

MATH 3,4,5



***New York State
Testing Program***

**Mathematics Tests
Teacher's Directions**

Grades **3, 4, and 5**

March 6–10, 2006

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

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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 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.

The Mathematics Tests will be administered in two or three sessions on two or three consecutive days, depending on the grade level.

For all three grades, the tests 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 the correct answer. 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 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.

IMPORTANT DATES

Testing Dates **March 6–10, 2006**

Makeup Dates **March 13–17, 2006**



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)
- 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 or generic answer sheet requiring the completion of a data grid
- Book 1
- Book 2
- Book 3 (for Grade 4 only)
- No. 2 pencil with eraser (not provided)
- Punch-Out Tools sheet specific for the grades being tested
- Envelope for Punch-Out Tools (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 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 should receive the test books for that day only from the principal or the principal's designee.
- 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 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 test 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 sufficient 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 books.
- Before Book 1 is administered, 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. 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.
- 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 divided into two books: Book 1 and Book 2. For each grade, the two books must be administered on two consecutive school days.

Book 1 contains multiple-choice questions only. 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 contains short-response and extended-response questions. Students will write their answers to these questions directly in their test books.

The two sections of each test will take approximately two hours of testing time. If all students finish a section before the allotted 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 are to record their answers, and the time allotted for each section of the test. Schools must adhere to the testing times shown.

GRADE 3 MATHEMATICS TEST

Day 1 Book 1	25 multiple-choice questions (Students fill in circles on answer sheet.)	45 minutes, plus an additional 10 minutes prep time
Day 2 Book 2	4 short-response questions and 2 extended- response questions (Students write answers directly in Book 2.)	40 minutes, plus an additional 10 minutes prep time

GRADE 5 MATHEMATICS TEST

Day 1 Book 1	26 multiple-choice questions (Students fill in circles on answer sheet.)	45 minutes, plus an additional 10 minutes prep time
Day 2 Book 2	4 short-response questions and 4 extended- response questions (Students write answers directly in Book 2.)	50 minutes, plus an additional 10 minutes prep time

Grade 4

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

Book 1 contains multiple-choice questions only. 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 allotted 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 are to record their answers, and the time allotted for each section of the test. Schools must adhere to the testing times shown.

GRADE 4 MATHEMATICS TEST

Day 1 Book 1	30 multiple-choice questions (Students fill in circles on answer sheet.)	50 minutes, plus an additional 10 minutes prep time
Day 2 Book 2	7 short-response questions and 2 extended- response questions (Students write answers directly in Book 2.)	50 minutes, plus an additional 10 minutes prep time
Day 3 Book 3	7 short-response questions and 2 extended- response questions (Students write answers directly in Book 3.)	50 minutes, plus an additional 10 minutes prep time

Testing 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.

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 Tests. However, test questions may never be modified or simplified nor may the school provide additional examples.

Use of Calculators

Because the tests assess a student's proficiencies involving calculations, the use of a calculator or mathematics tables will **not** be allowed for Grades 3 through 5. Students whose IEPs or 504 Plans specify the use of an abacus will be permitted to use such a device with these Mathematics Tests.

Additional information on testing accommodations for students with disabilities can be found in the New York State Mathematics 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 Mathematics 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, calculators), and engaging in other types of nonstandard test administration (for example, cheating).



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 mathematics aids or charts on the walls and all board work pertaining to mathematics.
- 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.

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 "4" in a large, bold, sans-serif font.

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 their test books. 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.

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 "5" in a large, bold, sans-serif font.

PREPARE TEST MATERIALS

Answer Sheets, Biographical Data, and Labels

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

Punch-Out Tools

- Each student must have one set of Punch-Out Tools. (Note that one set of Punch-Out Tools, consisting of a ruler, counters, and pattern blocks, is provided for testing in Grades 3 and 4. A different set of Punch-Out Tools, consisting of a ruler and a protractor, is provided for testing in Grades 5–8.)
- Punch out the tools prior to testing.
- Examine all tools to be sure they are intact and are the correct tools for the grade being tested.
- 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 test, give students the opportunity to familiarize themselves with the tools.



ADMINISTER THE TEST GRADE 3 MATHEMATICS

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

Be sure to have a copy of Book 1.

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

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

Students will be recording the answers to the multiple-choice questions in Book 1 on their answer sheets. Only the responses on the students' answer sheets 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 a set of Punch-Out Tools (ruler, counters, and pattern blocks) in an envelope to each student.

SAY You may use these tools to help you solve any of the problems on the test.

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

SAY Book 1 contains all multiple-choice questions. You will mark all 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.

You may not use additional paper for your answers. Only the answers marked on your answer sheet will be scored.

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 the instructions, distribute a 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 3 Mathematics, Book 1," and "March 6–10, 2006." If you do not have the correct book, please raise your hand and I will give you the correct one.

When you are confident that all students have the correct test book,

SAY Now, open your test book to Page 1. You will see Tips for Taking the Test and information in a box.

Check that all students are looking at the correct page.

SAY Please read along silently as I read the information to you.

Read aloud the Tips for Taking the Test and the information in the box as students follow along.

SAY Are there any questions?

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

SAY Now, look at Sample A on Page 2.

Be sure that all students are on Page 2 in the test book.

SAY Answer Samples 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.

SAY The correct answer for Sample A is answer choice B, 241. The correct answer for Sample B is answer choice J, 380. The correct answer for Sample C is answer choice C, 3. Do you have any questions?

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

SAY During the test, read the questions carefully. You may use your tools to help you solve any test problem. 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 this section of the test. You may go back and check your work.

You will have 45 minutes to answer the questions in Book 1. I will write the time on the board. When you have finished, sit quietly until I call time. You must work by yourself, and you may not speak with each other while this test is being given.

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.

Be sure that all students are on Page 5 in the 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 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 put your tools back into the envelope. 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, answer sheets, and tools.

Collect all test books, answer sheets, and tools, 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

Be sure to have a copy of Book 2.

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

Students may **not** use scrap paper.

Do **not** redistribute any answer sheets. Students will be recording the answers to the questions in Book 2 directly in their test books. Only the answers in the students' test books will be scored.

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

Distribute a set of Punch-Out Tools (ruler, counters, and pattern blocks) in an envelope to each student.

SAY You may use these tools to help you solve any of the problems on the test.

For all questions in Book 2, you will write your answers directly in your test books.

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

Write your answers clearly and legibly. It is important to show all your work as well as your final answer in the test book.

If you make a mistake, erase it completely or draw a line through it.

You may not use additional paper for your answers. Only the answers written in your test books will be scored.

Are there any questions?

Pause for questions. When you are confident that all students understand the instructions, distribute a 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 Mathematics, Book 2," and "March 6–10, 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 next to the word NAME.

Are there any questions?

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

SAY Now, open your test book to Page 1. You will see Tips for Taking the Test and information in a box.

Check that all students are looking at the correct page.

SAY Please read along silently as I read the information to you.

Read aloud the Tips for Taking the Test and the information in the box as students follow along.

SAY Are there any questions?

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

SAY During the test, read the questions carefully. You may use your tools to help you solve any test problem. 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 your work.

You will have 40 minutes to answer the questions in Book 2. I will write the time on the board. When you have finished, sit quietly until I call time. You must work by yourself, and you may not speak with each other while this test is being given.

Are there any questions?

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

SAY Turn to Page 3, question 26.

Be sure that all students are on question 26 in the test book.

SAY You may begin.

Record the time.

After 30 minutes,

SAY You have 10 more minutes to complete the test.

After 40 minutes,

SAY This is the end of the test. Please put your tools back into the envelope. Now, I will collect the test books and the tools.

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

STEP
6

ADMINISTER THE TEST
GRADE 4 MATHEMATICS

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

Be sure to have a copy of Book 1.

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

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

Students will be recording the answers to the multiple-choice questions in Book 1 on their answer sheets. Only the responses on the students' answer sheets will be scored.

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. The next day, you will answer the questions in Book 3.

Distribute a set of Punch-Out Tools (ruler, counters, and pattern blocks) in an envelope to each student.

SAY You may use these tools to help you solve any of the problems on the test.

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

SAY Book 1 contains all multiple-choice questions. You will mark all 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.

You may not use additional paper for your answers. Only the answers marked on your answer sheet will be scored.

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 the instructions, distribute a 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 Mathematics, Book 1," and "March 6–10, 2006." If you do not have the correct book, please raise your hand and I will give you the correct one.

When you are confident that all students have the correct test book,

SAY Now, open your test book to Page 1. You will see Tips for Taking the Test and information in a box.

Check that all students are looking at the correct page.

SAY Please read along silently as I read the information to you.

Read aloud the Tips for Taking the Test and the information in the box as students follow along.

SAY Are there any questions?

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

SAY Now, look at Sample A on Page 2.

Be sure that all students are on Page 2 in the test book.

SAY Answer Samples 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.

SAY The correct answer for Sample A is answer choice B, 241. The correct answer for Sample B is answer choice J, 380. The correct answer for Sample C is answer choice C, 3. Do you have any questions?

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

SAY During the test, read the questions carefully. You may use your tools to help you solve any test problem. 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 this section of the test. You may go back and check your work.

You will have 50 minutes to answer the questions in Book 1. I will write the time on the board. When you have finished, sit quietly until I call time. You must work by yourself, and you may not speak with each other while this test is being given.

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.

Be sure that all students are on Page 5 in the 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 40 minutes,

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

After 50 minutes,

SAY This is the end of this section of the test. Please put your tools back into the envelope. 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, answer sheets, and tools.

Collect all test books, answer sheets, and tools, 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 4 — Day 2, Book 2

Be sure to have a copy of Book 2.

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

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

*Do **not** redistribute any answer sheets. Students will be recording the answers to the questions in Book 2 directly in their test books. Only the answers in the students' test books will be scored.*

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

Distribute a set of Punch-Out Tools (ruler, counters, and pattern blocks) in an envelope to each student.

SAY You may use these tools to help you solve any of the problems on the test.

For all questions in Book 2, you will write your answers directly in your test books.

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

Write your answers clearly and legibly. It is important to show all your work as well as your final answer in the test book.

If you make a mistake, erase it completely or draw a line through it.

You may not use additional paper for your answers. Only the answers written in your test books will be scored.

Are there any questions?

Pause for questions. When you are confident that all students understand the instructions, distribute a 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 4 Mathematics, Book 2," and "March 6–10, 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 next to the word NAME.

Are there any questions?

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

SAY Now, open your test book to Page 1. You will see Tips for Taking the Test and information in a box.

Check that all students are looking at the correct page.

SAY Please read along silently as I read the information to you.

Read aloud the Tips for Taking the Test and the information in the box as students follow along.

SAY Are there any questions?

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

SAY During the test, read the questions carefully. You may use your tools to help you solve any test problem. 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 this section of the test. You may go back and check your work.

You will have 50 minutes to answer the questions in Book 2. I will write the time on the board. When you have finished, sit quietly until I call time. You must work by yourself, and you may not speak with each other while this test is being given.

Are there any questions?

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

SAY Turn to Page 3, question 31.

Be sure that all students are on question 31 in the test book.

SAY You may begin.

Record the time.

After 40 minutes,

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

After 50 minutes,

SAY This is the end of this section of the test. Please put your tools back into the envelope. Now, I will collect the test books and the tools.

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

Grade 4 — Day 3, Book 3

Be sure to have a copy of Book 3.

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

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

*Do **not** redistribute any answer sheets. Students will be recording the answers to the questions in Book 3 directly in their test books. Only the answers in the students' test books will be scored.*

SAY Today, you will answer the questions in Book 3.

Distribute a set of Punch-Out Tools (ruler, counters, and pattern blocks) in an envelope to each student.

SAY You may use these tools to help you solve any of the problems on the test.
For all questions in Book 3, you will write your answers directly in your test books.

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

Write your answers clearly and legibly. It is important to show all your work as well as your final answer in the test book.

If you make a mistake, erase it completely or draw a line through it.

You may not use additional paper for your answers. Only the answers written in your test books will be scored.

Are there any questions?

Pause for questions. When you are confident that all students understand the instructions, distribute a Book 3 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 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 Mathematics, Book 3," and "March 6–10, 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 next to the word NAME.

Are there any questions?

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

SAY Now, open your test book to Page 1. You will see Tips for Taking the Test and information in a box.

Check that all students are looking at the correct page.

SAY Please read along silently as I read the information to you.

Read aloud the Tips for Taking the Test and the information in the box as students follow along.

SAY Are there any questions?

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

SAY During the test, read the questions carefully. You may use your tools to help you solve any test problem. 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 your work.

You will have 50 minutes to answer the questions in Book 3. I will write the time on the board. When you have finished, sit quietly until I call time. You must work by yourself, and you may not speak with each other while this test is being given.

Are there any questions?

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

SAY Turn to Page 3, question 40.

Be sure that all students are on question 40 in the test book.

SAY You may begin.

Record the time.

After 40 minutes,

SAY You have 10 more minutes to complete the test.

After 50 minutes,

SAY This is the end of the test. Please put your tools back into the envelope. Now, I will collect the test books and the tools.

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



ADMINISTER THE TEST GRADE 5 MATHEMATICS

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

Be sure to have a copy of Book 1.

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

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

Students will be recording the answers to the multiple-choice questions in Book 1 on their answer sheets. Only the responses on the students' answer sheets 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 a set of Punch-Out Tools (ruler and protractor) in an envelope to each student.

SAY You may use these tools to help you solve any of the problems on the test.

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

SAY Book 1 contains all multiple-choice questions. You will mark all 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.

You may not use additional paper for your answers. Only the answers marked on your answer sheet will be scored.

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 the instructions, distribute a 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 5 Mathematics, Book 1," and "March 6–10, 2006." If you do not have the correct book, please raise your hand and I will give you the correct one.

When you are confident that all students have the correct test book,

SAY Now, open your test book to Page 1. You will see Tips for Taking the Test and information in a box.

Check that all students are looking at the correct page.

SAY Please read along silently as I read the information to you.

Read aloud the Tips for Taking the Test and the information in the box as students follow along.

SAY Are there any questions?

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

SAY Now, look at Sample A on Page 3.

Be sure that all students are on Page 3 in the test book.

SAY Answer Samples A and B. When you have finished, stop working.

Give students time to answer Samples A and B. Then discuss the samples with them.

SAY The correct answer for Sample A is answer choice A, 30. The correct answer for Sample B is answer choice G, $1\frac{1}{2}$. Do you have any questions?

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

SAY During the test, read the questions carefully. You may use your tools to help you solve any test problem. 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 this section of the test. You may go back and check your work.

You will have 45 minutes to answer the questions in Book 1. I will write the time on the board. When you have finished, sit quietly until I call time. You must work by yourself, and you may not speak with each other while this test is being given.

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.

Be sure that all students are on Page 5 in the 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 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 put your tools back into the envelope. 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, answer sheets, and tools.

Collect all test books, answer sheets, and tools, 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

Be sure to have a copy of Book 2.

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

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

*Do **not** redistribute any answer sheets. Students will be recording the answers to the questions in Book 2 directly in their test books. Only the answers in the students' test books will be scored.*

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

Distribute a set of Punch-Out Tools (ruler and protractor) in an envelope to each student.

SAY You may use these tools to help you solve any of the problems on the test.

For all questions in Book 2, you will write your answers directly in your test books.

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

Write your answers clearly and legibly. It is important to show all your work as well as your final answer in the test book.

If you make a mistake, erase it completely or draw a line through it.

You may not use additional paper for your answers. Only the answers written in your test books will be scored.

Are there any questions?

Pause for questions. When you are confident that all students understand the instructions, distribute a 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 5 Mathematics, Book 2," and "March 6–10, 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 next to the word NAME.

Are there any questions?

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

SAY Now, open your test book to Page 1. You will see Tips for Taking the Test and information in a box.

Check that all students are looking at the correct page.

SAY Please read along silently as I read the information to you.

Read aloud the Tips for Taking the Test and the information in the box as students follow along.

SAY Are there any questions?

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

SAY During the test, read the questions carefully. You may use your tools to help you solve any test problem. 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 your work.

You will have 50 minutes to answer the questions in Book 2. I will write the time on the board. When you have finished, sit quietly until I call time. You must work by yourself, and you may not speak with each other while this test is being given.

Are there any questions?

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

SAY Turn to Page 3, question 27.

Be sure that all students are on question 27 in the test book.

SAY You may begin.

Record the time.

After 40 minutes,

SAY You have 10 more minutes to complete the test.

After 50 minutes,

SAY This is the end of the test. Please put your tools back into the envelope. Now, I will collect the test books and the tools.

Collect all test books and tools. 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.

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

Mathematics Tests

Teacher's Directions

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