



# ***New York State Testing Program***





## **English Language Arts**

**Sample Test 2005  
Teacher's Directions**

Grade **4**



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



# Introduction

The **New York State Education Department** (the Department) has entered into a partnership with CTB/McGraw-Hill for the development of the elementary and intermediate assessments in English Language Arts. 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 4 English Language Arts Sample Test be given on three consecutive days.

## **Day 1, Book 1:**

- multiple-choice questions based on reading selections

## **Day 2, Book 2:**

- short-response and extended-response questions based on a listening selection

## **Day 3, Book 3:**

- short-response and extended-response questions based on reading selections

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. Students will be asked to demonstrate their understanding of a listening selection and some reading selections by providing written text-based answers directly in their sample test books.

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
- Book 3
- Sample Test *Listening Selection* booklet
- Extra No. 2 pencils with erasers

### For each student:

- Answer sheet
- Book 1
- Book 2
- Book 3
- No. 2 pencil with eraser

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, Book 2, and Book 3 be administered on three 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.
- Before administering Book 2, take time on your own to read the story in the *Listening Selection* booklet.
- 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 three books: Book 1, Book 2, and Book 3.

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

Book 2 and Book 3 contain short-response and extended-response questions. These questions require the students to write their responses. Students will write their responses for these questions directly in Book 2 and Book 3.

The three sections of the test will take approximately two and a half hours of testing time. The three sections of the test should be administered on three consecutive days. If all students finish before the recommended time, the section may be ended early. Students who have not completed a sample test within the designated time should **not** be given additional time to finish the sample test.

The chart below provides information about the format of the sample test, where and how students record their answers, and the testing time for each part of the sample test.

#### GRADE 4 ENGLISH LANGUAGE ARTS SAMPLE TEST

Day 1 Book 1	<ul style="list-style-type: none"> <li>• Reading selections</li> <li>• 28 multiple-choice questions (Students fill in circles on the answer sheet.)</li> </ul>	45 minutes, plus an additional 10 minutes prep time
Day 2 Book 2	<ul style="list-style-type: none"> <li>• Listening selection</li> <li>• Short-response and extended-response questions (Students write their answers directly in Book 2.)</li> </ul>	45 minutes, plus an additional 15 minutes prep time (includes time for reading the listening selection aloud)
Day 3 Book 3	<ul style="list-style-type: none"> <li>• Reading selections</li> <li>• Short-response and extended-response questions (Students write their answers directly in Book 3.)</li> </ul>	60 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.

### Teacher Reading to Student

- Book 1:  
Only directions that are to be read aloud to **all** students may be read; no other part of Book 1 may be read to the student.
- Book 2:  
The listening selection, as well as the directions that are to be read aloud to **all** students, may be read. In addition, if “tests read” is indicated in the students’ IEP or 504 Plan, all other directions and all questions in Book 2 may be read to the student.
- Book 3:  
Only directions that are to be read aloud to **all** students may be read; no other part of Book 3 may be read to the student.

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

- Students may **not** use spell-checking and/or grammar-checking devices on **any** parts of the English Language Arts Test.

## Scoring Student Writing

- Students may **not** have requirements for spelling, paragraphing, and/or punctuation (writing mechanics) waived for **any** parts of the English Language Arts Test.

Additional information on testing accommodations for students with disabilities 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 English Language Arts Tests. It is also available on the Department's web site at [www.emsc.nysed.gov/osa](http://www.emsc.nysed.gov/osa).

### **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 English Language Arts Tests. It is also available on the Department's web site at [www.emsc.nysed.gov/osa](http://www.emsc.nysed.gov/osa).



## **PREPARE SAMPLE TEST MATERIALS**

### **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 on their answer sheets, but will be writing their answers to the short-response and extended-response questions directly in their sample test books.



## **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 for their responses or for note taking. (In operational testing, only the responses on students' answer sheets and in their test books will be scored.)*

**SAY** The sample test is divided into three books. Today, you will answer the questions in Book 1. Tomorrow, you will answer the questions in Book 2, and the next day, you will answer the questions in Book 3.

*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 names on the blank.



All your answers must be marked on the 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.

Make heavy black marks.

If you make a mistake, erase it completely.

Make no stray marks.

Are there any questions?

*Pause for questions. When you are confident that all students understand how to take the sample test, distribute a Book 1 to each student.*

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

All your answers must be marked on the answer sheet. You may, however, make notes or underline in the test book as you read.

Now open your book and look at the page opposite Page 1. Please read along silently as I read aloud the Tips for Taking the Sample Test.

*Read aloud Tips for Taking the Sample Test. When you finish reading,*

**SAY** Are there any questions?

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

**SAY** In this part of the test, you are going to read some passages and answer questions about what you have read. You may look back at the reading selections as often as you like. When you come to the word STOP, you have reached the end of the test. You may go back and check your work.

You will be given 45 minutes to read all the passages carefully and answer the 28 questions about what you have read. On the answer sheet, you will fill in the circle for the letter that matches your answer for each question.

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

*Pause for questions. When you are confident that all students understand how to take the test,*

**SAY** I will write the time on the board. You must work independently, and you may not speak with each other while the test is being administered.

Now read the directions on Page 1 and begin.

*Record the time.*

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

*After 35 minutes,*

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

*At the end of 45 minutes,*

**SAY** This is the end of this section of the sample test. Please close your test books. Tomorrow you will answer the questions in Book 2. Now I will collect the test books and the answer sheets.

*Collect all sample test books and answer sheets.*

## **Day 2, Book 2**

*Make sure you have a copy of Book 2 and the Listening Selection booklet.*

*Make sure each student has a No. 2 pencil.*

*Do **not** distribute answer sheets; all answers for this section will be written directly in Book 2.*

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

*No extra paper is to be distributed to students for their responses or for note taking. (In operational testing, only the responses written in students' test books will be scored.) If the student requires additional room for a response, he or she may use any available blank space in Book 2. However, please direct students to note and clearly label the continuation of the response.*

*Distribute a Book 2 to each student.*

**SAY** Now you are going to answer the questions in Book 2. Find the word NAME at the bottom of the cover. Write your first and last names on the blank.

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

*Make sure each student has written his or her name on the front cover of the test book. Then,*

**SAY** Today you will listen to a story and answer questions about that story. Now turn to the inside front cover of your test book. Please read along silently as I read aloud the Tips for Taking the Sample Test.

*Read aloud Tips for Taking the Sample Test. When you have finished reading,*

**SAY** Are there any questions?

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

**SAY** Now look at the box below the Tips for Taking the Sample Test. Follow along as I read this information to you.

*Read the information in the box aloud to the students. When you are finished reading,*

**SAY** Any time you see the writing symbol, you may look back at this page to review the information in the box. You will also be given a page in the test book to plan your writing. For example, you may want to write an outline, create a web, or make some notes to help organize and plan your writing. Do not use the planning page to write a complete draft

of your answer. What you write on the planning page will not be scored, unless you use space on the planning page to continue or complete a response. Clearly note and label the continuation of your response. Are there any questions?

*Pause for questions. Then,*

**SAY** You may print your answers or write in cursive. All your answers must be written in Book 2. You may not use additional paper for your answers. If you need more space to continue or complete a response, you may use any available blank space in your test book. Please make sure to clearly note and label the continuation of your response. Also make sure that you are not using space that has been provided for another question. Be sure to write clearly and legibly.

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, do not turn the page until you are told to do so. You may go back and check today's work. Remember, do not go past the word STOP.

Now look at Page 1. Let's read the directions together.

*Read the directions aloud as the students follow along.*

*After you have read the directions on Page 1,*

**SAY** Are there any questions?

*Pause for questions. (Please note: Students must not look at the questions before listening to the story.) When you are confident that all students understand the directions, open the Listening Selection booklet.*

**SAY** Now listen as I read the story to you.

*Read the listening selection aloud to the students twice, making sure to read the title, the author, and any introductory material. Read the listening selection at a moderate and steady pace, speaking clearly and with expression. Each of the two readings should take approximately five minutes. After you have read the listening selection twice,*

**SAY** You have 45 minutes to complete this section of the test. I will record the time on the board. You must work independently, and you may not speak with each other while the test is being administered. You may turn to Page 4 and begin working.

*Record the time.*

*After 35 minutes,*

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

*After 45 minutes,*

**SAY** This is the end of this section of the sample test. Please close your test books. Tomorrow, you will answer the questions in Book 3. Now I will collect the test books.

*Collect all sample test books.*

## Day 3, Book 3

Make sure you have a copy of Book 3.

Make sure each student has a No. 2 pencil.

Do **not** distribute answer sheets; all answers for this section will be written directly in Book 3.

Students may **not** use scrap paper.

No extra paper is to be distributed to students for their responses or for note taking. (In operational testing, only the responses written in students' test books will be scored.) If the student requires additional room for a response, he or she may use any available blank space in Book 3. However, please direct students to note and clearly label the continuation of the response.

Distribute a Book 3 to each student.

**SAY** Now you are going to answer the questions in Book 3. Find the word NAME at the bottom of the cover. Write your first and last names on the blank.

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

Make sure each student has written his or her name on the front cover of the test book. Then,

**SAY** Now turn to the inside front cover of your test book. Please read along silently as I read aloud the Tips for Taking the Sample Test.

Read aloud Tips for Taking the Sample Test. When you have finished reading,

**SAY** Are there any questions?

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

**SAY** Now look at the box below the Tips for Taking the Sample Test. Follow along as I read this information to you.

Read the information in the box aloud to the students. When you are finished reading,

**SAY** In this part of the sample test, you will read some selections and answer questions about what you have read. Remember to write complete and thorough responses and include details and examples from each selection. Remember to refer to the box on the inside front cover of your test book to help you plan and check your answers.

All of your answers must be written in Book 3. You may not use additional paper for your answers. However, if you need more space to continue or complete a response, and if I have not called "time," you may use any available blank space in your test book. Please make sure to clearly note and label the continuation of your response. Also make sure that you are not using space that has been provided for another question.

When you see the words GO ON at the bottom of a page, keep going to the next page. When you come to the word STOP, you have finished the test. You may go back and check today's work.

Are there any questions?

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

**SAY** Now look at Page 1 in your test book. Let's read the directions together.

*Read the directions aloud as the students follow along.*

*After you have read the directions,*

**SAY** You have 60 minutes to complete the test. I will record the time on the board. You must work independently and you may not speak with each other while the test is being administered. Now turn the page and begin.

*Record the time.*

*After students have been working in Book 3 for approximately 30 minutes, you may allow them to take a five-minute break. During the break, students may stand at their seats and stretch quietly without talking. If a five-minute break is allowed, the ending time should be adjusted so that students will have a total of 60 minutes to work on this section. If they complete the test early, they are to close their test books and wait quietly for the rest of the class to finish.*

*After 50 minutes,*

**SAY** You have 10 more minutes to complete the test.

*After 60 minutes,*

**SAY** This is the end of the sample test. Please close your test books. Now I will collect the test books.

*Collect all sample test books.*



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