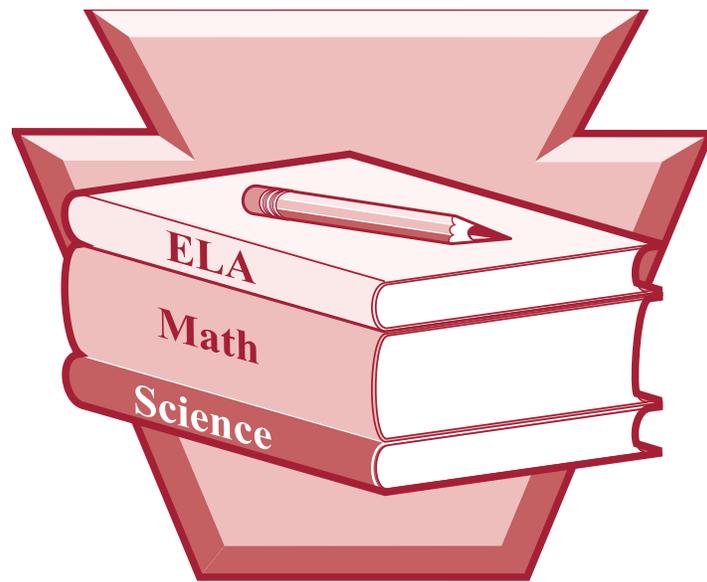




pennsylvania
DEPARTMENT OF EDUCATION



GRADE 3 MATHEMATICS– SPANISH TRANSLATION

PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT

SPANISH TRANSLATION 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 3 who will be using the Spanish Mathematics Booklet**. 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 Spanish Mathematics 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 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 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

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

public reprimand, a suspension of their teaching certificate(s), a revocation of their teaching certificate(s), and/or a 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 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.drce.direct.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 3 Mathematics *Spanish Translation 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 test 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.drceirect.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 Spanish Mathematics 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 Spanish Mathematics Booklet.
- The form number S01 will be on the front cover of each Spanish Mathematics Booklet.
 - **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 (in Spanish and in English) 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 Spanish Mathematics Booklet.
- Students must use a No. 2 pencil; an ink pen may **not** be used.
- Students may highlight, underline, and make notes or comments on scratch paper or on their test booklet, but they must write their answers in the Spanish Mathematics 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). The assessment also includes questions that require students to write a response (open-ended questions). For all questions, students will read each question and record their responses in the spaces provided **in their test booklets only**.
- For some mathematics questions, students will use a ruler (supplied).
- **Students may not use a calculator during the Grade 3 assessment.**

Students are permitted to	Students are NOT permitted to
<ul style="list-style-type: none"> • 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 booklet. (Students must not use highlighters to mark the answer bubbles.) 	<ul style="list-style-type: none"> • 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. • use a calculator on 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 that may affect the validity of the 2016 Mathematics Assessment.

DO NOT DISPLAY:

- mathematics terms and/or definitions
- examples of problems or answers
- multiplication tables
- 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 *General Description of Scoring Guidelines for Mathematics Open-Ended Questions* may be displayed in the classroom. (Each student will receive a copy of these scoring guidelines in Spanish and in English for personal use as a part of the secure assessment materials.) These documents are also posted on these portals:

- <https://pa.drctdirect.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 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 3 Mathematics *Spanish Translation Directions for Administration Manual* (this manual)
- “**Testing—Do Not Disturb**” sign(s) to hang on the classroom door(s)
- One student Spanish Mathematics Booklet to use for demonstration purposes
- One copy of the *Mathematics Grade 3 Reference Sheet* in Spanish and in English for demonstration purposes

For each student taking the assessment:

- One Spanish Mathematics Booklet with a Student Precode Label or a District/School Barcode Label (form S01)
- One copy of the *Mathematics Grade 3 Reference Sheet* in Spanish and in English
- Two sharpened No. 2 pencils with good erasers
- One ruler (Students must use **only** the ruler supplied with testing materials.)
- Scratch paper for each section

MANAGE DAMAGED BOOKLETS

If a student receives a booklet with damaged or missing pages, replace it with a booklet of the same form designation (S01) and allow the student to continue working. If the student has already begun one or more sections of the assessment, he or she should start working in the new booklet at the point where the defect was discovered and use the new booklet for the remainder of the assessment. After the assessment has been completed, 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 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 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)

USE SPANISH TRANSLATION

The Grade 3 Spanish Mathematics Booklet will consist of the mathematics portion of the exam only. Therefore, any third grader taking the Spanish version of the mathematics test must have two booklets:

- One Grade 3 Spanish Mathematics Booklet, which will contain the student's responses to the mathematics portion of the assessment.
- One Grade 3 Reading and Mathematics Booklet, which will contain the student's responses to the reading portion of the assessment.

If a student does not participate in the Reading assessment, the Reading and Mathematics Booklet must still be returned with the sections blank.

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

The mathematics sections are designed with an "over/under" format, with the English text appearing within parentheses below the Spanish text. For answer options, the English text will appear within parentheses below or to the right of the Spanish text.

The mathematics sections of the test booklet also present open-ended questions in both Spanish and English. Answers may be written in Spanish, English, or a combination of Spanish and English.

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

GENERAL ORGANIZATION OF THE ASSESSMENT

The Grade 3 Mathematics Assessment consists of **three sections** that may 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 booklet. 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 Spanish and in English 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 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 3 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 test 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 Sección 1 – Matemáticas	Section 2 – Mathematics Sección 2 – Matemáticas	Section 3 – Mathematics Sección 3 – Matemáticas
Begin on page 8 Comienza en la página 8	Begin on page 39 Comienza en la página 39	Begin on page 66 Comienza en la página 66
Questions 1–26 Preguntas 1–26	Questions 27–51 Preguntas 27–51	Questions 52–76 Preguntas 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 Mathematics Booklet.

The following Spanish translation of the statement must also be posted on the chalkboard or dry-erase board:

Regresa y asegúrete de haber contestado cada pregunta antes de cerrar tu folleto de matemáticas.

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 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.drceirect.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 Spanish Mathematics 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 booklet. To help students understand these references, the Test Administrator should hold up a copy of the 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, and the Spanish translation of the text that appears on the left-hand side should be used whenever it has been provided. 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.** Distribute to each student a Spanish Mathematics Booklet with the front cover facing up.

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

Say and demonstrate:

Hoy comenzaremos la evaluación de matemáticas del estado de Pennsylvania. Cada uno de ustedes debe tener un Folleto de 3.º Grado de Matemáticas en Español. No abras tu folleto hasta que yo te diga.

Observa la portada de tu folleto. En la esquina superior izquierda de tu folleto hay una "S" seguida por el número "01". Si el número en la casilla de tu folleto no es "S01", levanta la mano y te daré un folleto nuevo.

Today we will begin the Pennsylvania state assessment in Mathematics. Each of you should have a Grade 3 Spanish Mathematics Booklet. Do not open your booklet until I tell you to do so.

Look at the cover page of your booklet. In the upper left-hand corner of your booklet, there is an "S" followed by the number "01." If the number in the box of your booklet is not "S01," raise your hand, and I will give you a new booklet.

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

Say and demonstrate:

Observa la portada de tu folleto. En la esquina inferior izquierda hay una etiqueta con un código de barras. Verifica si hay una raya de color sobre la etiqueta del código de barras.

Si la etiqueta del código de barras NO TIENE una raya de color, no hagas nada más en este momento.

Si la etiqueta del código de barras TIENE una raya de color, asegúrate que tu nombre completo esté impreso en las casillas de la parte superior de la portada del folleto.

Si la etiqueta del código de barras TIENE una raya de color y tu nombre NO ESTÁ impreso en las casillas, debes escribir tu nombre ahora. Escribe en letra de imprenta tu apellido en las casillas bajo las palabras “STUDENT’S LAST NAME”. Comienza por la izquierda y escribe una letra en cada casilla. Escribe todas las letras de tu apellido que quepan en las casillas proporcionadas.

Look at the cover page of your 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 the 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:

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

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

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

Ahora que ya has escrito tu primer nombre, encuentra la casilla bajo las letras “MI”. Escribe la primera letra de tu segundo nombre en letra de imprenta en esta casilla. Si no tienes segundo nombre, deja ese espacio en blanco.

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.

¿Hay alguna pregunta?

Are there any questions?

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

Si tu nombre está impreso en las casillas, ya sea que venga impreso o que tú lo hayas escrito, ahora debes volver a la primera letra de tu apellido. Encuentra el círculo que está bajo la casilla y tiene la misma letra que aparece impresa en la casilla. Sombrea el círculo que corresponde a esa letra. Ahora sombrea los círculos que faltan para cada letra de tu apellido. Luego, sombrea los círculos para cada letra de tu primer nombre y la primera letra de tu segundo nombre.

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

¿Hay alguna pregunta?

Are there any questions?

Answer all questions. Then say:

En la esquina inferior derecha de tu folleto hay un cuadro con el título "CODE OF CONDUCT". Lee en silencio el contenido de ese cuadro mientras yo lo leo en voz alta. "Al marcar este círculo, confirmo que entiendo el 'Código de Conducta para los Examinados' que el Administrador de la Prueba ha repasado conmigo". Si tú entiendes el *Código de Conducta para los Examinados*, sombrea ahora el círculo que está dentro del cuadro. Si tienes alguna pregunta acerca del *Código de Conducta para los Examinados*, levanta la mano.

In the bottom right-hand corner of your 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 Spanish and in English in Appendix B of this manual.) Then say:

Abre tu folleto en la página 5. En la página hay un cuadro que dice "ATENCIÓN". Lee todo el contenido de ese cuadro ahora.

Open your booklet to page 5. On the page is a box labeled "ATTENTION." Read the entire statement in the box now.

Pause while students read the information in the box. When all students have completed this task, say:

¿Hay alguna pregunta?

Are there any questions?

Answer all questions. When all students are ready, continue with the next section found on the next page of this manual.

ADMINISTER SECTION 1—MATHEMATICS

When all students are ready, say:

Ahora voy a repartir papel borrador, hojas de referencia y reglas. No dobles ni dañes tu regla y no hagas ninguna marca en tu regla u hoja de referencia. En cada sección de la prueba, es posible que necesites usar la regla para contestar preguntas de medidas.

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

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

Ya estamos listos para comenzar la Sección 1: Matemáticas. Para algunas de las preguntas, elegirás tu respuesta entre un grupo de cuatro opciones de respuesta. Para otras preguntas, escribirás tu propia respuesta. Anotarás tu respuesta para ambos tipos de preguntas en tu folleto solamente. El PSSA es una evaluación sin límite de tiempo. Puedes tomar todo el tiempo que necesites para terminar esta sección. ¿Hay alguna pregunta?

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 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:

Abre tu folleto de Matemáticas en la página 6.

Open your Mathematics Booklet to page 6.

Pause while students find the correct page in their booklets. The directions on pages 6 and 7 of the booklet may be repeated to students as needed during the administration of Section 1. When all students are ready, say and demonstrate:

Tu folleto de prueba tiene las instrucciones para matemáticas impresas en español y en inglés. Bajo cada instrucción en español encontrarás la instrucción original impresa en inglés.

Your test booklet contains mathematics directions printed both in Spanish and in English. Under each direction in Spanish you will find the original direction printed in English.

Mira las instrucciones en la página 6. Lee las instrucciones en silencio mientras yo las leo en voz alta en español.

Look at the directions on page 6. Read the directions silently as I read them aloud in Spanish.

Instrucciones: En las siguientes páginas están las preguntas de matemáticas.

Directions: On the following pages are the Mathematics questions.

- ***No puedes usar calculadora para esta prueba.***
- ***Es posible que necesites una regla para alguna pregunta(s) en esta prueba.***

- ***You may not use a calculator on this test.***
- ***You may need a ruler for question(s) on this test.***

Ahora mira el cuadro de la página 6. Se titula “Instrucciones para las Preguntas de Opción Múltiple”. Lee las instrucciones de ese cuadro en silencio mientras yo las leo en voz alta.

Now look at the box on page 6. It is labeled “Directions for Multiple-Choice Questions.” Read the directions in the box silently as I read them aloud.

Algunas preguntas te pedirán que selecciones una respuesta entre cuatro opciones.

Some questions will ask you to select an answer from among four choices.

Para las preguntas de opción múltiple:

For the multiple-choice questions:

- ***Primero resuelve el problema en papel borrador.***
- ***Escoge la respuesta correcta y registra tu opción en el folleto.***
- ***Si ninguna de las opciones coincide con tu respuesta, vuelve y revisa tu trabajo para ver si encuentras errores.***
- ***Solo una de las respuestas proporcionadas es la respuesta correcta.***

- ***First solve the problem on scratch paper.***
- ***Choose the correct answer and record your choice in the 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.***

¿Hay alguna pregunta?

Are there any questions?

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

Ahora mira el cuadro de la página 7. Está titulado “Instrucciones para las Preguntas Abiertas”. Lee las instrucciones del cuadro en silencio mientras yo las leo en voz alta.

Algunas preguntas requieren que escribas tu respuesta.

Para las preguntas abiertas:

- *Estas preguntas tienen más de una parte. Asegúrate de leer las instrucciones cuidadosamente.*
- *No podrás obtener la puntuación más alta para una pregunta abierta si no terminas todas las tareas de la pregunta. Por ejemplo, si te piden en la pregunta que muestres tu trabajo o expliques tu razonamiento, asegúrate de mostrar tu trabajo o explicar tu razonamiento en el espacio proporcionado.*
- *Si en la pregunta no te piden que muestres tu trabajo o expliques tu razonamiento, puedes usar el espacio proporcionado, pero solo se calificarán las partes de tu respuesta que se piden específicamente en la pregunta.*
- *Escribe tu respuesta en el lugar apropiado dentro del cuadro de respuestas en el folleto. Algunas respuestas pueden requerir graficar, trazar, rotular, dibujar o sombrear. Si usas papel borrador, asegúrate de transferir al folleto tu respuesta final y cualquier trabajo o razonamiento.*

¿Hay alguna pregunta?

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

Ahora mira la hoja de referencia que repartí junto con tu papel borrador y tu regla.

Now look at the box on page 7. It is labeled “Directions for Open-Ended Questions.” Read the directions in the 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 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 booklet.*

Are there any questions?

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

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

Este es un ejemplo de las pautas de calificación que los calificadores profesionales usarán para evaluar tus respuestas a las preguntas abiertas de matemáticas. Puedes consultar estas pautas de calificación de matemáticas en cualquier momento mientras estés contestando una pregunta abierta de matemáticas. No escribas en la hoja de referencia, ya que la usarás también para otras secciones de la prueba. ¿Hay alguna pregunta?

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. 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:

Las preguntas de matemáticas en este folleto están impresas en español y en inglés. La traducción en español aparece arriba o a un lado del inglés. Puedes leer las preguntas en español o en inglés o en ambos idiomas. Para las preguntas abiertas puedes escribir tu respuesta en español o en inglés o en una combinación de español e inglés. ¿Hay alguna pregunta?

The mathematics questions in this booklet are printed both in Spanish and in English. The Spanish translation is shown above or next to the English. You may read the questions in Spanish or in English or in both languages. For open-ended questions, you may write your response in Spanish or in English or in a combination of Spanish and English. Are there any questions?

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

Ya estamos listos para empezar la Sección 1. Pasa a la página 8 en tu folleto. En la esquina inferior derecha verás una flecha que dice CONTINÚA. Esta flecha indica que no has terminado la Sección 1 y debes continuar en la siguiente página. Sigue las flechas que dicen CONTINÚA hasta terminar todas las preguntas de opción múltiple y las dos preguntas abiertas de la Sección 1. Al final de la Sección 1, verás una señal que dice PARA.

We are now ready to start Section 1. Turn to page 8 in your 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 in the booklet, and 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.

Continue speaking:

Recuerda completar las preguntas 1 a 26 en la Sección 1 y marcar solamente una respuesta correcta para cada pregunta en tu folleto. Si terminas la Sección 1 antes de que termine la sesión de evaluación, puedes revisar tu trabajo SOLO para las preguntas de la Sección 1. No mires las próximas partes del folleto de Matemáticas. Después de revisar tu trabajo, asegúrate de haber borrado completamente lo que hayas cambiado de una respuesta, las marcas sueltas en tu folleto y lo que hayas escrito en tu hoja de referencia. Luego cierra tu folleto para que yo sepa que ya terminaste. Yo recogeré tus materiales de prueba cuando termines. Puedes permanecer sentado en silencio o leer para entretenerte hasta que el resto del grupo termine la Sección 1. ¿Hay alguna pregunta?

Remember to complete questions 1 through 26 in Section 1 and to mark only one correct answer for each question in your 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 Mathematics 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 booklet or written on your reference sheet. Then close your 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:

Puedes empezar.

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 pages 6 and 7 of the 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 Mathematics Booklet. 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 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:

Esta sesión terminará en cinco minutos aproximadamente. Asegúrate de haber borrado completamente lo que hayas cambiado de una respuesta, las marcas sueltas en tu folleto y lo que hayas escrito en tu hoja de referencia. Si necesitas más tiempo para terminar esta sección, te darán indicaciones para que vayas a otro lugar a terminar esta sección.

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 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:

Cierra tu folleto. Si ya terminaste, recogeré tu folleto y tu papel borrador. Si necesitas más tiempo, avísame, y te acompañarán al lugar donde puedes terminar esta sección.

Close your booklet. If you are finished, I will collect your booklet 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 continuing the assessment at this time, now is the time to take a short break. Say:

Vas a tomar un descanso antes de comenzar la Sección 2, de manera que ahora recogeré el resto de los materiales de la prueba.

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, Mathematics reference sheets, and rulers, making sure that each student's name is on the 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:

Vas a contestar la Sección 2 en otro momento, de manera que ahora recogeré el resto de los materiales de la prueba.

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, Mathematics reference sheets, and rulers, making sure that each student's name is on the 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 (booklets, reference sheets, rulers, and used scratch paper) 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 booklet.

Say and demonstrate:

Asegúrate que tu nombre esté en la portada de tu folleto.

Check to make sure that your name is on the front cover of the booklet.

When all students are ready, say:

Ahora voy a repartir papel borrador, hojas de referencia y reglas. No dobles ni dañes tu regla y no hagas ninguna marca en tu regla u hoja de referencia. En cada sección de la prueba, es posible que necesites usar la regla para contestar preguntas de medidas.

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

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

Ya estamos listos para comenzar la Sección 2: Matemáticas. Para algunas de las preguntas, elegirás tu respuesta entre un grupo de cuatro opciones de respuesta. Para una pregunta, escribirás tu propia respuesta. Anotarás tu respuesta para ambos tipos de preguntas en tu folleto solamente. El PSSA es una evaluación sin límite de tiempo. Puedes tomar todo el tiempo que necesites para terminar esta sección. ¿Hay alguna pregunta?

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 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:

Abre tu folleto en la página 37.

Open your booklet to page 37.

Pause while students find the correct page in their booklets. The directions on pages 37 and 38 of the booklet may be repeated to students as needed during the administration of Section 2. When all students are ready, say and demonstrate:

Tu folleto de prueba tiene las instrucciones para matemáticas impresas en español y en inglés. Bajo cada instrucción en español encontrarás la instrucción original impresa en inglés.

Mira las instrucciones en la página 37. Lee las instrucciones en silencio mientras yo las leo en voz alta en español.

Instrucciones: En las siguientes páginas están las preguntas de matemáticas.

- ***No puedes usar calculadora para esta prueba.***
- ***Es posible que necesites una regla para alguna pregunta(s) en esta prueba.***

Ahora mira el cuadro de la página 37. Se titula “Instrucciones para las Preguntas de Opción Múltiple”. Lee las instrucciones de ese cuadro en silencio mientras yo las leo en voz alta.

Algunas preguntas te pedirán que selecciones una respuesta entre cuatro opciones.

Para las preguntas de opción múltiple:

- ***Primero resuelve el problema en papel borrador.***
- ***Escoge la respuesta correcta y registra tu opción en el folleto.***
- ***Si ninguna de las opciones coincide con tu respuesta, vuelve y revisa tu trabajo para ver si encuentras errores.***
- ***Solo una de las respuestas proporcionadas es la respuesta correcta.***

¿Hay alguna pregunta?

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

Abre tu folleto en la página 38. Dobra tu folleto para ver solamente la página 38.

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

Ahora mira el cuadro de la página 38. Está titulado “Instrucciones para las Preguntas Abiertas”. Lee las instrucciones del cuadro en silencio mientras yo las leo en voz alta.

Your test booklet contains mathematics directions printed both in Spanish and in English. Under each direction in Spanish you will find the original direction printed in English.

Look at the directions on page 37. Read the directions silently as I read them aloud in Spanish.

Directions: On the following pages are the Mathematics questions.

- ***You may not use a calculator on this test.***
- ***You may need a ruler for question(s) on this test.***

Now look at the box on page 37. It is labeled “Directions for Multiple-Choice Questions.” Read the directions in the 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 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?

Open your booklet to page 38. Fold your booklet back so that only page 38 is showing.

Now look at the box on page 38. It is labeled “Directions for Open-Ended Questions.” Read the directions in the box silently as I read them aloud.

Continue speaking:

Algunas preguntas requieren que escribas tu respuesta.

Para las preguntas abiertas:

- ***Estas preguntas tienen más de una parte. Asegúrate de leer las instrucciones cuidadosamente.***
- ***No podrás obtener la puntuación más alta para una pregunta abierta si no terminas todas las tareas de la pregunta. Por ejemplo, si te piden en la pregunta que muestres tu trabajo o expliques tu razonamiento, asegúrate de mostrar tu trabajo o explicar tu razonamiento en el espacio proporcionado.***
- ***Si en la pregunta no te piden que muestres tu trabajo o expliques tu razonamiento, puedes usar el espacio proporcionado, pero solo se calificarán las partes de tu respuesta que se piden específicamente en la pregunta.***
- ***Escribe tu respuesta en el lugar apropiado dentro del cuadro de respuestas en el folleto. Algunas respuestas pueden requerir graficar, trazar, rotular, dibujar o sombrear. Si usas papel borrador, asegúrate de transferir al folleto tu respuesta final y cualquier trabajo o razonamiento.***

¿Hay alguna pregunta?

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

Ahora mira la hoja de referencia que repartí junto con tu papel borrador y tu regla.

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

Este es un ejemplo de las pautas de calificación que los calificadores profesionales usarán para evaluar tus respuestas a las preguntas abiertas de matemáticas. Puedes consultar estas pautas de calificación de matemáticas en cualquier momento mientras estés contestando una pregunta abierta de matemáticas. No escribas en la hoja de referencia, ya que la usarás también para otra sección de la prueba. ¿Hay alguna pregunta?

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 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 booklet.***

Are there any questions?

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

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. 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:

Las preguntas de matemáticas en este folleto están impresas en español y en inglés. La traducción en español aparece arriba o a un lado del inglés. Puedes leer las preguntas en español o en inglés o en ambos idiomas. Para las preguntas abiertas puedes escribir tu respuesta en español o en inglés o en una combinación de español e inglés. ¿Hay alguna pregunta?

The mathematics questions in this booklet are printed both in Spanish and in English. The Spanish translation is shown above or next to the English. You may read the questions in Spanish or in English or in both languages. For open-ended questions, you may write your response in Spanish or in English or in a combination of Spanish and English. Are there any questions?

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

Ya estamos listos para empezar la Sección 2. Pasa a la página 39 en tu folleto. En la esquina inferior derecha verás una flecha que dice CONTINÚA. Esta flecha indica que no has terminado la Sección 2 y debes continuar en la siguiente página. Sigue las flechas que dicen CONTINÚA hasta terminar todas las preguntas de opción múltiple y la pregunta abierta de la Sección 2. Al final de la Sección 2 verás una señal que dice PARA.

We are now ready to start Section 2. Turn to page 39 in your 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 in the booklet, and 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.

Recuerda completar las preguntas 27 a 51 en la Sección 2 y marcar solamente una respuesta correcta para cada pregunta en tu folleto. Si terminas la Sección 2 antes de que termine la sesión de evaluación, puedes revisar tu trabajo SOLO para las preguntas de la Sección 2. No mires ni las anteriores ni las próximas partes del folleto. Después de revisar tu trabajo, asegúrate de haber borrado completamente lo que hayas cambiado de una respuesta, las marcas sueltas en tu folleto y lo que hayas escrito en tu hoja de referencia. Luego cierra tu folleto para que yo sepa que ya terminaste. Yo recogeré tus materiales de prueba cuando termines. Puedes permanecer sentado en silencio o leer para entretenerte hasta que el resto del grupo termine la Sección 2. ¿Hay alguna pregunta?

Remember to complete questions 27 through 51 in Section 2 and to mark only one correct answer for each question in your 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 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 booklet or written on your reference sheet. Then close your 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:

Puedes empezar.

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 pages 37 and 38 of the 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 Mathematics Booklet. 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:

Esta sesión terminará en cinco minutos aproximadamente. Asegúrate de haber borrado completamente lo que hayas cambiado de una respuesta, las marcas sueltas en tu folleto y lo que hayas escrito en tu hoja de referencia. Si necesitas más tiempo para terminar esta sección, te darán indicaciones para que vayas a otro lugar a terminar esta sección.

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 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:

Cierra tu folleto. Si ya terminaste, recogeré tu folleto y tu papel borrador. Si necesitas más tiempo, avísame, y te acompañarán al lugar donde puedes terminar esta sección.

Close your booklet. If you are finished, I will collect your booklet 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 continuing the assessment at this time, now is the time to take a short break. Say:

Vas a tomar un descanso antes de comenzar la Sección 3, de manera que ahora recogeré el resto de los materiales de la prueba.

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, Mathematics reference sheets, and rulers, making sure that each student's name is on the 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:

Vas a contestar la Sección 3 en otro momento, de manera que ahora recogeré el resto de los materiales de la prueba.

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, Mathematics reference sheets, and rulers, making sure that each student's name is on the 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 (booklets, reference sheets, rulers, and used scratch paper) 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 booklet.

Say and demonstrate:

Asegúrate que tu nombre esté en la portada de tu folleto.

Check to make sure that your name is on the front cover of the booklet.

When all students are ready, say:

Ahora voy a repartir papel borrador, hojas de referencia y reglas. No dobles ni dañes tu regla y no hagas ninguna marca en tu regla u hoja de referencia. En cada sección de la prueba, es posible que necesites usar la regla para contestar preguntas de medidas.

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

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

Ya estamos listos para comenzar la Sección 3: Matemáticas. Para algunas de las preguntas, elegirás tu respuesta entre un grupo de cuatro opciones de respuesta. Para una pregunta, escribirás tu propia respuesta. Anotarás tu respuesta para ambos tipos de preguntas en tu folleto solamente. El PSSA es una evaluación sin límite de tiempo. Puedes tomar todo el tiempo que necesites para terminar esta sección. ¿Hay alguna pregunta?

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 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:

Abre tu folleto en la página 64.

Open your booklet to page 64.

Pause while students find the correct page in their booklets. The directions on pages 64 and 65 of the booklet may be repeated to students as needed during the administration of Section 3. When all students are ready, say and demonstrate:

Tu folleto de prueba tiene las instrucciones para matemáticas impresas en español y en inglés. Bajo cada instrucción en español encontrarás la instrucción original impresa en inglés.

Mira las instrucciones en la página 64. Lee las instrucciones en silencio mientras yo las leo en voz alta en español.

Instrucciones: En las siguientes páginas están las preguntas de matemáticas.

- ***No puedes usar calculadora para esta prueba.***
- ***Es posible que necesites una regla para alguna pregunta(s) en esta prueba.***

Ahora mira el cuadro de la página 64. Se titula “Instrucciones para las Preguntas de Opción Múltiple”. Lee las instrucciones de ese cuadro en silencio mientras yo las leo en voz alta.

En algunas preguntas te pedirán que selecciones una respuesta entre cuatro opciones.

Para las preguntas de opción múltiple:

- ***Primero resuelve el problema en papel borrador.***
- ***Escoge la respuesta correcta y registra tu opción en el folleto.***
- ***Si ninguna de las opciones coincide con tu respuesta, vuelve y revisa tu trabajo para ver si encuentras errores.***
- ***Solo una de las respuestas proporcionadas es la respuesta correcta.***

¿Hay alguna pregunta?

Your test booklet contains mathematics directions printed both in Spanish and in English. Under each direction in Spanish you will find the original direction printed in English.

Look at the directions on page 64. Read the directions silently as I read them aloud in Spanish.

Directions: On the following pages are the Mathematics questions.

- ***You may not use a calculator on this test.***
- ***You may need a ruler for question(s) on this test.***

Now look at the box on page 64. It is labeled “Directions for Multiple-Choice Questions.” Read the directions in the 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 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:

Ahora mira el cuadro de la página 65. Está titulado “Instrucciones para las Preguntas Abiertas”. Lee las instrucciones del cuadro en silencio mientras yo las leo en voz alta.

Algunas preguntas requieren que escribas tu respuesta.

Para las preguntas abiertas:

- *Estas preguntas tienen más de una parte. Asegúrate de leer las instrucciones cuidadosamente.*
- *No podrás obtener la puntuación más alta para una pregunta abierta si no terminas todas las tareas de la pregunta. Por ejemplo, si te piden en la pregunta que muestres tu trabajo o expliques tu razonamiento, asegúrate de mostrar tu trabajo o explicar tu razonamiento en el espacio proporcionado.*
- *Si en la pregunta no te piden que muestres tu trabajo o expliques tu razonamiento, puedes usar el espacio proporcionado, pero solo se calificarán las partes de tu respuesta que se piden específicamente en la pregunta.*
- *Escribe tu respuesta en el lugar apropiado dentro del cuadro de respuestas en el folleto. Algunas respuestas pueden requerir graficar, trazar, rotular, dibujar o sombreado. Si usas papel borrador, asegúrate de transferir al folleto tu respuesta final y cualquier trabajo o razonamiento.*

¿Hay alguna pregunta?

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

Ahora mira la hoja de referencia que repartí junto con tu papel borrador y tu regla.

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

Este es un ejemplo de las pautas de calificación que los calificadores profesionales usarán para evaluar tus respuestas a las preguntas abiertas de matemáticas. Puedes consultar estas pautas de calificación de matemáticas en cualquier momento mientras estés contestando una pregunta abierta de matemáticas. ¿Hay alguna pregunta?

Now look at the box on page 65. It is labeled “Directions for Open-Ended Questions.” Read the directions in the 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 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 booklet.*

Are there any questions?

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

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. Are there any questions?

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

Las preguntas de matemáticas en este folleto están impresas en español y en inglés. La traducción en español aparece arriba o a un lado del inglés. Puedes leer las preguntas en español o en inglés o en ambos idiomas. Para las preguntas abiertas puedes escribir tu respuesta en español o en inglés o en una combinación de español e inglés. ¿Hay alguna pregunta?

The mathematics questions in this booklet are printed both in Spanish and in English. The Spanish translation is shown above or next to the English. You may read the questions in Spanish or in English or in both languages. For open-ended questions, you may write your response in Spanish or in English or in a combination of Spanish and English. Are there any questions?

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

Ya estamos listos para empezar la Sección 3. Pasa a la página 66 en tu folleto. En la esquina inferior derecha verás una flecha que dice CONTINÚA. Esta flecha indica que no has terminado la Sección 3 y debes continuar en la siguiente página. Sigue las flechas que dicen CONTINÚA hasta terminar todas las preguntas de opción múltiple y la pregunta abierta de la Sección 3. Al final de la Sección 3 verás una señal que dice PARA.

We are now ready to start Section 3. Turn to page 66 in your 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 in the booklet, and 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.

Recuerda completar las preguntas 52 a 76 en la Sección 3 y marcar solamente una respuesta correcta para cada pregunta en tu folleto. Si terminas la Sección 3 antes de que termine la sesión de evaluación, puedes revisar tu trabajo SOLO para las preguntas de la Sección 3. No mires las anteriores partes del folleto. Después de revisar tu trabajo, asegúrate de haber borrado completamente lo que hayas cambiado de una respuesta y las marcas sueltas en tu folleto. Luego cierra tu folleto para que yo sepa que ya terminaste. Yo recogeré tus materiales de prueba cuando termines. Puedes permanecer sentado en silencio o leer para entretenerte hasta que el resto del grupo termine la Sección 3. ¿Hay alguna pregunta?

Remember to complete questions 52 through 76 in Section 3 and to mark only one correct answer for each question in your 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 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 booklet. Then close your 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:

Puedes empezar.

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 pages 64 and 65 of the 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 Mathematics Booklet. 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:

Esta sesión terminará en cinco minutos aproximadamente. Asegúrate de haber borrado completamente lo que hayas cambiado de una respuesta y las marcas sueltas en tu folleto. Si necesitas más tiempo para terminar esta sección, te darán indicaciones para que vayas a otro lugar a terminar esta sección.

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 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:

Con esto termina la Evaluación de matemáticas de 2016. Cierra tu folleto. Recogeré tu folleto, tu papel borrador, tu hoja de referencia y tu regla. Si necesitas más tiempo, avísame, y te acompañarán al lugar donde puedes terminar esta sección.

This concludes the 2016 Mathematics Assessment. Close your booklet. I will collect your booklet, scratch paper, reference sheet, and ruler. If you need more time, let me know, and you will be escorted to the location where you can finish this section.

Collect any remaining booklets, scratch paper, reference sheets, and rulers, making sure that each student's name is on the booklet. 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. Rulers should be returned to the School Assessment Coordinator for secure overnight storage.

Return all materials (booklets, reference sheets, rulers, 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 students' booklets.
- If a student booklet has a barcode label with a colored stripe [a District/School Label], make sure that applicable portions of the front cover and page 2 of the booklet are completed with the circles filled in. (See your School Assessment Coordinator for questions or further direction.)
- If a student used any accommodation listed on page 3 of the booklet during the administration of the assessment, make sure that applicable portions of page 3 of the 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 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, rulers, 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 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 booklet. Do **not** affix a barcode label to any unused 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).

Appendices



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.



CÓDIGO DE CONDUCTA PARA LOS EXAMINADOS

DEBES...

- Escuchar, leer y seguir todas las instrucciones que te den.
- Hacer preguntas si no entiendes las instrucciones.
- Leer cada pregunta con cuidado, especialmente las de opción múltiple donde te piden que escojas "la mejor respuesta". Lee también las preguntas abiertas y las indicaciones de escritura cuidadosamente antes de contestar.
- Tener cuidado al marcar tus respuestas para que no te saltes espacios ni sombrees secciones equivocadas.
- Asegurarte de sombrear completamente el círculo correspondiente a la respuesta que escogiste, y borrar completamente cualquier respuesta que quieras cambiar.
- Mantener la vista en tu propia prueba.
- Tratar de contestar todas y cada una de las preguntas.
- Verificar que hayas contestado todas las preguntas de la sección de la prueba antes de cerrar tu folleto de prueba o de enviar tus respuestas finales por internet.
- Reportar a quien sospeches que está haciendo trampa, ya sea a tu maestro o al director de la escuela.

NO DEBES...

- Traer tus apuntes al lugar de la prueba.
- Traer aparatos electrónicos (p.ej., teléfono celular, teléfono inteligente, etc.) aparte de tu calculadora autorizada, si es que se aplica para la prueba.
- Compartir la calculadora con los demás.
- Usar los círculos del folleto de respuestas para eliminar respuestas posiblemente incorrectas o posiblemente correctas. Marca solamente el círculo de la respuesta correcta que hayas escogido.
- Hablar con los demás sobre las preguntas de la prueba, ya sea durante o después de la prueba.
- Tomar notas acerca de la prueba para compartirlas con otros estudiantes.
- Salir de una sesión de prueba en línea antes de que se termine o antes de que te indiquen que lo hagas.



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.



2016 PSSA 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



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APRIL 2016
GRADE 3—PSSA
MATHEMATICS
SPANISH TRANSLATION DIRECTIONS FOR
ADMINISTRATION MANUAL