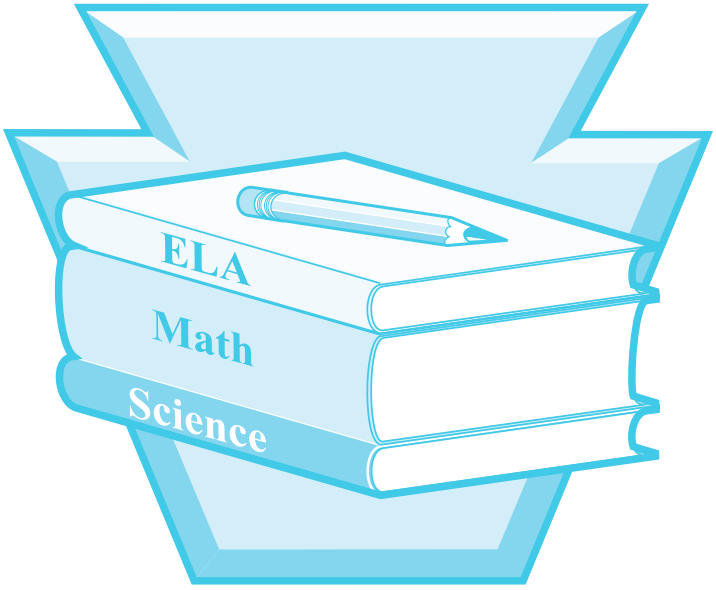
pennsylvania
DEPARTMENT OF EDUCATION



Grade 4 Mathematics

Pennsylvania System of School Assessment

Directions for Administration Manual

April 2016

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INTRODUCTION

This manual is to be used for the administration of the **Mathematics assessment for students enrolled in Grade 4.** The manual provides the Test Administrator (TA) with directions that will ensure a standard assessment environment in schools throughout the Commonwealth of Pennsylvania. The administration of this assessment may differ from other tests the Test Administrator has given; therefore, **Test Administrators must become thoroughly familiar with this manual and the procedures for administering the assessment before the primary testing window (April 18 through April 22, 2016) and/or the make-up testing window (which occurs from the time of completion of the primary administration until May 6, 2016).**

MAINTAIN ASSESSMENT SECURITY

District and School Assessment Coordinators, Test Administrators, principals, and all other individuals who are involved in this assessment program must maintain the security of all assessment materials. Together, they share the responsibility for ensuring that all assessment materials and student responses are handled securely, confidentially, and in accordance with security mandates and other general procedures. These include, but are not limited to, the following:

- **Except where allowed by a specific written accommodation, only those students being tested are allowed to view the content of the assessment materials.**
- **No materials from the assessment may be copied, photographed, or recorded in any manner.**
- **Student responses must not be reviewed for accuracy or completeness by anyone other than the student.**
- **The student may not review responses at any time other than during the administration of the assessment.**

Each student taking the 2016 Mathematics Assessment will receive **one test booklet and one answer booklet**. These secure assessment materials must never be left unattended or in open areas. Test Administrators must not be given access to the **secure** assessment materials before the administration day; however, this manual is not considered secure assessment material and must be provided to Test Administrators for review prior to the administration of the assessment. The principal or his/her designee, such as the School Assessment Coordinator (SAC), will make arrangements for the Test Administrator to receive the assessment materials on the day of the test, just prior to the scheduled session, and for the immediate return of assessment materials after each session. **It is mandatory that school districts utilize a sign-out/sign-in sheet for distribution and collection of secure test materials.** It is recommended that TAs count the number of test and answer booklets received and returned in the presence of the SAC or his/her designee.

At the end of each 2016 assessment session, all test booklets and answer booklets must be accounted for and returned to the School Assessment Coordinator. In addition, all secure materials assigned to the Test Administrator, including any scratch paper used during the assessment, must be returned to the School Assessment Coordinator immediately at the end of each session.

The Pennsylvania System of School Assessment (PSSA) is a measure of individual student achievement conducted by the Pennsylvania Department of Education (PDE). Any deviation from the assessment procedures outlined in this manual (including, but not limited to, group work, teacher coaching, teaching or release of the performance tasks or test questions, use of old Pennsylvania assessments as preparation tools, etc.) is strictly prohibited and will be considered a violation of test security.[1] Those individuals who divulge test questions, falsify student scores, or compromise the integrity of the state assessment system in any manner will be subject to professional disciplinary action under the Professional Educator Discipline Act, 24 P.S. § 2070.1a *et seq,* including a private reprimand, a public reprimand, a suspension of their teaching certificate(s), a revocation of their teaching certificate(s), and/or a

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

suspension or prohibition from being employed by a charter school, and may be subject to criminal prosecution. For more information regarding guidelines to ensure that the integrity of the assessment remains above reproach, see the *Ethical Standards of Test Preparation and Administration*, found in Appendix A of this manual and in the *PSSA Handbook for Assessment Coordinators.*

Every Test Administrator/Proctor involved in the administration of the 2016 PSSA must sign and date a *Test Administrator/Proctor Test Security Certification*. This certification must be signed after completing administration of all PSSA tests to which the PSSA Test Administrator/Proctor has been assigned. The Test Security Certification certifies that all security measures for the PSSA were maintained, including, but not limited to

- following test security regulations and procedures,
- handling secure assessment materials appropriately, and
- maintaining confidentiality of information contained within secure assessment materials.

A copy of the *Test Administrator/Proctor Test Security Certification* is provided in Appendix C and in the *PSSA Handbook for Assessment Coordinators*. Prior to the administration of the assessment, the School Assessment Coordinator will distribute copies of this certification to all Test Administrators and proctors involved in the administration of this PSSA Test. Prior to receiving any assessment materials or participating in the administration of the PSSA in any way, the Test Administrator must read and understand the *Test Administrator/Proctor Test Security Certification*. Upon completion of the assessment administration, the signed form must be returned to the School Assessment Coordinator.

FOLLOW THE ASSESSMENT SCHEDULE SET BY THE SCHOOL ASSESSMENT COORDINATOR

The 2016 Mathematics Assessment must be administered within the PDE-designated testing window on the dates assigned by the School Assessment Coordinator. Appropriate test conditions optimize the chance for greater accuracy of the performance. The assessment should be given in a regular classroom setting if possible. Other settings may be used according to needs and available facilities. However, test situations created to inflate assessment scores are a violation of test-security practices.

The assessment consists of **three sections**, which should be scheduled as separate assessment sessions. It is possible to combine multiple sections as a single testing session; however, the sections **must be administered in the sequence in which they are printed** in the test booklet. The School Assessment Coordinator must discuss the schedule with the Test Administrators at least one week prior to the assessment dates. Please note that some sections may require more time than others. See Part II: Assessment Timing for more information on administration and testing times.

ADVANCE CONSIDERATIONS FOR TEST ADMINISTRATION

The procedures listed below must be followed prior to administering the 2016 Mathematics Assessment. This assessment includes procedures that students may not have encountered before.

- The School Assessment Coordinator will receive a *PSSA Handbook for Assessment Coordinators* that provides additional, detailed information about the assessment. This document is posted on these portals:
  - *https://pa.drcedirect.com* [Click on "Documents" under the "General Information" tab.]
  - *www.education.pa.gov* [Click on K-12 in the dark blue bar across the top of the page. Select Assessment and Accountability. Then click on the PSSA link that reads "Continue to Pennsylvania System of School Assessment (PSSA) Information" under the paragraph titled "Pennsylvania System of School Assessment (PSSA)."]

- The entire Grade 4 Mathematics *Directions for Administration Manual* (this document) must be read in advance in order to become familiar with the procedures for administering the assessment. Prior to the assessment administration, the Test Administrator shall do the following:
  - Become familiar with the assessment schedule and the procedures for allowing extended testing time.
  - Follow the directions of the School Assessment Coordinator for maintaining assessment security.
  - Plan sufficient time for distribution and collection of materials.
  - Plan to arrange student seating to prevent student interaction during the assessment sessions.
  - Post a "**Testing—Do Not Disturb**" sign on the door(s) to the classroom to indicate that an assessment session is taking place. A quiet, calm atmosphere is essential for concentration on the task.

- Student Precode Labels are supplied for most students; however, if any student does **not** have a Student Precode Label, a District/School Label must be used.

- Prior to the assessment, ensure that all answer booklets have a barcode label affixed. For those booklets that have a district/school barcode label, rather than a student-specific barcode label, ensure that the SAC or his/her designee has bubbled in all appropriate information on pages 1 and 2 (see "Directions for Barcode [District/School or Student Precode] Labels" on page 12 of this document).

- Review and understand the *Test Administrator/Proctor Test Security Certification* found in Appendix C (contact your School Assessment Coordinator for questions or further direction).

- Be aware of test accommodations ("Test administrator transcribed student responses," "Extended time," etc.) that are outlined in the *2016 PSSA and Keystone Accommodations Guidelines* and in the *2015–16 Accommodations Guidelines for English Language Learners*. These documents are posted on these portals:
  - *https://pa.drcedirect.com* [Click on "Documents" under the "General Information" tab.]
  - *www.education.pa.gov* [Click on K-12 in the dark blue bar across the top of the page. Select Assessment and Accountability. Then click on the PSSA link that reads "Continue to Pennsylvania System of School Assessment (PSSA) Information" under the paragraph titled "Pennsylvania System of School Assessment (PSSA)."]

  Note: Any student, regardless of IEP status, may have a word, phrase, or test item read aloud upon request. If the student has a documented need for more than an occasional word, phrase, or test item to be read aloud, school personnel must fill in the circle labeled "Some test items/questions read aloud" under "Student used the following Presentation Accommodations" on page 3 of the student's answer booklet. However, it is only appropriate to read all test items aloud if this practice is documented as an accommodation. If reading the entire assessment is used as an accommodation, school personnel must fill in the circle labeled "All test items/questions read aloud" under "Student used the following Presentation Accommodations" on page 3 of the student's answer booklet.

- A form number is on the front cover of each answer booklet and each test booklet. For the 2016 Mathematics Assessment, there are nine (9) forms labeled 01 through 09. Students must use an answer booklet and a test booklet with the same form number designation.

- **If a test security violation is suspected, contact the School Assessment Coordinator or the Pennsylvania Department of Education at (717) 787-4234 immediately.**

PREPARE THE STUDENTS FOR THE ASSESSMENT

- Inform students in advance of the schedule for the assessment sessions, as communicated by the School Assessment Coordinator or his/her designee.
- Students will not be permitted to have cell phones, cameras, or any other unauthorized electronic devices in their possession during the administration of the assessment. Students **must** be informed of this policy in advance and encouraged to leave such items at home on administration days. **The Test Administrator must collect all such devices prior to distributing assessment materials and shall return them upon completion of the day's testing session.**
- In addition, PDE encourages school districts and schools to inform students before testing of the locally determined ramifications/sanctions for student misconduct during the PSSA Tests. This includes, but is not limited to, sanctions associated with cheating, sharing, and/or reproduction of test content.
- Discuss the *Code of Conduct for Test Takers*, found in Appendix B of this manual and in the *PSSA Handbook for Assessment Coordinators*, with all students prior to the scheduled assessment time. It is essential that students understand the importance of each point in the code of conduct before testing begins. Prior to the administration, students must indicate that they understand the *Code of Conduct for Test Takers* that has been reviewed with them. Test Administrators should answer any questions that students have to ensure that all students understand this code of conduct. Students should be assured that they may discuss the testing process or issues of concern with their parents/guardians.
- Students may **not** use a dictionary or a thesaurus for any part of this assessment. **Note:** an exception is for English Language Learners taking any portion of the mathematics assessment. They may use word-to-word bilingual/translation dictionaries that translate native language to English or English to native language. Bilingual/translation dictionaries that include word definitions or pictures are not allowed. If using this accommodation, school personnel must fill in the circle labeled "Translation dictionary for ELL student" under "Student used the following Response Accommodations" on page 3 of the student's answer booklet.
- Students must use a No. 2 pencil; an ink pen may **not** be used.
- Students may highlight, underline, and make notes or comments in the test booklet or on scratch paper, but they must write their answers in the answer booklet. All scratch paper must be collected and returned to the School Assessment Coordinator. **Students must not use highlighters on the answer bubbles.**
- Students should not make any extraneous marks on or near the answer bubbles (e.g., crossing out answers believed to be incorrect or marking multiple answers thought to be correct).
- The Mathematics assessment includes questions that require students to select from four possible answers (multiple-choice questions). These multiple-choice questions and answer choices are found in the test booklet. Students will read each question and record their answers in the spaces provided in their answer booklets only. **Answers written or marked in the test booklet or on scratch paper will not be scored.**
- The Mathematics assessment also includes questions that require students to write a response (open-ended questions). These questions appear in the answer booklet only. Students will read each question and will write their responses in the spaces provided in the answer booklet only. **Responses written in the test booklet or on scratch paper will not be scored.**

- For questions 1 through 5 of Section 1—Mathematics, students may **not** use a calculator. After they have answered questions 1 through 5, they will be asked to seal the pages in the test booklet using the red sticker provided. After the students have completed the non-calculator mathematics questions, they may use calculators for the rest of the mathematics assessment. However, calculators are not mandatory. If your students have access to calculators and know how to use them, using them during the assessment would be appropriate (except for the non-calculator items). If students do not have calculators and the school has not made them available, students can respond to the tasks successfully without them. **Note: Students may not share their calculators during the assessment.** For more information, see the *Pennsylvania Calculator Policy*, found in Appendix D of this manual. This document is also posted on these portals:
  - *https://pa.drcedirect.com,* [Click on "Documents" under the "General Information" tab.]
  - *www.education.pa.gov* [Click on K-12 in the dark blue bar across the top of the page. Select Assessment and Accountability. Then click on the PSSA link that reads "Continue to Pennsylvania System of School Assessment (PSSA) Information" under the paragraph titled "Pennsylvania System of School Assessment (PSSA)."]
- For some mathematics questions, students will use a protractor (supplied).

Students are permitted to	Students are NOT permitted to
• use scratch paper. (Students may use it to create their own graphic organizers, etc., during the assessment.) • highlight, underline, and make notes or comments in the test booklet. (Students must not use highlighters to mark the answer bubbles.) • use a calculator on the assessment in accordance with the *Pennsylvania Calculator Policy* (see Appendix D).	• use preprinted graphic organizers. • possess or use cell phones, smart phones, cameras, any type of computer, or any mobile device with a camera and/or Internet access (e.g., tablets, MP3 players, gaming systems, entertainment devices, smart watches) at any time during the assessment. • possess or use dictionaries (with the exception of ELL students), thesauri, and/or spell- or grammar-checkers at any time during the assessment.

PREPARE THE CLASSROOM PRIOR TO THE ASSESSMENT

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

Remove or cover all classroom instructional materials or any other materials that may affect the validity of the 2016 Mathematics Assessment.

DO NOT DISPLAY:

- mathematics terms and/or definitions
- examples of problems or answers
- tips on how to write responses and/or solve problems
- illustrations or drawings of geometric shapes, algebraic equations, graphs, or number lines

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

The *Pennsylvania General Scoring Guidelines for Mathematics Open-Ended Questions* may be displayed in the classroom. (Each student will receive a copy of these scoring guidelines for personal use as a part of the secure assessment materials.) These documents are also posted on these portals:

- *https://pa.drcedirect.com* [Click on "Documents" under the "General Information" tab.]
- *www.education.pa.gov* [Click on K-12 in the dark blue bar across the top of the page. Select Assessment and Accountability. Then click on the PSSA link that reads "Continue to Pennsylvania System of School Assessment (PSSA) Information" under the paragraph titled "Pennsylvania System of School Assessment (PSSA)."]

A quiet, calm atmosphere is essential for concentration on the assessment. Student seating must be arranged to prevent student interaction during the assessment sessions. Disturbances must be kept to a minimum during the assessment sessions. Posting a "**Testing—Do Not Disturb**" sign on the door(s) to the classroom indicates that an assessment is in session. Avoid allowing students to sharpen pencils during the assessment sessions. Each student must have at least two sharpened No. 2 pencils with good erasers and some scratch paper. Extra pencils must be available for the students.

REQUIRED ASSESSMENT MATERIALS

The School Assessment Coordinator will provide the Test Administrator with the appropriate materials on each administration day. After each administration, all assessment materials, including scratch paper, must be returned immediately to the School Assessment Coordinator. Test Administrators should ensure that students remove scratch paper from their booklets prior to collecting them. School Assessment Coordinators must destroy scratch paper and lock booklets in secure, overnight storage. **Note:** Every answer booklet has a unique security number and barcode printed on the back cover. These security numbers should be used to track the distribution and collection of secure assessment materials. **All** secure assessment materials assigned to a school must be accounted for and returned to Data Recognition Corporation (DRC).

INVENTORY THE ASSESSMENT MATERIALS

For the Test Administrator:

- ☐ One 2016 Grade 4 Mathematics *Directions for Administration Manual* (this manual)
- ☐ "**Testing—Do Not Disturb**" sign(s) to hang on the classroom door(s)
- ☐ One student test booklet to use for demonstration purposes
- ☐ One student answer booklet to use for demonstration purposes
- ☐ One copy of the *Mathematics Grade 4 Reference Sheet* to use for demonstration purposes

For each student taking the assessment:

- ☐ One test booklet (There are nine different forms labeled from 01 through 09. Students must use a test booklet and an answer booklet with the same form number designation.)
- ☐ One answer booklet with a Student Precode Label or a District/School Barcode Label
- ☐ One copy of the *Mathematics Grade 4 Reference Sheet*
- ☐ Two sharpened No. 2 pencils with good erasers
- ☐ One protractor (Students must use **only** the protractor supplied with testing materials.)
- ☐ Scratch paper for each section
- ☐ One red sticker (provided) for use **only on Section 1—Mathematics**
- ☐ One calculator available for use on most of Section 1 and all of Sections 2 and 3 (Calculators are optional. The school or the students may provide the calculators. The type of calculator used should be appropriate to the grade level of the student.)

MANAGE DAMAGED ANSWER BOOKLETS

If a student receives an answer booklet with damaged or missing pages, replace it with an answer booklet of the same form designation and allow the student to continue working. If the student has already begun one or more sections of the assessment, the student should start working in the new booklet at the point where the defect was discovered and use the new booklet for the remainder of the assessment. After the assessment has been completed, the School Assessment Coordinator or designee must transcribe, in the presence of a professional staff member who has signed the Test Security Certification statement, all of the student's previous responses into the undamaged answer booklet. On the new booklet, the School Assessment Coordinator or his/her designee must affix a District/School Label. The student's name, as it appears on the Precode Label, should be placed in the grid on the front cover of this new booklet with the circles filled in. Applicable portions of page 2 of the booklet should also be completed. Do not insert pages from one answer booklet into another. Multiple documents for one student and loose pages will **not** be scored.

The School Assessment Coordinator should write "DEFECTIVE" on the damaged booklet and apply a "**Do Not Score**" label over the existing label on the front cover of the damaged booklet.

TEST MANAGEMENT CONCERNS

Some circumstances during testing require that the Test Administrator consult the School Assessment Coordinator (SAC) or contact the District Assessment Coordinator (DAC). These instances include, but are not limited to, the following:

- a student cheating
- test security violation
- improper test administration
- student illness (during testing)

GENERAL ORGANIZATION OF THE ASSESSMENT

The Grade 4 Mathematics Assessment consists of **three sections** that should be scheduled as separate assessment sessions. It is possible to combine multiple sections as a single assessment session; however, the sections must be administered in the sequence in which they are printed in the booklets. The School Assessment Coordinator must discuss the schedule with the Test Administrator at least one week prior to the administration dates. Adequate time should be scheduled for the preparation of the classroom. The administration times provided below are approximate and are supplied for scheduling purposes only.

Section	Content	Multiple-Choice Questions	Open-Ended Questions	Estimated Time Needed (in minutes)		
				Administrative Tasks	Actual Testing	Total Administration
1	Mathematics	24	2	15–20	**70–80**	85–100
2	Mathematics	24	1	15–20	**60–70**	75–90
3	Mathematics	24	1	15–20	**60–70**	75–90

CODE OF CONDUCT FOR TEST TAKERS

The *Code of Conduct for Test Takers*, found in Appendix B, provides students with guidelines that students should follow before, during, and after each assessment. This code of conduct should be reviewed with all students in advance of the testing day. Prior to taking the assessment, students will be asked to darken a bubble on their answer booklets to indicate that they understand the *Code of Conduct for Test Takers* that has been reviewed with them by their Test Administrator. Students should be assured that they may discuss the testing process or issues of concern with their parents/guardians. It is important that the *Code of Conduct for Test Takers* is reviewed with all students and all questions are answered such that all students understand each point in this code of conduct.

EXTENDED TESTING TIME

The 2016 Grade 4 Mathematics Assessment is an untimed assessment. Not all students will finish the assessment sections at the same time. Students should not feel rushed while they are taking the assessment, and no student should be penalized because he or she works slowly. It is equally important, however, to encourage students to work in a timely manner to finish the assessment. Students should close their booklets when they have finished the section of the assessment in which they had been working. Test Administrators must collect test materials, including scratch paper, when students are finished testing rather than keeping booklets closed on students' desks. (Students should keep scratch paper separate from the booklet.) Students who finish early may sit quietly or read for pleasure until all students have finished the assessment. Students with special requirements and/or disabilities (i.e., physical, visual, auditory, or learning disabilities as defined by their IEP or service contracts) and students who just work slowly may require extended time. Special assessment situations should be arranged for these students. Test Administrators should use professional judgment to determine when students who are still testing should be moved to a setting for extended time. When all students have indicated they have finished an assessment section, end the session. Students should return to regular activities, or the administration of the next section may begin.

Students may request extended time if they indicate they have not completed an assessment section. Such requests should be granted if the Test Administrator finds the request to be valid. Not permitting ample time for students to complete the assessment section may impact performance.

As a general guideline, the assessment session should be closed when all the students indicate they have finished the assessment section.

When allowing extended time for an assessment session for a portion of the student population:

- **Do not** allow students to attend a lunch period with other students if the lunch period occurs between the original assessment session and the extended assessment session.
- **Do not** allow students to attend any classes or related activities between the original assessment session and the extended assessment session.
- **Do not** allow any overnight extensions.
- **Do not** allow students to return to a section after the completion of that section.

Do not allow the extended assessment session to be administered without monitoring. It is the responsibility of a Test Administrator to monitor any extended assessment session, whether in the classroom where the administration was begun or in a separate classroom.

COMMUNICATE ASSESSMENT INFORMATION

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

Section 1 – Mathematics	Section 2 – Mathematics	Section 3 – Mathematics
Test Booklet–Begin on page 4 Answer Booklet–Pages 5–9	Test Booklet–Begin on page 19 Answer Booklet–Pages 11–13	Test Booklet–Begin on page 33 Answer Booklet–Pages 15–17
Questions 1–26	Questions 27–51	Questions 52–76

In addition, the following statement must be posted on the chalkboard or dry-erase board:

> **Go back to make sure you have answered each question before closing your test booklet and answer booklet.**

TEST ADMINISTRATION REMINDERS

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

Before test administration:

- Be sure each student has the correct test booklet and answer booklet.
- Be sure students understand where and how to mark or write their answers.
- Follow the directions of the School Assessment Coordinator for maintaining assessment security.
- Read and understand the *Handbook for Secure Test Administration*. This document is posted on these portals:
  - *https://pa.drcedirect.com* [Click on "Documents" under the "General Information" tab.]
  - *www.education.pa.gov* [Click on K-12 in the dark blue bar across the top of the page. Select Assessment and Accountability. Then click on the PSSA link that reads "Continue to Pennsylvania System of School Assessment (PSSA) Information" under the paragraph titled "Pennsylvania System of School Assessment (PSSA)."]

During test administration:

- Follow the directions of the School Assessment Coordinator for maintaining assessment security.
- Help students approach the assessment in a positive manner.
- Encourage students to keep trying.
- Clarify directions for students having difficulty.
  - The test directions may be repeated to students as needed during the administration; however, the Test Administrator may not paraphrase or offer additional information and may not give information that provides clues concerning test questions or answer choices.

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

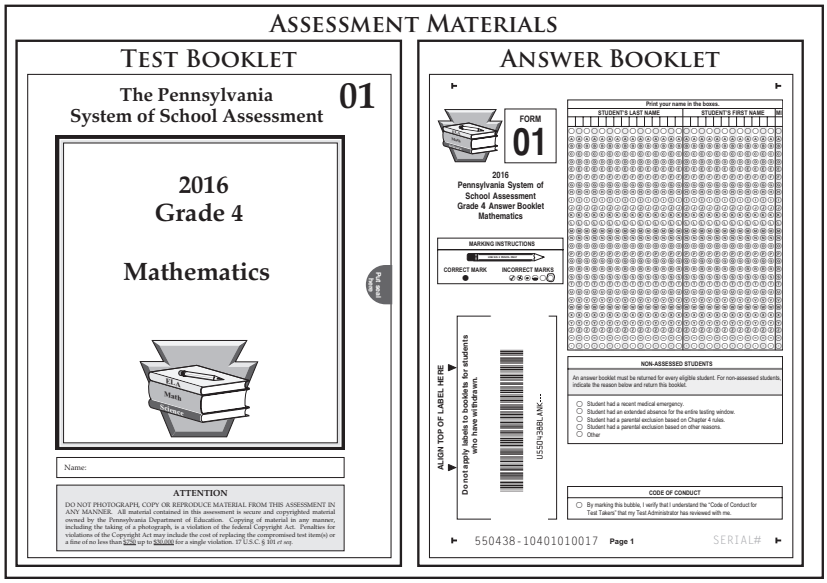
- **In some places in this manual, the Test Administrator will be prompted to "demonstrate" to students where specific administration information (such as instruction boxes, page numbers, question numbers, etc.) can be found in the test booklet or answer booklet. To help students understand these references, the Test Administrator should hold up a copy of the test booklet or answer booklet and point to the relevant information.**
- For the remainder of this manual, **indented text in bold type** is to be read aloud to students exactly as written. All other text is information for the Test Administrator.

When ready to start the assessment, the Test Administrator should begin with the next section found on the next page of this manual.

GET STARTED

Make sure all students have two sharpened No. 2 pencils with good erasers. Make sure that no student is in possession of a cell phone, camera, or other unauthorized electronic device. **Collect all electronic devices prior to distributing any assessment materials.** First, distribute test booklets, with front covers facing up, and then distribute answer booklets, with front covers facing up.

- Answer booklets must have a Student Precode Label or a District/School Label if the Student Precode Label is not available.



Note: A form number is on the front cover of each test booklet and answer booklet. There are nine (9) different forms labeled 01 through 09. Make certain that the form number on the test booklet matches the form number on the answer booklet distributed to each student.

Say:

> **Today we will begin the Pennsylvania state assessment in mathematics. Each of you should have a Grade 4 Mathematics Test Booklet and Answer Booklet. Do not open your test booklet or answer booklet until I tell you to do so.**
>
> **Look at the front covers of the two booklets. In the upper right-hand corner of the test booklet, there is a number from 01 through 09. Make sure that this number is the same as the number shown in the upper left-hand corner of the answer booklet. If the number in the box on your answer booklet is not the same, raise your hand, and I will give you a new test booklet.**

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

> **Look at the front cover of your test booklet. In the box labeled "Name" at the bottom of the page, print your name—your first name, your middle initial, and then your last name.**

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

> **Below your name on the test booklet is a box labeled "ATTENTION." Read the entire statement in the box now.**

Pause while students read the information in the box. This statement is repeated on page 4 of the answer booklet. When all students have completed this task, say:

Are there any questions?

Answer all questions. When all students are ready, continue with the next section.

DIRECTIONS FOR BARCODE [DISTRICT/SCHOOL OR STUDENT PRECODE] LABELS

Say and demonstrate:

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

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

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

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

Pause while students fill in their last names. **Note:** If any barcode label has an error on it, please contact the School Assessment Coordinator. See page 3 of this document for more information on what to do if a student does not have a Student Precode Label. When all students are ready, say:

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

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

Now that you have printed your first name, find the box below the letters "MI." Print the first letter of your middle name in this box. If you have no middle initial, leave it blank.

Are there any questions?

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

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

Walk around the room to check that students are filling in the circles correctly. Please note that students do not need to darken the blank circle beneath blank boxes unless a space is within a student's name (as in "Mary Lou") or if a student has no middle initial. If a student has more than one middle name, use the first middle name. Use a hyphen to separate hyphenated names. When all students have completed this task, say:

Are there any questions?

Answer all questions. Then say:

> **In the bottom right-hand corner of your answer booklet is a box labeled "CODE OF CONDUCT." Read the statement inside this box silently as I read it aloud. "By marking this bubble, I verify that I understand the 'Code of Conduct for Test Takers' that my Test Administrator has reviewed with me." If you understand the *Code of Conduct for Test Takers*, darken the circle inside the box now. If you have questions about the *Code of Conduct for Test Takers,* raise your hand.**

Answer student questions until all understand the *Code of Conduct for Test Takers* and darken the circle inside the box. (The *Code of Conduct for Test Takers* can be found in Appendix B of this manual.) When students are ready, continue with the next section.

ADMINISTER SECTION 1—MATHEMATICS

When all students are ready, say:

> **I will now distribute scratch paper, reference sheets, and protractors. Do not bend or damage your protractor and do not make any stray marks on your protractor or reference sheet. In each section of the test, you may need to use the protractor to answer questions. I will also give each of you a red sticker.**

Distribute scratch paper, Mathematics reference sheets, protractors, and red stickers. When all students are ready, say:

> **Now we are ready to begin Section 1—Mathematics. For some of the questions, you will choose your answer from among a set of four answer choices. For other questions, you will write your own response. You will record your response to both types of questions in your answer booklet only. The PSSA is an untimed assessment. You may take as much time as you need to complete this section. Are there any questions?**

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

> **Open your test booklet to page 3.**

Pause while students find the correct page in their test booklets. The directions on pages 3 and 7 of the test booklet may be repeated to students as needed during the administration of Section 1. When all students are ready, say and demonstrate:

> **Look at the directions in the first box on page 3. Read the directions silently as I read them aloud.**
>
> ***On the following pages are the mathematics questions.***
> - ***You may not use a calculator for questions 1–5. You may use a calculator for all other questions on this test.***
> - ***You may need a protractor for questions on this test.***
>
> **Now look at the second box on page 3. It is labeled "Directions for Multiple-Choice Questions." Read the directions in the second box silently as I read them aloud.**
>
> ***Some questions will ask you to select an answer from among four choices.***
>
> ***For the multiple-choice questions:***
> - ***First solve the problem on scratch paper.***
> - ***Choose the correct answer and record your choice in the answer booklet.***
> - ***If none of the choices matches your answer, go back and check your work for possible errors.***
> - ***Only one of the answers provided is the correct response.***
>
> **Are there any questions?**

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

Now look at the last box on page 3. It is labeled "Directions for Open-Ended Questions." Read the directions in the last box silently as I read them aloud.

Some questions will require you to write your response.

For the open-ended questions:

- ***These questions have more than one part. Be sure to read the directions carefully.***
- ***You cannot receive the highest score for an open-ended question without completing all tasks in the question. For example, if the question asks you to show your work or explain your reasoning, be sure to show your work or explain your reasoning in the space provided.***
- ***If the question does not ask you to show your work or explain your reasoning, you may use the space provided, but only those parts of your response that the question specifically asks for will be scored.***
- ***Write your response in the appropriate location within the response box in the answer booklet. Some answers may require graphing, plotting, labeling, drawing, or shading. If you use scratch paper, be sure to transfer your final response and any needed work or reasoning to the answer booklet.***

Are there any questions?

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

Now look at the reference sheet that I passed out along with your scratch paper.

Pause while students look at the Mathematics reference sheet. When all students are ready, say and demonstrate:

This is an example of the scoring guidelines that professional scorers will use to evaluate your responses to open-ended mathematics questions. You may refer to these mathematics scoring guidelines at any time while responding to an open-ended mathematics question. On the other side of the reference sheet is a formula sheet. You may use the formula sheet at any time while taking this test. Do not write on the reference sheet, as you will use it for other sections of the test. Are there any questions?

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

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

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

Read each question and choose the best answer. YOU MAY NOT USE A CALCULATOR TO ANSWER THESE QUESTIONS. After you have marked your answers to questions 1 through 5 on page 5 of your answer booklet, you may check your answers. After you have checked your answers, you will turn to page 6 in your test booklet and seal the cover through page 6 with the red sticker. You will place the red sticker on the space indicated on the front cover and on page 6. For the rest of the items in Section 1, you may use a calculator. Are there any questions?

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

We are now ready to start Section 1. Turn to page 4 in your test booklet and page 5 in your answer booklet. Look at page 4 in your test booklet. In the bottom right-hand corner, you will see a GO ON arrow. This arrow indicates that you are not yet finished with Section 1 and you are to continue on to the next page. Follow the GO ON arrows and follow the directions that tell you which questions are in your test booklet and which questions are in your answer booklet. Continue until you complete all of the multiple-choice questions and both of the open-ended questions in Section 1. At the end of Section 1, you will see a STOP sign in your test booklet and in your answer booklet.

Continue speaking:

> **Remember to complete questions 1 through 26 in Section 1 and to mark only one correct answer for each question in your answer booklet. If you complete Section 1 before the testing session is over, you may check your work ONLY for questions in Section 1. Do not look ahead to other parts of the test booklet or answer booklet. After you have checked your work, make sure you have completely erased wherever you have changed an answer or made a stray mark in your answer booklet or written on your reference sheet. Then close your answer booklet and place it inside your test booklet so I will know you have finished. I will collect your test materials when you finish. You may sit quietly or read for pleasure until the rest of the class completes Section 1. Are there any questions?**

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

> **You may begin.**

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

While students are taking the assessment, be available as a resource. Do not give any individual or group help that might suggest the correct answer to a question. Do not communicate to a student that the student should "check" an answer or that the student has answered an item incorrectly. You may, however, provide clarification of test directions and/or direct the student to the correct section of the test. The directions on pages 3 and 7 of the test booklet may be repeated to students as needed during the administration of Section 1. There is one circle in the header of all pages in Section 1. The shape (and number of the shape shown) differs for each section in the test and answer booklets. While students are taking the assessment, ensure that students are working in the correct section of the test.

Sometimes a word of encouragement is all that is needed to help a student continue to work. Encourage students to try all of the tasks (questions) and to complete the assessment.

The testing time for this section is estimated at 70–80 minutes, but the actual administration time may vary. Collect test materials, including scratch paper, when students are finished testing rather than keeping booklets closed on the students' desks. End the session when most students have completed the section and you are nearing the end of the scheduled time. Since each student is to be provided sufficient time to finish the assessment, additional time may be allowed on an individual basis if one or more students are continuing to make reasonable progress on the assessment. For more information about Extended Testing Time, see Part II of this document. When you have confirmed that approximately five minutes remain in the testing time for the group, say:

> **This session will end in about five minutes. Make sure that you have completely erased wherever you have changed an answer or made a stray mark in your answer booklet or written on your reference sheet. If you need additional time to complete this section, direction will be provided for you to move to another location to complete this section.**

At the end of the scheduled time, say:

> **Close your test booklet and answer booklet. You will use the same booklets for the remaining sections of the assessment, so make sure your name is on the front cover of each booklet. Place your answer booklet inside the test booklet. If you are finished, I will collect your booklets, reference sheet, protractor, and scratch paper. If you need more time, let me know, and you will be escorted to the location where you can finish this section.**

- If you are moving on to Section 2 at this time, now is the time to take a short break. Say:
  You are going to take a short break before beginning Section 2, so I will now collect any remaining test materials.

  Collect any remaining booklets, scratch paper, protractors, and Mathematics reference sheets, making sure that answer booklets have been placed inside the test booklets and that each student's name is on the test booklet. All assessment materials must remain secure at all times. Following the short break, go on to Administer Section 2—Mathematics, found on the next page of this manual.

- If you are administering Section 2 at another time (later in the same day or on a different day), say:
  You are going to take Section 2 at another time, so I will now collect any remaining test materials.

  Collect any remaining booklets, scratch paper, protractors, and Mathematics reference sheets, making sure that answer booklets have been placed inside the test booklets and that each student's name is on the test booklet.

Used scratch paper should be returned to the School Assessment Coordinator and kept in a secure location until it can be destroyed. Return all materials (test booklets, answer booklets, used scratch paper, protractors, and Mathematics reference sheets) immediately to the School Assessment Coordinator for secure storage. **Note: Do NOT** review student responses to test questions **for any reason**. Do not review booklets for stray marks.

ADMINISTER SECTION 2—MATHEMATICS

Make sure all students have two sharpened No. 2 pencils with good erasers. Make sure that no student is in possession of a cell phone, camera, or other unauthorized electronic device. **Collect all electronic devices prior to distributing any assessment materials.** Distribute booklets to students, making certain each student has the correct booklets.

Say and demonstrate:

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

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

> **I will now distribute scratch paper, protractors, and reference sheets. Do not bend or damage your protractor and do not make any stray marks on your protractor or reference sheet. In each section of the test, you may need to use the protractor to answer questions.**

Distribute scratch paper, protractors, and Mathematics reference sheets. When all students are ready, say:

> **Now we are ready to begin Section 2—Mathematics. For some of the questions, you will choose your answer from among a set of four answer choices. For one question, you will write your own response. You will record your response to both types of questions in your answer booklet only. The PSSA is an untimed assessment. You may take as much time as you need to complete this section. Are there any questions?**

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

> **Open your test booklet to page 18.**

Pause while students find the correct page in their test booklets. The directions on page 18 of the test booklet may be repeated to students as needed during the administration of Section 2. When all students are ready, say and demonstrate:

> **Look at the directions in the first box on page 18. Read the directions silently as I read them aloud.**
>
> ***On the following pages are the mathematics questions.***
> - ***You may use a calculator for all questions in this section.***
> - ***You may need a protractor for questions on this test.***
>
> **Now look at the second box on page 18. It is labeled "Directions for Multiple-Choice Questions." Read the directions in the second box silently as I read them aloud.**
>
> ***Some questions will ask you to select an answer from among four choices.***
>
> ***For the multiple-choice questions:***
> - ***First solve the problem on scratch paper.***
> - ***Choose the correct answer and record your choice in the answer booklet.***
> - ***If none of the choices matches your answer, go back and check your work for possible errors.***
> - ***Only one of the answers provided is the correct response.***
>
> **Are there any questions?**

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

> **Now look at the last box on page 18. It is labeled "Directions for Open-Ended Questions." Read the directions in the last box silently as I read them aloud.**
>
> ***Some questions will require you to write your response.***

Continue speaking:

For the open-ended questions:

- ***These questions have more than one part. Be sure to read the directions carefully.***
- ***You cannot receive the highest score for an open-ended question without completing all tasks in the question. For example, if the question asks you to show your work or explain your reasoning, be sure to show your work or explain your reasoning in the space provided.***
- ***If the question does not ask you to show your work or explain your reasoning, you may use the space provided, but only those parts of your response that the question specifically asks for will be scored.***
- ***Write your response in the appropriate location within the response box in the answer booklet. Some answers may require graphing, plotting, labeling, drawing, or shading. If you use scratch paper, be sure to transfer your final response and any needed work or reasoning to the answer booklet.***

Are there any questions?

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

Now look at the reference sheet that I passed out along with your scratch paper.

Pause while students look at the Mathematics reference sheet. When all students are ready, say and demonstrate:

This is an example of the scoring guidelines that professional scorers will use to evaluate your responses to open-ended mathematics questions. You may refer to these mathematics scoring guidelines at any time while responding to an open-ended mathematics question. On the other side of the reference sheet is a formula sheet. You may use the formula sheet at any time while taking this test. Do not write on the reference sheet, as you will use it for another section of the test. Are there any questions?

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

We are now ready to start Section 2. Turn to page 19 in your test booklet and page 11 in your answer booklet. Look at page 19 in your test booklet. In the bottom right-hand corner, you will see a GO ON arrow. This arrow indicates that you are not yet finished with Section 2 and you are to continue on to the next page. Follow the GO ON arrows and follow the directions that tell you which questions are in your test booklet and which questions are in the answer booklet. Continue until you complete all of the multiple-choice questions and the open-ended question in Section 2. At the end of Section 2, you will see a STOP sign in your test booklet and in your answer booklet.

Remember to complete questions 27 through 51 in Section 2 and to mark only one correct answer for each question in your answer booklet. If you complete Section 2 before the testing session is over, you may check your work ONLY for questions in Section 2. Do not look back or ahead to any other parts of the test booklet or answer booklet. After you have checked your work, make sure you have completely erased wherever you have changed an answer or made a stray mark in your answer booklet or written on your reference sheet. Then close your answer booklet and place it inside your test booklet so I will know you have finished. I will collect your test materials when you finish. You may sit quietly or read for pleasure until the rest of the class completes Section 2. Are there any questions?

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

You may begin.

While students are taking the assessment, be available as a resource. Do not give any individual or group help that might suggest the correct answer to a question. Do not communicate to a student that the student should "check" an answer or that the student has answered an item incorrectly. You may, however, provide clarification of test directions and/or direct the student to the correct section of the test. The directions on page 18 of the test booklet may be repeated to students as needed during the administration of Section 2. There are two half circles in the header of all pages in Section 2. The shape (and number of the shape shown) differs for each section in the test and answer booklets. While students are taking the assessment, ensure that students are working in the correct section of the test.

Sometimes a word of encouragement is all that is needed to help a student continue to work. Encourage students to try all of the tasks (questions) and to complete the assessment.

The testing time for this section is estimated at 60–70 minutes, but the actual administration time may vary. Collect test materials, including scratch paper, when students are finished testing rather than keeping booklets closed on the students' desks. End the session when most students have completed the section and you are nearing the end of the scheduled time. Since each student is to be provided sufficient time to finish the assessment, additional time must be allowed on an individual basis if one or more students are continuing to make reasonable progress on the assessment. For more information about Extended Testing Time, see Part II of this document. When you have confirmed that approximately five minutes remain in the testing time for the group, say:

> **This session will end in about five minutes. Make sure that you have completely erased wherever you have changed an answer or made a stray mark in your answer booklet or written on your reference sheet. If you need additional time to complete this section, direction will be provided for you to move to another location to complete this section.**

At the end of the scheduled time, say:

> **Close your test booklet and answer booklet. You will use the same booklets for the remaining sections of the assessment, so make sure your name is on the front cover of each booklet. Place your answer booklet inside the test booklet. If you are finished, I will collect your booklets, reference sheet, protractor, and scratch paper. If you need more time, let me know, and you will be escorted to the location where you can finish this section.**

- If you are moving on to Section 3 at this time, now is the time to take a short break. Say:

  > **You are going to take a short break before beginning Section 3, so I will now collect any remaining test materials.**

  Collect any remaining booklets, scratch paper, protractors, and Mathematics reference sheets, making sure that answer booklets have been placed inside the test booklets and that each student's name is on the test booklet. All assessment materials must remain secure at all times. Following the short break, go on to Administer Section 3—Mathematics, found on the next page of this manual.

- If you are administering Section 3 at another time (later in the same day or on a different day), say:

  > **You are going to take Section 3 at another time, so I will now collect any remaining test materials.**

  Collect any remaining booklets, scratch paper, protractors, and Mathematics reference sheets, making sure that answer booklets have been placed inside the test booklets and that each student's name is on the test booklet.

Used scratch paper should be returned to the School Assessment Coordinator and kept in a secure location until it can be destroyed. Return all materials (test booklets, answer booklets, used scratch paper, protractors, and Mathematics reference sheets) immediately to the School Assessment Coordinator for secure storage. **Note: Do NOT** review student responses to test questions **for any reason**. Do not review booklets for stray marks.

ADMINISTER SECTION 3—MATHEMATICS

Make sure all students have two sharpened No. 2 pencils with good erasers. Make sure that no student is in possession of a cell phone, camera, or other unauthorized electronic device. **Collect all electronic devices prior to distributing any assessment materials.** Distribute booklets to students, making certain each student has the correct booklets.

Say and demonstrate:

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

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

> **I will now distribute scratch paper, protractors, and reference sheets. Do not bend or damage your protractor and do not make any stray marks on your protractor or reference sheet. In each section of the test, you may need to use the protractor to answer questions.**

Distribute scratch paper, protractors, and Mathematics reference sheets. When all students are ready, say:

> **Now we are ready to begin Section 3—Mathematics. For some of the questions, you will choose your answer from among a set of four answer choices. For one question, you will write your own response. You will record your response to both types of questions in your answer booklet only. The PSSA is an untimed assessment. You may take as much time as you need to complete this section. Are there any questions?**

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

> **Open your test booklet to page 32.**

Pause while students find the correct page in their test booklets. The directions on page 32 of the test booklet may be repeated to students as needed during the administration of Section 3. When all students are ready, say and demonstrate:

> **Look at the directions in the first box on page 32. Read the directions silently as I read them aloud.**
>
> ***On the following pages are the mathematics questions.***
> - ***You may use a calculator for all questions in this section.***
> - ***You may need a protractor for questions on this test.***
>
> **Now look at the second box on page 32. It is labeled "Directions for Multiple-Choice Questions." Read the directions in the second box silently as I read them aloud.**
>
> ***Some questions will ask you to select an answer from among four choices.***
>
> ***For the multiple-choice questions:***
> - ***First solve the problem on scratch paper.***
> - ***Choose the correct answer and record your choice in the answer booklet.***
> - ***If none of the choices matches your answer, go back and check your work for possible errors.***
> - ***Only one of the answers provided is the correct response.***
>
> **Are there any questions?**

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

> **Now look at the last box on page 32. It is labeled "Directions for Open-Ended Questions." Read the directions in the last box silently as I read them aloud.**
>
> ***Some questions will require you to write your response.***

Continue speaking:

For the open-ended questions:

- ***These questions have more than one part. Be sure to read the directions carefully.***
- ***You cannot receive the highest score for an open-ended question without completing all tasks in the question. For example, if the question asks you to show your work or explain your reasoning, be sure to show your work or explain your reasoning in the space provided.***
- ***If the question does not ask you to show your work or explain your reasoning, you may use the space provided, but only those parts of your response that the question specifically asks for will be scored.***
- ***Write your response in the appropriate location within the response box in the answer booklet. Some answers may require graphing, plotting, labeling, drawing, or shading. If you use scratch paper, be sure to transfer your final response and any needed work or reasoning to the answer booklet.***

Are there any questions?

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

Now look at the reference sheet that I passed out along with your scratch paper.

Pause while students look at the Mathematics reference sheet. When all students are ready, say and demonstrate:

This is an example of the scoring guidelines that professional scorers will use to evaluate your responses to open-ended mathematics questions. You may refer to these mathematics scoring guidelines at any time while responding to an open-ended mathematics question. On the other side of the reference sheet is a formula sheet. Formulas that you may need to solve problems on this test are on this formula sheet. You may use the formula sheet at any time while taking this test. Are there any questions?

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

We are now ready to start Section 3. Turn to page 33 in your test booklet and page 15 in your answer booklet. Look at page 33 in your test booklet. In the bottom right-hand corner, you will see a GO ON arrow. This arrow indicates that you are not yet finished with Section 3 and you are to continue on to the next page. Follow the GO ON arrows and follow the directions that tell you which questions are in your test booklet and which questions are in the answer booklet. Continue until you complete all of the multiple-choice questions and the open-ended question in Section 3. At the end of Section 3, you will see a STOP sign in your test booklet and in your answer booklet.

Remember to complete questions 52 through 76 in Section 3 and to mark only one correct answer for each question in your answer booklet. If you complete Section 3 before the testing session is over, you may check your work ONLY for questions in Section 3. Do not look back to any other parts of the test booklet or answer booklet. After you have checked your work, make sure you have completely erased wherever you have changed an answer or made a stray mark in your answer booklet. Then close your answer booklet and place it inside your test booklet so I will know you have finished. I will collect your test materials when you finish. You may sit quietly or read for pleasure until the rest of the class completes Section 3. Are there any questions?

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

You may begin.

While students are taking the assessment, be available as a resource. Do not give any individual or group help that might suggest the correct answer to a question. Do not communicate to a student that the student should "check" an answer or that the student has answered an item incorrectly. You may, however, provide clarification of test directions and/or direct the student to the correct section of the test. The directions on page 32 of the test booklet may be repeated to students as needed during the administration of Section 3. There are three triangles in the header of all pages in Section 3. The shape (and number of the shape shown) differs for each section in the test and answer booklets. While students are taking the assessment, ensure that students are working in the correct section of the test.

Sometimes a word of encouragement is all that is needed to help a student continue to work. Encourage students to try all of the tasks (questions) and to complete the assessment.

The testing time for this section is estimated at 60–70 minutes, but the actual administration time may vary. Collect test materials, including scratch paper, when students are finished testing rather than keeping booklets closed on the students' desks. End the session when most students have completed the section and you are nearing the end of the scheduled time. Since each student is to be provided sufficient time to finish the assessment, additional time must be allowed on an individual basis if one or more students are continuing to make reasonable progress on the assessment. For more information about Extended Testing Time, see Part II of this document. When you have confirmed that approximately five minutes remain in the testing time for the group, say:

> **This session will end in about five minutes. Make sure that you have completely erased wherever you have changed an answer or made a stray mark in your answer booklet. If you need additional time to complete this section, direction will be provided for you to move to another location to complete this section.**

At the end of the scheduled time, say:

> **This concludes the 2016 Mathematics Assessment. Close your test booklet and answer booklet. Place your answer booklet inside the test booklet. I will now collect your booklets. If you need more time, let me know, and you will be escorted to the location where you can finish this section.**

Collect the booklets, making sure that answer booklets have been placed inside the test booklets and that each student's name is on the test booklet. Say:

> **I will now collect your scratch paper, protractor, and reference sheet.**

Collect scratch paper, protractors, and reference sheets. Used scratch paper and reference sheets should be returned to the School Assessment Coordinator and kept in a secure location until they can be destroyed. Return all materials (test booklets, answer booklets, protractors, reference sheets, and used scratch paper) immediately to the School Assessment Coordinator for secure overnight storage. **Note: Do NOT** review student responses to test questions **for any reason**. Do not review booklets for stray marks.

AFTER TESTING IS COMPLETE

After testing is complete:

- Make sure student identification information is complete and correct on all booklets. Make sure the name on the test booklet and the answer booklet correspond for each student.
- If a student answer booklet has a barcode label with a colored stripe [a District/School Label], make sure that the School Assessment Coordinator or his/her designee has completed the applicable portions of the front cover and page 2 of the answer booklet. (See your School Assessment Coordinator for questions or further direction.)
- If a student used any accommodation listed on page 3 of the answer booklet during the administration of the assessment, make sure that applicable portions of page 3 of the answer booklet are completed with the circles filled in. (See your School Assessment Coordinator for questions or further direction.)
- Do **not** check response pages in student answer booklets for any reason.

RETURN MATERIALS

Assessment materials must be kept secure. All materials, including any unused materials, related to the administration of this assessment must be returned to the School Assessment Coordinator.

Return all assessment materials to the School Assessment Coordinator for secure storage. This includes used and unused booklets, this manual, Mathematics reference sheets, protractors, and used scratch paper. All assessment materials must be returned to the School Assessment Coordinator immediately at the end of the assessment session.

Reminder: All used answer booklets returned to Data Recognition Corporation for processing **must** have a barcode label [District/School or Student Precode or Do Not Score] affixed to the front cover of the answer booklet. Do **not** affix a barcode label to any unused answer booklet.

Remember: Every Test Administrator involved in the administration of the 2016 Mathematics Assessment must sign and date a *Test Administrator/Proctor Test Security Certification*. When a Test Administrator signs and dates the Test Security Certification, that person certifies that all security measures have been followed for this PSSA administration. Test Administrators should return the signed and dated *Test Administrator/Proctor Test Security Certification* to the School Assessment Coordinator upon completion of the last testing session.

If a test security violation is suspected, contact the School Assessment Coordinator or the Pennsylvania Department of Education at (717) 787-4234 immediately.

Note: The School Assessment Coordinator has all information on returning assessment materials to Data Recognition Corporation (DRC).

pennsylvania
DEPARTMENT OF EDUCATION

ETHICAL STANDARDS OF TEST PREPARATION AND ADMINISTRATION

Before Test Administration:

DO…

- Communicate to students, parents, and the community what the test does and does not measure, when and how it will be administered, and how the results will be used.
- Maintain a positive attitude about testing.
- Be sure that students testing online have prior experience with the Online Tools Training (OTT).
- Read the *Directions for Administration Manual*.
- Follow test security and administration guidelines.
- Consider having a teacher other than the teacher of record administer the assessment to a particular group of students. If local circumstances do not allow that option, assign a Proctor in the classroom with the Test Administrator.
- Schedule the assessment and provide the schedule to PDE via the online system.
- Include all students in the appropriate assessment.
- Attend the annual trainings for the administration of the assessments in order to be properly informed of the procedures to follow. These trainings include understanding test security and the confidential and proprietary nature of the documents.
- Make contingency plans for unexpected disruptions during testing. All school personnel must know what to do in the event of a fire alarm, bomb threat, HAZMAT incident, unruly student, etc.
- Remove or disable monitoring software (spyware) from computers, iPads, and Chromebooks to be used for testing.
- Cover or remove from classrooms or hallways all instructional materials that could aid students in answering test items.
- Make sure the testing environment is comfortable and has appropriate lighting.
- Place a "**Testing—Do Not Disturb**" sign on doors where testing is occurring.
- Review the *Code of Conduct for Test Takers* with students.
- Make sure calculators (other than calculators provided within the online testing engine) meet the requirements of the Calculator Policy. Clear the memory and all stored programs before and after the calculators are used for a test.
- Know the required accommodations for each student with an IEP or 504 Service Plan and for each English Language Learner being assessed.
- Review with students the possible local sanctions the district will enforce for student misconduct (e.g., cheating and recording test questions).
- Count the test materials in the presence of the SAC.

DO NOT…

- Instruct students to use a test-taking technique that would require them to bubble or strike through more than one response to a test question and then return and erase all but one response.
- Review student test booklets except for purposes as stated in the *Directions for Administration Manual* and any of the accommodations guidelines documents. Knowledge or review of test content is not necessary for valid test administration and is prohibited.

  Note: Interpreters may have secure access to test materials in the school three days prior to test administration to prepare for accurate interpretation of the test.
- Reveal any part of secure copyrighted tests to students.
- Copy or otherwise reproduce any part of secure tests.
- Review and/or provide answers to test questions to students.
- Possess unauthorized copies of state tests or any parts thereof.
- Assist in, direct, aid, counsel, encourage, or fail to report immediately any of the actions prohibited in this section.

During Test Administration:

DO…

- Follow test security and administration guidelines.
- Maintain a positive attitude about testing.
- Engage in active monitoring for the duration of testing. Position yourself with the best vantage point by continually moving around the testing site to ensure students are adhering to the instructions given.
- Ensure that students are working in the correct section and that they are bubbling in answers in the correct section of the answer sheet for the section of the test booklet in which they are working, **BUT be cautious in redirecting or assisting students that you are not violating test security by coaching (see DO NOT list on the next page).**
- Make sure students are supervised at all times during testing, including scheduled or unscheduled breaks or emergency interruptions. This supervision requirement includes those students who need additional time to complete any test session.
- Escort all students and carry all secure testing materials to alternate testing sites for extended time.
- Make sure that sections/modules are started and completed in the same day.
- Keep voice inflections neutral if an allowable or required accommodation is to read portions of the test aloud.
- Minimize distractions, including intercom announcements.
- Collect cell phones, smart phones, and other unauthorized electronic devices as students enter the testing site.
- Report testing irregularities/security breaches to the School Assessment Coordinator, principal, or the Pennsylvania Department of Education.

DO NOT…

- Leave students unattended with testing materials or permit any student to leave the testing site with testing materials for any reason.
- Permit students to look ahead to another section or module of the test before being instructed to do so, or allow students to look back in a test booklet once a test section or module has been completed.
- Discuss, disseminate, or otherwise reveal contents of the test to anyone.
- Possess secure test materials at any time other than during the actual administration of the test. NOTE: Test Administrators should only have possession of the secure test materials immediately prior to the administration of the test and during the administration of the test, and the materials should be collected and counted by the School Assessment Coordinator immediately after testing. When materials are exchanged between the SAC and TA, materials must be counted to ensure all materials are accounted for.
- Coach or provide feedback to students (e.g., answer any questions pertaining to the content of the test, review rough drafts, or give feedback of any kind including indicating to students any items that need a second look). This prohibition includes, but is not limited to, a Personal Care Aid (PCA), Therapeutic Support Staff (TSS), or any other one-on-one aide who is assigned to a student.
- Define or clarify a word in a test item.
- Read aloud any portion of the Literature Assessment.
- Read aloud the passages, multiple-choice questions or answer choices, or short-answer questions in Sections 2, 3, or 4 of the PSSA English Language Arts (ELA) assessment.
- Read aloud any part of a mathematics item that will cue the correct answer or provide a hint for the test taker.
- Return a test booklet to any student after it has been turned in to the Test Administrator except for make-up sessions for absences and for students who go to another testing site for extended time.
- Alter, influence, or interfere with a test response in any way, fill in any unanswered item, or instruct the student to do so.
- Assist in, direct, aid, counsel, encourage, or fail to report any of the actions prohibited in this section.

After Test Administration:

DO…

- Follow test security and administration guidelines.
- Maintain a positive attitude about testing.
- Collect all scratch paper or rough drafts at the end of each test session, and return them to the School Assessment Coordinator to be destroyed.
- Return all secure testing materials to the School Assessment Coordinator immediately after the testing session each day.
- Account for all test booklets and answer booklets daily, and keep them in a secure location.
- Transcribe exact student responses, including incorrect responses, when an alternate test format (such as Braille or large print) has been used or when a student's answer booklet has been damaged.
- Clear the memory of calculators after each testing session.
- Pack and ship the secure testing materials to the testing contractor.
- Sign the appropriate Test Security Certification, and return it to the appropriate individual as directed.

DO NOT…

- Discuss, disseminate, or otherwise reveal the contents of the test to anyone.
- Keep/save, copy, reproduce, or use any test, test item, specific test content, or examinee responses to any item or any section of a secure test in any manner inconsistent with the instructions provided by and through the Pennsylvania Department of Education.
- Review student responses in the answer booklet.
- Review test booklets containing the test items.
- Alter, influence, or interfere with a test response in any way, fill in any unanswered item, or instruct the student to do so.
- Discuss or provide feedback regarding test items.
- Copy or reproduce any portion of the secure test materials or provide answer keys.
- Erase or change student answers.
- Make false or misleading statements about assessment results, including inappropriate interpretations, inaccurate reports, or unsubstantiated claims.
- Erase anything in the answer booklet or darken bubbles.
- Assist in, direct, aid, counsel, encourage, or fail to report any of the actions prohibited in this section.

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CODE OF CONDUCT FOR TEST TAKERS

DO…

- Listen to, read, and follow all directions given.
- Ask questions if you do not understand the directions.
- Read each question carefully, especially multiple-choice items that ask for the "best answer." Also, be sure to read any open-ended items and writing prompts carefully before responding.
- Be careful when marking your answers so that you do not skip spaces or fill in the wrong sections.
- Make sure to completely fill in the bubble for the answer you select and erase completely any answers you change.
- Keep your eyes on your own test.
- Try to answer each test item.
- Check that you have completed all the test items in the test section before closing your test booklet or submitting your final responses online.
- Report any suspected cheating to your teacher or principal.

DO NOT…

- Bring notes with you to the test.
- Bring any electronic devices (e.g., cell phones, smart phones, etc.) other than an approved calculator, if applicable, to the test.
- Share a calculator with others.
- Use the bubbles in the answer booklet to either eliminate possible incorrect answers or possible correct answers. Mark only the bubble for the one correct answer you have chosen.
- Talk with others about questions on the test during or after the test.
- Take notes about the test to share with others.
- Leave an online test session until the session is complete or until instructed to do so.

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2016 Test Security Certification

(Test Administrator and Proctor)

District: _____

School: _____

AUN: _____

Maintaining the security and integrity of all assessment materials, preventing any dishonest or fraudulent behavior in the administration and handling of the assessment, and promoting a fair and equitable testing environment are essential in order to obtain reliable and valid student scores. In that regard, I certify the following:

Prior to the administration of the assessment, I completed the Pennsylvania State Test Administration Training, and I understand that the assessment materials are secure, confidential, and proprietary documents owned by the Pennsylvania Department of Education.

I have not reviewed, discussed, disseminated, described, or otherwise revealed the contents of the assessment to anyone. I have not removed any assessment materials from the school building unless I was specifically authorized to administer the assessment to a student on homebound instruction. I have not kept, copied, reproduced, released, or used any assessment, assessment question, specific assessment content, or examinee response to any item or any section of the secure assessment in any manner that is inconsistent with the instructions provided by or through the Pennsylvania Department of Education. I have not provided any examinee with an answer to an assessment question or in any way influenced an examinee's response to any assessment question. I have not in any manner altered or caused the alteration of any examinee response, assessment booklet, or papers used by examinees.

I understand that any breach in assessment security could result in the invalidation of assessment results, professional discipline, and/or criminal prosecution.

I understand that false statements herein are made subject to the penalties of 18 Pa.C.S. § 4904.

_____	_____	_____
Administrator/Proctor Name	Administrator/Proctor Signature	Date of Signature

PENNSYLVANIA CALCULATOR POLICY

If a student chooses to use a calculator (other than the online options) on the Keystone Exams or PSSA in sections where the calculator is permitted, the student must adhere to the guidelines listed below. It is incumbent upon the School Assessment Coordinator to ensure that all calculator policies are implemented and followed, including making sure calculators have no programs stored in their memory other than those that are factory installed. Please note that if a student wants to restore the deleted programs, the student will need to back up these programs prior to the assessment. In addition, the memory must be cleared on the calculator following each test session of the assessment.

The following are **not** permitted for the PSSA or Keystone Exams:

- Noncalculators such as cell phones, smart phones, PDAs, laptops, tablets, pocket organizers, etc.
- Calculators with infrared, Wi-Fi, Bluetooth, or other beaming or wireless capabilities, unless the beaming or wireless capabilities are disabled
- Calculators with QWERTY keyboards, typewriter-like keyboards, or keypads (e.g., Dvorak)
- Calculators with built-in Computer Algebra Systems (CAS)
- Calculators that make noise, have paper tape, need to be plugged in, or talk; these specific calculators can only be used as a required accommodation as stated in the *Accommodations Guidelines*
- Calculators shared by students during a test session
- Any and all nonfactory programs or information stored in the calculator

This calculator policy is intended to be a general description of what is not allowed. It is not meant to be an exhaustive list of specific calculators, devices, or technologies that cannot be used on the PSSA or Keystone Exams. Please note that as technology changes, this policy may also change.

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APRIL 2016
GRADE 4—PSSA
MATHEMATICS
DIRECTIONS FOR ADMINISTRATION MANUAL

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