



**NEW YORK STATE**  
**GRADE 8**  
**INTERMEDIATE-LEVEL**  
**SCIENCE TEST**

**Manual for Administrators and Teachers**

**Written Test 2003**  
**Performance Test, Form A**



**The University of the State of New York**  
**THE STATE EDUCATION DEPARTMENT**  
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## General Features of the Grade 8 Intermediate-Level Science Test

The Regulations of the Commissioner of Education provide that beginning in Spring 2001, an Intermediate-Level Science Test is to be administered in Grade 8 to serve as a basis for determining students' need for academic intervention services in science. The New York State Grade 8 Intermediate-Level Science Test is designed to measure the content and skills contained in the *Intermediate-Level Science Core Curriculum, Grades 5–8*. The core curriculum is based on the *New York State Learning Standards for Mathematics, Science, and Technology*.

The New York State Grade 8 Intermediate-Level Science Test consists of two required components: a Written Test and a Performance Test. The Written Test consists of multiple-choice and open-ended questions; students will have two hours in which to complete the Written Test. The Performance Test (Form A) consists of hands-on tasks set up at three stations. Students will have 15 minutes to complete the tasks at each of the three stations, for an actual total testing time of 45 minutes. Teachers will need additional time for both the Written and Performance Tests to set up, distribute, and collect test materials and to provide instructions to students.

The Department establishes a State-designated level of performance to help schools identify students who must receive *academic intervention services*. All students who score below the designated level on the test must be provided such services, which must commence in the semester immediately following the administration of the test (see page 7).

The first section of this manual contains information of special interest to administrators. Subsequent sections contain directions for administering and scoring the Written and Performance Tests.

## **Information for School Administrators**

### **General Information**

All persons in charge of the administration of the Grade 8 Intermediate-Level Science Test should be familiar with the information in this manual. Direct questions concerning the administration of the Grade 8 Intermediate-Level Science Test to the Office of State Assessment at 518-474-8220 or 518-474-5099.

### **Test Forms**

*Written Test:* The Written Test has two parts. Part I contains multiple-choice questions, and Part II contains open-ended questions. Students are allowed two hours of working time to complete the Written Test. In addition, the test administrator will need approximately 15 minutes to give directions to students. The Department will provide a new form of the Written Test each year. The Department also provides a machine-scorable answer sheet for Part I. It is hand scorable and machine scorable on NCS equipment. Answers to Part II of the test are to be written in the test booklet.

*Performance Test, Form A:* The Performance Test consists of tasks at three stations. Each station requires 15 minutes of testing time, for a total testing time of 45 minutes, plus the time needed to provide instructions to students and for students to move between stations. Allot at least one hour for administration of the Performance Test. The Performance Test is hand scorable only.

### **Administration Schedule**

The Grade 8 Intermediate-Level Science Test is comprised of two parts: the Performance Test and the Written Test. The Performance Test must be given in January on dates selected by the school or district. If your school has block/semester programming for intermediate-level science instruction, you may also administer the test in May, but only to those students who study science exclusively in the spring semester. In this circumstance, you will need to store the Grade 8 Intermediate-Level Science Performance Test until its administration to those students in May 2003. You must complete the Grade 8 Intermediate-Level Science Block/Semester Examination Storage Certificate in Appendix IX of this manual and return it to the Department by January 30, 2003.

The Written Test is to be administered during a period to be established by the Department each year. For the 2002-03 school year, the dates for the Written Test are June 5 through June 20. Students who are absent on the administration dates must be tested when they return to school. Results for such students must be included in the reports submitted to the Department.

### **Students To Be Tested**

State assessments must be administered to all public school students. Nonpublic schools are strongly encouraged to administer State assessments. The exceptions below apply to students in public and participating nonpublic schools.

#### ***General Education Students***

The Grade 8 Intermediate-Level Science Test should be administered to students in the grade in which they will have completed all of the material in the *Intermediate-Level Science Core Curriculum, Grades 5–8*. While this grade is typically Grade 8, the test may also be administered to students in Grade 7 who will have completed by the end of this school year all of the material in the *Intermediate-Level Science Core Curriculum, Grades 5–8* and are being considered for placement in an accelerated

high school-level science course when they are in Grade 8. The inclusion of Grade 7 students who meet these criteria is a local decision. Schools can use the scores for these Grade 7 students to help determine whether students should be placed in accelerated science courses. Students who take the test in Grade 7 will not be permitted to take the test again in Grade 8. Therefore, caution is advised in administering the test to Grade 7 students. If a Grade 7 student scores below the State-designated level of performance, the student will be required to have academic intervention services the following year.

Schools are required to administer this assessment to those Grade 8 students who did not take this assessment last school year as Grade 7 students, unless such students will be taking a Regents Examination in science at the end of this school year. School principals have the discretion to either require or waive the Grade 8 Intermediate-Level Science Test for those accelerated Grade 8 students who did not take this examination during the last school year but who will be taking a Regents Examination in science at the end of this school year. For those accelerated students for whom the school waives the Grade 8 Intermediate-Level Science Test, the student's achievement in science will be measured by the student's performance on the Regents Examination in science.

Students who are repeating Grade 8 are required to take the test again.

### ***Limited-English-Proficient (LEP) Students***

All LEP students are required to participate in the Grade 8 Intermediate-Level Science Test. LEP students may take the test either in an alternative language or in English, whichever would be better for the student. LEP students may also use both an English and an alternative language edition of the test simultaneously. Alternative language editions of the test are provided in Chinese, Haitian Creole, and Spanish. The test may be translated orally into other languages for those LEP students whose first language is one for which a written translation is not available from the Department. Schools are permitted to offer LEP students specific testing accommodations when taking this test (see page 5).

### ***Students with Disabilities***

The Committee on Special Education (CSE) must decide for each student with a disability on a case-by-case basis, and document on the student's Individualized Education Program, whether the student will be participating in the Grade 8 Intermediate-Level Science Test or will not be participating in this assessment because the student is eligible for the New York State Alternate Assessment (NYSAA) for Students with Severe Disabilities or for a locally selected assessment. The criteria that the CSE must use to determine a student's eligibility to participate in NYSAA are available at the web site: <http://unix33.nysed.gov:9280/specialed/alterassessment/identnysaa.htm>. Information on the eligibility criteria for students with disabilities to participate in a locally selected assessment is available in the memorandum entitled *Supplemental Guidelines for Participation of Students with Disabilities in State Assessments: Locally Selected Assessments*. This memorandum is available at the web site: <http://unix32.nysed.gov:9280/specialed/publications/policy/participate.htm>.

The chronological ages of students in ungraded classes should be used to determine who must be tested. When determining which students will be participating in this test, be sure to consider those students with disabilities who attend programs operated by the Board of Cooperative Educational Services (BOCES) as well as any other programs located outside the school.

## **Testing Accommodations**

### ***Students Who Incur Disabilities Shortly Before Test Administration***

Principals may modify testing procedures for general education students who incur an injury (e.g., a broken arm) or experience the onset of a short- or long-term disability (e.g., epilepsy) acquired or diagnosed within 30 days prior to the administration of State assessments. In such cases, when sufficient time is not available for the development of an Individualized Education Program (IEP) or a Section 504 Accommodation Plan (504 Plan), principals may authorize certain accommodations that will not significantly change the skills being tested. These accommodations are limited to:

- extending the time limit for a test
- administering the test in a special location
- recording the student's answers in any manner
- reading the test to students (only for students whose vision is impaired)

Eligibility for such accommodations is based on the principal's professional discretion, but the principal may confer with members of the Committee on Special Education (CSE) or with other school personnel in making such a determination. Pursuant to Section 100.3 of the Regulations of the Commissioner of Education, building principals are responsible for administering State assessments and for maintaining the integrity of test content and programs in accordance with directions and procedures established by the Commissioner of Education.

Prior permission need not be obtained from the Department to authorize testing accommodations for general education students. However, a full report concerning each authorization must be sent to the Office of State Assessment. Further, if the student is expected to continue to need testing accommodations, the principal must immediately make the appropriate referral for the development of an IEP or 504 Plan.

### ***Students with Disabilities***

All students with disabilities must be provided full access to the Grade 8 Intermediate-Level Science Test to the extent that such testing is consistent with their individual needs. Students identified by the Committee on Special Education (CSE) of the district as having a disability should be allowed to use the testing accommodations specified in their Individualized Education Program (IEP). Each student with a disability must participate in the Grade 8 Intermediate-Level Science Test, unless the student's IEP, as developed by the CSE, specifically indicates that the student should take the NYSAA. Students who have been declassified may continue to be provided testing accommodations if recommended by the local CSE at the time of declassification and in the student's declassification IEP.

Plan all necessary arrangements for implementing testing accommodations well in advance of the test date. The principal is responsible for insuring that students are provided with the testing accommodations specified in their IEP or 504 Accommodation Plan.

The Department's Office of Vocational and Educational Services for Individuals with Disabilities (VESID) provides more information on testing accommodations for students with disabilities on its web site: <ftp://unix2.nysed.gov/pub/education.dept.pubs/vesid/oses/test.access.mod/testacce.txt>.

### ***Limited-English-Proficient (LEP) Students***

Schools may provide the following testing accommodations to limited-English-proficient students:

- ***Time Extension:*** Schools may extend the test time for LEP students. Principals may use any reasonable extensions, such as “time and a half” (the required testing time plus one-half of that amount of time), in accordance with their best judgment about the needs of the LEP students. Principals should consult with each student’s classroom teacher in making these determinations.
- ***Separate Location:*** Schools are encouraged to provide optimum testing environment and facilities for LEP students. They may administer State tests to LEP students individually or in small groups in a separate location.
- ***Bilingual Dictionaries and Glossaries:*** LEP students may use bilingual dictionaries and glossaries when taking this examination. The bilingual dictionaries and glossaries may provide ***only*** direct translations of words. Bilingual dictionaries or glossaries that provide definitions or explanations are ***not*** permitted.
- ***Simultaneous Use of English and Alternative Language Editions:*** For this examination, LEP students may use both an English and an alternative language edition of the test simultaneously. However, they should be carefully instructed to record all of their responses in only one of the two editions. The alternative language edition used by the student should be so indicated on the student’s answer document.
- ***Oral Translation for Lower Incidence Languages:*** Schools may provide LEP students with an oral translation of this examination when there is no translated edition provided by the Department. All translations must be oral, direct translations of the English editions; written translations are not allowed. No clarifications or explanations may be provided. Translators should receive copies of the English edition of the tests one hour prior to administration. The Department’s Office of Bilingual Education and the Bilingual Education Technical Assistance Centers (BETACs) can assist schools in locating suitable translators.
- ***Writing Responses in the Native Language:*** LEP students making use of alternative language editions or of oral translations of this examination may write their responses to the open-ended questions in their native language. Scoring the tests is the responsibility of the school. However, the Department’s Office of Bilingual Education and the Bilingual Education Technical Assistance Centers (BETACs) can assist schools in locating persons who can translate the students’ responses into English to facilitate scoring of the answer papers.

### **Security of the Tests**

All Written Test booklets, both used and unused, all scoring keys and Rating Guides, and all student answer sheets must be held secure during the entire test administration period designated by the Department, June 5-20, 2003. While schools may score the student answer papers before the end of this period, caution raters not to discuss the test content and scoring rubrics except during scoring sessions. Once the Department-designated test administration period has ended, the Written Test materials are no longer considered secure.

All Performance Test materials must be held secure except during the actual administration and scoring of the Performance Test. The same Performance Test (Form A) will be administered for several years, and all Performance Test materials except student answer papers are to be returned to the Department.

## **Return of Tests and Scoring Materials to the Department**

**Written Test:** Since the Department will provide a new form of the Written Test each year, schools do not have to return Written Test materials to the Department. After the Department-designated test administration period has ended, schools may use the Written Test as part of the instructional program. Public schools must keep student answer papers for the Written Test on file in the school for one year. Nonpublic schools are encouraged to make photocopies of the completed student answer sheets, as they must send the original answer sheets to the Department's Office of Information and Reporting Services. (*See Appendix VIII for the full mailing address and further instructions for nonpublic schools.*)

**Performance Test:** Principals are required to return **all unused Performance Test answer booklets, including large-type, braille, and alternative language editions, and all Performance Test Rating Guides** to the Department's Test Distribution Unit following the scoring of the tests. Use the return label enclosed with the shipment of test materials and return the tests and scoring materials by the end of February to:

Test Distribution Unit  
New York State Education Department  
Cultural Education Center, Room 167  
Empire State Plaza  
Albany, New York 12230

**Note: Do not send completed, scored student answer booklets to the Test Distribution Unit.**

Copies of this manual and the Rating Guide for the Written Test should be kept on file at the school for reference. Student answer papers for the Performance Test are to be kept on file at the school and are *not* to be returned to the Department.

Deputy and Proctor Certificates and Examination Storage Certificates must be completed and signed by all of the appropriate parties following the administration and scoring of the Performance Test and again following the administration and scoring of the Written Test. Both sets of signed certificates should be retained in the school's files for one year. Copies of these certificates can be found in Appendix VII.

**Note: New York City public schools should follow the procedures for the return of test materials provided to them by the New York City Board of Education.**

## **Administration of the Tests**

If the Grade 8 Intermediate-Level Science Test is to provide an accurate measure of student achievement, both students and teachers should be properly prepared for its administration. This manual provides suggestions for preparing students to take the tests. School personnel who administer the Written and Performance Tests must be familiar with the test materials and the directions for administration provided in this manual.

## **Scoring the Tests**

It is the school's responsibility to make the necessary arrangements for the scoring of all test materials. The answer sheet provided by the Department for Part I of the Written Test may be either hand scored or machine scored. The Department provides a scoring key for hand scoring the answer sheet. Only equipment that can score NCS test materials can be used to machine score this answer sheet. The answer sheet contains fields for recording scores for the Part II and Performance Test questions. Part II must be hand scored. Detailed scoring directions are provided in the Rating Guide for the Written Test.

The test booklets for the performance component of the Grade 8 Intermediate-Level Science Test can be hand scored only. All personnel who score the student responses should be thoroughly familiar with the scoring procedures. Detailed scoring directions are provided in the Rating Guide for the Performance Test.

The Rating Guide for the Written Test provides a conversion table for determining each student's final score, based on the raw scores. This final score will fall into one of four performance levels.

A Class Record Sheet is provided in Appendix VI. Schools that compile their students' scores by hand may use this form to record the scores of each class on the Written Test and the Performance Test. These data can then be developed into a score distribution for local use.

### **Determining the Need for Academic Intervention Services**

Section 100.2(ee)(i) of the Regulations of the Commissioner of Education requires schools to provide academic intervention services to students who score below the State-designated performance level on the State assessment in intermediate-level science. All students who achieve a final score in performance levels 1 and 2 must receive academic intervention services. These services must commence in the semester immediately following the administration of the test.

### **Recording Test Scores and Storing Student Answer Papers**

The Department does not keep records of individual student scores on the tests. Therefore, the school must maintain complete and accurate records. A student's score and the date of administration must be entered on the student's permanent record.

All schools must keep their students' Performance Test answer papers on file in the school for at least one year. In addition, public schools must keep their students' Written Test answer sheets on file for the same period. Nonpublic schools must send their students' original, scannable, Written Test answer sheets to the Department along with the Class Record Sheet in Appendix VI. Nonpublic schools are advised to make copies of their students' Written Test answer sheets before sending them to the Department. This provides a record of the students' Written Test answers for the school's use and protects the student data should a package get lost in the mail.

### **Review of Answer Papers by Students and Parents**

Students and parents/guardians of students who have taken the Grade 8 Intermediate-Level Science Test have the right to review student answer papers after the scores have been recorded as described in the preceding paragraph. Answer papers should be reviewed in the presence of the principal, or the principal's designee, to ensure that no changes are made on the answer papers as they are being reviewed.

### **Return of Evaluation Forms to the Department**

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides evaluation forms for both the Written Test and the Performance Test. They contain spaces for teachers to respond to several specific questions and to make suggestions. Return completed forms to the address below:

Office of State Assessment  
New York State Education Department  
Room 760 EBA  
Albany, New York 12234

## Reporting Student Scores to the Department

For information about reporting test results, public school administrators should contact their LEAP coordinator or the Office of Information and Reporting Services at 518-474-7965 or by e-mail at [rptcard@mail.nysed.gov](mailto:rptcard@mail.nysed.gov). Nonpublic school administrators should refer to Appendix VIII for information about reporting scores from their schools.

## Evaluating School Results on the Grade 8 Intermediate-Level Science Test

The Rating Guides for the Written and Performance Tests provide summary charts that link each test to the *Intermediate-Level Science Core Curriculum*. This core document is based on the *New York State Learning Standards for Mathematics, Science, and Technology (Intermediate Level)*. The charts provide a reference to these documents for each item on the Written and Performance Tests.

## Department Contacts

Different Department staff are responsible for various aspects of the test. Direct questions to one of the persons or offices listed below:

Content/Curriculum Questions:	Ann Crotty, Office of Curriculum 518-474-5922 <a href="mailto:acrotty@mail.nysed.gov">acrotty@mail.nysed.gov</a>
Administration Questions:	David Moore, Test Administration Unit 518-474-5099 <a href="mailto:dmoore@mail.nysed.gov">dmoore@mail.nysed.gov</a>
Rating/Scoring Questions:	Judy Pinsonnault, Test Development Unit 518-474-5900 <a href="mailto:jpinsonn@mail.nysed.gov">jpinsonn@mail.nysed.gov</a>
Reporting Results to SED:	Carolyn Bulson, Information and Reporting Services 518-474-7965 <a href="mailto:cbulson@mail.nysed.gov">cbulson@mail.nysed.gov</a>

## General Test Administration Procedures

### The Test Materials

The test materials provided by the Department for administering the Grade 8 Intermediate-Level Science Test include:

#### *For the Written Test:*

- test booklets
- separate answer sheets for Part I (hand scorable and machine scorable on NCS scoring equipment)
- scoring key for the separate answer sheet (printed on translucent paper)
- directions for administering and scoring the Written Test (pages 11-13 of this manual)
- Rating Guide for the Written Test, Part II

#### *For the Performance Test (Form A):*

- test booklets
- Station Diagrams (12 copies of each Station Diagram and one Test Administrator's Record Sheet)
- directions for administering and rating the Performance Test (pages 14-29 of this manual)
- Test Administrator's Record Sheet (Appendix III of this manual)
- Rating Guide for the Performance Test (Form A)

The Written Test booklet and the test booklet and Station Diagrams for the Performance Test (Form A) are available in large-type and braille editions. Alternative language editions of both the Written Test and the Performance Test are available in Chinese, Haitian Creole, and Spanish. These are direct translations of the English editions. The directions to students on the alternative language test materials are the same as those on the English editions. The Department does not provide separate directions for administering the alternative language editions of the tests. Teachers who speak the language should be able to administer the alternative language editions by using a copy of the test materials in the appropriate language and the directions provided in this manual. If a teacher who does not speak the language administers the tests, the directions on the test materials should enable students to complete the tests by themselves.

The test materials to be provided by the school include pencils and calculators for the Written Test and the station materials for the Performance Test. These include microscopes, triple-beam balances, and hand-held calculators.

For machine processing of the separate answer sheets for the Written Test, the answer sheet includes several grids containing spaces for recording special codes. The school must develop uniform written instructions about the completion of these grids and provide them to everyone who will be administering the test. Such instructions should be based on careful consideration of the types of student and score information the school needs, as well as on the processing requirements of the scoring center that the school is using. The hand/machine-scorable answer sheets the Department provides can be machine processed only on NCS scoring equipment.

### Special Considerations for Assuring Optimal Student Performance

The person in charge of administering the Grade 8 Intermediate-Level Science Test should review and become thoroughly familiar with the directions for administering both components. (See "Orientation of Test Administrators" on page 10.)

Students should not be given help in interpreting the test questions and statements. They should be advised to answer the questions according to their best judgment. However, the test administrator should

give students all the assistance required in the mechanics of taking the test, such as filling out the headings of the answer sheets and the Performance Test booklet and recording the answers. The test administrator should also replace or repair any faulty equipment during the administration of the Performance Test.

### **Test Administration Time**

**Written Test:** Students are allowed two hours of working time to complete the Written Test. In addition, the test administrator will need approximately 15 minutes to give directions to students.

**Performance Test, Form A:** The Performance Test should be administered in a one-hour time period. Field testing has determined that almost all students will complete the tasks at three stations in this amount of time.

### **Preparations for Testing**

Arrangements for administering the tests should interfere as little as possible with the normal school routine. The Written Test may be administered in the students' regular classroom, or classes may be merged into larger groups, at the convenience of the school. The Performance Test need only be set up in one location. For buildings with more than one class of Grade 8 students, classes should cycle through the testing area one at a time.

- 1. Security of Test Materials.** The sealed packages of secure test booklets may *not* be opened until the test administration date, and then just early enough to permit the distribution of booklets prior to the scheduled starting time.
- 2. Selecting the Testing Room(s).** Suggestions for selecting an appropriate testing site for the Performance Test are in the section of this manual entitled "Administering and Rating the Performance Test," pages 14-15, and in Appendix II.
- 3. Orientation of Students.** Inform the students about the tests a few days before the administration date. Emphasize the fact that no special preparation or study is necessary on their part. Make the announcements in such a way as to increase the students' interest in the tests and at the same time not cause them to become overly anxious and tense. Help students become familiar with the general types of questions on the tests and the procedures they should follow in recording their answers.
- 4. Notification of Parents.** Inform parents/guardians of the dates of testing and the purpose of the tests. Ask them to encourage students to do their best and to ensure that students are well rested on the dates of testing.
- 5. Students Absent on the Test Day.** Plan to administer the test at a later date to all students who were absent when the test was initially given. Do not involve these students in any classroom discussions about the test prior to the time they take it.
- 6. Orientation of Test Administrators.** Everyone who will be administering the tests should become familiar with the detailed directions for administering the tests, which are provided in this manual. Schedule an orientation *prior* to the testing dates to enable test administrators to become adequately prepared. The orientation should include direct hands-on experience with the Performance Test if the test administrators have not had previous experience with that component. Your regional BOCES or large-city central office may provide assistance for conducting such orientation sessions.

Allow access to the Performance Test materials only to those who are scheduled to administer the Performance Test or to conduct the orientation. **These materials must remain under strict security conditions at all times** to preclude access to the test materials by students and other unauthorized persons.

- 7. Assembling the Test Materials.** Assemble all test materials at least one day before the test administration, except for the test booklets for the Written Test and the Performance Test, the scoring keys, and the Rating Guides.

## Administering and Scoring the Written Test

### Detailed Directions for Administering the Written Test

Make sure that sufficient quantities of all test materials are on hand. The following materials are needed for each student:

- test booklet
- answer sheet
- no. 2 pencil
- calculator

For the test administrator:

- detailed directions for administering and scoring the Written Test, pages 11-13 of this manual)
- test booklet (for demonstration purposes)
- answer sheet (for demonstration purposes)
- extra answer sheets and pencils
- instructions for completing the special codes grids on the separate answer sheet (*Note: The school must provide these instructions if the answer sheets are to be machine scored.*)

After the desks have been cleared of books and papers and when the students are ready to begin, say:

Today you are going to take a test in science. I will now give each of you a test booklet face up on your desk. Write your name and school on the cover. Do not open the booklet until I tell you to do so.

Distribute one test booklet, face up, to each student. Then say:

I will now give out the answer sheets. Please do not write on the answer sheet until I tell you what to do. Now, read the directions on the cover and on page 3 of the test booklet.

After the answer sheets have been distributed, give directions for completing the heading of the answer sheet. If the answer sheets are to be machine scored, provide directions for marking any machine-readable name or number grids. *Note: These directions must be developed by the school.*

If students do not understand how to mark the answer sheet, explain the appropriate directions until everyone knows what to do. Then say:

When I tell you to, turn to page 4 and begin work. When you are finished, close your test booklet and place it on top of your answer sheet.  
Now, turn the page and begin work.

Begin timing the two hours now. Note the time on a clock and record the time on the chalkboard or on a sheet of paper. A sample is shown below:

Start time: \_\_\_\_\_

Stop time: \_\_\_\_\_

Stop time less 15 minutes: \_\_\_\_\_

Stop time less 5 minutes: \_\_\_\_\_

Walk around the room and make sure that all students understand the directions and are marking their answer sheets correctly. Explain again the test-taking procedures to any student who appears to be having difficulty.

When 15 minutes remain, say:

You have 15 minutes left.

When 5 minutes remain, say:

You have 5 minutes left.

When the time is up, say:

Stop work. Put down your pencil. Close your test booklet and place it over your answer sheet.

No one, under any circumstances, may interpret or explain test questions to students, nor may anyone review or comment on the answer paper of a student while a test is in progress. In response to inquiries by students concerning the meaning or interpretation of test questions, students should be advised to use their own best judgment.

Students should remain quietly at their desks when they finish the test. The teacher may collect the test materials either as students complete the test or when most of the students have finished.

If the test is administered in a large-group situation, school administrators may prefer to allow students to hand in their test materials as they finish and then leave the room. If so, take care that students leave the room as quietly as possible so as not to disturb the students who are still working on the test.

### Scoring the Written Test

The student's raw score is determined as follows:

Part I—one credit for each multiple-choice question that the student answered correctly. There is no penalty for wrong answers. The scoring overlay provides a list of correct answers to the multiple-choice questions.

Part II—assign credits as indicated in the Rating Guide for the Written Test. A list of criteria for rating the open-ended questions on Part II is provided in that guide.

The separate answer sheets the Department provides for the Written Test may be either machine scored or hand scored.

- a. **Machine Scoring.** The separate answer sheets the Department provides can be machine scored only on NCS scoring equipment. For the convenience of scoring centers, the scoring key provides a list of correct answers. Schools should be sure to check with their scoring center concerning the procedure to be followed in preparing the answer sheets for machine scoring.

The separate answer sheet containing the multiple-choice answer grids also provides grids for recording a student's Part II and Performance Test scores. When filled in, these grids enable scoring centers to produce student records that include final student scores. Record the Performance Test scores in these grids after the Written Test is administered but before the answer sheets are machine scored.

- b. **Hand scoring.** For hand scoring the separate answer sheets, the Department provides a scoring key printed on translucent paper. Boxes printed on the scoring key indicate the correct answers. When the scoring key is aligned properly with the answer sheet, each correct answer will be visible in a box. To hand score the answer sheets, use the following procedures:
1. Scan each answer sheet to make certain that the student has marked only one answer for each question. If two or more answers have been marked, draw a horizontal line with colored pencil through all of the answer circles, so that no credit will be allowed for that question in scoring.
  2. Place the scoring key on the answer sheet so that the box indicating the correct answer for each question corresponds to the row of answer circles for that question.
  3. To obtain the raw score for the multiple choice questions, count the number of correct answers. Record the student's raw score in the appropriate box on the answer sheet.
  4. The student's raw score for Part II may be recorded in the appropriate boxes on the answer sheet after the Part II rating has been completed.
  5. Add the raw score for Part II to the raw score for Part I to determine the student's total raw score for the Written Test.
  6. The student's scores for each station on the Performance Test may also be recorded in the appropriate boxes on the student's answer sheet. Determine the student's total raw score for the Performance Test by adding the three station scores.
  7. Use the conversion table to convert these two total raw scores to a final score for the student.

## Administering and Rating the Performance Test

### Preparation

#### *Well in Advance of the Test Date:*

1. Notify school administrator(s) that you will be administering the Grade 8 Intermediate-Level Science Performance Test and that test security measures must be maintained. Notify other professionals and support staff of this test and the role that they may need to play.
2. Assemble and prepare all equipment according to the directions (pages 17-24) in this manual. The materials listed specify what is needed for a single station. Some commercial and public vendors have constructed kits that provide *most* of the specific equipment for each station. Although kits ordered from vendors should generally be the same, some kits may not be ready for immediate use, and additional time may be needed for preparation. The school may need to provide some miscellaneous materials such as marking pens, tape, or labels.
3. Contact the vendor for a replacement if a piece of equipment or material is missing or arrives broken. For this reason, it is imperative to check the materials well in advance of the test date.
4. Check all equipment and materials to be sure that they are enough for the number of students to be tested. A vendor's kit of materials usually provides for a maximum of 30 students. Each group of stations will accommodate three students, and students will move to each station within the group. If 30 students are to participate in the Performance Test, you will need 10 groups and equipment for 10 complete setups of each station. Each student will need one test booklet and a sharpened pencil. Check that enough booklets will be available for the number of students to be tested. Test administrators should have a supply of extra sharpened pencils on hand.
5. Check the equipment schools must provide: triple-beam balances, compound microscopes with at least two objectives, and hand-held calculators. Make sure that all balances can be "zeroed," all microscopes are in good working order, and all calculators have an energy source. The microscopes should have an eyepiece with 10× magnification, a lowest-power objective of 4× magnification, and a higher-power objective of about 10× magnification. Overall, the microscopes should give total magnifications of about 40× and about 100×.
6. Select and reserve a testing room. Once all the equipment has been prepared, it should take three to four person-hours to set up the room, one hour to conduct the assessment (for a class of 30 students), and one hour to disassemble the setup. For larger schools and schools where the test will be given early in the school day, station setup can be done the day before and secured overnight. Do *not* leave test booklets out overnight.
7. **Plan the layout of the room. This is an essential step in the process of Performance Testing.** The testing room must have flattop student work spaces (student tables, lab tables, library tables, or cafeteria tables) in sufficient numbers for the number of students to be tested. An individual student desk may be too small to accommodate all the equipment for a station plus provide room for the student to write. It may be possible to place two smaller individual desks together to make a larger work area for one station. Determine how many tables will be needed and how they will be arranged in groups of three stations each (see page 16). The room may need to be large enough to accommodate 8–10 groups (24–30 students) comfortably. Students will need to move (either sideways or front-to-back) among stations within their group with as little confusion as possible. An important consideration is the location of Station 1, which requires the use of a microscope. If the microscope uses a mirror, it should be positioned so that it has

enough light but not direct sunlight. If it has an electrical light source, it must be positioned near an electrical outlet.

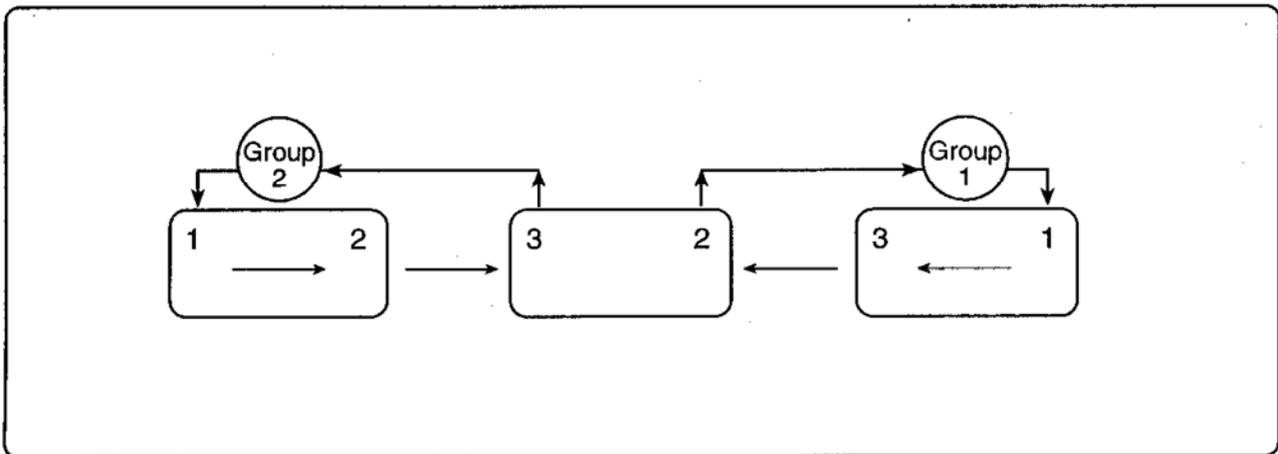
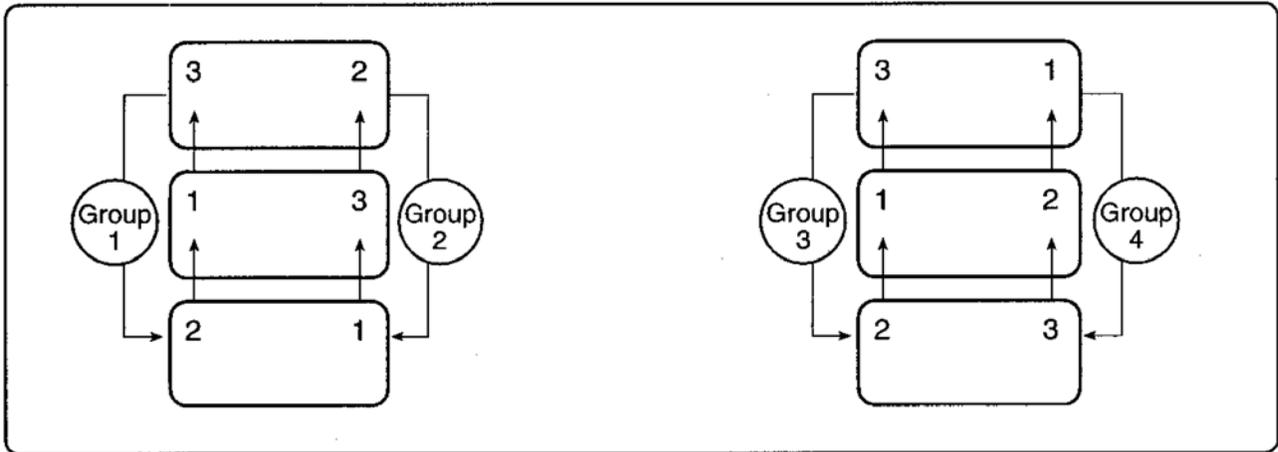
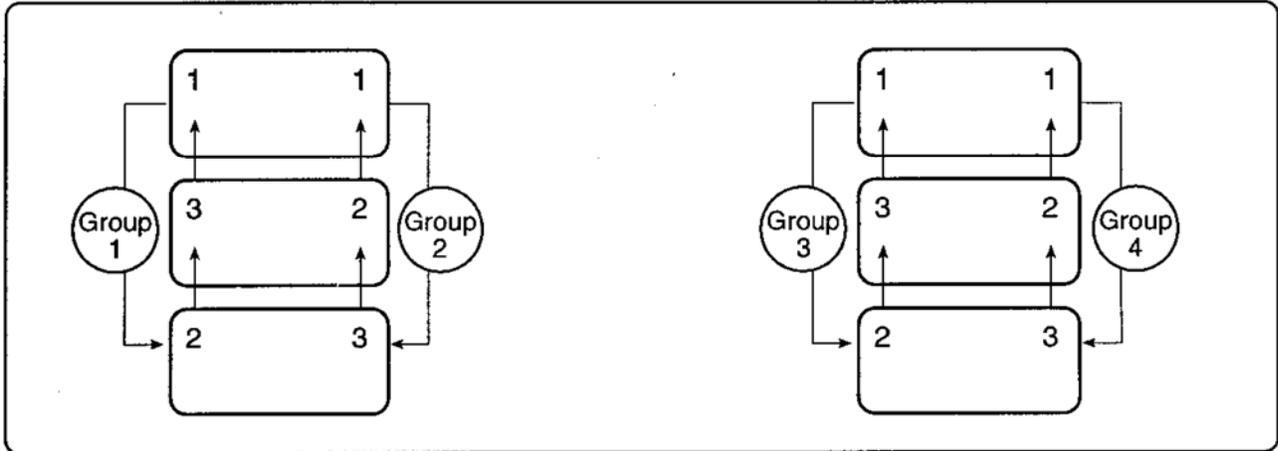
8. Check that all print materials from the State Education Department are ready. These include the student test booklets; directions for setting up the stations; detailed directions for administering the test; Station Diagrams for Stations 1, 2, and 3; and a Rating Guide.
9. Check that at least two adult test administrators (two professionals, or one professional and one paraprofessional) have been trained and are totally familiar with the test protocols and the equipment. These adults will administer the test, direct student movement, and handle equipment issues. In addition, teachers or aides assigned to students with an IEP assessment alternative may be present. They should receive training regarding the procedures used in this assessment. To minimize possible distractions during the testing, other adults should *not* be invited to attend.

***One Day Prior to the Test or Early Morning on the Test Date:***

1. Prepare a diagram of the room layout of the stations.
2. Arrange the tables into groups of three stations each. Remember that natural or artificial lighting is needed for the microscopes, so locate all Station 1 setups first. Set up each station according to the directions provided in the section of this manual entitled “Preparing Each Station,” pages 17–24. The materials listed specify what is needed at each station for each group that is being tested. The stations do not need to be in numerical order. Arrange the equipment exactly as it is shown on the Station Diagram.
3. Assign a group number to each set of Stations 1, 2, and 3. Use this numbering system to tell students which group they are in. This number will be recorded on the cover of each student’s test booklet. The group number will be important when rating students’ responses based on specific materials. For Group 1, the station setups should include Block B–1 and Slide X–1; for Group 2, the station setups should include Block B–2 and Slide X–2; etc.
4. Write the school name on the chalkboard so that students can correctly and quickly record it in their test booklets.
5. Instruct students *not* to bring any items with them to the testing room. However, reserve a location near the door for the quick placement of items that students might bring with them, such as books, bookbags, and coats.
6. Give students the opportunity to visit the rest rooms prior to the testing session.
7. Place a sharpened pencil and one copy of the student test booklet face down at each station just before students enter the room. Have a supply of extra sharpened pencils available.

## Partial Diagrams of Typical Classroom Setups Three Typical Group Setups

Electric Outlets or Windows



Windows

Electric Outlets

## Preparing Each Station

Detailed directions for setting up each station follow. They include a list of the materials needed for that station, a Station Diagram, and specific suggestions for preparing the materials and setting up the stations. Refer to the diagram of the setup for your testing room to determine how many individual station setups you will need.

### Station 1: Sorting Creatures

**Time:** 15 minutes

#### Materials for one station:

- Black permanent marker
- Collection of six specific plastic creatures
- Index card (3" × 5", unlined)
- Masking tape
- Microscope with an eyepiece of 10× and at least two lenses providing total magnification of about 40× and 100×)
- Slide A—slide of grid with 1-cm squares (graph paper)
- Slide X—microscopic specimen: (recommend *Drosophila*—*must clearly show six legs*)
- Sorting Chart (8½" × 14"), laminated

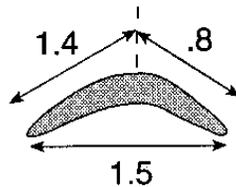
#### Preparation (to be done prior to the test date):

1. When setting up the room, determine the location of this station first. This is important because the microscope may need an electrical outlet for a light source or good natural lighting if it uses mirrors. Do *not* place microscopes where direct sunlight could hit the mirror and reflect into a student's eye.
2. Appendix IV provides a master for the Sorting Chart. It should be on an 8½" × 14" sheet of paper (preferably laminated).
3. Use a permanent marker to label each of the six specific plastic models with its corresponding letter. Place the capital letter on the underside of each creature.

A	red centipede	D	red/black ant
B	black/green fly	E	brown/black spider
C	green/blue dragonfly	F	black/brown bristletail

4. The microscope should have an eyepiece of 10×. The lowest power objective should provide about 4× magnification. The highest power objective should provide about 10× magnification. These will provide total magnifications of about 40× and about 100×. If the microscope has a higher objective than these two, it should be covered so that students will not use it. This can be done by wrapping a piece of lens paper over it and securing the paper with masking tape. (*Note:* Microscopes in a school's inventory may have a total lowest magnification of 100×. These should work if students are accustomed to moving specimens across the field of view to determine measurements. You must also provide a second objective larger than 10×. If a microscope has only two objectives, 10× and 40×, both of these objectives should be available for the students' use; neither should be covered.)

5. Prepare a *Slide A* for each Station 1. This is a permanent slide that can be made from a section of graph paper ruled every 1.0 mm. Cut out a 1.0-cm × 1.0-cm section of the graph paper. Use clear transparent tape to mount the graph-paper section in the center of the blank slide. Label this *Slide A*. Place *Slide A* on the index card. (*Note:* Some vendors may provide slides with grid lines printed directly onto the slides.)
6. Prepare a *Slide X* for each Station 1. Dry and mount a *Drosophila* under a cover slip so that all six legs are clearly visible. Specimens should be approximately 2-2.5 mm in length. (These specimens are available commercially.)
7. Use consecutive numbers to label the microscopes 1, 2, 3, etc. These numbers will indicate which group used that microscope. Fill out the Test Administrator's Record Sheet (Appendix III) for each microscope by recording the lowest power and the field of view to the nearest 0.5 mm.
8. Use consecutive numbers to label the *Slide X* samples, e.g., X-1, X-2, X-3, etc. These numbers will indicate which group observed that slide. Place *Slide X* on the index card.
9. Once a *Slide X* has been placed at each Station 1, examine the slides under lowest power *using the microscope at that station*. In the table on the Test Administrator's Record Sheet, record the length of the *Drosophila* on each slide to the nearest 0.5 mm. A simple method for determining the length of the *Drosophila* is to place *Slide A* on the microscope stage and place *Slide X* on top of it. Focusing on these two slides will easily show the size of the *Drosophila*. **Note:** Some of the *Drosophila* specimens are bent and could be measured by adding the two sections or by measuring across from head to end. Do *not* include the antennae, legs, and wings. If possible, replace these slides. If not, make a note of both values on the Test Administrator's Record Sheet. For example:



(Not drawn to scale)

If the specimens were bent as illustrated above, both  $1.5 \pm 0.5$  mm or  $2.0 \pm 0.5$  mm can be accepted.

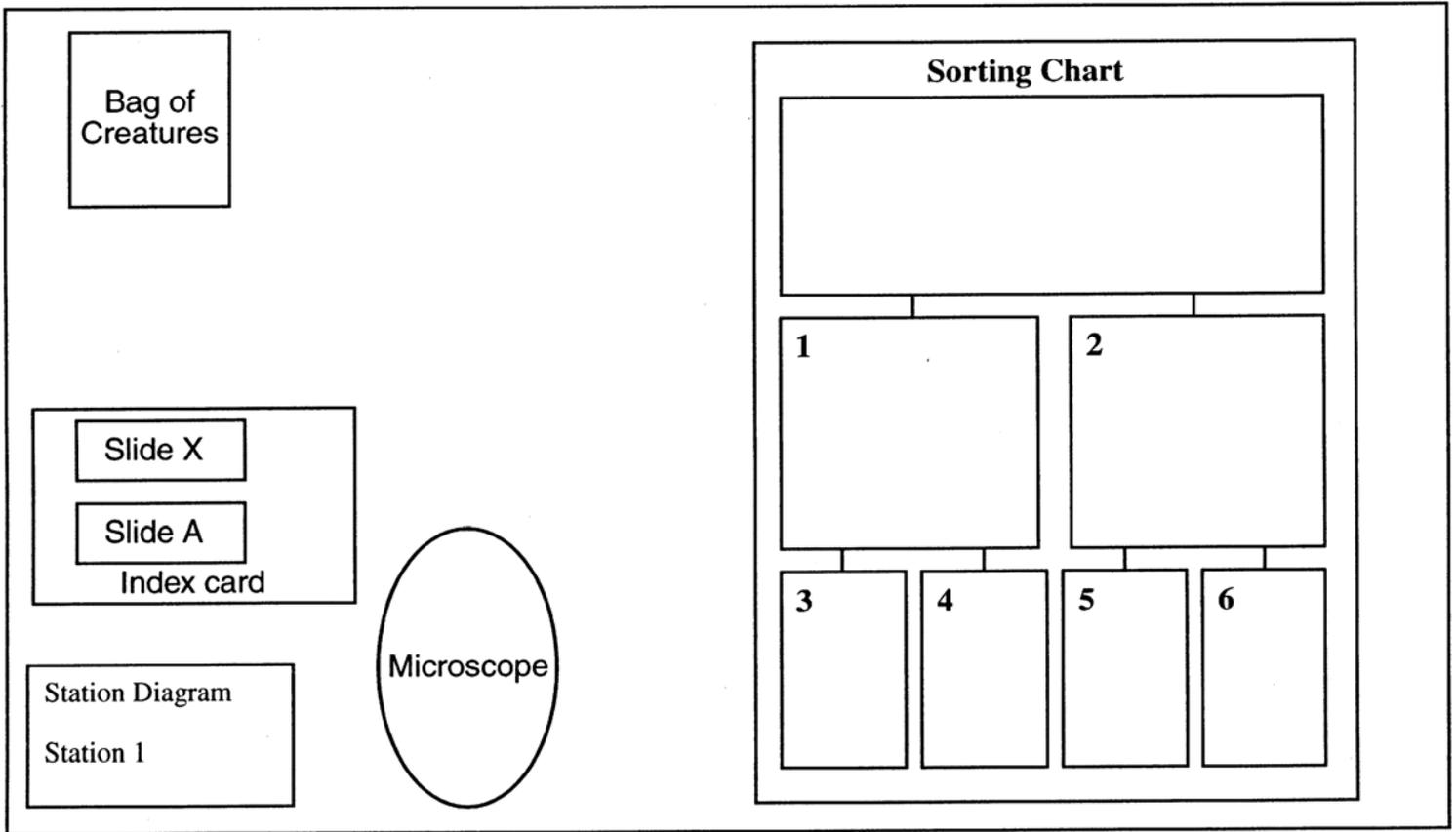
10. Use masking tape to secure the Station Diagram in the lower left corner of the desk/table.
11. Place the equipment at the station so its location agrees with the Station Diagram on the next page.

**Safety:**

1. When positioning a microscope with a mirror, be sure that the mirror will not be pointed directly at the Sun any time during the testing sessions.
2. Alert students about handling sharp-edged microscope slides.
3. Monitor the students for safe use of the microscopes.
4. If electrical extension cords are used, take care that students do not trip or push against them as they move among stations. If necessary, tape the cords to the floor and/or flag them so that they can be easily seen.
5. Do not place electrical lights or extension cords near water faucets.

# Station Diagram

## Station 1: Sorting Creatures



## Station 2: Ramp and Golf Ball

### Materials for one station:

- Black permanent marker
- Carpet tape or duct tape
- 5-gram mass or 25-cent coin
- Golf ball
- Masking tape
- Resealable plastic bag
- Ping-Pong ball
- Place mat with measuring strip
- Round plastic container with hole
- Ruler with groove
- Support block(s)
- Labels

### Preparation (to be done prior to the test date)

1. The round plastic container should be transparent or translucent, about 12 cm in diameter (1-pint size), and about 15 g in mass, e.g., a deli container. From the rim, cut a hole (about 6 cm × 6 cm) to allow enough room for the golf ball to roll inside. (Some vendors may have already done this step.) This is the front of the cup.



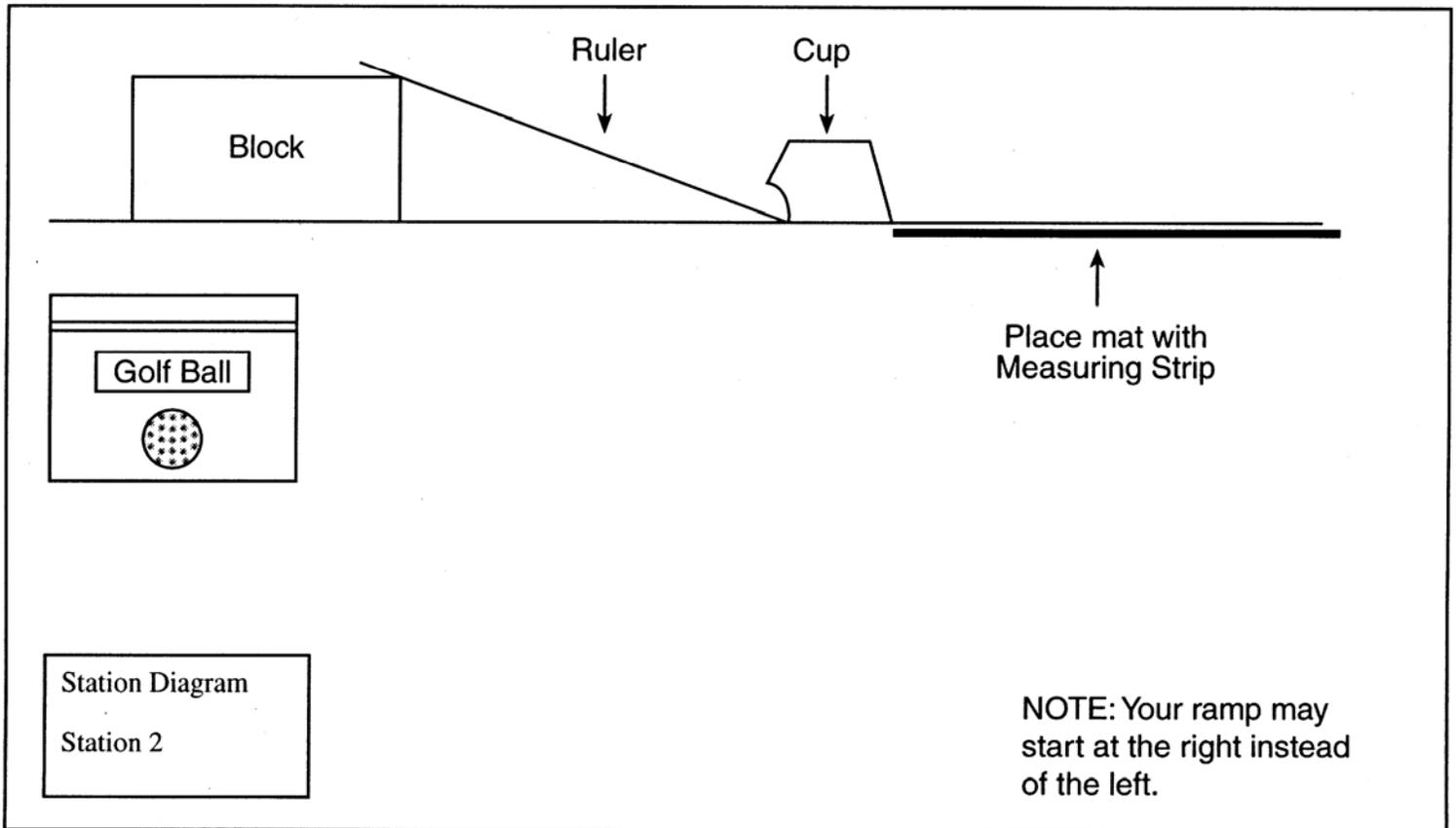
2. The grooved plastic ruler serves as the ramp for rolling the golf ball. Allow only the metric units to show on the ruler. Cover the standard units (inches) with black permanent marker or duct tape. Be sure the tape does not get into the groove of the ruler, as it may interfere with the roll of the ball. The ruler's zero mark should be at the end of the ruler, *not* indented.
3. Appendix V provides a master for the place mat. Make it on an 11" × 17" sheet of paper (preferably laminated).
4. A block of wood about 5–6 cm in height will serve as the ramp support.
5. Assemble the ramp setup as described below, but do *not* tape any equipment down until everything has been put in place and tested. The ramp must be set up so the ball does not push the cup off the table.
6. Use masking tape to secure the Station Diagram in the lower left corner of the desk/table. Refer to the diagram when setting up the station.
7. Place the ruler's 28–29-cm mark at the edge of the ramp support and the ruler's zero mark on the table. Slip the place mat under the ruler so that it is aligned with the "End of Ramp Ruler" mark (about 1 cm inside the edge of the place mat).
8. Place the ramp support to the back and far left of a level desk/table so that the ruler will slope down from upper left to lower right. The ruler's numbers must be on the side of the ruler nearest the students (even if the numbers are upside down). If the numbers are not on the student's side, reverse the ramp position to the back and right of the desk. (*Note:* if this is the case, the Station Diagram will not exactly match the setup.) Place the ramp back far enough on the desk/table so that the student has plenty of room to write in the test booklet.
9. Place the cup on the place mat's "Starting Circle," 1 cm away from the end of the ruler, with the cup's opening toward the ruler.

10. Place a 5-g mass or a 25-cent coin on the top of the cup and secure it in two directions with masking tape. Try rolling the golf ball from the 28–29-cm mark. The back rim of the cup should slide and stop beyond the 15-cm mark on the place mat. Release the ball from the 10-cm and 25-cm marks to be sure to have a good range of values for the distance that the cup slides. (If the ramp is too steep, the ball will bounce down the ramp and on the table giving inconsistent results.)
11. Once you have determined the correct height of the ramp, tape down the corners of the place mat. Then tape the base of the support block(s) to the table. Use carpet tape to secure the bottom of the block. If using duct tape (or masking tape), secure strips of tape against the side of the block. Do this on all four sides of the block. (If the block should slip during setup, reset the block by using the ruler as a guide to the place mat.) On the underside of the ruler at the 0-cm and the 29-cm marks, place carpet tape to secure the ruler. (You can also use duct tape or masking tape that has been rolled back on itself so there are two sticky sides.) When the ruler is put into place, its 0-cm mark should be on the place mat and the support should be at the 28–29-cm mark. Place two additional strips of tape across the ruler at the 29-cm mark, following the ruler’s contour, and secure it to the support. If the tape is too tight, this will lift the other end of the ruler off the place mat.
12. Release the golf ball from the 29-cm mark again to be sure that the whole system is working correctly and the cup is not pushed off the table. (*Note:* As more students use the setup, the place mat may become smoother, and the cup will travel farther.)
13. Place the golf ball into a transparent, resealable bag that is labeled “Golf Ball,” and put it on the desk/table.
14. Place a Ping-Pong ball into a transparent, resealable bag that is labeled “Ping-Pong Ball” and “Do Not Open.” Use masking tape or duct tape to cover the seal on the bag so that it cannot be opened. The test administrator will give a Ping-Pong ball to the student upon request.
15. Place the equipment at the station so its location agrees with the Station Diagram on the next page.

<b>Safety:</b> Routine laboratory safety procedures are required.
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# Station Diagram

## Station 2: Ramp and Golf Ball



### Station 3: Woods and Water

#### Materials for one station:

- Balance (triple beam, 0.1 g)
- *Block A* (3.7-cm cube) in plastic resealable bag (pine, maple, or other wood with a density  $<1.0 \text{ g/cm}^3$ )
- *Block B* (2.5-cm cube) (lignum vitae or other wood with a density  $>1.0 \text{ g/cm}^3$ , available in science stores or wood specialty stores)
- Hand-held calculator
- Paper towels
- Black permanent marker
- Ruler (metric)
- Transparent plastic cup (5 oz) with water
- Plastic bag (resealable)
- Masking tape
- Labels

#### Preparation (to be done prior to the test date):

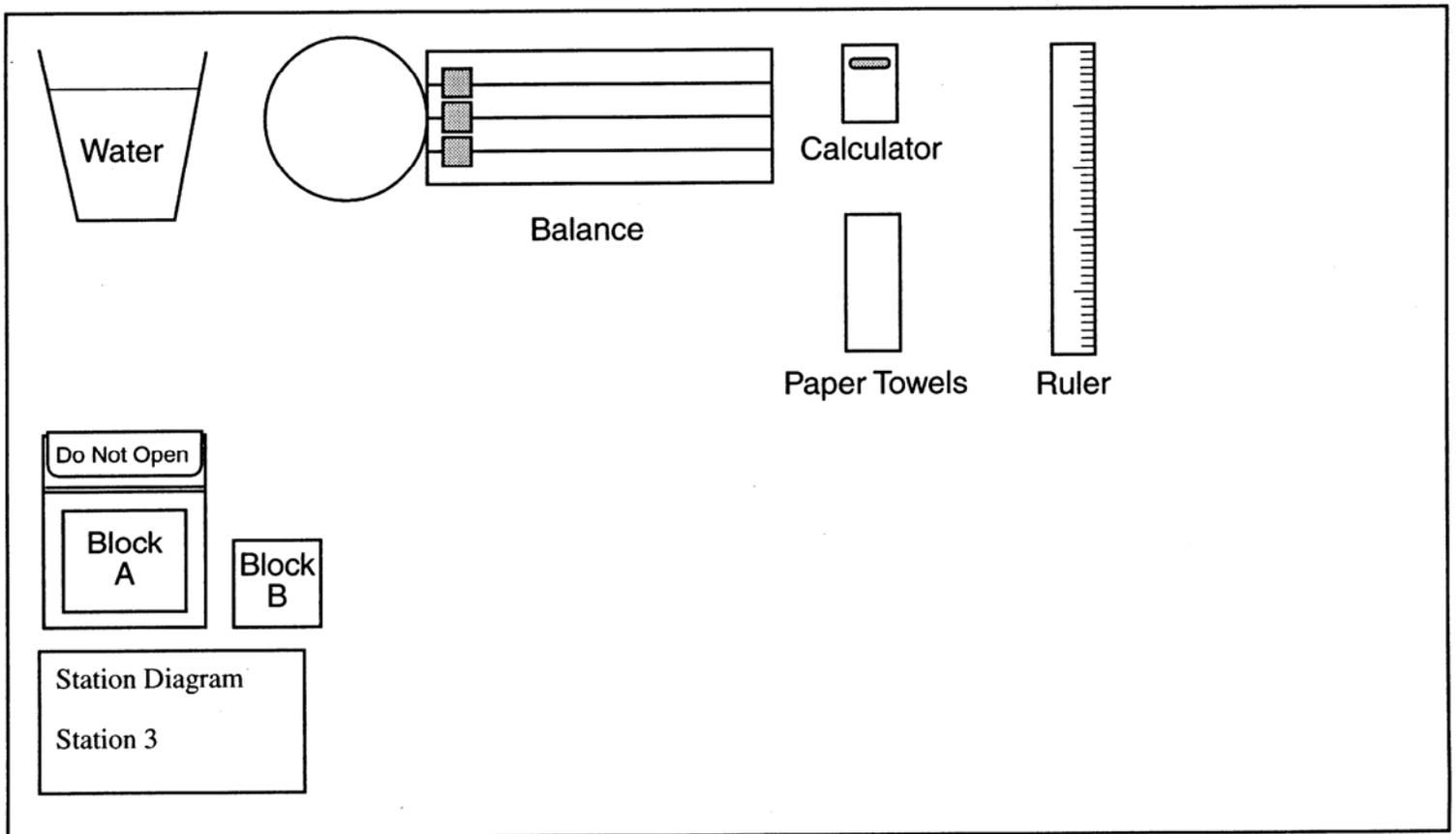
1. The triple-beam balance must be mechanical and measure to the nearest 0.1 g. Do *not* use electronic balances. Do *not* place balances at locations near windows or doors if they will be open during testing. Air breezes may cause balance arm to oscillate while the student is measuring.
2. The ruler must have only metric units showing. All other units must be covered with tape or marked over with permanent marker. Be sure the tape does not get into the groove of the ruler. The 0-cm mark should be at the end of the ruler, not indented.
3. Use consecutive numbers to label the balance for each group. These numbers will indicate which students worked with that balance.
4. Block A should be about 3.7 cm on each side. Block A's density should be about  $0.7 \text{ g/cm}^3$ . Place Block A in a resealable plastic bag labeled "Block A" and "Do Not Open." Secure the bag with duct tape, masking tape, or a label so that it can *not* be opened.
5. Block B should be about 2.5 cm on each side. Block B's density should be about  $1.3 \text{ g/cm}^3$ . Replace any Block B's that are not cubes with all sides approximately equal. (Lignum vitae may be purchased from a science store or wood specialty store.)
6. Label each face of the block with the letter "B." Use consecutive numbers to label the Block B samples for each group, e.g., B-1, B-2, etc. These numbers will indicate which group worked with that block.
7. Record the length of one side of the Block B samples on the Test Administrator's Record Sheet (Appendix III). Round length to the nearest 0.1 cm.
8. Once a Block B has been placed at each Station 3, find the mass of each block *using the balance at that station*. Record your results on the Test Administrator's Record Sheet. **Note:** The mass of Block B may be slightly greater at the end of the day. After the testing sessions are over, record the mass of Block B specimens again to be certain that the mass did not change appreciably. If this is the case, make notes on the Test Administrator's Record Sheet.
9. Calculate and record the volumes of the Block B samples on the Test Administrator's Record Sheet.
10. Calculate and record the density of the Block B samples on the Test Administrator's Record Sheet.
11. The plastic cup should be large enough for Block B to sink in about  $\frac{1}{2}$  cup of water. It should be easy for the student to remove Block B from the cup.
12. Test all Block B specimens to be certain that they sink when placed in the cup of water.
13. Use masking tape to secure the Station Diagram in the lower left corner of the desk/table.
14. Place the equipment at the station so its location agrees with the Station Diagram on the next page.

**Modifications:** Any triple-beam balance that students are familiar with is acceptable as long as it is mechanical and able to measure to the nearest 0.1 g.

**Safety:** Routine laboratory safety procedures are required.

# Station Diagram

## Station 3: Woods and Water



## Detailed Directions for Administering the Performance Test

1. This assessment is a timed test. Students should be provided the opportunity to visit the rest rooms prior to coming to the exam room so that an unscheduled interruption does not occur during the testing period.
2. Teachers should tell students not to bring bookbags, coats, books, or such items to the testing room. These items will get in the way when students rotate among stations.
3. Just before the testing period begins, make sure that all microscope lamps are turned on (or microscope mirrors can get indirect light), the balances are at zero, and the calculators are at zero.
4. Quickly bring students into the testing room, first filling those stations farthest from the door. It does not matter which station students go to first because each student will eventually be doing all tasks. Instruct students *not* to touch the equipment and *not* to open the test booklet until they are instructed to do so.
5. If you must take attendance, save time by waiting until students are working at their stations.
6. Do *not* attempt to explain to students at the beginning of the test how to move among stations within the group. Present that information after they complete the first task and then again after the second task
7. If students have questions during the test, you may give assistance for lost or broken equipment or safety issues. However, for most questions you should answer only, “Read it again,” “Sound out the word(s),” or “Do your best,” etc.
8. You must *not* give assistance to students on how to perform a procedure or acknowledge that the student is performing a correct *or* an incorrect procedure. This is not the time to be providing instruction. The purpose of this test is to determine what the student is able to do. Exceptions to this would be safety concerns or specific provisions in a student’s IEP for allowable testing accommodations.
9. Use a timing device, stopwatch, or clock with a sweep-second hand to provide accurate time splits of 10 minutes, 13 minutes, and 15 minutes. If you use a clock with a sweep-second hand, note the start time and splits on a piece of paper, the chalkboard, or the Test Administrator’s Record Sheet. See the chart below as an example:

Time	Say:	First Station	Second Station	Third Station
Start Time	“You may begin work.”			
Start Time + 10 minutes	“You have 5 minutes left.”			
Start Time + 13 minutes	“You have 2 minutes left.”			
Start Time + 15 minutes	“Stop working.”			

10. Be sure to collect a test booklet and pencil from *each* student before the students leave the testing room.

## Detailed Directions to Students Being Administered the Performance Test

Students will be anxious to get started. When students are at their first station and ready to work, quickly read aloud to the students the scripts that are in the boxes that follow. (Information in italics or in parentheses or information that is outside the boxes is information for you and your colleagues and is *not* to be read aloud.) Do *not* count this direction-reading stage as part of the time for completing the first task.

Good morning (afternoon). Today, you will be taking a science skills test. I think you will enjoy it because you will be able to use science equipment to help you answer the questions on the test. Please listen carefully, follow my directions and the directions in your test booklet, and do your best work.

If you do not have a test booklet and a pencil at your station, raise your hand. *(short pause)*

Print your name on the cover of your test booklet and put a check mark to indicate whether you are male or female. *(pause)* Write in the name of our school as I have it written on the chalkboard. *(pause)* Write your group number. I will tell you which group you are in. *(Assign a number to the students in each group. This number can be determined by the number on Block B at Station 3 and Slide X at Station 1. For example, Group 4 should have Block B-4 and Slide X-4, etc.)*

Keep this test booklet and pencil with you throughout the test. They will be collected at the end of the test.

Look at the cover of your test booklet. Let's read the test directions together. You read along silently while I read aloud.

"This booklet contains science performance tasks located at three different stations: 1, 2, and 3. During this skills test, you will work at all three stations. You are already seated at one of these stations. Use the materials at each station to help you do the tasks."

"At each station you will have 15 minutes to finish your work. Continue working until you see the word **"STOP"** at the bottom of the page or until the 15 minutes are up. If you have extra time, check your work, or wait quietly."

"Do not help other students or ask others to help you. Everyone should work alone. There must be no talking between students during this test."

"Read the description of each station carefully. Read carefully all of the directions in boxes. All of your answers must be recorded in this test booklet."

"After you complete the tasks at each station, please leave the station the way it is shown on the Station Diagram. This diagram is located in the lower left corner of your station."

Do *not* try to explain at this time how the students will be moving from station to station. Leave that information until after they complete the first station (and then again after they complete the second station).

**The directions that follow will be repeated three times during the testing session.**

**START HERE when reading directions for the second and third stations.**

Look at the bottom left corner of your desk/table. The Station Diagram gives the number and the title of the station where you will be working. Open your booklet and find that station.

Pause and look around to be sure that everyone has found the correct place.

Look at the Station Diagram again. Check to see that you have all the equipment shown on the diagram and that the equipment is located where it should be. If you are missing equipment, raise your hand. (*pause*)

Resolve any equipment problems.

You may begin work. Start by reading the description of the task in the box at the top of the page.

**Begin timing the 15 minutes now.**

Start a stopwatch or note the time on a clock with a sweep-second hand. Record the time on the chalkboard or on a sheet of paper. A sample chart is shown below.

<b>Time</b>	<b>Say:</b>	<b>First Station</b>	<b>Second Station</b>	<b>Third Station</b>
Start Time	“You may begin work.”			
Start Time + 10 minutes	“You have 5 minutes left.”			
Start Time + 13 minutes	“You have 2 minutes left.”			
Start Time + 15 minutes	“Stop working.”			

Remember that you can provide only limited assistance to the students. If students have questions during the test, you may give assistance only for lost or broken equipment, safety issues, or specific provisions in a student’s IEP for allowable testing accommodations. For most student questions, you should answer, “Read it again,” “Sound out the word(s),” or “Do your best,” etc. You must *not* give assistance to students on how to perform a procedure or acknowledge that the student is performing a correct *or* an incorrect procedure. This is not the time to be providing instruction. The purpose of this test is to determine what the student is able to do.

*For students at Station 1, Sorting Creatures:* Be sure that students are recording their answers in the test booklet after performing the sort using the separate sorting chart.

*For students at Station 2, Ramp and Golf Ball:* While at this station, the students will raise their hands to return the golf ball. Do *not* give the students the Ping-Pong ball at this time. Wait until the students raise their hands a second time.

After 10 minutes, say:

You have 5 minutes left.

After 13 minutes, say:

You have 2 minutes left.

After 15 minutes, say:

Stop work.

Please put all the equipment back the way it is shown on the Station Diagram. Put the microscopes back to lowest power; put the balances back to zero; put the calculators back to zero. (*pause*)

Before the students rotate to the next station, check to be sure all equipment and materials are positioned as shown in the Station Diagrams. Be sure that the Ping-Pong balls have been collected and the golf balls have been returned to each Station 1 setup.

You are now going to move to your next station. I will show you how to do that. Be sure to take your test booklet and pencil with you.

Because stations have been arranged in groups, student movement can be kept to a minimum. Take one group and demonstrate for the whole class how students will move to the next station. Then let each group move one at a time and provide help when necessary. When all the students have moved, repeat the directions that start on page 27 until the testing session is completed.

**When the students have completed ALL THREE STATIONS, say:**

The science skills test is over. Thank you for being so attentive and cooperative during the test. Please wait quietly until all test materials are collected and you are dismissed.

Be sure to collect the test booklets and pencils from all students before they leave the room. Return all unused test booklets and materials to the Department according to the instructions on page 6 of this manual.

## Rating the Performance Test

The Rating Guide for the Performance Test, Form A, gives detailed directions for rating the Performance Test and specific criteria for rating each item. It is printed on yellow paper and was included in the shipment of test materials from the Department. In rating the students' test booklets, each rater should follow the procedures in the Rating Guide.

The rating should be completed as soon as possible after the test administration, but only after the teachers have become familiar with the rating criteria and the procedures to be followed in rating the students' test booklets. Each teacher who will be a rater should be provided with a copy of the Rating Guide for the Performance Test, Form A. The raters should meet for a group discussion of the items and the rating criteria prior to rating the test booklets. Selection of a set of student answers for use as a training exercise with the raters is also recommended.

## Organizing the Rating Process

The following is a suggested procedure for managing the mechanics of the rating process.

1. Designate one person as the coordinator of the rating process. The coordinator may be appointed at either the building or the district level. He or she may be responsible for actually rating all the student test booklets or for training and supervising raters.
2. Set aside one room as a central rating room for collecting, sorting, circulating, and storing test booklets and for preparing and maintaining records.
3. Provide adequate time for rating during the school day, preferably not after 3:00 p.m. when rater fatigue could become a factor.
4. Make sure each rater receives approximately the same number of booklets. If the test booklets are kept in classroom bundles, take care that teachers do not rate their own students' test booklets.
5. Immediately before the rating of the students' answers to the Performance Test, allow time to provide training for all raters (even if they have received prior training). If possible, select at random 10–15 student test booklets and duplicate them for use as a “warm-up” exercise with the raters for discussion of the questions, the criteria, and the rating of each item. During the training exercise, after three or four complete student test booklets have been rated, ask the raters to indicate, by a show of hands, how many credits they gave each answer. If there is some disagreement about the number of credits to be awarded an answer, ask raters who gave different credits to an answer to explain their rating by citing specific criteria from the Rating Guide. *Note:* The samples of acceptable answers provided in the Rating Guide are not the only possible correct answers. Other answers that convey the same general meaning as those given in the guide should also receive credit. Raters may find it helpful to discuss questionable student answers with other raters.
6. You may wish to have a set of stations available to check the accuracy of questionable student answers by actually performing the task for which the answer was given. This procedure will be particularly important in scoring Station 1. Raters should have a sorting chart and set of creatures available.



## Appendix I

### Materials Needed to Administer the Performance Test, Form A

The New York State Education Department will provide the test booklets, Rating Guides, and other printed administration materials. Schools are responsible for obtaining the materials needed for the performance tasks. Schools can either prepare these materials or purchase the materials in a complete kit from one of several vendors. Schools might want to contact the vendor that has supplied them with kits in the past. A list of materials that will be needed for *one* setup for each of the three stations appears below.

**Schools will need to provide microscopes, triple-beam balances, and hand-held calculators.**

#### Station 1: Sorting Creatures

##### *Materials for one station:*

- Black permanent marker
- Collection of six specific plastic creatures
- Index card (3" × 5", unlined)
- Masking tape
- Microscope with an eyepiece of 10× and at least two lenses providing total magnification of about 40× and 100×
- Slide X—slide of microscopic specimen: (recommend *Drosophila*—*must clearly show* six legs)
- Slide A—slide of grid with 1-mm squares
- Sorting Chart (8½" × 14", laminated)

#### Station 2: Ramp and Golf Ball

##### *Materials for one station:*

- Ruler with groove (metric)
- Round plastic container with hole
- Support block(s)
- Place mat with measuring strip
- 5-gram mass or 25-cent coin
- Golf ball
- Masking tape
- Ping-Pong ball
- Carpet tape or duct tape
- Black permanent marker

#### Station 3: Woods and Water

##### *Materials for one station:*

- Balance (triple beam, 0.1 g)
- *Block A* (3.7-cm cube) in plastic resealable bag (pine, maple, or other wood with a density <1.0 g/cm<sup>3</sup>)
- *Block B* (2.5-cm cube) (lignum vitae or other wood with a density >1.0 g/cm<sup>3</sup>, available in science stores or wood specialty stores)
- Hand-held calculator
- Paper towels
- Black permanent marker
- Ruler (metric)
- Transparent plastic cup (5 oz) with water
- Plastic bag (resealable)
- Masking tape
- Label



## Appendix II

### Comparison of Possible Performance Test Sites

<b>SITE: CLASSROOM</b>	
<i>Advantages</i>	<i>Disadvantages</i>
Ease of station preparation Furniture already at site Good station-to-station movement Only classroom teacher and students will be disrupted Secure location	Need to relocate the teacher and students whose room is being used for the duration of the testing
<b>SITE: LIBRARY</b>	
<i>Advantages</i>	<i>Disadvantages</i>
Large space Tables and/or carrels and chairs at site Secure location	May disrupt more teachers and students than classroom site Library unavailable for other uses during testing
<b>SITE: CAFETERIA</b>	
<i>Advantages</i>	<i>Disadvantages</i>
Large space Tables and chairs at site	May disrupt a large number of teachers and students Unavailable for other uses during testing Poor security Breakfast/lunch program may interrupt the testing Poor acoustics and high noise levels May need to disassemble and reassemble stations before and after lunch
<b>SITE: SCIENCE ROOM</b>	
<i>Advantages</i>	<i>Disadvantages</i>
Large space Tables and/or carrels and chairs at site Secure location Science materials on site Counters with electrical outlets for microscopes	May disrupt more teachers and students than classroom site
<b>SITE: GYMNASIUM</b>	
<i>Advantages</i>	<i>Disadvantages</i>
Large space	May disrupt large numbers of teachers and students Need to move tables or desks and chairs into space Poor security Poor acoustics Not a familiar testing site for students May need to disassemble and reassemble stations to accommodate physical education classes
<b>SITE: HOME AND CAREERS CLASSROOM</b>	
<i>Advantages</i>	<i>Disadvantages</i>
Large space Counters with electrical outlets for microscopes	May disrupt more teachers and students than classroom site



## Appendix III

### Grade 8 Intermediate-Level Science Performance Test, Form A

#### Test Administrator's Record Sheet

This record sheet should be completed by the person(s) administering the Performance Test. At the conclusion of the test administration, return this completed record sheet with the student test booklets. **The information on this record sheet is needed to score the tests.** Be certain to fill in both sides of this sheet completely.

Test Administrator(s): \_\_\_\_\_ Date: \_\_\_\_\_

School Name: \_\_\_\_\_ School District: \_\_\_\_\_

#### Station 1: Sorting Creatures

##### Microscope Power and Data for *Drosophila* on Slide X

Group	Lowest Power Available on Microscope	Field of View Diameter (to nearest 0.5 mm.)	Acceptable Range for Field of View ( $\pm 0.5$ mm)	Length of <i>Drosophila</i> (to nearest 0.5 mm.)	Acceptable Range for Length ( $\pm 0.5$ mm)	Number of Legs That Are Clearly Visible	Acceptable Range for Number of Legs ( $\pm 1$ )
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

[OVER]

**Station 3: Woods and Water**  
**Mass, Length, and Volume for Block B**

Group	Mass (to nearest 0.1 g)	Acceptable Range ( $\pm 1.0$ g)	Length of One Side (to nearest 0.1 cm)	Acceptable Range ( $\pm 0.1$ cm)	Volume (to nearest 0.1 cm <sup>3</sup> )	Acceptable Range ( $\pm 3.0$ cm <sup>3</sup> )	Density (to the nearest 0.1g/cm <sup>3</sup> )
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

*Note:* If any materials used during the test administration were different from those specified in Appendix I or if the administration directions were not followed exactly as written, note these differences below. Be specific. These variations can be important when scoring the students' test booklets.

## **Appendix IV**

### **Station 1—Sorting Chart (to be reproduced on 8½" × 14" paper and laminated)**



# Sorting Chart

Place all the creatures here. Move the creatures in and around the appropriate boxes as you answer the questions.

Question: Does this creature have more than six legs?

1

Yes

Question: (Record your question in the test booklet.)

2

No

Question: (Record your question in the test booklet.)

3

Yes

4

No

5

Yes

6

No



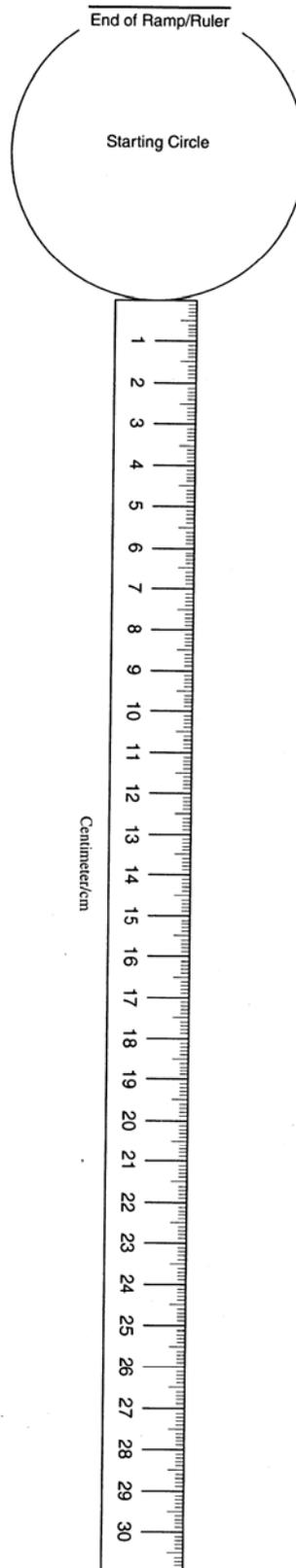
## **Appendix V**

### **Station 2—Ramp Place Mat (to be reproduced on 11" × 17" paper and laminated)**



# Ramp Place Mat

For actual size,  
enlarge to 155%  
and print on  
11" X 17" paper.





**Appendix VI**  
**Class Record Sheet**  
**Distribution of Final Test Scores**

**Class Record Sheet**

Schools that compile student scores by hand can use the Class Record Sheet to record scores of each class on the Written Test and the Performance Test. Make one copy of the sheet for each class.

Nonpublic schools *must* complete this Class Record Sheet and return it to the address below, along with the students' original, scored, scannable answer sheets. The Department will not return these materials, so schools should make photocopies for their records.

Carolyn Bulson  
Information and Reporting Services  
Room 868 EBA  
New York State Education Department  
89 Washington Avenue  
Albany, NY 12234

**Distribution of Final Scores**

These data can be developed into a distribution of final test scores for local use. Complete the steps below.

1. Using the Class Record Sheet, tally the number of students who achieved each final test score value.
2. Count the tallies and write the number in the frequency column (F).
3. Complete the cumulative frequency column (CF) beginning with the final test score of 0. For each final test score, add the frequency to the CF for the previous final test score to get the next CF value.

Once completed, the CF column can be used to determine how many students scored at or below a given final test score. For example, a school might be interested in knowing the number of students whose scores were below 65 because those students will require academic intervention services.



## Class Record Sheet

### Grade 8 Intermediate-Level Science — January/June 2003

School Name: \_\_\_\_\_

Class/Teacher: \_\_\_\_\_

School BEDS Code: \_\_\_\_\_

District: \_\_\_\_\_

Date: \_\_\_\_\_

Student ID	Student Name	Written Test			Performance Test				Final Test Score* (0-100)	Level** (1, 2, 3, or 4)	Exceptions			
		Part I Score	Part II Score	Total Written Score	Station 1 Score	Station 2 Score	Station 3 Score	Total Performance Score			NYSAA	Locally Selected Assessment	LEP	Absent

\* Use the conversion table in the Written Test rating guide (Appendix A) to find this number.

\*\* Use the performance-level chart in the Written Test rating guide (Appendix A) to find this number.

**New York State Grade 8 Intermediate-Level Science Test  
Distribution of Final Test Scores**

Final Score	Tally	F	CF	Final Score	Tally	F	CF	Final Score	Tally	F	CF
0				34				68			
1				35				69			
2				36				70			
3				37				71			
4				38				72			
5				39				73			
6				40				74			
7				41				75			
8				42				76			
9				43				77			
10				44				78			
11				45				79			
12				46				80			
13				47				81			
14				48				82			
15				49				83			
16				50				84			
17				51				85			
18				52				86			
19				53				87			
20				54				88			
21				55				89			
22				56				90			
23				57				91			
24				58				92			
25				59				93			
26				60				94			
27				61				95			
28				62				96			
29				63				97			
30				64				98			
31				65				99			
32				66				100			
33				67							

Key	
F	— Frequency
CF	— Cumulative Frequency

## **Appendix VII**

**DEPUTY AND PROCTOR CERTIFICATE**

**EXAMINATION AND STORAGE CERTIFICATE**

**DEPUTY AND PROCTOR CERTIFICATE**  
**Elementary- and Intermediate-Level State Tests**

BEDS Code \_\_\_\_\_ School Name \_\_\_\_\_

City or Town \_\_\_\_\_ Examination Date \_\_\_\_\_  
(Month/Year)

We, the undersigned deputies and proctors who assisted in the administration of the \_\_\_\_\_, hereby declare our belief in the correctness of the following statement:

The rules and regulations for administering the test were fully and faithfully observed, and in particular:

1. The rules for administering the test were read to or read by each person who assisted in administering the test.
2. The test was held within the prescribed dates.
3. The tests were kept in the sealed packages until the administration date.
4. The students were given appropriate instructions and orientation before beginning the test.
5. The students were so seated as to prevent collusion.
6. Adequate supervision was maintained throughout the administration of the test.
7. The answer papers were collected from the students immediately at the close of the test.
8. All test booklets and scoring keys for the test were collected and returned to the principal.

- |           |           |
|-----------|-----------|
| 1. _____  | 11. _____ |
| 2. _____  | 12. _____ |
| 3. _____  | 13. _____ |
| 4. _____  | 14. _____ |
| 5. _____  | 15. _____ |
| 6. _____  | 16. _____ |
| 7. _____  | 17. _____ |
| 8. _____  | 18. _____ |
| 9. _____  | 19. _____ |
| 10. _____ | 20. _____ |

(Attach additional sheets when necessary.)

**After completion, retain in school files for one year.**

The University of the State of New York  
THE STATE EDUCATION DEPARTMENT  
Office of State Assessment  
Albany, New York 12234

**EXAMINATION STORAGE CERTIFICATE**

**Elementary- and Intermediate-Level State Tests**

BEDS Code \_\_\_\_\_ School Name \_\_\_\_\_  
City or Town \_\_\_\_\_ Examination Date \_\_\_\_\_  
(Month/Year)

I, the undersigned principal of the school named above, do hereby declare that each of the security procedures listed below was fully and faithfully observed for the current administration of the Grade 4 Elementary-Level Science, Grade 5 Elementary-Level Social Studies, Grade 8 Intermediate-Level Science, Grade 8 Intermediate-Level Social Studies, and/or Intermediate-Level Technology Education Tests.

1. The sealed packages of secure test materials were stored in a secure place at the location indicated on the Examination Storage Plan submitted for the above examination period.
2. The secure place was maintained under strict security conditions. Only those persons listed on the Examination Storage Plan had access to the tests.
3. An inventory of the test materials was conducted as soon after delivery as was practical. The State Education Department was notified if any of the packages of secure test materials were not properly sealed when received. The sealed packages of secure test materials were replaced inside the secure location immediately after the inventory was completed.
4. The sealed packages of secure materials for the test were not removed from the secure location, except for the inventory of test materials shipped to the school, until the day on which the test was scheduled to be administered.
5. The sealed packages of secure materials for the test were not opened until the day on which the test was scheduled to be administered.

Name of Principal (print or type) \_\_\_\_\_

Signature of Principal \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**After completion, retain in school files for one year.**



## **Appendix VIII**

### **Instructions for Nonpublic Schools**

#### **Completing the Class Record Sheet**

School staff must complete a Class Record Sheet (*see Appendix VI*). List on the Class Record Sheet every 8<sup>th</sup> grade student in the school as well as all accelerated 7<sup>th</sup> grade science students who will be taking the Grade 8 Intermediate-Level Science Test in 7<sup>th</sup> grade. After the Performance Test is administered (January 2003) and scored, staff should record on this sheet student scores for Stations 1 through 3 and the total performance score. After the Written Test is administered (between June 5 and June 20, 2003) and scored, staff should record student ID numbers and student scores for Parts I and II of the Written Test, the total Written Test score, the final test score, and the level. The final test score and level are determined by using information provided in the Written Test Rating Guide. The student ID number is the six-digit number at the bottom of page 2 of the machine-scorable answer sheet, which is sent to schools with the Written Test materials.

Staff should indicate with a checkmark in the appropriate column those students for whom scores were not recorded because they were exempt from taking this test because they are students with disabilities eligible to take the New York State Alternate Assessment (NYSAA) or a locally selected assessment, they are limited-English-proficient (LEP) students who are exempt from taking the test under the rules for inclusion in this test of LEP students (*see pg. 3*), or they were absent for the Written and/or Performance Test.

#### **Completing the Answer Sheets**

Nonpublic schools must use the machine-scorable answer sheets the Department sends to schools with the Written Test materials to record and report student demographic information and student test scores for the Grade 8 Intermediate-Level Science Test. An answer sheet must be completed for each 8<sup>th</sup> grade student, including each age-equivalent student with disabilities and each LEP student, and for each accelerated 7<sup>th</sup> grade science student being administered the test. Students will complete the left side of page 1 of the answer sheet during the administration of the Written Test. Teachers will complete the right side of page 1 after the Written Test administration.

Record "Alternate Assessment" in box 7 for any student with severe disabilities whom the student's home school district's Committee on Special Education (CSE) has identified to participate in the New York State Alternate Assessment (NYSAA) instead of the Grade 8 Intermediate-Level Science Test. Record "Alternate Assessment" for these students even if they are not taking the NYSAA during the 2002–03 school year. Record "Locally Selected Assessment" in box 7 for any student with disabilities who will be taking a locally selected assessment instead of the Grade 8 Intermediate-Level Science Test.

At the time of the printing of this manual, the Department was reviewing its rules for inclusion of LEP students in State tests for which a translation in the student's native language is not available. The purpose of this review is to ensure that the rules for inclusion of LEP students in State tests are in compliance with recently established federal requirements of the *No Child Left Behind* Act. As soon as this review is completed, an advisory to schools on this matter will be provided on the Department's web site: <http://www.emsc.nysed.gov/ciai/assess.html>. Record "LEP" in box 7 for any student who is exempt from taking the test under the rules for inclusion in this test of LEP students.

If the student did not complete the entire test because of absence, indicate the student's absence for the Written and/or Performance Tests in box 7 of the answer sheet. If your school does not have a sufficient number of answer sheets, contact the Office of State Assessment via fax at 518-474-1989 to obtain additional copies.

## Scoring the Test

Make sure that all student information is properly recorded on the answer sheet prior to scoring. On each student's answer sheet, complete the *For Teacher Use Only* section on page 2. Record the student's scores for the Part I, Part II, total Written Test, and Performance Test and the student's final score obtained by using the conversion table provided in the Written Test Rating Guide. Keep a record of the students' scores at the school. (You may wish to make a photocopy of student answer sheets for your records.) The Department will *not* be mailing student score reports to schools.

If your school is sending papers to be scored at a Regional Scoring Site, the scoring site *must* return the scored student papers to your school. On each student's answer sheet, make sure the *For Teacher Use Only* section on page 2 is completed. The student's score for the Part I, Part II, total Written Test, and Performance Test must be recorded at the Regional Scoring Site. The school must determine the final score using the conversion table provided in the Written Test Rating Guide. Keep a record of the students' scores at the school.

***DO NOT MAKE ANY EXTRANEIOUS MARKS ON THE ANSWER SHEETS.*** Stray pencil or pen marks of any color or liquid correction fluid on the answer sheet may interfere with the scanning of the sheets and result in inaccurate data being recorded for the student.

## After the Scoring

Complete the Class Record Sheet by recording each student's Written Test score and final test score. Make sure that the information on the Class Record Sheet agrees with that on the student answer sheets. Make a photocopy of the Class Record Sheet for your records.

It is the principal's responsibility to submit the complete, scored answer sheets to the Department for scanning. Submission of these answer sheets satisfies the nonpublic school reporting requirements for the Grade 8 Intermediate-Level Science Test. Nonpublic schools are *not* required to report aggregate results for this test to the Department. Send the Class Record Sheets to the Department with the scored answer sheets. *Do not include test booklets when submitting answer sheets to the Department.* Keep used student Performance Test booklets in your school for at least one year.

Mail the answer sheets and the Class Record Sheets using a tracking service (e.g. UPS, Federal Express) by **June 30, 2003, to:**

**Carolyn Bulson  
New York State Education Department  
Information and Reporting Services, Room 868 EBA  
89 Washington Avenue  
Albany, NY 12234**

The Department will scan the answer sheets to calculate school summary data. The Department uses secure procedures to protect the confidentiality of student records. The Department does *not* retain student names in its files. Special Instructions for Reporting the Scores of Students with Disabilities

Public school districts are responsible for reporting assessment results for each student with disabilities placed outside the district by the Committee on Special Education (CSE). Schools with enrollments that include students with disabilities placed in the school by the student's home school district CSE must contact the home school district to obtain the appropriate public school answer sheets. Answer sheets for these students should *not* be sent to the State Education Department for scoring. The answer sheets and test booklets for each of these students should be returned to the home school district immediately after test administration so that the home school district can score them.

For further information on reporting scores for the Grade 8 Intermediate-Level Science Test, contact Carolyn Bulson at 518-474-7965 or [cbulson@mail.nysed.gov](mailto:cbulson@mail.nysed.gov).

## Appendix IX

The University of the State of New York  
THE STATE EDUCATION DEPARTMENT  
Office of State Assessment  
Room 761 EBA  
Albany, New York 12234

### BLOCK/SEMESTER EXAMINATION STORAGE CERTIFICATE

**This certificate *must* be submitted by schools that have block/semester instructional programming for intermediate-level science and need to store the Grade 8 Intermediate-Level Science Performance Test in their secure location for administration in May 2003.**

BEDS Code \_\_\_\_\_ School Name \_\_\_\_\_  
City \_\_\_\_\_ Examination Period \_\_\_\_\_  
(Month/Year)

I, the undersigned principal of the above named school, do hereby declare that my school has block/semester instructional programming for intermediate-level science. Therefore, my school will need to store the materials for the Grade 8 Intermediate-Level Science Performance Test for administration to students in May 2003. I agree to fully and faithfully observe each of the security procedures listed below for storage of the Grade 8 Intermediate-Level Science Performance Test through its May 2003 administration.

1. The Grade 8 Intermediate-Level Science Performance Test will be stored in a secure facility at the location indicated on the Examination Storage Plan previously submitted for the above examination period.
2. The secure facility will be maintained under strict security conditions. Only those persons listed on the Examination Storage Plan will have access to the test.
3. The Grade 8 Intermediate-Level Science Performance Test will not be removed from the secure location, except to inventory test materials, until the day in May on which the test will be administered.
4. After the administration and scoring of the Grade 8 Intermediate-Level Science Performance Test in May 2003, all unused Performance Test answer booklets, including large-type, braille, and alternative language editions, and all Performance Test Rating Guides will be returned to the Department's Test Distribution Unit.

Name of Principal (print or type) \_\_\_\_\_

Signature of Principal \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Complete and return this form by fax at 518-474-1989  
or by mail to the above address by January 30, 2003.**