



New York State Testing Program

Mathematics

Sample Test 2005

Teacher's Directions

Grade

3

Table of Contents

IntroductionPage 1



Check Your Sample Test MaterialsPage 2



Plan Your Sample Testing SchedulePage 2

 Sample Test Format and SchedulePage 2

 AccommodationsPage 3



Prepare Sample Test MaterialsPage 4

 Punch-Out ToolsPage 4

 Answer SheetsPage 4



Administer the Sample TestPage 4

 Day 1, Book 1Page 4

 Day 2, Book 2Page 6

It is important to read this entire document prior to administering the sample test.

Introduction

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

It is suggested that the Grade 3 Mathematics Sample Test be administered on two consecutive days.

Day 1, Book 1:

- multiple-choice questions

Day 2, Book 2:

- short-response and extended-response questions

Each multiple-choice question is followed by four choices, one of which is correct. Students will record their responses on a separate answer sheet.

The short-response and extended-response questions require students to write (rather than select) an appropriate response. These questions will allow students to take different paths to a solution and to use different strategies.

By following the guidelines in this document, you can help ensure that the sample test will be equitable for all students. A series of instructions will help you organize the materials and sample testing schedule for maximum efficiency.

A square icon with a double border. The top half contains the word "STEP" in a bold, sans-serif font. The bottom half contains the number "1" in a large, bold, sans-serif font.

CHECK YOUR SAMPLE TEST MATERIALS

To administer this sample test, you will need the materials listed below.

For the teacher:

- *Sample Test 2005 Teacher's Directions*
- Book 1
- Book 2
- Do Not Disturb sign (not provided)
- Extra No. 2 pencils with erasers (not provided)

For each student:

- Answer sheet (for Book 1 only)
- Book 1
- Book 2
- Punch-Out Tools sheet
- No. 2 pencil with eraser (not provided)
- Envelopes for Punch-Out Tools (not provided)

A square icon with a double border. The top half contains the word "STEP" in a bold, sans-serif font. The bottom half contains the number "2" in a large, bold, sans-serif font.

PLAN YOUR SAMPLE TESTING SCHEDULE

- It is suggested that Book 1 and Book 2 be administered on two consecutive days.
- Schedule testing to allow sufficient time for instructions and preparations. See Page 3 for time requirements.
- **Read the *Sample Test 2005 Teacher's Directions* in its entirety prior to administering the sample test.**
- Review Step 4, "Administer the Sample Test," before each section.
- Read directions at a moderate, steady pace.
- Adhere to testing time limits.
- Call time if all students complete the section early.
- Avoid testing just after students have had strenuous physical activity.

Sample Test Format and Schedule

The sample test is divided into two books: Book 1 and Book 2.

Book 1 contains multiple-choice questions. Book 2 contains short-response and extended-response questions. Each multiple-choice question is followed by four choices, one of which is the correct answer. Students will answer the multiple-choice questions by filling in circles on their answer sheets. Students will write their answers to the short-response and extended-response questions directly in their sample test books.

The two sections of the sample test will take approximately two hours of testing time. It is suggested that the sample test be administered on two consecutive days as described in the chart on the next page. If all students finish before the recommended time, the section may be ended early. Students who have not completed a section of the sample test within the designated time should **not** be given additional time to finish.

The chart below provides information about the format of the sample test, where and how students are to record their answers, and the time allotted for each section of the sample test.

GRADE 3 MATHEMATICS SAMPLE TEST

Day 1 Book 1	<ul style="list-style-type: none">• 25 multiple-choice questions (Students fill in circles on answer sheet.)	40 minutes, plus an additional 10 minutes prep time
Day 2 Book 2	<ul style="list-style-type: none">• 6 short-response and extended-response questions (Students write answers directly in Book 2.)	35 minutes, plus an additional 10 minutes prep time

Accommodations

Students with Disabilities

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

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

Use of Calculators

Because this sample test assesses a student's proficiencies involving calculations, the use of a calculator or mathematics tables will **not** be allowed. Students whose IEPs or 504 Plans specify the use of an abacus will be permitted to use such a device with these Mathematics Sample Tests.

Limited-English-Proficient (LEP) Students

Information on accommodations for LEP students can be found in the New York State Testing Program's 2005 *School Administrator's Manual*. A copy of this document was mailed to the school principal prior to the administration of the 2005 Grades 4 and 8 Mathematics Tests. It is also available on the Department's web site at www.emsc.nysed.gov/osa.

STEP
3

PREPARE SAMPLE TEST MATERIALS

Punch-Out Tools

- Each student must have one set of Punch-Out Tools.
- Photocopy the Punch-Out Tools sheet, one copy per student.
- Cut out the tools and place one set of tools in an envelope for each student. The envelopes will be used for distributing and collecting the tools during test administration.
- Before administering the sample test, give students the opportunity to familiarize themselves with the tools.

Answer Sheets

- Locate the separate answer sheet that has been provided for this sample test.
- Make sure you have photocopied a sufficient number of answer sheets to distribute to your students.
- Students will be recording their answers to the multiple-choice questions (Book 1) on their answer sheets, but will be writing their answers to the short-response and extended-response questions (Book 2) directly in their sample test books.

STEP
4

ADMINISTER THE SAMPLE TEST

Please read these directions carefully before administering the sample test. When you administer the sample test, the directions you are to read aloud are preceded by **SAY**. The italicized instructions to teachers should not be read aloud.

Day 1, Book 1

Make sure you have a copy of Book 1.

Make sure each student has a No. 2 pencil.

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

No extra paper is to be distributed to students. (In operational testing, only the responses on students' answer sheets will be scored.)

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

Distribute an answer sheet to each student. Ask the students to look at their answer sheets.

SAY Find the words STUDENT NAME at the bottom of the answer sheet. Write your first and last name on the blank line next to these words.

For the questions in Book 1, you will mark your answers on this answer sheet.

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

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

When you fill in the circles, make heavy black marks.

If you make a mistake, erase it completely.

Make no stray marks.

Do not make any marks on the back of the answer sheet.

Are there any questions?

Distribute a set of Punch-Out Tools (ruler, pattern blocks, and counters) in an envelope to each student. Explain to the students that they will use these tools to help them solve some of the problems on the test. Make sure each student's name is on the envelope for collecting and redistributing the Punch-Out Tools.

*Distribute a Book 1 to each student. Make sure each student has a No. 2 pencil. Students may **not** use scrap paper.*

SAY This is your Book 1.

Do not open your sample test book until I tell you to do so.

All your answers must be marked on the answer sheet.

Book 1 of the sample test contains multiple-choice questions. Read each problem in the sample test book carefully and answer the questions. On the answer sheet, you will fill in the letter that matches your answer for each question.

Open your sample test book to Page 1. You will see Tips for Taking the Sample Test and information in a box. I will read all the sentences aloud while you read along silently.

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

SAY Now look at Sample A on Page 2.

Check to see that all students are on Sample A in the sample test book.

SAY Answer sample questions A, B, and C. When you have finished, stop working.

Give students time to answer Samples A, B, and C. Then discuss the samples with them. The correct answer for Sample A is choice B, the correct answer for Sample B is choice J, and the correct answer for Sample C is choice C.

SAY Read the directions and questions carefully. You may use your tools to help you solve any problem on the sample test. When you see the words GO ON at the bottom of a page, keep going to the next page. When you come to the word STOP, you have finished Book 1. You may go back and check your work. When you have finished, sit quietly until I call time. You will have 40 minutes to complete Book 1. I will write the time on the board. You must work independently and you may not speak with each other while this sample test is being administered. Are there any questions?

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

SAY Turn to Page 5, question 1.

Check to see that all students are on question 1 in the sample test book.

SAY You may begin.

Record the time.

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

After 30 minutes,

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

Record the time.

After 40 minutes (or sooner, if you are sure everyone has finished),

SAY Please stop working. This is the end of Book 1. Close your books. Put your tools in the envelope. We will answer the questions in Book 2 tomorrow. Now I will collect the answer sheets, sample test books, and tools.

Collect and keep the envelopes for the next testing section. Collect all sample test books and answer sheets.

Day 2, Book 2

Distribute a Book 2 and a set of Punch-Out Tools to each student. Make sure each student has a No. 2 pencil. Have on hand a copy of Book 2.

*Do **not** redistribute the answer sheets; all answers to the questions in Book 2 will be written in the sample test book. No extra paper is to be distributed to the students. Only the responses in their sample test books will be scored.*

SAY This is your Book 2. Today you will answer the questions in Book 2.

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

Do not open your sample test book until I tell you to do so.

Hold up your copy of Book 2. Open your book to Page 1 and point to the section, Tips for Taking the Sample Test.

SAY Open your sample test book to Page 1. You will see Tips for Taking the Sample Test and information in a box. I will read all the sentences aloud, as I did in the last section, while you read along silently.

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

SAY For Book 2, you will write your answers in the sample test book. Read the directions and questions carefully. Be sure to write clearly and legibly. It is important to show all your work as well as your final answer in the sample test book. You may use your tools to help you solve any problem on the sample test. Are there any questions?

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

SAY When you see the words GO ON at the bottom of a page, keep going to the next page. When you come to the word STOP, you have finished Book 2. You may go back and check your work. When you have finished, sit quietly until I call time. You will have 35 minutes to complete Book 2. I will write the time on the board. You must work independently and you may not speak with each other while this sample test is being administered. Are there any questions?

Pause to answer questions.

SAY Turn to Page 3, question 26.

Check to see that all students are on question 26 in the sample test book.

SAY You may begin.

Record the time.

After 25 minutes,

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

Record the time.

After 35 minutes (or sooner, if you are sure everyone has finished),

SAY Please stop working. This is the end of Book 2. Close your books. Put your tools in the envelope. Now I will collect the sample test books and the tools.

Collect all sample test books and envelopes.



Grade 3
Mathematics
Sample Test 2005
Teacher's Directions

The McGraw-Hill Companies