Nassau BOCES Testing Meeting for 3-8 Assessments

Presented by
Student Support Services

January 2016
Test Scoring Staff

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George Herrera (gherrera@nasboces.org)
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Technical Support Specialist
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Calendars & Timelines

- Calendars and timelines can be accessed in a variety of forms on our updated webpages [http://www.nassauboces.org/testscoring](http://www.nassauboces.org/testscoring)
- The Office of State Assessment (OSA) sets the return and scoring dates.
Administration Dates

• ELA administered April 5 – April 7
  – Makeups—April 8 - April 12.

• Math administered April 13 – April 15
  – Makeups—April 18 – April 20.

• Science Performance May 25 – June 3
  Science Written - June 6
  – Makeups Written – June 7 & 8
Delivery of 2016 ELA and Math Booklets

- Delivery dates for the assessments have not be released.
- All test shipments will be delivered by UPS and may be delivered at any time between the hours of 8:00 a.m. and 5:00 p.m. Schools can track the shipment of test materials on the Internet from one to three days before the scheduled delivery date.
Delivery of 2016 ELA and Math Booklets

• Go to [http://www.ups.com/tracking/tracking.html](http://www.ups.com/tracking/tracking.html)

• Click “Track by Reference Number.”

• In the Reference Number field, type the BEDS code of the school where you indicated you wanted your tests to be shipped.

• If you are unable to track your shipment, or notice some other irregularity, contact the Office of State Assessment (OSA) via fax to 518-474-2021.
Online Ordering (ASOFT)

- You will be emailed an invitation from your testing coordinator to log-in and enter your request for answer sheets.
- Order confirmation automatically sent via e-mail to Superintendent for approval.
- Invitation e-mail will be sent on January 25 and ASOFT order must be completed by February 12.
Administrator’s Manual

• Not available yet
• 2015 School Administrator’s Manual.
• See the test guides at
  • One for each grade level and test.
ELA and Math Tests

• The exams include
  – field test questions—don’t count towards score.
  – operational test questions—do count towards score.

• Two (2) answer sheets for both ELA & math.
## ELA Changes for 2016

### Grade 3-8 ELA Test Design

<table>
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<tr>
<th></th>
<th>Passages</th>
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<th>MC</th>
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<th>2-pt. CR</th>
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<th>4-pt. CR</th>
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<th>Session Time (minutes)</th>
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2016 ELA Test Guide

• Similar to 2015, the English Language Arts Test Guides include:
  – additional information about authentic passages
  – ELA tests will be split into 3 books administered across 3 days.
  – Day 2 will consist of one book with both multiple-choice and constructed response questions.
2016 ELA Test Guide

• Embedded field test questions and passages are included in the design.

• **Guide describes how multiple choice, short-response, or extended response questions are designed to assess common core standards.**

• Questions require more than rote recall or identification.

• **Distractors will require students to comprehend the whole passage.**

• See the 2 and 4 point rubrics for short and extended response.
<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>CCLS</th>
<th>4 Essays at this level:</th>
<th>3 Essays at this level:</th>
<th>2 Essays at this level:</th>
<th>1 Essays at this level:</th>
<th>0 Essays at this level:</th>
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</thead>
<tbody>
<tr>
<td>CONTENT AND ANALYSIS: the extent to which the essay conveys ideas and information clearly and accurately in order to support an analysis of topics or texts</td>
<td>W/2 R.1-9</td>
<td>- clearly introduce a topic in a manner that follows logically from the task and purpose</td>
<td>- clearly introduce a topic in a manner that follows from the task and purpose</td>
<td>- introduce a topic in a manner that follows generally from the task and purpose</td>
<td>- introduce a topic in a manner that does not logically follow from the task and purpose</td>
<td>- demonstrate a lack of comprehension of the text(s) or task</td>
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<td></td>
<td>- demonstrate insightful comprehension and analysis of the text(s)</td>
<td>- demonstrate grade-appropriate comprehension and analysis of the text(s)</td>
<td>- demonstrate a literal comprehension of the text(s)</td>
<td>- demonstrate literal understanding of the text(s)</td>
<td></td>
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<tr>
<td>COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection</td>
<td>W/2 R.1-9</td>
<td>- develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s)</td>
<td>- develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s)</td>
<td>- partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant</td>
<td>- demonstrate an attempt to use evidence, but only develops ideas with minimal, occasional evidence which is generally invalid or irrelevant</td>
<td>- provide no evidence or provide evidence that is completely irrelevant</td>
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<td>- sustain the use of varied, relevant evidence</td>
<td>- sustain the use of relevant evidence with some lack of variety</td>
<td></td>
<td>- use relevant evidence with inconsistency</td>
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<tr>
<td>COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language</td>
<td>W/2 L.3 L.6</td>
<td>- exhibit clear, purposeful organization</td>
<td>- exhibit clear organization</td>
<td>- exhibit some attempt at organization</td>
<td>- exhibit little attempt at organization, or attempts to organize are irrelevant to the task</td>
<td>- exhibit no evidence of organization</td>
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<td>- skillfully link ideas using grade-appropriate words and phrases</td>
<td>- link ideas using grade-appropriate words and phrases</td>
<td>- inconsistently link ideas using words and phrases</td>
<td>- lack the use of linking words and phrases</td>
<td>- exhibit no use of linking words and phrases</td>
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<td></td>
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<td>- use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary</td>
<td>- use grade-appropriate precise language and domain-specific vocabulary</td>
<td>- inconsistently use appropriate language and domain-specific vocabulary</td>
<td>- use language that is imprecise or inappropriate for the text(s) and task</td>
<td>- use language that is predominantly incoherent or copied directly from the texts(s)</td>
</tr>
<tr>
<td></td>
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<td>- provide a concluding statement that follows clearly from the topic and information presented</td>
<td>- provide a concluding statement that follows from the topic and information presented</td>
<td>- provide a concluding statement that follows generally from the topic and information presented</td>
<td>- do not provide a concluding statement that is illogical or unrelated to the topic and information presented</td>
<td>- do not provide a concluding statement</td>
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<tr>
<td>CONTROL OF CONVENTIONS, the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</td>
<td>W/2 L.1 L.2</td>
<td>- demonstrate grade-appropriate command of conventions, with few errors</td>
<td>- demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension</td>
<td>- demonstrate emerging command of conventions, with some errors that may hinder comprehension</td>
<td>- demonstrate a lack of command of conventions, with frequent errors that hinder comprehension</td>
<td>- are minimal, making assessment of conventions unreliable</td>
</tr>
</tbody>
</table>

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, or incoherent should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

* Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).
## Math Changes for 2016

### Grade 3-8 Mathematics Design

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<td>0</td>
<td>6</td>
<td>4</td>
<td>90</td>
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</table>
2016 Math Test Guide

- Similar to the 2015 CCLS Mathematics Test Guides:
  - Content emphasis and sequencing
  - Testing sessions and times
  - Testing format and blueprint
Tools

3-8 Mathematics Test

• Grades 3-8 students **must have the use of a ruler for the entire test.**

• Grades 4-8 students **must have the use of a protractor for the entire test.**

• Grades 3-5 students will **not have the use of calculators.**

Tools
3-8 Mathematics Test

• **Grade 6 students** will not use a calculator with Book 1. Students must have the use of a *four-function calculator* with a square root key or a scientific calculator for Books 2 and 3 of the test.

• **Grades 7 & 8 students** will not use a calculator with Book 1. Students must have the use of a *scientific calculator* for Books 2 and 3 of the test.

Prior to Testing

• Make sure that all test booklet orders have been properly placed with OSA.
• When test booklets arrive, review the packing slip enclosed in each box and verify counts.
• Can I make copies of test booklets if I am short?

No!
Emergency Exam Materials

• Call (518) 474-8220 to request the materials.

• Fax (518) 474-2021 a letter on school letter head to include:
  • The BEDS Code of the school.
  • The exact material and quantities needed.
  • Pick up at Nassau BOCES.

• Fax the same letter to Nassau BOCES at 516 608-6616 or your RIC. When the materials arrive, we will hold them and prepare them for you.
When Ordering Extra Alternate Language for Math and Science

• The extra Alternate Language assessments will only be sent out as FORM A!

• If your school has received a form other than Form A and you need “EXTRA” Alternate Language booklets:
  – When ordering, mention that these will be used by students with the English version, and you will need the same number of Form A English booklets
  – Carefully bubble in the Form type on the assessment as well as the language
Emergency Exam Materials

• Pick up of additional materials is on the day of the exam no earlier than 7:30 am. The person picking up the exam
  – Must present picture ID.
  – Submit a letter on school letterhead which states the name of the person picking up materials.
    • The exact materials including quantity must be stated in the letter.
    • It must be signed by the principal.
  – The letter must be countersigned by the pick-up person.
BOCES Schools

• 3-8 Math and ELA Assessments
  – Check the file for accuracy: student name, ID number, grade, and BOCES location.
  – Make corrections in Level 0 and push to Level 1.
  – Test Scoring will attempt to pull specific Nassau BOCES schools: Willett Avenue MS, Jerusalem Avenue, Seaman Neck MS, CRC-Stokes.
  – If everything is correct – these students will print by location allowing us to pull them.
  – Check the class lists.
NYSESLAT

- Printed directly from Level One.
- If anything is wrong – wrong birthdate, wrong grade, not coded correctly, etc, you will either not receive an answer sheet or it will be printed on the wrong band.
- Districts must provide these sheets to Nassau BOCES
ESEA Flexibility Waiver

• Approved through 2018-19 school year
• For all Waiver Information: http://www.p12.nysed.gov/accountability/waivers/home.html
ESEA Waiver

- 8\textsuperscript{th} grade math:
  - We recommend that you provide us with the Assessment Sort File (ASF) if not all students are taking the Math 8 Assessment
  - This will be one of your checks and balances
  - It will make it possible for us to only print students who will be taking the exam

- Algebra Common Core Regents – Student/Course File
  - With this file you will be able to verify that all students are tested.
Prior to Testing

• Level 0 refreshes should be done one day before the due date (February 12th) to ensure that coordinators have correct data to print answer sheets.

• The Electronic Letter of Intent – ASOFT will indicate the Sort Option.
Sort Options

– Sort A: Building \ Student
– Sort B: Building \ Home Room \ Student
– Sort C: Building \ Test Room \ Student **
– Sort D: Building \ Teacher \ Student
– Sort E: Building \ Course Section \ Student
– Sort F: Building \ Teacher \ Course Section \ Student

** Requires Assessment Sort File
Limitations - Constraints
Sort Options

- In order to have a teacher’s name on the answer sheets and in the IDW reports we have to import either the Staff Student Course File (SSC) or an Assessment sort File (ASF).

- The ASF has to be provided to us by the District.

- Staff Student Course is pulled from Level 1.
  - If more than 1 teacher is associated with a student the teacher with the most minutes will be used.
  - If the minutes are equal it is random
## Assessment Sort File

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<th>TC</th>
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<td>T  This is an identifier telling what the record is for.</td>
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<td>Include Leading Zeros</td>
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<td>Use if you want a Staff Name other than what’s in SSC printed on answer sheet and on your IDW Reports. Co- teachers can be used.</td>
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Assessment Sort File

- Set Column Widths
- Delete the heading.
- **Save as** a .PRN Formatted Text (space delimited)
- Name the file:
  ASF_DistrictName_Assessment_Date
  (i.e.) ASF_SampleDistrict_EL3_2015)
- The file should be posted on the FTP site.
Pre-Rosters

– Pre-Rosters will be posted on the FTP site.
– Pre-Rosters are used to verify which students are taking the exam.
– That the data in Level 1 is correct.
– That teacher names are accurate (if applicable)
– The sort order is correct
Pre-Rosters

• Review these rosters.
• If everything is accurate, notify your coordinator that it is “OK to print” by February 26.
• If anything is incorrect or missing, it has to be fixed in your SMS as well as in Level 0 and pushed to Level 1.
• If you submitted an Assessment Sort File and changes were made, a corrected Assessment Sort File must be resubmitted before February 26.
• Once corrections have been made please notify your coordinator.
• No changes after March 1!
Prior to Testing

• Upon receipt of answer sheets, please review the class roster to make sure that all information is correct.

• Check your answer sheets to insure that you have everything.

• Save the box the sheets came in. They are to be returned in the same box.

• Save count sheet. It must be returned with the answer sheets.
Enclosed with Answer Sheets

Class Rosters

• Class Rosters can be used to verify which students are taking the exam.

• That the data in Level 1 is correct. Correct errors in the SMS and Level 0.

• Use class rosters to let Nassau BOCES know who was not tested and why.

• Track extra answer sheets students.
# Class Roster

2012 - 2013
ELA - Grade 3

Date: 02/04/14 11:24 AM

Grade: 03

The information below corresponds to your preprinted answer sheets. Check the "Tested" box if the student took the test or indicate the reason (Absent, etc.) if the student was not tested. For ELA and Math, indicate the Book Form(s) used by the class. Return class rosters to your Test Scoring Coordinator.

*For Students without preprinted testing materials or booklet labels, follow steps 1-3.
1. IN THE SHADED AREA ON THE ANSWER SHEET, write the student's name and correct ID#.
2. Fill in information from the corresponding extra answer sheet and/or booklet label on the blank lines below.
3. For students without barcode labels, extras are provided. Place extra label on booklet(s) and write the student's name and actual ID # on the test booklet(s).

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<tr>
<th>Pre-Printed</th>
<th>Sheet 1</th>
<th>Sheet 2</th>
<th>Book 1 Form:</th>
<th>Book 2 Form:</th>
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<tr>
<td>Student ID</td>
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1) [ ] [ ] [ ] [ ]

Total Number Of Students Listed 1

* Enter information below for students who used extra answer sheets and/or booklets.

1) Name________________________ Actual ID ___________ ___________ ___________ DOB __/__/____
   Sheet 1 _______________ Sheet 2 _______________ Bk 2 _______________ Bk 3 _______________

2) Name________________________ Actual ID ___________ ___________ ___________ DOB __/__/____
   Sheet 1 _______________ Sheet 2 _______________ Bk 2 _______________ Bk 3 _______________

3) Name________________________ Actual ID ___________ ___________ ___________ DOB __/__/____
   Sheet 1 _______________ Sheet 2 _______________ Bk 2 _______________ Bk 3 _______________
Book Form Verification

The Office of State Assessment requires that Book Forms be identified on each student's answer sheet for the NYS 3-8 ELA and math assessments. BookForm choices are A, B, C, D.

Student answer documents will not scan without the Book Form bubbled in. No data will be collected, and the student will not receive a score. Though it is the school's responsibility to ensure that Book Forms are bubbled in, the Nassau BOCES Test Scoring Department understands that an unfortunate situation may occur if a Book Form is not bubbled in.

By filling in the following information, you are certifying the Book Form used for the assessment and giving Nassau BOCES permission to enter that Book Form for you.

District ________________________________________ School
Principal’s Name ________________________________ Print
Principal’s Signature ________________________________ Date __________________

Please copy this form for each grade level. Check one of the following. Fill in the grade level and Book Form and return this form with student answer sheets:

I certify that each student in my school grade _____ used Book Form _____ on the enclosed assessment with no exceptions. I further give permission to Nassau BOCES Test Scoring Department to enter any missing Book Forms based on this information.

I certify that each student in my school grade _____ used Book Form _____ on the enclosed assessment with the exception of the students on the attached list which includes student's names, ID's and the Book Form used. I further give permission to Nassau BOCES Test Scoring Department to enter any missing Book Forms based on this information.
When to Use an Extra Answer Sheet

1. A pre-printed sheet was not available for the student.

2. The pre-printed sheet was damaged or destroyed prior to test administration.

3. The pre-printed sheet has the wrong grade level.

** If a child did not receive a pre-printed sheet, that child did not exist in the data warehouse at the time of printing. Go back to your student system or Level 0 and check.
When to Use an Extra Answer Sheet

4. Only use a blank answer sheet provided by Nassau BOCES.

**DO NOT MAKE COPIES OF A BLANK ANSWER SHEET**

**DO NOT USE ANOTHER STUDENT’S ANSWER SHEET** The bar code is the ID of that student. You will create multiple or incorrect records for a different student.

5. Extra answer sheets now begin with:

89# # # # # # #.
When Using an Extra Answer Sheet

• When using an extra answer sheet, all information in the heading should be filled out on the answer sheet.
  – Use the official 9 digit local student ID number on the answer sheet, including leading zeros.
  – Do not write above the line that says **DO NOT WRITE ABOVE THIS LINE**
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### Instructions for Marking
- Make heavy BLACK marks. Erase cleanly. Make no stray marks.

### IEP or 504 Plan Accommodations
- Flexibility in scheduling/timing
- Flexibility in setting
- Method of presentation (excluding Braille/Large type/Test read)
- Method of response
- Other
- Braille
- Large type
- Test read (Listening section of Book 2 only)

### ELL Accommodations
- Time extension
- Separate location
- Third reading of Listening selection
- Bilingual dictionaries and glossaries

### Reason Not Tested
- Absent for entire test
- Refused to take entire test
- Administrative error, no score
- Not enrolled at time of test
- Medically excused
- Taking NYSSA
- First-yr ELL student

### NY State Grade 6 English Language Arts Test 2012

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<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>31</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>32</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>33</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>
During Testing

• Follow test administration directions as they are printed in the School Administrators Manual.

• Students must complete the test with # 2 pencils.

• Proctoring? Make sure that proctors have been trained on all related protocols for testing.
Validity Rules

• Present for all sessions/parts of a test during an administration period, including the make-up period, and who responded to at least one test item on the assessment will receive a valid score.

• To receive a valid score the grade of the student and the grade level of the test need to match.

• If a student takes the wrong grade level test, the final score is 999 and is an administrative error – 97.
Validity Rules

• **Absent** for any session or any parts or the entire test must be reported at the local level with a final score of "999" and a standard achieved code of “99”, indicating no valid score, whether or not there are any response records.

• **Counted as not tested** in verification reports and for accountability calculations.

• If a student leaves in the middle of a session and is not able to make up, **school officials must decide** whether to consider the student absent or to calculate a final test score and performance level by assigning 0 credits for the incomplete parts.
Validity Rules

• Refusal:
  – **Refuse to take the “entire” test:** final score of “999” and a standard achieve code of 96 meaning refusal. These students will be considered to have no valid test score and will be counted as not tested.
  – **Do not bubble** in “Refused to take the entire test” until the end of the entire testing period to include the make-up time. The intention is that this is to be bubbled when the student refuses the “ENTIRE” test. SIRS Manual is being updated for further clarity as per Dawn Thompson Office of State Assessment.
Validity Rules

• Refusal:
  – Refuse to take one or more sessions, but not all sessions or parts, student will receive no credit for the sessions or parts they refused to take. SIRS
    • Scale score and performance level will be calculated based on what was answered.
  – If a student answered at least one question but also refused other questions/sessions of the test, the student will receive a valid score based upon the questions answered. A performance level and scale score will be calculated.
  – Any student response – one test item – will override the “Refused to take the entire test” bubble and the student will receive a valid score.
    • Scale score and performance level will be calculated based on what was answered.
Validity Rules

• Only two Reason Codes that actually will go all the way to the state:
  – Administrative Error – Students final score is 999 (no valid test score) and a standard met code of 97.
    • Counted as not tested.
    • Principal must send letter to Office of State Assessment (cc to Nassau BOCES!)
  – Medically Excused – Incapacitated by illness or injury during the entire test administration and make-up periods with documentation. Students final score is 999 (no valid score) and a standard met code of 93
    • Student is excluded from participation and accountability calculations.
Completing the Answer Sheets

• Constructed Response items must be completed before answer sheets can be processed. **ALL bubbles must be filled in completely.** Please make sure the constructed response points have been recorded correctly on the answer sheet.

• If applicable, bubble the alternate language bubble on the answer sheet.

• Bubble any testing accommodations the students received for IEP, 504 or LEP students. **Only the accommodations used at the time of the test are to be bubbled.**
Completing the Answer Sheets

• Bubble the correct Book Form (A, B, C, D) on the test booklet.
  • If this is not bubbled, student’s answer sheet will not be scored.
• Everyone in the district should receive the same form except when emergency forms are used – Match Alt. language Forms
  • Form indicates to vendor where the field test questions are located.
Book Forms

• Bubble the correct Book Form A, B, C, or D on each student answer sheet. The Book Form is noted on the cover of the test booklet.
  • If this is not bubbled, student’s answer sheet will not score.
• Everyone in the school should receive the same form except when emergency forms are used.
  • Form enables the correct data collection for the field test questions.
• ELA-Book Form is only on sheet one.
• Math-Book Form is on both sheets.
After Testing

MAKE SURE

• All Constructed Responses
• Book Form IDs
• Reason Not Tested
• Absent for 1 or 2 Days
• Scoring Model Codes ARE BUBBLED IN!!
This must be filled in EXCEPT for OSC Online Scoring Districts.
ESEA Waiver Bubble!

- If a student ends up with an 7th or 8th grade Math assessment answer sheet and he or she is taking the Common Core Algebra Regents ONLY, there is a bubble!
  - Bubble says, “Taking Regents”
Communication with Principals

• Any issues must be communicated to the principal as per Office of State Assessment.

• Please keep a record of Book Forms received and used by your school.

• Book Form Verification
After Testing

1. Collect test booklets and answer sheets.

2. Remove all answer sheets from booklets after constructed responses have been scored.

3. Verify that the constructed response bubbles have been filled in. **NOTE:** If score is “zero” this MUST also be bubbled in.

4. Confirm that the number of answer sheets is the same as the number of booklets.

5. If an ‘extra’ sheet is used, make sure that all enrollment and demographic information has been entered into student system, loaded to Level 0 and pushed to Level 1 for that student.
Returning Answer Sheets

• Quality Control!
  • Book Form
  • IEP – 504
  • Reason Not Tested
  • ELL
  • Scoring Model Code
  • Correct information on Extra Sheets used.

• Nothing should be obscuring bubbled answers or bar codes

• No post-it notes, paper clips, staples or stray marks should be left on the answer sheet
Returning Answer Sheets

• No “extra” unused answer sheets should be returned.

• All Student Information on used “extra” answer sheets must be completely fill in.

• All pre-printed sheets must be returned (Sheet One and Sheet Two) either completed, absent for part, or with a “reason not tested” bubbled in.

• Check that Sheet One count matches Sheet Two count.

• Damaged sheets – refer to School Administrator’s Manual
Damaged Answer Sheets

As per School Administrator’s Manual 2015 (p. 39)

“If an answer sheet is soiled or mutilated in some manner, the school must transcribe all student information and test responses onto an unused answer sheet, which is then added to the stack. Two staff members, supervised by an administrator or principal, are required for this—one to transfer answers and one to check that the answers have been transferred accurately. Note that the transferring of answers is not to be used for students who did not follow testing directions. (See “Proctoring” on page 27.) Do not fold, bend, tape, or staple any answer sheets.”
Returning Answer Sheets

• Revised Packing instructions

**Summary**

Place all Student Answer Documents in the SAME Direction. These do not have to be in alpha/class order. When administering a Two-Sheet Test, separate Sheet 1 & 2 creating a stack for each sheet. Place a blank sheet of paper in between stack 1 and stack 2.

1. Place used pre-printed Student Answer Documents in the box(es).
2. Add all used EXTRA Student Answer Documents.
3. Add all Student Answer Documents for students coded “reason not tested”.
4. Add all corrected class lists(s) on top of the Student Answer Documents.
5. Add completed Count Sheet.

Be sure to update the Student Management System with all additional students and corrections for all students tested. Include newly registered students.
# Returning Answer Sheets

**COUNT SHEET**  
**3-8 NYSTP ANSWER DOCUMENTS**  
**2014-2015**

<table>
<thead>
<tr>
<th>District</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testing Coordinator</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phone Number</th>
<th>Fax Number</th>
</tr>
</thead>
</table>

**Please Complete this Count Sheet and Sign Checklist on Reverse**

Please enter a **count** for each sheet. This will allow us to accurately track answer sheets.

1. **School Count** indicates the number of sheets counted by the school.
2. **BOCES Count** must match the school count. If there is a discrepancy that cannot be rectified immediately, BOCES will not accept the test.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>School Count</th>
<th>BOCES Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sheet 1</td>
<td>Sheet 2</td>
</tr>
<tr>
<td>Grade 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
After Testing, cont’d

• Please return answer sheets on or before the due date. We have to process tests within the time frame set for us by NYSED.

• Please use the box provided for you.
Online Scoring

• Answer Documents and Books
  – Return all answer sheets to Nassau BOCES as per the schedule.
  – Return as soon as make-ups are complete to avoid delays on the final drop-off day.
  – Deliver completed test booklets to Optimum Solutions Corporation as per the Online Scoring schedule.
    • 170 Earle Avenue, Lynbrook, NY

• Questions with Online Scoring?
  – Contact Eileen Colton (ecolton@nasboces.org).
Follow Up

If we do find any missing constructed responses, book form ID’s, student ID’s, or reason not tested bubbles principals will be notified by fax and email along with phone calls.

PLEASE respond as soon as possible.

Answer sheets with missing data will not process.
To be placed on your desktop…

- [http://www.nassauboces.org/testscoring](http://www.nassauboces.org/testscoring) Nassau BOCES Test Scoring web page
Computer Based Testing (CBT)

- Transition to Computer Based Testing
- Questar – Vendor that NYSED has contracted with for CBT (NYS 3 – 8 ELA and Math)
- Not to be confused with DLM (Dynamic Learning Maps) for CBT - NYSAA.
*As participation in Computer Based testing increases, the state will eliminate stand-alone field tests for multiple choice.
CBT Field Tests

• Schools indicated interest in CBT when ordering 2016 operational assessments

• 31 Districts, 2 Charter School & 2 Parochial Schools are participating for a total of 76 schools

• 1 - 2 grades in a school will be selected

• One 40 minute Session

• Three Week Flexible Field Test Window
  May 23 – June 10, 2016
January 20th 2016

Nassau BOCES will be hosting a Regional Technology Coordinator Training for Grades 3-8 Computer-Based Field Tests

REGISTRATION: To register, please fill out the survey here: https://www.surveymonkey.com/r/Y7TZTLW
## Technical Requirements

<table>
<thead>
<tr>
<th></th>
<th>Desksops</th>
<th>Tablets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Operating System</strong></td>
<td>Windows Vista</td>
<td>Fedora 16+</td>
</tr>
<tr>
<td></td>
<td>Macintosh</td>
<td>Ubuntu 10.4</td>
</tr>
<tr>
<td></td>
<td>Linux</td>
<td>11.10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12.4</td>
</tr>
<tr>
<td><strong>Processor</strong></td>
<td>Intel Core 2 Duo 1.6 Ghz equivalent or higher CPU</td>
<td>1.4 Ghz + or equivalent</td>
</tr>
<tr>
<td><strong>System Memory</strong></td>
<td>Minimum 512MB Free Ram</td>
<td>Recommended 1 GB Free RAM</td>
</tr>
<tr>
<td></td>
<td>Minimum 1 GB Free Storage Space</td>
<td></td>
</tr>
<tr>
<td><strong>Supported Browsers</strong></td>
<td>Internet Explorer v9+</td>
<td>Chrome Kiosk mode support available</td>
</tr>
<tr>
<td></td>
<td>Microsoft Edge</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mozilla Firefox 38+</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Google Chrome 42+</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Apple Safari 8</td>
<td></td>
</tr>
<tr>
<td><strong>Screen Size &amp; Resolution</strong></td>
<td>Recommend 11.6&quot; or larger screen size for desktops</td>
<td>Minimum 9.7&quot; screen size</td>
</tr>
<tr>
<td></td>
<td>Minimum 1024 X 768 screen resolution</td>
<td></td>
</tr>
<tr>
<td><strong>LAN Network</strong></td>
<td>Min: 802.11g Wireless 54Mbps or greater; 100 Mbps LAN for desktops</td>
<td>Minimum available LAN bandwidth at each workstation: 1 Mbps</td>
</tr>
<tr>
<td></td>
<td>Rec: 802.11n Wireless 150 Mbps or higher; 1 Gbps LAN for desktops</td>
<td></td>
</tr>
<tr>
<td><strong>Internet Speed</strong></td>
<td>Minimum per device: 150 Kbps</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recommended: 300 Kbps</td>
<td></td>
</tr>
</tbody>
</table>