

## INSTRUCTION MANUAL FOR TEST ADMINISTRATORS

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The success of the 2004 New Hampshire Educational Improvement and Assessment Program (NHEIAP) End-of-Grade-Six Assessment depends upon your assistance. If you have any comments or suggestions regarding the assessment program, contact Tim Kurtz at the New Hampshire Department of Education at 603-271-3846. If you have any questions about materials or procedures for administering the NHEIAP test, contact Measured Progress at 1-800-431-8901.

The New Hampshire Department of Education and Measured Progress thank you for your valuable assistance in administering the NHEIAP test.

### SUMMARY OF IMPORTANT DATES

**May 4–14, 2004**....Test administration must be completed during this period.

**May 18, 2004**.....Test materials must be packed and ready for UPS pickup by the end of this day.

# Checklist for Test Administrators

## Before testing:

- \_\_\_\_\_ Read all directions for test administration in this *Instruction Manual for Test Administrators*.
- \_\_\_\_\_ Assist the test coordinator with notifying students and parents about the testing program.
- \_\_\_\_\_ Secure #2 pencils and scratch paper, if needed.
- \_\_\_\_\_ Secure student demographic information from the test coordinator. (See page 9.)

## During testing:

- \_\_\_\_\_ Post a “Testing—Please Do Not Disturb” sign on your classroom door.
- \_\_\_\_\_ Write the names of your school and district and your SAU number on the chalkboard.
- \_\_\_\_\_ Be sure that all students have a comfortable and adequate work space.
- \_\_\_\_\_ Monitor students’ handling of test and response booklets to keep the booklets in good condition.
- \_\_\_\_\_ Administer makeup tests if you are assigned to do so.
- \_\_\_\_\_ Administer tests for students who require accommodation, if you are assigned to do so.
- \_\_\_\_\_ Notify the test coordinator of any testing irregularity.

## After testing:

- \_\_\_\_\_ Verify that each student’s name is correctly “bubbled in” on the Student Response Booklet.
- \_\_\_\_\_ Confirm that no additional pages have been taped, pasted, stapled, or otherwise attached to the scannable response booklets.
- \_\_\_\_\_ Encode the “Student Information” section of each Student Response Booklet regarding that student’s program participation and demographic information, if assigned to do so. (See pages 21 and 22.)
- \_\_\_\_\_ **Do not encode** item 8 (“For official use only”) on the outside back cover of the response booklet for any student.
- \_\_\_\_\_ Program and demographic information is collected on every student in the state. This information has already been submitted for students participating in the NHEIAP–Alternate Assessment. Check to see that the outside front and back covers of a Student Response Booklet are completed for all other students in your class.
- \_\_\_\_\_ Notify the test coordinator of any student who took no part of the test.
- \_\_\_\_\_ Sort any test materials that need special handling.
- \_\_\_\_\_ Attach an explanatory note to each student’s test materials that need special handling and place this material at the top of your stack of response booklets.
- \_\_\_\_\_ Assemble the response booklets and all other test materials and return these materials to your test coordinator.

## TEST SECURITY

All test items and student responses to those items in the New Hampshire Educational Improvement and Assessment Program are secure material that **MAY NOT BE COPIED OR DUPLICATED** in any way or retained in the school after testing is completed.

# **The New Hampshire Educational Improvement and Assessment Program**

## **Background**

In 1989, the State Board of Education adopted the goal of developing an educational improvement and assessment system as one of its top priorities for educational reform in New Hampshire. In 1992, a 27-member assessment steering committee submitted a detailed plan to the Commissioner and the Legislature for the implementation of this system. The first task identified in that plan was the formation of broad-based writing teams to develop end-of-grade-three curriculum and assessment frameworks in language arts and mathematics. These frameworks, completed and published in 1993, provided the foundation for the development of the end-of-grade-three New Hampshire educational assessment. During 1994 and 1995, these frameworks were expanded to include curriculum standards for the end-of-grade twelve and proficiency standards for the end-of-grades three, six, and ten. K–12 curriculum frameworks were also developed for the areas of science and social studies.

In June 1993, the Legislature enacted a new chapter of state law (RSA 193-C) relative to the New Hampshire Educational Improvement and Assessment Program (NHEIAP). The purpose of this program is “to establish what New Hampshire students should know and be able to do and to develop and implement effective methods for assessing that learning and its application so that local decisions about curriculum development and delivery can be made.” RSA 193-C requires all public school districts to participate in the assessment portion of this program. It also provides for widespread participation by educators, businesspeople, government officials, community representatives, and parents in the development and implementation of this important effort.

End-of-grade-three English language arts and mathematics assessment instruments were piloted in June 1993 and were administered statewide each year from May 1994 to May 2003. Assessment instruments for English language arts, mathematics, science, and social studies were piloted in May 1995 with samples of students at the end-of-grades six and ten, and were administered statewide each year from May 1996 to May 2003. In May 2004, the assessment will be administered to students in grades 3, 6, and 10 in Reading and Mathematics.

## **Structure and Format of the Test**

The NHEIAP End-of-Grade-Six Assessment is a comprehensive test that covers a broad range of objectives in reading and mathematics. A complete description of the objectives can be found in the New Hampshire K–12 English language arts and mathematics curriculum frameworks published by the Department of Education.

The 2004 test includes both multiple-choice and open-response items. The total set of items consists of common items and embedded field-test items. The major portion of the test consists of common items that are to be taken by all students. Student-, school-, district-, and state-level reports are based on the results of only the common items. Approximately half of the items used in calculating these scores will be released. A percentage of the common items are retained for equating purposes.

## Changes for the 2004 Test Administration

A number of significant changes have been made to the NHEIAP for the May 2004 assessment. Please review these changes.

**New Test Design.** The test design has been modified to include only reading and mathematics. The writing and the listening/viewing portions of the assessment have been eliminated from the test at all three grades. Science and social studies have been eliminated from the grades 6 and 10 tests. The number of matrix-sampled items has decreased since equating is now based on common items. Consequently, only about half of the common items will be released this year. The number of common items has increased slightly to allow reporting of raw subscores. Student, school, district, and state results are still based on only common items.

**Test Schedule.** Testing is scheduled to begin on Tuesday, May 4, 2004. This allows students to have a full day in school before testing begins that week. Please refer to the new testing schedule and guidelines for additional time on page 8. All test parts are constructed to be completed within the recommended times. All students may utilize additional time (approximately 50% more) to complete each part. Testing time beyond the 50% guideline must be preapproved by either an IEP team or an assessment accommodation team for any student requiring this accommodation.

**Security.** The test coordinator is responsible for the security of all test materials and for ensuring that all testing procedures are followed. Any irregularity in test administration or breach in test security should be reported immediately to Tim Kurtz at the New Hampshire Department of Education, 603-271-3846 or tkurtz@ed.state.nh.us.

The Materials Verification Form has been replaced by a new Materials Summary Form. This form provides a listing of all of the test materials shipped to you. A separate packing slip, included in each box, provides a detailed list of the contents of that box.

**Student Participation.** All students at grades 3, 6, and 10 are expected to participate in NHEIAP; students who have previously participated in the grade 10 NHEIAP shall not participate a second time. Non- or limited-English proficient students are expected to participate. For each content area, a student is counted as participating if he or she answers one or more questions, or if the test coordinator certifies by signature that the student was given the opportunity to take part in the assessment but the student was unable to answer any questions. Participating students who were unable to answer any questions will be assigned a Novice proficiency level and a minimum score of 200.

**Enrollment.** If a student moves out of the district before completing the entire test, contact the test coordinator.

**Reporting Ethnicity.** The ethnicity section of the student information page has been revised to include two reporting columns. The left column is for reporting a student's primary ethnicity and the right column allows for multiple coding. Refer to pages 21 and 22 for more details.

**Principal Certification of Proper Test Administration.** Principals sign this form after test administration is completed to certify that testing was administered according to the guidelines in the manuals. The following statement has been added to the back of this form. "All test administration staff were fully instructed in proper testing procedures and security of test materials."

**Return of Test Materials.** Test materials will be picked up statewide by UPS on Wednesday, May 19, 2004. Because UPS may arrive at any time during the day, test materials should be boxed and sealed by the end of day on Tuesday, May 18, 2004. If there are any problems with meeting the May 19th deadline, immediately contact the test coordinator.

## Reporting

- No preliminary reports will be provided. Data will be available on iAnalyze when reports are expected to arrive in your school.
- Data as it appears on the grades 6 and 10 Student Response Booklets and the grade 3 scannable booklets will be used for producing general NHEIAP results and Adequate Yearly Progress (AYP) results.
- About half of the common items will be released with the test results.
- The common item reports will display the item-level results for the released items. These reports will also contain total raw score data for all common items disaggregated by reporting category.
- All reports will be provided on CDs this year. Printed copies of the parent letters, proficiency brochures, and labels will be shipped with the CDs.
- All disaggregated data will be reported on pages 5 and 7 of the school, district, and state reports. Separate disaggregated data reports will not be issued this year.
- Reports are scheduled to be disseminated in mid-August. This schedule is dependent upon the return of all test materials on May 19.

## About the Test

The NHEIAP assessment instruments may be different from other standardized tests you have administered. These differences require the students to

- read selections representing “authentic literature” as well as other reading material, including complete pieces that may be longer than selections in traditional tests, and
- respond to open-response questions that require the students to generate and explain their own answers.

Another characteristic of the assessment instrument is that it tests a broad range of content and skills rather than testing recently taught material as regular classroom tests do. Therefore, it may seem more difficult to your students than tests with which they are more familiar.

For the purposes of statewide accountability, tests focusing on limited content and involving a narrow range of item difficulty are **not** the most useful. Many states are moving toward the type of testing reflected in this instrument—testing that is based on activities students encounter both in the classroom and in everyday life (i.e., in nontesting situations).

It is important that you let your students know what to expect. Your students should be supported and encouraged to do their best during the testing period. Communicate to them that all of the students may not be able to answer all of the questions. Also, ask your students to relax and enjoy the test; although it may be challenging, it should be interesting.

## Observations

If you would like to record your observations of students during test administration, you may use the form at the back of this manual to do so. Examples of observations you may want to note include: “Student was intrigued by a certain item or section”; “Student did not take the test seriously”; “Student became upset during testing”; “Student had fun with the test”; etc. Notes such as these may be helpful to you and other educators in your school when interpreting student results. **Do not return your observation sheets to the test coordinator;** keep them in your files to use when interpreting results.

# Instructions for Test Administrators

The assistance of local test administrators is vital to the success of the NHEIAP. You will help to ensure that testing proceeds smoothly, materials are properly accounted for, and responses are accurately analyzed. The quality of assessment data depends, in large part, on uniformity of test-administration procedures. For this reason, the instructions given in this manual must be followed closely by all test administrators.

As a test administrator, you are responsible for

- ensuring a standardized test environment in which **no coaching, prompting, or pronunciation of words occurs**.
- testing the group of students assigned to you by following the instructions in this manual.
- providing accommodations as determined by any student's IEP or by an assessment accommodation team meeting.
- conducting makeup testing for students absent from original test sessions if assigned to do so.
- verifying that each student's name is correctly bubbled in on the Student Response Booklet.
- encoding the "Student Information" section of each student's response booklet regarding students' program participation and demographic information, if assigned to do so when testing is finished. Refer to pages 21 and 22 for instructions.) **Do not complete item 8 in the Program Participation section.**
- ensuring that the student name grid and the "Student Information" section of a scannable response booklet have been completed for **every** sixth-grade student in your class except for participants in the NHEIAP Alternate Assessment. This includes students who are currently not participating or are partially participating in the assessment. **Do not encode** a response booklet for any student who is participating in the NHEIAP-Alternate assessment since student information has already been collected during his/her registration process.
- confirming that no additional pages have been taped, pasted, stapled, or otherwise attached to the Student Response Booklet.
- ensuring that students use only the test materials assigned to them.
- ensuring that all assessment materials consigned to you are accounted for and returned to your testing coordinator when testing is finished.

**All test items and student responses to those items in the NHEIAP are secure material that MAY NOT BE COPIED OR DUPLICATED in any way or retained in the school after testing is complete. To protect the security of the test, all test administrators must carefully follow the instructions in this manual for administering the test and handling materials.**

## Scheduling Test Sessions

The NHEIAP test must be given to sixth-grade students between May 4 and May 14, 2004. Testing should be scheduled in your school early enough during this period to allow time for makeup testing, if needed. Testing must also be scheduled for any students who require test accommodations that cannot be made during the regular test sessions. The test coordinator in your school will arrange a testing schedule with you.

## *Test Setting*

All students should be tested in surroundings that will provide them with the opportunity to do their best work on the assessment. In schools where students in several classes are being tested, all students should take the same test parts **simultaneously**.

## Test Schedule

Scheduling the different test sessions over several consecutive days is advised. Ideally, each test session should be administered when students are more likely to do their best. Test activities for sixth-grade students include time during Session I for completing the student name grid, and time at the end of testing for completing the student questionnaire. Except for makeup sessions or sessions for students requiring accommodations, **the test parts must be taken in the order presented in the students' test booklets.** Students who are absent on the first day of testing must complete the student identification session before they are administered any part of the assessment. The tasks to be completed during the various test sessions are shown in the chart below.

Grade 6 Testing Schedule		
Test Session	Test Part	Time Span (includes additional time)
Session I	Student Identification	approximately 10 minutes
	Reading Test — Part 1	30–45 minutes
Session II	Reading Test — Part 2	30–45 minutes
	Reading Test — Part 3	30–45 minutes
Session III	Mathematics Test — Part 1	45–65 minutes
	Mathematics Test — Part 2	45–65 minutes
Session IV	Student Questionnaire	approximately 15 minutes

Total testing time for most students will be approximately three and one-half hours. All students may have additional time, as indicated in the chart above. Testing time beyond this maximum must be preapproved by either an IEP team or an assessment accommodation team. **If students complete a test part early, they may go back and check their work in that part of the test ONLY or close their booklets and sit quietly. They may not work on any other part of the test.**

Be sure that the test-administration sessions do not conflict with regularly scheduled daily activities, such as recess, snack breaks, and lunch. Sufficient time should be allowed for a continuous administration of each test part. (Please refer to the time spans provided above.)

All testing, including makeup sessions, must be completed no later than Friday, May 14, 2004. It is important that every school adhere to the schedule for testing. If any school is late in returning its materials, the reports for all schools could be delayed.

## Student Test Materials

In addition to this manual, you will receive sets of student test materials for the group of students you will be testing. These materials include Student Test Booklets with inserted scannable response booklets, orange Mathematics Reference Sheets, and envelopes for each student you are assigned to test.

There are eight different forms of the test booklet. The different forms have been mixed in the class packs so they will be randomly distributed to students. **DO NOT CHANGE THE ORDER OF ANY FORMS. ALSO, DO NOT SEPARATE THE STUDENT RESPONSE BOOKLETS FROM THE TEST BOOKLETS BEFORE DISTRIBUTION.** Each student's response booklet is paired with a specific form of the test booklet. The pair must be kept together during all test sessions. The bar codes that appear on the test and response booklets will be used to track returned test materials.

The form number on the upper right corner on the outside front cover of the Student Test Booklet should match the shaded digits of the serial number printed in the bottom right corner of the outside back cover of each inserted response booklet. Students will be instructed to check these numbers during “Session I—Student Identification” on the first day of testing. (See page 11).

The response booklet has been designed so that it is machine scannable; therefore, it is important that all pages be free of loose eraser bits and that no stray pencil marks interfere with multiple-choice answers. **Do not tape, paste, staple, or otherwise attach additional paper in any student’s response booklet.** The booklets should not be folded, clipped, stapled, banded, taped, or torn.

At the beginning of each test session, make certain **students are working with their own original test materials that were distributed to them at the beginning of the first test session.**

## Preparation for Testing

To prepare for testing you should

- read this manual;
- meet with the test coordinator in your school to review the testing schedule and test procedures, and to discuss any questions you have;
- identify a secure location for storing test materials between test sessions;
- check your test materials to be sure you have enough for the students you will be testing (notifying the test coordinator of any missing or defective materials.);
- notify students in advance of testing and request that they bring two #2 pencils to every test session;
- secure extra #2 pencils;
- secure extra scratch paper; and
- obtain the information needed to encode the “Student Information” section of students’ response booklets after testing is completed, if you are assigned to complete this page. This includes each student’s
  - Enrollment history for 2003–2004,
  - Migrant Education Program participation, Title I Program participation, and non or limited English Proficiency Program Participation
  - gender and ethnicity,
  - SPEDIS numbers of students with identified educational disabilities,
  - accommodation(s) with corresponding codes from the Table of Standard Test Accommodations,
  - “Other Accommodations (E1)” that were approved by the Department of Education prior to April 1, 2004 (only for students with disabilities),
  - participation in the NHEIAP by students who are homeschooled, and
  - student identification numbers on the outside front cover of the Student Response Booklets if your school or district has decided to include them.

Accommodation decisions have been made for any student in your class who has individualized testing needs as provided in the *Procedures for Determining How Each Student Will Participate in the NHEIAP*. You should become familiar with and follow the accommodations that have been determined for any such student. Accommodation decisions cannot be determined during the test sessions. Remember that the use of any accommodation listed in the “Table of Standard Test Accommodations,” found on page 23 of this manual, will not affect a student’s score.

Students may use only the materials provided for the assessment. These materials are listed at the beginning of each test part. Other reference materials, including those on the classroom walls, should not be used by students. Any displayed materials in the classroom that interfere with proper test administration should be altered. It is the teacher’s responsibility to provide an appropriate testing environment for the assessment.

**NOTE: Using the current year’s test materials to familiarize students with test-taking strategies or to prepare students in any way for this test administration is a violation of test security and testing procedure.**

## Final Administration Preparation

Just before testing, please

- review the directions for “Test Administration” at the beginning of the next section,
- arrange test materials for each session so that you will be able to distribute them to students quickly,
- post a “TESTING—PLEASE DO NOT DISTURB” sign on the classroom door, and
- write the official names of your school and district, and your SAU number on the chalkboard.

☛ **NOTE:** During testing, administrators should monitor student performance to see that they are following directions and taking the task seriously. **Administrators may not comment on students’ work or help them in any way except during the student identification and questionnaire sessions.**

☛ **NOTE:** Students normally requiring accommodations for testing should be tested, and the appropriate accommodations should be used. **With the exception of approved accommodations, you should not aid any student in reading, understanding, or answering any of the test questions.**

☛ **NOTE:** Inform students that they should plan their responses to the open-response items so that their answers fit in the boxes provided. **Any writing outside the answer boxes or on additional paper will not be scored.**

## Test-Administration Interruptions

Circumstances over which you have no control (fire drills or power failures, for example) may disturb the students. If an interruption occurs during a test part, have students close their test booklets and, if possible, pass them in to you. When normal conditions are restored, redistribute the test materials to students and resume testing. Interruptions should not reduce the total amount of time students are given to complete the test questions.

## Student Participation

Notify the test coordinator immediately if a student is not participating in the test due to conditions such as non-English proficiency, extreme stress, or illness.

# Test Administration

This section details the procedures to be followed for each part of the test. To ensure consistent and accurate test administration, a “script” for each part of the test (material that should be read to the students) is printed in *italics* on the following pages. A “➡” indicates the beginning of each script section. Directions within the scripts are printed in all capital letters. Other directions and information for the students and test administrator are numbered and printed as regular text.

Be sure that students clearly understand all of the directions before you begin testing. During each part of the test, walk around the room to see that students are making suitable marks in the correct sections of the response booklet.

**With the exception of approved accommodations, you should not aid any student in reading, understanding, or answering any of the test questions.** You may, however, help students to complete the student identification session and to understand the questionnaire items. A separate sheet is included at the back of this manual for you to note any student observations you would like to make.

Please review the step-by-step directions before beginning each test part. As you review the directions, familiarize yourself with the appropriate sections of the test and response booklets. Directions to the students should only take a few minutes so that most of their time can be spent answering the test questions.

## Session I—Student Identification

**Time: 10 minutes**

Materials needed:

- student test materials (a test booklet and scannable response booklet)
- #2 pencils

1. Write the official names of your school and district and your SAU number on the chalkboard.
2. Distribute one set of test materials (a test booklet with response booklet inserted) to each student. **(Be sure test materials do not become separated.)** Pass out the different forms of the test just as you would if all of the forms were identical. Do not pass out the orange Mathematics Reference Sheets or envelopes at this time. SAY TO THE STUDENTS:

➡ *During the next few days, you will be taking a test in reading and mathematics. It may be different from other tests you have taken. Some of the questions are easy and some are difficult. You may not be able to answer every question, but it is important that you do your best.*

*I have given you a set of test materials. You should have a test booklet with a response booklet inserted in it. Before we begin, please look through your booklets and check for missing pages, blank pages, or upside-down pages. Also, please make sure that the form number in the top right corner of the front cover of your test booklet matches the shaded digits in the serial number in the bottom right corner of the **back** cover of your response booklet. (REPLACE THE ENTIRE SET OF TEST MATERIALS IF ANY ONE PIECE OF THE TEST MATERIALS IS DEFECTIVE. WRITE “DEFECTIVE” ON THE FRONT COVER OF THE SET OF MATERIALS.)*

*You must mark your answers in the response booklet with a #2 pencil. To make sure you have the right kind of pencil, look at the writing on its side and make sure it says “#2”. If you do not have a #2 pencil, please raise your hand. (SUPPLY A #2 PENCIL TO THOSE WHO NEED ONE.) On the front cover of the test booklet, print your name on the line beside where it says “Student Name.” (PAUSE.) Now print our school name, district name, and SAU number on the lines provided. Our school name is \_\_\_\_\_. (SAY THE OFFICIAL NAME OF THE SCHOOL.) Our district name is \_\_\_\_\_. (SAY THE OFFICIAL NAME OF THE DISTRICT.) Our SAU number is \_\_\_\_\_. (SAY THE DISTRICT’S SAU NUMBER.) The names of our school and district and our SAU number are written on the board.*

3. While students are filling in this part, walk around the classroom to check that they are following directions. THEN, SAY TO THE STUDENTS:

➔ *Now you will fill out some identification information on your response booklet. On the front cover of your response booklet, please print our SAU number, district name, and school name on the lines provided. (PAUSE.) Do you have any questions? (ANSWER ANY QUESTIONS.)*

*Next, in the boxes below “Last Name,” print the letters of your last name starting in the first box on the left. Do not leave any spaces between the letters in your last name. Then print your first name and middle initial in the spaces indicated. Do not leave any spaces between the letters in your first name. If your name is longer than the number of spaces given, print as many letters as you can. (PAUSE.) Now, under each letter you have written, darken the circle that contains the same letter. You should not darken any circles under blank boxes. (WALK AROUND TO CHECK THAT THIS IS BEING DONE PROPERLY.) When you have finished, check that the letters of your name have been darkened correctly.*

4. Be sure that students have darkened the correct circles for their names. This is how their names will appear on all reports.
5. Continue on to “Session I—Reading Test—Part I” immediately.

**Session I — Reading Test—Part 1**  
**Time: 30–45 minutes**

Materials needed:

- student test and response booklets
- #2 pencils

**Dictionaries, poor speller’s dictionaries, thesauruses, etc., are not allowed during any part of the test. Individualized student dictionaries, *Quickword*, and the like are also not allowed.**

**With the exception of approved accommodations, you should not aid any student in reading, understanding, or answering any of the test questions.**

1. SAY TO THE STUDENTS:

➔ *You are now going to take Part 1 of the reading test. This part of the test is made up of reading selections and questions about each selection. There are both multiple-choice and open-response questions in this part of the test. Some of the questions may be hard to answer, but it is important that you do your best. You may underline important ideas in the reading selections and make notes in the margins to look back at if you think that will help you. If you do not know the answer to a question, you should make your best guess. Be sure to do your best on the open-response questions because they are worth four points each. **Plan your answers to the open-response questions so they fit in the answer boxes provided in your Student Response Booklet.***

*Please open your test booklet to page 3 and follow along as I read the instructions.*

*“This part of the test contains two reading selections, multiple-choice questions, and open-response questions. Choose the best answer for each multiple-choice question. Mark your answers to the multiple-choice questions in the spaces provided on pages 2 and 3 of your Student Response Booklet. Write your answers to the open-response questions in the boxes provided on pages 2 and 3 of your Student Response Booklet. **DO NOT MARK YOUR ANSWERS IN THIS TEST BOOKLET.**”*

*Are there any questions about where to mark or write your answers? (ANSWER ANY PROCEDURAL QUESTIONS THE STUDENTS ASK.) You will have 45 minutes to read the selections and answer the questions in this part of the test. You may begin.*

2. Walk around the room from time to time to make sure students are marking their answers appropriately and are not wasting time. When 30 minutes have passed, SAY TO THE STUDENTS:

➔ *You have been working for 30 minutes. You will have an additional 15 minutes to complete this part of the test. Please continue to work carefully, but quickly. When you finish Reading Test—Part 1, either go back and check your work on this part of the test or insert your response booklet into your test booklet, close your test booklet, and sit quietly. You may not work on any other part of the test.*

3. When two minutes remain for this part, SAY TO THE STUDENTS:

➔ *You have two minutes to complete this part of the test.*

4. When the total 45 minutes have passed, SAY TO THE STUDENTS:

➔ *The time is up. Please put down your pencils and close your booklets.*

5. If you are not going on to Session II—Reading Test—Part 2 after a short break, collect all test materials and store them in a secure place until the next scheduled part of the test.

### Session II—Reading Test—Part 2

Time: 30–45 minutes

Materials needed:

- student test and response booklets
- #2 pencils

**Dictionaries, poor speller’s dictionaries, thesauruses, etc., are not allowed during any part of the test. Individualized student dictionaries, *Quickword*, and the like are also not allowed.**

**With the exception of approved accommodations, you should not aid any student in reading, understanding, or answering any of the test questions.**

1. If you collected students’ test materials after Part 1, redistribute them. Each student must receive his or her own original test materials. SAY TO THE STUDENTS:

➔ *You are now going to take Part 2 of the reading test. This part of the test is also made up of reading selections and questions about each selection. There are both multiple-choice and open-response questions in this part of the test. Some of the questions may be hard to answer, but it is important that you do your best. You may underline important ideas in the reading selections and make notes in the margins to look back at if you think that will help you. If you do not know the answer to a question, you should make your best guess. Be sure to do your best on the open-response questions because they are worth four points each. **Plan your answers to the open-response questions so they fit in the answer boxes provided in your Student Response Booklet.***

*Please open your test booklet to page 10 and follow along as I read the instructions.*

*“This part of the test contains some reading selections, multiple-choice questions, and open-response questions. Choose the best answer for each multiple-choice question. Mark your answers to the multiple-choice questions in the spaces provided on pages 4 and 5 of your Student Response Booklet. Write your answers to the open-response questions in the boxes provided on pages 4 and 5 of your Student Response Booklet. **DO NOT MARK YOUR ANSWERS IN THIS TEST BOOKLET.**”*

*Are there any questions about where to mark or write your answers? (ANSWER ANY PROCEDURAL QUESTIONS THE STUDENTS ASK.) You will have 45 minutes to read the selections and answer the questions in this part of the test. You may begin.*

2. Walk around the room from time to time to make sure students are marking their answers appropriately and are not wasting time. When 30 minutes have passed, SAY TO STUDENTS:

➔ *You have been working for 30 minutes. You will have an additional 15 minutes to complete this part of the test. Please continue to work carefully, but quickly. When you finish Reading—Part 2, either go back and check your work on this part of the test or insert your response booklet into your test booklet, close your test booklet, and sit quietly. You may not work on any other part of the test.*

3. When two minutes remain for this part, SAY TO THE STUDENTS:

➔ *You have two minutes to complete this part of the test.*

4. When the total 45 minutes have passed, SAY TO THE STUDENTS:

➔ *The time is up. Please put down your pencils and close your booklets.*

5. If you are not going on to Session II—Reading Test—Part 3 after a short break, collect all test materials and store them in a secure place until the next scheduled part of the test.

**Session II—Reading Test—Part 3**  
**Time: 30–45 minutes**

Materials needed:

- student test and response booklets
- #2 pencils

**Dictionaries, poor speller’s dictionaries, thesauruses, etc., are not allowed during any part of the test. Individualized student dictionaries, *Quickword*, and the like are also not allowed.**

**With the exception of approved accommodations, you should not aid any student in reading, understanding, or answering any of the test questions.**

1. If you collected students’ test materials after Part 2, redistribute them. Each student must receive his or her own original test materials. SAY TO THE STUDENTS:

➔ *You are now going to take Part 3 of the reading test. This part of the test is also made up of reading selections and questions about each selection. There are both multiple-choice and open-response questions in this part of the test. Some of the questions may be hard to answer, but it is important that you do your best. You may underline important ideas in the reading selections and make notes in the margins to look back at if you think that will help you. If you do not know the answer to a question, you should make your best guess. Be sure to do your best on the open-response questions because they are worth four points each. **Plan your answers to the open-response questions so they fit in the answer boxes provided in your Student Response Booklet.***

*Please open your test booklet to page 18 and follow along as I read the instructions.*

*“This part of the test contains some reading selections, multiple-choice questions, and open-response questions. Choose the best answer for each multiple-choice question. Mark your answers to the multiple-choice questions in the spaces provided on page 6 of your Student Response Booklet. Write your answers to the open-response question in the box provided on page 6 of your Student Response Booklet. **DO NOT MARK YOUR ANSWERS IN THIS TEST BOOKLET.**”*

*Are there any questions about where to mark or write your answers? (ANSWER ANY PROCEDURAL QUESTIONS THE STUDENTS ASK.) You will have 45 minutes to read the selections and answer the questions in this part of the test. You may begin.*

2. Walk around the room from time to time to make sure students are marking their answers appropriately and are not wasting time. When 30 minutes have passed, SAY TO STUDENTS:

➡ *You have been working for 30 minutes. Please continue to work carefully, but quickly. When you finish Reading Test—Part 3, go back and check your work on this part of the test or insert your response booklet into your test booklet, close your test booklet, and sit quietly. You may not work on any other part of the test.*

3. When two minutes remain for this part, SAY TO THE STUDENTS:

➡ *You have two minutes to complete this part of the test.*

4. When the total 45 minutes have passed, SAY TO THE STUDENTS:

➡ *The time is up. Please put down your pencil and close your booklets.*

5. If you are not going on to Session III—Mathematics Test—Part 1 after a short break, collect all test materials and store them in a secure place until the next scheduled part of the test.

### Session III — Mathematics Test—Part 1

Time: 45–65 minutes

Materials needed:

- student test and response booklets
- #2 pencils
- envelopes
- scratch paper
- orange Mathematics Reference Sheets

**Dictionaries, poor speller’s dictionaries, thesauruses, etc., are not allowed during any part of the test. Individualized student dictionaries, *Quickword*, and the like are also not allowed.**

**With the exception of approved accommodations, you should not aid any student in reading, understanding, or answering any of the test questions.**

☛ **NOTE: Calculators may not be used during any part of the Mathematics Test unless calculator use is part of a student’s IEP. (See test accommodation C.7 in the “Table of Standard Test Accommodations” on page 23 of this manual.)**

All of the mathematics answer boxes in the Student Response Booklet are entirely gridded. Students should write their responses over this gridded area; students may use the grid to create graphs, charts, and figures as needed for specific items.

1. **Prior to beginning this session**, supply each student with an orange Mathematics Reference Sheet and a white envelope. Ask them to separate the different parts of the reference sheet on the perforated lines. Have the students write their names on their envelopes and then put their pieces in the envelopes.
2. Distribute #2 pencils to those students who need them. If you collected students’ test materials after Session II—Reading Test—Part 3, redistribute them. Each student must receive his or her own original test materials.

3. Distribute two pieces of scratch paper to each student. SAY TO THE STUDENTS:

➔ You are now going to take a test in mathematics. You may use the scratch paper I have given you to work out your answers to the **multiple-choice** questions. You may use the orange pieces from your envelope any time you feel they will help you find the correct answer. Some questions may tell you to use the orange pieces. Be sure to return the pieces to your envelope after you have used them. Some of the questions may be hard to answer, but it is important that you do your best. If you do not know the answer to a question, you should make your best guess. Be sure to save time for the open-response questions at the end of this part because they are worth four points each. **Plan your answers to the open-response questions so they fit in the answer boxes provided in your Student Response Booklet.**

Please open your test booklet to page 26 and follow along as I read the instructions.

“The Mathematics Test has two parts. Part 1 contains 19 multiple-choice and 3 open-response questions. Part 2 contains 27 multiple-choice and 2 open-response questions. Work on each part separately. You may **not** use a calculator on any part of the Mathematics Test. Choose the best answer for each multiple-choice question. Mark your answers to multiple-choice questions 1 through 19 in the spaces provided on page 7 of your Student Response Booklet. **Do not mark your answers in this test booklet**”

Write your answers to open-response questions 20, 21, and 22 in the boxes provided on pages 7 and 8 of your Student Response Booklet. Be sure to

- show all your work, including diagrams, tables, and computations. If you do some of the work in your head, explain how you did your work with words or equations.
- answer ALL parts of each question and label them appropriately. (Some questions have more than one part, labeled a., b., c., etc.)
- make sure your answers are clear. If necessary, circle your final answers to set them off from other computations or words.
- use the orange Mathematics Reference Sheet pieces from your white envelope when needed.

**DO NOT WRITE YOUR ANSWERS IN THIS TEST BOOKLET.** Plan your answers to these open-response questions so they fit in the answer boxes provided in your Student Response Booklet.”

You will have 65 minutes for this part of the test. Are there any questions about where to mark or write your answers? (ANSWER ANY PROCEDURAL QUESTIONS THE STUDENTS ASK.) You may begin.

1. Walk around the room from time to time to make sure students are marking their answers appropriately and are not wasting time. When 45 minutes have passed, SAY TO THE STUDENTS:

➔ You have been working for 45 minutes. You have an additional 20 minutes to complete this part of the test. Please continue to work carefully, but quickly. When you finish Mathematics Test—Part 1, either go back and check your work on this part of the test or insert your response booklet into your test booklet, close your test booklet, and sit quietly. You may not work on any other part of the test.

2. When two minutes remain for this part, SAY TO THE STUDENTS:

➔ You have two minutes to complete this part of the test.

3. When the total 65 minutes have passed, SAY TO THE STUDENTS:

➔ The time is up. Please put down your pencil and close your booklets.

4. If you are not going on to Session III—Mathematics Test—Part 2 after a short break, have the students return the orange pieces to their envelopes and return their test materials and envelopes to you. Store them in a secure place until the next scheduled part of the test.

### Session III—Mathematics Test—Part 2

Time: 45–65 minutes

Materials needed:

- student test and response booklets
- scratch paper
- #2 pencils
- students' envelopes containing orange pieces

**Dictionaries, poor speller's dictionaries, thesauruses, etc., are not allowed during any part of the test. Individualized student dictionaries, *Quickword*, and the like are also not allowed.**

**With the exception of approved accommodations, you should not aid any student in reading, understanding, or answering any of the test questions.**

**NOTE: Calculators may not be used during any part of the Mathematics Test unless calculator use is part of a student's IEP. (See test accommodation C.7 in the Table of Standard Test Accommodations on page 23 of this manual.)**

All of the mathematics answer boxes in the Student Response Booklet are entirely gridded. Students should write their responses over this gridded area; students may use the grid to create graphs, charts, and figures as needed for specific items.

1. Distribute #2 pencils to those students who need them. If you collected students' test materials after Mathematics Test—Part 1, redistribute them. Each student must receive his or her own original test materials.
2. Distribute two pieces of scratch paper to each student. SAY TO THE STUDENTS:

➔ *You are now going to take Part 2 of the mathematics test. You may use the scratch paper I have given you to work out your answers to the **multiple-choice** questions. You may use the orange pieces from your envelope any time you feel they will help you find the correct answer. Some questions may tell you to use the orange pieces. Be sure to return the pieces to your envelope after you have used them. Some of the questions may be hard to answer, but it is important that you do your best. If you do not know the answer to a question, you should make your best guess. Be sure to save time for the open-response questions at the end of this part because they are worth four points each. **Plan your answers to the open-response questions so they fit in the answer boxes provided in your Student Response Booklet.***

*Please open your test booklet to page 36 and follow along as I read the instructions.*

*This part of the mathematics test contains both multiple-choice and open-response questions. You may NOT use a calculator on any part of the Mathematics Test. For questions 23 through 49, choose the best answer for each multiple-choice question. Mark your answers to multiple-choice questions 23 through 49 in spaces provided on page 9 of your Student Response Booklet. DO NOT MARK YOUR ANSWERS IN THIS TEST BOOKLET."*

*Write your answers to open-response questions 50 and 51 in the boxes provided on pages 9 and 10 of your Student Response Booklet. Be sure to*

- *show all your work, including diagrams, tables and computations. If you do some of the work in your head, explain how you did your work with words or equations.*
- *answer ALL parts of each question and label them appropriately. (Some questions have more than one part, labeled a., b., c., etc.)*

- *make sure your answers are clear. If necessary, circle your final answers to set them off from other computations or words.*
- *use the orange Mathematics Reference Sheet pieces from your white envelope when needed.*

**DO NOT WRITE YOUR ANSWERS IN THIS TEST BOOKLET.** *Plan your answers to these open-response questions so they fit in the answer boxes provided in your Student Response Booklet.”*

*You will have 65 minutes for this part of the test. Are there any questions about where to mark or write your answers? (ANSWER ANY PROCEDURAL QUESTIONS THE STUDENTS ASK.) You may begin.*

3. Walk around the room from time to time to make sure students are marking their answers appropriately and are not wasting time. When 45 minutes have passed, SAY TO THE STUDENTS:

➡ *You have been working for 45 minutes. You have an additional 20 minutes to complete this part of the test. Please continue to work carefully, but quickly. When you finish Mathematics Test—Part 2, either go back and check your work on this part of the test or insert your response booklet into your test booklet, close your test booklet, and sit quietly. You may not work on any other part of the test.*

4. When two minutes remain in this part, SAY TO THE STUDENTS:

➡ *You have two minutes to complete this part of the test.*

5. When the total 65 minutes have passed, SAY TO THE STUDENTS:

➡ *The time is up. Please put down your pencil and close your booklets.*

6. If you are not going on to the Student Questionnaire after a short break, have the students return the orange pieces to their envelopes and return their test materials and envelopes to you. Store them in a secure place until the next scheduled part of the test.

## Session IV—Student Questionnaire

Time: 15 minutes

- Materials needed:
- student test and response booklets
  - #2 pencils

1. Distribute #2 pencils to those students who need them. If you collected students' test materials after Session III—Mathematics Test—Part 2, redistribute them. Each student must receive his or her own original test materials. SAY TO THE STUDENTS:

➡ *Now you will answer questions that ask about different things related to school. You should mark the answer that is true for you. If you are unsure about how to answer any of the questions, I can help you. Please open your test booklet to page 46. Record your answers on page 10 of your response booklet in the box labeled "Student Questionnaire." Please notice that this part of the response booklet has nine options even though some of the questions may have fewer than nine answer options. Take your time. If you have a question, raise your hand and I will help you. You may begin.*

2. Students should mark one answer for all the questions except question 9.
3. Answer any questions students ask. Walk around the room from time to time to make sure students are marking their answers appropriately and are not wasting time.
4. After the students complete the Student Questionnaire, collect all test materials and store them in a secure place until you (or your school's designee) are ready to begin the post-test procedures.

# Post-Test Procedures

## Encoding Student Information

When students have completed all of the NHEIAP testing, check that students have encoded the student name grids properly. This is how their names will appear on all reports. You (or your school's designee) must encode the "Student Information" section on the back cover of each student's response booklet. Additional instructions for encoding each item of the "Student Information" page are included on page 22 of this manual. Please refer to these instructions when completing the back page of the Student Response Booklets.

## Return of Materials to the Test Coordinator

1. Collect all of the test materials that were assigned to you.
2. Confirm that each student's name is correctly bubbled in on the Student Response Booklet.
3. Make sure that the required information has been completed on the front and back covers of Student Response Booklets for each enrolled student who was assigned to you for testing. **Regardless of whether a student was fully tested, partially tested, or a nonparticipant in the general NHEIAP, you must supply a response booklet for that student with all sections on the front and back covers completed.**
4. **Do not encode the "For official use only" item** in the "Program Participation" section of each response booklet.
5. Sort the test materials needing special handling (e.g., if response booklet pages became separated during testing or if a student used two test booklets). Attach an explanatory note to each booklet.
6. Confirm that no additional pages have been taped, pasted, stapled, or otherwise attached to the scannable response booklets.
7. Insert any used large-print or Braille forms of the test in the envelopes accompanying these materials. These envelopes are labeled "Large-Print Test" and "Braille Test." These materials should be stacked on top of the "Special Handling" materials. Place these materials on top of the remaining used test materials.
8. Place the test materials in a stack in the following order from top to bottom:
  - TOP OF STACK**
    - used large-print and/or Braille tests
    - used student test materials requiring special handling
    - all used response booklets
    - all used Student Test Booklets
    - all unused student test materials (including any defective materials)
  - BOTTOM OF STACK**
9. Please **do not** return this manual. Also, **do not** return the used orange Mathematics Reference Sheet pieces; you may save them for classroom use or discard them.
10. Return the stack of test materials to your school's test coordinator.

**THANK YOU FOR YOUR HELP IN ADMINISTERING THE  
NEW HAMPSHIRE EDUCATIONAL IMPROVEMENT AND ASSESSMENT PROGRAM'S  
END-OF-GRADE-SIX ASSESSMENT.**

# Instructions for Completing the Student Information Page

Use the instructions beneath each heading below to complete the Student Information page located on the back cover of each Student Response Booklet. Indicate a student's status by darkening the appropriate circle in each box or leaving all of the circles in each box and the Participation box on the outside front cover blank. A darkened circle is a "yes" response and a blank circle is a "no" response.

## Program Participation

1. Darken the circle if the student has been continuously enrolled in this school since October 1, 2003.
2. Darken the circle if the student has been continuously enrolled in this district since October 1, 2003.
3. Darken the circle if the student is homeschooled and is not enrolled in your school but did participate in the general NHEIAP.
4. Darken the circle if the student participated in the Migrant Education Program.
5. Darken the circle if the student participated in the Title I Program this year.
6. Darken the circle if the student participated in the Title I Program any part of the two prior years.
7. Darken the circle if the student is non- or limited-English proficient.
8. **Do not** complete this item.

## Gender

Darken the circle that identifies the student's gender.

## Ethnicity

Darken the circle in the left column that corresponds to the student's primary ethnicity. Darken as many circles as apply in the right column.

## Educational Disability

If the student has an identified educational disability, write in and then darken in his or her SPEDIS number in the corresponding circles in the grid provided.

## Standard Test Accommodations

If the student used any accommodation(s) listed in the "Table of Standard Test Accommodations" on page 24 of this manual, darken the circle that corresponds to the accommodation(s) for each content area.

## Other Accommodations (E1)

This section applies only to students with IEPs and only for accommodations **not provided** in the "Table of Standard Test Accommodations". These accommodations may only be given after the test coordinator consults with Tim Kurtz (271-3846) at the Department of Education. Darken the circle to indicate in which content area(s) the accommodation was provided.

## Nonparticipation in General NHEIAP

For each content area, a student is considered as participating if that student answered at least one question on the test or was provided the opportunity to participate in the assessment and was unable to answer any questions. If the student does not meet one of these criteria, then darken the circle corresponding to that content area.



# Table of Standard Test Accommodations, School Year 2003-2004

All students are eligible to utilize appropriate assessment accommodations from the following table when participating in the general statewide assessment. Any accommodation(s) utilized for the assessment of individual students shall be the result of a group decision made at the local level. Please refer to the *Procedures for Determining How Each Student Will Participate in the New Hampshire Educational Improvement and Assessment Program (NHEIAP)* for further instructions.

## A. Scheduling and Timing

Tests were administered:

- A.1 at the time of day that takes into account the student's medical needs or learning style.
- A.2 in short periods with frequent rest breaks.
- A.3 until, in the administrator's judgment, the student could no longer sustain the activity.

## B. Setting

Tests were administered:

- B.1 in a small group setting.
- B.2 in a carrel.
- B.3 individually.
- B.4 in a room other than the one being used by the rest of the class.
- B.5 with the student seated in the front of the classroom.
- B.6 with the teacher facing the student.
- B.7 by providing special lighting or using special furniture.
- B.8 by the student's special education teacher.
- B.9 by other school personnel known to the student.
- B.10 by school personnel at the student's home.

## C. Format and Equipment

Tests were administered:

- C.1 with the student using magnifying equipment.
- C.2 with the student using noise buffers.
- C.3 with the student using a template to mask a portion of the test and/or response booklet or provide a reading window.
- C.4 with the student using an acetate shield to reduce glare and increase contrast.
- C.5 with the student using amplification equipment (e.g., hearing aid or auditory trainer).
- C.6 with the student using a typewriter or word processor (**only if the use of a typewriter/word processor is part of the student's IEP and spell/grammar check is not used**).
- C.7 with the student using a calculator (**only if the use of a calculator is part of the student's IEP**).
- C.8 with the student using a multiplication chart, other assistive computation aids or mathematical manipulatives (**only if the use of which is a part of the student's IEP**).
- C.9 with the student using a larger diameter or modified, special grip number 2 pencil.
- C.10 with the student using a published, non-electronic dictionary (**only for students who are identified as non or limited English proficient**).
- C.11 in large print. *Contact Measured Progress at 1-800-431-8901.*
- C.12 in Braille. *Contact Measured Progress at 1-800-431-8901.*

## D. Administration and Response

- D.1 The administrator repeated, clarified, or reworded directions.

- D.2 The administrator read the directions in the reading assessment. **NOTE: Reading passages and related questions of the reading test may NOT be read.**
- D.3 The administrator read the mathematics test to the student.
- D.4 A sign language or cued speech interpreter was used to give directions in the reading assessment. **NOTE: Reading passages and related questions of the reading test may NOT be signed or interpreted.**
- D.5 An interpreter who speaks the student's native language was used to interpret directions in the reading assessment. **NOTE: Reading passages and related questions of the reading test may NOT be signed or interpreted.**
- D.6 A sign language or cued speech interpreter was used to sign or interpret the mathematics assessment.
- D.7 An interpreter who speaks the student's native language was used to interpret the mathematics assessment.
- D.8 The student's answers were recorded by the test administrator or assistant (multiple-choice only).
- D.9 The student marked answers with the assistance of a technology device or special equipment.
- D.10 The student's answers to open-response items in reading and mathematics were dictated to the test administrator and recorded by him/her in the test booklet (grade 3) or the student response booklet (grades 6 and 10).
- D.11 The student completed work for open-response mathematics items on separate paper and the work was transcribed by the administrator in the test booklet (grade 3) or the student response booklet (grades 6 and 10).

## E. Other (Only for Students with IEPs)

- E.1. Other. This code must be used by an IEP team to identify an accommodation that is not included in categories A, B, C, or D above. For all accommodations that are coded as "Other," additional identification information shall be reported in the spaces provided on the back page of the student test booklet at grade 3 or on the back page of the student response booklet at grade 6 or 10. IEP teams must contact the Department, **on or before April 1**, to determine if the use of other accommodation(s) will preserve the validity and comparability of assessment results. Test items associated with requested E1 accommodations that maintain validity and comparability will be scored based on the correctness of the response. Test items associated with requested E1 accommodations that do not maintain validity and comparability will be scored as incorrect. To obtain required reporting information contact Tim Kurtz, Director of Assessment, Department of Education, 271-3846 or [tkurtz@ed.state.nh.us](mailto:tkurtz@ed.state.nh.us) **If the above procedure is not followed and the E1 bubble is filled in on a student's test booklet or response form, the test items in the section of the test associated with the bubble will be counted as incorrect.**

# Observation Form

**(Please duplicate as needed.)**

If you would like to record your observations of students during the test administration, you may use this form to do so. Examples of observations you may want to note include: “Student was intrigued by a certain item or part”; “Student did not take the test seriously”; “Student became upset during testing”; “Student had fun with the test”; etc. Notes such as these may be helpful when interpreting student results. **Do not return these observation sheets to the test coordinator;** keep them in your files to use when interpreting results.

Student name: \_\_\_\_\_ Date:

Observation:

Student name: \_\_\_\_\_ Date:

Observation:

Student name: \_\_\_\_\_ Date:

Observation:

Student name: \_\_\_\_\_ Date:

Observation: