



New York State Testing Program

English Language Arts

**Sample Test 2005
Teacher's Directions**

Grade

5

Table of Contents

Introduction Page 1



Check Your Sample Test Materials Page 2



Plan Your Sample Testing Schedule Page 2

 Sample Test Format and Schedule Page 2

 Accommodations Page 3



Prepare Sample Test Materials Page 4

 Answer Sheets Page 4



Administer the Sample Test Page 4

 Day 1, Book 1 Page 4

 Day 2, Book 2 Page 6

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

Introduction

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

It is suggested that the Grade 5 English Language Arts Sample Test be administered on two consecutive days.

Day 1, Book 1:

- multiple-choice questions and a short-response question based on reading selections

Day 2, Book 2:

- multiple-choice questions and short-response questions based on a listening selection
- editing paragraph

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

The short-response questions require students to write (rather than select) an appropriate response. Students will be asked to demonstrate their understanding of a listening selection and some reading selections by providing written text-based answers directly in their sample test books.

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



STEP
1

CHECK YOUR SAMPLE TEST MATERIALS

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

For the teacher:

- *Sample Test 2005 Teacher's Directions*
- Book 1
- Book 2
- Sample Test *Listening Selection* booklet
- Extra No. 2 pencils with erasers

For each student:

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



STEP
2

PLAN YOUR SAMPLE TESTING SCHEDULE

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

Sample Test Format and Schedule

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

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

Book 2 also contains an editing paragraph. For this task, students will write their responses directly in the sample test books.

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

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

GRADE 5 ENGLISH LANGUAGE ARTS TEST

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

Accommodations

Students with Disabilities

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

Teacher Reading to Student

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

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

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

Scoring Student Writing

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

Additional information on testing accommodations for students with disabilities can be found in the New York State Testing Program’s 2005 *School Administrator’s Manual*. A copy of this document was mailed to the school principal prior to the administration of the 2005 Grades 4 and 8 English Language Arts tests. It is also available on the Department’s web site at www.emsc.nysed.gov/osa.

Limited-English-Proficient (LEP) Students

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



PREPARE SAMPLE TEST MATERIALS

Answer Sheets

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



ADMINISTER THE SAMPLE TEST

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

Day 1, Book 1

Make sure you have a copy of Book 1.

Make sure each student has a No. 2 pencil.

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

No extra paper is to be distributed to students for their responses or for note taking. (In operational testing, only the responses on students' answer sheets and in their test books will be scored.)

SAY The sample test is divided into two books. Today you will answer the questions in Book 1. Tomorrow you will answer the questions in Book 2.

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

SAY Write your name in the space provided at the bottom of Page 1 of the answer sheet.

For the multiple-choice questions in Book 1, you will be marking your answers on this answer sheet.

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

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

Make heavy black marks.

If you make a mistake, erase it completely.

Make no stray marks.

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

Are there any questions?

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

SAY This is your Book 1. Write your name on the cover in the space provided.

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

You will mark the answers to all questions, except question 14, on the answer sheet.

You will write the answer to question 14 directly in Book 1.

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

You may not use additional paper for your answers. If you need more space to continue or complete a response, you may use any available blank space in your test book. Please make sure to clearly note and label the continuation of your response.

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

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

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

SAY Are there any questions?

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

SAY In this part of the test, you are going to read some passages and answer questions about what you have read. You may look back at the reading selections as often as you like. When you see the words GO ON at the bottom of a page, keep going to the next page. When you come to the word STOP, do not turn the page until you are told to do so. You may go back and check your work.

You will be given 40 minutes to read all the passages carefully and answer the questions about what you have read.

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

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

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

Now read the directions on Page 1 and begin.

Record the time.

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

After 30 minutes,

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

At the end of 40 minutes,

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

Collect all sample test books and answer sheets.

Day 2, Book 2

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

Make sure each student has a No. 2 pencil.

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

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

SAY Today you will answer the questions in Book 2.

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

SAY For the multiple-choice questions in Book 2 you will be marking your answers on this answer sheet.

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

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

Make heavy black marks.

If you make a mistake, erase it completely.

Make no stray marks.

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

Are there any questions?

Pause for questions. When you are confident that all students understand how to take the test, distribute a Book 2 to each student.

SAY This is your Book 2. Write your name on the cover in the space provided.

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

Today, you will listen to a passage and answer questions about that passage. Then you will read a short paragraph that has some mistakes in grammar, usage, capitalization, and punctuation. You will then correct the mistakes you find. You will mark the answers to all questions, except questions 26 and 27, on the answer sheet. You will write the answers to questions 26 and 27 directly in Book 2.

Are there any questions?

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

SAY You may not use additional paper for your answers to questions 26 and 27. If you need more space to continue or complete a response, you may use any available blank space

in your test book. Please make sure to clearly note and label the continuation of your response. Also make sure that you are not using space that has been provided for another question. For questions 26 and 27, you may print your answers or write in cursive. Be sure to write clearly and legibly.

Are there any questions?

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

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

Make sure all students have opened their books to the inside front cover. Read aloud the Tips for Taking the Sample Test.

SAY Are there any questions?

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

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

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

Read the directions aloud as the students follow along.

After you have read the directions on Page 1,

SAY Are there any questions?

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

SAY Now turn to Page 2. Please listen as I read the article to you.

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

SAY You may now turn to Page 4 and begin. You may look back at your notes as often as you like.

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

Record the time.

Be sure that students are on the correct page, and are making their marks heavy and dark.

After 10 minutes have passed,

SAY Please stop working on this section. If you have not finished the section, and if there is time left at the end of the test, you will be able to go back and finish this section.

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

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

Give the students time to correct the errors in the sample. Then,

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

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

SAY Now look at the fourth sentence, which says, "I am the only one in my family who has never took dance lessons." You should have crossed out "took" and written "taken" above it.

Do you have any questions about how to make this correction?

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

SAY The last two sentences say, "Well, I guess I will just create my own style. Of dancing." You should have crossed out the period between "style" and "Of." You should also have crossed out "Of" and, above it, rewritten it with a lowercase "o."

Do you have any questions about how to make these corrections?

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

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

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

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

SAY Now, go to Page 7 and find question 27. You may now begin. You will have 10 minutes to make the corrections. I will record the time on the board.

Record the time. Be sure that students are on the correct page, and are making their corrections in their test books.

After 10 minutes have passed,

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

Collect all sample test books and answer sheets.



Grade 5
English Language Arts
Sample Test 2005
Teacher's Directions

The McGraw-Hill Companies