

ISAT

GRADES

3-5

**Reading
Mathematics
Science**



2012 Test Administration Manual

Illinois State Board of Education

IL0005107



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Table of Contents

| | |
|---|----------|
| Introduction | 6 |
| Time Given for Students to Complete Each Session | 6 |
| Number and Types of Items by Session | 6 |
| Pre-Test Preparations | 7 |
| Test Materials (Test Booklets and Answer Documents) | 7 |
| Who May Administer ISAT | 8 |
| Test Scheduling | 8 |
| Scheduling Limitations | 9 |
| Makeup Testing | 9 |
| Announcing the Tests to Students | 9 |
| Student Activities After Completing Test Sessions | 10 |
| Room Arrangements | 10 |
| Posters | 10 |
| Desktops | 10 |
| Calculator Use on the ISAT Mathematics Test | 11 |
| Proctors | 11 |
| Disruptive Students | 11 |
| Disturbance During the Test Session or Student Illness | 12 |
| Test Security | 12 |
| Written Answers to Short-Response Questions (Mathematics), Extended-Response Questions (Reading and Mathematics) | 12 |
| Students Who Respond in the Wrong Section of the Answer Document or Grade 3 Test Booklet | 13 |
| Soiled Answer Documents—What to do During the Test Session and Handling Test Booklets | 13 |
| Student ID Labels for Grade 3 Test Booklets, Answer Documents for Grades 4 and 5 | 14 |
| Special Populations | 15 |
| Students Who Are Limited English Proficient (LEP) | 15 |
| Students with Individualized Education Programs (IEPs) and Section 504 Plans | 16 |
| Section 504 Plans | 16 |
| Physical Injuries and Section 504 Plans | 16 |
| Criteria for Appropriate Accommodations | 16 |
| Who Decides the Accommodation | 16 |
| Altering or Adding Accommodations Shortly Before Testing. | 17 |
| Inappropriate Accommodations | 17 |
| General Test Administration Issues | 17 |

| | |
|---|-----------|
| General Guidelines for Administering Accommodated Tests | 17 |
| Reader Scripts | 18 |
| Audiocassettes (or CDs) | 19 |
| Equipment | 19 |
| Large-Print Test Booklets | 19 |
| Braille Test Booklets | 19 |
| Gridding Instructions | 20 |
| Time Limits | 20 |
| Test Security | 20 |
| Dictated Responses in English or Spanish | 20 |
| Dictated Responses | 20 |
| Transcription of Student Responses | 21 |
| FOR TEACHER USE ONLY Grid (#8) | 21 |
| ACCOMMODATION CLASSIFICATION Grid (#4) | 21 |
| Grade 3 Assessment | 25 |
| Materials Needed | 25 |
| General Instructions | 25 |
| Specific Rules | 26 |
| Grade 3—Reading: Test Instructions | 28 |
| Grade 3—Reading—Session 1 | 29 |
| Grade 3—Reading—Session 2 | 32 |
| Grade 3—Reading—Session 3 | 35 |
| Grade 3—Mathematics: Test Instructions | 38 |
| Grade 3—Mathematics—Session 1 | 41 |
| Grade 3—Mathematics—Session 2 | 45 |
| Grade 3—Mathematics—Session 3 | 49 |
| Grade 4 Assessment | 53 |
| Materials Needed | 53 |
| General Instructions | 53 |
| Specific Rules | 54 |
| Grade 4—Reading: Test Instructions | 56 |
| Grade 4—Reading—Session 1 | 57 |
| Grade 4—Reading—Session 2 | 61 |
| Grade 4—Reading—Session 3 | 64 |
| Grade 4—Mathematics: Test Instructions | 67 |
| Grade 4—Mathematics—Session 1 | 70 |
| Grade 4—Mathematics—Session 2 | 76 |
| Grade 4—Mathematics—Session 3 | 80 |

| | |
|--|-----------|
| Grade 4—Science: Test Instructions | 84 |
| Grade 4—Science—Session 1 | 86 |
| Grade 4—Science—Session 2 | 89 |
| Grade 5 Assessment | 91 |
| Materials Needed | 91 |
| General Instructions | 91 |
| Specific Rules | 92 |
| Grade 5—Reading: Test Instructions | 93 |
| Grade 5—Reading—Session 1 | 94 |
| Grade 5—Reading—Session 2 | 98 |
| Grade 5—Reading—Session 3 | 101 |
| Grade 5—Mathematics: Test Instructions | 104 |
| Grade 5—Mathematics—Session 1 | 107 |
| Grade 5—Mathematics—Session 2 | 112 |
| Grade 5—Mathematics—Session 3 | 116 |

Introduction

This manual provides instructions for administering the 2012 Illinois Standards Achievement Tests (ISAT) for grades 3, 4, and 5. Read the appropriate sections of this manual and familiarize yourself with the directions before testing. If you have questions about administering the tests that are not addressed in this manual, consult your ISAT School or District Coordinator.

Eligible Students. All public school students participate in the ISAT, except for some students with Individualized Education Programs (IEPs). This is covered in the Special Populations section beginning on page 14.

Limited English Proficient (LEP) Students. All LEP students will take the ISAT tests appropriate for their grade, unless the student has an IEP and qualifies for the Illinois Alternate Assessment (IAA). LEP students may receive accommodations if needed on the ISAT tests. These accommodations are available even though the LEP students may not have an IEP or a Section 504 Plan. A list of acceptable accommodations for LEP students taking ISAT is given in this manual.

LEP Students and Form LM. A linguistically modified ISAT test form is available for qualified LEP students at grades 3–8. See page 7 for a description of these Form LM test materials. See the *District and School Coordination Manual* for a list of the qualifying criteria.

The first chart below outlines the number of sessions and time requirements for each grade and subject. *These required times do not include the time necessary for instructions. Students must be allowed the time specified to complete the tests.* The second chart below shows the number and types of items in each test session.

Time Given for Students to Complete Each Session

All test sessions are a minimum of 45 minutes in length. Any student who is actively engaged in testing after 45 minutes have elapsed may be allowed up to 10 additional minutes to complete that test session. Students with IEPs or Section 504 Plans are still allowed extended time as noted in their IEPs or Section 504 Plans. Students who are LEP and eligible for accommodations may also have extended time as needed.

| Grades | Subject | Session 1 | Session 2 | Session 3 |
|-------------|-------------|------------|------------|------------|
| 3, 4, and 5 | Reading | 45 minutes | 45 minutes | 45 minutes |
| 3, 4, and 5 | Mathematics | 45 minutes | 45 minutes | 45 minutes |
| 4 | Science | 45 minutes | 45 minutes | _____ |

Number and Types of Items by Session

MC = Multiple Choice

ER = Extended Response

SR = Short Response

| Grades | Subject | Session 1 | Session 2 | Session 3 |
|-------------|-------------|-----------|------------|------------|
| 3, 4, and 5 | Reading | 30 MC | 20 MC/1 ER | 20 MC/1 ER |
| 3, 4, and 5 | Mathematics | 40 MC | 30 MC/3 SR | 2 ER |
| 4 | Science | 41 MC | 41 MC | _____ |

Note: For all subjects, the first 30 multiple-choice questions in session 1 are SAT 10 items.

Pre-Test Preparations

Test Materials (Test Booklets and Answer Documents)

Regular-English Forms 1–6 and Form SF (Special Format)

Test Form SF is packed with the special format test kits for reader scripts, Braille, large-print, audiocassette, and CD-ROM. Use only Form SF with these special format tests.

Students in grades 4 and 5 using regular-English forms 1–6 or Form SF tests mark their answers on a regular ISAT answer document marked (Use only with Forms 1-6 and SF) in the upper right hand corner of the answer document.

Grade 3—Each test booklet contains the reading and mathematics tests. Students mark their answers to the tests directly in the test booklets.

Grade 4—Each test booklet contains the reading, mathematics, and science tests. Students mark their answers for all three tests in a separate, regular ISAT answer document.

Grade 5—Each test booklet contains the reading and mathematics tests. Students mark their answers to the tests in a separate, regular ISAT answer document.

Special Format Test Kits

Special format test kits contain the following:

- Special format test (reader script, Braille, large-print, audiocassette, or audio CD-ROM)
- Form SF test booklet (*use only Form SF test booklets with a special format test such as Braille.*)
- Ruler (grades 3–5)—regular, large-print/Braille as appropriate for the mathematics tests
- *Test Administration Manual* (this manual)
- Additional Materials Return Labels

NOTE: Reader script kits come packaged with either one or five Form SF test booklets—rulers are packaged accordingly.

Form LM (Test Booklets and Answer Documents)

Linguistic modification simplifies the English text for multiple-choice items for mathematics and science and for ER and SR items for mathematics. ER and SR items in mathematics are also translated into Spanish. No part of the reading test (passages or items) is linguistically modified or translated into Spanish. Form LM tests will contain the reading test in regular-English format.

Form LM tests contain the same items as the regular-English forms and in the same order. However, because of the linguistic modification and translation process, some of the items in Form LM may appear on different pages than the corresponding item in the regular-English form. Therefore, references to items on pages in the test booklet may be different for Form LM tests.

As a result, students in grades 4–8 using Form LM tests **MUST** use Form LM answer documents to mark their answers.

Grade 3—Each test booklet contains the reading and mathematics tests. Students mark their answers to the tests directly in the test booklets.

Grade 4—Each test booklet contains the reading, mathematics, and science tests. Students mark their answers for all three tests in a separate Form LM answer document.

Grade 5—Each test booklet contains the reading and mathematics tests. Students mark their answers to the tests in separate Form LM answer documents.

The Form LM tests come in shrink-wrapped packages of 5 and 10 test booklets. Form LM answer documents for grades 4 or 5 are packaged separately from the Form LM tests.

You should have received the following materials in sufficient quantity:

- Test booklets—Regular-English and Form LM (enough for each student to be tested, plus one or two extras)
- Answer documents for grades 4 and 5—Regular-English and Form LM
- Special Format Test Kits for Braille, large-print, reader script, audiocassette, or CD-ROM (as needed)
- *Test Administration Manual—Grades 3, 4, and 5* (this booklet)
- A supply of paper rulers with inch and centimeter markings for the mathematics test

If you need additional materials, inform your School Coordinator immediately.

Have a supply of No. 2 pencils with erasers available during the tests.

Students must use only a No. 2 pencil to mark multiple-choice answers and to write answers to short-response and extended-response questions. Pens must not be used on any part of the tests. Otherwise proper scanning and scoring of their test responses will be jeopardized.

Who May Administer ISAT

- Certified teachers employed by the district as teachers.
- Administrators (e.g., assistant principals, principals, assistant superintendents, associate superintendents, and superintendents) who hold certificates for the positions they hold as administrators.
- Teacher’s aides—The aide must be under the constant, line-of-sight supervision of certificated teachers. A certificated teacher hired by the school as a teacher’s aide also has to be under constant, line-of-sight supervision.
- Substitute teachers holding a teaching certificate hired by the district as teachers. This includes those holding a Type 39 certificate issues by a Regional Office of Education.
- School psychologists, school social workers, librarians, school counselors, and speech pathologists, who hold certificates they hold as school psychologists, school social workers, librarians, or speech pathologists.
- Teachers employed by the district who hold Type 83 (provisional) certificates.
- NOTE: Student teachers may **not** serve as Test Administrators in charge of administering ISAT test sessions. However, they may serve as proctors who assist the Test Administrators.

Test Scheduling

The regular ISAT test window is March 5–March 16, 2012. Because of spring breaks, some districts have made arrangements to test earlier or later than the regular test window.

- Each school should establish a test schedule for the entire school. Check with your School Coordinator for this schedule. Adhere **strictly** to the schedule unless students are being tested in makeup sessions or being tested with accommodations that necessitate not following the school’s test schedule.
- Regular testing and make-up tests can occur over the entire extent of the two-week test window.
- The order in which subjects are tested is determined locally and test sessions for different subjects may be interspersed. For example, session 1 of reading can be followed by session 1 of mathematics.

- Schools may administer a given test session to all students at the same time or to students during various regularly scheduled class periods throughout the school day. Regular-education students may be tested in groupings smaller than a classroom (without an IEP or Section 504 Plan). This is likely to occur in make-up testing.

Scheduling Limitations

1. Students are to take no more than two test sessions on any one day of regularly scheduled testing. Within reason, more tests may be given in one day for make ups, but administer **no** more than two test sessions in any one morning or afternoon.
2. A minimum 10-minute break must be given between test sessions.
3. Test sessions for a given subject (for example, reading: sessions 1, 2, and 3) must be given in sequence. However, this does not mean that all sessions of reading must be administered before any session of the mathematics and science tests are administered.
4. Do **not** split a test session across days. Any test session started on a given day must be completed by the end of that school day. Students cannot come back to a test session started on a previous day. There are no exceptions. If you anticipate that a student will need a great deal of extra time because of an accommodation, the test session should be scheduled early enough in the school day to accommodate such needs.
5. The test schedule **must** be parallel for all students within a school. In other words, all students at a given grade in the school must complete the same subject session(s) by the end of the same school day. For example, Lincoln Elementary School decides to give sessions 1 and 2 of grade 3 reading on March 5. Some grade 3 teachers give sessions 1 and 2 in the morning, some give sessions 1 and 2 in the afternoon, and some give session 1 in the morning and 2 in the afternoon. However, by the end of the school day on March 5 all attending and eligible grade 3 students should have completed sessions 1 and 2 of the reading test. A similar schedule could have occurred if session 1 of reading and session 1 of mathematics were given on March 5.

Note: This scheduling limitation does not apply to the administration of special-format tests such as reader scripts, audiocassettes, CD-ROM, Braille, or large-print forms. In these cases, some students using special-format tests may not be able to complete all regularly scheduled test sessions in one day. This also does not apply to students who simply receive extended time as a test accommodation. In addition, accommodations for eligible students who are LEP or who have IEPs may allow a different test schedule from the school’s regular test schedule.

Note: To increase test item security. It is recommended, but not required, that all students in a given grade take the same test sessions at the same time on the same days.

Makeup Testing

Within reason, more than two test sessions may be given in one day during the makeup period. However, no more than two test sessions may be administered in any one morning or afternoon. If two or more students are in an ISAT makeup session together, the students should be in the same grade taking the same session of the same subject. *Students who have missed test sessions should resume testing with their class on the regular school test schedule when they return. Hence, a student could take session 2 of mathematics, for example, before he or she has taken session 1. In this example, use a makeup schedule to administer session 1 of mathematics to get the student “caught up” with the school’s regular test schedule as soon as feasible.*

Announcing the Tests to Students

Tell students in advance that they will participate in ISAT testing. You should emphasize the importance of the tests **without causing undue stress**. Announcements similar to regular school announcements should provide sufficient emphasis.

Remind teachers that the attitudes and demeanor they display toward the tests both before and during testing periods, can affect how seriously students take the tests. If teachers behave as if the tests are unimportant or intrusive, students may adopt a similar attitude.

On the other hand, overemphasis on the importance of the tests will make some students needlessly anxious and may jeopardize optimum performance.

Student Activities After Completing Test Sessions

At the test administrator’s discretion, if students complete a test session early they may indicate that they are finished so that their test booklet and answer document can be collected. Students may then engage in a quiet, non-disruptive activity at their desk, such as reading a book.

- Before test materials are collected, students should be encouraged to check their work for that test session.
- Once materials are collected students are not allowed to have the test materials back to change any test responses.
- Full time (45 minutes) must be allowed for the test session, even if all students are finished.

You may decide not to allow students to hand in their tests and read a book when they are finished. If so, you must skip the paragraph of oral instructions to the students telling them about this option. This bolded paragraph is clearly indicated in the instructions to students.

Room Arrangements

Arrange for rooms and seating well in advance of test administration. Generally, regular classrooms with groups no larger than usual provide the best testing environment. The rooms should be well lighted, adequately ventilated, and free from noise and interruptions. Take whatever precautions you feel are necessary to provide a distraction-free environment. It may be helpful to place a “TESTING—DO NOT DISTURB” sign on the door. The room should be large enough so that students are not crowded, and seating should be arranged so that copying is discouraged.

Posters

Determine whether materials displayed in classrooms are appropriate for a test setting. For example, a wall poster displaying general information about a scoring rubric for extended-response questions is acceptable. The following would be unacceptable:

1. Any poster that has step-by-step instructions for answering a reading extended-response question (e.g., the Reading Student-Friendly Rubrics)
2. Any poster that displays and defines those root words and affixes listed in the Illinois Assessment Framework for reading
3. Posting or distributing immediately prior to or during testing any posters, test guides, or test aids not provided by the state as part of testing materials. [NOTE: Posters and displays should simply be part of the background classroom environment.]
4. Drawing attention to particular posters or classroom displays immediately prior to or during testing
5. Allowing students to get out of their seats during testing to refer to a poster or a classroom display or allowing students to ask about a poster or classroom display during testing.

Note: Points 1–5 above are unacceptable even as an accommodation for a student with an IEP, Section 504 Plan, or who is LEP.

6. Moving posters or classroom displays to an alternative testing location, unless use of the poster or classroom display is written into the student’s IEP or 504 Plan.

Desktops

Students should have only their test booklet, answer document, and writing utensils; a No. 2 pencil and a highlighter, if desired, on their desks during testing. Anything attached to or a part of the desk, such as multiplication tables, number lines, word lists, etc., must be removed or covered up during the test. However, a simple name tag displaying **ONLY** the student’s name may be on the desk.

There are four exceptions:

1. Students may use calculators for ISAT mathematics tests at grades 4 through 8.
2. Students in grades 3 through 5 must have ISAT paper rulers on their desks during all three sessions of the mathematics test.
3. Students in grades 3 through 5 must be given a supply of blank, unlined scratch paper for use in **session 1** of the mathematics test. No scratch paper is distributed for any other test session.
4. As a test accommodation for students with IEPs or Section 504 Plans, students may (if it is written in their IEPs or 504 Plans) use graphic organizers, word processors, calculators at grade 3, additional paper for notes or calculations for any test, or other aids such as multiplication tables, number lines, or word lists.

Note: Dictionaries or thesauruses are not allowed at any grade or for any subject, even as an accommodation.

Note: Highlighters must not be used to mark multiple-choice answers or answer bubbles. Highlighters must not be used on any part of the student's written answers to extended-response or short-response questions. A No. 2 pencil must be used to mark or write all answers.

Calculator Use on the ISAT Mathematics Test

Students in grades 4–8 are allowed the use of a calculator on all portions of the mathematics test. Grade 3 students with IEPs or Section 504 Plans may use calculators if it is an accommodation written into the IEP or Section 504 Plan. (Calculators are not allowed for the science or reading tests.)

Acceptable calculators include four-function, scientific, or graphic calculators, as long as the calculator does not have any of the prohibited features listed below.

The following calculators and features are prohibited:

- calculators built into cellular/mobile phones
- handheld, laptop, or tablet-style computers
- calculators built into devices that have wireless communication capability
- calculators with USB ports or cables
- calculators with a QWERTY keyboard (like a typewriter)
- calculators with CAS (computer algebra systems) technology
- pocket organizers, electronic writing pads/tablets, and pen-input devices
- calculators that make noise, such as a calculator with a paper tape or a talking calculator
- calculators with power cords
- any electronic device that has scanning or camera functions

A testing irregularity will result and scores will be suppressed if a student is found:

1. using a calculator with prohibited features
2. storing test materials in the memory function of a calculator or other electronic device
3. using any device (including a calculator) to share or exchange information during or after a testing session

Students with IEPs and Section 504 Plans may use a calculator with prohibited features as long as it is written as an accommodation in their IEPs or 504 Plans. However, if either numbers 2 or 3 above occur, this will be considered a test irregularity, even for students with IEPs or Section 504 Plans.

Proctors

If a school finds it necessary to test more than 35 students in one room at one time, proctors should be used to help the test administrator.

Disruptive Students

If you are fairly certain that one or more students will be disruptive and disturb other students during testing, consider making prior arrangements to test them in a separate room.

Disturbance During the Test Session or Student Illness

If there is a disturbance during the test session that causes the session to be stopped, keep track of the time the disturbance took. If students can come back in the same school day to complete testing, give them the time they had remaining (plus a few extra minutes) to complete the test session. If the test session cannot be completed that school day, students may NOT complete the test session on a subsequent day.

Test Security

All test materials are to be kept secure and confidential. This is the responsibility of all who handle state tests. When test materials are not in use, make certain that they are stored in a secure place such as a locked cabinet. *Never* leave test booklets in an unattended room unless they are securely locked away.

The contents of the tests are not to be shared with students before or after testing. The contents of the tests are not to be reviewed or examined by any school personnel before, during, or after testing. There is one exception: test administrators using a reader script to provide an accommodation should take some time to familiarize themselves with the format of the reader script prior to the first test session.

It is unlawful and unethical to keep, photocopy, or otherwise reproduce any of the tests. One exception is that photocopies may be made to provide a test accommodation for a student with an IEP or a Section 504 Plan. All such copies are considered secure and are to be returned with all other secure test materials.

Each ISAT test booklet and special-format test form contains a security barcode that allows for the accounting of all secure test materials.

Warning:

Do **not** retain an ISAT test or any type of copy or reproduction of an ISAT test or ISAT test items for **any** reason, such as using the copies as practice material with students in test preparation activities. **SOME ISAT READING PASSAGES AND SOME ISAT TEST ITEMS FROM ALL TESTED SUBJECTS ARE REUSED FROM YEAR TO YEAR SO THAT ACHIEVEMENT TRENDS CAN BE MEASURED OVER YEARS.** If you use an ISAT test, copies of an ISAT test, or copies of ISAT items to practice with students a testing irregularity has occurred, and you will likely be involved in an investigation of the irregularity. Investigations are done by the district at the request of ISBE. The test irregularity could jeopardize your students' ISAT scores and possibly result in disciplinary action from your district or the state, including suspension or revocation of your teaching certificate. Use the sample materials provided by ISBE for test preparation (available at: http://www.isbe.net/assessment/htmls/sample_books.htm).

Note: You may not copy, in any form, answers to the extended-response items in reading or answers to the extended-response and short-response items in mathematics.

No school personnel should score, grade, or edit any student responses to state tests before returning them to the test contractor for processing.

After testing is completed, all secure materials—used and unused—must be accounted for and returned to your School Coordinator. Your School or District Coordinator will be notified if ISAT test booklets are missing from your school's return shipment to the test contractor.

Written Answers to Short-Response Questions (Mathematics), Extended-Response Questions (Reading and Mathematics)

1. Students must use *only* a No. 2 pencil to write answers to short-response questions or extended-response questions.

2. Students must use *only* the space provided in the grade 3 test booklets or the answer documents for grades 4 and 5 when writing their answers to reading and mathematics questions. Any separate sheets of paper inserted into or attached to test booklets or answer documents will not be scored.
3. Students with large handwriting or who skip lines when they write should be instructed not to skip lines. They should be instructed that their entire answer must fit on the appropriate pages of the grade 3 test booklet, the answer documents for grades 4 and 5.

Students Who Respond in the Wrong Section of the Answer Document or Grade 3 Test Booklet

Scenario 1

If you discover, *during testing*, that a student is marking responses in the wrong section, do the following:

- Direct the student to the correct section to mark answers and tell him/her to continue in the correct section.
- After the test session is completed, a staff member (not the student) may transcribe responses from the wrong section of the answer document to the correct section of the answer document. Write “Transcribed by [staff member]” at the top of each section of the answer document where a staff member transcribed a student’s answers.
- The staff member should erase completely the responses that are written in the wrong section of the answer document or grade 3 test booklet.

Scenario 2

If you discover, *after tests have been collected*, that a student marked his/her responses in the wrong section, OR the transcribe/erase remedy for Scenario 1 would render the answer document or grade 3 test booklet unusable, do the following:

- Get a new answer document. If this is a grade 3 test booklet, make sure the new grade 3 test booklet is the same test form as the spoiled grade 3 test booklet.
- Transcribe **all** student responses from the spoiled answer document onto the new answer document. Write “Transcribed by [staff member]” at the top of each section of the answer document where a staff member transcribed a student’s answers.
- Void the spoiled answer document and return it with the nonscorable documents.
- Have a second staff member (not the student) independently verify that the transcription is accurate and complete.
- If the Student ID label is on the voided answer document or grade 3 test booklet, affix a Testing School label to the new answer document or grade 3 test booklet and complete the necessary demographic grids (see the following page).

Soiled Answer Documents—What to do During the Test Session and Handling Test Booklets

1. Follow your district’s policy for handling items that have been contaminated with bodily fluids. Do NOT put yourself at risk.
2. If students need to be cleared from the testing room for clean-up, keep track of the time remaining for the test session and allow students that amount of time (plus a few extra minutes) when they can return to the testing room.

NOTE: *Students who return to the test session must complete the affected test session by the end of that school day.*

- Grade 3 students should close their grade 3 test booklets.
 - Grade 4–8 students should put their answer documents inside their test booklets and close them.
 - Make sure that the tests are secure during the clean-up. Use your best professional judgment.
3. Do not return the contaminated documents to the test contractor or to ISBE. Soiled documents will not be scanned or scored.
 4. Securely dispose of the soiled documents, including test booklets. Complete the form to list any unreturned test booklets. (see page 20 of the *District and School Coordination Manual*.) If you can SAFELY get the security barcode from the soiled test booklet, include it as part of the information on the unreturned booklet form. Otherwise, leave that part blank.
 5. If a student’s answers can be SAFELY transcribed onto a new answer document you may (but are NOT required to) transcribe the student’s answers. Any transcription should take place after the testing session or even the entire test administration has concluded.
 6. If a student soils a test booklet one day and comes back the next day during the testing administration, get a new test booklet and answer document and allow the student to continue testing with their class as normal. Return the new answer document or grade 3 test booklet for scanning and scoring as usual. No special handling is needed. Whether the student gets a score for a subject depends on which test sessions are completed on the new answer document or grade 3 test booklet.

NOTE: If the Student ID label was on the soiled document, apply a Testing School ID label and grid the necessary information on the cover of the answer document or grade 3 test booklet

Student ID Labels for Grade 3 Test Booklets, Answer Documents for Grades 4 and 5

There are two types of pre-ID labels included with your materials. The Student ID label identifies the individual student. The Testing School ID label identifies only the school where the student tested. Either the Student ID label, if available, *or* a Testing School ID label is affixed to the student’s answer document or grade 3 test booklet. Do *not* affix both.

Remember—Not all information about the student is printed on the Student ID label.

Placement of the Student ID Label *or* Testing School ID Label

The Student ID labels are affixed to the lower left corner of the front cover of the grade 3 test booklets and the answer documents for grades 4 and 5. Placement of the label anywhere else on these documents will prevent the scanner from reading the label. See the diagram below.



If a Student ID Label is Not Available

If you do not have Student ID labels for one or more students you must affix a Testing School ID label is affixed to the student's answer document or grade 3 test booklet by you or the School Coordinator. In this case, the demographic information about the students must be entered on the demographic page of the documents by completing the following grids. These grids should be marked only with a No. 2 pencil by school personnel who are authorized to provide such information.

- STUDENT NAME—Grid 1
- STATE STUDENT ID NUMBER (SIS Number)—Grid 2
- DATE OF BIRTH—Grid 3
- GENDER—Grid 5
- HOME SCHOOL RCDTS CODE—Grid 7

Verify that complete and accurate information is entered exactly as requested. For example, the STUDENT NAME grid asks for legal last name, legal first name, and middle initial. If the student's legal first name is Robert, but he is called Bob, enter Robert in the grid.

Because the information you enter is used for matching the student in the SIS system, verify that complete and accurate information is entered for the student.

Special Populations

Students Who Are Limited English Proficient (LEP)

All LEP students will take the ISAT tests appropriate for their grade, unless the student has an IEP and qualifies for the Illinois Alternate Assessment (IAA).

Linguistically Modified Test Forms (Form LM)—Form LM tests are available for LEP students in grades 3–8 who qualify. See the *District and School Coordination Manual* for a list of qualification criteria.

There is a separate Form LM test booklet at grade 3 and a separate Form LM test booklet and Form LM answer document at grades 4 and 5.

There are no reader scripts, audiocassettes, CD-ROMs, large-print, or Braille forms for Form LM tests. Students who need these special format tests must use a regular-English test form for which these special forms are available.

Responding in Spanish. Students who are eligible for LEP accommodations may write their responses to the extended-response (ER) questions in reading or mathematics and the short-response (SR) questions in mathematics in Spanish. **This is true whether the student is using a regular-English test form or a Form LM test.** If any part of the ER items or the SR items is written in Spanish you MUST indicate this in grid 9 (WRITTEN RESPONSE IN SPANISH) on the cover of the grade 3 test booklet or the answer document for grades 4 and 5. Grid 9 contains a separate selection (bubble) for reading and mathematics. You may darken one or both selections as applicable.

NOTE: Students who are not eligible for LEP accommodations may not respond in Spanish. They must respond in English.

| | |
|-----------------------|--------------------------------|
| 9 | WRITTEN RESPONSE IN SPANISH |
| <input type="radio"/> | Reading |
| <input type="radio"/> | Mathematics |

Students with Individualized Education Programs (IEPs) and Section 504 Plans

Each student's IEP team must decide whether it is appropriate for the student to take the ISAT tests (with or without accommodations) or whether the student should take the Illinois Alternate Assessment (IAA). Please check with your ISAT School Coordinator if you are unsure. Each eligible student takes either the ISAT or IAA, but not both or parts of both. Guidelines for accommodations are given on pages 16-24 of this manual.

Note on Response to Intervention (RtI) Plans and Accommodations on ISAT:

Accommodations on the ISAT are not allowed for students with RtI plans. State assessment allows accommodations only if they are documented in a student's IEP, Section 504 Plan, or based on LEP needs.

Section 504 Plans

Students with Section 504 Plans may receive accommodations on the state tests. The general guidelines for accommodations for students with Section 504 Plans are identical to those for students with IEPs.

Physical Injuries and Section 504 Plans

If a student suffers an injury such as a broken arm that hinders or precludes his or her ability to mark or write in the answer document a Section 504 Plan can be written for the student. The 504 Plan would list accommodations necessary for the student to respond to the test. Such accommodations could include (but are not limited to) dictation, using a word processor, or extended time.

Criteria for Appropriate Accommodations.

Appropriate accommodations vary according to the disability addressed by the IEP or Section 504 Plan. In general, whatever accommodations are listed as appropriate within the IEP or Section 504 Plan for classroom or local assessments are probably appropriate for the ISAT. Four criteria are essential when considering any test accommodation:

1. The accommodation provides the student the same opportunities in the testing situation as those students who require no accommodations. Hence, the accommodation increases the student's access to the assessment by reducing the effect of the student's disability.
2. The purpose of the test is not compromised or negated by the accommodation. For example, no part of the reading test can be read to a student because that destroys the purpose of the test. However, part or all of a science test can be read to a student whose IEP specifies a reading disability. The primary purpose of the science test is to measure science knowledge and skills, not reading.
3. Test security is not compromised by the accommodation. All conditions pertaining to test security and the return of test materials after the test is administered still apply.
4. The student should be familiar and comfortable with the accommodation. Accommodations should not be used for the first time on a state test.

Who Decides the Accommodation? Accommodations must be determined locally by the student's IEP team. If you have questions about appropriate test accommodations or administering tests under special conditions, consult your School Coordinator or local Special Education Director. If they are unable to answer your questions, contact the Student Assessment Division of the Illinois State Board of Education (866-317-6034).

Altering or Adding Accommodations Shortly Before Testing. Occasionally it is necessary to alter or add accommodations that a student will receive for the ISAT tests. This can be done outside of the setting of the regular IEP team meeting as follows.

Go to the following ISBE Special Education Web site: <http://www.isbe.net/spec-ed/html/consent.htm>.

On this Web site (Required Notice and Consent Forms), click on Form 34-57G. This is the form needed to make amendments to an IEP, including accommodations for ISAT. You must use Form 34-57G, and not a locally-developed form for such changes.

Inappropriate Accommodations. The following are examples of accommodations that are not allowed because they undermine or destroy the purpose of the ISAT tests:

1. Reading any part of the reading test (passages, multiple-choice questions or alternatives, extended-response questions).
2. Out-of-level testing—testing a grade 5 student with a grade 3 test, for example.
3. Teacher or proctor highlighting (or indicating in any way) key parts of passages or test questions for students prior to or during the test administration. However, any student may highlight while he or she is taking the test.
4. Teacher or proctor crossing out or eliminating one or more incorrect alternatives from multiple-choice questions. However, any student may cross out incorrect alternatives as he or she is taking the test **as long as they do NOT cross out incorrect answer bubbles.**
5. Dictionaries or thesauruses are not allowed as an accommodation at any grade or for any subject.

Although these accommodations may occur for classroom tests at the district’s discretion, these are **not** appropriate for the ISAT test, even if they are written into the IEP for classroom tests.

General Test Administration Issues. The following points are important when testing students with IEPs or Section 504 Plans.

1. Whether a student is tested along with classmates in a classroom or tested separately, the general guidelines for optimal testing (e.g., quiet setting) should be followed.
2. Do not emphasize the importance of the test in such a way that students become nervous.
3. Make sure that the students understand what they are supposed to do in each test and how they are to mark their responses. There are practice items at the beginning of each test. Make sure students are comfortable with the practice items and the response format they will use.
4. During the test administration, monitor whether students are progressing at a reasonable rate or whether they appear confused or frustrated.

General Guidelines for Administering Accommodated Tests

All test accommodations must be noted in the student’s IEP or Section 504 Plan. All members of the student’s IEP team should be aware of the accommodations to be provided.

Regular-English ISAT tests are available in Braille, large-print, audiocassette, CD-ROM, and reader script formats. Your ISAT School Coordinator should already have ordered the necessary special format tests.

Students who use special formats should be experienced with them. For example, a student with a visual impairment who has little or no experience with large-print documents should not use a large-print state test booklet. The test results would not be valid or reliable, and it would be unfair and frustrating for the student.

If the accommodation(s) the student receives does not involve use of a special format test (reader script, audiocassette, audio CD ROM, Braille, or large print), then the student may use any of Forms 1–6. It is not necessary to use a Form SF with this student. This would occur, for example, if the student needed *only* extended time for the tests.

Oral Presentation of Tests to Students—Mathematics and Science Only

- If a student is to have all or portions of the mathematics or science tests read to him or her individually (one student with one test administrator), the test administrator *must* use a reader script or an audiocassette/CD to provide the accommodation.
- If students are to be read to in a small group, the test administrator *must* use a reader script to provide this accommodation. Audiocassettes (or CDs) are not appropriate for a small group setting unless each student has his or her own player with earphones.

Reader Scripts. Test administrators/readers should take some time to familiarize themselves with the format of the reader script immediately prior to the first test session in which the Reader Script will be used. However, all remaining requirements concerning test security still apply.

Test instructions should be read to students before each test, just as they are for the standard administration.

- Individual Testing—The optimal testing conditions would most likely be administration in a separate room (one student and one test administrator as reader) to avoid disturbing other students. Extended time will be necessary but will vary by student.
- Small Group Testing—Students may also be tested in small groups using a reader script. Extended time will be necessary but will vary by group. For small group administration, the test administrator/reader must ensure that all students being read to are using Form SF of the test. It is imperative that the test administrator/reader make clear to the group that *any* student should feel free to request that any portion of the test be reread as often as necessary. To that end, students tested in a small group should know the other students in the group and be comfortable with them. If the test administrator/reader anticipates that a particular student may request re-readings much more frequently and/or extensively than other students in the group, then that student should probably be tested individually. Small groups with widely varying listening/reading/comprehension skills should be avoided.

The following are criteria for a reader using a Reader Script with a student in need of this accommodation.

1. Be proficient in English.
2. Be experienced in testing.
3. Be one of the school or district personnel listed in the section entitled “Who May Administer ISAT?” See page 8.
4. Agree to administer the tests according to policies and procedures in the *District and School Coordination Manual* and appropriate *Test Administration Manual* sent with the test materials.
5. Not be a relative or guardian of the examinee.
6. Not be a private consultant or individual tutor whose fees are paid by the examinee or the examinee’s family.

Test scores achieved under the supervision of an individual who does not satisfy ALL the requirements listed in the section above may be canceled.

Audiocassettes (or CDs). If students are using audiocassettes (or CDs)—and each student has earphones with his or her player—more than one student may be tested in a single room. If earphones are *not* available with each player, each student should be tested individually in a separate room with a test administrator. Extended time will be necessary but will vary by student. When testing in a group with earphones, test students together who are anticipated to need similar amounts of time.

Before students begin listening to the first session, advise them that they are allowed to replay any portion of the test they are working on as many times as necessary.

For audiocassettes, warn students to completely stop the tape before engaging the rewind or fast-forward tape-player function. Failure to do so can snap the tape and damage it beyond repair. If a tape becomes jammed, you (not the student) should grasp it with both hands and gently bend it in the middle several times and/or lightly tap the case repeatedly on a hard surface to shuffle the folds of the tape down smoothly.

Finally, instruct students to raise their hands to signal that they have finished a test session and are ready to take the next one. Advise them that *you* will remove the audiocassette or CD from their machines and insert the audiocassette or CD for the next session. For audiocassettes, one test session is on each side of the audiocassette. For CDs, each test session is on a separate CD. At the start of each test session, students will need to break the seal for that session in the test booklet that accompanies the audiocassettes or CDs. Remember—students must have at least a 10-minute break between test sessions.

Equipment. When testing with audiocassettes (or CDs), you must provide a player for each student. The test administrator in charge should set up players (and earphones, if used) before the test session begins and check to make sure the equipment is working properly. Before students enter the room, the cassettes (or CDs) should be inserted in the players, ready for testing to begin. Cassettes (or CDs) not in use should be left in their plastic cases, and the cases should be closed.

NOTE: If students listen to the audio CD-ROM on a computer, make sure the computer is disconnected from the internet.

Large-Print Test Booklets. These forms are enlarged versions of the regular state tests. The oral instructions to students taking these tests can be modified from those presented later in this manual. The primary difference is likely to be in the time limits, as described below.

Students may mark their answers on the large-print form itself, respond orally to a test administrator, or use other response formats appropriate to their needs. ***However, their answers (multiple-choice and written) must be transcribed onto a regular answer document or grade 3 test booklet after testing is completed; otherwise, students will not receive test results.***

Braille Test Booklets. The Braille versions are as faithful to the printed test booklets as possible. Test instructions, primarily the time limits, will need to be modified appropriately.

Students may mark their answers on the Braille form itself, respond orally to a test administrator, or use other response formats appropriate to their needs. ***However, their answers (multiple-choice and written) must be transcribed onto a regular answer document or grade 3 test booklet after testing is completed; otherwise, students will not receive test results.***

The Braille version of the Form SF test may not contain all the items in the Form SF test. Those items that could not be Brailled are indicated in the Braille form used by the student. Therefore, students using a Braille form may not have as many items on their Braille test form as are on the Form SF test. Because of this, a special scoring key has been developed for the Braille tests. It is critical that the Braille bubble be darkened in the FOR TEACHER USE ONLY grid (8) on the demographic page of the student's answer document or grade 3 test booklet to ensure proper scoring. Braille Notes for the test administrator will be included in the Braille test kit. Please review these immediately before each test session is administered.

Gridding Instructions. For any special-format test administration, if no Student ID label is available for a student, see page 15 of this manual.

Time Limits. The time limits presented below are offered as *suggestions*. Modifications within the parameters of the student’s IEP or Section 504 Plan and good testing practices are acceptable.

- Large Print—Students may be given up to twice the normal testing time when using a large-print form. This means that students could be given 90–110 minutes for each test session instead of the usual 45–55 minutes. *However, students could receive more or less time depending on their individual needs.*
- Braille—Students may be given up to 2 1/2 times the normal testing time when using a Braille form. This means that students could be given 115–140 minutes for each test session instead of the usual 45–55 minutes. *However, students could receive more or less time depending on their individual needs.*
- Other time accommodations—If you wish to provide extended-time accommodations for ISAT tests that are similar to extended-time accommodations provided for classroom or local assessments, a similar amount of additional time should be given. For example, if an accommodation allowed locally gives a student with an IEP 50 percent more time (e.g., 45 minutes instead of 30 minutes), then a similar accommodation for the ISAT test would give the student about 70 minutes for each test session rather than 45 minutes.

If students with IEPs, Section 504 Plans, or students who are LEP receive extended time as an accommodation, do not split a test session across days. Any test session started on a given day must be completed by the end of that school day.

- Rest breaks—In all cases, students must be given a rest break of at least 10 minutes after each 45–55 minutes of testing. Rest breaks can be given earlier if necessary.

Test Security. Regardless of the accommodation provided for students with IEPs, Section 504 Plans, or students who are LEP, all state test materials are secure and must be returned to your School Coordinator after testing. This includes any photocopies or physical alterations of an ISAT test (e.g., cutting and pasting one or two items per page as a visual accommodation).

Dictated Responses in English or Spanish. Students may dictate (in English or Spanish) answers to extended-response (ER) questions in reading or mathematics and short-response (SR) questions in mathematics. This is true whether a student is using a regular-English test form or a Form LM test. Answers to ER items or SR items dictated in English must be transcribed verbatim in English on the answer document. Answers to ER items or SR items dictated in Spanish must be transcribed verbatim in Spanish on the answer document.

If any part of the ER items in reading and mathematics or the SR items in mathematics is transcribed in Spanish, you MUST indicate this in grid 9 (WRITTEN RESPONSE IN SPANISH) on the cover of the grade 3 test booklet or answer document. You may darken the selection for reading, mathematics, or both, as applicable.

Dictated Responses. If a student dictates a response to a short-response question or extended-response question, the person taking the dictation (the scribe) must capture the dictated response as faithfully as possible. Schools may have students dictate into a recording device in addition to using the scribe. The recorded response and the pages of dictation should be destroyed after the student’s dictated response is transcribed verbatim onto a scannable answer document or grade 3 test booklet. The student does *not* have to dictate punctuation or spelling, as this could potentially disrupt the

student's train of thought. The scribe can usually determine where sentences begin and end and should punctuate accordingly. **NOTE:** At the *student's* request, part or all of the dictated response for mathematics and reading may be read back to the student (verbatim and in a neutral fashion).

Transcription of Student Responses. To ensure that students who take an accommodated form of the ISAT tests receive test results for the subjects tested, each student's test responses (including written responses) *must* be transcribed onto a scannable answer document for the appropriate grade. Transcribed answer documents and grade 3 test booklets will be returned with all other answer documents and grade 3 test booklets for scoring.

Use **only** a No. 2 pencil to transcribe multiple-choice responses, the ER items in the reading test, and the ER and SR items in the mathematics test.

The student's responses must be transcribed verbatim (in English or Spanish) onto the appropriate pages in the scannable answer document, regardless of how the student provided the answer to the questions.

The handwritten transcription on the scannable answer document must remain faithful to the student's work. Misspellings, misplaced or missing commas, incorrect grammar, etc., in the student's work should be transcribed verbatim onto the regular answer document or grade 3 test booklet. At the top of each lined page of the written questions, the school should label the transcribed responses as a transcription by an adult. If time permits, you may want to have a second person check the accuracy of the transcription.

Any additional sheets of paper attached to or included with the student's regular, scannable answer document or grade 3 test booklet will not be scored. Only responses written on the appropriate pages of the answer document or grade 3 test booklet will be scored.

FOR TEACHER USE ONLY Grid (#8)

For the regular-English forms (1–6 and SF) there are two selections in grid 8—Braille and D/HI (deaf/hearing impaired). For Form LM, there is only the D/HI selection. The selections should be marked (if applicable) regardless of whether there is a Student ID label available for the student.

Regular-English Forms

A rectangular box with a header section containing the number '8' in a small square followed by the text 'FOR TEACHER USE ONLY'. Below the header, there are two rows of radio button options: the first row has a radio button followed by the text 'Braille', and the second row has a radio button followed by the text 'D/HI'.

Form LM

A rectangular box with a header section containing the number '8' in a small square followed by the text 'FOR TEACHER USE ONLY'. Below the header, there is one row of radio button options: a radio button followed by the text 'D/HI'.

Braille. Fill in the **Braille** circle if the student used a Braille form of the test. Braille forms may not contain the exact same set of items as non-Braille forms and require a different answer key.

Deaf/Hearing Impaired (D/HI). Fill in the **D/HI** circle if the student is deaf or hearing impaired. By marking this selection, the norm-referenced SAT 10 reading results for the student will be reported relative to national norms established with deaf or hearing-impaired students.

ACCOMMODATION CLASSIFICATION Grid (#4)

The ACCOM CLASSIFICATION grid (#4) is designed to collect information only about the types of accommodations that a student received *during testing*, not about a student's IEP, 504 Plan, or LEP status. Such statuses are indicated in the Student Information System (SIS). Leave grid 4 blank if the student does not receive any test accommodations but has an IEP, Section 504 Plan, or is classified as LEP.

If a student receives an accommodation on any subject, grid 4 must be completed. Accommodation information is not contained in the barcode information.

The grid has two sections. The top section indicates whether the student received an accommodation because of an IEP, Section 504 Plan, or because the student is classified as LEP. More than one selection may be marked. For example, LEP can be marked along with either IEP or 504 Plan. However, IEP and 504 Plan cannot both be marked.

If you marked either **IEP Accom** or **504 Accom** in the top part of the grid, you must indicate the specific type of accommodation(s) the student received on the reading, mathematics, or science, by darkening the appropriate selections in the bottom section of the grid for each subject tested. For a student using a linguistically modified form (Form LM), **LEP Accom** is pre-slugged on the form. If the only accommodation needed by a student who is LEP is the use of Form LM, you do not need to mark any section in the lower part of the grid.

The subjects listed in the bottom part of the grid will vary depending on the grade and the test document used.

Grid 4 for the grade 3 test booklets and grade 5 answer documents contains columns for reading and mathematics.

Grid 4 for the grade 4 answer documents contains columns for reading, mathematics, and science.

| ACCOM CLASSIFICATION | | | |
|---|--------------------------|--------------------------|--|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| IEP | 504 | LEP | |
| Accom | Accom | Accom | |
| If one or more of the above is selected, you must complete the portion below. | | | |
| SUBJECTS FOR ACCOMMODATION | | | |
| | R | M | |
| 1 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 4 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 6 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 7 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 8 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 9 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 10 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 11 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 12 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 13 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 14 | | <input type="checkbox"/> | |
| 15 | | <input type="checkbox"/> | |
| 16 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 17 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 18 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 19 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 20 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 21 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 22 | <input type="checkbox"/> | <input type="checkbox"/> | |

| ACCOM CLASSIFICATION | | | |
|---|--------------------------|--------------------------|--------------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| IEP | 504 | LEP | |
| Accom | Accom | Accom | |
| If one or more of the above is selected, you must complete the portion below. | | | |
| SUBJECTS FOR ACCOMMODATION | | | |
| | R | M | S |
| 1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Some selections (bubbles) are missing in some subject columns. This indicates that these accommodations are not available for these subjects. For example, there is no reader script or audiocassette/CD-ROM available for the reading test, so there is no bubble for selection 14 (reader script) or 15 (audiocassette/CD-ROM) for reading.

A list of accommodations (and their corresponding grid numbers) for students with IEPs, Section 504 Plans, and for students who are classified as LEP is given in this section.

For students with an IEP or Section 504 Plan, the list is illustrative, not exhaustive. You may provide these students with accommodations that are not listed, as long as the accommodations meet the four criteria listed in the Criteria for Appropriate Accommodations section in this manual (page 16). In this case, darken selection 22 (other) for the tested subjects that are accommodated.

For students who are classified as LEP, the list of accommodations on the next page is exhaustive. No accommodations can be given for these students other than the ones on the list.

| State-approved Accommodations for IEP/504/LEP | | | | | | | |
|---|-----|---------|-----|---------|-----|--------------|---|
| Reading | | Math | | Science | | | |
| IEP/504 | LEP | IEP/504 | LEP | IEP/504 | LEP | ACCOM Number | Accommodation |
| TIMING/SCHEDULING | | | | | | | |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 1 | Extended testing time beyond that allowed for the regular test administration. (Note: test session time frame plus 10 minutes allowed for <u>all</u> students.) |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 2 | Flexible schedules (i.e., breaks during test session, breaks between test sessions longer than 10 minutes) |
| SETTING | | | | | | | |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 3 | Administer the test to a small group in a separate location |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 4 | Administer the test to an individual student in a separate location |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 5 | Environment (i.e., special lighting, adaptive or special furniture such as study carrel or carrel desk, noise buffers, location with minimal distractions, special setting) |
| ✓ | | ✓ | | ✓ | | 6 | Opportunity for student to stand, move, and/or pace during the regular test session – student must be tested <u>separately</u> so as not to disturb other test takers |
| PRESENTATION | | | | | | | |
| ✓ | | ✓ | | ✓ | | 7 | Braille (darken the Braille bubble in the FOR TEACHER USE ONLY grid) |
| ✓ | | ✓ | | ✓ | | 8 | Large print |
| ✓ | | ✓ | | ✓ | | 9 | Visual Presentation Assistance – abacus, graphic organizers, magnifiers, templates, or tests copied onto colored paper (The color-paper copy is considered secure and must be returned to the contractor with all other test booklets.) |
| ✓ | | ✓ | | ✓ | | 10 | Auditory Assistance – amplifiers, etc. |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 11 | Directions – paraphrasing/simplifying directions (in English), translating/paraphrasing/simplifying directions in the student's native language (must be individual administration to avoid distractions to others unless all students have the same native language), student repeats directions in English or native language (must be an individual administration to avoid distractions to others), teacher/proctor highlights key words or phrases in directions only |
| ✓ | | ✓ | | ✓ | | 12 | Student reads aloud to him/herself - includes use of whisper phones (must be individual administration to avoid distractions to others) |

| Reading | | Math | | Science | | ACCOM Number | PRESENTATION - continued |
|-----------------|-----|---------|-----|---------|-----|-----------------|---|
| IEP/504 | LEP | IEP/504 | LEP | IEP/504 | LEP | | |
| | | ✓ | | ✓ | | 13 | Signing test items for mathematics or science tests (No part of the reading test may be signed, including reading passages, extended-response questions, multiple-choice questions, or alternatives). Darken the D/HI bubble in the FOR TEACHER USE ONLY grid. |
| | | ✓ | ✓ | ✓ | ✓ | 14 | Reader script for regular-English mathematics and science tests only (No part of the reading test may be read aloud to students, including the reading passages, extended-response questions, multiple-choice questions or alternatives). |
| | | ✓ | ✓ | ✓ | ✓ | 15 | Auditory presentation via audiocassette or CD for regular-English mathematics and science tests only. |
| ✓ | | ✓ | | ✓ | | 16 | Fewer items per page (alterations to segments of the test materials are considered secure and MUST be returned to the contractor with all other test booklets) |
| ✓ | | ✓ | | ✓ | | 17 | Providing cues (arrows or stop signs) on test booklets or answer documents |
| RESPONSE | | | | | | | |
| ✓ | | ✓ | | ✓ | | 18 | Assistive, adaptive, or augmentative technology (e.g., calculators for the grade 3 math test, word processor or other devices) If word processing devices are used, do NOT allow spell-check, grammar-check, word-prediction, or text-organization functions during the test. |
| ✓ | | ✓ | | ✓ | | 19 | Visual Response Assistance – students write answers on large paper or large-spaced paper, use templates, rulers, or other devices used to help students keep their place on the answer documents or test booklets. |
| ✓ | | ✓ | | ✓ | | 20 | Student points to, or marks, multiple choice answers in the test booklets (other than marking the answer bubbles in the grade 3 test). |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 21 | Student dictates (in English or Spanish) answers to extended-response questions in reading or mathematics or short-response questions in mathematics. Students may dictate their responses to multiple-choice items in English only. Dictated answers can be recorded by a scribe, tape recorded, or both. All dictation (tape recorded or written) must be destroyed after verbatim transcription is completed. Answers to extended-response items and short-response items, dictated in English must be transcribed verbatim in English on the answer document. Answers to extended-response items or short-response items dictated in Spanish must be transcribed verbatim in Spanish on the answer document. |
| OTHER | | | | | | | |
| ✓ | | ✓ | | ✓ | | 22 | Accommodations not addressed above that do not negate the purpose of the test or do not violate test security concerns |

Note: Some things listed as accommodations (for example, breaks between test sessions longer than 10 minutes) may be given to students who do not have an IEP, Section 504 Plan, or who are LEP. However, a student with an IEP may *require* breaks between test sessions longer than 10 minutes, and this is written into the IEP as a required accommodation.

Grade 3 Assessment

Materials Needed

- **Test Administration Manual (this booklet).** You will need one copy for yourself and one for each proctor (if applicable).
- **Test Booklets.** You will need one grade 3 test booklet (either regular-English or Form LM) per student, plus a few extra copies in case of damaged booklets. The reading and mathematics tests are contained in a single test booklet. Form LM test booklets are packaged separately. Check with your school ISAT Coordinator if you need Form LM tests. The front cover of the grade 3 test booklet contains demographic grids and a space for the Student ID label. The back cover contains the Student Name line. There are multiple forms of the regular-English tests. There is only one form of the Form LM test.
- **Student ID Labels.** You will need one Student ID (bar code) label for each student. If no Student ID label is available for the test booklet, a Testing School ID label should be affixed to the documents (see page 15).
- **Scratch Paper.**
Mathematics—Student must be given a supply of blank, unlined scratch paper for *session 1 only*. Neither the test contractor nor ISBE provide the blank scratch paper.
- **Paper Rulers.** You will need one ruler with inch and centimeter markings for each student (plus one or two extras). The rulers are for the mathematics test and are provided by ISBE. Students or teachers may keep the rulers after all testing is completed.
- **No. 2 Pencils.** You will need two No. 2 pencils with erasers for each student (plus a few extras).



**USE NO. 2
PENCIL ONLY**

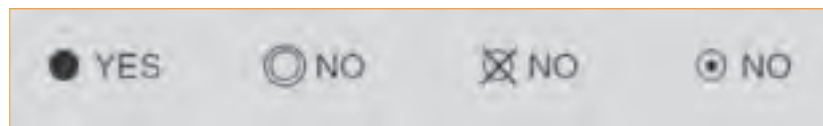
Students must use only a No. 2 pencil to mark multiple-choice answers or to write answers to short-response or extended-response questions. Pens must not be used on any part of the tests.

General Instructions

- All instructions printed in bold and preceded by **SAY** must be read aloud to students exactly as they are written. Follow any directions to pause, point, demonstrate, or answer questions.
- Use an extra student test booklet to demonstrate how students are to open seals, to point out where practice test questions are to be answered, and to check that students are working in the correct section of the test booklet.
- *Because the test items are secure, please do not examine the test items once the seals are broken.*
- The OPTIONAL SCHOOL USE grid (#6) on the front cover of the test booklet is for local use only. Your School Coordinator will tell you whether and how this grid should be marked.

Specific Rules

- There is a regular-English version and a linguistically modified version (Form LM) of the test. Only the mathematics test has been linguistically modified. For the mathematics test, students using the regular-English forms **MUST NOT** be tested with those using Form LM, or vice versa. For the mathematics test, the oral instructions read to students for each of these forms may vary slightly. However, no part of the reading test in Form LM has been linguistically modified, so students using the regular-English forms may be tested with those using Form LM, or vice versa.
- Eligible Spanish-speaking students using either a regular-English form or a Form LM test may write their answers to the extended-response questions in reading and mathematics and the short-response questions in mathematics in Spanish or English. If their answers are written in Spanish, you must complete grid 9 (WRITTEN RESPONSE IN SPANISH) on the cover (demographic page) of the grade 3 test booklet.
- All answers to all questions must be marked directly in the test booklets using ONLY a No. 2 pencil. Do not use pens to mark or write any answers.
- **Marking Multiple-Choice Items**—For each answer chosen student **must** fill in (darken) the answer bubble completely with a No. 2 pencil. Students must **not** mark their response by circling the answer bubble, putting an “X” through it or a dot in it. You may want to illustrate this for students.



Students must **not** eliminate incorrect answer bubbles by putting an “X” or any sort of mark through the incorrect answer bubble. Doing so may jeopardize the detection of the selected response and could result in the item being marked as incorrect. Only the bubble of the answer selected should have marks in it.

- Grade 3 students are *not* to use calculators, personal computers, graphic organizers, or similar aids when taking the tests unless they are provided as an accommodation for a student with an IEP or a Section 504 Plan.
- Blank, unlined scratch paper **must** be provided for all students for session 1 of the mathematics test. For sessions 2 and 3, scratch work, calculations, and notes for multiple-choice items should be written in the test booklet in the white space provided on each page. Scratch work, calculations, and notes for short-response and extended-response items should be done on the pages in the test booklet for the written responses. Scratch paper can be given to students for sessions 2 and 3 of the mathematics test only as an accommodation for students with IEPs or Section 504 Plans. Destroy (shred) all used, separate scratch paper after each test session is completed.
- It is **strongly** recommended that the test administrator or proctor walk quietly around the classroom to monitor the testing, checking to see if students are responding in the right section, showing confusion, making excessive erasures, etc. Once at the beginning to ensure they are working in the correct section, and then once at the midpoint and once toward the end of the session would be very beneficial. While walking around during the test you may help individual students, but only with respect to the general aspects of clarifying directions and ensuring they are responding in the right section of the test booklet. Do not give clues or explain rationales that would help student identify correct answers.

- Allow students to work at their own pace, yet make sure they are progressing in a timely manner.
- Make sure that students print their name on the very back cover of the test booklet on the Student Name line. There are oral instructions to students about doing this. Students should not grid their names in name grid bubbles (grid 1). If they do, and if you have a Student ID label for the student, you do NOT have to erase the bubbles. The Student ID label will override the student gridding.
- Mark the applicable selections of the FOR TEACHER USE ONLY grid, the ACCOM CLASSIFICATION grid, and the WRITTEN RESPONSE IN SPANISH grid after testing is completed.

GRADE 3—READING: TEST INSTRUCTIONS

SUMMARY

The reading test is administered in three 45-minute sessions with a *minimum* rest period of 10 minutes between sessions. The directions for each session will vary somewhat depending on the administration format. All of the questions except two are multiple-choice questions. The multiple-choice questions each have only one correct answer. Question 51 in session 2 and question 72 in session 3 are extended-response questions.

If reading is tested first, have students write their names in the Student Name line on the back cover of the test booklets before beginning the test.

If any mathematics test sessions have already been administered, make sure students use the *same* test booklet that they used before. Students *must* use the same test booklet for both tests.

Students may underline or highlight words or sentences in the passages or questions if that helps them answer the questions. Students should *not* use highlighters as part of their answers to multiple-choice or extended-response questions. All answers to all questions must be marked directly in the test booklet using only a No. 2 pencil.

For each test session, if students are still working after 45 minutes have elapsed, they may have up to 10 additional minutes to continue working. However, all test sessions are ended after 55 minutes. The only exception is for students with IEPs or Section 504 Plans and students who are LEP, all of whom may have additional time beyond 55 minutes.

Since some students will complete the test sessions early, test administrators, at their discretion, may suggest that students bring a book to read when they finish a test session. See page 10.

LEP Students

If you have students who are using linguistically modified test forms (Form LM), remember that no part of the reading test (passages or items) is linguistically modified or translated into Spanish. Therefore, for the reading test ONLY, students using the regular-English forms (1–6 and SF) may be tested with students using Form LM, or vice versa.

Eligible Spanish-speaking students using either a regular-English form or a Form LM test may write their answers to the extended-response questions in Spanish or English. If their answers are written in Spanish, you must complete grid 9 (WRITTEN RESPONSE IN SPANISH) on the cover (demographic page) of the grade 3 test booklet.

Make sure that all desks are cleared and that each student has two soft-lead (No. 2) pencils with erasers.

SAY I am going to give you your test booklet. Do not open your booklet until I tell you what to do.

If this is the very first session of testing, distribute the test booklets and proceed to the oral instructions immediately below this box. If Student ID labels have already been affixed to the grade 3 test booklets, make sure students get the test booklet with their Student ID label.

If this is not the very first session of testing, distribute the test booklets, *making sure that each student gets the test booklet with his or her name on it*. Then skip to the oral instructions immediately below the line on this page.

SAY First, turn your test booklet over. On the very back page, print your name on the Student Name line.

Point to the proper area on the back cover of the test booklet that you are using for demonstration.

SAY Now we will begin session 1 of the reading test. Break only the first seal, and open your booklet to page 5.

Demonstrate breaking the first seal. Make sure all students have page 5 showing.

SAY Look at the directions at the top of the page. Read them to yourself as I read them aloud. “Read each passage. Then read each question about the passage. Decide which is the best answer to the question. Mark the space for the answer you have chosen.”
Now find the sample poem, right below the directions.

Make sure everyone has found the sample poem.

SAY Read the poem quietly to yourself.

Pause for about two minutes while students read the sample poem.

SAY Now look at the first sample, Sample A.

Make sure all students have found Sample A.

SAY Read Sample A to yourself as I read it aloud. *You can tell that the speaker does not like—A hearing the alarm clock ... B eating breakfast ... C mowing the grass ... D riding in a car. Which is the correct answer?*

Pause for replies.

SAY Yes. That’s right. The poem says “Turn it off! Turn it off!” when the alarm clock rings. The space for “A,” *hearing the alarm clock*, has been filled in to show that it is the correct answer. Does anyone have a question?

Answer any questions students may have. Repeat the sample if necessary.

Grade 3–Reading–Session 1 *(continued)*

SAY Now look at Sample B. Read the question to yourself. Mark the space for your answer.

Pause while students mark their answers.

SAY Which space did you mark?

Pause for replies.

SAY That’s right. You should have marked the answer space for “D,” *Thinking about when you first wake up*. Does anyone have a question?

Answer any questions students may have. Repeat the sample if necessary.

SAY You will have at least 45 minutes to finish this session. I will tell you when there are 15 minutes left. After 45 minutes, if you are still working you may have up to 10 more minutes to work on the test questions.

I cannot help you with any words you do not know, but you can look back at the passages to help you answer the questions. You may underline or highlight words or sentences in the passages or questions if that helps you answer the questions. However, do not use the highlighter as part of your responses.

Skip the following paragraph below this box if you decide not to allow the students to read a book after they finish the test session. Say to the students:

SAY When you have finished, close your booklet and sit quietly until I say, “Stop.”

Then proceed directly to the paragraph below, which begins with “Turn to the next page.”

If you finish early and have completely checked all your work on this session, you may raise your hand and I will collect your test booklet. Then you may read a book quietly at your desk until the end of the test session. Once I have collected your test booklet, you are finished with the test session. You cannot get your test booklet back to change any answers, so be sure you have completely checked your work before you raise your hand to turn in your test materials.

Turn to the next page. You will do the rest of the stories and questions on your own. After you finish this page, keep working until you come to the end of page 17, where you see the word “STOP” at the bottom of the page. If you finish early, you may check your work on pages 7 through 17, but do not go on to any other pages.

Remember to read each passage and answer the questions about the passage. Choose the best answer for each question. Mark the space for your answer in your test booklet. Does everyone understand what to do?

Grade 3–Reading–Session 1 (continued)

Answer any questions.

SAY When you mark your answer fill in or darken the answer bubble completely with your pencil. Do not mark your response by circling the answer bubble, putting an “X” through it or a dot in it. The answer bubble you choose must be completely filled in. Also, do not make a mark on any of the incorrect answer bubbles. Only the bubble of the answer you choose should have marks in it.

If you’re not sure about the answer to a question, do the best you can, but do not spend too much time on any one question.

You may BEGIN.

While the students are working, walk quietly around the room to make sure that they are following directions and that they are not looking at any other sessions. Do not give help on specific test questions.

After 30 minutes, write 15 MINUTES LEFT on the board.

SAY There are 15 minutes left.

After 45 minutes, determine whether any students are still actively engaged and working on this test session.

If all students are finished after 45 minutes have elapsed,

SAY Stop. You have finished this test session. If you have not already done so, please put your pencil down and close your test booklet.

If some students are still working,

SAY Please continue to work. You may have up to 10 more minutes to finish this session.

If all students have finished before the extra 10 minutes have elapsed *or* if students are still working after the extra 10 minutes have elapsed,

SAY Stop. This is the end of this test session. If you have not already done so, please put your pencil down and close your test booklet.

Test booklets should be collected from students if session 2 does not immediately follow session 1 or if otherwise necessary to ensure the security of the test materials. Make sure you have one test booklet from each student. If session 2 is administered on the same day as session 1, students should be given *a break of at least 10 minutes between sessions.*

GRADE 3–READING–SESSION 2

When you are ready to begin session 2, redistribute the test booklets and No. 2 pencils. *Make sure that each student receives the same test booklet that he or she used in session 1.*

When the students are ready,

SAY Now we will begin session 2. Check to see whether you have the test booklet with your name on it. Break only the second seal, and open your booklet to page 21.

Demonstrate breaking the second seal. Make sure all students have page 21 showing.

SAY Follow the directions in your booklet for session 2 of the reading test while I read them aloud:

In a few minutes you will begin session 2 of the reading test. You will read two passages in this session. Each passage is like something you would read at home or at school. You will have at least 45 minutes to read the two passages and answer the questions in session 2.

- Questions 31 through 40 after the first passage and 41 through 50 after the second passage are multiple-choice questions. For each question, mark the space for the answer you have chosen. If you are not sure of an answer, choose the one you think is best. There is no penalty for guessing. If you want to change an answer, make sure you erase the old answer completely.
- Question 51 after the second passage is an extended-response question. You must write your answer inside the outlined boxes on pages 31, 32, and 33.
 - Read the question completely before you start to write your answer,
 - Write your answer to the question in your own words,
 - Write as clearly as you can so that another person can read your answer and understand what you were thinking,
 - Read over your answer to see if you need to rewrite any part of it.

If you finish all the test questions early, you may check your answers to session 2 only. Do not go back to session 1 or on to session 3.

If you have students who are eligible for LEP accommodations and prefer to write in Spanish,

SAY If you speak Spanish, you may write your answer to question 51 in either Spanish or English.

You will have at least 45 minutes to finish this session. I will tell you when there are 15 minutes left. After 45 minutes, if you are still working you may have up to 10 more minutes to work on the test questions.

I cannot help you with any words you do not know, but you can look back at the passages to help you answer the questions. You may underline or highlight words or sentences in the passages or questions if that helps you answer the questions. However, do not use the highlighter as part of your responses.

Grade 3–Reading–Session 2 (continued)

Skip the following paragraph below this box if you decide not to allow the students to read a book after they finish the test session.

SAY When you have finished, close your booklet and sit quietly until I say, “Stop.”

Then proceed directly to the paragraph below that begins with “If you have any questions....”

If you finish early and have completely checked all your work on this session, you may raise your hand and I will collect your test booklet. Then you may read a book quietly at your desk until the end of the test session. Once I have collected your test booklet, you are finished with the test session. You cannot get your test booklet back to change any answers, so be sure you have completely checked your work before you raise your hand to turn in your test materials.

If you have any questions, raise your hand now.

Answer any questions students may have.

SAY Remember that you must use a No. 2 pencil to mark all of your responses and write your answer to the extended-response question. Do not use a pen for any of your answers.

Now turn to page 22 in your test booklet and BEGIN.

While the students are working, walk quietly around the room, making sure that they are following directions, not looking at any other test sessions, and marking *all* of their answers with a No. 2 pencil. Do not give help on specific test questions.

After 30 minutes, write 15 MINUTES LEFT on the board.

SAY There are 15 minutes left. You should be working on the extended-response item by now. Remember to use only a No. 2 pencil to write your answer. Do not use a pen to write your answer.

After 45 minutes, determine whether any students are still actively engaged and working on this test session.

If all students are finished after 45 minutes have elapsed,

SAY Stop. You have finished this test session. If you have not already done so, please put your pencil down and close your test booklet.

If some students are still working,

SAY Please continue to work. You may have up to 10 more minutes to finish this session.

Grade 3–Reading–Session 2 *(continued)*

If all students have finished before the extra 10 minutes have elapsed *or* if students are still working after the extra 10 minutes have elapsed,

SAY **Stop. This is the end of this session. If you have not already done so, please put your pencil down and close your test booklet.**

Test booklets should be collected from students if session 3 does not immediately follow session 2 or if otherwise necessary to ensure the security of test materials. Make sure you have one test booklet from each student. If session 3 is administered on the same day as session 2, students should be given *a break of at least 10 minutes between sessions.*

GRADE 3–READING–SESSION 3

When you are ready to begin session 3, redistribute the test booklets and No. 2 pencils. *Make sure that each student receives the same test booklet that he or she used in session 1 and session 2.*

When the students are ready,

SAY Now we will begin session 3. Check to see whether you have the test booklet with your name on it. Break only the third seal, and open your test booklet to page 37.

Demonstrate breaking the third seal. Make sure all students have page 37 showing.

SAY Follow the directions in your booklet for session 3 of the reading test while I read them aloud:

In a few minutes you will begin session 3 of the reading test. Each passage you will read is like something you would read at home or at school. You will have at least 45 minutes to read the passages and answer the questions in session 3.

- **Questions 52 through 71 are all multiple-choice questions. For each question, mark the space for the answer you have chosen. If you are not sure of an answer, choose the one you think is best. There is no penalty for guessing. If you want to change an answer, make sure you erase the old answer completely.**
- **Question 72 after the last passage is an extended-response question. You must write your answer inside the outlined boxes on the three pages provided.**
 - **Read the question completely before you start to write your answer,**
 - **Write your answer to the question in your own words,**
 - **Write as clearly as you can so that another person can read your answer and understand what you were thinking,**
 - **Read over your answer to see if you need to rewrite any part of it.**

If you finish all the test questions early, you may check your answers to session 3 only. Do not go back to sessions 1 or 2.

If you have students who are eligible for LEP accommodations and prefer to write in Spanish,

SAY If you speak Spanish, you may write your answer to question 72 in either Spanish or English.

You will have at least 45 minutes to finish this session. I will tell you when there are 15 minutes left. After 45 minutes, if you are still working you may have up to 10 more minutes to work on the test questions.

I cannot help you with any words you do not know, but you can look back at the story to help you answer the questions. You may underline or highlight words or sentences in the story if that helps you answer the questions. However, do not use the highlighter as part of your responses. Remember, if you finish before time is called, you may go back and check your work on this session. Do not go back to session 1 or session 2.

Grade 3–Reading–Session 3 (continued)

Skip the following paragraph below this box if you decide not to allow the students to read a book after they finish the test session. Say to the students:

SAY When you have finished, close your booklet and sit quietly until I say, “Stop.”

Then proceed directly to the paragraph below that begins with “If you have any questions....”

If you finish early and have completely checked all your work on this session, you may raise your hand and I will collect your test booklet. Then you may read a book quietly at your desk until the end of the test session. Once I have collected your test booklet, you are finished with the test session. You cannot get your test booklet back to change any answers, so be sure you have completely checked your work before you raise your hand to turn in your test materials.

If you have any questions, raise your hand.

Answer any questions.

SAY Remember that you must use only a No. 2 pencil to mark all of your responses and write your answer to the extended-response question. Do not use a pen for any of your answers.

Now turn to page 38 in your test booklet and BEGIN.

While the students are working, walk quietly around the room, making sure that they are following directions, not looking at any other sessions, and marking *all* of their answers with a No. 2 pencil. Do not give help on specific test questions.

After 30 minutes, write 15 MINUTES LEFT on the board.

SAY There are 15 minutes left. You should be working on the extended-response item by now. Remember to use only a No. 2 pencil to write your answer. Do not use a pen to write your answer.

After 45 minutes, determine whether any students are still actively engaged and working on this test session.

If all students are finished after 45 minutes have elapsed,

SAY Stop. You have finished this test session. If you have not already done so, please put your pencil down and close your test booklet.

If some students are still working,

SAY Please continue to work. You may have up to 10 more minutes to finish this session.

Grade 3–Reading–Session 3 (continued)

If all students have finished before the extra 10 minutes have elapsed *or* if students are still working after the extra 10 minutes have elapsed,

SAY Stop. This is the end of this test session. If you have not already done so, please put your pencil down and close your test booklet.

Make sure each student's name is on the test booklet before you collect them. After you collect all the test booklets, make sure that you have one test booklet from each student who took the test.

If students have *not* completed all grade 3 tests, and you will not be the person to administer the mathematics test, return the test booklets (including unused test materials) to your School Coordinator so that the materials can be redistributed as the school test schedule requires.

If students have completed all grade 3 tests, mark the applicable selections in the FOR TEACHER USE ONLY grid (see page 21), the ACCOM CLASSIFICATION grid (see pages 21–24), and the WRITTEN RESPONSE IN SPANISH grid (see page 15) on the front of each student's test booklet.

When students have completed all grade 3 tests, make sure you have one test booklet from each student, and return all test materials (including unused test materials) to your School Coordinator.

GRADE 3—MATHEMATICS: TEST INSTRUCTIONS

SUMMARY

The mathematics test is administered in three 45-minute sessions. Students should receive a rest period of *at least* 10 minutes between sessions. The directions for each session will vary somewhat depending on the administration format. See the chart on page 6 for the number and types of items in each test session.

Students are *not* allowed to use a calculator on any part of the grade 3 mathematics test unless it is provided as an accommodation for a student with an IEP or a Section 504 Plan.

Students must be given paper rulers for all three sessions of the mathematics test. The paper rulers should be collected at the end of session 1 and session 2 for redistribution in sessions 2 and 3. Students or teachers may keep the paper rulers after the mathematics test is completed.

For session 1 only, students must be given blank, unlined scratch paper. The scratch paper is not provided by ISBE. The scratch paper must be collected from students at the end of session 1 and should be destroyed (shredded).

If mathematics is tested first, have students write their names on the very back page of the test booklets before beginning the test.

If any reading test sessions have already been administered, make sure that students use the same test booklet that they used before. Students *must* use the same test booklet for both tests.

Students may underline or highlight words, phrases, or sentences in the test if that helps them answer the questions. Students should *not* use highlighters as part of their answers to multiple-choice, short-response, or extended-response questions. A No. 2 pencil must be used to mark or write all answers.

For each test session, if students are still working after 45 minutes have elapsed, they may have up to 10 additional minutes to continue working. However, all test sessions are ended after 55 minutes. The only exception is for students with IEPs or Section 504 Plans and students who are LEP, all of whom may have additional time beyond 55 minutes.

Since some students will complete the test sessions early, test administrators, at their discretion, may suggest that students bring a book to read when they finish a test session. See page 9.

LEP Students

Eligible Spanish-speaking students using either a regular-English form or a Form LM test may write their answers to the short-response and extended-response questions in Spanish or English. If their answers are written in Spanish, you must complete grid 9 (WRITTEN RESPONSE IN SPANISH) on the cover (demographic page) of the grade 3 test booklet.

Form LM is available only for LEP students who are eligible for test accommodations. Check with your School Coordinator if you are unsure.

Form LM tests contain the same items as the regular-English forms and in the same order. However, because of the linguistic modification and translation process, some of the items in Form LM may appear on different pages than the corresponding items in the regular-English form. Therefore, references to items on pages in the test booklet may be different for students using the regular-English forms versus those students using Form LM.

For the mathematics test, students who use Form LM must NOT be tested together with students who use the regular-English test forms (forms 1–6 and Form SF). Because these students will have different instructions read to them (e.g., for page number references), testing these students together would be confusing.

Short-Response (SR) Items (71, 72, and 73)—Session 2

There are additional instructions that will be read only to students using Form LM. These extra instructions are in a separate box on page 46 of this manual. The extra instructions will direct students which version of the items to look at and where to write their answers. It is critical for you to review the instructions read to students for session 2 before you administer session 2 to students. The following is an illustration of the layout of SR items in the test booklet.

Students must **NOT** put a complete answer to a question in more than one answer space.

Students must **NOT** put parts of their answers to a question in different answer spaces.

Non-Spanish-speaking LEP students

page 100

| |
|------------------------------|
| SR Item #71 |
| Linguistically Modified |
| WRITE ANSWER HERE |

page 101

| |
|------------------------------|
| SR Item #72 |
| Linguistically Modified |
| WRITE ANSWER HERE |

page 102

| |
|------------------------------|
| SR Item #73 |
| Linguistically Modified |
| WRITE ANSWER HERE |

Spanish-speaking LEP students

page 104

| |
|-------------------------------------|
| SR Item #71 |
| Regular English |
| DO NOT WRITE ANSWER HERE |

page 105

| |
|------------------------------|
| SR Item #71 |
| Spanish |
| WRITE ANSWER HERE |

page 106

| |
|-------------------------------------|
| SR Item #72 |
| Regular English |
| DO NOT WRITE ANSWER HERE |

page 107

| |
|------------------------------|
| SR Item #72 |
| Spanish |
| WRITE ANSWER HERE |

page 108

| |
|-------------------------------------|
| SR Item #73 |
| Regular English |
| DO NOT WRITE ANSWER HERE |

page 109

| |
|------------------------------|
| SR Item #73 |
| Spanish |
| WRITE ANSWER HERE |

Extended-Response (ER) Items (74 and 75)—Session 3

There are additional instructions that will be read only to students using Form LM. These extra instructions are in a separate box on page 50 of this manual. The extra instructions will direct students which version of the items to look at and where to write their answers. It is critical for you to review the instructions read to students for session 3 before you administer session 3 to students. The following is an illustration of the layout of ER items in the test booklet.

Students must **NOT** put a complete answer to a question in more than one answer space.

Students must **NOT** put parts of their answers to a question in different answer spaces.

Non-Spanish-speaking LEP students

page 114

| |
|---|
| ER Item #74 Linguistically Modified |
| First page of answer space for #74 WRITE ANSWER HERE |

page 115

| |
|--|
| Second page of answer space for #74 |
| WRITE ANSWER HERE |

page 116

| |
|---|
| ER Item #75 Linguistically Modified |
| First page of answer space for #75 WRITE ANSWER HERE |

page 117

| |
|--|
| Second page of answer space for #75 |
| WRITE ANSWER HERE |

Spanish-speaking LEP students

page 118

| |
|------------------------|
| ER Item #74 |
| Regular English |
| No answer space |

page 119

| |
|--------------------|
| ER Item #74 |
| Spanish |
| No answer space |

page 120

| |
|---------------------------------------|
| First page of answer space for #74 |
| WRITE ANSWER HERE |

page 121

| |
|--|
| Second page of answer space for #74 |
| WRITE ANSWER HERE |

page 122

| |
|------------------------|
| ER Item #75 |
| Regular English |
| No answer space |

page 123

| |
|--------------------|
| ER Item #75 |
| Spanish |
| No answer space |

page 124

| |
|---------------------------------------|
| First page of answer space for #75 |
| WRITE ANSWER HERE |

page 125

| |
|--|
| Second page of answer space for #75 |
| WRITE ANSWER HERE |

NOTE: Students must be given paper rulers with inch and centimeter markings for this session. These rulers are provided as part of the test materials. For session 1 only, students must be given blank, unlined scratch paper, which is *not* part of the materials provided.

**Students Using Regular-English forms 1–6 and Form SF
Students Using Form LM**

(PAGE NUMBERS IN THIS BOX ARE ILLUSTRATIVE ONLY.)

In the bolded oral instructions you read to students (preceded by the **SAY** command), if there is a difference in any reference to page numbers for the regular-English form and Form LM, the bolded instructions will appear as follows:

SAY ...and open your test booklet to page 61 (LM—page 62).

In this example, page 61 is for the regular-English forms and page 62 is for the Form LM test.

For students using regular-English forms 1–6 and SF, you would read:

SAY ...and open your test booklet to page 61.

For students using Form LM, you would read:

SAY ...and open your test booklet to page 62.

If you do NOT see the reference to LM in parentheses, then the page numbers are the same for all students taking the grade 3 test.

Make sure that all desks are cleared and that each student has two soft-lead (No. 2) pencils with erasers.

SAY I am going to give you your test booklet. Do not open your booklet until I tell you what to do.

If this is the very first session of testing, distribute the test booklets and proceed to the oral instructions immediately below this box. If Student ID labels have already been affixed to the grade 3 test booklets, make sure students get the test booklet with their Student ID label.

If this is not the very first session of testing, distribute the test booklets, *making sure that each student gets the test booklet with his or her name on it*. Then skip to the oral instructions immediately below the line on the next page.

Grade 3—Mathematics—Session 1 (continued)

SAY First, turn your test booklet over. On the very back page, print your name on the Student Name line.

Point to the proper area on the back cover of test booklet that you are using for demonstration.

SAY I am going to give you some scratch paper and a paper ruler. You may need the ruler to answer some of the questions. Write your name on the back of the ruler.

Distribute the scratch paper and the rulers.

SAY Now we will begin session 1 of the mathematics test. Break only the fourth seal, and open your test booklet to page 55.

Demonstrate breaking the fourth seal. Make sure all students have page 55 showing.

SAY Look at the directions at the top of the page. Read them to yourself as I read them aloud. "Read each question or problem carefully. Then answer the question or work the problem. Mark the space for your answer."

Now look at Sample A in the box.

Make sure all students have found Sample A.

SAY Read Sample A to yourself as I read it aloud. *Seven plus box equals thirteen. What number should be written in the box to make this sentence true? What is the answer?*

Pause for replies.

SAY That's right. The number *six* should be written in the box because *seven plus six equals thirteen*. The space for the letter "C" has been filled in to show that answer "C," *six*, is the correct answer. Does anyone have a question?

Answer any questions students may have. Repeat the sample if necessary.

SAY Now look at Sample B. Read Sample B to yourself. Mark the space for your answer.

Pause while students mark their answers.

SAY Which answer did you mark?

Pause for replies.

SAY That's right. You should have marked the answer space for the letter "A," *five*, because if Jonah is *sixth* in line, that means there are *five* children in front of him. Does anyone have a question?

Answer any questions students may have. Repeat the sample if necessary.

Grade 3–Mathematics–Session 1 *(continued)*

SAY Question 1 for this test is on this page with the sample questions. You will answer question 1 and the rest of the questions on your own. Remember, read the question and choose the best answer. Then mark the space for your answer in your test booklet. After you finish question 1 on this page, continue working until you come to the word “STOP” at the bottom of page 74. If you finish working before I tell you to stop, you may check your work on pages 55 through 74, but do not go on to any other pages. You may underline or highlight words or sentences in the test if that helps you answer the questions. However, do not use a highlighter as part of your responses. You may use the scratch paper I gave you for working out the problems.

Skip the following paragraph below this box if you decide not to allow the students to read a book after they finish the test session. Say to the students:

SAY When you have finished, close your booklet and sit quietly until I say, “Stop.”

Then proceed directly to the paragraph below that begins with “Does anyone have a question?”

If you finish early and have completely checked all your work on this session, you may raise your hand and I will collect your test booklet. Then you may read a book quietly at your desk until the end of the test session. Once I have collected your test booklet, you are finished with the test session. You cannot get your test booklet back to change any answers, so be sure you have completely checked your work before you raise your hand to turn in your test materials.

Does anyone have a question?

After any questions have been answered,

SAY When you mark your answer fill in or darken the answer bubble completely with your pencil. Do not mark your response by circling the answer bubble, putting an “X” through it or a dot in it. The answer bubble you choose must be completely filled in. Also, do not make a mark on any of the incorrect answer bubbles. Only the bubble of the answer you choose should have marks in it.

You will have at least 45 minutes to work on this session. I will tell you when there are 15 minutes left. If you’re not sure about an answer, do the best you can, but do not spend too much time on any one question. After 45 minutes, if you are still working you may have up to 10 more minutes to work on the test questions.

You may BEGIN.

While the students are working, walk quietly around the room to make sure they are following directions and marking their answers in the correct section of the test booklet. Check to see that students mark only one answer for each question and that they go on until they finish the questions on page 74. If a student has trouble understanding what to do, explain as quickly and as quietly as you can. Do not give help on specific test questions.

Grade 3—Mathematics—Session 1 (continued)

After 30 minutes, write 15 MINUTES LEFT on the board.

SAY There are 15 minutes left.

After 45 minutes, determine whether any students are still actively engaged and working on this test session.

If all students are finished after 45 minutes have elapsed,

SAY Stop. You have finished this test session. If you have not already done so, please put your pencil down and close your test booklet.

If some students are still working,

SAY Please continue to work. You may have up to 10 more minutes to finish this session.

If all students have finished before the extra 10 minutes have elapsed *or* if students are still working after the extra 10 minutes have elapsed,

SAY Stop. This is the end of this test session. If you have not already done so, please put your pencil down and close your test booklet.

Test booklets and paper rulers should be collected from students if session 2 does not immediately follow session 1 or if otherwise necessary to ensure the security of test materials. Make sure you have one test booklet from each student. If session 2 is administered on the same day as session 1, students should be given *a break of at least 10 minutes between sessions*.

Scratch paper should be collected from students after session 1 is completed. Used scratch paper should be destroyed (shredded). Students must not be given separate, blank scratch paper for sessions 2 or 3, unless it is to provide an accommodation for a student with an IEP or a Section 504 Plan.

Reminder—before you begin Session 2

If you are administering session 2 to students using Form LM tests, please review the information on page 39 about the short-response items in session 2.

NOTES:

- Students must be given paper rulers with inch and centimeter markings for this session. These rulers are provided as part of the test materials.
- Do *not* give students blank scratch paper for session 2, unless it is to provide an accommodation for a student with an IEP or a Section 504 Plan. A WORK SPACE box is provided on several pages in session 2. Students may use these spaces as scratch paper for the multiple-choice questions.

When you are ready to begin session 2, redistribute the test booklets, paper rulers, and No. 2 pencils. *Make sure that each student receives the same test booklet and paper ruler that he or she used in session 1.*

When the students are ready,

SAY Now we will begin session 2. Check to see whether you have the test booklet and paper ruler with your name on them. Break only the fifth seal, and open your test booklet to page 79.

Demonstrate breaking the fifth seal. Make sure all students have page 79 showing.

SAY Follow along as I read the directions aloud:

In a few minutes, you will begin session 2 of the mathematics test.

Session 2 contains 30 multiple-choice questions and 3 short-response questions. You will have at least 45 minutes to answer the questions in session 2.

Questions 41 through 70 are multiple-choice questions. For each question, mark the space for the answer you have chosen. If you are not sure of an answer, choose the one you think is best. There is no penalty for guessing. If you want to change an answer, make sure you erase the old answer completely.

A WORK SPACE box is provided on several pages in session 2. You may use these spaces as scratch paper for the multiple-choice questions.

Questions 71, 72, and 73 are short-response questions. Follow the directions in each question, and write your answers in the space provided in your test booklet. If you finish the questions early, you may check your answers in session 2 only. Do not go back to session 1 or on to session 3.

Does anyone have a question?

Answer any questions.

If you have students who are eligible for LEP accommodations and prefer to write in Spanish,

SAY If you speak Spanish, you may write your answers to the short-response questions in either Spanish or English.

Grade 3—Mathematics—Session 2 (continued)

For Students Using Form LM Tests

If you have **only** students who do **not speak Spanish** in the test session, read the following directions.

SAY When you are finished with the multiple-choice questions you should go to the short-response items on pages 100, 101, and 102. You will write your answers to each question on the same page as the question. Do you have any questions? [Pause.]

Go to the next **SAY** command outside of this box that begins “You will have at least 45 minutes....”

If you have **only** students who **speak Spanish** in the test session, read the following directions.

SAY When you are finished with the multiple-choice questions you should go to the short-response items on pages 104 through 109. Each short-response item is presented in English and Spanish on side-by-side pages. You will write your answer to each question on the page with the Spanish question. This is page 105 for question 71, page 107 for question 72, and page 109 for question 73. You may write your answer to each question in English or in Spanish. Do you have any questions? [Pause.]

Go to the next **SAY** command outside of this box that begins “You will have at least 45 minutes....”

If you have **both** kinds of students, you will read the following directions.

SAY If you do not speak Spanish, you will look at the short-response items on pages 100, 101, and 102. You will write your answers to each question on the same page as the question.

If you speak Spanish, you will look at the short-response items on pages 104 through 109. Each short-response item is presented in English and Spanish on side-by-side pages. You will write your answer to each question on the page with the Spanish question. This is page 105 for question 71, page 107 for question 72, and page 109 for question 73. You may write your answer to each question in English or in Spanish. Do you have any questions? [Pause.]

Go to the next **SAY** command outside of this box that begins “You will have at least 45 minutes....”

SAY You will have at least 45 minutes to finish this session. I will tell you when there are 15 minutes left. After 45 minutes, if you are still working you may have up to 10 more minutes to work on the test questions.

You may underline or highlight words or sentences in the test if that helps you answer the questions. However, do not use a highlighter as part of your responses. Use only a No. 2 pencil for your responses.

For multiple-choice questions you may use the work space in your test booklet for scratch paper. Scratch work for short-response questions should be done in the space in your test booklet where you will write your answers.

If you discover that you have answered any of the short-response questions on the wrong page let me know immediately. Answers written on the wrong page will likely get a low score or a zero.

Skip the following paragraph below this box if you decide not to allow the students to read a book after they finish the test session. Say to the students:

SAY When you have finished, close your booklet and sit quietly until I say, “Stop.”

Then proceed directly to the paragraph below that begins with “Does anyone have a question?”

If you finish early and have completely checked all your work on this session, you may raise your hand and I will collect your test booklet. Then you may read a book quietly at your desk until the end of the test session. Once I have collected your test booklet, you are finished with the test session. You cannot get your test booklet back to change any answers, so be sure you have completely checked your work before you raise your hand to turn in your test materials.

Does anyone have a question?

Answer any questions students may have.

SAY Turn to page 80 in your test booklet and BEGIN.

While the students are working, walk quietly around the room to make sure that they are following directions and that they are not looking at any other sessions. Do not give help on specific test questions.

After 30 minutes, write 15 MINUTES LEFT on the board.

SAY There are 15 minutes left. If you have not started the short-response questions, finish the multiple-choice questions and move on to the short-response questions. Do not use a pen to write your answers. Use only a No. 2 pencil to write your answers to the short-response questions.

After 45 minutes, determine whether any students are still actively engaged and working on this test session.

If all students are finished after 45 minutes have elapsed,

SAY Stop. You have finished this test session. If you have not already done so, please put your pencil down and close your test booklet.

If some students are still working,

SAY Please continue to work. You may have up to 10 more minutes to finish this session.

If all students have finished before the extra 10 minutes have elapsed *or* if students are still working after the extra 10 minutes have elapsed,

Grade 3–Mathematics–Session 2 *(continued)*

SAY Stop. This is the end of this test session. If you have not already done so, please put your pencil down and close your test booklet.

Test booklets and paper rulers should be collected from students if session 3 does not immediately follow session 2 or if otherwise necessary to ensure the security of test materials. Make sure you have one test booklet from each student. If session 3 is to be administered on the same day as session 2, students should be given a break of *at least 10 minutes between sessions*.

Reminder—before you begin Session 3

If you are administering session 3 to students using Form LM tests, please review the information on page 40 about the extended-response items in session 3.

NOTE: Students must be given paper rulers with inch and centimeter markings for this session. These rulers are provided as part of the test materials. Do *not* give students blank scratch paper for session 3, unless it is to provide an accommodation for a student with an IEP or a Section 504 Plan.

When you are ready to begin session 3, redistribute the test booklets, paper rulers, and No. 2 pencils. *Make sure that each student receives the same test booklet and paper ruler that he or she used in session 1 and session 2.* Session 3 contains two extended-response problems. There are no multiple-choice questions in session 3.

When students are ready,

SAY Now we will begin session 3. Check to see whether you have the test booklet and paper ruler with your name on them. Break only the sixth seal, and open your test booklet to page 105 (LM—page 113).

Demonstrate breaking the sixth seal. Make sure all students have page 105 (LM—page 113) showing.

SAY Follow the directions in your booklet for session 3 of the mathematics test while I read them aloud:

In a few minutes, you will begin session 3 of the mathematics test. Session 3 contains two extended-response problems. You will have at least 45 minutes to solve the problems in session 3.

You will have to solve the problem, clearly label your answer, show all your work, and explain in words what you did to solve the problem and why you took the steps you did. You may use words, drawings, and numbers in your explanation. Your work should be clear enough so that another person can read it and understand your thinking. Use the space below the problem and on the next page to write your answer and explanation. Make sure you write inside the outlined box on each page. You may refer to the checklist below to make sure you have included all the information to solve problems 74 and 75.

For problems 74 and 75, make sure you

- show all your work in solving the problem,
- clearly label your answer,
- write in words what you did to solve the problem,
- write in words why you took the steps you did to solve the problem, and
- write as clearly as you can.

If you finish the two problems early, you may check your work on problems 74 and 75 in session 3 only. Do not go back to the questions in sessions 1 or 2.

Does anyone have a question about the extended-response problems?

Answer any questions.

Grade 3—Mathematics—Session 3 (continued)

If you have students who are eligible for LEP accommodations and prefer to write in Spanish,

SAY If you speak Spanish, you may write your answers to the extended-response questions in either Spanish or English.

For Students Using Form LM Tests

If you have **only** students who do **not speak Spanish** in the test session, read the following directions.

SAY You will look at extended-response problem 74 on page 114 and extended-response problem 75 on page 116. You will write your answer to problem 74 on pages 114 and 115. You will write your answer to problem 75 on pages 116 and 117. Do you have any questions? [Pause.]

Go to the next **SAY** command outside of this box that begins “You will have at least 45 minutes....”

If you have **only** students who **speak Spanish** in the test session, read the following directions.

SAY You will look at extended-response problem 74 on pages 118 and 119 and extended-response problem 75 on pages 122 and 123. Each extended-response problem is presented in English and Spanish on side-by-side pages. You will write your answer to problem 74 on pages 120 and 121. You will write your answer to problem 75 on pages 124 and 125. You may write your answer to each question in English or in Spanish. Do you have any questions? [Pause.]

Go to the next **SAY** command outside of this box that begins “You will have at least 45 minutes....”

If you have **both** kinds of students, you will read the following directions.

SAY If you do not speak Spanish, you will look at extended-response problem 74 on page 114 and extended-response problem 75 on page 116. You will write your answer to problem 74 on pages 114 and 115. You will write your answer to problem 75 on pages 116 and 117.

If you speak Spanish, you will look at extended-response problem 74 on pages 118 and 119 and extended-response problem 75 on pages 122 and 123. Each extended-response problem is presented in English and Spanish on side-by-side pages. You will write your answer to problem 74 on pages 120 and 121. You will write your answer to problem 75 on pages 124 and 125. You may write your answer to each question in English or in Spanish. Do you have any questions? [Pause.]

Go to the next **SAY** command outside of this box that begins “You will have at least 45 minutes....”

SAY You will have at least 45 minutes to finish this session. I will tell you when there are 15 minutes left. At that point, you should be working on the second problem. After 45 minutes, if you are still working you may have up to 10 more minutes to work on the test questions.

You may underline or highlight words or sentences in the test if that helps you answer the questions. However, do not use a highlighter as part of your responses. Use only a No. 2 pencil to write your answers.

Each extended-response problem has two pages for your answer. You may use the two pages in any way you want. If your answer fits on one page and you do not use the other page, that is fine.

Grade 3—Mathematics—Session 3 (continued)

Scratch work for extended-response problems should be done in the space in your test booklet where you will write your answers.

If you discover that you have solved either of the extended-response problems on the wrong pages let me know immediately. Answers written on the wrong pages will likely get a low score or a zero.

Skip the following paragraph below this box if you decide not to allow the students to read a book after they finish the test session. Say to the students:

SAY When you have finished, close your booklet and sit quietly until I say, “Stop.”

Then proceed directly to the paragraph below that begins with “Does anyone have a question?”

If you finish early and have completely checked all your work on this session, you may raise your hand and I will collect your test booklet. Then you may read a book quietly at your desk until the end of the test session. Once I have collected your test booklet, you are finished with the test session. You cannot get your test booklet back to change any answers, so be sure you have completely checked your work before you raise your hand to turn in your test materials.

Does anyone have a question?

Answer any questions.

SAY Turn to page 106 (LM—page 114) in your test booklet and BEGIN.

While the students are working, walk quietly around the room to make sure that they are following directions and that they are not looking at any other sessions. Do not give help on specific test questions.

After 30 minutes, write 15 MINUTES LEFT on the board.

SAY There are 15 minutes left. You should be working on problem 75 now. If you are not, finish problem 74 and begin working on problem 75.

After 45 minutes, determine whether any students are still actively engaged and working on this test session.

If all students are finished after 45 minutes have elapsed,

SAY Stop. You have finished this test session. If you have not already done so, please put your pencil down and close your test booklet.

If some students are still working,

SAY Please continue to work. You may have up to 10 more minutes to finish this session.

Grade 3—Mathematics—Session 3 (continued)

If all students have finished before the extra 10 minutes have elapsed *or* if students are still working after the extra 10 minutes have elapsed,

SAY **Stop. This is the end of this test session. If you have not already done so, please put your pencil down and close your test booklet. Do not put your paper ruler inside of your test booklet.**

Make sure each student's name is on the test booklet before you collect them. After you collect all the test booklets, make sure that you have one test booklet from each student who took the test. Students or the teacher may keep the paper rulers.

If students have *not* completed all grade 3 tests, and you will not be the person to administer the reading test sessions, return the test booklets (including unused test materials) to your School Coordinator so that the materials can be redistributed as the school test schedule requires.

If students have completed all grade 3 tests, mark the applicable selections in the FOR TEACHER USE ONLY grid (see page 21), the ACCOM CLASSIFICATION grid (see pages 21–24), and the WRITTEN RESPONSE IN SPANISH grid (see page 15) on the front of each student's test booklet.

When students have completed all grade 3 tests, make sure you have one test booklet from each student and return all test materials (including unused test materials) to your School Coordinator.

Grade 4 Assessment

Materials Needed

- **Test Administration Manual (this booklet).** You will need one copy for yourself and one for each proctor (if applicable).
- **Test Booklets.** You will need one grade 4 test booklet (either regular-English or Form LM) per student, plus a few extra copies in case of damaged booklets. The reading, mathematics, and science tests are contained in a single test booklet. Form LM test booklets are packaged separately. Check with your school ISAT Coordinator if you need Form LM tests. There are multiple forms of the regular-English tests. There is only one form of the Form LM test.
- **Answer Documents.** You will need one answer document for each student tested. Multiple-choice, short-response, and extended-response answers will all be written in the single answer document.
- **Answer Documents—Form LM.** There is a different answer document for students using a Form LM test booklet. Students using a Form LM test booklet **MUST** use an answer document labeled Form LM.
- **Student ID Labels.** You will need one Student ID label for each answer document (one for each student tested). If no Student ID label is available for a student, see page 15.
- **Scratch Paper.**
Mathematics—Student must be given a supply of blank, unlined scratch paper for *session 1 only*. Neither the test contractor nor ISBE provide the blank scratch paper.
- **Paper Rulers.** You will need one ruler with inch and centimeter markings for each student (plus one or two extras). The rulers are for the mathematics test and are provided by ISBE. Students or teachers may keep the rulers after all testing is completed.
- **Calculators (optional).** Students may use a calculator during all sessions of the mathematics test. At your discretion you may have one or two extra calculators available in case a student's calculator malfunctions. See page 11 for the calculator use policy.
- **No. 2 Pencils.** You will need two No. 2 pencils with erasers for each student (plus a few extras).



**USE NO. 2
PENCIL ONLY**

Students must use only a No. 2 pencil to mark multiple-choice answers or to write answers to short-response or extended-response questions. Pens must not be used on any part of the tests.

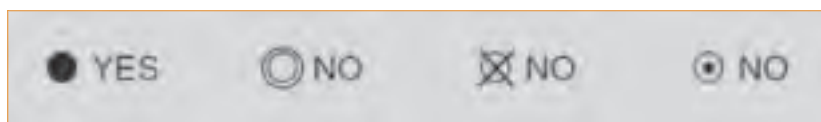
General Instructions

- **Test Form Number**—students should enter their test form number in the Test Form grid (#10) on their answer documents immediately prior to the first test session. However, if students did not enter their test form number and you cannot determine their correct form number, leave the Test Form grid blank. This will not affect the student's test results. Different forms contain different sets of pilot items. Pilot items are not included as part of a student's test score. There is no Test Form grid on Form LM tests.
- All instructions printed in bold and preceded by **SAY** must be read aloud to students exactly as they are written. Follow any directions to pause, point, demonstrate, or answer questions.

- Use an extra test booklet and answer document to demonstrate how students are to open seals, to point out where practice test questions are to be answered, and to check that students are working in the correct section of the test booklet and answer document.
- *Because the test items are secure, please do not examine the test items once the seals are broken.*
- The OPTIONAL SCHOOL USE grid (#6) on the front of the answer document is for local use only. Your School Coordinator will tell you whether and how this grid should be marked.

Specific Rules

- There is a regular-English version and a linguistically modified version (Form LM) of the test. Only the mathematics test has been linguistically modified. For the mathematics test, students using the regular-English forms **MUST NOT** be tested with those using Form LM, or vice versa. For the mathematics test, the oral instructions read to students for each of these forms may vary slightly. However, no part of the reading test in Form LM has been linguistically modified, so students using the regular-English forms may be tested with those using Form LM, or vice versa.
- If students use a Form LM test, they must also use a Form LM answer document.
- Eligible Spanish-speaking students using either a regular-English form or a Form LM test may write their answers to the extended-response questions in reading and mathematics and the short-response questions in mathematics in Spanish or English. If their answers are written in Spanish, you must complete grid 9 (WRITTEN RESPONSE IN SPANISH) on the cover (demographic page) of the grade 4 answer document.
- All answers to all questions must be marked directly in the test booklets using ONLY a No. 2 pencil. Do not use pens to mark or write any answers.
- **Marking Multiple-Choice Items**—For each answer chosen student **must** fill in (darken) the answer bubble completely with a No. 2 pencil. Students **must not** mark their response by circling the answer bubble, putting an “X” through it or a dot in it. You may want to illustrate this for students.



Students must **not** eliminate incorrect answer bubbles by putting an “X” or any sort of mark through the incorrect answer bubble. Doing so may jeopardize the detection of the selected response and could result in the item being marked as incorrect. Only the bubble of the answer selected should have marks in it.

- Blank, unlined scratch paper **must** be provided for all students for session 1 of the mathematics test. For sessions 2 and 3, scratch work, calculations, and notes for multiple-choice items should be written in the test booklet in the white space provided on each page. Scratch work, calculations, and notes for short-response and extended-response items should be done on the pages in the answer document for the written responses. Scratch paper may be given to students for sessions 2 and 3 of the mathematics test only as an accommodation for students with IEPs or Section 504 Plans. Destroy (shred) all used, separate scratch paper after each test session is completed.

- It is strongly recommended that the test administrator or proctor walk quietly around the classroom to monitor the testing, checking to see if students are responding in the right section, showing confusion, making excessive erasures, etc. Once at the beginning to ensure they are working in the correct section, and then once at the midpoint and once toward the end of the session would be very beneficial. While walking around during the test you may help individual students, but only with respect to the general aspects of clarifying directions and ensuring they are responding in the right section of the test booklet and answer document. Do not give clues or explain rationales that would help student identify correct answers.
- Allow students to work at their own pace, yet make sure they are progressing in a timely manner.
- Make sure that students print their name on the front cover of the test booklet and on the very back cover of the answer document on the Student Name line. There are oral instructions to students about doing this. Students should not grid their names on the front of the answer document. If they do, and if you have a Student ID label for the student, you do not have to erase the bubbles. The Student ID label will override the student gridding.
- Mark the applicable selections of the FOR TEACHER USE ONLY grid, the ACCOM CLASSIFICATION grid, and the WRITTEN RESPONSE IN SPANISH grid after testing is completed.

GRADE 4—READING: TEST INSTRUCTIONS

SUMMARY

The reading test is administered in three 45-minute sessions with a *minimum* rest period of 10 minutes between sessions. The directions will vary somewhat depending on the administration format. The multiple-choice questions each have only one correct answer. Question 51 in session 2 and question 72 in session 3 are extended-response questions.

If reading is tested first, have students write their names in the appropriate space on the front covers of the test booklets and the back covers of the answer documents before beginning the test. Also, make sure that students follow the oral instructions to fill in the Test Form grid (#10) on the front of the answer document. If students are using Form LM, there is no Test Form grid to complete.

If any mathematics or science test sessions have already been administered, make sure students use the *same* test booklet and answer document that they used before. Students *must* use the same answer document and test booklet for all three tests.

Students may underline or highlight words or sentences in the passages or questions if that helps them answer the questions. Students should *not* use highlighters as part of their answers to multiple-choice or extended-response questions. All answers to all questions must be marked directly into the test booklet using only a No. 2 pencil. Students who do not use a No. 2 pencil to mark or write all of their answers may jeopardize proper scanning and scoring of their test responses.

For each test session, if students are still working after 45 minutes have elapsed, they may have up to 10 additional minutes to continue working. However, all test sessions are ended after 55 minutes. The only exception is for students with IEPs or Section 504 Plans and students who are LEP, all of whom may have additional time beyond 55 minutes.

Since some students will complete the test sessions early, test administrators, at their discretion, may suggest that students bring a book to read when they finish a test session. See page 10.

LEP Students

If you have students who are using linguistically modified test forms (Form LM), remember that no part of the reading test (passages or items) is linguistically modified or translated into Spanish. Therefore, for the reading test ONLY, students using the regular-English forms (1–6 and SF) may be tested with students using Form LM, or vice versa.

Eligible Spanish-speaking students using either a regular-English form or a Form LM test may write their answers to the extended-response questions in Spanish or English. If their answers are written in Spanish, you must complete grid 9 (WRITTEN RESPONSE IN SPANISH) on the demographic page.

If students use a Form LM test, they MUST use an answer document marked Form LM.

Make sure that all desks are cleared and that each student has two soft-lead (No. 2) pencils with erasers.

SAY I am going to give you your test booklet and answer document. Do not open your booklet or your answer document until I tell you what to do.

If this is the very first session of testing, distribute the test booklets and the answer documents and proceed to the oral instructions immediately below this box. If Student ID labels have already been affixed to the answer documents, make sure students get the answer document with their Student ID label.

If this is not the very first session of testing, distribute the test booklets and the answer documents, *making sure that each student gets the test booklet and the answer document with his or her name on them.* Then skip to the oral instructions that immediately follow the directions in the next box below.

SAY Print your name on the front cover of the test booklet and the back cover of the answer document on the Student Name line.

Point to the Student Name line on the front of the test booklet and to the Student Name line on the back of the answer document that you are using for demonstration.

If all of the students are using Form LM tests, skip the oral instructions about test form number in this box. There is no Test Form grid for Form LM tests. Proceed to instructions after this box.

If all of the students are using regular-English test forms (1–6 and SF) or if you have a mixture of students using Form LM tests and regular-English test forms, then read the following instructions.

SAY Look for your test form in the upper right corner of your test booklet.

Point to the form number on the test booklet you are holding up for demonstration.

SAY If you have Form LM you do not have to mark anything. If you have Forms 1–6 or Form SF, you must mark your test form in grid 10 on the front cover of your answer document. Please fill in your test form in grid 10 now so that your test can be scored correctly.

Point to grid 10 on the cover of the answer document.

SAY Now we will begin session 1 of the reading test. Break only the first seal, and open your booklet to page 5.

Demonstrate breaking the first seal. Make sure all students have page 5 showing.

SAY Look at the directions at the top of the page. Read them to yourself as I read them aloud. “Read each passage. Then read each question about the passage. Decide which is the best answer to the question. Mark the space for the answer you have chosen.”

Grade 4–Reading–Session 1 (continued)

Now find the sample poem, right below the directions.

Make sure everyone has found the sample poem.

SAY Read the poem quietly to yourself.

Pause for about two minutes while students read the sample poem.

SAY Now look at the first sample, Sample A.

Read the sample question to yourself as I read it aloud. *You can tell that the speaker does not like—A hearing the alarm clock ... B eating breakfast ... C mowing the grass ... D riding in a car. Which is the correct answer?*

Pause for replies.

SAY Yes. That’s right. The poem says “Turn it off! Turn it off!” when the alarm clock rings.

Now find the section for Reading session 1 on page 2 of your answer document.

The space for “A,” *hearing the alarm clock*, has been filled in to show that it is the correct answer. Does anyone have a question?

Answer any questions students may have. Repeat the sample if necessary.

SAY Now look at Sample B. Read the question to yourself. Mark the space for your answer.

Pause while students mark their answers.

SAY Which space did you mark?

Pause for replies.

SAY That’s right. You should have marked the answer space for “D,” *Thinking about when you first wake up*. Does anyone have a question?

Answer any questions students may have. Repeat the sample if necessary.

SAY You will have at least 45 minutes to finish this session. I will tell you when there are 15 minutes left. After 45 minutes, if you are still working you may have up to 10 more minutes to work on the test questions.

I cannot help you with any words you do not know, but you can look back at the passage to help you answer the questions. You may underline or highlight words or sentences in the passages or questions if that helps you answer the questions. However, do not use the highlighter as part of your responses.

Grade 4–Reading–Session 1 (continued)

Skip the following paragraph below this box if you decide not to allow the students to read a book after they finish the test session. Say to the students:

SAY When you have finished, close your booklet and sit quietly until I say, “Stop.”

Then proceed directly to the paragraph below that begins with “Turn to page 6 of your test booklet.”

If you finish early and have completely checked all your work on this session, you may raise your hand and I will collect your test booklet and answer document. Then you may read a book quietly at your desk until the end of the test session. Once I have collected your test booklet and answer document, you are finished with the test session. You cannot get your test booklet and answer document back to change any answers, so be sure you have completely checked your work before you raise your hand to turn in your test materials.

Turn to page 6 of your test booklet. You will do the rest of the stories and questions on your own. After you finish this page, keep working until you come to the end of page 17, where you see the word “STOP” at the bottom of the page. If you finish early, you may check your work on pages 7 through 17, but do not go on to any other pages.

Remember to read each passage and answer the questions about the passage. Choose the best answer for each question. Mark the space for your answer on your answer document. Does everyone understand what to do?

Answer any questions.

SAY When you mark your answer fill in or darken the answer bubble completely with your pencil. Do not mark your response by circling the answer bubble, putting an “X” through it or a dot in it. The answer bubble you choose must be completely filled in. Also, do not make a mark on any of the incorrect answer bubbles. Only the bubble of the answer you choose should have marks in it.

If you’re not sure about the answer to a question, do the best you can, but do not spend too much time on any one question.

You may BEGIN.

While the students are working, walk quietly around the room to make sure that they are following directions and that they are not looking at any other sessions. Do not give help on specific test questions.

After 30 minutes, write 15 MINUTES LEFT on the board.

SAY There are 15 minutes left.

After 45 minutes, determine whether any students are still actively engaged and working on this test session.

If all students have finished after 45 minutes have elapsed,

Grade 4–Reading–Session 1 *(continued)*

SAY Stop. You have finished this test session. If you have not already done so, please put your pencil down and close your test booklet and answer document.

If some students are still working,

SAY Please continue to work. You may have up to 10 more minutes to finish this session.

If all students have finished before the extra 10 minutes have elapsed *or* if students are still working after the extra 10 minutes have elapsed,

SAY Stop. This is the end of this test session. If you have not already done so, please put your pencil down and close your test booklet and answer document.

Test booklets and answer documents should be collected from students if session 2 does not immediately follow session 1 or if otherwise necessary to ensure the security of the test materials. Make sure you have one answer document and one test booklet from each student. If session 2 is administered on the same day as session 1, students should be given *a break of at least 10 minutes between sessions*.

GRADE 4–READING–SESSION 2

When you are ready to begin session 2, redistribute the test booklets, answer documents, and No. 2 pencils. *Make sure that each student receives the same test booklet and answer document that he or she used in session 1.*

When the students are ready,

SAY Now we will begin session 2. Check to see whether you have the test booklet and answer document with your name on them. Break only the second seal, and open your booklet to page 21.

Demonstrate breaking the second seal. Make sure all students have page 21 showing.

SAY Follow the directions in your booklet for session 2 of the reading test while I read them aloud:

In a few minutes you will begin session 2 of the reading test. You will read two passages in this session. Each passage is like something you would read at home or at school. You will have at least 45 minutes to read the two passages and answer the questions in session 2.

- Questions 31 through 40 after the first passage and 41 through 50 after the second passage are multiple-choice questions. For each question, mark the space in your answer document for the answer you have chosen. If you are not sure of an answer, choose the one you think is best. There is no penalty for guessing. If you want to change an answer, make sure you erase the old answer completely.
- Question 51 after the second passage is an extended-response question. Use pages 4, 5, and 6 in your answer document to answer question 51. Make sure you write your response inside the outlined boxes on these pages.
 - Read the question completely before you start to write your answer,
 - Write your answer to the question in your own words,
 - Write as clearly as you can so that another person can read your answer and understand what you were thinking,
 - Read over your answer to see if you need to rewrite any part of it.

If you finish all the test questions early, you may check your answers to session 2 only. Do not go back to session 1 or on to session 3.

If you have students who are eligible for LEP accommodations and prefer to write in Spanish,

SAY If you speak Spanish, you may write your answer to question 51 in either Spanish or English.

You will have at least 45 minutes to finish this session. I will tell you when there are 15 minutes left. After 45 minutes, if you are still working you may have up to 10 more minutes to work on the test questions.

I cannot help you with any words you do not know, but you can look back at the passages to help you answer the questions. You may underline or highlight words

Grade 4–Reading–Session 2 (continued)

or sentences in the passages or questions if that helps you answer the questions. However, do not use the highlighter as part of your responses.

Skip the following paragraph below this box if you decide not to allow the students to read a book after they finish the test session. Say to the students:

SAY When you have finished, close your booklet and sit quietly until I say, “Stop.”

Then proceed directly to the paragraph below that begins with “If you have any questions....”

If you finish early and have completely checked all your work on this session, you may raise your hand and I will collect your test booklet and answer document. Then you may read a book quietly at your desk until the end of the test session. Once I have collected your test booklet and answer document, you are finished with the test session. You cannot get your test booklet and answer document back to change any answers, so be sure you have completely checked your work before you raise your hand to turn in your test materials.

If you have any questions, raise your hand now.

Answer any questions students may have.

SAY Remember that you must use a No. 2 pencil to mark all of your responses and write your answer to the extended-response question. Do not use a pen for any of your answers.

Now turn to page 22 in your test booklet and page 3 in your answer document and BEGIN.

While the students are working, walk quietly around the room, making sure that they are following directions, not looking at other sessions, and marking all of their answers with a No. 2 pencil. Do not give help on specific test questions.

After 30 minutes, write 15 MINUTES LEFT on the board.

SAY There are 15 minutes left. You should be working on the extended-response item by now. Remember to use only a No. 2 pencil to write your answer. Do not use a pen to write your answer.

After 45 minutes, determine whether any students are still actively engaged and working on this test session.

If all students are finished after 45 minutes have elapsed,

SAY Stop. You have finished this test session. If you have not already done so, please put your pencil down and close your test booklet and answer document.

If some students are still working,

Grade 4–Reading–Session 2 *(continued)*

SAY Please continue to work. You may have up to 10 more minutes to finish this session.

If all students have finished before the extra 10 minutes have elapsed *or* if students are still working after the extra 10 minutes have elapsed,

SAY Stop. This is the end of the test session. If you have not already done so, please put your pencil down and close your test booklet and answer document.

Test booklets and answer documents should be collected from students if session 3 does not immediately follow session 2 or if otherwise necessary to ensure the security of the test materials. Make sure you have one answer document and one test booklet from each student. If session 3 is administered on the same day as session 2, students should be given *a break of at least 10 minutes between sessions*.

GRADE 4–READING–SESSION 3

When you are ready to begin session 3, redistribute the test booklets, answer documents, and No. 2 pencils. *Make sure that each student receives the same test booklet and answer document that he or she used in session 1 and session 2.*

When the students are ready,

SAY Now we will begin session 3. Check to see whether you have the test booklet and answer document with your name on them. Break only the third seal, and open your test booklet to page 35.

Demonstrate breaking the third seal. Make sure all students have page 35 showing.

SAY Follow the directions in your booklet for session 3 of the reading test while I read them aloud:

In a few minutes you will begin session 3 of the reading test. Each passage you will read is like something you would read at home or at school. You will have at least 45 minutes to read the passages and answer the questions in session 3.

- Questions 52 through 71 are all multiple-choice questions. For each question, mark the space in your answer document for the answer you have chosen. If you are not sure of an answer, choose the one you think is best. There is no penalty for guessing. If you want to change an answer, make sure you erase the old answer completely.
- Question 72 after the last passage is an extended-response question. Use pages 9, 10, and 11 in your answer document to answer question 72. Make sure you write your response inside the outlined boxes on these pages.
 - Read the question completely before you start to write your answer,
 - Write your answer to the question in your own words,
 - Write as clearly as you can so that another person can read your answer and understand what you were thinking,
 - Read over your answer to see if you need to rewrite any part of it.

If you finish all the test questions early, you may check your answers to session 3 only. Do not go back to sessions 1 or 2.

If you have students who are eligible for LEP accommodations and prefer to write in Spanish,

SAY If you speak Spanish, you may write your answer to question 72 in either Spanish or English.

You will have at least 45 minutes to finish this session. I will tell you when there are 15 minutes left. After 45 minutes, if you are still working you may have up to 10 more minutes to work on the test questions.

I cannot help you with any words you do not know, but you can look back at the passage to help you answer the questions. You may underline or highlight words or sentences in the passages if that helps you answer the questions. However, do not use the highlighter as part of your responses. Remember, if you finish before time

Grade 4–Reading–Session 3 (continued)

is called, you may go back and check your work on this session. Do not go back to session 1 or session 2.

Skip the following paragraph below this box if you decide not to allow the students to read a book after they finish the test session. Say to the students:

SAY When you have finished, close your booklet and sit quietly until I say, “Stop.”

Then proceed directly to the paragraph below that begins with “If you have any questions....”

If you finish early and have completely checked all your work on this session, you may raise your hand and I will collect your test booklet and answer document. Then you may read a book quietly at your desk until the end of the test session. Once I have collected your test booklet and answer document, you are finished with the test session. You cannot get your test booklet and answer document back to change any answers, so be sure you have completely checked your work before you raise your hand to turn in your test materials.

If you have any questions, raise your hand now.

Answer any questions.

SAY Remember that you must use only a No. 2 pencil to mark all of your responses and write your answer to the extended-response question. Do not use a pen for any of your answers.

Turn to page 36 in your test booklet and page 8 in your answer document and BEGIN.

While the students are working, walk quietly around the room, making sure that they are following directions, not looking at other sessions, and marking all of their answers with a No. 2 pencil. Do not give help on specific test questions.

After 30 minutes, write 15 MINUTES LEFT on the board.

SAY There are 15 minutes left. You should be working on the extended-response item by now. Remember to use only a No. 2 pencil to write your answer. Do not use a pen to write your answer.

After 45 minutes, determine whether any students are still actively engaged and working on this test session.

If all students are finished after 45 minutes have elapsed,

SAY Stop. You have finished this test session. If you have not already done so, please put your pencil down and close your test booklet and answer document.

If some students are still working,

Grade 4–Reading–Session 3 (continued)

SAY Please continue to work. You may have up to 10 more minutes to finish this session.

If all students have finished before the extra 10 minutes have elapsed *or* if students are still working after the extra 10 minutes have elapsed,

SAY Stop. This is the end of this test session. If you have not already done so, please put your pencil down and close your test booklet and answer document.

Make sure each student’s name is on the answer document and the test booklet before you collect them. After you collect all the test booklets and answer documents, make sure that you have one test booklet and one answer document from each student who took the test and that each student has marked the form number of his or her test booklet in the Test Form grid on the front of the answer document.

If students have *not* completed all grade 4 tests, and you will not be the person to administer the mathematics or science test sessions, return the test booklets and answer documents (including unused test materials) to your School Coordinator so that the materials can be redistributed as the school test schedule requires.

If students have completed all grade 4 tests, mark the applicable selections in the FOR TEACHER USE ONLY grid (see page 21), the ACCOM CLASSIFICATION grid (see pages 21–24), and the WRITTEN RESPONSE IN SPANISH grid (see page 15) on the front of each student’s answer document.

When students have completed all grade 4 tests, separate the answer documents and test booklets into two bundles. Make sure you have one answer document and one test booklet from each student, and return all test materials (including unused test materials) to your School Coordinator.

GRADE 4—MATHEMATICS: TEST INSTRUCTIONS

SUMMARY

The mathematics test is administered in three 45-minute sessions. Students should receive a rest period of *at least* 10 minutes between sessions. The directions for each session will vary somewhat depending on the administration format. See the chart on page 6 for the number and types of items in each test session.

Students are allowed to use calculators on any part of the grade 4 mathematics test. Tests are scored the same, regardless of whether a student uses a calculator. See the calculator use policy on page 11.

Students must be given paper rulers for all three sessions of the mathematics test. The paper rulers should be collected at the end of session 1 and session 2 for redistribution in sessions 2 and 3. Students or the teacher may keep the paper rulers after the mathematics test is completed.

For session 1 only, students must be given blank, unlined scratch paper. The scratch paper is not provided by ISBE. The scratch paper must be collected from students at the end of session 1 and should be destroyed (shredded).

If mathematics is tested first, have students write their names on the front covers of the test booklets and the back covers of the answer documents before beginning the test. Also, make sure that students follow the oral instructions to fill in the Test Form grid (#10) on the front of the answer document. If students are using Form LM tests, there is no Test Form grid to complete.

If any reading or science test sessions have already been administered, make sure that students use the same test booklet and answer document that they used before. Students *must* use the same answer document and test booklet for all three tests.

Students may underline or highlight words, phrases, or sentences in the test if that helps them answer the questions. Students should *not* use highlighters as part of their answers to multiple-choice, short-response, or extended-response questions. A No. 2 pencil must be used to mark or write all answers.

For each test session, if students are still working after 45 minutes have elapsed, they may have up to 10 additional minutes to continue working. However, all test sessions are ended after 55 minutes. The only exception is for students with IEPs or Section 504 Plans and students who are LEP, all of whom may have additional time beyond 55 minutes.

Since some students will complete the test sessions early, test administrators, at their discretion, may suggest that students bring a book to read when they finish a test session. See page 10.

LEP Students

Spanish-speaking students using either a regular-English form or a Form LM test may write their answers to the short-response and extended-response questions in Spanish or English. If their answers are written in Spanish, you must complete grid 9 (WRITTEN RESPONSE IN SPANISH) on the cover (demographic page) of the grade 4 answer document.

Form LM is available for LEP students who are eligible for test accommodations. Check with your School Coordinator if you are unsure.

Form LM tests contain the same items as the regular-English forms and in the same order. However, because of the linguistic modification and translation process some of the items in Form LM may appear on different pages than the corresponding items in the regular-English form. Therefore, references to items on pages in the test booklet may be different for students using the regular-English forms versus those students using Form LM.

For the mathematics and science tests students who use Form LM must NOT be tested together with students who use the regular-English test forms (forms 1–6 and Form SF). Because these students will have different instructions read to them (e.g., for page number references) testing these students together would be confusing.

If students use a Form LM test, they MUST use an answer document marked Form LM.

Short-Response (SR) Items (71, 72, and 73)—Session 2

There are additional instructions that will be read only to students using Form LM. These extra instructions are in a separate box on page 77 of this manual. The extra instructions will direct students which version of the items to look at and where to write their answers. It is critical for you to review the instructions read to students for session 2 before you administer session 2 to students. The following is an illustration of the layout of SR items in the test booklet.

Students must **NOT** put a complete answer to a question in more than one answer space.

Students must **NOT** put parts of their answers to a question in different answer spaces.

Non-Spanish-speaking LEP students

page 87

| |
|-------------------------|
| SR Item #71 |
| Linguistically Modified |

page 88

| |
|-------------------------|
| SR Item #72 |
| Linguistically Modified |

page 89

| |
|-------------------------|
| SR Item #73 |
| Linguistically Modified |

Spanish-speaking LEP students

page 90

| |
|--------------------|
| SR Item #71 |
| Regular English |

page 91

| |
|--------------------|
| SR Item #71 |
| Spanish |

page 92

| |
|--------------------|
| SR Item #72 |
| Regular English |

page 93

| |
|--------------------|
| SR Item #72 |
| Spanish |

page 94

| |
|--------------------|
| SR Item #73 |
| Regular English |

page 95

| |
|--------------------|
| SR Item #73 |
| Spanish |

Extended-Response (ER) Items (74 and 75)—Session 3

There are additional instructions that will be read only to students using Form LM. These extra instructions are in a separate box on page 81 of this manual. The extra instructions will direct students which version of the items to look at and where to write their answers. It is critical for you to review the instructions read to students for session 3 before you administer session 3 to students. The following is an illustration of the layout of ER items in the test booklet.

Students must **NOT** put a complete answer to a question in more than one answer space.

Students must **NOT** put parts of their answers to a question in different answer spaces.

Non-Spanish-speaking LEP students

page 100

| |
|-------------------------|
| ER Item #74 |
| Linguistically Modified |

page 101

| |
|-------------------------|
| ER Item #75 |
| Linguistically Modified |

Spanish-speaking LEP students

page 102

| |
|--------------------|
| ER Item #74 |
| Regular English |

page 103

| |
|--------------------|
| ER Item #74 |
| Spanish |

page 104

| |
|--------------------|
| ER Item #75 |
| Regular English |

page 105

| |
|--------------------|
| ER Item #75 |
| Spanish |

NOTE: Students must be given paper rulers with inch and centimeter markings for this session. These rulers are provided as part of the test materials. For session 1 only, students must be given blank, unlined scratch paper, which is *not* part of the materials provided.

If students use a Form LM test, they MUST use an answer document marked Form LM.

**Students Using Regular-English forms 1–6 and Form SF
Students Using Form LM**

(PAGE NUMBERS IN THIS BOX ARE ILLUSTRATIVE.)

In the bolded oral instructions you read to students (preceded by the **SAY** command) if there is a difference in any reference to page numbers for the regular-English form and Form LM, the bolded instructions will appear as follows:

SAY ...and open your test booklet to page 61 (LM—page 62).

In this example, page 61 is for the regular-English forms and page 62 is for the Form LM test.

For students using regular-English forms 1–6 and SF you would read:

SAY ...and open your test booklet to page 61.

For students using Form LM you would read:

SAY ...and open your test booklet to page 62.

If you do NOT see the reference to LM in parentheses, then the page numbers are the same for all students taking the grade 4 test.

Grade 4—Mathematics—Session 1 (continued)

Make sure that all desks are cleared and that each student has two soft-lead (No. 2) pencils with erasers.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

If this is the very first session of testing, distribute the test booklets and the answer documents and proceed to the oral instructions immediately below this box. If Student ID labels have already been affixed to the answer documents, make sure students get the answer document with their Student ID label.

If this is not the very first session of testing, distribute the test booklets and the answer documents, *making sure that each student gets the test booklet and the answer document with his or her name on them*. Then skip to the oral instructions that immediately follow the directions in the next box below.

SAY Print your name on the front cover of the test booklet and the back cover of the answer document on the Student Name line.

Point to the Student Name line on the front of the test booklet and the Student Name line on the back of the answer document that you are using for demonstration.

If students use Form LM tests, skip the oral instructions about test form number in this box. There is no Test Form grid for Form LM tests.

SAY Now look at the front cover of your test booklet and find the form number of your test booklet.

Point to the form number on the test booklet you are holding up for demonstration.

SAY Next, look on the front of your answer document and find the Test Form grid. This is grid number 10 on your answer document. Fill in your test form number in the Test Form grid so that your test can be scored correctly.

Point to the Test Form grid on the answer document that you are using for demonstration.

SAY I am going to give you some scratch paper and a paper ruler. You may need the ruler to answer some of the questions. Write your name on the back of the ruler.

Distribute the scratch paper and the rulers.

If the students will be using calculators provided by the school, distribute the calculators.

SAY Now we will begin session 1 of the mathematics test. Break only the fourth seal, and open your booklet to page 51.

Grade 4—Mathematics—Session 1 (continued)

Demonstrate breaking the fourth seal. Make sure all students have page 53 showing.

SAY Look at the directions at the top of the page. Read them to yourself as I read them aloud. “Read each question or problem carefully. Then answer the question or work the problem. Mark the space for your answer.”

Now look at Sample A in the box.

Make sure all students have found Sample A.

SAY Read Sample A to yourself as I read it aloud. *Jill saw this chart showing the average height above sea level of several states. Of the states listed, which one has the greatest average height above sea level? What is the answer?*

Pause for replies.

SAY Yes. *Colorado* is the correct answer because six thousand eight hundred feet is the greatest average height.

Now find the section for Mathematics session 1 on page 12 of your answer document.

The space for the letter “B” has been filled in to show that answer “B,” *Colorado*, is the correct answer. Does anyone have a question?

Answer any questions students may have. Repeat the sample if necessary.

SAY Now look at Sample B. Read Sample B to yourself. Mark the space for your answer on page 12 in your answer document next to the space labeled for Sample B.

Pause while students mark their answers.

SAY Which answer did you mark?

Pause for replies.

SAY That’s right. You should have marked the answer space for the letter “A,” *He had about two hundred shells*, because one hundred seventy two is close to two hundred. Does anyone have a question?

Answer any questions students may have. Repeat the sample if necessary.

If you are using calculators,

SAY Now take out your calculators. Make sure your calculators turn on and are working properly by doing a simple calculation like “5 plus 5 equals 10.” Raise your hand if your calculator is not working.

Make sure everyone’s calculator is working properly. If you have extra calculators, replace those that are not working. If you have no extra calculators and a student’s calculator is not working, tell him or her to put it aside and not use it. Also tell students that using a calculator is optional and that they do not have to use a calculator to take the test.

SAY Question 1 for this test is on this page with the sample questions. You will answer question 1 and the rest of the questions on your own. Keep working until you come to the bottom of page 67 (LM—page 69), where you see the word “STOP.” Remember, choose the best answer. Then mark the space for your answer in the answer document. If you finish early, you may check your work on pages 51 through 67 (LM—page 69), but do not go on to any other pages.

You may underline or highlight words or sentences in the test if that helps you answer the questions. However, do not use a highlighter as part of your responses. Use only a No. 2 pencil to mark your responses. You may use the scratch paper I gave you for working out the problems.

Skip the following paragraph below this box if you decide not to allow the students to read a book after they finish the test session. Say to the students:

SAY When you have finished, close your booklet and sit quietly until I say, “Stop.”

Then proceed directly to the paragraph below that begins with “Does anyone have a question?”

If you finish early and have completely checked all your work on this session, you may raise your hand and I will collect your test booklet and answer document. Then you may read a book quietly at your desk until the end of the test session. Once I have collected your test booklet and answer document, you are finished with the test session. You cannot get your test booklet and answer document back to change any answers, so be sure you have completely checked your work before you raise your hand to turn in your test materials.

Does anyone have a question?

After any questions have been answered,

Grade 4—Mathematics—Session 1 (continued)

SAY When you mark your answer fill in or darken the answer bubble completely with your pencil. Do not mark your response by circling the answer bubble, putting an “X” through it or a dot in it. The answer bubble you choose must be completely filled in. Also, do not make a mark on any of the incorrect answer bubbles. Only the bubble of the answer you choose should have marks in it.

You will have at least 45 minutes to work on this session. I will tell you when there are 15 minutes left. If you’re not sure about an answer, do the best you can, but do not spend too much time on any one question. After 45 minutes, if you are still working you may have up to 10 more minutes to work on the test questions.

You may BEGIN.

While the students are working, walk quietly around the room to make sure that they are following directions and marking their answers in the correct section of the answer document. Check to see that students mark only one answer for each question and that they go on until they finish the questions on page 67 (LM—page 69). If a student has trouble understanding what to do, explain as quickly and as quietly as you can. Do not give help on specific test questions.

After 30 minutes, write 15 MINUTES LEFT on the board.

SAY There are 15 minutes left.

After 45 minutes, determine whether any students are still actively engaged and working on this test session.

If all students are finished after 45 minutes have elapsed,

SAY Stop. You have finished this test session. If you have not already done so, please put your pencil down and close your test booklet and answer document.

If some students are still working,

SAY Please continue to work. You may have up to 10 more minutes to finish this session.

If all students have finished before the extra 10 minutes have elapsed *or* if students are still working after the extra 10 minutes have elapsed,

SAY Stop. This is the end of this test session. If you have not already done so, please put your pencil down and close your test booklet and answer document.

If calculators were provided by the school, you may collect the calculators for redistribution on the next mathematics test session.

Test booklets, answer documents, and rulers should be collected from students if session 2 does not immediately follow session 1 or if otherwise necessary to ensure the security of test materials. Make sure you have one answer document and one test booklet from each student. If session 2 is to be administered on the same day as session 1, students should be given *a break of at least 10 minutes between sessions*.

Scratch paper should be collected from students after session 1 is completed. Used scratch paper should be destroyed (shredded). Students will *not* be given separate, blank scratch paper for sessions 2 or 3, unless it is to provide an accommodation for a student with an IEP or a Section 504 Plan.

Reminder—before you begin Session 2

If you are administering session 2 to students using Form LM tests, please review the information on page 68 about the short-response items in session 2.

NOTES:

- Students must be given paper rulers with inch and centimeter markings for this session. These rulers are provided as part of the test materials.
- Do *not* give students blank scratch paper for session 2, unless it is to provide an accommodation for a student with an IEP or a Section 504 Plan.
- The answer space for short-response questions will contain a faint grid area where students are to write their answers.

When you are ready to begin session 2, redistribute the test booklets, answer documents, paper rulers, and No. 2 pencils. *Make sure that each student receives the same test booklet, answer document, and paper ruler that he or she used in session 1.*

If the students are using calculators provided by the school, redistribute the calculators.

When the students are ready,

SAY Now we will begin session 2. Check to see whether you have the test booklet, answer document, and paper ruler with your name on them. Break only the fifth seal, and open your test booklet to page 71 (LM—page 73).

Demonstrate breaking the fifth seal. Make sure all students have page 71 (LM—page 73) showing.

SAY Follow along as I read the directions aloud:

In a few minutes, you will begin session 2 of the mathematics test. Session 2 contains 30 multiple-choice questions and 3 short-response questions. You will have at least 45 minutes to answer the questions in session 2.

Questions 41 through 70 are multiple-choice questions. For each question, mark the space in your answer document for the answer you have chosen. If you are not sure of an answer, choose the one you think is best. There is no penalty for guessing. If you want to change an answer, make sure you erase the old answer completely.

Questions 71, 72, and 73 are short-response questions. Follow the directions in each question, and write your answers in your answer document on pages 14 through 16. If you finish the questions early, you may check your answers in session 2 only. Do not go back to session 1 or on to session 3.

Are there any questions?

Answer any questions.

Grade 4—Mathematics—Session 2 (continued)

If you have students who are eligible for LEP accommodations and prefer to write in Spanish,

SAY If you speak Spanish, you may write your answers to the short-response questions in either Spanish or English.

For Students Using Form LM Tests

If you have **only** students who do **not speak Spanish** in the test session, read the following directions.

SAY When you are finished with the multiple-choice questions you should go to the short-response questions on pages 87, 88, and 89. Do you have any questions? [Pause.]

Go to the next **SAY** command outside of this box that begins “You will have at least 45 minutes....”

If you have **only** students who **speak Spanish** in the test session, read the following directions.

SAY When you are finished with the multiple-choice questions you should go to the short-response questions on pages 90 through 95. Each short-response item is presented in English and Spanish, side-by-side. You may write your answer to each question in English or in Spanish. Do you have any questions? [Pause.]

Go to the next **SAY** command outside of this box that begins “You will have at least 45 minutes....”

If you have **both** kinds of students, you will read the following directions.

SAY If you do not speak Spanish, you will look at the short-response questions on pages 87, 88, and 89.

If you speak Spanish, you will look at the short-response questions on pages 90 through 95. Each short-response question is presented in English and Spanish, side-by-side. You may write your answer to each question in English or in Spanish. Do you have any questions? [Pause.]

Go to the next **SAY** command outside of this box that begins “You will have at least 45 minutes....”

SAY You will have at least 45 minutes to finish this session. I will tell you when there are 15 minutes left. After 45 minutes, if you are still working you may have up to 10 more minutes to work on the test questions.

You may underline or highlight words or sentences in the test if that helps you answer the questions. However, do not use a highlighter as part of your responses. Use only a No. 2 pencil to mark or write your responses.

For multiple-choice questions you may use the blank space in your test booklet for scratch paper. Scratch work for short-response questions should be done in the space in your answer document where you will write your answers.

Grade 4–Mathematics–Session 2 (continued)

If you discover that you have answered any of the short-response questions on the wrong page let me know immediately. Answers written on the wrong page will likely get a low score or a zero.

Skip the following paragraph below this box if you decide not to allow the students to read a book after they finish the test session. Say to the students:

SAY When you have finished, close your booklet and sit quietly until I say, “Stop.”

Then proceed directly to the paragraph below that begins with “Does anyone have a question?”

If you finish early and have completely checked all your work on this session, you may raise your hand and I will collect your test booklet and answer document. Then you may read a book quietly at your desk until the end of the test session. Once I have collected your test booklet and answer document, you are finished with the test session. You cannot get your test booklet and answer document back to check your answers, so be sure you have completely checked your work before you raise your hand to turn in your test materials.

Does anyone have a question?

Answer any questions.

SAY You will mark your multiple-choice answers on page 13 in your answer document. You will write your answers for the three short-response questions on pages 14, 15, and 16 in your answer document. Be sure to use the correct page for each short-response question and put your answer only in the faint grid area on each page. Does anyone have any questions?

Answer any questions.

SAY Turn to page 72 (LM—page 74) in your test booklet and page 13 in your answer document and BEGIN.

While the students are working, walk quietly around the room to make sure that they are following directions and that they are not looking at any other sessions. Do not give help on specific test questions.

After 30 minutes, write 15 MINUTES LEFT on the board.

SAY There are 15 minutes left. If you have not started the short-response questions, finish the multiple-choice questions and move on to the short-response questions. Do not use a pen to write your answers. Use only a No. 2 pencil to write your answers to the short-response questions.

After 45 minutes, determine whether any students are still actively engaged and working on this test session.

Grade 4–Mathematics–Session 2 (continued)

If all students are finished after 45 minutes have elapsed,

SAY Stop. You have finished this test session. If you have not already done so, please put your pencil down and close your test booklet and answer document.

If some students are still working,

SAY Please continue to work. You may have up to 10 more minutes to finish this session.

If all students have finished before the extra 10 minutes have elapsed *or* if students are still working after the extra 10 minutes have elapsed,

SAY Stop. This is the end of this test session. If you have not already done so, please put your pencil down and close your test booklet and answer document.

If calculators were provided by the school, you may collect the calculators for redistribution on the next mathematics test session.

Test booklets, answer documents, and paper rulers should be collected from students if session 3 does not immediately follow session 2 or if otherwise necessary to ensure the security of test materials. Make sure you have one answer document and one test booklet from each student. If session 3 is to be administered on the same day as session 2, students should be given *a break of at least 10 minutes between sessions*.

Reminder—before you begin Session 3

If you are administering session 3 to students using Form LM tests, please review the information on page 69 about the extended-response items in session 3.

NOTE: Students must be given paper rulers with inch and centimeter markings for this session. These rulers are provided as part of the test materials. Do *not* give students blank scratch paper for session 3, unless it is to provide an accommodation for a student with an IEP or a Section 504 Plan.

When you are ready to begin session 3, redistribute the test booklets, answer documents, paper rulers, and No. 2 pencils. *Make sure that each student receives the same test booklet, answer document, and paper ruler that he or she used in session 1 and session 2.* Session 3 contains two extended-response problems. There are no multiple-choice questions in session 3.

If the students are using calculators provided by the school, redistribute the calculators.

When the students are ready,

SAY Now we will begin session 3. Check to see whether you have the test booklet, answer document, and paper ruler with your name on them. Break only the sixth seal, and open your test booklet to page 91 (LM—page 99).

Demonstrate breaking the sixth seal. Make sure all students have page 91 (LM—page 99) showing.

SAY Follow the directions in your booklet for session 3 of the mathematics test while I read them aloud:

In a few minutes, you will begin session 3 of the mathematics test. Session 3 contains two extended-response problems. You will have at least 45 minutes to solve the problems in session 3.

You will have to solve the problem, clearly label your answer, show all your work, and explain in words what you did to solve the problem and why you took the steps you did. You may use words, drawings, and numbers in your explanation. Your work should be clear enough so that another person can read it and understand your thinking. Use pages 18 through 21 in your answer document to solve problems 74 and 75. Make sure you write inside the outlined box on each page. You may refer to the checklist below to make sure you have included all the information to solve problems 74 and 75.

For problems 74 and 75, make sure you

- show all your work in solving the problem,
- clearly label your answer,
- write in words what you did to solve the problem,
- write in words why you took the steps you did to solve the problem, and,
- write as clearly as you can.

If you finish the two problems early, you may check your work on problems 74 and 75 in session 3 only. Do not go back to the questions in sessions 1 or 2.

Grade 4—Mathematics—Session 3 (continued)

Does anyone have a question about the extended-response problems?

Answer any questions.

If you have students who are eligible for LEP accommodations and prefer to write in Spanish,

SAY If you speak Spanish, you may write your answers to the extended-response questions in either Spanish or English.

For Students Using Form LM Tests

If you have **only** students who do **not speak Spanish** in the test session, read the following directions.

SAY You will look at extended-response problem 74 on page 100 and extended-response problem 75 on page 101. Do you have any questions? [Pause.]

Go to the next **SAY** command outside of this box that begins “You will have at least 45 minutes...”

If you have **only** students who **speak Spanish** in the test session, read the following directions.

SAY You will look at extended-response problem 74 on pages 102 and 103 and extended-response problem 75 on pages 104 and 105. Each extended-response problem is presented in English and Spanish, side-by-side. You may write your answer to each question in English or in Spanish. Do you have any questions?
[Pause.]

Go to the next **SAY** command outside of this box that begins “You will have at least 45 minutes...”

If you have **both** kinds of students, you will read the following directions.

SAY If you do not speak Spanish, you will look at extended-response problem 74 on page 100 and extended-response problem 75 on page 101.

If you speak Spanish, you will look at extended-response problem 74 on pages 102 and 103 and extended-response problem 75 on pages 104 and 105. Each extended-response problem is presented in English and Spanish, side-by-side. You may write your answer to each question in English or in Spanish. Do you have any questions?
[Pause.]

Go to the next **SAY** command outside of this box that begins “You will have at least 45 minutes...”

SAY You will have at least 45 minutes to finish this session. I will tell you when there are 15 minutes left. At that point, you should be working on the second problem. After 45 minutes, if you are still working you may have up to 10 more minutes to work on the test questions.

You may underline or highlight words or sentences in the test if that helps you answer the questions. However, do not use a highlighter as part of your responses. Use only a No. 2 pencil to write your answers.

Each extended-response problem has two pages in the answer document for your answer. You may use the two pages in any way you want. If your answer fits on one page and you do not use the other page, that is fine. Your answer to number 74 goes

Grade 4—Mathematics—Session 3 (continued)

on pages 18 and 19, and your answer to number 75 goes on pages 20 and 21 in your answer document.

Scratch work for extended-response problems should be done in the space in your answer document where you will write your answers.

If you discover that you have solved either of the extended-response problems on the wrong pages let me know immediately. Answers written on the wrong pages will likely get a low score or a zero.

Skip the following paragraph below this box if you decide not to allow the students to read a book after they finish the test session. Say to the students:

SAY When you have finished, close your booklet and sit quietly until I say, “Stop.”

Then proceed directly to the paragraph below that begins with “Does anyone have a question?”

If you finish early and have completely checked all your work on this session, you may raise your hand and I will collect your test booklet and answer document. Then you may read a book quietly at your desk until the end of the test session. Once I have collected your test booklet and answer document, you are finished with the test session. You cannot get your test booklet and answer document back to change any answers, so be sure you have completely checked your work before you raise your hand to turn in your test materials.

Does anyone have a question?

Answer any questions.

SAY Turn to page 93 (LM—page 100) in your test booklet and pages 18 and 19 in your answer document and BEGIN.

While the students are working, walk quietly around the room to make sure that they are following directions and that they are not looking at any other sessions. Do not give help on specific test questions.

After 30 minutes, write 15 MINUTES LEFT on the board.

SAY There are 15 minutes left. You should be working on problem 75 now. If you are not, finish problem 74 and begin working on problem 75.

After 45 minutes, determine whether any students are still actively engaged and working on this test session.

If all students are finished after 45 minutes have elapsed,

Grade 4—Mathematics—Session 3 (continued)

SAY Stop. You have finished this test session. If you have not already done so, please put your pencil down and close your test booklet and answer document. Do not put your paper ruler inside of your answer document.

If some students are still working,

SAY Please continue to work. You may have up to 10 more minutes to finish this session.

If all students have finished before the extra 10 minutes have elapsed *or* if students are still working after the extra 10 minutes have elapsed,

SAY Stop. This is the end of this test session. If you have not already done so, please put your pencil down and close your test booklet and answer document. Do not put your paper ruler inside of your answer document.

| |
|--|
| If calculators were provided by the school, you may collect the calculators. |
|--|

Make sure each student's name is on the answer document and the test booklet before you collect them. After you collect all the test booklets and answer documents, make sure that you have one test booklet and one answer document from each student who took the test and that each student has marked the form number of his or her test booklet in the Test Form grid on the front of the answer document. Students or the teacher may keep the paper rulers.

If students have *not* completed all grade 4 tests, and you will not be the person to administer the reading or science test sessions, return the test booklets and answer documents (including unused test materials) to your School Coordinator so that the materials can be redistributed as the school test schedule requires.

If students have completed all grade 4 tests, mark the applicable selections in the FOR TEACHER USE ONLY grid (see page 21), the ACCOM CLASSIFICATION grid (see pages 21–24), and the WRITTEN RESPONSE IN SPANISH grid (see page 15) on the front of each student's answer document.

When students have completed all grade 4 tests, separate the answer documents and test booklets into two bundles. Make sure you have one answer document and one test booklet from each student, and return all test materials (including unused test materials) to your School Coordinator.

GRADE 4—SCIENCE: TEST INSTRUCTIONS

SUMMARY

The science test is administered in two 45-minute sessions with a rest period of at least 10 minutes between sessions. See the chart on page 6 for the number and types of items in each test session.

If science is tested first, have students write their names in the appropriate space on the front covers of the test booklets and the back covers of the answer documents before beginning the test. Also, make sure that students follow the oral instructions to fill in the Test Form grid (#10) on the front of the answer document. If students are using Form LM tests, there is no Test Form grid to complete.

If any reading or mathematics test sessions have already been administered, make sure that students use the same test booklets and answer documents that they used before. Students *must* use the same answer document and test booklet for all three tests.

Students may underline or highlight words, phrases, or sentences in the questions if that helps them answer the questions. A No. 2 pencil must be used to mark all answers. Students who do not use a No. 2 pencil to mark all of their answers may jeopardize proper scanning and scoring of their test responses.

For each test session, if students are still working after 45 minutes have elapsed, they may have up to 10 additional minutes to continue working. However, all test sessions are ended after a total of 55 minutes. The only exception is for students with IEPs or Section 504 Plans and students who are LEP, all of whom may have additional time beyond 55 minutes.

Since some students will complete the test sessions early, test administrators, at their discretion, may suggest that students bring a book to read when they finish a test session. See page 10.

LEP Students

Form LM is available for LEP students who are eligible for test accommodations. Form LM tests contain the same items as the regular-English forms and in the same order. However, because of the linguistic modification and translation process some of the items in Form LM may appear on different pages than the corresponding items in the regular-English form. Therefore, references to items on pages in the test booklet may be different for students using the regular-English forms versus those students using Form LM.

For the mathematics and science tests students who use Form LM must NOT be tested together with students who use the regular-English test forms (forms 1–6 and Form SF). Because these students will have different instructions read to them (e.g., for page number references) testing these students together would be confusing.

If students use a Form LM test, they MUST use an answer document marked Form LM.

**Students Using Regular-English forms 1–6 and Form SF
Students Using Form LM**

(PAGE NUMBERS IN THIS BOX ARE ILLUSTRATIVE.)

In the bolded oral instructions you read to students (preceded by the **SAY** command) if there is a difference in any reference to page numbers for the regular-English form and Form LM, the bolded instructions will appear as follows:

SAY ...and open your test booklet to page 116 (LM—page 117).

In this example, page 116 is for the regular-English forms, and page 117 is for the Form LM test.

For students using regular-English forms 1–6 and SF you would read:

SAY ...and open your test booklet to page 116.

For students using Form LM you would read:

SAY ...and open your test booklet to page 117.

If you do NOT see the reference to LM in parentheses, then the page numbers are the same for all students taking the grade 4 test.

Make sure that all desks are cleared and that each student has two soft-lead (No. 2) pencils with erasers.

SAY I am going to give you your test booklet and answer document. Do not open your booklet or your answer document until I tell you what to do.

If this is the very first session of testing, distribute the test booklets and the answer documents and proceed to the oral instructions immediately below this box. If Student ID labels have already been affixed to the answer documents, make sure students get the answer document with their Student ID label.

If this is not the very first session of testing, distribute the test booklets and the answer documents, *making sure that each student gets the test booklet and the answer document with his or her name on them.* Then skip to the oral instructions that immediately follow the directions in the next box.

SAY Print your name on the front cover of the test booklet and the back cover of the answer document on the Student Name line.

Point to the Student Name line on the front of the test booklet and the Student Name line on the back of the answer document that you are using for demonstration.

If students use Form LM tests, skip the oral instructions about test form number in this box. There is no Test Form grid for Form LM tests.

SAY Now look at the front cover of your test booklet and find the form number of your test booklet.

Point to the form number on the test booklet you are holding up for demonstration.

SAY Next, look on the front of your answer document and find the Test Form grid. This is grid number 10 on your answer document. Fill in your test form number in the Test Form grid so that your test can be scored correctly.

Point to the Test Form grid on the answer document that you are using for demonstration.

SAY Now we will begin session 1 of the science test. Break only the seventh seal, and open your booklet to page 99 (LM—page 109).

Demonstrate breaking the seventh seal. Make sure all students have page 99 (LM—page 109) showing.

SAY Look at the directions at the top of the page. Read them to yourself as I read them aloud. “Read each question and choose the best answer. Then mark the space for the answer you have chosen.”

Now look at the sample in the shaded box.

Make sure everyone has found the sample.

SAY Read the sample to yourself as I read it aloud. *What is the main difference between snow and rain? A Snow is a solid; rain is a gas ... B Snow is a solid; rain is a liquid ... C Snow is a liquid; rain is a solid ... D Snow is a gas; rain is a solid. Which is the correct answer?*

Pause for replies.

SAY Yes, answer “B,” *Snow is a solid; rain is a liquid,* is the correct answer.

Now find the section for Science session 1 on page 22 of your answer document.

In the box marked “Sample,” the space for “B” has been marked because “B” is the correct answer. Are there any questions?

Answer all questions. Repeat the sample if necessary.

Grade 4–Science–Session 1 (continued)

SAY Question 1 for this test is on the same page as the sample question. You will answer question 1 and the rest of the questions on your own. Remember, choose the best answer for each question and mark the space for your answer on your answer document. Keep working until you come to the bottom of page 115 (LM–page 125), where you see the word “STOP.” If you finish early, you may check your work on pages 99 through 115 (LM–pages 109 through 125), but do not go on to any other pages.

You may underline or highlight words or sentences in the test if that helps you answer the questions. However, do not use the highlighter as part of your responses. You must use a No. 2 pencil to mark your answers.

Skip the following paragraph below this box if you decide not to allow the students to read a book after they finish the test session. Say to the students:

SAY When you have finished, close your booklet and sit quietly until I say, “Stop.”

Then proceed directly to the paragraph below that begins with “Does anyone have a question?”

If you finish early and have completely checked all your work on this session, you may raise your hand and I will collect your test booklet and answer document. Then you may read a book quietly at your desk until the end of the test session. Once I have collected your test booklet and answer document, you are finished with the test session. You cannot get your test booklet and answer document back to change any answers, so be sure you have completely checked your work before you raise your hand to turn in your test materials.

Does anyone have a question?

Answer any questions students may have.

SAY When you mark your answer fill in or darken the answer bubble completely with your pencil. Do not mark your response by circling the answer bubble, putting an “X” through it or a dot in it. The answer bubble you choose must be completely filled in. Also, do not make a mark on any of the incorrect answer bubbles. Only the bubble of the answer you choose should have marks in it.

You will have at least 45 minutes to work on this session. I will tell you when there are 15 minutes left. If you’re not sure about an answer, do the best you can, but do not spend too much time on any one question. After 45 minutes, if you are still working you may have up to 10 more minutes to work on the test questions.

You may BEGIN.

Grade 4–Science–Session 1 (continued)

While the students are working, walk quietly around the room to make sure that they are following directions and marking their answers in the correct section of the answer document. Check to see that students mark only one answer for each question and that they go on until they finish the questions on page 115 (LM—page 125). If a student has trouble understanding what to do, explain as quickly and as quietly as you can. Do not give help on specific test questions.

After 30 minutes, write 15 MINUTES LEFT on the board.

SAY There are 15 minutes left.

After 45 minutes, determine whether any students are still actively engaged and working on this test session.

If all students are finished after 45 minutes have elapsed,

SAY Stop. You have finished this test session. If you have not already done so, please put your pencil down and close your test booklet and answer document.

If some students are still working,

SAY Please continue to work. You may have up to 10 more minutes to finish this session.

If all students have finished before the extra 10 minutes have elapsed *or* if students are still working after the extra 10 minutes have elapsed,

SAY Stop. This is the end of this test session. If you have not already done so, please put your pencil down and close your test booklet and answer document.

Test booklets and answer documents should be collected from students if session 2 does not immediately follow session 1 or if otherwise necessary to ensure the security of test materials. Make sure you have one answer document and one test booklet from each student. If session 2 is administered on the same day as session 1, students should be given *a break of at least 10 minutes between sessions*.

When you are ready to begin session 2, redistribute the answer documents, test booklets, and No. 2 pencils. *Make sure that each student receives the same test booklet and answer document that he or she used in session 1.*

When the students are ready,

SAY Now we will begin session 2. Check to see whether you have the answer document and test booklet with your name on them. Break only the eighth seal, and open your test booklet to page 119 (LM—page 129).

Demonstrate breaking the eighth seal. Make sure all students have page 119 (LM—page 129) showing.

SAY Follow along as I read the directions aloud:

In a few minutes you will begin session 2 of the science test. Session 2 contains 41 multiple-choice items. You will have at least 45 minutes to complete the items in session 2. For each question, mark the space in your answer document for the answer you have chosen. If you are not sure of an answer, choose the one you think is best. There is no penalty for guessing. If you want to change an answer, make sure you erase the old answer completely. If you finish the items in session 2 early, you may check your work on the items in session 2 only. Do not go back to items in session 1.

You may underline or highlight words or sentences in the test if that helps you answer the questions. However, do not use the highlighter as part of your responses. You must use a No. 2 pencil to mark your answers.

Skip the following paragraph below this box if you decide not to allow the students to read a book after they finish the test session. Say to the students:

SAY When you have finished, close your booklet and sit quietly until I say, “Stop.”

Then proceed directly to the paragraph below that begins with “You will have at least 45 minutes...”

If you finish early and have completely checked all your work on this session, you may raise your hand and I will collect your test booklet and answer document. Then you may read a book quietly at your desk until the end of the test session. Once I have collected your test booklet and answer document, you are finished with the test session. You cannot get your test booklet and answer document back to change any answers, so be sure you have completely checked your work before you raise your hand to turn in your test materials.

You will have at least 45 minutes to work on this session. I will tell you when there are 15 minutes left. After 45 minutes, if you are still working you may have up to 10 more minutes to work on the test questions. Are there any questions?

Answer any questions students may have.

Grade 4–Science–Session 2 (continued)

SAY Turn to page 120 (LM—page 130) in your test booklet and page 23 in your answer document and BEGIN.

While the students are working, walk quietly around the room to make sure that they are following directions and that they are not looking at any other sessions. Do not give help on specific test questions.

After 30 minutes, write 15 MINUTES LEFT on the board.

SAY There are 15 minutes left.

After 45 minutes, determine whether any students are still actively engaged and working on this test session.

If all students are finished after 45 minutes have elapsed,

SAY Stop. You have finished this test session. If you have not already done so, please put your pencil down and close your test booklet and answer document.

If some students are still working,

SAY Please continue to work. You may have up to 10 more minutes to finish this session.

If all students have finished before the extra 10 minutes have elapsed *or* if students are still working after the extra 10 minutes have elapsed,

SAY Stop. This is the end of this test session. If you have not already done so, please put your pencil down and close your test booklet and answer document.

Make sure each student's name is on the test booklet and answer document before you collect them. After you collect all the test booklets and answer documents, make sure that you have one test booklet and one answer document from each student who took the test and that each student has marked the form number of his or her test booklet in the Test Form grid on the front of the answer document.

If students have *not* completed all grade 4 tests, and you will not be the person to administer the mathematics or reading test sessions, return the test booklets and answer documents (including unused test materials) to your School Coordinator so that the materials can be redistributed as the school test schedule requires.

If students have completed all grade 4 tests, mark the applicable selections in the FOR TEACHER USE ONLY grid (see page 21), the ACCOM CLASSIFICATION grid (see pages 21–24), and the WRITTEN RESPONSE IN SPANISH grid (see page 15) on the front of each student's answer document.

When students have completed all grade 4 tests, separate the answer documents and test booklets into two bundles. Make sure you have one answer document and one test booklet from each student, and return all test materials (including unused test materials) to your School Coordinator.

Grade 5 Assessment

Materials Needed

- **Test Administration Manual (this booklet).** You will need one copy for yourself and one for each proctor (if applicable).
- **Test Booklets.** You will need one grade 5 test booklet (either regular-English or Form LM) per student, plus a few extra copies in case of damaged booklets. The reading, mathematics, and science tests are contained in a single test booklet. Form LM test booklets are packaged separately. Check with your school ISAT Coordinator if you need Form LM tests. There are multiple forms of the regular-English tests. There is only one form of the Form LM test.
- **Answer Documents.** You will need one answer document for each student tested. Multiple-choice, short-response, and extended-response answers will all be written in the single answer document.
- **Answer Documents—Form LM.** There is a different answer document for students using a Form LM test booklet. Students using a Form LM test booklet **MUST** use an answer document labeled Form LM.
- **Student ID Labels.** You will need one Student ID label for each answer document (one for each student tested). If no Student ID label is available for a student, see page 15.
- **Scratch Paper.**
Mathematics—Student must be given a supply of blank, unlined scratch paper for *session 1 only*. Neither the test contractor nor ISBE provide the blank scratch paper.
- **Paper Rulers.** You will need one ruler with inch and centimeter markings for each student (plus one or two extras). The rulers are for the mathematics test and are provided by ISBE. Students or teachers may keep the rulers after all testing is completed.
- **Calculators (optional).** Students may use a calculator during all sessions of the mathematics test. At your discretion you may have one or two extra calculators available in case a student's calculator malfunctions. See page 11 for the calculator use policy.
- **No. 2 Pencils.** You will need two No. 2 pencils with erasers for each student (plus a few extras).



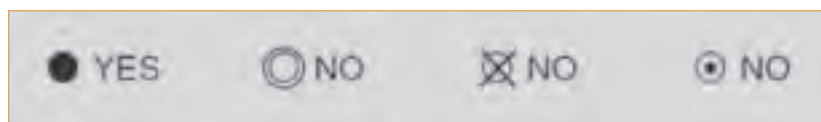
Students must use only a No. 2 pencil to mark multiple-choice answers or to write answers to short-response or extended-response questions. Pens must not be used on any part of the test.

General Instructions

- **Test Form Number**—students should enter their test form number in the Test Form grid (#10) on their answer documents immediately prior to the first test session. However, if students did not enter their test form number and you cannot determine their correct form number, leave the Test Form grid blank. This will not affect the student's test results. Different forms contain different sets of pilot items. Pilot items are not included as part of a student's test score. There is no Test Form grid on Form LM tests.
- All instructions printed in bold and preceded by **SAY** must be read aloud to students exactly as they are written. Follow any directions to pause, point, demonstrate, or answer questions.
- Use an extra student test booklet and answer document to demonstrate how students are to open seals, to point out where practice test questions are to be answered, and to check that students are working in the correct section of the test booklet and answer document.
- *Because the test items are secure, please do not examine the test items once the seals are broken.*
- The OPTIONAL SCHOOL USE grid (#6) on the front of the answer document is for local use only. Your School Coordinator will tell you whether and how this grid should be marked.

Specific Rules

- There is a regular-English version and a linguistically modified version (Form LM) of the test. Only the mathematics test has been linguistically modified. For the mathematics test, students using the regular-English forms **MUST NOT** be tested with those using Form LM, or vice versa. For the mathematics test, the oral instructions read to students for each of these forms may vary slightly. However, no part of the reading test in Form LM has been linguistically modified, so students using the regular-English forms may be tested with those using Form LM, or vice versa.
- If students use a Form LM test, they must also use a Form LM answer document.
- Eligible Spanish-speaking students using either a regular-English form or a Form LM test may write their answers to the extended-response questions in reading and mathematics and the short-response questions in mathematics in Spanish or English. If their answers are written in Spanish, you must complete grid 9 (WRITTEN RESPONSE IN SPANISH) on the cover (demographic page) of the 5 answer document.
- All answers to all questions must be marked directly in the test booklets, using **ONLY** a No. 2 pencil. Do not use pens to mark or write any answers.
- **Marking Multiple-Choice Items**—For each answer chosen student **must** fill in (darken) the answer bubble completely with a No. 2 pencil. Students must **not** mark their response by circling the answer bubble, putting an “X” through it or a dot in it. You may want to illustrate this for students.



Students must **not** eliminate incorrect answer bubbles by putting an “X” or any sort of mark through the incorrect answer bubble. Doing so may jeopardize the detection of the selected response and could result in the item being marked as incorrect. Only the bubble of the answer selected should have marks in it.

- Blank, unlined scratch paper is to be provided for session 1 of the mathematics test. For sessions 2 and 3, scratch work, calculations, and notes for multiple-choice items should be written in the test booklet in the white space provided on each page. Scratch work, calculations, and notes for short-response and extended-response items should be done on the pages in the answer document for the written responses. Scratch paper may be given to students for sessions 2 and 3 of the mathematics test only as an accommodation for students with IEPs or Section 504 Plans. Destroy (shred) all used, separate scratch paper after each test session is completed.
- It is strongly recommended that the test administrator or proctor walk quietly around the classroom to monitor the testing, checking to see if students are responding in the right section, showing confusion, making excessive erasures, etc. Once at the beginning to ensure they are working in the correct section, and then once at the midpoint and once toward the end of the session would be very beneficial. While walking around during the test you may help individual students, but only with respect to the general aspects of clarifying directions and ensuring they are responding in the right section of the test booklet and answer document. Do not give clues or explain rationales that would help student identify correct answers.
- Allow students to work at their own pace, yet make sure they are progressing in a timely manner.
- Make sure that students print their name on the front cover of the test booklet and on the very back cover of the answer document on the Student Name line. There are oral instructions to students about doing this. Students should not grid their names on the front of the answer document. If they do, and if you have a Student ID label for the student, you do not have to erase the bubbles. The Student ID label will override the student gridding.
- Mark the applicable selections of the FOR TEACHER USE ONLY grid, the ACCOM CLASSIFICATION grid, and the WRITTEN RESPONSE IN SPANISH grid after testing is completed.

GRADE 5—READING: TEST INSTRUCTIONS

SUMMARY

The reading test is administered in three 45-minute sessions with a *minimum* rest period of 10 minutes between sessions. The directions for each session will vary somewhat depending on the administration format. The multiple-choice questions each have only one correct answer. Question 51 in session 2 and question 72 in session 3 are extended-response questions.

If reading is tested first, have students write their names in the appropriate space on the front covers of the test booklets and the back covers of the answer documents before beginning the test. Also, make sure that students follow the oral instructions to fill in the Test Form grid (#10) on the front of the answer document. If students are using Form LM tests, there is no Test Form grid to complete.

If any mathematics test sessions have already been administered, make sure students use the *same* test booklet and answer document they used before. Students *must* use the same answer document and test booklet for both tests.

Students may underline or highlight words or sentences in the passages or questions if that helps them answer the questions. Students should *not* use highlighters as part of their answers to multiple-choice questions, short-response questions, or extended-response questions. All answers to all questions must be marked directly into the test booklet using only a No. 2 pencil. Students who do not use a No. 2 pencil to mark or write all of their answers may jeopardize proper scanning and scoring of their test responses.

For each test session, if students are still working after 45 minutes have elapsed, they may have up to 10 additional minutes to continue working. However, all test sessions are ended after 55 minutes. The only exception is for students with IEPs or Section 504 Plans and students who are LEP, all of whom may have additional time beyond 55 minutes.

Since some students will complete the test sessions early, test administrators, at their discretion, may suggest that students bring a book to read when they finish a test session. See page 10.

LEP Students

If you have students who are using linguistically modified test forms (Form LM), remember that no part of the reading test (passages or items) is linguistically modified or translated into Spanish. Therefore, for the reading test ONLY, students using the regular-English forms (1–6 and SF) may be tested with students using Form LM, or vice versa.

Eligible Spanish-speaking students using either a regular-English form or a Form LM test may write their answers to the extended-response questions in Spanish or English. If their answers are written in Spanish, you must complete grid 9 (WRITTEN RESPONSE IN SPANISH) on the demographic page.

If students use a Form LM test, they MUST use an answer document marked Form LM.

Make sure that all desks are cleared and that each student has two soft-lead (No. 2) pencils with erasers.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

If this is the very first session of testing, distribute the test booklets and the answer documents and proceed to the oral instructions immediately below this box. If Student ID labels have already been affixed to the answer documents, make sure students get the answer document with their Student ID label.

If this is not the very first session of testing, distribute the test booklets and the answer documents, *making sure that each student gets the test booklet and the answer document with his or her name on them*. Then skip to the oral instructions that immediately follow the directions in the next box below.

SAY Print your name on the front cover of the test booklet and the back cover of the answer document on the Student Name line.

Point to the Student Name line on the front of the test booklet and Student Name line on the back of the answer document that you are using for demonstration.

If all of the students are using Form LM tests, skip the oral instructions about test form number in this box. There is no Test Form grid for Form LM tests. Proceed to instructions after this box.

If all of the students are using regular-English test forms (1–6 and SF) or if you have a mixture of students using Form LM tests and regular-English test forms, then read the following instructions.

SAY Look for your test form in the upper right corner of your test booklet.

Point to the form number on the test booklet you are holding up for demonstration.

SAY If you have Form LM you do not have to mark anything. If you have Forms 1–6 or Form SF, you must mark your test form in grid 10 on the front cover of your answer document. Please fill in your test form in grid 10 now so that your test can be scored correctly.

Point to grid 11 on the cover of the answer document.

SAY Now we will begin session 1 of the reading test. Break only the first seal, and open your booklet to page 5.

Demonstrate breaking the first seal. Make sure all students have page 5 showing.

SAY Look at the directions at the top of the page. Read them to yourself as I read them aloud. “Read each passage. Then read each question about the passage. Decide which

Grade 5–Reading–Session 1 (continued)

is the best answer to the question. Mark the space for the answer you have chosen.”

Now find the sample poem, right below the directions.

Make sure everyone has found the sample poem.

SAY Read the poem quietly to yourself.

Pause for about two minutes while students read the sample poem.

SAY Now look at the first sample, Sample A.

Read Sample A to yourself as I read it aloud. *You can tell that the speaker does not like—A hearing the alarm clock ... B eating breakfast ... C mowing the grass ... D riding in a car. Which is the correct answer?*

Pause for replies.

SAY Yes. That’s right. The poem says “Turn it off! Turn it off!” when the alarm clock rings.

Now find the section for Reading session 1 on page 2 of your answer document.

The space for “A,” *hearing the alarm clock*, has been filled in to show that it is the correct answer. Does anyone have a question?

Answer any questions students may have. Repeat the sample if necessary.

SAY Now look at Sample B. Read the question to yourself. Mark the space for your answer.

Pause while students mark their answers.

SAY Which space did you mark?

Pause for replies.

SAY That’s right. You should have marked the answer space for “D,” *Thinking about when you first wake up*. Does anyone have a question?

Answer any questions students may have. Repeat the sample if necessary.

SAY You will have at least 45 minutes to finish this session. I will tell you when there are 15 minutes left. After 45 minutes, if you are still working you may have up to 10 more minutes to work on the test questions.

I cannot help you with any words you do not know, but you can look back at the passages to help you answer the questions. You may underline or highlight words or sentences in the passages or questions if that helps you answer the questions. However, do not use the highlighter as part of your responses.

Grade 5–Reading–Session 1 (continued)

Skip the following paragraph below this box if you decide not to allow the students to read a book after they finish the test session. Say to the students:

SAY When you have finished, close your booklet and sit quietly until I say, “Stop.”

Then proceed directly to the paragraph below that begins with “Turn to page 6 of your test booklet.”

If you finish early and have completely checked all your work on this session, you may raise your hand and I will collect your test booklet and answer document. Then you may read a book quietly at your desk until the end of the test session. Once I have collected your test booklet and answer document, you are finished with the test session. You cannot get your test booklet and answer document back to change any answers, so be sure you have completely checked your work before you raise your hand to turn in your test materials.

Turn to page 6 of your test booklet. You will do the rest of the stories and questions by yourselves. After you finish this page, keep working until you come to the end of page 17, where you see the word “STOP.” If you finish early, you may check your work on pages 7 through 17, but do not go on to any other pages.

Remember to read each passage and answer the questions about the passage. Choose the best answer for each question. Mark the space for your answer on your answer document. Does everyone understand what to do?

Answer any questions.

SAY When you mark your answer fill in or darken the answer bubble completely with your pencil. Do not mark your response by circling the answer bubble, putting an “X” through it or a dot in it. The answer bubble you choose must be completely filled in. Also, do not make a mark on any of the incorrect answer bubbles. Only the bubble of the answer you choose should have marks in it.

If you’re not sure about the answer to a question, do the best you can, but do not spend too much time on any one question.

You may BEGIN.

While the students are working, walk quietly around the room to make sure that they are following directions and that they are not looking at any other sessions. Do not give help on specific test questions.

After 30 minutes, write 15 MINUTES LEFT on the board.

SAY There are 15 minutes left.

Grade 5–Reading–Session 1 *(continued)*

After 45 minutes, determine whether any students are still actively engaged and working on this test session.

If all students are finished after 45 minutes have elapsed,

SAY Stop. You have finished this test session. If you have not already done so, please put your pencil down and close your test booklet and answer document.

If some students are still working,

SAY Please continue to work. You may have up to 10 more minutes to finish this session.

If all students have finished before the extra 10 minutes have elapsed *or* if students are still working after the extra 10 minutes have elapsed,

SAY Stop. This is the end of this test session. If you have not already done so, please put your pencil down and close your test booklet and answer document.

Test booklets and answer documents should be collected from students if session 2 does not immediately follow session 1 or if otherwise necessary to ensure the security of the test materials. Make sure you have one answer document and one test booklet from each student. If session 2 is administered on the same day as session 1, students should be given *a break of at least 10 minutes between sessions*.

GRADE 5–READING–SESSION 2

When you are ready to begin session 2, redistribute the answer documents, test booklets, and No. 2 pencils. *Make sure that each student receives the same test booklet and answer document that he or she used in session 1.*

When the students are ready,

SAY Now we will begin session 2. Check to see whether you have the answer document and test booklet with your name on them. Break only the second seal, and open your booklet to page 21.

Demonstrate breaking the second seal. Make sure all students have page 21 showing.

SAY Follow the directions in your booklet for session 2 of the reading test while I read them aloud:

In a few minutes you will begin session 2 of the reading test. You will read two passages in this session. Each passage is like something you would read at home or at school. You will have at least 45 minutes to read the two passages and answer the questions in session 2.

- Questions 31 through 40 after the first passage and 41 through 50 after the second passage are multiple-choice questions. For each question, mark the space in your answer document for the answer you have chosen. If you are not sure of an answer, choose the one you think is best. There is no penalty for guessing. If you want to change an answer, make sure you erase the old answer completely.
- Question 51 after the second passage is an extended-response question. Use pages 4, 5, and 6 in your answer document to answer question 51. Make sure you write your response inside the outlined boxes on these pages.
 - Read the question completely before you start to write your answer,
 - Write your answer to the question in your own words,
 - Write as clearly as you can so that another person can read your answer and understand what you were thinking,
 - Read over your answer to see if you need to rewrite any part of it.

If you finish all the test questions early, you may check your answers to session 2 only. Do not go back to session 1 or on to session 3.

If you have students who are eligible for LEP accommodations and prefer to write in Spanish,

SAY If you speak Spanish, you may write your answer to question 51 in either Spanish or English.

You will have at least 45 minutes to finish this session. I will tell you when there are 15 minutes left. After 45 minutes, if you are still working you may have up to 10 more minutes to work on the test questions.

Grade 5–Reading–Session 2 (continued)

I cannot help you with any words you do not know, but you can look back at the passages to help you answer the questions. You may underline or highlight words or sentences in the passages or questions if that helps you answer the questions. However, do not use the highlighter as part of your responses.

Skip the following paragraph below this box if you decide not to allow the students to read a book after they finish the test session. Say to the students:

SAY When you have finished, close your booklet and sit quietly until I say, “Stop.”

Then proceed directly to the paragraph below that begins with “If you have any questions....”

If you finish early and have completely checked your work on this session, you may raise your hand and I will collect your test booklet and answer document. Then you may read a book quietly at your desk until the end of the test session. Once I have collected your test booklet and answer document, you are finished with the test session. You cannot get your test booklet and answer document back to change any answers, so be sure you have completely checked your work before you raise your hand to turn in your test materials.

If you have any questions, raise your hand.

Answer any questions students may have.

SAY Remember that you must use a No. 2 pencil to mark all of your responses and write your answer. Do not use a pen for your answer.

Now turn to page 22 in your test booklet and page 3 in your answer document and BEGIN.

While the students are working, walk quietly around the room, making sure that they are following directions, not looking at any other sessions, and marking all of their answers with a No. 2 pencil. Do not give help on specific test questions.

After 30 minutes, write 15 MINUTES LEFT on the board.

SAY There are 15 minutes left. You should be working on the extended-response item by now. Remember to use a No. 2 pencil to write your answer. Do not use a pen for your answer.

After 45 minutes, determine whether any students are still actively engaged and working on this test session.

If all students are finished after 45 minutes have elapsed,

SAY Stop. You have finished this test session. If you have not already done so, please put your pencil down and close your test booklet and answer document.

Grade 5–Reading–Session 2 (continued)

If some students are still working,

SAY Please continue to work. You may have up to 10 more minutes to finish this session.

If all students have finished before the extra 10 minutes have elapsed *or* if students are still working after the extra 10 minutes have elapsed,

SAY Stop. This is the end of this test session. If you have not already done so, please put your pencil down and close your test booklet and answer document.

Test booklets and answer documents should be collected from students if session 3 does not immediately follow session 2 or if otherwise necessary to ensure the security of the test materials. Make sure you have one test booklet and one answer document from each student. If session 3 is administered on the same day as session 2, students should be given *a break of at least 10 minutes between sessions.*

GRADE 5–READING–SESSION 3

When you are ready to begin session 3, redistribute the test booklets, answer documents, and No. 2 pencils. *Make sure that each student receives the same test booklet and answer document that he or she used in session 1 and session 2.*

When the students are ready,

SAY Now we will begin session 3. Check to see whether you have the answer document and test booklet with your name on them. Break only the third seal, and open your booklet to page 37.

Demonstrate breaking the third seal. Make sure all students have page 37 showing.

SAY Follow the directions in your booklet for session 3 of the reading test while I read them aloud:

In a few minutes you will begin session 3 of the reading test. Each passage you will read is like something you would read at home or at school. You will have at least 45 minutes to read the passages and answer the questions in session 3.

- Questions 52 through 71 are all multiple-choice questions. For each question, mark the space in your answer document for the answer you have chosen. If you are not sure of an answer, choose the one you think is best. There is no penalty for guessing. If you want to change an answer, make sure you erase the old answer completely.
- Question 72 after the last passage is an extended-response question. Use pages 9, 10, and 11 in your answer document to answer question 72. Make sure you write your response inside the outlined boxes on these pages.
 - Read the question completely before you start to write your answer,
 - Write your answer to the question in your own words,
 - Write as clearly as you can so that another person can read your answer and understand what you were thinking,
 - Read over your answer to see if you need to rewrite any part of it.

If you finish all the test questions early, you may check your answers to session 3 only. Do not go back to sessions 1 or 2.

If you have students who are eligible for LEP accommodations and prefer to write in Spanish,

SAY If you speak Spanish, you may write your answer to question 72 in either Spanish or English.

You will have at least 45 minutes to finish this session. I will tell you when there are 15 minutes left. After 45 minutes, if you are still working you may have up to 10 more minutes to work on the test questions.

I cannot help you with any words you do not know, but you can look back at the passage to help you answer the questions. You may underline or highlight words or

Grade 5–Reading–Session 3 (continued)

sentences in the passage if that helps you answer the questions. However, do not use the highlighter as part of your responses. Remember, if you finish before time is called, you may go back and check your work on this session. Do not go back to session 1 or session 2.

Skip the following paragraph below this box if you decide not to allow the students to read a book after they finish the test session. Say to the students:

SAY When you have finished, close your booklet and sit quietly until I say, “Stop.”

Then proceed directly to the paragraph below that begins with “If you have any questions....”

If you finish early and have completely checked all your work for this session, you may raise your hand and I will collect your test booklet and answer document. Then you may read a book quietly at your desk until the end of the test session. Once I have collected your test booklet and answer document, you are finished with the test session. You cannot get your test booklet and answer document back to change any answers, so be sure you have completely checked your work before you raise your hand to turn in your test materials.

If you have any questions, raise your hand now.

Answer any questions.

SAY Remember that you must use a No. 2 pencil to mark all of your responses and write your answer to the extended-response question. Do not use a pen for any of your answers.

Now turn to page 38 in your test booklet and page 8 in your answer document and BEGIN.

While the students are working, quietly walk around the room, making sure that they are following directions, not looking at any other sessions, and marking all of their answers with a No. 2 pencil. Do not give help on specific test questions.

After 30 minutes, write 15 MINUTES LEFT on the board.

SAY There are 15 minutes left. You should be working on the extended-response item by now. Remember to use a No. 2 pencil to write your answer. Do not use a pen to write your answer.

After 45 minutes, determine whether any students are still actively engaged and working on this test session.

If all students are finished after 45 minutes have elapsed,

Grade 5–Reading–Session 3 *(continued)*

SAY Stop. You have finished this test session. If you have not already done so, please put your pencil down and close your test booklet and answer document.

If some students are still working,

SAY Please continue to work. You may have up to 10 more minutes to finish this session.

If all students have finished before the extra 10 minutes have elapsed *or* if students are still working after the extra 10 minutes have elapsed,

SAY Stop. This is the end of this test session. If you have not already done so, please put your pencil down and close your test booklet and answer document.

Make sure each student's name is on the answer document and the test booklet before you collect them. After you collect all the test booklets and answer documents, make sure that you have one test booklet and one answer document from each student who took the test and that each student has marked the form number of his or her test booklet in the Test Form grid on the front of the answer document.

If students have *not* completed all grade 5 tests, and you will not be the person to administer the mathematics test sessions, return the test booklets and answer documents (including unused test materials) to your School Coordinator so that the materials can be redistributed as the school test schedule requires.

If students have completed all grade 5 tests, mark the applicable selections in the FOR TEACHER USE ONLY grid (see page 21), the ACCOM CLASSIFICATION grid (see pages 21–24), and the WRITTEN RESPONSE IN SPANISH grid (see page 15) on the front of each student's answer document.

When students have completed all grade 5 tests, separate the answer documents and test booklets into two bundles. Make sure you have one answer document and one test booklet from each student, and return all test materials (including unused test materials) to your School Coordinator.

GRADE 5—MATHEMATICS: TEST INSTRUCTIONS

SUMMARY

The mathematics test is administered in three 45-minute sessions. Students should receive a rest period of *at least* 10 minutes between sessions. The directions for each session will vary somewhat depending on the administration format. See the chart on page 6 for the number and types of items in each test session.

Students are allowed to use calculators on any part of the mathematics test. Tests are scored the same, regardless of whether a student uses a calculator. See calculator use policy on page 11.

Students must be given paper rulers for all three sessions of the mathematics test. The paper rulers should be collected at the end of session 1 and session 2 for redistribution in sessions 2 and 3. Students or the teacher may keep the paper rulers after the mathematics test is completed.

For session 1 only, students must be given blank, unlined scratch paper. The scratch paper is not provided by ISBE. The scratch paper must be collected from students at the end of session 1 and should be destroyed (shredded).

If mathematics is tested first, have students write their names on the front covers of the test booklets and the back covers of the answer documents before beginning the test. Also, make sure that students follow the oral instructions to fill in the Test Form grid (#10) on the front of the answer document. If students are using Form LM tests, there is no Test Form grid to complete.

If any reading test sessions have already been administered, make sure students use the same answer document and test booklet they used before. Students *must* use the same answer document and test booklet for both tests.

Students may underline or highlight words, phrases, or sentences in the test if that helps them answer the questions. Students should *not* use highlighters as part of their answers to multiple-choice, short-response, or extended-response questions. A No. 2 pencil must be used to mark or write all answers.

For each test session, if students are still working after 45 minutes have elapsed, they may have up to 10 additional minutes to continue working. However, all test sessions are ended after 55 minutes. The only exception is for students with IEPs or Section 504 Plans and students who are LEP, all of whom may have additional time beyond 55 minutes.

Since some students will complete the test sessions early, test administrators, at their discretion, may suggest that students bring a book to read when they finish a test session. See page 9.

LEP Students

Eligible Spanish-speaking students using either a regular-English form or a Form LM test may write their answers to the short-response and extended-response questions in Spanish or English. If their answers are written in Spanish, you must complete grid 10 (WRITTEN RESPONSE IN SPANISH) on the cover (demographic page) of the grade 5 answer document.

Form LM is available for LEP students who are eligible for test accommodations (check with your School Coordinator if you are unsure). Form LM tests contain the same items as the regular-English forms and in the same order. However, because of the linguistic modification and translation process some of the items in Form LM may appear on different pages than the corresponding items in the regular-English form. Therefore, references to items on pages in the test booklet may be different for students using the regular-English forms versus those students using Form LM.

For the mathematics test students who use Form LM must NOT be tested together with students who use the regular-English test forms (forms 1–6 and Form SF). Because these students will have different instructions read to them (e.g., for page number references) testing these students together would be confusing.

If students use a Form LM test, they MUST use an answer document marked Form LM.

Short-Response (SR) Items (71, 72, and 73)—Session 2

There are additional instructions that will be read only to students using Form LM. These extra instructions are in a separate box on page 113 of this manual. The extra instructions will direct students which version of the items to look at and where to write their answers. It is critical for you to review the instructions read to students for session 2 before you administer session 2 to students. The following is an illustration of the layout of SR items in the test booklet.

Students must **NOT** put a complete answer to a question in more than one answer space.
Students must **NOT** put parts of their answers to a question in different answer spaces.

Non-Spanish-speaking LEP students

page 90

| |
|-------------------------|
| SR Item #71 |
| Linguistically Modified |

page 91

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|-------------------------|
| SR Item #72 |
| Linguistically Modified |

page 92

| |
|-------------------------|
| SR Item #73 |
| Linguistically Modified |

Spanish-speaking LEP students

page 94

| |
|--------------------|
| SR Item #71 |
| Regular English |

page 95

| |
|--------------------|
| SR Item #71 |
| Spanish |

page 96

| |
|--------------------|
| SR Item #72 |
| Regular English |

page 97

| |
|--------------------|
| SR Item #72 |
| Spanish |

page 98

| |
|--------------------|
| SR Item #73 |
| Regular English |

page 99

| |
|--------------------|
| SR Item #73 |
| Spanish |

Extended-Response (ER) Items (74 and 75)—Session 3

There are additional instructions that will be read only to students using Form LM. These extra instructions are in a separate box on page 117 of this manual. The extra instructions will direct students which version of the items to look at and where to write their answers. It is critical for you to review the instructions read to students for session 3 before you administer session 3 to students. The following is an illustration of the layout of ER items in the test booklet.

Students must **NOT** put a complete answer to a question in more than one answer space.

Students must **NOT** put parts of their answers to a question in different answer spaces.

Non-Spanish-speaking LEP students

page 104

| |
|-------------------------|
| ER Item #74 |
| Linguistically Modified |

page 105

| |
|-------------------------|
| ER Item #75 |
| Linguistically Modified |

Spanish-speaking LEP students

page 106

| |
|--------------------|
| ER Item #74 |
| Regular English |

page 107

| |
|--------------------|
| ER Item #74 |
| Spanish |

page 108

| |
|--------------------|
| ER Item #75 |
| Regular English |

page 109

| |
|--------------------|
| ER Item #75 |
| Spanish |

NOTE: Students must be given paper rulers with inch and centimeter markings for this session. These rulers are provided as part of the test materials. For session 1 only, students must be given blank, unlined scratch paper, which is *not* part of the materials provided.

If students use a Form LM test, they MUST use an answer document marked Form LM.

Students Using Regular-English forms 1–6 and Form SF

Students Using Form LM

(PAGE NUMBERS IN THIS BOX ARE ILLUSTRATIVE.)

In the bolded oral instructions you read to students (preceded by the **SAY** command) if there is a difference in any reference to page numbers for the regular-English form and Form LM, the bolded instructions will appear as follows:

SAY ...and open your test booklet to page 61 (LM—page 62).

In this example, page 61 is for the regular-English forms and page 62 is for the Form LM test.

For students using regular-English forms 1–6 and SF you would read:

SAY ...and open your test booklet to page 61.

For students using Form LM you would read:

SAY ...and open your test booklet to page 62.

If you do NOT see the reference to LM in parentheses, then the page numbers are the same for all students taking the grade 5 test.

Make sure that all desks are cleared and that each student has two soft-lead (No. 2) pencils with erasers.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

If this is the very first session of testing, distribute the test booklets and the answer documents and proceed to the oral instructions immediately below this box. If Student ID labels have already been affixed to the answer documents, make sure students get the answer document with their Student ID label.

If this is not the very first session of testing, distribute the test booklets and the answer documents, *making sure that each student gets the test booklet and the answer document with his or her name on them.* Then skip to the oral instructions that immediately follow the directions in the next box.

Grade 5—Mathematics—Session 1 (continued)

SAY Print your name on the front cover of the test booklet and the back cover of the answer document on the Student Name line.

Point to the Student Name line on the front of the test booklet and the Student Name line on the back of the answer document that you are using for demonstration.

If students use Form LM tests, skip the oral instructions about test form number in this box. There is no Test Form grid for Form LM tests.

SAY Now look at the front cover of your test booklet and find the form number of your test booklet.

Point to the form number on the test booklet you are holding up for demonstration.

SAY Next, look on the front of your answer document and find the Test Form grid. This is grid number 10 on your answer document. Fill in your test form number in the Test Form grid so that your test can be scored correctly.

Point to the Test Form grid on the answer document that you are using for demonstration.

SAY I am going to give you some scratch paper and a paper ruler. You may need the ruler to answer some of the questions. Write your name on the back of the ruler.

Distribute the scratch paper and the rulers.

If the students will be using calculators provided by the school, distribute the calculators.

SAY Now we will begin session 1 of the mathematics test. Break only the fourth seal, and open your test booklet to page 55.

Demonstrate breaking the fourth seal. Make sure all students have page 55 showing.

SAY Look at the directions at the top of the page. Read them to yourself as I read them aloud. "Read each question or problem carefully. Then answer the question or work the problem. Mark the space for your answer."

Now look at Sample A in the box.

Make sure all students have found Sample A.

SAY Read Sample A to yourself as I read it aloud. *Jill saw this chart showing the average height above sea level of several states. Of the states listed, which one has the greatest average height above sea level? What is the answer?*

Pause for replies.

SAY That's right. *Colorado* is the correct answer because six thousand eight hundred feet is the greatest average height.

Grade 5—Mathematics—Session 1 (continued)

Now find the section for Mathematics session 1 on page 12 of your answer document.

The space for the letter “B” has been filled in to show that answer “B,” *Colorado*, is the correct answer. Does anyone have a question?

Answer any questions students may have. Repeat the sample if necessary.

SAY Now look at Sample B. Read Sample B to yourself. Mark the space for your answer on page 12 in your answer document next to the space labeled for Sample B.

Pause while students mark their answers.

SAY Which answer did you mark?

Pause for replies.

SAY That’s right. You should have marked the answer space for the letter “A,” *He had about two hundred shells*, because one hundred seventy two is close to two hundred. Does anyone have a question?

Answer any questions. Repeat the sample if necessary.

If you are using calculators,

SAY Now take out your calculators. Make sure your calculators turn on and are working properly by doing a simple calculation like “5 plus 5 equals 10.” Raise your hand if your calculator is not working.

Make sure everyone’s calculator is working properly. If you have extra calculators, replace those that are not working. If you have no extra calculators and a student’s calculator is not working, tell him or her to put it aside and not use it. Also tell students that using a calculator is optional, and that they do not have to use a calculator to take the test.

SAY Question 1 for this test is on this page right next to the sample questions. You will answer question 1 and the rest of the questions on your own. Keep working until you come to the bottom of page 72, where you see the word “STOP.” Remember, choose the best answer. Then mark the space for your answer in the answer document. If you finish early, you may check your work on pages 55 through 72, but do not go on to any other pages.

You may underline or highlight words or sentences in the test if that helps you answer the questions. However, do not use a highlighter as part of your responses. Use only a No. 2 pencil to mark your responses. You may use the scratch paper I gave you for working out the problems.

Grade 5—Mathematics—Session 1 (continued)

Skip the following paragraph below this box if you decide not to allow the students to read a book after they finish the test session. Say to the students:

SAY When you have finished, close your booklet and sit quietly until I say, “Stop.”

Then proceed directly to the paragraph below that begins with “Does anyone have a question?”

If you finish early and have completely checked all your work on this session, you may raise your hand and I will collect your test booklet and answer document. Then you may read a book quietly at your desk until the end of the test session. Once I have collected your test booklet and answer document, you are finished with the test session. You cannot get your test booklet and answer document back to change any answers, so be sure you have completely checked your work before you raise your hand to turn in your test materials.

Does anyone have a question?

After any questions have been answered,

SAY When you mark your answer fill in or darken the answer bubble completely with your pencil. Do not mark your response by circling the answer bubble, putting an “X” through it or a dot in it. The answer bubble you choose must be completely filled in. Also, do not make a mark on any of the incorrect answer bubbles. Only the bubble of the answer you choose should have marks in it.

You will have at least 45 minutes to work on this session. I will tell you when there are 15 minutes left. If you’re not sure about the answer to a question, do the best you can, but do not spend too much time on any one question. After 45 minutes, if you are still working you may have up to 10 more minutes to work on the test questions.

You may BEGIN.

While the students are working, walk quietly around the room to make sure that they are following directions and marking their answers in the correct section of the answer document. Check to see that students mark only one answer for each question and that they go on until they finish the questions on page 72. If a student has trouble understanding what to do, explain as quickly and as quietly as you can. Do not give help on specific test questions.

After 30 minutes, write 15 MINUTES LEFT on the board.

SAY There are 15 minutes left.

After 45 minutes, determine whether any students are still actively engaged and working on this test session.

Grade 5–Mathematics–Session 1 (continued)

If all students are finished after 45 minutes have elapsed,

SAY Stop. You have finished this test session. If you have not already done so, please put your pencil down and close your test booklet and answer document.

If some students are still working,

SAY Please continue to work. You may have up to 10 more minutes to finish this session.

If all students have finished before the extra 10 minutes have elapsed *or* if students are still working after the extra 10 minutes have elapsed,

SAY Stop. This is the end of this test session. If you have not already done so, please put your pencil down and close your test booklet and answer document.

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| If calculators were provided by the school, you may collect the calculators for redistribution on the next mathematics test session. |
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Test booklets, answer documents, and paper rulers should be collected from students if session 2 does not immediately follow session 1 or if otherwise necessary to ensure the security of test materials. Make sure you have one answer document and one test booklet from each student. If session 2 is on the same day as session 1, students should be given *a break of at least 10 minutes between sessions*.

Scratch paper should be collected from students after session 1 is completed. Used scratch paper should be destroyed (shredded). Students will *not* be given separate, blank scratch paper for sessions 2 or 3, unless it is to provide an accommodation for a student with an IEP or a Section 504 Plan.

Reminder—before you begin Session 2

If you are administering session 2 to students using Form LM tests, please review the information on page 105 about the short-response items in session 2.

NOTES:

- Students must be given paper rulers with inch and centimeter markings for this session. These rulers are provided as part of the test materials.
- Do *not* give students blank scratch paper for session 2, unless it is to provide an accommodation for a student with an IEP or a Section 504 Plan.
- The answer space for short-response questions will contain a faint grid area where students are to write their answers.

When you are ready to begin session 2, redistribute the answer documents, test booklets, paper rulers, and No. 2 pencils. *Make sure that each student receives the same test booklet, answer document, and paper ruler that he or she used in session 1.*

If the students are using calculators provided by the school, redistribute the calculators.

When the students are ready,

SAY Now we will begin session 2. Check to see whether you have the test booklet, answer document, and paper ruler with your name on them. Break only the fifth seal, and open your test booklet to page 77.

Demonstrate breaking the fifth seal. Make sure all students have page 77 showing.

SAY Follow along as I read the directions aloud:

In a few minutes, you will begin session 2 of the mathematics test. Session 2 contains 30 multiple-choice questions and 3 short-response questions. You will have at least 45 minutes to answer the questions in session 2.

Questions 41 through 70 are multiple-choice questions. For each question, mark the space in your answer document for the answer you have chosen. If you are not sure of an answer, choose the one you think is best. There is no penalty for guessing. If you want to change an answer, make sure you erase the old answer completely.

Questions 71, 72, and 73 are short-response questions. Follow the directions in each question, and write your answers in your answer document on pages 14 through 16. If you finish the questions early, you may check your answers in session 2 only. Do not go back to session 1 or on to session 3.

Are there any questions?

Answer any questions.

Grade 5—Mathematics—Session 2 (continued)

If you have students who are eligible for LEP accommodations and prefer to write in Spanish,

SAY If you speak Spanish, you may write your answers to the short-response questions in either Spanish or English.

For Students Using Form LM Tests

If you have **only** students who do **not speak Spanish** in the test session, read the following directions.

SAY When you are finished with the multiple-choice questions you should go to the short-response questions on pages 90, 91, and 92. Do you have any questions? [Pause.]

Go to the next **SAY** command outside of this box that begins “You will have at least 45 minutes....”

If you have **only** students who **speak Spanish** in the test session, read the following directions.

SAY When you are finished with the multiple-choice questions you should go to the short-response questions on pages 94 through 99. Each short-response item is presented in English and Spanish, side-by-side. You may write your answer to each question in English or in Spanish. Do you have any questions? [Pause.]

Go to the next **SAY** command outside of this box that begins “You will have at least 45 minutes....”

If you have **both** kinds of students, you will read the following directions.

SAY If you do not speak Spanish, you will look at the short-response questions on pages 90, 91, and 92.

If you speak Spanish, you will look at the short-response questions on pages 94 through 99. Each short-response question is presented in English and Spanish, side-by-side. You may write your answer to each question in English or in Spanish.

Do you have any questions? [Pause.]

Go to the next **SAY** command outside of this box that begins “You will have at least 45 minutes....”

SAY You will have at least 45 minutes to finish this session. I will tell you when there are 15 minutes left. After 45 minutes, if you are still working you may have up to 10 more minutes to work on the test questions.

You may underline or highlight words or sentences in the test if that helps you answer the questions. However, do not use a highlighter as part of your responses. Use only a No. 2 pencil to mark or write your answers.

For multiple-choice questions you may use the blank space in your test booklet for scratch paper. Scratch work for short-response questions should be done in the space in your answer document where you will write your answers.

Grade 5—Mathematics—Session 2 (continued)

If you discover that you have answered any of the short-response questions on the wrong page let me know immediately. Answers written on the wrong page will likely get a low score or a zero.

Skip the following paragraph below this box if you decide not to allow the students to read a book after they finish the test session. Say to the students:

SAY When you have finished, close your booklet and sit quietly until I say, “Stop.”

Then proceed directly to the paragraph below that begins with “Does anyone have a question?”

If you finish early and have completely checked all your work on this session, you may raise your hand and I will collect your test booklet and answer document. Then you may read a book quietly at your desk until the end of the test session. Once I have collected your test booklet and answer document, you are finished with the test session. You cannot get your test booklet and answer document back to change any answers, so be sure you have completely checked your work before you raise your hand to turn in your test materials.

Does anyone have a question?

Answer any questions students may have.

SAY You will mark your multiple-choice answers on page 13 in your answer document. You will write your answers for the three short response questions on pages 14, 15, and 16 in your answer document. Be sure to use the correct page for each short-response question, and put your answer only in the faint grid area on each page. Does anyone have any questions?

Answer any questions.

SAY Turn to page 78 in your test booklet and page 13 in your answer document and BEGIN.

While the students are working, walk quietly around the room to make sure that they are following directions and that they are not looking at any other sessions. Do not give help on specific test questions.

After 30 minutes, write 15 MINUTES LEFT on the board.

SAY There are 15 minutes left. If you have not started the short-response questions, finish the multiple-choice questions and move on to the short-response questions. Do not use a pen to write your answers. Use only a No. 2 pencil to write your answers to the short-response questions.

Grade 5—Mathematics—Session 2 (continued)

After 45 minutes, determine whether any students are still actively engaged and working on this test session.

If all students are finished after 45 minutes have elapsed,

SAY Stop. You have finished this test session. If you have not already done so, please put your pencil down and close your test booklet and answer document.

If some students are still working,

SAY Please continue to work. You may have up to 10 more minutes to finish this session.

If all students have finished before the extra 10 minutes have elapsed *or* if students are still working after the extra 10 minutes have elapsed,

SAY Stop. This is the end of this test session. If you have not already done so, please put your pencil down and close your test booklet and answer document.

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| If calculators were provided by the school, you may collect the calculators for redistribution on the next mathematics test session. |
|--|

Test booklets, answer documents, and paper rulers should be collected from students if session 3 does not immediately follow session 2 or if otherwise necessary to ensure the security of test materials. Make sure you have one answer document and one test booklet from each student. If session 3 is to be administered on the same day as session 2, students should be given *a break of at least 10 minutes between sessions*.

Reminder—before you begin Session 3

If you are administering session 3 to students using Form LM tests, please review the information on page 106 about the extended-response items in session 3.

NOTE: Students must be given paper rulers with inch and centimeter markings for this session. These rulers are provided as part of the test materials. Do *not* give students blank scratch paper for session 3, unless it is to provide an accommodation for a student with an IEP or a Section 504 Plan.

When you are ready to begin session 3, redistribute the test booklets, answer documents, paper rulers, and No. 2 pencils. *Make sure that each student receives the same test booklet, answer document, and paper ruler that he or she used in session 1 and session 2.* Session 3 consists of two extended-response problems. There are no multiple-choice questions in session 3.

If the students are using calculators provided by the school, redistribute the calculators.

When students are ready,

SAY Now we will start session 3. Check to see whether you have the test booklet, answer document, and paper ruler with your name on them. Break only the sixth seal, and open your booklet to page 97 (LM—page 103).

Demonstrate breaking the sixth seal. Make sure all students have page 97 (LM—page 103) showing.

SAY Follow the directions in your booklet for session 3 of the mathematics test while I read them aloud:

In a few minutes, you will begin session 3 of the mathematics test. Session 3 contains two extended-response problems. You will have at least 45 minutes to solve the problems in session 3.

You will have to solve the problem, clearly label your answer, show all your work, and explain in words what you did to solve the problem and why you took the steps you did. You may use words, drawings, and numbers in your explanation. Your work should be clear enough so that another person can read it and understand your thinking. Use pages 18 through 21 in your answer document to solve problems 74 and 75. Make sure you write inside the outlined box on each page. You may refer to the checklist below to make sure you have included all the information to solve problems 74 and 75.

For problems 74 and 75, make sure you

- show all your work in solving the problem,
- clearly label your answer,
- write in words what you did to solve the problem,
- write in words why you took the steps you did to solve the problem, and
- write as clearly as you can.

If you finish the two problems early, you may check your work on problems 74 and 75 in session 3 only. Do not go back to the questions in sessions 1 or 2.

Grade 5—Mathematics—Session 3 (continued)

Does anyone have a question about the extended-response problems?

Answer any questions.

If you have students who are eligible for LEP accommodations and prefer to write in Spanish,

SAY If you speak Spanish, you may write your answers to the extended-response questions in either Spanish or English.

For Students Using Form LM Tests

If you have **only** students who do **not speak Spanish** in the test session, read the following directions.

SAY You will look at extended-response problem 74 on page 104 and extended-response problem 75 on page 105. Do you have any questions? [Pause.]

Go to the next **SAY** command outside of this box that begins “You will have at least 45 minutes....”

If you have **only** students who **speak Spanish** in the test session, read the following directions.

SAY You will look at extended-response problem 74 on pages 106 and 107 and extended-response problem 75 on pages 108 and 109. Each extended-response problem is presented in English and Spanish, side-by-side. You may write your answer to each question in English or in Spanish. Do you have any questions?
[Pause.]

Go to the next **SAY** command outside of this box that begins “You will have at least 45 minutes....”

If you have **both** kinds of students, you will read the following directions.

SAY If you do not speak Spanish, you will look at extended-response problem 74 on page 104 and extended-response problem 75 on page 105.

If you speak Spanish, you will look at extended-response problem 74 on pages 106 and 107 and extended-response problem 75 on pages 108 and 109. Each extended-response problem is presented in English and Spanish, side-by-side. You may write your answer to each question in English or in Spanish. Do you have any questions?
[Pause.]

Go to the next **SAY** command outside of this box that begins “You will have at least 45 minutes....”

SAY You will have at least 45 minutes to finish this session. I will tell you when there are 15 minutes left. At that point, you should be working on the second problem. After 45 minutes, if you are still working you may have up to 10 more minutes to work on the test questions.

You may underline or highlight words or sentences in the test if that helps you answer the questions. However, do not use a highlighter as part of your responses. Use only a No. 2 pencil to write your answers.

Each extended-response problem has two pages in the answer document for your answer. You may use the two pages in any way you want. If your answer fits on one page and you do not use the other page, that is fine. Your answer to number 74 goes

Grade 5—Mathematics—Session 3 (continued)

on pages 18 and 19, and your answer to number 75 goes on pages 20 and 21 in your answer document.

Scratch work for extended-response problems should be done in the space in your answer document where you will write your answers.

If you discover that you have solved either of the extended-response problems on the wrong pages let me know immediately. Answers written on the wrong pages will likely get a low score or a zero.

Skip the following paragraph below this box if you decide not to allow the students to read a book after they finish the test session. Say to the students:

SAY When you have finished, close your booklet and sit quietly until I say, “Stop.”

Then proceed directly to the paragraph below that begins with “Does anyone have a question?”

If you finish early and have completely checked all your work on this session, you may raise your hand and I will collect your test booklet and answer document. Then you may read a book quietly at your desk until the end of the test. Once I have collected your test booklet and answer document, you are finished with the test session. You cannot get your test booklet and answer document back to change any answers, so be sure you have completely checked your work before you raise your hand to turn in your test materials.

Does anyone have a question?

Answer any questions.

SAY Turn to page 98 (LM—page 104) in your test booklet and pages 18 and 19 in your answer document and BEGIN.

While the students are working, walk around the room to make sure that they are following directions and that they are not looking at any other sessions. Do not give help on specific test questions.

After 30 minutes, write 15 MINUTES LEFT on the board.

SAY There are 15 minutes left. You should be working on problem 75 now. If you are not, finish problem 74 and begin working on problem 75.

After 45 minutes, determine whether any students are still actively engaged and working on this test session.

If all students are finished after 45 minutes have elapsed,

Grade 5—Mathematics—Session 3 (continued)

SAY Stop. You have finished this test session. If you have not already done so, please put your pencil down and close your test booklet and answer document. Do not put your paper ruler inside of your answer document.

If some students are still working,

SAY Please continue to work. You may have up to 10 more minutes to finish this session.

If all students have finished before the extra 10 minutes have elapsed *or* if students are still working after the extra 10 minutes have elapsed,

SAY Stop. This is the end of this test session. If you have not already done so, please put your pencil down and close your test booklet and answer document. Do not put your paper ruler inside of your answer document.

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| If calculators were provided by the school, you may collect the calculators. |
|--|

Make sure each student's name is on the answer document and the test booklet before you collect them. Collect all the test booklets and answer documents. Students or the teacher may keep the paper rulers. Make sure that you have one booklet and one answer document from each student who took the test and that each student has marked the form number of his or her test booklet in the Test Form grid on the front of the answer document.

If students have *not* completed all grade 5 tests, and you will not be the person to administer the reading test sessions, return the test booklets and answer documents (including unused test materials) to your School Coordinator so that the materials can be redistributed as the school test schedule requires.

If students have completed all grade 5 tests, mark the applicable selections in the FOR TEACHER USE ONLY grid (see page 21), the ACCOM CLASSIFICATION grid (see pages 21–24), and the WRITTEN RESPONSE IN SPANISH grid (see page 15) on the front of each student's answer document.

When students have completed all grade 5 tests, separate the answer documents and test booklets into two bundles. Make sure you have one answer document and one test booklet from each student, and return all test materials (including unused test materials) to your School Coordinator.

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