

**ELA 3,4,5**

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***New York State  
Testing Program***

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**English Language Arts Tests  
Teacher's Directions**

Grades **3, 4, and 5**

**January 9–13, 2006**

# THE UNIVERSITY OF THE STATE OF NEW YORK

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

**Test books and scoring materials must be kept secure. You are not to discuss the test, show it to anyone, or photocopy the materials, as the security of the test could be breached. However, school personnel may make photocopies of this *Teacher's Directions* if additional copies are needed.**



# Introduction

The **Department** has entered into a partnership with CTB/McGraw-Hill for the development of the elementary- and intermediate-level 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.

The English Language Arts Tests will be administered in two or three sessions on two or three consecutive days, depending on the grade level. Students will be asked to demonstrate their understanding of a listening selection and some reading selections.

For **Grades 3 and 5**, the tests will consist of multiple-choice questions, short-response questions, and an editing paragraph. For **Grade 4**, the test will consist of multiple-choice, short-response, and extended-response questions.

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

The short-response questions, the extended-response questions, and the editing paragraphs require students to write (rather than select) an appropriate response. Students will write their answers to these questions directly in their test books.

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

## IMPORTANT DATES

Testing Dates .....	<b>January 9–13, 2006</b>
<hr/>	
Makeup Dates .....	<b>January 17–20, 2006</b>



## CHECK YOUR TEST MATERIALS

To administer these tests, you will need the materials listed below. If any materials are missing, notify your school principal.

### For the teacher

- *Teacher's Directions*
- Book 1
- Book 2
- Book 3 (for Grade 4 only)
- *Listening Selection* booklet
- Extra answer sheets
- Student identification labels for test books
- Identification labels and instructions for completing biographical data for new students
- Do Not Disturb sign (not provided)
- Extra No. 2 pencils with erasers (not provided)

### For each student

- Precoded answer sheet(s) or generic answer sheets(s) requiring the completion of a data grid
  - For Grades 3 and 5, two answer sheets per student (one for Book 1 and one for Book 2)
  - For Grade 4, one answer sheet per student (for Book 1)
- Book 1
- Book 2
- Book 3 (for Grade 4 only)
- No. 2 pencil with eraser (not provided)

### Security

The New York State Testing Program includes secure materials. School personnel responsible for testing must ensure that all test materials are secure at all times. The test books and *Listening Selection* booklets may **not** be photocopied or duplicated. They may be made accessible only to personnel responsible for testing. No section of the test may be discussed with the students before it has been administered. You may, however, describe the format of the test and the testing schedule to the students.

- On each day of test administration, you will receive the test books for that day from the principal or the principal's designee. On the second day of the test administration, you will receive the *Listening Selection* booklet.
- Contact your principal or the principal's designee if you do not have a sufficient number of test books.
- When not in use, the test books and *Listening Selection* booklet must be kept in a safe or vault in the school building or at an approved alternate storage site to prevent unauthorized access. Storing the books in this manner ensures that the security of the test is not breached.
- See your principal or school administrator for instructions regarding the processing of all used and unused testing materials.

**NOTE:** No one, *under any circumstances*, including the student, may alter the student's responses on these tests 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 3018 and 3020 of Education Law.

**STEP**  
**2**

**PLAN YOUR TESTING SCHEDULE**

- The test books must be administered in order, on consecutive days. See Page 1 for test and makeup dates.
- Schedule testing to allow time for instructions and preparations. See Pages 3 and 4 for time requirements.
- **Read the *Teacher’s Directions* in its entirety prior to administering the test.**
- Review Step 6, “Administer the Test,” before administering each section of the test. Refer to the “Table of Contents” to locate the appropriate test directions for your grade and test book.
- For each test section that requires an answer sheet, each student must have either an answer sheet precoded with student information or a generic answer sheet, which will require the completion of a data grid. For Grades 3 and 5, two separate answer sheets are required—one for Book 1 and another one for Book 2. For Grade 4, an answer sheet is required for Book 1 only. If a precoded answer sheet is missing for any student, allow sufficient time before test administration to fill in the data grid on a generic answer sheet.
- Before administering Book 2, take time to read the passage 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.

**Test Format and Schedule**

**Grades 3 and 5**

The Grades 3 and 5 Tests are each divided into two books: Book 1 and Book 2. For each grade, the two books must be administered on two consecutive days.

Book 1 and Book 2 contain multiple-choice questions and short-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 questions directly in their test books.

Book 2 also contains an editing paragraph. Students will write their responses directly in their test books.

The two sections of the test will take approximately two hours of testing time. If all students finish a section before the recommended time, the administration of that section may be ended early. Students who have not completed a test book within the designated time should **not** be given additional time to finish.

The following charts provide information about the format of the test, where and how students record their answers, and the testing time for each part of the test. Schools must adhere to the testing times shown.

**GRADE 3 ENGLISH LANGUAGE ARTS TEST**

Day 1 Book 1	<ul style="list-style-type: none"> <li>• Reading selections 20 multiple-choice questions (Students fill in circles on answer sheet) 1 short-response question (Students write answer directly in Book 1)</li> </ul>	40 minutes, plus an additional 10 minutes prep time
Day 2 Book 2	<ul style="list-style-type: none"> <li>• Listening selection 4 multiple-choice questions (Students fill in circles on answer sheet) 2 short-response questions (Students write answers directly in Book 2)</li> <li>• Editing paragraph (Students write answer directly in Book 2)</li> </ul>	35 minutes (includes 10 minutes to administer the sample editing paragraph and read directions to students), plus an additional 15 minutes prep time and time to read the listening selection aloud

## GRADE 5 ENGLISH LANGUAGE ARTS TEST

Day 1 Book 1	<ul style="list-style-type: none"> <li>• Reading selections</li> <li>20 multiple-choice questions (Students fill in circles on answer sheet)</li> <li>1 short-response question (Students write answer directly in Book 1)</li> </ul>	40 minutes, plus an additional 10 minutes prep time
Day 2 Book 2	<ul style="list-style-type: none"> <li>• Listening selection</li> <li>4 multiple-choice questions (Students fill in circles on answer sheet)</li> <li>1 short-response question (Students write answer directly in Book 2)</li> <li>• Editing paragraph (Students write answers directly in Book 2)</li> </ul>	30 minutes (includes 10 minutes to administer the sample editing paragraph and read directions to students), plus an additional 15 minutes to read the listening selection aloud and administer the sample editing paragraph

### Grade 4

The Grade 4 Test is divided into three books: Book 1, Book 2, and Book 3. These three books must be administered on three consecutive days.

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 by filling in circles on their answer sheets.

Book 2 and Book 3 contain short-response and extended-response questions. Students will write their answers to these questions directly in their test books.

The three sections of the test will take approximately three hours of testing time. If all students finish a section before the recommended time, the administration of that section may be ended early. Students who have not completed a test book within the designated time should **not** be given additional time to finish.

The chart below provides information about the format of the test, where and how students record their answers, and the testing time for each part of the test. Schools must adhere to the testing times shown.

## GRADE 4 ENGLISH LANGUAGE ARTS 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 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>2 short-response questions (Students write answers directly in Book 2)</li> <li>1 extended-response question (Students write answer 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>3 short-response questions (Students write answers directly in Book 3)</li> <li>1 extended-response question (Students write answer 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 these tests. 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 student’s IEP or 504 Plan, all other directions and all questions may be read to the student.

- **Book 3** (Grade 4 only)

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 Tests.

### **Requirements for Student Writing**

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

Additional information on testing accommodations for students with disabilities can be found in the New York State Testing Program’s 2006 *School Administrator’s Manual*. A copy of this document was recently mailed to the school principal and is available on the Department’s web site at <http://www.emsc.nysed.gov/osa>.

### ***Limited-English-Proficient (LEP) Students***

Information on accommodations for students with limited-English proficiency can be found in the New York State Testing Program’s 2006 *School Administrator’s Manual*.

## **Misadministration**

Immediately notify your principal if any part of the test is administered improperly. Examples of misadministration include the following: permitting students to have unauthorized/inappropriate testing accommodations or tools (for example, spell-checking devices), and engaging in other types of nonstandard test administration (for example, cheating).

**STEP**  
**3**

## **ORGANIZE YOUR CLASSROOM**

- Plan for the distribution and collection of materials.
- Provide a well-lighted, well-ventilated, and quiet classroom.
- Plan seating arrangements. Allow enough space between students to prevent sharing of answers. To help prevent communication between students during testing, make sure that each student is clearly visible to the proctor at all times. Students must not be permitted to speak to one another while the test is being administered.
- Completely cover or remove charts on the walls and all boardwork.
- Eliminate distractions such as bells or telephones.
- Place a Do Not Disturb sign on the door of the testing room.
- Make sure students' desks and shelves under desks are cleared of all extraneous materials.
- On the board, indicate starting and stopping times for the test.

**STEP**  
**4**

## **PREPARE YOUR STUDENTS**

- Help students approach the testing in a relaxed, positive way.
- Explain that the purpose of taking these tests is to find out which concepts have been mastered and which need further development.
- Point out that some questions may be more difficult than others and that, for many of the questions, partial credit will be given. Encourage and motivate your students to put forth their best effort.
- Be sure students understand the directions and how to mark answers on their answer sheets or record answers in the test book. Assist them with test-taking formats, but be careful not to inadvertently give hints or clues that indicate an answer or help eliminate answer choices. Do not assist students with any test questions.
- Encourage students to attempt all questions. Tell them to read each question carefully and make their best attempt at answering each one.

### **Use Standardized Testing Procedures**

This is a timed test that is to be administered under standard conditions. Follow the directions carefully. The same test administration procedures must be used with all students so that valid conclusions can be drawn from the test results.

**STEP**  
**5**

## **PREPARE TEST MATERIALS**

### **Answer Sheets, Biographical Data, and Labels**

- For each student in your class, verify that you have the correct precoded answer sheets:
  - For Grades 3 and 5, there should be 2 precoded answer sheets per student.
  - For Grade 4, there should be 1 precoded answer sheet per student.
- If there is no precoded answer sheet for any student, complete the data grid(s) on generic answer sheet(s) for that student.
  - For Grades 3 and 5, there should be 2 answer sheets per student.
  - For Grade 4, there should be 1 answer sheet per student.
- Affix the precoded labels to the back covers of the test books:
  - For Grades 3 and 5, affix the labels to each student's Book 1 and Book 2 on the day each book is administered.
  - For Grade 4, affix the labels to each student's Book 2 and Book 3 on the day each book is administered.



## ADMINISTER THE TEST GRADE 3 ENGLISH LANGUAGE ARTS

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

### Grade 3 — 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 pens.*

*Students may **not** use scrap paper for their responses or for note taking. Only the responses to the multiple-choice questions marked on their answer sheets and the answers to the remaining questions written in their test books will be scored.*

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

*Distribute to each student his or her own answer sheet. Ask the students to look at their answer sheets.*

**SAY** For the multiple-choice 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 about how to fill in the circles on your answer sheet?

*Pause for questions. When you are confident that all students understand how to take the test, distribute Book 1 to each student. If, earlier today, you affixed the student labels to the backs of the student test books, make sure each student receives the correct test book.*

**SAY** This is your Book 1. Do not open your test book until I tell you to do so.

Look at the cover of your test book. Make sure it says "Grade 3 English Language Arts, Book 1," and "January 9–13, 2006." If you do not have the correct book, please raise your hand and I will give you the correct one.

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

Today, you will read some passages and answer questions about what you have read. For most questions, you will mark your answer on the answer sheet. For the short-response question, you will write your answer in your test book.

Are there any questions?

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

**SAY** You may make notes or underline in Book 1 as you read.

You may not use additional paper for your answer to the short-response question. For that question, you will write the answer directly in your test book. You may print your answer or write in cursive. Be sure to write clearly.

Are there any questions?

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

**SAY** Now, open your test book and look at the page opposite Page 1.

*Check that all students are looking at the correct page.*

**SAY** Please read along silently as I read the Tips for Taking the Test aloud to you.

*Read the Tips for Taking the Test aloud as the students follow along.*

**SAY** Are there any questions?

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

**SAY** Now, look at Page 1. Please read along silently as I read the directions to you.

*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. When you are confident that all students understand the directions,*

**SAY** When answering the questions, you may look back at the reading selections as often as you like. When you see the words GO ON at the bottom of the page, go on to the next page. When you come to the word STOP, do not turn the page. You may go back and check your work, but do not go on until I tell you to do so.

You must work independently, and you may not speak with each other while the test is being administered.

Are there any questions?

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

**SAY** Since this part of the test measures your understanding of the reading passages, you should answer the questions based on the passages you read, and not on your personal opinion.

Now, turn to Page 2. Read the article and answer questions 1 through 5. For each question, mark your answer on the answer sheet. You will have 8 minutes to read the article and answer the questions about what you have read. I will write the time on the board. You may begin.

*Record the time.*

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

*After 8 minutes have passed,*

**SAY** Please stop working. If you have not finished this section of the test, and there is time left during the other sections, you may go back and finish this section.

Now, you will read a poem and answer five questions. Turn to Page 4. Read the poem and answer questions 6 through 10. For each question, mark your answer on your answer sheet. You will have 9 minutes to read the poem and answer the questions. When you come to the word STOP, do not turn the page. I will write the time on the board. You may begin.

*Record the time.*

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

*After 9 minutes have passed,*

**SAY** Please stop working. If you have not finished this section of the test, and there is time left during the other sections, you may go back and finish this section.

Now, you will read an article and answer six questions. Turn to Page 8. Read the article and answer questions 11 through 16. For each question, mark your answer on your answer sheet. You will have 10 minutes to read the article and answer the questions. When you come to the word STOP, do not turn the page. I will write the time on the board. You may begin.

*Record the time.*

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

*After 10 minutes have passed,*

**SAY** Please stop working. If you have not finished this section of the test, and there is time left during the next section, you may go back and finish this section.

Now, you will read a story and answer five questions. Turn to Page 10. Read the story and answer questions 17 through 21. For question 18, you will write your answer in the test book. For all the other questions, you will mark your answers on the answer sheet. You will have 13 minutes to read the story and answer the questions. When you come to the word STOP, do not turn the page. I will write the time on the board. You may begin.

*After 13 minutes have passed,*

**SAY** This is the end of this section of the test. Please place your answer sheet inside the front cover of your test book and close your test book. Now, I will collect the test books and answer sheets.

*Collect all test books and answer sheets, making sure each student's answer sheet has been inserted into his or her test book. Follow security procedures established by your principal or school administrator for returning secure testing materials.*

## Grade 3 — 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. Students may **not** use pens.*

*Students may **not** use scrap paper for their responses or for note taking. Only the responses to the four multiple-choice questions marked on their answer sheets and the answers to the remaining questions written in their test books will be scored.*

**SAY** Today, you will answer the questions in Book 2.

*Distribute to each student his or her own answer sheet. Ask the students to look at their answer sheets.*

**SAY** For the multiple-choice questions in Book 2, 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 about how to fill in the circles on your answer sheet?

*Pause for questions. When you are confident that all students understand how to take the test, distribute Book 2 to each student. If, earlier today, you affixed the student labels to the backs of the student test books, make sure each student receives the correct test book.*

**SAY** This is your Book 2. Do not open your test book until I tell you to do so.

Look at the cover of your test book. Make sure it says "Grade 3 English Language Arts, Book 2," and "January 9–13, 2006." If you do not have the correct book, please raise your hand and I will give you the correct one.

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

Today, you will listen to a story and answer questions about that story. For some of the questions, you will mark your answers on the answer sheet. For the short-response questions, you will write your answers directly in your test book.

For the editing paragraph, you will read a short paragraph that has some mistakes in capital letters and punctuation. You will then correct the mistakes you find. You will write the corrections directly in your test book.

Are there any questions?

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

**SAY** You may not use additional paper for your answers to the short-response questions. For those questions, write the answers directly in your test book. You may print your answers or write in cursive. Be sure to write clearly.

Are there any questions?

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

**SAY** Now, open your test book and look at the page opposite Page 1.

*Check that all students are looking at the correct page.*

**SAY** Please read along silently as I read the Tips for Taking the Test aloud to you.

*Read the Tips for Taking the Test aloud as the students follow along.*

**SAY** Are there any questions?

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

**SAY** Now, look at Page 1. Please read along silently as I read the directions to you.

*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. When you are confident that all students understand the directions,*

**SAY** When you see the words GO ON at the bottom of the page, go on to the next page. When you come to the word STOP, do not turn the page. You may go back and check your work, but do not go on until I tell you to do so.

You must work independently, and you may not speak with each other while the test is being administered.

Are there any questions?

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

**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 name of 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** Since this part of the test measures your understanding of the listening passage, you should answer the questions based on the passage you have just listened to, and not on your personal opinion. You may look back at your notes as often as you like.

You will now answer six questions about the story you have just heard. Turn to Page 4 and answer questions 22 through 27. For questions 25 and 26, you will write your answers in the test book. For all the other questions, mark your answers on the answer sheet.

You may look back at your notes as often as you like.

You will have 15 minutes to answer the questions. I will write the time on the board. You may begin.

*Record the time.*

*Make sure the students are on the correct page and are making their marks heavy and dark on their answer sheets for the multiple-choice questions.*

*After 15 minutes have passed,*

**SAY** Please stop working. If you have not finished this section, and there is time left during the next section of the test, you may go back and finish this section. Now, you will do something different.

Turn to Page 6. Look at the sample paragraph. There are some mistakes in this paragraph in capital letters and punctuation. Let's correct the mistakes together.

Draw a line through each part that has a mistake, and if a correction needs to be written, write the correction above the mistake. Remember to write your answers in your test book. You may begin.

*Give the students time to correct the errors in the sample paragraph. After the students have had time to correct the sample paragraph,*

**SAY** There are no mistakes in the first sentence, but there is a mistake in the second sentence. The second sentence says, "It used to belong to my big sister katie." You should have drawn a line through the name "katie" and rewritten it with a capital "K." Do you have any questions about how to make this correction?

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

**SAY** There are no mistakes in the third sentence, but there is a mistake in the fourth sentence. The fourth sentence says, "I ride it after School each day." You should have crossed out "School" and rewritten it to make the first letter a lowercase "s." Do you have any questions about how to make this correction?

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

**SAY** The last sentence says, "Do you have a favorite toy." You should have crossed out the period at the end of the sentence and written a question mark above it since "Do you have a favorite toy?" is a question. Do you have any questions about how to make this correction?

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

**SAY** Now, you are going to correct a paragraph on your own. You will have 10 minutes to make the corrections. When you have finished making all the corrections, you have come to the end of the test. If you finish before I call time, you may go back over the other section of the test to check your answers or complete any unanswered questions.

When you have finished, sit quietly until everyone else has completed the test. Are there any questions?

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

**SAY** Now, go to Page 7 and find question 28. Follow along as I read the directions to you.

*Read the directions aloud to the students. Then,*

**SAY** You may begin. You will have 10 minutes to make the corrections. I will write the time on the board.



*Record the time.*

*Make sure the students are on the correct page and are writing in their test books.*

*After 10 minutes have passed,*

**SAY** This is the end of the test. Please place your answer sheet inside the front cover of your test book and close your test book. Now, I will collect the test books and answer sheets.

*Collect all test books and answer sheets, making sure each student's answer sheet has been inserted into his or her test book. Follow security procedures established by your principal or school administrator for returning secure testing materials.*



## ADMINISTER THE TEST GRADE 4 ENGLISH LANGUAGE ARTS

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

### Grade 4 — 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 pens.*

*Students may **not** use scrap paper for their responses or for note taking. Only the responses on their answer sheets will be scored.*

*For Book 1, students will be recording all answers on the answer sheet.*

**SAY** There are three books for this test. 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.

Today, you will have 45 minutes to read some passages and answer questions about what you have read. You will mark your answers on an answer sheet by filling in the circle for the letter that matches your answer for each question.

*Distribute to each student his or her own answer sheet. Ask the students to look at their answer sheets.*

**SAY** 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 about how to fill in the circles on your answer sheet?

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

**SAY** This is your Book 1. Do not open your test book until I tell you to do so.

Look at the cover of your test book. Make sure it says "Grade 4 English Language Arts, Book 1," and "January 9–13, 2006." If you do not have the correct book, please raise your hand and I will give you the correct one.

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

Are there any questions?

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

**SAY** Now, open your book and look at the page opposite Page 1.

*Check that all students are looking at the correct page.*

**SAY** Please read along silently as I read the Tips for Taking the Test aloud to you.

*Read the Tips for Taking the Test aloud as the students follow along.*

**SAY** Are there any questions?

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

**SAY** Now, look at Page 1.

*Check to see that all students are on Page 1.*

**SAY** Since this part of the test measures your understanding of the reading passages, you should answer the questions based on the passages you read, and not on your personal opinion. You may look back at your notes as often as you like.

You will have 45 minutes to read some passages and answer questions about what you have read. I will write the time on the board.

You may look back at the reading selections as often as you like. When you see the words GO ON at the bottom of the page, go on to the next page. When you come to the word STOP, you have reached the end of this section of the test. You may go back and check your work.

Are there any questions?

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

**SAY** 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 appropriately 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.

*After 45 minutes,*

**SAY** This is the end of this section of the test. Please close your test books. Now, I will collect the test books and the answer sheets.

*Collect all test books and answer sheets. Follow security procedures established by your principal or school administrator for returning secure testing materials.*

## Grade 4 — 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. Students may **not** use pens.*

*Do **not** distribute any answer sheets; students will write all answers directly in their test books.*

*Students may **not** use scrap paper for their responses or for note taking. Only the responses in their 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 to each student his or her own Book 2. If, earlier today, you affixed the student labels to the backs of the student test books, make sure each student receives the correct test book.*

**SAY** This is your Book 2. Do not open your test book until I tell you to do so.

Look at the cover of your test book. Make sure it says “Grade 4 English Language Arts, Book 2,” and “January 9–13, 2006.” If you do not have the correct book, please raise your hand and I will give you the correct one.

Find the word NAME at the bottom of your test book. Write your first and last name on the blank line.

*Check to be sure each student has written his or her name on the front cover of the test book.*

**SAY** Today, you will listen to a story and answer questions about that story.

Now, open your test book and look at the page opposite Page 1.

*Check that all students are looking at the correct page.*

**SAY** Please read along silently as I read the Tips for Taking the Test aloud to you.

*Read the Tips for Taking the Test aloud as the students follow along.*

**SAY** Are there any questions?

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

**SAY** Now, look at the information in the box. Please follow along while I read what is in the box.

*Point to the box. Read the information in the box aloud to the students.*

*After you have read the information in the box,*

**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 an answer. If so, be sure to clearly note and label the continuation of your answer. Are there any questions?

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

**SAY** You may print your answers or write in cursive. All of your answers must be written directly in Book 2. You may not use additional paper for your answers; only answers written in Book 2 will be scored. If you need more space to continue or complete an answer, you may use any available blank space in Book 2. Please make sure to clearly note and label the continuation of your answer.

Also, make sure that you are not using space that has been provided for another question. Be sure to write clearly and legibly.

When answering the questions, you may look back at your notes as often as you like. When you see the words GO ON at the bottom of the page, go on to the next page. When you come to the word STOP, you have reached the end of this section of the test. You may go back and check your work.

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 selection.) 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 name of 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** Since this part of the test measures your understanding of the listening passage, you should answer the questions based on the passage you have just listened to, and not on your personal opinion. You may look back at your notes as often as you like.

You have 45 minutes to answer the questions in Book 2. 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. You may look back at your notes as often as you like.

You may turn to Page 4 and begin.

*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 test. Please close your test books. Now I will collect the test books.

*Collect all test books. Follow security procedures established by your principal or school administrator for returning secure testing materials.*

## Grade 4 — Day 3, Book 3

*Make sure you have a copy of Book 3.*

*Make sure each student has a No. 2 pencil. Students may **not** use pens.*

*Do **not** distribute any answer sheets; students will write all answers directly in their test books.*

*Students may **not** use scrap paper for their responses or for note taking. Only the responses in their test books will be scored.*

**SAY** Today, you are going to answer the questions in Book 3. You will be given 60 minutes to read all the passages carefully and answer questions about what you have read. You will write your answers directly in your test book.

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

*Distribute to each student his or her own Book 3. If, earlier today, you affixed the student labels to the back covers of the student test books, make sure each student receives the correct test book.*

**SAY** This is your Book 3. Do not open your test book until I tell you to do so.

Look at the cover of your test book. Make sure it says "Grade 4 English Language Arts, Book 3," and "January 9–13, 2006." If you do not have the correct book, please raise your hand and I will give you the correct one.

Find the word NAME at the bottom of your test book. Write your first and last name on the blank line.

*Check to be sure each student has written his or her name on the front cover of the test book.*

**SAY** Now, open your test book and look at the page opposite Page 1.

*Check that all students are looking at the correct page.*

**SAY** Please read along silently as I read the Tips for Taking the Test aloud to you.

*Read the Tips for Taking the Test aloud as the students follow along.*

**SAY** Are there any questions?

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

**SAY** Now, look at the box below the Tips for Taking the Test. Please follow along while I read what is in the box.

*Point to the box. Read the information in the box aloud to the students.*

*After you have read the information in the box,*

**SAY** Today, you will be doing some reading and writing. Read the passages and answer the questions. All of your answers must be written in Book 3. You may not use additional paper for your answers; only answers written in the test book will be scored.

If you need more space to continue or complete an answer, you may use any available blank space in Book 3. Please make sure to clearly note and label the continuation of your answer. Also make sure that you are not using space that has been provided for another question. Remember to write complete and thorough answers, and include details and examples from each passage.

When you see the words GO ON at the bottom of the 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 your 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** Since this part of the test measures your understanding of the reading passages, you should answer the questions based on the passages you read, and not on your personal opinion.

You have 60 minutes to complete this test. 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.

You may begin.

*Record the time. After students have been working on 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 test.*

*If any students 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 test. Please close your test books. Now, I will collect the test books.

*Collect all test books. Follow security procedures established by your principal or school administrator for returning secure testing materials.*



## ADMINISTER THE TEST GRADE 5 ENGLISH LANGUAGE ARTS

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

### Grade 5 — 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 pens.*

*Students may **not** use scrap paper for their responses or for note taking. Only the responses to the multiple-choice questions marked on their answer sheets and the answers to the remaining questions written in their test books will be scored.*

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

*Distribute to each student his or her own answer sheet. Ask the students to look at their answer sheets.*

**SAY** For the multiple-choice 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 about how to fill in the circles on your answer sheet?

*Pause for questions. When you are confident that all students understand how to take the test, distribute Book 1 to each student. If, earlier today, you affixed the student labels to the back covers of the student test books, make sure each student receives the correct test book.*

**SAY** This is your Book 1. Do not open your test book until I tell you to do so.

Look at the cover of your test book. Make sure it says "Grade 5 English Language Arts, Book 1," and "January 9–13, 2006." If you do not have the correct book, please raise your hand and I will give you the correct one.

Write your name on the bottom of the cover in the space provided.

Today, you will read some passages and answer questions about what you have read. For most questions, you will mark your answer on the answer sheet. For the short-response question, you will write your answer directly in your test book.

Are there any questions?

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

**SAY** You may make notes or underline in Book 1 as you read.



You may not use additional paper for your answer to the short-response question. For that question, you will write the answer directly in your test book. You may print your answer or write in cursive. Be sure to write clearly.

Are there any questions?

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

**SAY** Now, open your test book and look at the page opposite Page 1.

*Check that all students are looking at the correct page.*

**SAY** Please read along silently as I read the Tips for Taking the Test aloud to you.

*Read the Tips for Taking the Test aloud as the students follow along.*

**SAY** Are there any questions?

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

**SAY** Now, look at Page 1. Please read along silently as I read the directions to you.

*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. When you are confident that all students understand the directions,*

**SAY** When answering the questions, you may look back at the reading passages as often as you like. When you see the words GO ON at the bottom of the page, go on to the next page. When you come to the word STOP, you have reached the end of this section of the test. You may go back and check your work or complete any unanswered questions.

Are there any questions?

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

**SAY** Since this part of the test measures your understanding of the reading passages, you should answer the questions based on the passages you read, and not on your personal opinion.

You will have 40 minutes to read the passages and answer the questions. I will write the time allowed on the board.

You must work independently, and you may not speak with each other while the test is being administered.

Now, turn to Page 2 and begin.

*Record the time.*

*Be sure that students are on the correct page and 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 have passed,*

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

*Record the time. If some students complete the test early, they are to close their test books and wait quietly for the rest of the class to finish.*

*After 40 minutes have passed,*

**SAY** This is the end of this section of the test. Please place your answer sheet inside the front cover of your test book and close your test book. Now, I will collect the test books and answer sheets.

*Collect all test books and answer sheets, making sure each student's answer sheet has been inserted into his or her test book. Follow security procedures established by your principal or school administrator for returning secure testing materials.*

## **Grade 5 — 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. Students may **not** use pens.*

*Students may **not** use scrap paper for their responses or for note taking. Only the responses to the multiple-choice questions marked on their answer sheets and the answers to the remaining questions written in their test books will be scored.*

**SAY** Today, you will answer the questions in Book 2.

*Distribute to each student his or her own answer sheet. Ask the students to look at their answer sheets.*

**SAY** For the multiple-choice questions in Book 2, 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 about how to fill in the circles on your answer sheet?

*Pause for questions. When you are confident that all students understand how to take the test, distribute Book 2 to each student. If, earlier today, you affixed the student labels to the back covers of the student test books, make sure each student receives the correct test book.*

**SAY** This is your Book 2. Do not open your test book until I tell you to do so.

Look at the cover of your test book. Make sure it says "Grade 5 English Language Arts, Book 2," and "January 9–13, 2006." If you do not have the correct book, please raise your hand and I will give you the correct one.

Write your name on the bottom of the cover in the space provided.

Today, you will listen to an article and answer questions about that article. For multiple-choice questions, you will mark your answers on the answer sheet. For the short-response question, you will write your answer directly in your test book.

For the editing paragraph, you will read a short paragraph that has some mistakes in grammar, usage, capitalization, and punctuation. You will then correct the mistakes you find. You will write the corrections directly in your test book.

Are there any questions?

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

**SAY** You may not use additional paper for your answers to the short-response questions. For those questions, write the answers directly in your test book. You may print your answers or write in cursive. Be sure to write clearly.

Are there any questions?

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

**SAY** Now, open your test book and look at the page opposite Page 1.

*Check that all students are looking at the correct page.*

**SAY** Please read along silently as I read the Tips for Taking the Test aloud to you.

*Read the Tips for Taking the Test aloud as the students follow along.*

**SAY** Are there any questions?

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

**SAY** Now, look at Page 1. Please read along silently as I read the directions to you.

*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. When you are confident that all students understand the directions,*

**SAY** When you see the words GO ON at the bottom of the page, go on to the next page. When you come to the word STOP, do not turn the page. You may go back and check your work or complete any unanswered questions, but do not go on until I tell you to do so.

Are there any questions?

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

**SAY** Now, listen as I read the article to you.

*Read the listening selection aloud to the students twice, making sure to read the title, the name of 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** Since this part of the test measures your understanding of the listening passage, you should answer the questions based on the passage you have just listened to, and not on your personal opinion. You may look back at your notes as often as you like.

You will now answer questions about the article you have just heard. Turn to Page 4. You will answer the multiple-choice questions on your answer sheet. You will answer question 26 directly in your test book.

You may look back at your notes as often as you like.

You will have 10 minutes to answer the questions. I will write the time on the board.

You must work independently, and you may not speak to each other while the test is being administered. You may begin.

*Record the time.*

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

*After 10 minutes have passed,*

**SAY** Please stop working. If you have not finished this section of the test, and there is time left during the next section, you may go back and finish this section. Now, you will do something different.

Turn to Page 6. Look at the sample paragraph. In this paragraph, there are some mistakes in grammar, usage, capitalization, and punctuation. Let's correct the mistakes together.

Draw a line through each part that has a mistake, and if a correction needs to be written, write the correction above the mistake. Remember to write your answers in your test book. You may begin.

*Give the students time to correct the errors in the sample paragraph. After the students have had time to correct the sample paragraph,*

**SAY** There are no mistakes in the first sentence, but there is a mistake in the second sentence. The second sentence says, "I am excited about them, but I have a problem." You should have drawn a line through the word "them" and written the word "it" above it. Do you have any questions about how to make this correction?

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

**SAY** There are no mistakes in the third sentence, but there is a mistake in the fourth sentence. The fourth sentence says, "I am the only one in my family who has never took dance lessons." You should have crossed out "took" and written "taken" above it. Do you have any questions about how to make this correction?

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

**SAY** The last two sentences say, "Well, I guess I will just create my own style. Of dancing." You should have crossed out the period between "style" and "Of." You should also have crossed out "Of" and, above it, rewritten it with a lowercase "o." Do you have any questions about how to make these corrections?

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

**SAY** Now, you are going to correct a paragraph on your own. When you have finished making all the corrections, you have come to the end of the test. If you finish before I call time, you may go back over the other section of the test to check your answers or to complete any unanswered questions.

When you have finished, sit quietly until everyone else has completed the test. Are there any questions?

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

**SAY** Now, find question 27 on Page 7. Follow along as I read the directions to you.

*Read the directions aloud to the students. Then,*

**SAY** You will have 10 minutes to make the corrections. I will write the time on the board. You may begin.

*Record the time.*

*Make sure the students are on the correct page, and are writing in their test books.*

*After 10 minutes have passed,*

**SAY** This is the end of the test. Please place your answer sheet inside the front cover of your test book and close your test book. Now I will collect the test books and answer sheets.

*Collect all test books and answer sheets, making sure each student's answer sheet has been inserted into his or her test book. Follow security procedures established by your principal or school administrator for returning secure testing materials.*

## TEACHER EVALUATION FORM

We are interested in your opinion regarding the clarity and appropriateness of the materials in these tests. Please use the "Teacher Evaluation Form" for your comments. The form can be found at <http://www.ctb.com>.

1. Select "New York" from the "Select and Go" pull-down menu.
2. In the column labeled "New Product Information," locate and click on the link for the "Teacher Evaluation Form."
3. Select "New York State Teacher Evaluation Form."
4. Complete the form.
5. If you want to keep a record of your evaluation, print a copy before submitting the completed form.
6. To submit the form, click on "SUBMIT" at the bottom of the page.

If you prefer, you can access the form directly by entering <http://www.ctb.com/pickupebs/nyeval/nyeval.jsp>. Then follow Steps 4 through 6.



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Test books and scoring materials must be kept secure. You are not to discuss the test, show it to anyone, or photocopy the materials, as the security of the test could be breached. However, school personnel may make photocopies of this *Teacher's Directions* if additional copies are needed.



# **Grades 3, 4, and 5**

## **English Language Arts Tests**

### **Teacher's Directions**

#### **January 9–13, 2006**

The McGraw-Hill Companies