total raw score for the Performance Test by adding the three station scores.
7. Use the conversion chart provided on the Department's web site at http://www.emsc.nysed.gov/osa to convert these two total raw scores to a final score for the student.

Rating the Written Test, Part II

Approximately one-half of the Written Test will be open-ended questions that will require rating by intermediate-level science teachers. It is estimated that two teachers working as a team should be able to rate all of the open-ended responses for about 20 students in approximately one hour.

The Rating Guide for the Written Test, Part II gives detailed directions for rating the open-ended section of the Written Test and specific criteria for rating each question. It is printed on yellow paper and was included in the shipment of test materials from the Department. In rating the students' test booklets, each rater should follow the procedures detailed in the rating guide. The rating should be completed as soon as possible after the test administration but no later than June 13.

Organizing the Rating Process

The following is a suggested procedure for managing the mechanics of the rating process.

1. Designate one person as the coordinator of the rating process. The coordinator may be appointed at either the building or the district level. He or she will be responsible for training and supervising raters and may also rate some of the questions in the student test booklets.
2. Set aside one room as a central rating room for collecting, sorting, circulating, and storing test booklets and for preparing and maintaining records.
3. Provide adequate time for rating during the school day.
4. Make sure each rater receives approximately the same number of student booklets.
5. At least two teachers should participate in rating the open-ended questions in Part II. Each should be responsible for rating a selected number of the open-ended questions in each test booklet. No one teacher is to score all the open-ended questions in a student's test booklet.
6. Prior to the rating of students' responses to the open-ended questions in Part II, allow time to provide training for all raters (even if they have received prior training). If possible, select at random 10-15 student test books and duplicate them for use as a "warm-up" exercise with the raters for discussion of the questions, the criteria, and the rating of each item. During the training exercise, after three or four complete student test booklets have been rated, ask the raters to indicate, by a show of hands, how many credits they gave each response. If there is some disagreement about the number of credits to be awarded a response, ask raters who gave different credits to a response to explain their rating by citing specific criteria from the rating guide.

Administering and Rating the Performance Test

Preparation

Well in Advance of the Test Date:

1. Notify school administrator(s) that you will be administering the Grade 8 Intermediate-Level Science Performance Test and that test security measures must be maintained. Notify other professionals and support staff of this test and the role that they may need to play.
2. Assemble and prepare all equipment according to the directions (pages 21-30) in this manual. The materials listed specify what is needed for a single station. Some commercial and public suppliers have constructed kits that provide *most* of the specific equipment for each station. Appendix IX provides a list of these suppliers. Although kits ordered from suppliers should generally be the same, some kits may not be ready for immediate use, and additional time may be needed for preparation. The school may need to provide some miscellaneous materials such as marking pens, tape, or labels.
3. Check the materials well in advance of the test date. Contact the supplier for a replacement if a piece of equipment or material is missing or arrives broken.
4. Check all equipment and materials to be sure that there are enough for the number of students to be tested. A supplier's kit of materials usually provides for a maximum of 30 students. Each group of stations will accommodate three students, and students will move to each station within the group. If 30 students are to participate in the Performance Test, you will need 10 groups and equipment for 10 complete setups of each station. Each student will need one test booklet and a sharpened pencil. Check that enough booklets will be available for the number of students to be tested. Test administrators should have a supply of sharpened pencils on hand.
5. Check the equipment schools must provide: triple-beam balances, compound microscopes with at least two objectives, and handheld calculators. Make sure that all balances can be "zeroed," all microscopes are in good working order, and all calculators have an energy source. The microscopes should have an eyepiece with 10× magnification, a lowest-power objective of 4× magnification, and a highest-power objective of about 10× magnification. Overall, the microscopes should give total magnifications of about 40× and about 100×.
6. Select and reserve a testing room. Once all the equipment has been prepared, it should take three to four person-hours to set up the room, one hour to conduct the assessment (for a class of 30 students), and one hour to disassemble the setup. For larger schools and schools where the test will be given early in the school day, station setup can be done the day before and secured overnight. Do *not* leave test booklets out overnight.
7. **Plan the layout of the room. This is an essential step in the process of performance testing.** The testing room must have flattop student work spaces (student tables, lab tables, library tables, or cafeteria tables) in sufficient numbers for the number of students to be tested. An individual student desk may be too small to accommodate all the equipment for a station plus provide room for the student to write. It may be possible to place two smaller individual desks together to make a larger work area for one station. Determine how many tables will be needed and how they will be arranged in groups of three stations each (see page 20). The room may need to be large enough to accommodate 8-10 groups (24-30 students) comfortably. Students will need to move (either sideways or front-to-back) among stations within their group with as little confusion as possible. An important consideration is the location of Station 1, which

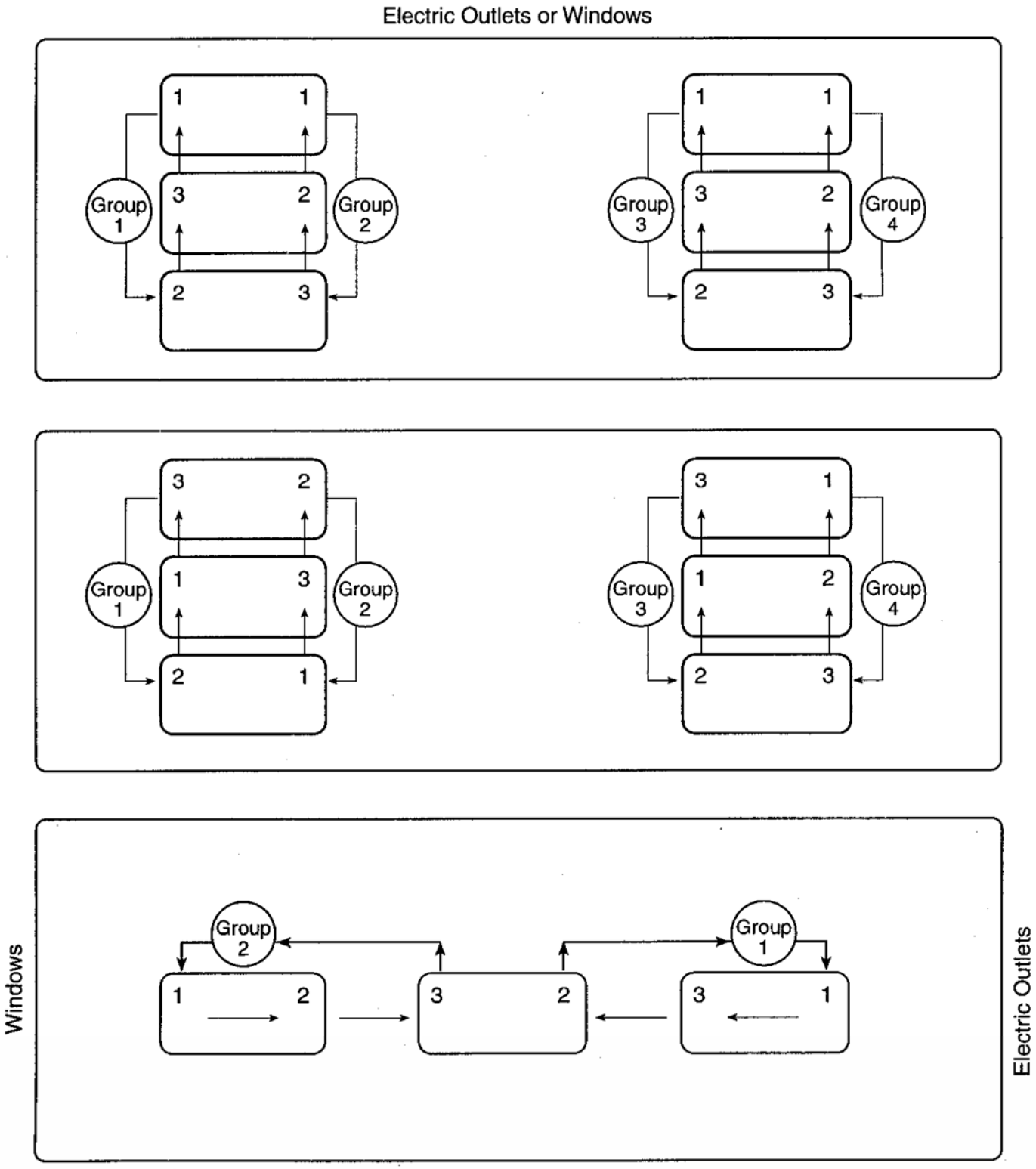
requires the use of a microscope. If the microscope uses a mirror, it should be positioned so that it has enough light but not direct sunlight. If it has an electrical light source, it must be positioned near an electrical outlet.

8. Check that all print materials from the Department are ready. These include the student test booklets; directions for setting up the stations; detailed directions for administering the test; Station Diagrams for Stations 1, 2, and 3; and a Rating Guide.
9. Check that at least two adult test administrators (two professionals, or one professional and one paraprofessional) have been trained and are completely familiar with the test protocols and the equipment. These adults will administer the test, direct student movement, and handle equipment issues. In addition, teachers or aides assigned to students with IEP-specified testing accommodations may be present. They should also receive training regarding the procedures used in this assessment. To minimize possible distractions during the testing, other adults should *not* be invited to attend.

One Day Prior to the Test or Early Morning on the Test Date:

1. Prepare a diagram of the room layout of the stations.
2. Arrange the tables into groups of three stations each. Remember that natural or artificial lighting is needed for the microscopes, so locate all Station 1 setups first. Set up each station according to the directions provided in the section of this manual entitled "Preparing Each Station," pages 21-30. The materials listed specify what is needed at each station for each group that is being tested. The stations do not need to be in numerical order. Arrange the equipment exactly as it is shown on the Station Diagram.
3. Assign a group number to each set of Stations 1, 2, and 3. Use this numbering system to tell students which group they are in. This number will be recorded on the cover of each student's test booklet. The group number will be important when rating students' responses based on specific materials. For Group 1, the station setups should include Block B–1 and Slide X–1; for Group 2, the station setups should include Block B–2 and Slide X–2; etc.
4. Write the school name on the chalkboard so that students can correctly and quickly record it in their test booklets.
5. Instruct students *not* to bring any items with them to the testing room. However, reserve a location near the door for the quick placement of items that students might bring with them, such as books, bookbags, and coats.
6. Give students the opportunity to visit the rest rooms prior to the testing session.
7. Place a sharpened pencil and one copy of the student test booklet face down at each station just before students enter the room. Have a supply of sharpened pencils available.

Partial Diagrams of Typical Classroom Setups
Three Typical Group Setups



Preparing Each Station

The detailed directions listed below include a list of the materials needed for each station, a Station Diagram, and specific suggestions for preparing the materials and setting up the stations. Refer to the diagram of the setup for your testing room to determine how many individual station setups you will need.

Station 1: Sorting Creatures

Time: 15 minutes

Materials for one station:

- Black permanent marker
- Collection of six specific plastic creatures
- Index card (3"× 5", unlined)
- Masking tape
- Microscope with an eyepiece of 10× and at least two lenses providing total magnification of about 40× and 100×
- Slide A–slide of grid with 1-cm squares (graph paper)
- Slide X–microscopic specimen: (recommend *Drosophila*—**must clearly show** six legs)
- Sorting Chart (8½" × 14"), laminated

Preparation to be done prior to the test date:

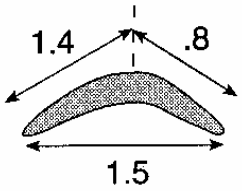
1. When setting up the room, determine the location of this station first. This is important because the microscope may need an electrical outlet for a light source or good natural lighting if it uses mirrors. Do *not* place microscopes where direct sunlight could hit the mirror and reflect into a student's eye.
2. Appendix IV provides a master for the Sorting Chart. It should be on an 8½" × 14" sheet of paper (preferably laminated).
3. Use a black permanent marker to label each of the six specific plastic models with its corresponding letter. Place the capital letter on the underside of each creature. (**Note**: These models are available from the suppliers listed in Appendix IX.)

A–centipede	D–ant
B–fly	E–spider
C–dragonfly	F–bristletail

4. The microscope should have an eyepiece of 10×. The lowest power objective should provide about 4× magnification. The highest power objective should provide about 10× magnification. These will provide total magnifications of about 40× and about 100×. If the microscope has a higher objective than these two, it should be covered so that students will not use it. This can be done by wrapping a piece of lens paper over it and securing the paper with masking tape.

Note*:* Microscopes in a school's inventory may have a total lowest magnification of 100×. These should work if students are accustomed to moving specimens across the field of view to determine measurements. You must also provide a second objective larger than 10×. If a microscope has only two objectives, 10× and 40×, both of these objectives should be available for the students' use; neither should be covered.

5. Prepare a Slide A for each Station 1. This is a permanent slide that can be made from a section of graph paper ruled every 1.0 mm. Cut out a 1.0-cm × 1.0-cm section of the graph paper. Use clear transparent tape to mount the graph-paper section in the center of the blank slide. Label this Slide A. Place Slide A on the index card. (**Note:** Some suppliers may provide slides with grid lines printed directly onto the slides.)
6. Prepare a Slide X for each Station 1. Dry and mount a *Drosophila* under a coverslip so that all six legs are clearly visible. Specimens should be approximately 2–2.5 mm in length. (These specimens are available commercially.)
7. Use consecutive numbers to label the microscopes 1, 2, 3, etc. These numbers will indicate which group used that microscope. Fill out the Test Administrator's Record Sheet (Appendix III) for each microscope by recording the lowest power and the field of view to the nearest 0.5 mm.
8. Use consecutive numbers to label the Slide X samples, e.g., X–1, X–2, X–3, etc. These numbers will indicate which group observed that slide. Place Slide X on the index card.
9. Once a Slide X has been placed at each Station 1, examine the slides under lowest power *using the microscope at that station.* In the table on the Test Administrator's Record Sheet, record the length of the *Drosophila* on each slide to the nearest 0.5 mm. A simple method for determining the length of the *Drosophila* is to place Slide A on the microscope stage and place Slide X on top of it. Focusing on these two slides will easily show the size of the *Drosophila*. **Note:** Some of the *Drosophila* specimens are bent and could be measured by adding the two sections or by measuring across from head to end. Do *not* include the antennae, legs, and wings. If possible, replace these slides. If not, make a note of both values on the Test Administrator's Record Sheet. For example:



(Not drawn to scale)

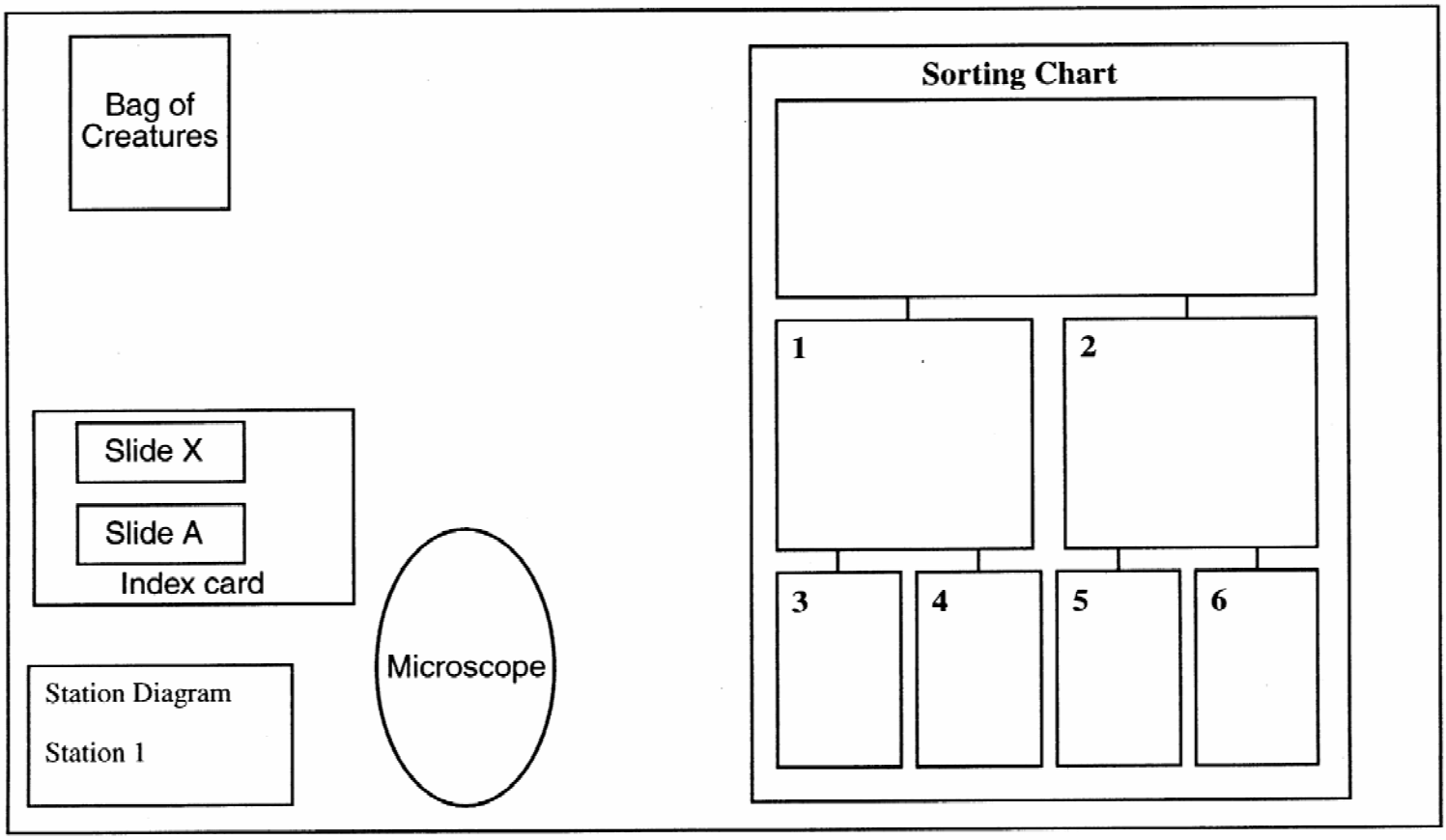
If the specimens were bent as illustrated above, both 1.5 ± 0.5 mm or 2.2 ± 0.5 mm can be accepted.

10. Use masking tape to secure the Station Diagram in the lower left corner of the desk/table.
11. Place the equipment at the station so its location agrees with the Station Diagram on page 24.

Safety:

1. When positioning a microscope with a mirror, be sure that the mirror will not be pointed directly at the Sun at any time during the testing sessions.
2. Alert students about handling sharp-edged microscope slides.
3. Monitor the students for safe use of the microscopes.
4. If electrical extension cords are used, take care that students do not trip or push against them as they move among stations. If necessary, tape the cords to the floor and/or flag them so that they can be easily seen.
5. Do not place electrical lights or extension cords near water faucets.

Station Diagram
Station 1: Sorting Creatures



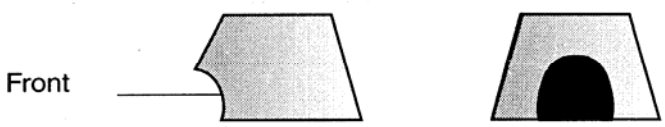
Station 2: Ramp and Golf Ball

Materials for one station:

- Black permanent marker
- Carpet tape or duct tape
- 5-gram mass or 25-cent coin
- Golf ball
- Masking tape
- Resealable plastic bag
- Ping-Pong ball
- Place mat with measuring strip
- Round plastic container with hole
- Ruler with groove
- Support block(s)
- Labels

Preparation to be done prior to the test date

1. The round plastic container should be transparent or translucent, about 12 cm in diameter (1-pint size), and about 15 g in mass, e.g., a deli container. From the rim, cut a hole (about 6 cm × 6 cm) to allow enough room for the golf ball to roll inside. (Some vendors may have already done this step.) This is the front of the cup.



2. The grooved plastic ruler serves as the ramp for rolling the golf ball. Allow only the metric units to show on the ruler. Cover the standard units (inches) with black permanent marker or duct tape. Be sure the tape does not get into the groove of the ruler, as it may interfere with the roll of the ball. The ruler's zero mark should be at the end of the ruler, *not* indented.
3. Appendix V provides a master for the place mat. Make it on an 11" × 17" sheet of paper (preferably laminated).
4. A block of wood about 5–6 cm in height will serve as the ramp support.
5. Assemble the ramp setup as described below, but do *not* tape any equipment down until everything has been put in place and tested. The ramp must be set up so the ball does not push the cup off the table.
6. Use masking tape to secure the Station Diagram in the lower left corner of the desk/table. Refer to the diagram when setting up the station.
7. Place the ruler's 28–29-cm mark at the edge of the ramp support and the ruler's zero mark on the table. Slip the place mat under the ruler so that it is aligned with the "End of Ramp Ruler" mark (about 1 cm inside the edge of the place mat).
8. Place the ramp support to the back and far left of a level desk/table so that the ruler will slope down from upper left to lower right. The ruler's numbers must be on the side of the ruler nearest the students (even if the numbers are upside down). If the numbers are not on the student's side, reverse the ramp position to the back and right of the desk. (**Note:** if this is the case, the Station Diagram will not exactly match the setup.) Place the ramp back far enough on the desk/table so that the student has plenty of room to write in the test booklet.
9. Place the cup on the place mat's "Starting Circle" 1 cm away from the end of the ruler, with the cup's opening toward the ruler.

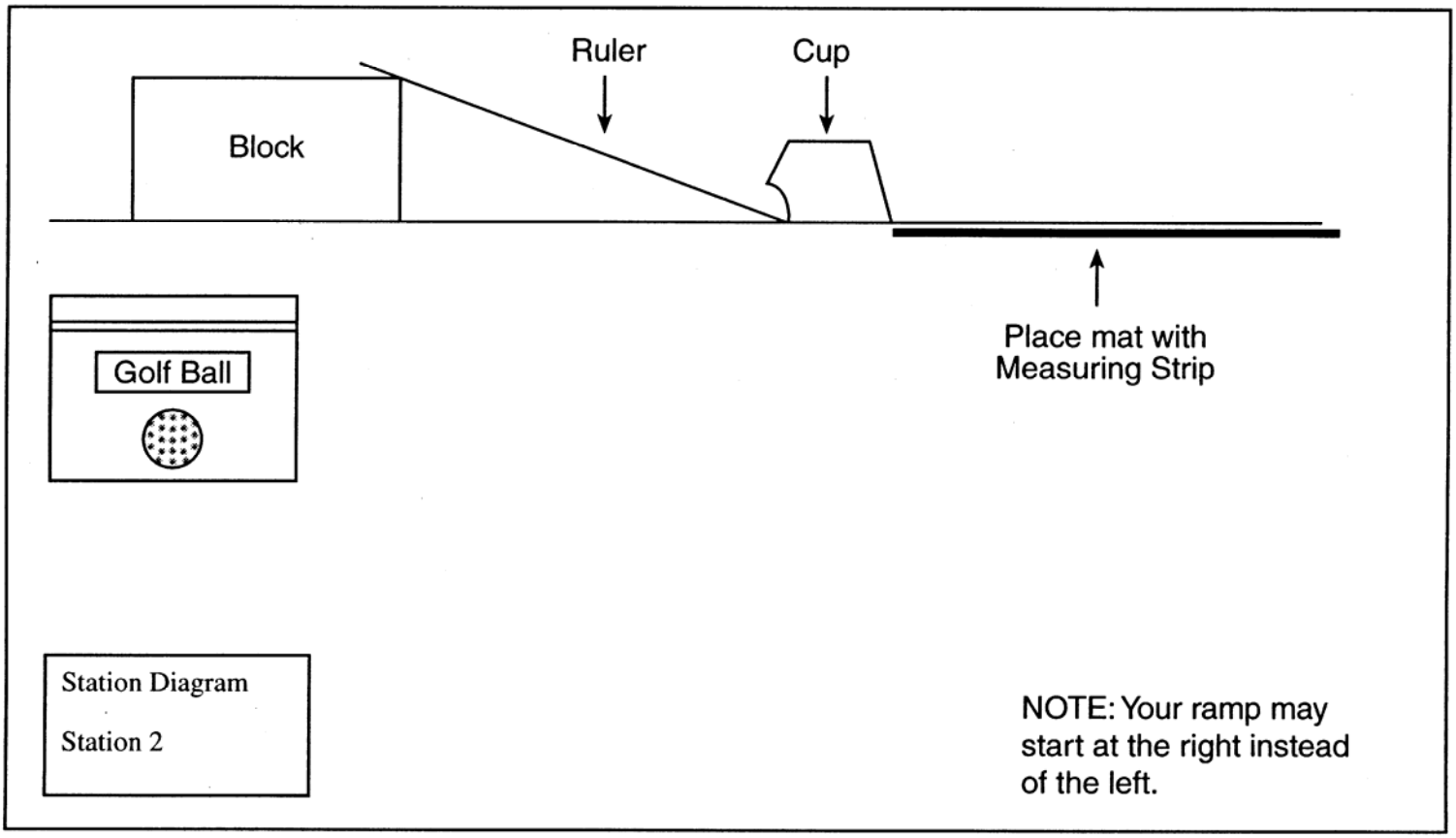
10. Place a 5-g mass or a 25-cent coin on the top of the cup and secure it in two directions with masking tape. Try rolling the golf ball from the 28–29-cm mark. The back rim of the cup should slide and stop beyond the 15-cm mark on the place mat. Release the ball from the 10-cm and 25-cm marks to be sure to have a good range of values for the distance that the cup slides. (If the ramp is too steep, the ball will bounce down the ramp and onto the table, giving inconsistent results.)
11. Once you have determined the correct height of the ramp, tape down the corners of the place mat. Then tape the base of the support block(s) to the table. Use carpet tape to secure the bottom of the block. If using duct tape (or masking tape), secure strips of tape against the side of the block. Do this on all four sides of the block. (If the block should slip during setup, reset the block by using the ruler as a guide to the place mat.) On the underside of the ruler at the 0-cm and the 29-cm marks, place carpet tape to secure the ruler. (You can also use duct tape or masking tape that has been rolled back on itself so there are two sticky sides.) When the ruler is put into place, its 0-cm mark should be on the place mat and the support should be at the 28–29-cm mark. Place two additional strips of tape across the ruler at the 29-cm mark, following the ruler's contour, and secure it to the support. If the tape is too tight, this will lift the other end of the ruler off the place mat.
12. Release the golf ball from the 29-cm mark again to be sure that the whole system is working correctly and the cup is not pushed off the table.

    Note: As more students use the setup, the place mat may become smoother, and the cup will travel farther.
13. Place the golf ball into a transparent, resealable bag that is labeled "Golf Ball," and put it on the desk/table.
14. Place a Ping-Pong ball into a transparent, resealable bag that is labeled "Ping-Pong Ball" and "Do Not Open." Use masking tape or duct tape to cover the seal on the bag so that it cannot be opened. The test administrator will give a Ping-Pong ball to the student upon request.
15. Place the equipment at the station so its location agrees with the Station Diagram on the next page.

Safety: Routine laboratory safety procedures are required.

Station Diagram

Station 2: Ramp and Golf Ball



Station 3: Woods and Water

Materials for one station:

- Balance (triple beam, 0.1 g)
- *Block A* (3.7-cm cube) in plastic resealable bag (pine, maple, or other wood with a density <1.0 g/cm^3)
- *Block B* (2.5-cm cube) (lignum vitae or other wood with a density >1.0 g/cm^3, available in science stores or wood specialty stores)
- Handheld calculator (Four-function calculators are sufficient. Scientific calculators are permitted. Graphing calculators are *not* permitted.)
- Paper towels
- Black permanent marker
- Ruler (metric)
- Transparent plastic cup (5 oz) with water
- Plastic bag (resealable)
- Masking tape
- Labels

Preparation to be done prior to the test date:

1. The triple-beam balance must be mechanical and measure to the nearest 0.1 g. Do *not* use electronic balances. Do *not* place balances at locations near windows or doors if they will be open during testing. Air breezes may cause balance arm to oscillate while the student is measuring.
2. The ruler must have only metric units showing. All other units must be covered with tape or marked over with permanent marker. Be sure the tape does not get into the groove of the ruler. The 0-cm mark should be at the end of the ruler, not indented.
3. Use consecutive numbers to label the balance for each group. These numbers will indicate which students worked with that balance.
4. Block A should be about 3.7 cm on each side. Block A's density should be about 0.7 g/cm^3. Place Block A in a resealable plastic bag labeled "Block A" and "Do Not Open." Secure the bag with duct tape, masking tape, or a label so that it can *not* be opened.
5. Block B should be about 2.5 cm on each side. Block B's density should be about 1.3 g/cm^3. Replace any Block Bs that are not cubes with all sides approximately equal. (Lignum vitae may be purchased from a science store or wood specialty store.)
6. Label each face of the block with the letter "B." Use consecutive numbers to label the Block B samples for each group, e.g., B–1, B–2, etc. These numbers will indicate which group worked with that block.
7. Record the length of one side of the Block B samples on the Test Administrator's Record Sheet (Appendix III). Round length to the nearest 0.1 cm.
8. Once a Block B has been placed at each Station 3, find the mass of each block *using the balance at that station*. Record your results on the Test Administrator's Record Sheet. **Note:** The mass of Block B may be slightly greater at the end of the day. After the testing sessions are over, record the mass of Block B specimens again to be certain that the mass did not change appreciably. If this is the case, make notes on the Test Administrator's Record Sheet.
9. Calculate and record the volumes of the Block B samples on the Test Administrator's Record Sheet.
10. Calculate and record the density of the Block B samples on the Test Administrator's Record Sheet.
11. The plastic cup should be large enough for Block B to sink in about ½ cup of water. It should be easy for the student to remove Block B from the cup.

12. Test all Block B specimens to be certain that they sink when placed in the cup of water.

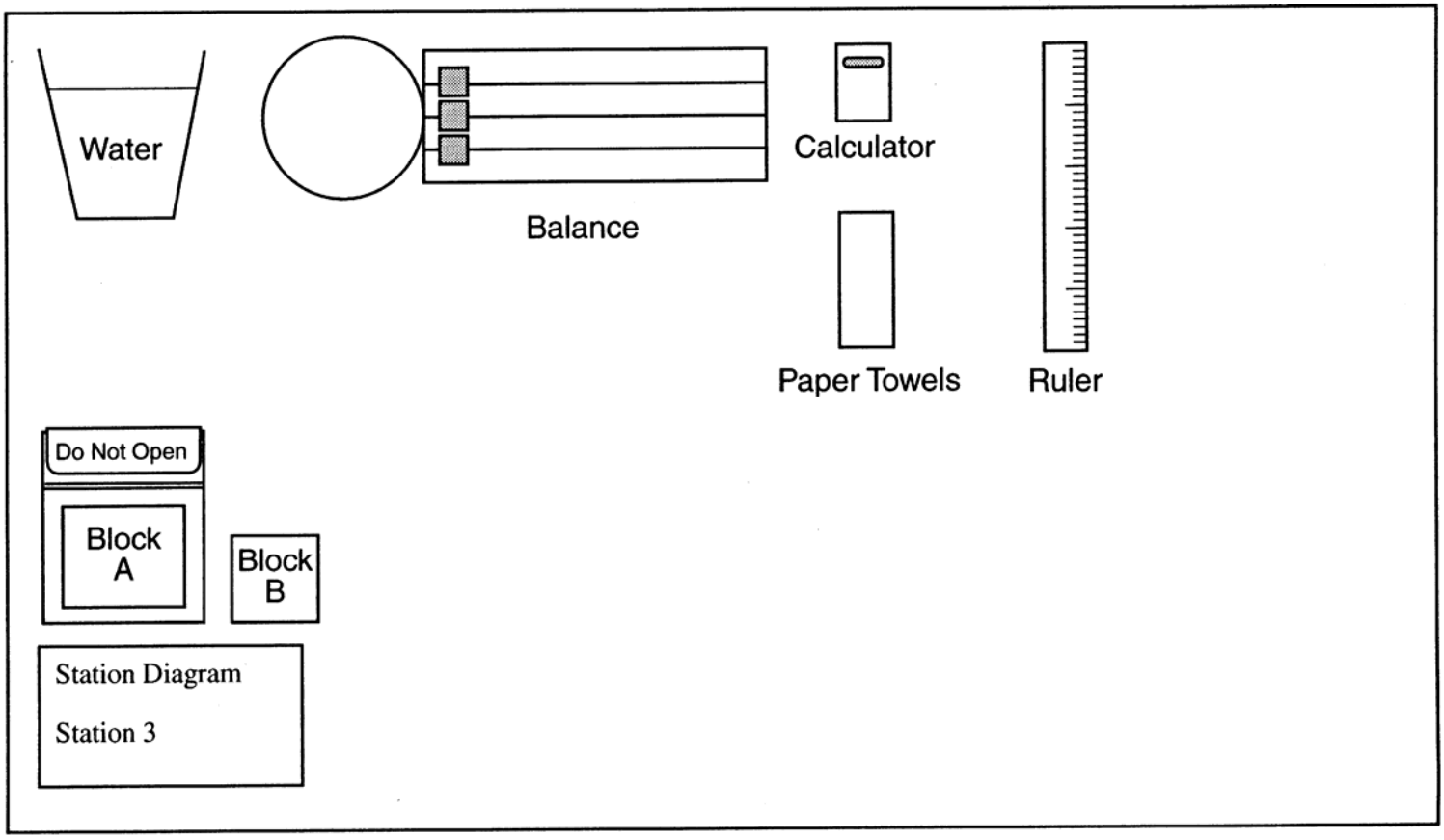
13. Use masking tape to secure the Station Diagram in the lower left corner of the desk/table.

14. Place the equipment at the station so its location agrees with the Station Diagram on the next page.

Modifications: Any triple-beam balance that students are familiar with is acceptable as long as it is mechanical and able to measure to the nearest 0.1 g.

Safety: Routine laboratory safety procedures are required.

Station Diagram
Station 3: Woods and Water



Detailed Directions for Administering the Performance Test

1. This assessment is a timed test. Students should be provided the opportunity to visit the rest rooms prior to coming to the examination room so that an unscheduled interruption does not occur during the testing period.
2. Teachers should tell students not to bring bookbags, coats, books, or such items to the testing room. These items will get in the way when students rotate among stations.
3. Just before the testing period begins, make sure that all microscope lamps are turned on (or microscope mirrors can get indirect light), the balances are at zero, and the calculators are at zero.
4. Quickly bring students into the testing room, first filling those stations farthest from the door. It does not matter which station students go to first because each student will eventually be doing all tasks. Instruct students *not* to touch the equipment and *not* to open the test booklet until they are instructed to do so.
5. If you must take attendance, save time by waiting until students are working at their stations.
6. Do *not* attempt to explain to students at the beginning of the test how to move among stations within the group. Present that information after they complete the first task and then again after the second task.
7. If students have questions during the test, you may give assistance for lost or broken equipment or safety issues. However, for most questions you should answer only, "Read it again," "Sound out the word(s)," or "Do your best," etc.
8. You must *not* give assistance to students on how to perform a procedure or acknowledge that the student is performing a correct *or* an incorrect procedure. This is not the time to be providing instruction. The purpose of this test is to determine what the student is able to do. Exceptions to this would be safety concerns or specific provisions in a student's IEP for allowable testing accommodations.
9. Use a timing device, stopwatch, or clock with a sweep-second hand to provide accurate time splits of 10 minutes, 13 minutes, and 15 minutes. If you use a clock with a sweep-second hand, note the start time and splits on a piece of paper, the chalkboard, or the Test Administrator's Record Sheet. See the chart below as an example.

Time	Say:	First Station	Second Station	Third Station
Start Time	"You may begin work."			
Start Time + 10 minutes	"You have 5 minutes left."			
Start Time + 13 minutes	"You have 2 minutes left."			
Start Time + 15 minutes	"Stop working."			

10. Be sure to collect a test booklet and pencil from *each* student before the students leave the testing room.

Detailed Directions to Students Taking the Performance Test

Students will be anxious to get started. When students are at their first station and ready to work, quickly read aloud to the students the scripts that are in the boxes that follow. (Information in italics or in parentheses or information that is outside the boxes is information for you and your colleagues and is *not* to be read aloud.) Do *not* count this direction-reading stage as part of the time for completing the first task.

Good morning (afternoon). Today, you will be taking a science skills test. I think you will enjoy it because you will be able to use science equipment to help you answer the questions on the test. Please listen carefully, follow my directions and the directions in your test booklet, and do your best work.

If you do not have a test booklet and a pencil at your station, raise your hand. *(short pause)*

Print your name on the cover of your test booklet and put a check mark to indicate whether you are male or female. *(pause)* Write in the name of our school as I have it written on the chalkboard. *(pause)* Write your group number. I will tell you which group you are in. *(Assign a number to the students in each group. This number can be determined by the number on Block B at Station 3 and Slide X at Station 1.* For example, Group 4 should have Block B–4 and Slide X–4, etc.)

Keep this test booklet and pencil with you throughout the test. They will be collected at the end of the test.

Look at the cover of your test booklet. Let's read the test directions together. You read along silently while I read aloud.

> This booklet contains science performance tasks located at three different stations: 1, 2, and 3. During this skills test, you will work at all three stations. You are already seated at one of these stations. Use the materials at each station to help you do the tasks.
>
> At each station you will have 15 minutes to finish your work. Continue working until you see the word **"STOP"** at the bottom of the page or until the 15 minutes are up. If you have extra time, check your work, or wait quietly.
>
> Do not help other students or ask others to help you. Everyone should work alone. There must be no talking between students during this test.
>
> Read the description of each station carefully. Read carefully all of the directions in boxes. All of your answers must be recorded in this test booklet.
>
> After you complete the tasks at each station, please leave the station the way it is shown on the Station Diagram. This diagram is located in the lower left corner of your station.

Do *not* try to explain at this time how the students will be moving from station to station. Leave that information until after they complete the first station (and then again after they complete the second station).

The directions that follow will be repeated three times during the testing session.

START HERE when reading directions for the second and third stations.

> Look at the bottom left corner of your desk/table. The Station Diagram gives the number and the title of the station where you will be working. Open your booklet and find that station.

Pause and look around to be sure that everyone has found the correct place.

> Look at the Station Diagram again. Check to see that you have all the equipment shown on the diagram and that the equipment is located where it should be. If you are missing equipment, raise your hand. (*pause*)

Resolve any equipment problems.

> You may begin work. Start by reading the description of the task in the box at the top of the page.

Begin timing the 15 minutes now.

Start a stopwatch or note the time on a clock with a sweep-second hand. Record the time on the chalkboard or on a sheet of paper. A sample chart is shown below.

Time	Say:	First Station	Second Station	Third Station
Start Time	"You may begin work."			
Start Time + 10 minutes	"You have 5 minutes left."			
Start Time + 13 minutes	"You have 2 minutes left."			
Start Time + 15 minutes	"Stop working."			

Remember that you can provide only limited assistance to the students. If students have questions during the test, you may give assistance only for lost or broken equipment, safety issues, or specific provisions in a student's IEP for allowable testing accommodations. For most student questions, you should answer, "Read it again," "Sound out the word(s)," or "Do your best," etc. You must *not* give assistance to students on how to perform a procedure or acknowledge that the student is performing a correct *or* an incorrect procedure. This is not the time to be providing instruction. The purpose of this test is to determine what the student is able to do.

For students at Station 1, Sorting Creatures: Be sure that students are recording their answers in the test booklet after performing the sort using the separate sorting chart.

For students at Station 2, Ramp and Golf Ball: While at this station, the students will raise their hands to return the golf ball. Do *not* give the students the Ping-Pong ball at this time. Wait until the students raise their hands a second time.

After 10 minutes, say:

> You have 5 minutes left.

After 13 minutes, say:

> You have 2 minutes left.

After 15 minutes, say:

> Stop work.
>
> Please put all the equipment back the way it is shown on the Station Diagram. Put the microscopes back to lowest power; put the balances back to zero; put the calculators back to zero. (*pause*)

Before the students rotate to the next station, check to be sure all equipment and materials are positioned as shown in the Station Diagrams. Be sure that the Ping-Pong balls have been collected and the golf balls have been returned to each Station 1 setup.

> You are now going to move to your next station. I will show you how to do that. Be sure to take your test booklet and pencil with you.

Because stations have been arranged in groups, student movement can be kept to a minimum. Take one group and demonstrate for the whole class how students will move to the next station. Then let each group move one at a time and provide help when necessary. When all the students have moved, repeat the directions that start on page 33 until the testing session is completed.

When the students have completed ALL THREE STATIONS, say:

> The science skills test is over. Thank you for being so attentive and cooperative during the test. Please wait quietly until all test materials are collected and you are dismissed.

Be sure to collect the test booklets and pencils from all students before they leave the room. Return all unused test booklets and materials to the Department according to the instructions on page 6 of this manual.

Rating the Performance Test

The entire Performance Test will require rating by intermediate-level science teachers. It is estimated that a team of three teachers should be able to rate the responses to all three stations for about 30 students in one hour. This scoring can be most quickly accomplished if one teacher rates all students' responses to Station 1 while another rates all students' responses to Station 2 and a third rates all students' responses to Station 3.

The Performance Test, Form A Rating Guide gives detailed directions for rating the Performance Test and specific criteria for rating each item. It is printed on yellow paper and was included in the shipment of test materials from the Department. In rating the students' test booklets, each rater should follow the procedures in the rating guide. The rating should be completed as soon as possible after the test administration and by June 13.

Organizing the Rating Process

The following is a suggested procedure for managing the mechanics of the rating process.

1. Designate one person as the coordinator of the rating process. The coordinator may be appointed at either the building or the district level. He or she will be responsible for training and supervising raters and may rate some of the students' responses.
2. Set aside one room as a central rating room for collecting, sorting, circulating, and storing test booklets and for preparing and maintaining records.
3. Provide adequate time for rating during the school day.
4. Make sure each rater receives approximately the same number of student booklets.
5. Provide a copy of the completed Test Administrator's Record Sheet to each rater.
6. At least two teachers, and preferably three, should participate in rating the questions on the Performance Test. Each should be responsible for rating all of the questions for one station. No one teacher is to score all the open-ended questions in a student's answer booklet.
7. Prior to the rating of the students' answers to the Performance Test, allow time to provide training for all raters (even if they have received prior training). If possible, select at random 10-15 student test booklets and duplicate them for use as a "warm-up" exercise with the raters for discussion of the questions, the criteria, and the rating of each item. During the training exercise, after three or four complete student test booklets have been rated, ask the raters to indicate, by a show of hands, how many credits they gave each answer. If there is some disagreement about the number of credits to be awarded for an answer, ask raters who gave different credits to an answer to explain their rating by citing specific criteria from the rating guide.
8. Raters should have a set of stations available to check the accuracy of questionable student answers by actually performing the task for which the answer was given.

Note: Some schools may elect to administer the Performance Test prior to the Written Test. If this is the case, it is recommended that schools do *not* record the students' Performance Test scores on their scannable answer sheets until after the students have taken the Written Test and completed their portion of the answer sheet. This way, students will not be distracted by seeing their Performance Test scores on the answer sheets. This will also prevent students from altering those scores.

Finality of Teacher Scoring Committee's Scores

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 had 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 which 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, the administrator must first obtain permission in writing from the Office of State Assessment before arranging for or permitting a rescoring of student papers. 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 in this manual and fully utilizing the scoring materials for this test provided by the Department.

On occasion, the Department finds it necessary to notify schools of a revision to the scoring 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, the school is not required to notify or obtain approval from the Department to correct students' final examination scores.

Appendix I
Materials Needed to Administer the Performance Test, Form A

The Department will provide the test booklets, rating guides, and other printed administration materials. Schools are responsible for obtaining the materials needed for the performance tasks. Schools can either prepare these materials or purchase the materials in a complete kit from one of several vendors (see Appendix IX). Schools might want to contact the vendor that has supplied them with kits in the past. A list of materials that will be needed for *one* setup for each of the three stations appears below.

Schools will need to provide microscopes, triple-beam balances, and handheld calculators.

Station 1: Sorting Creatures

Materials for one station:

- Black permanent marker
- Collection of six specific plastic creatures
- Index card (3" × 5", unlined)
- Masking tape
- Microscope with an eyepiece of 10x and at least two lenses (providing total magnification of about 40x and 100x)
- Slide X—slide of microscopic specimen: (recommend *Drosophila*—must clearly show six legs)
- Slide A—slide of grid with 1-mm squares
- Sorting Chart (8½" × 14", laminated)

Station 2: Ramp and Golf Ball

Materials for one station:

- Ruler with groove (metric)
- Round plastic container with hole
- Support block(s)
- Place mat with measuring strip
- 5-gram mass or 25-cent coin
- Golf ball
- Masking tape
- Ping-Pong ball
- Carpet tape or duct tape
- Black permanent marker

Station 3: Woods and Water

Materials for one station:

- Balance (triple beam, 0.1 g)
- Block A (3.7-cm cube) in plastic resealable bag (pine, maple, or other wood with a density <1.0 g/cm^3)
- Block B (2.5-cm cube) (lignum vitae or other wood with a density >1.0 g/cm^3, available in science stores or wood specialty stores)
- Black permanent marker
- Ruler (metric)
- Transparent plastic cup (5 oz) with water
- Plastic bag (resealable)
- Masking tape
- Label
- Handheld calculator
- Paper towels

Appendix II
Comparison of Possible Performance Test Sites

SITE: CLASSROOM	
Advantages	*Disadvantages*
Ease of station preparation Furniture already at site Good station-to-station movement Only classroom teacher and students will be disrupted Secure location	Need to relocate the teacher and students whose room is being used for the duration of the testing
SITE: LIBRARY	
Advantages	*Disadvantages*
Large space Tables and/or carrels and chairs at site Secure location	May disrupt more teachers and students than classroom site Library unavailable for other uses during testing
SITE: CAFETERIA	
Advantages	*Disadvantages*
Large space Tables and chairs at site	May disrupt a large number of teachers and students Unavailable for other uses during testing Poor security Breakfast/lunch program may interrupt the testing Poor acoustics and high noise levels May need to disassemble and reassemble stations before and after lunch
SITE: SCIENCE ROOM	
Advantages	*Disadvantages*
Large space Tables and/or carrels and chairs at site Secure location Science materials on site Counters with electrical outlets for microscopes	May disrupt more teachers and students than classroom site
SITE: GYMNASIUM	
Advantages	*Disadvantages*
Large space	May disrupt large numbers of teachers and students Need to move tables or desks and chairs into space Poor security Poor acoustics Not a familiar testing site for students May need to disassemble and reassemble stations to accommodate physical education classes
SITE: HOME AND CAREERS CLASSROOM	
Advantages	*Disadvantages*
Large space Counters with electrical outlets for microscopes	May disrupt more teachers and students than classroom site

Appendix III

Test Administrator's Record Sheet
Grade 8 Intermediate-Level Science
Performance Test, Form A

This record sheet should be completed by the person(s) administering the Performance Test. At the conclusion of the test administration, return this completed record sheet with the student test booklets. **The information on this record sheet is needed to score the tests**. Be certain to fill in both sides of this sheet completely.

Test Administrator(s):_____ Date:_____

School Name:_____ School District:_____

Station 1: Sorting Creatures

Microscope Power and Data for *Drosophila* on Slide X

Group	Lowest Power Available on Microscope	Field of View Diameter (to nearest 0.5 mm)	Acceptable Range for Field of View (±0.5 mm)	Length of *Drosophila* (to nearest 0.5 mm)	Acceptable Range for Length (±0.5 mm)	Number of Legs That Are Clearly Visible	Acceptable Range for Number of Legs (±1)
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

[OVER]

Station 3: Woods and Water

Mass, Length, and Volume for Block B

Group	Mass (to nearest 0.1 g)	Acceptable Range (±1.0 g)	Length of One Side (to nearest 0.1 cm)	Acceptable Range (± 0.1 cm)	Volume (to nearest 0.1 cm^3)	Acceptable Range (±3.0 cm^3)	Density (to the nearest 0.1 g/cm^3)
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

Note: If any materials used during the test administration were different from those specified in Appendix I, or if the administration directions were not followed exactly as written, note these differences below. Be specific. These variations can be important when scoring the students' test booklets.

Appendix IV

Station 1—Sorting Chart

(to be reproduced on 8½" × 14" paper and laminated)

Sorting Chart

Place all the creatures here. Move the creatures in and around the appropriate boxes as you answer the questions.

Question: Does this creature have more than six legs?

1 **Yes**

Question: (Record your question in the test booklet.)

2 **No**

Question: (Record your question in the test booklet.)

3 **Yes**

4 **No**

5 **Yes**

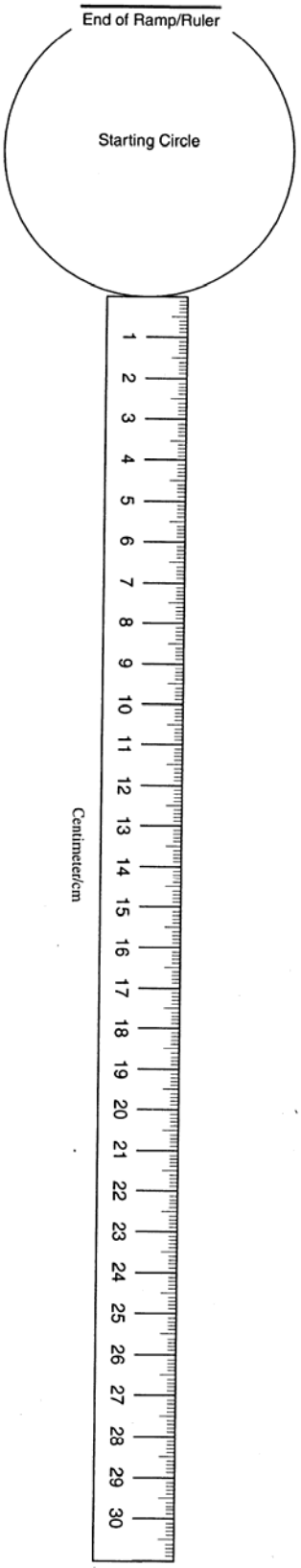
6 **No**

Appendix V

Station 2—Ramp Place Mat
(to be reproduced on 11" × 17" paper and laminated)

Ramp Place Mat

For actual size,
enlarge to 155%
and print on
11" X 17" paper.



Appendix VI
Class Record Sheet
Distribution of Final Test Scores

Class Record Sheet

Schools that compile student scores by hand can use the Class Record Sheet to record scores of each class on the Written Test and the Performance Test. Make one copy of the sheet for each class.

Nonpublic schools not contracting with a RIC or large city school district *must* complete this Class Record Sheet and return it to the address below, along with the students' original scored, scannable answer sheets. The Department will not return these materials, so schools should make photocopies for their records.

Carolyn Bulson
Information and Reporting Services
Room 868 EBA
New York State Education Department
89 Washington Avenue
Albany, NY 12234

Distribution of Final Scores

These data can be developed into a distribution of final test scores for local use. Complete the steps below.

1. Using the Class Record Sheet, tally the number of students who achieved each final test score value.
2. Count the tallies and write the number in the frequency column (F).
3. Complete the cumulative frequency column (CF) beginning with the final test score of 0. For each final test score, add the frequency to the CF for the previous final test score to get the next CF value.

Once completed, the CF column can be used to determine how many students scored at or below a given final test score. For example, a school might be interested in knowing the number of students whose scores were below 65 because those students will require academic intervention services.

Class Record Sheet
Grade 8 Intermediate-Level Science — Spring 2008

School Name: _____ **Class/Teacher:** _____

School BEDS Code: _____ **District:** _____ **Date:** _____

Student ID	Student Name	Written Test			Performance Test				Final Test Score* (0–100)	Level** (1, 2, 3, or 4)	Exceptions		
		Part I Score	Part II Score	Total Written Score	Station 1 Score	Station 2 Score	Station 3 Score	Total Perfor-mance Score			NYSAA		Absent

* Use the conversion chart provided on the Department's web site: http://www.emsc.nysed.gov/osa.

** Use the performance-level chart in Appendix X to find this number.

New York State Grade 8 Intermediate-Level Science Test

Distribution of Final Test Scores

Spring 2008

Final Score	Tally	F	CF	Final Score	Tally	F	CF	Final Score	Tally	F	CF
0				34				68			
1				35				69			
2				36				70			
3				37				71			
4				38				72			
5				39				73			
6				40				74			
7				41				75			
8				42				76			
9				43				77			
10				44				78			
11				45				79			
12				46				80			
13				47				81			
14				48				82			
15				49				83			
16				50				84			
17				51				85			
18				52				86			
19				53				87			
20				54				88			
21				55				89			
22				56				90			
23				57				91			
24				58				92			
25				59				93			
26				60				94			
27				61				95			
28				62				96			
29				63				97			
30				64				98			
31				65				99			
32				66				100			
33				67							

Key		
F	—	Frequency
CF	—	Cumulative Frequency

Appendix VII

Deputy and Proctor Certificate

Examination Storage Certificate

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

Deputy and Proctor Certificate
Grade 8 Intermediate-Level Science Test

School Name _____

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

We, the undersigned deputies and proctors who assisted in the administration of the Grade 8 Intermediate-Level Science 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 within the prescribed dates.
3. The tests were kept in the sealed packages until the administration date.
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 keys 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.

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 Science 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 Science Test.

1. The sealed packages of secure test materials were stored in a secure place at the location indicated on the Examination Storage Plan submitted for the above examination period.
2. The secure place 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 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 VIII

Instructions for Nonpublic Schools

These instructions apply to nonpublic schools *not* working with a Regional Information Center (RIC) or large-city school district to report data to the Department. Nonpublic schools working with a RIC or large-city school district should follow the directions for public schools for reporting data to the Department.

Completing the Class Record Sheet

School staff must complete a Class Record Sheet (see Appendix VI). List on the Class Record Sheet every Grade 8 student in the school as well as all accelerated Grade 7 students who will be taking the Grade 8 Intermediate-Level Science Test in Grade 7. Do *not* include accelerated Grade 8 students who took this test during the last school year or who are taking a Regents Examination in science in lieu of the Grade 8 Intermediate-Level Science Test. After the Performance Test is administered and scored, staff should record on this sheet student scores for Stations 1 through 3 and the total performance score. After the Written Test is administered and scored, staff should record student ID numbers and student scores for Parts I and II of the Written Test, the total Written Test score, the final test score, and the performance level. The final test score and performance level are determined by using information provided in the conversion chart posted on the Department's web site at http://www.emsc.nysed.gov/osa. The student ID number is the six- or seven-digit number at the bottom of page 2 of the machine-scannable answer sheet, which is sent to schools with the Written Test materials.

Staff should indicate with a checkmark in the appropriate column those students for whom scores were not recorded because they were exempt from taking this test because they are students with disabilities eligible to take the NYSAA or they were absent for the Written and/or Performance Test.

Completing the Answer Sheets

Nonpublic schools must use the machine-scannable answer sheets the Department provides to schools with the Written Test materials to record and report student demographic information and student test scores for the Grade 8 Intermediate-Level Science Test. An answer sheet must be completed for each Grade 8 student, including each age-equivalent student with disabilities and each LEP student, and for each accelerated Grade 7 student being administered the test. Do *not* complete a Grade 8 Science machine-scannable answer sheet for students taking a Regents Examination in science in lieu of the Grade 8 Intermediate-Level Science Test. Students will complete the left side of page 1 of the answer sheet during the administration of the Written Test. Teachers will complete the right side of page 1 after the Written Test administration.

Record "Alternate Assessment" for any student with severe disabilities whom the student's home school district's CSE has identified as eligible for the NYSAA instead of the Grade 8 Intermediate-Level Science Test.

If the student did not complete the entire test because of absence, indicate the student's absence for the Written and/or Performance Tests on the answer sheet. If your school does not have a sufficient number of answer sheets, contact the Office of State Assessment via fax at 518-474-2021 to obtain additional copies.

Scoring the Test

Make sure that all student information is properly recorded on the answer sheet prior to scoring. On each student's answer sheet, complete all information that is to be provided by the teacher. Record the student's scores for the Part I, Part II, Total Written Test, and Performance Test, and the student's Final Test Score obtained by using the conversion chart provided for the Written Test, which may be accessed on the Department's web site at: http://www.emsc.nysed.gov/osa. Keep a record of the students' scores at the school. (It is recommended that you make a photocopy of student answer sheets for your records.) The Department will *not* be mailing student score reports to schools.

If your school is sending papers to be scored at a Regional Scoring Site, the scoring site *must* return the scored student papers to your school. On each student's answer sheet, make sure the information to be provided by teachers is completed. The student's score for the Part I, Part II, Total Written Test, and Performance Test must be recorded at the Regional Scoring Site. The school must determine the Final Test Score using the conversion chart provided for the Written Test. Keep a record of the students' scores at the school.

DO NOT MAKE ANY EXTRANEOUS MARKS ON THE ANSWER SHEETS. Stray pencil or pen marks of any color or liquid correction fluid on the answer sheet may interfere with the scanning of the sheets and result in inaccurate data being recorded for the student.

After the Scoring

It is the school's responsibility to provide final scores. The final score on the answer sheets must be determined by using the conversion chart. The final test score is *not* calculated by simply adding the total written test score with the performance test score. Simply adding these two scores together will result in a much lower and inaccurate final test score. You must use the 2008 conversion chart. The conversion chart is posted at the following web site: http://www.emsc.nysed.gov/osa. On the answer sheets please write *and* darken in the scores. Scores must be placed on both the Class Record Sheet and the student answer sheets.

Complete the Class Record Sheet by recording each student's Written Test Score and Final Test Score. Make sure that the information on the Class Record Sheet agrees with that on the student answer sheets. Make a photocopy of the Class Record Sheet for your records.

It is the principal's responsibility to submit the complete, scored answer sheets to the Department for scanning. Submission of these answer sheets satisfies the reporting requirements for nonpublic schools for the Grade 8 Intermediate-Level Science Test. Nonpublic schools are *not* required to report aggregate results for this test to the Department. Send the Class Record Sheets to the Department with the scored answer sheets. *Do **not** include test booklets when submitting answer sheets to the Department.* Keep used student Performance Test booklets in secure storage at your school for at least one year.

Mail the answer sheets and the Class Record Sheets using a delivery service that includes a package tracking service (e.g. UPS, FedEx) by June 13, 2008, to:

Carolyn Bulson
New York State Education Department
Information and Reporting Services, Room 868 EBA
89 Washington Avenue
Albany, NY 12234

The Department will scan the answer sheets to calculate school summary data. The Department uses secure procedures to protect the confidentiality of student records. The Department does *not* retain student names in its files.

Appendix IX

Suppliers for Intermediate-Level Science Performance Test Kits

The Grade 8 Intermediate-Level Performance Test, Form A, will be given during the designated administration period. This is the same performance test that has been administered since 2000. A new kit will not be needed. The suppliers below can be contacted if replacement materials or additional kits are needed.

Kathleen MacNaughton
Director of Professional Development
And Instructional Support
65 Parrott Road
West Nyack, New York 10994
Office Phone: (845) 627-4855
Office Fax: (845) 623-3343

Doug Welles
Frey Scientific
80 Northwest Blvd
Nashua, NH 03063
VW# 1-800-225-3739 x 2157
Direct 215-499-7451
dwelles@freybg.com

Doug Brucker
Monroe #2 BOCES Elementary Science Program
38 Turner Drive
Spencerport, NY 14559
800-832-8011 or 716-352-1140

Geof Smith
Science Kit & Boreal Laboratories
777 East Park Drive, P.O. Box 5003
Tonawanda, NY 14151
Phone: 800-828-7777
Gsmith@vwreducation.com
http://www.sciencekit.com

John Ringelberg or Jim Crawford
Black Creek Industry/Cyntech
10 Mill Street
Cuba, NY 14727
Phone: 585-968-3213
Phone after 5PM: 716-372-5999
FAX: 585-968-2222
Email: john@blackcreekmachinery.com
Website: www.blackcreekmachinery.com

Appendix X

Performance Levels Chart

The chart on the next page defines the four performance levels for this test. The state-designated level of performance for this test is a final score of 65 or higher (level 3 and 4). Students scoring below 65 (levels 1 and 2) must be provided with academic intervention services according to section 100.2(ee)(i) of the Regulations of the Commissioner of Education. The chart provides the score intervals and a brief description of student abilities at each level.

Performance Levels

Grade 8 Intermediate-Level Science Test

Level	Score Range	Description of Student Performance
4	85 – 100	**Meeting the Standards with Distinction** • Student demonstrates superior understanding of the intermediate-level science content and concepts for each of the learning standards and key ideas assessed. • Student demonstrates superior intermediate-level science skills related to each of the learning standards and key ideas assessed. • Student demonstrates superior understanding of the intermediate-level science content, concepts, and skills required for a secondary academic environment.
3	65 – 84	**Meeting the Standards** • Student demonstrates understanding of the intermediate-level science content and concepts for each of the learning standards and key ideas assessed. • Student demonstrates the science skills required for intermediate-level achievement in each of the learning standards and key ideas assessed. • Student demonstrates understanding of the intermediate-level science content, concepts, and skills required for a secondary academic environment.
2	44 – 64	**Not Fully Meeting the Standards** • Student demonstrates only minimal proficiency in intermediate-level science content and concepts in most of learning standards and key ideas assessed. • Student demonstrates only minimal proficiency in the skills required for intermediate-level achievement in most of the learning standards and key ideas assessed. • Student demonstrates marginal understanding of the science content, concepts, and skills required for a secondary academic environment.
1	0 – 43	**Not Meeting the Standards** • Student is *unable* to demonstrate understanding of the intermediate-level science content and concepts in most of the learning standards and key ideas assessed. • Student is *unable* to demonstrate the science skills required for intermediate-level achievement in most of the learning standards and key ideas assessed. • Student is *unable* to demonstrate evidence of the basic science knowledge and skills required for a secondary academic environment.