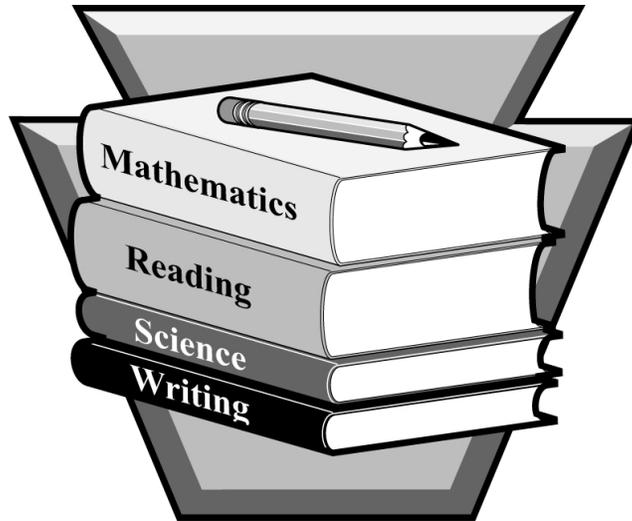


The Pennsylvania System of School Assessment



Grade 6 – PSSA
Reading and Mathematics
Spanish Translation Directions for
Administration Manual

For use with the Spanish Translation Testing Materials

Pennsylvania Department of Education

March 2009

TABLE OF CONTENTS

I. PROCEDURES FOR THE 2009 ASSESSMENT

IMPORTANT INFORMATION FOR ADMINISTERING THE ASSESSMENT	1
MAINTAIN ASSESSMENT SECURITY	1
FOLLOW THE ASSESSMENT SCHEDULE SET BY YOUR SCHOOL ASSESSMENT COORDINATOR	1
ADVANCE CONSIDERATIONS FOR TEST ADMINISTRATION	2
PREPARE THE STUDENTS FOR THE ASSESSMENT	3
PREPARE THE CLASSROOM PRIOR TO THE ASSESSMENT	4
REQUIRED ASSESSMENT MATERIALS	5
INVENTORY THE TEST MATERIALS	5
MANAGING DAMAGED ANSWER BOOKLETS	5
USING SPANISH TRANSLATIONS	6

II. ASSESSMENT TIMING

GENERAL ORGANIZATION OF THE ASSESSMENT	7
EXTENDED TESTING TIME	7
POSTING TEST-SECTION ASSIGNMENTS	8

III. DIRECTIONS FOR ADMINISTERING THE ASSESSMENT

TEST ADMINISTRATION REMINDERS	9
GETTING STARTED	10
DIRECTIONS FOR BARCODE [DISTRICT/SCHOOL OR PRECODE] LABELS	11
ADMINISTERING SECTION 1 – MATHEMATICS	13
ADMINISTERING SECTION 2 – READING	19
ADMINISTERING SECTION 3 – MATHEMATICS	22
ADMINISTERING SECTION 4 – READING	27
ADMINISTERING SECTION 5 – MATHEMATICS	30
ADMINISTERING SECTION 6 – READING	35

IV. AFTER TEST ADMINISTRATION

CHECK DOCUMENTS FOR ACCURACY	38
RETURN MATERIALS	38

PART I: PROCEDURES FOR THE 2009 ASSESSMENT

IMPORTANT INFORMATION FOR ADMINISTERING THE ASSESSMENT

This manual is designed to be used for the administration of the **reading and mathematics assessments for students enrolled in grade 6 who will be using the Spanish translation form**. It provides the assessment administrator with directions that will ensure a standard assessment environment in schools across the Commonwealth of Pennsylvania. The administration of this assessment may differ from other tests you have given; therefore, **please become thoroughly familiar with this manual and the procedures for administering the assessment before the administration dates: March 16 through March 27, 2009.**

MAINTAIN ASSESSMENT SECURITY

The Pennsylvania System of School Assessment is a measure of individual achievement. Any deviation from the assessment procedures outlined in this manual (including, but not limited to, group work, teacher coaching, pre-teaching or pre-release of the performance tasks or assessment items, use of old Pennsylvania assessments as preparation tools, etc.) is strictly prohibited and will be considered a violation of test security.¹ Any action by a professional employee or commissioned officer that is willfully designed to divulge test questions, falsify student scores, or compromise the integrity of the state assessment system will be subject to disciplinary action under sections 1259–1267 of the School Code (24 P.S. Sections 12-1259–12-1267).

The assessments must remain secure; *you should not have the assessment materials in your possession at any time other than during the actual administration of the assessments*. The principal or his/her designee (known as the school assessment coordinator) will make arrangements for you to receive the assessment booklets the day of the test just prior to the scheduled session and for the immediate return of materials after the session. **All materials** assigned to you, **including any scratch paper used** during the assessments, **must be counted and returned** to the school assessment coordinator immediately at the end of each assessment.

FOLLOW THE ASSESSMENT SCHEDULE SET BY YOUR SCHOOL ASSESSMENT COORDINATOR

The assessments should be administered on the dates and times assigned by your school assessment coordinator. The assessments should be given in regular classroom settings if possible. Other settings may be used according to your needs and available facilities. Better test conditions optimize the chance for greater accuracy of the scores. However, test situations created to inflate assessment scores would be a violation of test security practices.

The assessments consist of a total of **six sections**, which should be scheduled as separate assessment sessions. It is possible to combine several sections as a single testing session; however, you **must administer the sections in the sequence in which they are printed** in the test booklet. Your school assessment coordinator should discuss the schedule with you at least one week prior to the assessment dates. Be sure that you schedule enough time for distribution and collection of materials. Please note that some sections require more time than others.

¹ This prohibition excludes *PSSA Item and Scoring Samplers* available on PDE's website.

ADVANCE CONSIDERATIONS FOR TEST ADMINISTRATION

Before administering the assessment, follow the procedures listed below. This assessment includes procedures that students may not have encountered before.

- Your school assessment coordinator has received a *Handbook for Assessment Coordinators* that provides additional detailed information about the assessment. This handbook is available on PDE's website, www.pde.state.pa.us. [First click on the tab "Pre K-12." On the *Pre K-12 Education* page, choose "Assessment" from the entries in the left-hand column. From the *Assessment* page, select "Test Administration."]
- Read the entire *Spanish Translation Directions for Administration Manual* (this document) in advance and become familiar with the procedures for administering the assessment. Just prior to the assessment on the day of the administration, your school assessment coordinator will allow you to review the testing materials. If all directions in this *Spanish Translation Directions for Administration Manual* and in the students' test booklets and answer booklets are carefully followed, these procedures should not present any difficulties.
 - Follow the directions of your school assessment coordinator for maintaining test security.
 - Become familiar with the testing schedule and the procedures for allowing extended testing time.
 - Plan sufficient time for distribution and collection of materials.
 - Plan to arrange student seating to prevent the sharing of answers.

NOTE: If you suspect a test security violation, consult your school assessment coordinator.

- Precode labels have been supplied for most students. However, if any student does NOT have a Student Precode Label, use a District/School Label and follow these directions:
 - **Prior** to the start of the assessment, fill in the student's name in the boxes on page 1 (cover) of the answer booklet.
 - **After** the assessments have been administered, complete the applicable portions of page 2 of the answer booklet.
 - See your school assessment coordinator for further direction on Barcode Labels.
- Be aware of test accommodations ("Test administrator transcribed student responses," "Student-requested extended time," etc.) that are outlined in the "Accommodations Guidelines," at www.pde.state.pa.us. [First click on the tab "Pre K-12." On the *Pre K-12 Education* page, choose "Assessment" from the entries in the left-hand column. From the *Assessment* page, select "Testing Accommodations."]
- Any accommodations used by a student during the assessment must be recorded on page 3 of the answer booklet after the entire assessment has been administered.
 - Student responses that have been written using an alternate writing device (e.g., typewriter, word processor) or student responses recorded in a modified format (e.g., Braille, large-print format) must be transcribed into a scannable answer booklet using a #2 pencil. Responses must be transcribed by school personnel exactly as the student has recorded them. No corrections are allowed for spelling, punctuation, or grammar.
 - See your school assessment coordinator for further details on accommodations.

PREPARE THE STUDENTS FOR THE ASSESSMENT

- There is only one form for the Spanish translation version: S601. Students must use a Spanish translation answer booklet with the Spanish translation test booklet.
- Students may **not** use a dictionary or a thesaurus for any part of this assessment. Note—an exception is for English Language Learners (ELL) taking any portion of the mathematics test. They may use word-to-word bilingual/translation dictionaries that translate native language to English or English to native language. Bilingual/translation dictionaries that include word definitions or pictures are not allowed. If using this accommodation, school personnel must bubble “Translation dictionary for ELL student” under “Student used the following Response Accommodations” on page 3 of the student’s answer booklet. *Bilingual/translation dictionaries may **not** be used for any portion of the reading test.*
- Students must use a No. 2 pencil; an ink pen may not be used. Students may highlight, underline, or make notes or comments in the test booklet, but they must write their answers in the answer booklet. They may also use scratch paper. (All scratch paper is collected and returned to the school assessment coordinator.)
- The reading and mathematics assessments include questions that require students to select from four possible answers. The multiple-choice questions and answer options are found in the test booklet. Students will read each question and record their answer in the space provided in their answer booklet only. **Answers written or marked in the test booklet will not be scored.**
- The reading and mathematics assessments also include questions that require students to write a response. **These questions appear in the answer booklet only.** Students will read the question in their answer booklet and write their response in the space provided in the answer booklet only. **Answers written in the test booklet will not be scored.**
- For some mathematics questions, students will use a ruler (supplied).
- For questions 1 through 5 of Section 1 – Mathematics, students may **not** use a calculator. After they have answered questions 1 through 5, they will be asked to seal the pages in the test booklet using the red sticker (provided). After the students have completed the non-calculator mathematics items, they may use calculators for the rest of the mathematics assessment. However, calculators are not mandatory. If your students have access to calculators and know how to use them, using them during the assessment would be appropriate (except for the non-calculator items). If students do not have calculators and the school has not made them available, students can respond to the tasks successfully without them. **Note: Students may not share their calculators during the assessment.** *For more information, see the “PSSA Calculator Policy” document posted on the “Resource Materials” webpage of www.pde.state.pa.us.*
- The test administrator is NOT permitted to read aloud any of the following to the student:
 - Introductory text that appears in the box preceding each reading passage in the test booklet
 - Reading passages in the test booklet
 - Multiple-choice questions and answer choices in the reading sections of the test booklet
 - Open-ended items in the reading sections of the answer booklet
- Inform students of the scheduled assessment sessions in advance, perhaps at the time the informational flyers (provided by your school assessment coordinator) are sent to parents or guardians. Explain to the students why they are being given the assessment and how the results will be used. Usually, students

can sense the importance the assessment administrator places on the assessment, and their performance may be affected accordingly. Students should realize that doing their best is important to them as well as to the future of the school and its programs. They may also be informed that their parents or guardians and teachers will be receiving the results. However, no assessment situation should be unduly stressful for students.

Inform students of the following:

- They are permitted to use scratch paper.
- They are **not** permitted to use pre-printed graphic organizers; however, they may create their own on the scratch paper at the time of testing.
- They are **not** permitted to use personal data assistants (PDA), dictionaries, cell phones, thesauri, and spell- or grammar-checkers when responding to any sections of the assessment.
- They should have at least two sharpened No. 2 pencils with good erasers.
- They are **not** permitted to use ink pens.
- Students may highlight, underline, and make notes or comments in the test booklet.
- They may use their own calculators (or school supplied, if applicable) for most of the mathematics assessment.

Note: The transmitting and memory function must be turned off on any calculator used during the assessment.

PREPARE THE CLASSROOM PRIOR TO THE ASSESSMENT

Good organization of assessment materials and well-executed procedures will make the administration proceed smoothly.

During the assessment sessions, keep disturbances to a minimum. One way to do this is to put a sign on the door(s) to the classroom to indicate that an assessment is taking place. A quiet, calm atmosphere is essential for concentration on the task. Each student should have at least two sharpened No. 2 pencils with good erasers and some scratch paper for each section. Extra pencils should be available to the students. Do not permit students to sharpen pencils during the assessment sessions.

Remove or cover all classroom instructional materials that may affect the validity of the Pennsylvania System of School Assessment. For example, posters about the math rules or times tables should be covered or removed from the room on the assessment days. The *Pennsylvania Reading Assessment General Description of Scoring Guidelines* and the *Pennsylvania Mathematics Assessment General Description of Scoring Guidelines* may be displayed in the classroom. (Each student test booklet contains a copy of both general scoring guidelines for personal use by the student.) For more information, log on to the PDE website at www.pde.state.pa.us.

DO NOT:

- display vocabulary words and/or definitions
- display examples of problems or answers
- display instructions on how to use a calculator
- display tips on how to write responses and/or solve problems
- display illustrations or drawings of geometric shapes, algebraic equations, graphs, or number lines

Note: This is not an exhaustive list. These are just examples of what is not permitted.

REQUIRED ASSESSMENT MATERIALS

The school assessment coordinator should provide you with the appropriate materials on each administration day. After each administration, return materials immediately to the school assessment coordinator for secure overnight storage. Note that every answer booklet has a unique security ID number and barcode printed on the back cover. These security ID numbers should be used to track the distribution and collection of secure materials. **All** secure materials assigned to a school must be accounted for and returned to Data Recognition Corporation (DRC).

INVENTORY THE TEST MATERIALS

For the person administering the assessment

- One *Spanish Translation Directions for Administration Manual* (this manual)
- “**Testing—Do Not Disturb**” sign(s) to hang on the door(s)
- An English/Español test booklet to use for demonstration purposes
- An English/Español answer booklet to use for demonstration purposes

For each student being tested

- One English/Español test booklet
- One English/Español answer booklet with student precode label or district/school barcode label
- Two sharpened No. 2 pencils with good erasers
- One ruler for use in Sections 1, 3, and 5 (Students must use the ruler supplied with testing materials.)
- Scratch paper for each mathematics section and each reading section
- One red sticker (provided) for use **only on Section 1 – Mathematics**
- One calculator available for use on most of Section 1 and all of Sections 3 and 5 (Calculators are optional. School or students may provide the calculators. The type of calculator used should be appropriate to the grade level of the student.)

MANAGING DAMAGED ANSWER BOOKLETS

If a student receives an answer booklet with damaged or missing pages, replace the booklet with an answer booklet of the same form designation and allow the student to continue working. Affix a District/School Label to the new booklet and complete the name grid on page 1. If the student has already begun one or more sections of the assessment, he or she should start working in the new booklet at the point where the defect was discovered and use the new booklet for the remainder of the assessment. After the assessment has been completed, school personnel must transcribe all of the student’s responses into the undamaged answer booklet. Do not insert pages from one answer booklet into another. Multiple documents and loose pages returned for one student will not be scored.

Write “DEFECTIVE” on the damaged answer booklet and apply a Do Not Score Label over the existing label on the front cover of the damaged booklet. Return the damaged booklet with your school’s answer booklets.

USING SPANISH TRANSLATIONS

The mathematics sections in the student booklet are presented in both Spanish and English. The reading sections are presented in English only. In this manual, the directions for barcode labels and the directions for the administration of the mathematics sections are presented in both Spanish and English.

The mathematics sections of the test booklet are designed with a “side-by-side” format with Spanish translated text and the English text on facing pages. The Spanish translated text is on the left-hand side. The original English is on the right-hand side.

In this manual, the scripted directions for barcode labels and the scripted directions for the administration of the mathematics sections are presented with a similar “side-by-side” format. The left column is the Spanish-translated script, and the right column is the original English script. During the test administration, test administrators should read the Spanish-translation version of the scripted text whenever the Spanish-translation has been provided. As necessary, test administrators may refer to and/or read aloud the original English directions for clarification.

The mathematics sections of the answer booklet present questions in both Spanish and English. Each question covers a total of 4 pages in the answer booklet. The first set of facing pages of a question is presented in Spanish. The second set of facing pages of a question is presented in the original English. Students may write their answers on either the English language pages or on the Spanish language pages. Answers may be written in English, Spanish, or a combination of both Spanish and English.

PART II: ASSESSMENT TIMING

GENERAL ORGANIZATION OF THE ASSESSMENT

The grade 6 reading and mathematics assessments consist of **six** separate sections. Each section should be scheduled as one assessment session. However, it is reasonable to combine multiple sections as a single session, **as long as the sections are administered in the sequence in which they are printed in the test booklets**. In all cases, individual assessment sections must be completed within one school day. Times are approximate and are supplied for scheduling purposes only.

Section 1 – Mathematics consists of 24 multiple-choice questions (five of which do not allow calculator usage) and two open-ended questions. *Total administration time is approximately 70 to 85 minutes (15 to 20 minutes for administrative tasks and 55 to 65 minutes for testing).*

Section 2 – Reading consists of 22 multiple-choice questions and two open-ended questions. *Total administration time is approximately 85 to 100 minutes (15 to 20 minutes for administrative tasks and 70 to 80 minutes for testing).*

Section 3 – Mathematics consists of 24 multiple-choice questions and one open-ended question. *Total administration time is approximately 65 to 80 minutes (15 to 20 minutes for administrative tasks and 50 to 60 minutes for testing).*

Section 4 – Reading consists of 18 multiple-choice questions and one open-ended question. *Total administration time is approximately 65 to 80 minutes (15 to 20 minutes for administrative tasks and 50 to 60 minutes for testing).*

Section 5 – Mathematics consists of 24 multiple-choice questions and one open-ended question. *Total administration time is approximately 65 to 80 minutes (15 to 20 minutes for administrative tasks and 50 to 60 minutes for testing).*

Section 6 – Reading consists of 18 multiple-choice questions and two open-ended questions. *Total administration time is approximately 75 to 90 minutes (15 to 20 minutes for administrative tasks and 60 to 70 minutes for testing).*

Any students requesting additional time should be granted extra time if the assessment administrator finds the request to be educationally valid.

EXTENDED TESTING TIME

Not all students will finish the assessment sections at the same time; use the flexibility of the time limits to the students' advantage. Students should not feel rushed while they are taking any assessment section, and no student should be penalized because he or she works slowly. It is equally important, however, that a student not be given an opportunity to waste time. Students should close their booklets when they have finished the section of the assessment in which they had been working. Students who finish early may sit quietly or read for pleasure until all students have finished. Students with special requirements and/or abilities (i.e., physical, visual, auditory, or learning disabilities as defined by their IEP or service contracts) and students who just work slowly may require extended time. Special assessment situations should be arranged for these students. When all of your students have indicated that they have finished an assessment section, you may end the section and begin the next section or return to regular activities.

Scheduled extended time can be provided, but this accommodation must be recorded on page 3 of the answer booklet. Students may request extended time if they indicate that they have not completed the task. Such requests should be granted if the test administrator finds the request to be educationally valid. Not permitting ample time for students to complete the assessment may impact the students’ and schools’ performance.

As a general guideline, however, when all students indicate that they have finished a section, that section should be closed. Students requiring time beyond the majority of the student population may be allowed to continue immediately following the regularly scheduled session in another setting. When such accommodations are made, school personnel must ensure that students are monitored at all times to prevent sharing of information. Students should not be permitted to continue a section of the assessment after a significant lapse of time from the original session. **Any student granted an extended assessment period must have this information gridded in his or her answer booklet on page 3.**

When allowing extended assessment sessions for a portion of the student population:

- **Do not** allow the students to attend a lunch period with other students if the lunch period occurs between the original session and the extended session.
- **Do not** allow the students to attend gym, etc. between the original session and the extended session.
- **Do not** allow any overnight extensions.
- **Do not** allow the students to return to an unfinished section after indicating they have completed that section.

Do not allow the extended session to be administered without monitoring. It is the responsibility of a test administrator to monitor any extended sessions.

POSTING TEST-SECTION ASSIGNMENTS

During each testing session, students are to respond to a specific set of test questions. The following test section information may be posted on a chalkboard or dry-erase board during each individual testing session. Only information about the current testing section should be posted.

Section 1—Mathematics	Section 2—Reading	Section 3—Mathematics
Test Booklet—Begin on page 4 Answer Booklet—Pages 5-13	Test Booklet—Begin on page 28 Answer Booklet—Pages 14-17	Test Booklet—Begin on page 44 Answer Booklet—Pages 19-23
Questions 1—26	Questions 27—50	Questions 51—75
Section 4—Reading	Section 5—Mathematics	Section 6—Reading
Test Booklet— Begin on page 62 Answer Booklet—Pages 24-25	Test Booklet— Begin on page 74 Answer Booklet—Pages 27-31	Test Booklet— Begin on page 94 Answer Booklet—Pages 32-35
Questions 76—94	Questions 95—119	Questions 120—139

PART III: DIRECTIONS FOR ADMINISTERING THE ASSESSMENT

TEST ADMINISTRATION REMINDERS

It is important to use standardized testing procedures to maintain fairness for all students. Following the instructions correctly ensures that all students are tested under similar conditions in all classrooms.

During test administration:

- Be sure students understand where and how to mark their answers.
- Clarify directions for students having difficulty.
- Encourage students to keep trying.
- Help students approach the assessment in a positive manner.
- Check each answer booklet for a Student Precode Label or a District/School Label.
- Follow the directions of your school assessment coordinator for maintaining test security.
- Remove or cover all classroom instructional materials.

Remember: *You will need a copy of the test booklet and answer booklet during the administration for demonstration purposes.*

In some places in this manual, you will be prompted to “demonstrate” to students where specific administration information (such as instruction boxes, page numbers, question numbers, etc.) can be found in the answer booklet or test booklet. To help students understand these references, hold up your copy of the answer booklet or test booklet and point to the relevant information.

In this manual, indented text in **bold type** is to be read aloud to students exactly as written. All other text is information for the teacher/test administrator.

When you are ready, begin with the section titled “Getting Started,” found on the next page of this manual.

GETTING STARTED

Make sure that all students have two sharpened No. 2 pencils with good erasers. First, distribute test booklets, with front covers facing up, and then distribute answer booklets, with front covers facing up.

NOTE: There is only one form for the Spanish translation version: S601. Students must use a Spanish translation answer booklet with the Spanish translation test booklet.

Say and demonstrate:

Hoy comenzaremos las evaluaciones de lectura y matemáticas del estado de Pennsylvania. Cada uno de ustedes debe tener un folleto de respuestas y un folleto de prueba de 6º grado. No abras tu folleto de prueba o tu folleto de respuestas hasta que yo te diga. Observa las cubiertas de los dos folletos. En la esquina superior izquierda de tu folleto de respuestas está impresa la letra "S" seguida por el número "601." El número en la esquina superior derecha del folleto de prueba también debe tener una "S" seguida por "601." Si el número en la casilla de tu folleto de respuestas no es el mismo, levanta la mano y te daré un folleto de prueba nuevo.

Today we will begin the Pennsylvania state assessments in reading and mathematics. Each of you should have a Grade 6 answer booklet and test booklet. Do not open your test booklet or answer booklet until I tell you. Look at the covers of the two booklets. In the upper left-hand corner of your answer booklet, there is the letter "S" followed by the number "601." The number in the upper right-hand corner of the test booklet should also have an "S" followed by "601." If the number in the box of your answer booklet is not the same, raise your hand, and I will give you a new test booklet.

Check to see that each student has the correct test booklet and answer booklet. Correct any errors in booklet distribution. When all students are ready, say and demonstrate:

Observa la cubierta delantera de tu folleto de prueba. Escribe tu nombre legal completo en la casilla proporcionada en la parte inferior de la página.

Look at the front cover of your test booklet. Print your full, legal name in the box provided at the bottom of the page.

Pause while students print their names in the box on the cover of the test booklet. The student's name on the front of the test booklet ensures accurate distribution of the correct test booklet to each student at the beginning of each testing session. Please make certain that all students have recorded their names correctly.

DIRECTIONS FOR BARCODE [DISTRICT/SCHOOL OR PRECODE] LABELS

NOTE: If any barcode label has an error on it, please contact your school assessment coordinator. See page 2 of this document for more information on what to do if a student does not have a Precode Label.

When all students are ready, say and demonstrate:

Observa la cubierta de tu folleto de respuestas. En la esquina inferior izquierda hay una etiqueta con un código de barra. Verifica que haya una raya de color sobre la etiqueta con el código de barra.

Si NO HAY una raya de color sobre la etiqueta con el código de barra, no hagas nada más en este momento.

Si HAY una raya de color sobre la etiqueta con el código de barra, asegúrate que tu nombre completo esté impreso en las casillas en la parte superior de la cubierta del folleto de respuestas.

Si HAY una raya de color sobre la etiqueta con el código de barra y tu nombre NO ESTÁ impreso en las casillas, debes escribir tu nombre ahora. Escribe tu apellido en las casillas debajo de las palabras "STUDENT'S LAST NAME." Comienza por la izquierda y escribe una letra en cada casilla. Escribe todas las letras de tu apellido que quepan en el número de casillas proporcionadas.

Look at the cover of your answer booklet. In the lower, left-hand corner is a barcode label. Check to see if the barcode label has a colored stripe on it.

If the barcode label DOES NOT have a colored stripe, do nothing more at this time.

If the barcode label DOES have a colored stripe, check to make sure that your full name is printed in the boxes at the top of the cover page of the answer booklet.

If the barcode label DOES have a colored stripe and your name IS NOT printed in the boxes, you must print your name now. Print your last name in the boxes below the words "STUDENT'S LAST NAME." Start at the left and print one letter in each box. Print as many letters of your last name as will fit in the number of boxes provided.

Pause while students fill in their last names. When all students are ready, say and demonstrate:

Ahora que has escrito tu apellido, encuentra las palabras “STUDENT’S FIRST NAME” y escribe cada letra de tu primer nombre. Debes escribir tu nombre legal completo. Por favor no escribas un sobrenombre o un primer nombre abreviado. Escribe todas las letras de tu primer nombre que quepan en el número de casillas proporcionadas.

Now that you have printed your last name, find the words “STUDENT’S FIRST NAME” and print each letter of your first name. You must print your full, legal name. Please do not print a nickname or a shortened first name. Print as many letters of your first name as will fit in the boxes provided.

Pause while students fill in their first names. When all students are ready, say and demonstrate:

Ahora que has escrito tu primer nombre, encuentra la casilla debajo de las letras “MI.” Escribe la primera letra de tu segundo nombre en la casilla.

Now that you have printed your first name, find the box below the letters “MI.” Print the first letter of your middle name in this box.

¿Hay alguna pregunta?

Are there any questions?

Answer all questions, then say and demonstrate to entire class:

Si tu nombre está impreso en las casillas, ya sea que éste estaba impreso o tú lo acabas de escribir, ahora debes volver a la primera letra de tu apellido. Encuentra el círculo debajo de la casilla que tiene la misma letra que aquella que aparece en la casilla. Sombrea el círculo que corresponde a la letra. Completa los círculos para cada letra de tu apellido. Luego, sombrea los círculos para cada letra de tu primer nombre y la primera letra de tu segundo nombre.

If your name is printed in the boxes, whether it was printed for you or you have just printed it, you must now go back to the first letter of your last name. Find the circle below the box that has the same letter as the one printed in the box. Darken the circle for that letter. Complete the circles for each letter of your last name. Then, darken the circles for each letter of your first name and the first letter of your middle name.

Walk around the room to check that students are filling in the circles correctly. Please note that students do not need to darken the blank circle beneath blank boxes unless a space is within a student’s name (as in “Mary Lou”) or if a student has no middle initial. When all students have completed this task, say:

¿Hay alguna pregunta?

Are there any questions?

Answer all questions. When all students are ready, go on to the section labeled “Administering Section 1 – Mathematics,” found on the next page of this manual.

ADMINISTERING SECTION 1 – MATHEMATICS

Make sure that all students have a test booklet, an answer booklet, and two sharpened No. 2 pencils with good erasers. These directions will also prompt you to distribute a supply of scratch paper and rulers. Note: Calculators are optional for all test questions beginning with 6. For questions 1 through 5, calculators may **not** be used.

During test administration you may only help students understand where and how to mark their answers, encourage students to keep trying, and clarify general test directions for students having difficulty. When you are ready, say:

Ahora voy a distribuir papel para borrador y reglas. No dobles ni dañes las reglas y tampoco hagan marcas en las mismas. Usarán las reglas para contestar las preguntas de matemáticas que incluyan medidas, cuando sea necesario en esta sección de la prueba y en las otras secciones de matemáticas. Además le daré a cada uno de ustedes una etiqueta adhesiva roja.

I will now distribute scratch paper and rulers. Do not bend or damage your ruler and do not make any stray marks on your ruler. You will use the ruler to answer mathematics measurement questions when required in this section of the test and for other mathematics sections. I will also give each of you a red sticker.

Distribute scratch paper, rulers, and red stickers. When all students are ready, say and demonstrate:

Ahora estamos listos para comenzar la Sección 1: Matemáticas. Abre el folleto de prueba en las páginas 2 y 3.

Now we are ready to begin Section 1 – Mathematics. Open your test booklet to pages 2 and 3.

Pause while students find the correct pages in their test booklet. When all students are ready, say and demonstrate:

El folleto de prueba tiene las instrucciones para matemáticas impresas en español y en inglés. En el lado derecho del folleto de prueba encontrarás las instrucciones originales impresas en inglés. En el lado izquierdo del folleto de prueba encontrarás las mismas instrucciones traducidas al español.

Your test booklet contains mathematics directions printed both in Spanish and in English. On the right-hand side of the test booklet you will find the original directions printed in English. On the left-hand side of your test booklet you will find the same directions translated into Spanish.

Observa las instrucciones que comienzan en el centro de las páginas 2 y 3. Están impresas en español y en inglés. Lee las instrucciones en silencio mientras yo las leo en voz alta.

Look at the directions that begin in the middle of pages 2 and 3. They are printed both in Spanish and in English. Read the directions silently as I read them aloud.

Continue speaking:

Para las preguntas de opción múltiple:

- *Primero resuelve el problema en papel para borrar.*
- *Elige la respuesta correcta y regístrala en el folleto de respuestas.*
- *Si tu respuesta no está entre las opciones, vuelve a revisar tu trabajo para asegurarte de que no hayas cometido errores.*
- *Solamente una de las respuestas que se proporcionan es la respuesta correcta.*
- *No puedes usar calculadora para las preguntas 1 a la 5. Puedes usar calculadora para todas las otras preguntas de esta prueba.*
- *Necesitarás una regla para preguntas de esta prueba.*

¿Hay alguna pregunta?

For Multiple-Choice Questions:

- *First solve the problem on scratch paper.*
- *Choose the correct answer and record your choice in the answer booklet.*
- *If none of the choices matches your answer, go back and check your work for possible errors.*
- *Only one of the answers provided is the correct response.*
- *You may not use a calculator for items 1–5. You may use a calculator for all other items on this test.*
- *You will need a ruler for items on this test.*

Are there any questions?

Answer all questions. When all students are ready, say and demonstrate:

Así como las instrucciones están impresas en español e inglés, las preguntas de matemáticas del folleto de prueba también están impresas en español y en inglés. Ahora abre el folleto de respuestas en la página 5.

Just as the directions are printed in Spanish and English, your test booklet also contains the mathematics questions printed both in Spanish and in English. Now open your answer booklet to page 5.

Pause while students find the correct page in their answer booklet. When all students are ready, say and demonstrate:

Encuentra la página titulada Sección 1: Matemáticas. Usarás esta página para registrar tus respuestas a las preguntas 1 a la 24. Asegúrate de borrar completamente cuando cambies una respuesta o cuando hagas una marca suelta en su folleto de respuestas. ¿Hay alguna pregunta?

This page is labeled [in Spanish] “Section 1 – Mathematics.” You will use this page to record your answers to questions 1 through 24. Make sure that you completely erase wherever you change an answer or make a stray mark in your answer booklet. Are there any questions?

Answer all questions. When all students are ready, say and demonstrate:

La prueba de matemáticas también incluye algunas preguntas que pueden requerir que muestres tu trabajo y/o tus cálculos y/o que escribas una explicación de lo que hicieron para resolver el problema. Estas preguntas las encontrarás en el folleto de respuestas. Éstas están impresas primero en español y luego en inglés. Ahora pasa a las páginas 6 y 7 del folleto de respuestas y observa un ejemplo de una de estas preguntas en español.

The mathematics test also includes some questions that may require you to show your work and/or calculations and/or to write an explanation of what you did to solve the problem. These questions will be found in your answer booklet. They are printed first in Spanish and then in English. Now turn to pages 6 and 7 of your answer booklet and look at an example of one of these questions in Spanish.

Pause while students find the correct pages in their answer booklet. When all students are ready, say and demonstrate:

Luego pasa a las páginas 8 y 9 para observar la misma pregunta impresa en inglés. Puedes leer las preguntas en español o en inglés, o puedes leerlas tanto en español como en inglés.

Now turn to pages 8 and 9 to see the same question printed in English. You may read the questions in Spanish, or in English, or you may read the questions both in Spanish and in English.

Para estas preguntas, asegúrate de leer las instrucciones cuidadosamente. Por ejemplo, si la pregunta pide que tu demuestres tu trabajo, asegúrate de demostrar tu trabajo. Si la pregunta pide que tu expliques su respuesta, explica tu respuesta. Si la pregunta pide que muestres o expliques tu trabajo, puedes o mostrar o explicar tu trabajo. No puedes recibir el mayor puntaje si no sigues todas las instrucciones. Cuando escribas la respuesta, puedes hacerlo en las páginas impresas en español o en las páginas impresas en inglés. Aunque las preguntas se imprimen dos veces, contesta cada pregunta sólo una vez. Puedes escribir la respuesta en español o en inglés, o en una combinación de inglés y español.

For these questions, be sure to read the directions carefully. For example, if the question asks you to show your work, be sure to show your work. If the question asks you to explain your response, explain your response. If the question asks you to show or explain your work, you may either show or explain your work. You cannot receive the highest score without following all directions. When you write your response, you may write on the pages printed in Spanish or on the pages printed in English. Although the questions are printed twice, answer each question only once. You may write your response in Spanish or in English, or in a combination of English and Spanish.

Continue speaking:

Ahora pasa a la página 106 en tu folleto de prueba donde verás un ejemplo de las directrices de calificación que los calificadores profesionales usarán para evaluar tu respuesta a las preguntas de discusión de matemáticas.

Now turn to page 107 in your test booklet where you will see an example of the scoring guidelines that professional scorers will use to evaluate your response to open-ended mathematics items.

Pause for students to find page 106/107. When all students are ready, say and demonstrate:

Puedes consultar estas directrices de calificación de matemáticas en cualquier momento mientras estés contestando una pregunta de discusión de matemáticas. ¿Hay alguna pregunta?

You may refer to these mathematics scoring guidelines at any time while responding to an open-ended mathematics item. Are there any questions?

Answer all questions. When all students are ready, say and demonstrate:

Ahora, pasa a las páginas 4 y 5 del folleto de prueba y observa las preguntas 1 a la 5.

Now turn to pages 4 and 5 of your test booklet and look at questions 1 through 5.

Pause while students find the correct pages in their test booklet. When all students are ready, say and demonstrate:

Lee cada pregunta y elige la mejor respuesta. NO PUEDES USAR CALCULADORA PARA CONTESTAR ESTAS PREGUNTAS. Cuando hayas registrado tus respuestas en la página 5 de tu folleto de respuestas, puedes revisar tus respuestas. Después de que hayas revisado tus respuestas, pasarás a la página 6 de tu folleto de prueba y sellarás la cubierta hasta la página 6 con la etiqueta adhesiva roja. Colocarás la etiqueta adhesiva roja en el espacio que se indica en la cubierta y en la página 6.

Read each question and choose the best answer. YOU MAY NOT USE A CALCULATOR TO ANSWER THESE QUESTIONS. When you have marked your answers on page 5 of your answer booklet, you may check your answers. After you have checked your answers, you will turn to page 6 in your test booklet and seal the cover through page 6 with the red sticker. You will place the red sticker on the space indicated on the front cover and on page 6.

Puedes usar calculadora para las preguntas restantes de la Sección 1. ¿Hay alguna pregunta?

For the rest of the items in Section 1, you may use a calculator. Are there any questions?

Answer all questions. When all students are ready, say and demonstrate:

Después que hayan sellado la cubierta hasta la página 6, continúa trabajando hasta que llegues al final de la Sección 1: Matemáticas en las páginas 26 y 27 del folleto de prueba, en la que verás la palabra PARA.

- **Luego, pasa a la página 6 del folleto de respuestas para terminar las últimas 2 preguntas en la Sección 1: Matemáticas.**
- **Cuando hayas terminado la Sección 1, sólo puedes verificar su trabajo de esta sección.**
- **No te adelantes a ver las preguntas o los pasajes siguientes del folleto de respuestas o del folleto de prueba.**
- **Después de haber revisado tu trabajo, cierra tu folleto de prueba y tu folleto de respuestas.**
- **Puedes leer o permanecer sentado en silencio hasta que todos hayan terminado.**

¿Hay alguna pregunta?

After you have sealed the cover through page 6, continue working until you complete the multiple-choice questions in Section 1 – Mathematics on pages 26 and 27 of your test booklet where you will see the word STOP.

- **Then turn to page 6 of your answer booklet to complete the remaining 2 questions in Section 1 – Mathematics.**
- **When you have finished Section 1, you may check your work in this section only.**
- **Do not look ahead at the other questions or passages in your answer booklet or test booklet.**
- **After you have checked your work, close your test booklet and answer booklet.**
- **You may read or sit quietly until everyone has finished.**

Are there any questions?

Answer all questions. When all students are ready, say and demonstrate:

Ahora, pasa a la página 4 del folleto de prueba y completa las preguntas 1 a la 26. Puedes comenzar a trabajar ahora.

Now turn to page 4 of your test booklet and complete questions 1 through 26. You may begin working now.

Check to see that students are **not** using a calculator for questions 1 through 5. When students have completed questions 1 through 5, make sure they have sealed their booklets correctly and are continuing to answer the questions in Section 1 – Mathematics.

Walk around the room while students are taking the test and be available as a resource. Do not give any student individual help that might suggest the correct answer to a question. You may, however, provide clarification of directions.

Sometimes a word of encouragement is all that is needed to help a student continue to work. Encourage students to try all of the tasks and to complete the test. However, make sure that students do not look ahead to questions or passages in other sections.

End the session when all students have completed Section 1 – Mathematics. This will usually be after 55 to 65 minutes of testing time, but the actual administration time may vary. Be sure to allow enough time for each student to finish. Additional time may be allowed on an individual basis and at the administrator’s discretion.

When all students have finished, or sufficient time has passed, say:

Esto completa la Sección 1: Matemáticas. Asegúrate de haber borrado completamente las zonas del folleto de respuestas donde hayas cambiado una respuesta o hayas hecho una marca suelta.

This ends Section 1 – Mathematics. Make sure that you have completely erased wherever you have changed an answer or made a stray mark in your answer booklet.

Allow time for students to erase wherever necessary. When all students are ready, say and demonstrate:

Cierra el folleto de prueba y el folleto de respuestas.

Close your test booklet and answer booklet.

Usarás los mismos folletos para las secciones restantes de la evaluación, así que asegúrate de que tu nombre esté en las cubiertas de ambos folletos. Coloca el folleto de respuestas dentro del folleto de prueba. Ahora recogeré tu regla y tu papel borrador.

You will use the same booklets for the remaining sections of the assessment, so make sure your name is on the front covers of both booklets. Place your answer booklet inside the test booklet. I will now collect your ruler and your scratch paper.

Collect all rulers and scratch paper at this time. The rulers should be kept in the classroom or returned to the school assessment coordinator for later use on Sections 3 and 5. Used scratch paper should be returned to the school assessment coordinator and kept in a secure location until it can be destroyed. Note: If students used school-provided calculators, also collect the calculators.

- If you are continuing the assessment at this time, now is the time to take a short break. All testing materials must remain secure at all times. After approximately 10 minutes, go on to administer Section 2 – Reading.
- If you are administering Section 2 – Reading at another time (later in the same day or a different day), say:

La Sección 2: Lectura la vamos a tomar en otro momento, de manera que ahora recogeré el folleto de respuestas y el folleto de prueba.

We are going to take Section 2 – Reading at another time, so I will now collect your answer booklet and test booklet.

Collect the booklets in a systematic fashion, making sure that answer booklets have been placed inside the test booklets and that each student’s name is on his/her test booklet.

If Section 2 – Reading is to be administered on a different day, return all materials (test booklets, answer booklets, rulers, and used scratch paper) immediately to the school assessment coordinator for secure overnight storage.

ADMINISTERING SECTION 2 – READING

The test administrator is NOT permitted to read aloud any of the following to the student:

- Introductory text that appears in the box preceding each reading passage in the test booklet
- Reading passages in the test booklet
- Multiple-choice questions and answer choices in the reading sections of the test booklet
- Open-ended items in the reading sections of the answer booklet

Have students sit in the same seats they used for Section 1. If necessary, return test booklets and answer booklets to students so that each receives his/her own test booklet and answer booklet. Each student should also have two sharpened No. 2 pencils. These directions will also prompt you to distribute a new supply of scratch paper. Students absent for Section 1 may start with Section 2 and do Section 1 in a later make-up session. When all students are ready, say and demonstrate:

Check to make sure that your name is on the front cover of your test booklet and your answer booklet. Also, check the number in the upper right-hand corner of your test booklet and the number in the box in the upper left-hand corner of your answer booklet to make sure that they match.

When all students have correct test and answer booklets, say:

I will now distribute scratch paper.

Distribute scratch paper. When all students are ready, say:

Now you will be reading passages and answering questions about the passages. For some of the questions, you will choose your answer from among a set of answer choices. Make sure that you completely erase wherever you change an answer or make a stray mark in your answer booklet. For other questions, you will write your own response. You will write your answers to both types of questions in your answer booklet only. Are there any questions?

Answer all questions. When all students are ready, say and demonstrate:

Now open your test booklet to page 28, Section 2 – Reading.

Pause while students find the correct page in their test booklet. When all students are ready, say and demonstrate:

At the top of the page it says, “Section 2 – Reading.” For this section, you will read three passage sets. After reading the passages, you will answer questions about the passages. Now open your answer booklet to page 14 and find the area labeled Section 2 – Reading.

Pause while students find the correct page in their answer booklet. When all students are ready, say and demonstrate:

For the first passage set in Section 2 – Reading, you will use this area to record your answers to questions 27 through 35. Then you will read the second passage set and record your answers to questions 36 through 42 in this area also. Are there any questions?

Answer all questions. When all students are ready, say and demonstrate:

Now look at page 15 of your answer booklet. Find question 43 at the top of the page.

Pause while students find the correct page in their answer booklet. When all students are ready, say and demonstrate:

This question is about the second passage set in this section. After you have read and answered questions 36–42, you will read this question and write your answer on the lines provided in your answer booklet. For questions like this, be sure to read the directions carefully. You cannot receive the highest score without following all directions. Now turn to page 108 in your test booklet where you will see an example of the scoring guidelines that professional scorers will use to evaluate your response to open-ended reading items.

Pause for students to find page 108. When all students are ready, say and demonstrate:

You may refer to these reading scoring guidelines at any time while responding to an open-ended reading item. Are there any questions?

Answer all questions. When all students are ready, say and demonstrate:

Now look at page 16 of your answer booklet. Find question 44 at the top of the page.

Pause while students find the correct page in their answer booklet. When all students are ready, say and demonstrate:

For the third passage set, you will record your answers to questions 44 through 49 in this area. Then you will turn to page 17 in your answer booklet to answer question 50. Are there any questions?

Answer all questions. When all students are ready, say and demonstrate:

Remember:

- **There are three passage sets in Section 2 – Reading.**
- **Each passage set includes a series of multiple-choice questions.**
- **Two of the three passage sets also have one open-ended question.**
- **Be sure to read each passage set in Section 2. Read carefully and follow the directions for that passage set. Make sure that you answer all questions.**

Continue working until you complete the multiple-choice questions in Section 2 – Reading where you will see the word STOP. You will then turn to page 17 in your answer booklet to finish the section by completing question 50. *It is important that you read all three passage sets in this section and answer all questions that are included in each set. If you finish early, you may check your work in this section only. Do not look ahead at the other passages or questions in your answer booklet or test booklet. Do not go back and work on any other section.* After you have checked your work, close your test booklet and answer booklet. You may read or sit quietly until everyone has finished. Are there any questions?

Answer all questions. When all students are ready, say and demonstrate:

Now turn to page 28 of your test booklet and complete questions 27–50. You may begin working now.

Walk around the room while students are taking the test and be available as a resource. Do not give any student individual help that might suggest the correct answer to a question. You may, however, provide clarification of directions.

Sometimes a word of encouragement is all that is needed to help a student continue to work. Encourage students to try all of the tasks and to complete the test. However, make sure that students do not look ahead or back to questions or passages in other sections.

End the session when all students have completed Section 2 – Reading. This will usually be after 70 to 80 minutes of testing time, but the actual administration time may vary. Be sure to allow enough time for each student to finish. Additional time may be allowed on an individual basis and at the administrator’s discretion.

When all students have finished, or sufficient time has passed, say:

This ends Section 2 – Reading. Make sure that you have completely erased wherever you have changed an answer or made a stray mark in your answer booklet.

Allow time for students to erase wherever necessary. When all students are ready, say and demonstrate:

Close your test booklet and answer booklet.

You will use the same booklets for the remaining sections of the assessment, so make sure your name is on the front covers of both booklets. Place your answer booklet inside the test booklet. I will now collect your scratch paper.

Collect all scratch paper at this time. Used scratch paper should be returned to the school assessment coordinator and kept in a secure location until it can be destroyed.

- If you are continuing the assessment at this time, now is the time to take a short break. All testing materials must remain secure at all times. After approximately 10 minutes, go on to administer Section 3 – Mathematics.
- If you are administering Section 3 – Mathematics at another time (later in the same day or a different day), say:

We are going to take Section 3 – Mathematics at another time, so I will now collect your answer booklet and test booklet.

Collect the booklets in a systematic fashion, making sure that answer booklets have been placed inside the test booklets and that each student’s name is on his/her test booklet.

If Section 3 – Mathematics is to be administered on a different day, return all materials (test booklets, answer booklets, and used scratch paper) immediately to the school assessment coordinator for secure overnight storage.

ADMINISTERING SECTION 3 – MATHEMATICS

Have students sit in the same seats they used for Sections 1 and 2. If necessary, return test booklets and answer booklets to students so that each receives his/her own test booklet and answer booklet. Each student should also have two sharpened No. 2 pencils. These directions will also prompt you to distribute rulers and a new supply of scratch paper. Calculators are optional for all test questions in Section 3. Students absent for Sections 1 and/or 2 may start with Section 3 and do Section 1 and/or Section 2 in a later make-up session. When all students are ready, say and demonstrate:

Asegúrate de que tu nombre esté en la cubierta de tu folleto de prueba y de tu folleto de respuestas. Además, verifica que el número de la esquina superior derecha del folleto de prueba coincida con el número del cuadro de la esquina superior izquierda del folleto de respuestas.

Check to make sure that your name is on the front cover of your test booklet and your answer booklet. Also, check the number in the upper right-hand corner of your test booklet and the number in the box in the upper left-hand corner of your answer booklet to make sure that they match.

When all students have correct test and answer booklets, say:

Ahora voy a distribuir papel para borrador y reglas. No dobles ni dañes las reglas y tampoco hagan marcas en las mismas. Usarás las reglas para contestar las preguntas de matemáticas que incluyan medidas, cuando sea necesario en esta sección de la prueba y en la última sección de matemáticas.

I will now distribute scratch paper and rulers. Do not bend or damage your ruler and do not make any stray marks on your ruler. You will use the ruler to answer mathematics measurement questions when required in this section of the test and for the final mathematics section.

Distribute the scratch paper and rulers. When all students are ready, say and demonstrate:

Ahora estamos listos para comenzar la Sección 3: Matemáticas. Abre el folleto de prueba en las páginas 42 y 43.

Now we are ready to begin Section 3 – Mathematics. Open your test booklet to pages 42 and 43.

Pause while students find the correct pages in their test booklet. When all students are ready, say and demonstrate:

Observa las instrucciones que se encuentran en las páginas 42 y 43. Están impresas en español y en inglés. Lee las instrucciones en silencio mientras yo las leo en voz alta.

Look at the directions on pages 42 and 43. They are printed both in Spanish and in English. Read the directions silently as I read them aloud.

Continue speaking:

Para las preguntas de opción múltiple:

- *Primero resuelve el problema en papel para borrar.*
- *Elige la respuesta correcta y regístrala en el folleto de respuestas.*
- *Si tu respuesta no está entre las opciones, vuelve a revisar tu trabajo para asegurarte de que no hayas cometido errores.*
- *Solamente una de las respuestas que se proporcionan es la respuesta correcta.*
- *Puedes usar calculadora y regla para esta sección.*

¿Hay alguna pregunta?

For Multiple-Choice Questions:

- *First solve the problem on scratch paper.*
- *Choose the correct answer and record your choice in the answer booklet.*
- *If none of the choices matches your answer, go back and check your work for possible errors.*
- *Only one of the answers provided is the correct response.*
- *You may use a calculator and a ruler for this section.*

Are there any questions?

Answer all questions. When all students are ready, say and demonstrate:

Ahora abre el folleto de respuestas en la página 19.

Now open your answer booklet to page 19.

Pause while students find the correct page in their answer booklet. When all students are ready, say and demonstrate:

Encuentra la página titulada Sección 3: Matemáticas. Usarás esta página para registrar tus respuestas a las preguntas 51 a la 74. Asegúrate de borrar completamente cuando cambies una respuesta o cuando hagas una marca suelta en tu folleto de respuestas. ¿Hay alguna pregunta?

This page is labeled [in Spanish] “Section 3 – Mathematics.” You will use this page to record your answers to questions 51 through 74. Make sure that you completely erase wherever you change an answer or make a stray mark in your answer booklet. Are there any questions?

Answer all questions. When all students are ready, say and demonstrate:

Ahora pasa a las páginas 20 a la 23 del folleto de respuestas y observa la pregunta 75.

Now turn to pages 20 through 23 of your answer booklet and look at question 75.

Pause while students find the correct pages in their answer booklet. When all students are ready, say and demonstrate:

Además de las preguntas de opción múltiple, esta sección de la prueba de matemáticas incluye una pregunta que puedes requerir que muestres tu trabajo y/o calculaciones y/o que escribas una explicación de lo que hiciste para resolver el problema. Para esta pregunta, asegúrate de leer las instrucciones cuidadosamente. Por ejemplo, si la pregunta pide que tu demuestres tu trabajo, asegúrate de demostrar tu trabajo. Si la pregunta pide que tu expliques su respuesta, explica tu respuesta. Si la pregunta pide que muestres o expliques tu trabajo, puedes o mostrar o explicar tu trabajo. No puedes recibir el mayor puntaje si no sigues todas las instrucciones. Ahora pasa a la página 106 en tu folleto de prueba donde verás un ejemplo de las directrices de calificación que los calificadores profesionales usarán para evaluar tu respuesta a las preguntas de discusión de matemáticas.

In addition to multiple-choice questions, this section of the mathematics test also includes a question that may require you to show your work and/or calculations and/or to write an explanation of what you did to solve the problem. For this question, be sure to read the directions carefully. For example, if the question asks you to show your work, be sure to show your work. If the question asks you to explain your response, explain your response. If the question asks you to show or explain your work, you may either show or explain your work. You cannot receive the highest score without following all directions. Now turn to page 107 in your test booklet where you will see an example of the scoring guidelines that professional scorers will use to evaluate your response to open-ended mathematics items.

Pause for students to find page 106/107. When all students are ready, say and demonstrate:

Puedes consultar estas directrices de calificación de matemáticas en cualquier momento mientras estés contestando una pregunta de discusión de matemáticas. ¿Hay alguna pregunta?

You may refer to these mathematics scoring guidelines at any time while responding to an open-ended mathematics item. Are there any questions?

Answer all questions. When all students are ready, say and demonstrate:

Sigue todas las instrucciones en toda la Sección 3: Matemáticas. Puedes usar papel para borrador si necesitas trabajar en los problemas y puedes usar calculadoras para ayudar a resolverlos. Cuando llegues a la señal de parar del final de la Sección 3 del folleto de prueba, pasarás a la página 20 del folleto de respuestas para terminar la Sección 3.

Follow all directions throughout Section 3 – Mathematics. You may use scratch paper if you need to work out the problems, and you may use calculators to help solve them. When you reach the stop sign at the end of Section 3 of your test booklet, you will turn to page 20 of your answer booklet to finish Section 3.

Continue speaking:

- **Si terminas temprano, puedes revisar su trabajo en la Sección 3: Matemáticas solamente.**
 - **No te adelantes a ver las preguntas o los pasajes siguientes del folleto de respuestas o del folleto de prueba.**
 - **No regreses a trabajar en ninguna otra sección.**
 - **Después que hayas revisado tu trabajo, cierra el folleto de prueba y el folleto de respuestas.**
 - **Puedes leer o permanecer sentado en silencio hasta que todos hayan terminado.**
- **If you finish early, you may check your work in Section 3 – Mathematics only.**
 - **Do not look ahead at the other questions or passages in your answer booklet or test booklet.**
 - **Do not go back and work on any other section.**
 - **After you have checked your work, close your test booklet and answer booklet.**
 - **You may read or sit quietly until everyone has finished.**

¿Hay alguna pregunta?

Are there any questions?

Answer all questions. When all students are ready, say and demonstrate:

Ahora pasa a la página 44 del folleto de prueba y completa las preguntas 47 a la 75. Pueden comenzar a trabajar ahora.

Now turn to page 44 of your test booklet and complete questions 51–75. You may begin working now.

Walk around the room while students are taking the test and be available as a resource. Do not give any student individual help that might suggest the correct answer to a question. You may, however, provide clarification of directions.

Sometimes a word of encouragement is all that is needed to help a student continue to work. Encourage students to try all of the tasks and to complete the test. However, make sure that students do not look ahead or back to questions or passages in other sections.

End the session when all students have completed Section 3 – Mathematics. This will usually be after 50 to 60 minutes of testing time, but the actual administration time may vary. Be sure to allow enough time for each student to finish. Additional time may be allowed on an individual basis and at the administrator's discretion.

When all students have finished, or sufficient time has passed, say:

Esto completa la Sección 3: Matemáticas. Asegúrate de haber borrado completamente las zonas del folleto de respuestas donde hayas cambiado una respuesta o hayas hecho una marca suelta.

This ends Section 3 – Mathematics. Make sure that you have completely erased wherever you have changed an answer or made a stray mark in your answer booklet.

Allow time for students to erase wherever necessary. When all students are ready, say and demonstrate:

Cierra el folleto de prueba y el folleto de respuestas.

Usarás los mismos folletos para las secciones restantes de la evaluación, así que asegúrate de que tu nombre esté en las cubiertas de ambos folletos. Coloca el folleto de respuestas dentro del folleto de prueba. Ahora recogeré tu regla y tu papel borrador.

Close your test booklet and answer booklet.

You will use the same booklets for the remaining sections of the assessment, so make sure your name is on the front covers of both booklets. Place your answer booklet inside your test booklet. I will now collect your rulers and your scratch paper.

Collect all rulers and scratch paper at this time. The rulers should be kept in the classroom or returned to the school assessment coordinator for later use on Section 5. Used scratch paper should be returned to the school assessment coordinator and kept in a secure location until it can be destroyed. Note: If students used school-provided calculators, also collect the calculators.

- If you are continuing the assessment at this time, now is the time to take a short break. All testing materials must remain secure at all times. After approximately 10 minutes, go on to administer Section 4 – Reading.
- If you are administering Section 4 – Reading at another time (later in the same day or a different day), say:

La Sección 4: Lectura la vamos a tomar en otro momento, de manera que ahora recogeré el folleto de respuestas y el folleto de prueba.

We are going to take Section 4 – Reading at another time, so I will now collect your answer booklet and test booklet.

Collect the booklets in a systematic fashion, making sure that answer booklets have been placed inside the test booklets and that each student’s name is on his/her test booklet.

If Section 4 – Reading is to be administered on a different day, return all materials (test booklets, answer booklets, rulers, and used scratch paper) immediately to the school assessment coordinator for secure overnight storage.

ADMINISTERING SECTION 4 – READING

The test administrator is NOT permitted to read aloud any of the following to the student:

- Introductory text that appears in the box preceding each reading passage in the test booklet
- Reading passages in the test booklet
- Multiple-choice questions and answer choices in the reading sections of the test booklet
- Open-ended items in the reading sections of the answer booklet

Have students sit in the same seats they used for Sections 1, 2, and/or 3. If necessary, return test booklets and answer booklets to students so that each receives his/her own test booklet and answer booklet. Each student should also have two sharpened No. 2 pencils. These directions will also prompt you to distribute a new supply of scratch paper. Students absent for Sections 1, 2, and/or 3 may start with Section 4 and do Sections 1, 2, and/or 3 in a later make-up session. When all students are ready, say and demonstrate:

Check to make sure that your name is on the front cover of your test booklet and your answer booklet. Also, check the number in the upper right-hand corner of your test booklet and the number in the box in the upper left-hand corner of your answer booklet to make sure that they match.

When all students have correct test and answer booklets, say:

I will now distribute scratch paper.

Distribute scratch paper. When all students are ready, say:

Now you will be reading passages and answering questions about the passages. For some of the questions, you will choose your answer from among a set of answer choices. Make sure that you completely erase wherever you change an answer or make a stray mark in your answer booklet. For other questions, you will write your own response. You will write your answers to both types of questions in your answer booklet only. Are there any questions?

Answer all questions. When all students are ready, say and demonstrate:

Now open your test booklet to page 62, Section 4 – Reading.

Pause while students find the correct page in their test booklet. When all students are ready, say and demonstrate:

At the top of the page it says, “Section 4 – Reading.” For this section, you will read two passage sets. After reading the passages, you will answer questions about the passages. Now open your answer booklet to page 24 and find the area labeled Section 4 – Reading.

Pause while students find the correct page in their answer booklet. When all students are ready, say and demonstrate:

For the first passage set in Section 4 – Reading, you will use this area to record your answers to questions 76 through 83. Then you will read a second passage set and record your answers to questions 84 through 93 in this area also. Are there any questions?

Answer all questions. When all students are ready, say and demonstrate:

Now look at page 25 of your answer booklet. Find question 94 at the top of the page.

Pause while students find the correct page in their answer booklet. When all students are ready, say and demonstrate:

This question is about the second passage set of this section. After you have read and answered questions 84–93, you will read this question and write your answer on the lines provided in your answer booklet. For questions like this, be sure to read the directions carefully. You cannot receive the highest score without following all directions. Now turn to page 108 in your test booklet where you will see an example of the scoring guidelines that professional scorers will use to evaluate your response to open-ended reading items.

Pause for students to find page 108. When all students are ready, say and demonstrate:

You may refer to these reading scoring guidelines at any time while responding to an open-ended reading item. Are there any questions?

Answer all questions. When all students are ready, say and demonstrate:

Remember:

- **There are two passage sets in Section 4 – Reading.**
- **Each passage set includes a series of multiple-choice questions.**
- **One passage set also has one open-ended question.**
- **Be sure to read each passage set in Section 4. Read carefully and follow the directions for that passage set. Make sure that you answer all questions.**

Continue working until you complete the multiple-choice questions in Section 4 – Reading where you will see the word STOP. You will then turn to page 25 in your answer booklet to finish the section by completing question 94. *It is important that you read both passage sets in this section and answer all questions that are included in each set.* If you finish early, you may check your work in this section only. Do not look ahead at the other passages or questions in your answer booklet or test booklet. Do not go back and work on any other section. After you have checked your work, close your test booklet and answer booklet. You may read or sit quietly until everyone has finished. Are there any questions?

Answer all questions. When all students are ready, say and demonstrate:

Now turn to page 62 of your test booklet and complete questions 76–94. You may begin working now.

Walk around the room while students are taking the test and be available as a resource. Do not give any student individual help that might suggest the correct answer to a question. You may, however, provide clarification of directions.

Sometimes a word of encouragement is all that is needed to help a student continue to work. Encourage students to try all of the tasks and to complete the test. However, make sure that students do not look ahead or back to questions or passages in other sections.

End the session when all students have completed Section 4 – Reading. This will usually be after 50 to 60 minutes of testing time, but the actual administration time may vary. Be sure to allow enough time for each student to finish. Additional time may be allowed on an individual basis and at the administrator’s discretion.

When all students have finished, or sufficient time has passed, say:

This ends Section 4 – Reading. Make sure that you have completely erased wherever you have changed an answer or made a stray mark in your answer booklet.

Allow time for students to erase wherever necessary. When all students are ready, say and demonstrate:

Close your test booklet and answer booklet.

You will use the same booklets for the remaining sections of the assessment, so make sure your name is on the front covers of both booklets. Place your answer booklet inside the test booklet. I will now collect your scratch paper.

Collect all scratch paper at this time. Used scratch paper should be returned to the school assessment coordinator and kept in a secure location until it can be destroyed.

- If you are continuing the assessment at this time, now is the time to take a short break. All testing materials must remain secure at all times. After approximately 10 minutes, go on to administer Section 5 – Mathematics.
- If you are administering Section 5 – Mathematics at another time (later in the same day or a different day), say:

We are going to take Section 5 – Mathematics at another time, so I will now collect your answer booklet and test booklet.

Collect the booklets in a systematic fashion, making sure that answer booklets have been placed inside the test booklets and that each student’s name is on his/her test booklet.

If Section 5 – Mathematics is to be administered on a different day, return all materials (test booklets, answer booklets, and used scratch paper) immediately to the school assessment coordinator for secure overnight storage.

ADMINISTERING SECTION 5 – MATHEMATICS

Have students sit in the same seats they used for Sections 1, 2, 3, and/or 4. If necessary, return test booklets and answer booklets to students so that each receives his/her own test booklet and answer booklet. Each student should also have two sharpened No. 2 pencils. These directions will also prompt you to distribute rulers and a new supply of scratch paper. Calculators are optional for all test questions in Section 5. Students absent for Sections 1, 2, 3, and/or 4 may start with Section 5 and do Sections 1, 2, 3, and/or 4 in a later make-up session. When all students are ready, say and demonstrate:

Asegúrate de que tu nombre esté en la cubierta de tu folleto de prueba y de tu folleto de respuestas. Además, verifica que el número de la esquina superior derecha del folleto de prueba coincida con el número del cuadro de la esquina superior izquierda del folleto de respuestas.

Check to make sure that your name is on the front cover of your test booklet and your answer booklet. Also, check the number in the upper right-hand corner of your test booklet and the number in the box in the upper left-hand corner of your answer booklet to make sure that they match.

When all students have correct test and answer booklets, say:

Ahora voy a distribuir papel para borrador y reglas. No dobles ni dañes las reglas y tampoco hagas marcas en las mismas. Usarás las reglas para contestar las preguntas de matemáticas que incluyan medidas, cuando sea necesario en esta sección de la prueba.

I will now distribute scratch paper and rulers. Do not bend or damage your ruler and do not make any stray marks on your ruler. You will use the ruler to answer mathematics measurement questions when required in this section.

Distribute scratch paper and rulers. When all students are ready, say and demonstrate:

Ahora estamos listos para comenzar la Sección 5: Matemáticas. Abre el folleto de prueba en las páginas 72 y 73.

Now we are ready to begin Section 5 – Mathematics. Open your test booklet to pages 72 and 73.

Pause while students find the correct pages in their test booklet. When all students are ready, say and demonstrate:

Observa las instrucciones que se encuentran en las páginas 72 y 73. Están impresas en español y en inglés. Lee las instrucciones en silencio mientras yo las leo en voz alta.

Look at the directions on pages 72 and 73. They are printed both in Spanish and in English. Read the directions silently as I read them aloud.

Continue speaking:

Para las preguntas de opción múltiple:

- *Primero resuelve el problema en papel para borrar.*
- *Elige la respuesta correcta y regístrala en el folleto de respuestas.*
- *Si tu respuesta no está entre las opciones, vuelve a revisar tu trabajo para asegurarte de que no hayas cometido errores.*
- *Solamente una de las respuestas que se proporcionan es la respuesta correcta.*
- *Puedes usar calculadora y regla para esta sección.*

¿Hay alguna pregunta?

For Multiple-Choice Questions:

- *First solve the problem on scratch paper.*
- *Choose the correct answer and record your choice in the answer booklet.*
- *If none of the choices matches your answer, go back and check your work for possible errors.*
- *Only one of the answers provided is the correct response.*
- *You may use a calculator and a ruler for this section.*

Are there any questions?

Answer all questions. When all students are ready, say and demonstrate:

Ahora abre el folleto de respuestas en la página 27.

Now open your answer booklet to page 27.

Pause while students find the correct page in their answer booklet. When all students are ready, say and demonstrate:

Encuentra la página titulada Sección 5: Matemáticas. Usarás esta página para registrar tus respuestas a las preguntas 95 a la 118. Asegúrate de haber borrado completamente las zonas del folleto de respuestas donde hayas cambiado una respuesta o hayas hecho una marca suelta. ¿Hay alguna pregunta?

This page is labeled [in Spanish] “Section 5 – Mathematics.” You will use this page to record your answers to questions 95 through 118. Make sure that you completely erase wherever you change an answer or make a stray mark in your answer booklet. Are there any questions?

Answer all questions. When all students are ready, say and demonstrate:

Ahora pasa a las páginas 28 a la 31 del folleto de respuestas y observa la pregunta 119.

Now turn to pages 28 through 31 of your answer booklet and look at question 119.

Pause while students find the correct pages in their answer booklet. When all students are ready, say and demonstrate:

Además de las preguntas de opción múltiple, esta sección de la prueba de matemáticas también incluye una pregunta que puedes requerir que muestres tu trabajo y/o calculaciones y/o que escribas una explicación de lo que hiciste para resolver el problema. Para esta pregunta, asegúrate de leer las instrucciones cuidadosamente. Por ejemplo, si la pregunta pide que tu demuestres su trabajo, asegúrate de demostrar tu trabajo. Si la pregunta pide que tu expliques tu respuesta, explica tu respuesta. Si la pregunta pide que muestres o expliques tu trabajo, puedes mostrar o explicar tu trabajo. No puedes recibir el mayor puntaje si no sigues todas las instrucciones. Ahora pasa a la página 106 en tu folleto de prueba donde verás un ejemplo de las directrices de calificación que los calificadores profesionales usarán para evaluar tu respuesta a las preguntas de discusión de matemáticas.

In addition to multiple-choice questions, this section of the mathematics test also includes a question that may require you to show your work and/or calculations and/or to write an explanation of what you did to solve the problem. For this question, be sure to read the directions carefully. For example, if the question asks you to show your work, be sure to show your work. If the question asks you to explain your response, explain your response. If the question asks you to show or explain your work, you may either show or explain your work. You cannot receive the highest score without following all directions. Now turn to page 107 in your test booklet where you will see an example of the scoring guidelines that professional scorers will use to evaluate your response to open-ended mathematics items.

Pause for students to find page 106/107. When all students are ready, say and demonstrate:

Puedes consultar estas directrices de calificación de matemáticas en cualquier momento mientras estés contestando una pregunta de discusión de matemáticas. ¿Hay alguna pregunta?

You may refer to these mathematics scoring guidelines at any time while responding to an open-ended mathematics item. Are there any questions?

Answer all questions. When all students are ready, say and demonstrate:

Sigue todas las instrucciones en toda la Sección 5: Matemáticas. Puedes usar papel para borrador si necesitas trabajar los problemas y puedes usar calculadoras para ayudar a resolverlos. Cuando llegues a la señal de parar del final de la Sección 5 del folleto de prueba, pasarás a la página 28 del folleto de respuestas para terminar la Sección 5.

Follow all directions throughout Section 5 – Mathematics. You may use scratch paper if you need to work out the problems, and you may use calculators to help solve them. When you reach the stop sign at the end of Section 5 of your test booklet, you will turn to page 28 of your answer booklet to finish Section 5.

Continue speaking:

- Si terminas temprano, puedes revisar su trabajo en la Sección 5: Matemáticas solamente.
- No te adelantes a ver las preguntas o los pasajes siguientes del folleto de respuestas o del folleto de prueba.
- No regreses a trabajar en ninguna otra sección.
- Después que hayas revisado tu trabajo, cierra el folleto de prueba y el folleto de respuestas.
- Puedes leer o permanecer sentado en silencio hasta que todos hayan terminado.
- If you finish early, you may check your work in Section 5 – Mathematics only.
- Do not look ahead at the other questions or passages in your answer booklet or test booklet.
- Do not go back and work on any other section.
- After you have checked your work, close your test booklet and answer booklet.
- You may read or sit quietly until everyone has finished.

¿Hay alguna pregunta?

Are there any questions?

Answer any questions. When all students are ready, say and demonstrate:

Ahora pasa a la página 74 del folleto de prueba y completa las preguntas 95 a la 119. Puedes comenzar a trabajar ahora.

Now turn to page 74 of your test booklet and complete questions 95–119. You may begin working now.

Walk around the room while students are taking the test and be available as a resource. Do not give any student individual help that might suggest the correct answer to a question. You may, however, provide clarification of directions.

Sometimes a word of encouragement is all that is needed to help a student continue to work. Encourage students to try all of the tasks and to complete the test. However, make sure that students do not look ahead or back to questions or passages in other sections.

End the session when all students have completed Section 5 – Mathematics. This will usually be after 50 to 60 minutes of testing time, but the actual administration time may vary. Be sure to allow enough time for each student to finish. Additional time may be allowed on an individual basis and at the administrator's discretion.

When all students have finished, or sufficient time has passed, say:

Esto completa la Sección 5: Matemáticas. Asegúrate de haber borrado completamente las zonas del folleto de respuestas donde hayas cambiado una respuesta o hayas hecho una marca suelta.

This ends Section 5 – Mathematics. Make sure that you have completely erased wherever you have changed an answer or made a stray mark in your answer booklet.

Allow time for students to erase wherever necessary. When all students are ready, say and demonstrate:

Cierra el folleto de prueba y el folleto de respuestas.

Usarás los mismos folletos para la sección restante de la evaluación, así que asegúrate de que tu nombre esté en las cubiertas de ambos folletos. Coloca el folleto de respuestas dentro del folleto de prueba. Ahora recogeré tu regla y tu papel borrador.

Close your test booklet and answer booklet.

You will use the same booklets for the remaining section of the assessment, so make sure your name is on the front covers of both booklets. Place your answer booklet inside the test booklet. I will now collect your rulers and your scratch paper.

Collect all rulers and scratch paper at this time. Rulers should be returned to the school assessment coordinator. Used scratch paper should be returned to the school assessment coordinator and kept in a secure location until it can be destroyed. Note: If students used school-provided calculators, also collect the calculators.

- If you are continuing the assessment at this time, now is the time to take a short break. All testing materials must remain secure at all times. After approximately 10 minutes, go on to administer Section 6 – Reading.
- If you are administering Section 6 – Reading at another time (later in the same day or a different day), say:

La Sección 6: Lectura la vamos a tomar en otro momento, de manera que ahora recogeré el folleto de respuestas y el folleto de prueba.

We are going to take Section 6 – Reading at another time, so I will now collect your answer booklet and test booklet.

Collect the booklets in a systematic fashion, making sure that answer booklets have been placed inside the test booklets and that each student's name is on his/her test booklet.

If Section 6 – Reading is to be administered on a different day, return all materials (test booklets, answer booklets, rulers, and used scratch paper) immediately to the school assessment coordinator for secure overnight storage.

ADMINISTERING SECTION 6 – READING

The test administrator is NOT permitted to read aloud any of the following to the student:

- Introductory text that appears in the box preceding each reading passage in the test booklet
- Reading passages in the test booklet
- Multiple-choice questions and answer choices in the reading sections of the test booklet
- Open-ended items in the reading sections of the answer booklet

Have students sit in the same seats they used for Sections 1, 2, 3, 4, and/or 5. If necessary, return test booklets and answer booklets to students so that each receives his/her own test booklet and answer booklet. Each student should also have two sharpened No. 2 pencils. These directions will also prompt you to distribute a new supply of scratch paper. Students absent for Sections 1, 2, 3, 4, and/or 5 may start with Section 6 and do Sections 1, 2, 3, 4, and/or 5 in a later make-up session. When all students are ready, say and demonstrate:

Check to make sure that your name is on the front cover of your test booklet and your answer booklet. Also, check the number in the upper right-hand corner of your test booklet and the number in the box in the upper left-hand corner of your answer booklet to make sure that they match.

When all students have correct test and answer booklets, say:

I will now distribute scratch paper.

Distribute scratch paper. When all students are ready, say:

Now you will be reading passages and answering questions about the passages. For some of the questions, you will choose your answer from among a set of answer choices. Make sure that you completely erase wherever you change an answer or make a stray mark in your answer booklet. For other questions, you will write your own response. You will write your answers to both types of questions in your answer booklet only. Are there any questions?

Answer all questions. When all students are ready, say and demonstrate:

Now open your test booklet to page 94, Section 6 – Reading.

Pause while students find the correct page in their test booklet. When all students are ready, say and demonstrate:

At the top of the page it says, “Section 6 – Reading.” For this section, you will read three passage sets. After reading the passages, you will answer questions about the passages. Now open your answer booklet to page 32 and find the area labeled Section 6 – Reading.

Pause while students find the correct page in their answer booklet. When all students are ready, say and demonstrate:

For the first passage set in Section 6 – Reading, you will use this area to record your answers to questions 120 through 124. Are there any questions?

Answer all questions. When all students are ready, say and demonstrate:

Now look at page 33 of your answer booklet. Find question 125 at the top of the page.

Pause while students find the correct page in their answer booklet. When all students are ready, say and demonstrate:

This question is about the first passage set in this section. After you have read and answered questions 120–124, you will read this question and write your answer on the lines provided in your answer booklet. For questions like this, be sure to read the directions carefully. You cannot receive the highest score without following all directions. Now turn to page 108 in your test booklet where you will see an example of the scoring guidelines that professional scorers will use to evaluate your response to open-ended reading items.

Pause for students to find page 108. When all students are ready, say and demonstrate:

You may refer to these reading scoring guidelines at any time while responding to an open-ended reading item. Are there any questions?

Answer all questions. When all students are ready, say and demonstrate:

Remember:

- **There are three passage sets in Section 6 – Reading.**
- **Each passage set includes a series of multiple-choice questions.**
- **Two of the three passage sets also have one open-ended question.**
- **Be sure to read each passage set in Section 6. Read carefully and follow the directions for that passage set. Make sure that you answer all questions.**

Continue working until you complete the multiple-choice questions in Section 6 – Reading where you will see the word STOP. You will then turn to page 35 in your answer booklet to finish the section by completing question 139. *It is important that you read all three passage sets in this section and answer all questions that are included in each set.* If you finish early, you may check your work in this section only. Do not go back and work on any other section. After you have checked your work, close your test booklet and answer booklet. You may read or sit quietly until everyone has finished. Are there any questions?

Answer all questions. When all students are ready, say and demonstrate:

Now turn to page 94 of your test booklet and complete questions 120–139. You may begin working now.

Walk around the room while students are taking the test and be available as a resource. Do not give any student individual help that might suggest the correct answer to a question. You may, however, provide clarification of directions.

Sometimes a word of encouragement is all that is needed to help a student continue to work. Encourage students to try all of the tasks and to complete the test. However, make sure that students do not look back to questions or passages in other sections.

End the session when all students have completed Section 6 – Reading. This will usually be after 60 to 70 minutes of testing time, but the actual administration time may vary. Be sure to allow enough time for each student to finish. Additional time may be allowed on an individual basis and at the administrator’s discretion.

When all students have finished, or sufficient time has passed, say:

This ends Section 6 – Reading. Make sure that you have completely erased wherever you have changed an answer or made a stray mark in your answer booklet.

Allow time for students to erase wherever necessary. When all students are ready, say and demonstrate:

Close your test booklet and answer booklet. Place your answer booklet inside the test booklet. I will now collect your test booklet and answer booklet.

Collect the booklets in a systematic fashion, making sure that answer booklets have been placed inside the test booklets and that each student’s name is on his/her test booklet.

Say:

I will now collect your scratch paper.

Collect all scratch paper at this time. Used scratch paper should be returned to the school assessment coordinator and kept in a secure location until it can be destroyed.

Say:

This concludes the Reading and Mathematics Assessments.

Return all materials (test booklets, answer booklets, and used scratch paper) immediately to the school assessment coordinator for secure overnight storage.

Go on to read the section labeled “After Test Administration” found on the next page of this manual.

PART IV: AFTER TEST ADMINISTRATION

CHECK DOCUMENTS FOR ACCURACY

After testing is complete:

- Make sure student identification information is complete and correct on all booklets. Make sure the names on the answer booklet and the test booklet correspond.
- If a student answer booklet has a barcode label with a colored stripe [a District/School label], applicable portions of the front cover and page 2 of the answer booklet must be completed and circles filled in. (See your school assessment coordinator for further direction.)
- Any accommodations used by a student during the assessment must be recorded on page 3 of the answer booklet. (See your school assessment coordinator for further direction.)
- Make sure erasures are complete wherever a student has changed an answer in the answer booklet. Do not change or in any way alter a student's response. Do not return a booklet to a student for any reason.
- Remove any scratch paper left in test booklets or answer booklets and return to the school assessment coordinator.

RETURN MATERIALS

Test materials must be kept secure. All materials related to administration of this test must be returned to the school assessment coordinator, including any unused materials.

Return all materials to the school assessment coordinator for secure storage. This includes used and unused test booklets and answer booklets (including any demonstration copies), this manual, rulers, and scratch paper. All assessment materials should be returned to the school assessment coordinator immediately at the end of the assessment each day.

Reminder: All used answer booklets returned to the scoring contractor for processing **must** have a barcode label (District/School or Student Precode or Do Not Score) affixed to the front cover of the document. Do **not** affix a barcode label to any unused answer booklets.

- If you suspect a test security violation, consult your school assessment coordinator.



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**MARCH 2009
GRADE 6 – PSSA
READING AND MATHEMATICS
SPANISH TRANSLATION DIRECTIONS FOR ADMINISTRATION MANUAL
ENGLISH/ESPAÑOL**

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