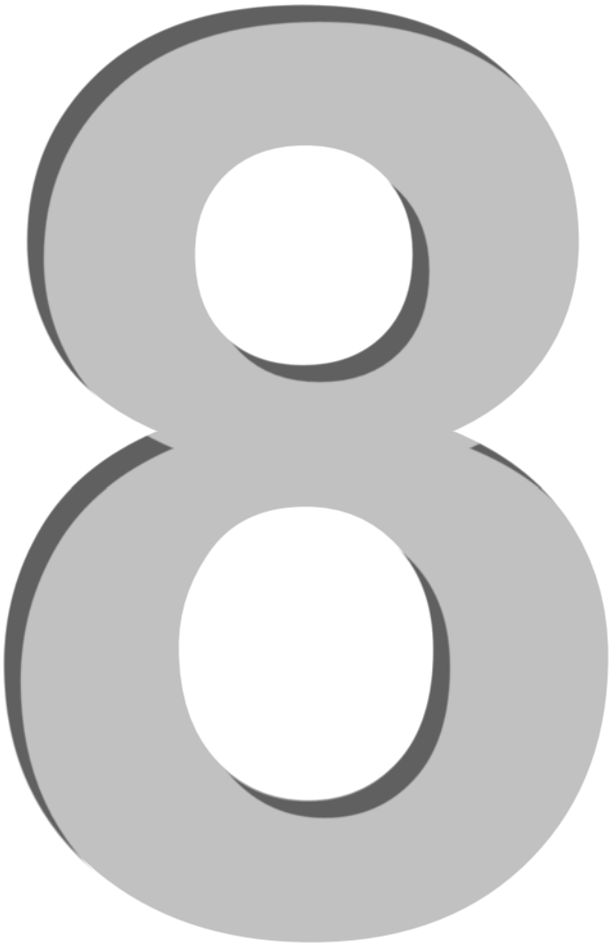

NEW YORK STATE

GRADE 8

INTERMEDIATE-LEVEL

SCIENCE TEST

v202

Manual for Administrators and Teachers

2021 Written Test

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

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

For 2021, the New York State Grade 8 Intermediate-Level Science Test consists of a Written Test. Students who are in attendance and who respond to at least one item will receive a valid score. The Written Test consists of multiple-choice and open-ended questions. Students will have two hours in which to complete the Written Test. Teachers will need additional time to set up, distribute, and collect test materials and to provide instructions to students.

The first section of this manual contains information of special interest to administrators. Subsequent sections contain information on test preparations and other guidelines along with directions for administering and scoring the Written Test.

Information for School Administrators

General Information

All school personnel who will be involved in the administration and scoring of the Grade 8 Intermediate-Level Science Test should have a copy of and be familiar with the information in this manual. The manual may be photocopied by the school, as needed. In addition, please check the Office of State Assessment's (OSA's) website periodically for updates concerning this test. Schools may submit questions concerning the administration of the Grade 8 Intermediate-Level Science Test via e-mail to OSA at emscassessinfo@nysed.gov.

Pursuant to Section 102.3 of the Regulations of the Commissioner of Education, "Building principals are responsible for administering department examinations and maintaining the integrity of examination content and programs, in accordance with directions and procedures established by the commissioner."

Test Form

The Written Test booklet has two parts and should be administered in one sitting. Part I contains multiple-choice questions, and Part II contains open-ended questions. Students are allowed two hours of working time to complete the Written Test. In addition, the test administrator will need approximately 15 minutes to give directions to students. Each year, the Department will provide a new form of the Written Test. All schools must use an answer sheet developed by a Regional Information Center (RIC) or large-city scanning center. Students must use this answer sheet to record their responses to the multiple-choice questions. Students write their answers to the questions in Part II of the Written Test in the test booklet.

Scanning of Machine-Scorable Answer Sheets

It is the school's responsibility to make the necessary arrangements for scoring the test and reporting data to the Student Information Repository System (SIRS). All schools, public, religious, independent, and charter, must contract with a RIC or large-city scanning center for answer sheets, scanning, and reporting services. The school must send answer sheets to the RIC/large-city scanning center after the rating of the Written Test Part II is completed.

Reporting Test Results

Data for all schools must be reported through the SIRS. For more information about reporting results, school administrators should contact their local RIC or their large-city scanning center. **Schools must not send completed answer sheets to the Department.**

Administration Schedule

The Grade 8 Intermediate-Level Science Test must be administered within the testing window. Students who are absent on the administration dates must be tested when they return to school, until the end of the administration dates. Results for all students must be included on the reports submitted to the Department. Check with your scanning center for the date by which answer sheets for all students must be submitted.

Students to Be Tested

Except as noted below, all public and charter school students in Grades 3–8 must take all State assessments administered for their grade level. This includes students who have been retained in these grades. The birth dates of ungraded students with disabilities should be used to determine who must be tested and which grade-level test they will take (see Appendix II). Religious and independent schools are also encouraged to participate and are to follow the same guidelines for each grade-level test that they are administering. When determining which students will participate in these tests, be sure to consider students who attend programs operated by the Boards of Cooperative Educational Services (BOCES), as well as any other programs located outside of the district.

- *Students with Disabilities:* The Committee on Special Education (CSE) must decide for each student, on a case-by-case basis, whether the student will participate in the general State assessment or in the New York State Alternate Assessment (NYSAA) for students with severe disabilities. The CSE's decision must be documented on the student's Individualized Education Program (IEP). The criteria that the CSE must use to determine eligibility for the NYSAA are available on the Department's website. The Grade 8 Intermediate-Level Science Test answer sheets for students participating in the NYSAA should be coded as eligible for the Alternate Assessment.
- *Medically Excused:* A student may be medically excused from testing if documentation from a medical practitioner is obtained and kept on file at the school, indicating that the student is too incapacitated to test at the school, at home, or in a medical setting. When reporting assessment data to the Department for a student who is medically excused, the principal must report the student's results with an Assessment Standard Achievement Code of "93" in SIRS.
- *Entirely Remote Instruction:* Schools are not expected to bring students into the building to participate in testing if they are receiving entirely remote instruction. The answer sheets for students receiving entirely remote instruction during the test administration period who do not participate in the Grade 8 Intermediate-Level Science Test should be coded as "Receiving Entirely Remote Instruction."

All English Language Learners in Grade 8 must take the Grade 8 Intermediate-Level Science Test. This test is available in Arabic, Bengali, Chinese (Simplified), Chinese (Traditional), Haitian Creole, Korean, Russian, and Spanish. Information about administering these translated editions is included on page 14 under "Test Materials." The test can be translated orally into other languages, for those English Language Learners whose first language is one for which a written translation is not available from the Department. Schools are permitted to offer English Language Learners specific testing accommodations when taking State tests in order to ensure valid and reliable test results (see pages 5–6).

The Grade 8 Intermediate-Level Science Test should be administered to students in the grade in which they will have completed all of the material in the *Intermediate-Level Science Core Curriculum, Grades* 5–8*.* While this grade is typically Grade 8, the test may also be administered to students in Grade 7 who will have completed, by the end of this school year, all of the material in the *Intermediate-Level Science Core Curriculum, Grades* 5–8 and are being considered for placement in an accelerated high school level science course when they are in Grade 8. The inclusion of Grade 7 students who meet these criteria is a local decision. Schools can use the scores for these Grade 7 students to help determine whether students should be placed in accelerated science courses. Students who take the test in Grade 7 will not be permitted to take the test again in Grade 8. Therefore, caution is advised in administering the test to Grade 7 students. If a Grade 7 student scores below the State-designated level of performance, the student will be required to have academic intervention services the following year.

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

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

Testing Accommodations

Students Who Incur Disabilities Shortly Before Test Administration

Principals may provide accommodations when testing general education students who incur an injury (e.g., broken arm) or experience the onset of either a short- or long-term disability (either cognitive or physical) within 30 days prior to test administration. Eligibility for such accommodations is based on the principal's professional judgment. In making such a determination, the principal may confer with CSE/504 Multi-Disciplinary Team members, the school physician, or other school personnel. These accommodations must not significantly change the constructs/skills being tested and are limited to the following:

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

Prior permission need not be obtained from the Department for the principal to authorize these testing accommodations for general education students. However, a full written report concerning each authorization must be sent to OSA via fax to 518-474-1989. The report must be signed by the principal and must include the following information:

- the title of the test
- a brief description of the student's injury or disability
- a listing of the accommodations that were authorized by the principal

If the student is expected to continue to need testing accommodations, the principal must immediately make the appropriate referral for the consideration of an IEP or Section 504 Accommodation Plan (504 Plan).

Students with Disabilities

In general, when taking this test, students with disabilities must be provided with the testing accommodations specified in their IEPs or 504 Plans. It is the principal's responsibility to ensure that this occurs and that those staff who will be providing these testing accommodations are appropriately trained. Plan all necessary arrangements for implementing testing accommodations well in advance of the test dates.

On its website, the Department's Office of Special Education provides more information on test access and accommodations for students with disabilities. If you have questions on this topic for which you are unable to find answers on the website, you may contact that office via e-mail at speced@nysed.gov.

Use of Scribes or Tape Recorders and Large-Type or Braille Editions

Instead of the use of a scribe, the Department encourages the use of a word processor (with dictionary disabled), as most students have some experience with computers, and word processing allows the student more control over his or her environment, fosters independence, and is less labor-intensive than the use of a scribe. However, the use of scribes and the use of tape recorders are allowable accommodations for the Grade 8 Intermediate-Level Science Test. Note the following procedures for scribing:

- The scribe must record word-for-word what the student dictates or records.
- The scribe must use lined paper and must write on every other line.
- The student must read the complete dictation/transcription and indicate on the skipped lines any further changes to be transcribed.

- The scribe must then transfer the student's completed response into the test booklet exactly as dictated or recorded and should attach the lined paper with the student's dictation to the back of the test booklet, preferably by stapling, to ensure against the student's response being lost.

For students who use large-type or braille editions of the test, or large-type answer sheets, teachers should transcribe the students' responses onto regular test answer sheets and test booklets exactly as dictated or recorded.

Use of Tablets

In order for students to use school-provided tablets during any part of the Intermediate-Level Science Test, schools must receive prior written approval from the Department. **No personal tablets are allowed.**

Format Changes

Any format changes to the text to be made by the school, such as the re-spacing of questions, enlargement beyond the standard large-type edition provided, colorization, etc., must receive prior written approval from the Department. Note that the reformatting of State assessments may never change the wording of questions, nor may additional examples be included.

In order for the Department to process requests for reformatting by the school, requests for approval should be submitted to OSA at least one week before the first scheduled date of the test administration. Requests should include a letter from the school on school letterhead signed by the school principal. Requests may be faxed to 518-474-1989. Department approvals will be provided by fax. However, regardless of approval, under no circumstances may the shrink-wrapped test packages of State assessments be opened prior to the morning of the day that the test is to be administered in the school.

English Language Learners (ELLs)

Schools may provide the following testing accommodations to ELLs

- *Time Extension:* Schools may extend the test time for ELLs. Principals may use any reasonable extensions, such as "time and a half" (the required testing time plus one-half of that amount of time), in accordance with their best judgment about the needs of the ELLs. Principals should consult with each student's classroom teacher in making these determinations.
- *Separate Location:* Schools are encouraged to provide optimal testing environments and facilities for all students. They may administer State tests to ELLs individually or in small groups in a separate location.
- *Bilingual Dictionaries and Glossaries:* ELLs may use bilingual dictionaries and glossaries when taking this test. The bilingual dictionaries and glossaries may provide **only** direct translations of words. Bilingual dictionaries or glossaries that provide definitions or explanations are **not** permitted.
- *Translated Editions:* ELLs may be provided with a translated edition of the Grade 8 Science Test. This test is available in Arabic, Bengali, Chinese (Simplified), Chinese (Traditional), Haitian Creole, Korean, Russian, and Spanish. In addition, ELLs may use both an English and an alternative language edition of the test simultaneously. However, they should be carefully instructed to record all of their responses in only one of the two editions. The alternative language edition used by the student should be so indicated on the student's answer sheet.
- *Oral Translation for Lower-Incidence Languages:* When there is no translated edition provided by the Department, schools may provide English Language Learners with an oral translation of this test. This accommodation is permitted for State examinations in all subjects **except** English. All translations must be oral, direct translations of the English editions. Written translations are not allowed. No clarifications or explanations may be

provided. Translators should receive copies of the English editions of the tests *one hour prior to* administration. The Department's Office of Bilingual Education and Foreign Language Studies (phone: 518-474-8775) and the Regional Bilingual Education Resource Networks (RBERNs) can assist schools in locating suitable translators. A list of RBERNs is available on the Department's website.

- *Writing Responses in the Home Language:* ELLs making use of alternative language editions or of oral translations of this test may write their responses to the open-ended questions in their home language. Scoring the tests is the responsibility of the school. However, to facilitate scoring of the answer papers, the Department's Office of Bilingual Education and World Languages and the RBERNs can assist schools in locating persons who can translate the students' responses into English.

Former English Language Learners

Schools may provide the testing accommodations listed above under the heading "English Language Learners" to Former English Language Learners who met the exiting criteria specified in Part 154-2 of the Regulations of the Commissioner of Education and were exited from English Language Learner status following their participation in one of the two most recent administrations of the New York State English as a Second Language Achievement Test (NYSESLAT). Such students either achieved an overall level of Commanding on the NYSESLAT or achieved an overall level of Expanding on the most recent administration of the NYSESLAT and scored at Level 3 or higher on the New York State Grades 3–8 English Language Arts Test.

These accommodations may not be provided to Former English Language Learners who were identified as English language Commanding prior to any NYSESLAT administration more than two test administrations ago. Additional guidance on identification of Former English Language Learner is on our website.

Security of the Tests

Prior to Testing

Secure test materials will arrive about two to three school days before testing at the secure facility designated by the principal via the online Examination Request System. Prior to these delivery dates, the principal should make arrangements to be notified when the test materials arrive.

Safeguarding Test Materials

The sealed packages of secure test materials must be stored in a secure place at the location indicated on the *Test Storage Plan* submitted to the Department. As soon as practical after delivery, an inventory of the test materials must be conducted. The sealed packages of secure test materials must be placed back inside the secure location immediately after the inventory is completed. The school principal must notify the Department in writing via fax to 518-474-1989 if any of the packages of secure test materials are not properly sealed when received. The sealed packages of secure test materials must not be removed from the secure location, except for the inventory. The sealed packages of secure test booklets may **not** be opened until the test administration date, and then just early enough to permit the distribution of booklets prior to the scheduled starting time.

All Written Test booklets, both used and unused, and all used answer sheets must be held secure from the date that the school receives its shipment of test materials until the time that the Rating Guide is posted on the Department's website. Once the Department-designated test administration period has ended, the Written Test materials are no longer considered secure.

To minimize the number of testing irregularities, principals should conduct a review of the test administration procedures prior to each test administration with all faculty and staff who will be involved in the test administration and scoring. In addition, to preserve the integrity of the test materials, advise all teachers administering and scoring this test that they are not to discuss test questions or other specific test content online via e-mail or LISTSERV or through any other

electronic means prior to or during the test administration period or until one week after the conclusion of the examination period. Teachers and test administrators may not use cell phones or other photographic devices to duplicate test materials and should keep their own communications devices put away during testing, using them only in emergency situations. Please note that shrink-wrapped packages of test booklets cannot be opened prior to the distribution of tests to students.

Test Certificates

The *Test Storage Certificate*, the *Deputy and Proctor Certificate*, and the *Test Scoring Certificate* must be completed and signed by all of the appropriate parties following the administration and scoring of the Written Test. The signed certificates must be retained in the school's files for one year. Copies of these certificates can be found in Appendix I. The *Test Scoring Certificate* may be copied and **must** be completed for each test administered. All scorers for each test and the principal are required to sign this form in order to indicate compliance with all scoring procedures as outlined in the Scoring Key and Rating Guide.

Emergency Supply of Test Materials

All shipments of secure test materials should be inventoried immediately after delivery and before being placed in secure storage. After taking inventory:

1. If you determine that any items listed on your shipping notice are **missing** from your shipment, circle the item(s) and quantity that are missing on the notice and fax the corrected shipping notice to the Department's Operations Group at 518-474-2021. (No cover sheet is necessary.) The missing item(s) will be sent to your school's storage site.

2. If the school requires items that were **not originally requested**, or items necessary to accommodate students of whose needs the school was not previously aware, contact the Department's Operations Group by sending a fax to 518-474-2021. The Operations Group will determine whether the regional center has the materials necessary to satisfy the additional request. After contacting the Operations Group, the school should contact the official in charge of the Regional Center, in order to arrange pickup of test materials on the day of test administration.

    - The official school representative picking up secure test material must present to the Regional Center official a photo ID and a letter of authorization signed by the principal, listing the materials to be picked up. This letter, authorizing the school representative to pick up test materials, must be written on school stationery. (**Note:** Secure materials can be obtained from the regional center only on the day that they will be administered.)

    - The school representative must countersign the authorization letter and leave it with the regional center official before the emergency supply of materials can be released.

    - Information on Regional Centers is available on the Department's website.

Test Preparations and Other Guidelines

Administration of the Tests

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

Orientation of Test Administrators

This manual is not secure. Copies of this publication should be distributed to teachers in advance of the administration date(s), so that they may familiarize themselves with the procedures for administering the test. Schools may make photocopies of this publication, if necessary. It is also available on the Department's website.

In addition, schedule an orientation prior to the testing dates, in order to enable test administrators to become adequately prepared. BOCES or large-city central offices may provide assistance in conducting such orientation sessions.

Preparation of Students for Testing

The administration of the test should be announced to students before the date that the test is scheduled to be administered. All announcements should be made in such a way as to increase the students' interest in the test without causing them to become overly anxious. In addition, parents should be informed of the date of testing and the purpose of the test. Parents should be asked to encourage students to do their best on the test and to ensure that students are well rested on the days of testing. Students should be familiar with the general types of questions on the test and the procedures that they should follow when recording the answers to the test questions. Previous editions of the Written Test that feature questions similar to those that will be on this year's test are available on the Department's website.

Selecting the Testing Room(s)

Arrangements for administering the test should interfere as little as possible with the normal school routine. The Written Test may be administered in the students' regular classroom, or classes may be arranged into smaller or larger groups, at the convenience of the school.

Preparation of the Testing Room(s)

The room(s) in which the test is administered should be well lighted, well ventilated, and quiet. Make preparations before the testing period in order to keep noise and other distractions to a minimum. Place a "Do Not Disturb" sign on the door in order to prevent interruptions. If tests are to be administered in a classroom, clear the desks and shelves under the desks of all books, papers, and other materials. Completely cover or remove from the walls all charts, all blank or completed graphic organizers pertinent to science, and all board work. Make arrangements in advance to seat the students so that each student will be clearly visible to the proctor at all times and so that there will be the least possible opportunity for any communication between students. Seating of students in alternate rows is recommended.

Supervision of Students

Unauthorized Materials

Students should be under close supervision at all times during the administration of the test and may not use any unauthorized notes, printed materials, scrap paper, or tools.

Use of Communications Devices

All students are prohibited from bringing cell phones and certain other communications devices, as defined in the script below, into a classroom or other location where a State test is being administered. Test proctors and school officials shall retain the right to collect and hold any prohibited electronic devices prior to the start of the test administration. Admission to the test shall be denied to any student who is in possession of a cell phone or other prohibited electronic device and refuses to relinquish it.

At the beginning of each test session, proctors must read the following statement to all students taking State tests:

You cannot have any communications device, including a cell phone, with you during this test or during any breaks (such as a restroom visit). Such devices include, but are not limited to:

- Cell phones
- iPods and MP3 players
- iPads, tablets, and other eReaders
- Personal laptops, notebooks, or any other computing devices
- Cameras or other photographic equipment, and personal scanning devises
- Wearable devices/smart wearables, including smart watches and health wearables with a display
- Headphones, headsets, or in-ear headphones, such as earbuds
- Any other device capable of recording audio, photographic, or video content, or capable of viewing or playing back such content

If you brought any of these items to the building today, and have not already stored it in your locker or turned it over to me or a school official, you must give it to me now. You may not keep your cell phone or any of these items with you, or near you, including in your pockets, backpack, desk, etc. If you keep a cell phone or any of these items with you, your examination will be invalidated and you will get no score. Is there anyone who needs to give me any of these items now?

[Proctor: repeat list of devices.]

This is your last opportunity to do so before the test begins.

For Principals and Proctors:

Any student observed with any prohibited device while taking a State test must be directed to turn the device over to the proctor immediately. To allow for all possible outcomes of procedural due process, the student should be allowed to complete the test. The incident must be reported promptly to the school principal. If the student had a prohibited device in his or her possession during the test administration, the principal must invalidate the student's test score (no score may be calculated for that student) and report the incident to OSA.

The incident must be promptly reported, in writing, to OSA via fax to 518-474-1989 or by e-mail to emscassessinfo@nysed.gov, as is the case for all student-related testing irregularities, misadministrations, or other violations of State testing policy and procedures.

Note: Some students with disabilities may use certain recording/playback devices **only if** this accommodation is specifically required as a provision of the student's IEP or 504 Plan. In addition, a student may be allowed to retain an otherwise prohibited device in his or her possession if there is documentation on file at the school from a medical practitioner that the student requires such a device during testing. Without such documentation, the general policy on communications devices as provided above is in effect, and the school may not allow the student to retain any such equipment while testing.

Aid to Students

No one, under any circumstances, may interpret or explain test questions to students, nor may anyone review or comment to the student about the correctness or sufficiency of the student's response while the test is in progress. In response to inquiries by students concerning the meaning or interpretation of test questions, proctors should advise students to use their own best judgment. Teachers may give students assistance only in the mechanics of taking the test, such as understanding that their multiple-choice responses must be recorded only on the answer sheet and their constructed responses must be recorded in the test booklet.

Temporary Absence from Testing Room

No student may be permitted to leave and then return to the testing room during any part of the test unless the student is accompanied by a proctor for the duration of his or her absence from the testing room.

Emergency Evacuation of a School Building

Evacuation of a school building during a test may be required because of an emergency such as a fire alarm or bomb threat. In any situation in which the safety of the students is endangered, the principal has full authority to interrupt the test immediately. If it is possible, the students should be kept under supervision during the emergency. If work can be resumed following evacuation, then students may make up the remaining time so that they will have the allotted time on the test. Following the test, a written report of the circumstances should be faxed to OSA. (See "Reporting Irregularities and/or Misadministrations" on page 21.)

Student Cheating

Do not permit students to obtain information from or give information to other students in any way during the test. If the proctor suspects that such an attempt has occurred, the proctor should warn the students that any further attempts will result in the termination of their tests. If necessary, the proctor should move the students to another location. If these steps fail to end attempts to obtain or give information, the proctor should notify the principal immediately and terminate the students' tests. At the conclusion of the test, all suspected cheating must be reported to the principal.

If, in the judgment of the principal, a student has attempted to give aid to or obtain aid from another person during the test, the principal must follow the school's disciplinary procedure for student cheating and invalidate the student's test. Score reports will not be produced for invalidated tests. When reporting student assessment data to the Department under such circumstances, the principal must report the student's test result as "administrative error." (See "Coding of Invalid Tests" on page 22.)

Illness

If a student becomes ill during a part of the test, the student should be excused until he or she is well enough to continue. The principal should estimate the time that the student had remaining to complete that part of the test. When the student is well enough to complete the test (and as long as the makeup period has not ended), the student may be given the remaining time. When the student is finishing the test, the student must be closely supervised so that he or she does not go back to previously completed questions on the test.

Students Absent on the Test Day

Plan to administer the test at a later date during the makeup period to all students who were absent when the test was initially given. Do not involve these students in any classroom discussions about the test prior to the time that they take it.

Proctoring

Proctors must circulate periodically around the room during the administration of each session of the test in order to ensure that students are recording their responses to test questions in the

proper manner and in the proper place. While circulating around the room, proctors should make sure that students are recording their responses to the multiple-choice questions on their answer sheets and their constructed responses in their test booklets. Students are not to record their multiple-choice responses in their test booklets. Proctors should also point out to students that they have left one or more answers blank or have darkened more than one circle for the same multiple-choice question. However, proctors may **not** comment to the student on the correctness or sufficiency of any answer.

No additional time is to be provided to students to transfer answers from test booklets to answer sheets at the end of the test, and no one, other than the student, may transfer answers marked in his or her test booklet to the multiple-choice answer sheet (the latter does not apply to students whose IEP or 504 Plan allows scribes to transfer answers from the test booklet to an answer sheet).

No one, *under any circumstances,* including the student, may alter the student's responses on the test, once the student has handed in his or her test materials. Teachers and administrators who engage in inappropriate conduct with respect to administering and scoring State tests may be subject to disciplinary actions in accordance with Sections 3020 and 3020-a of Education Law or to action against their certification pursuant to Part 83 of the Regulations of the Commissioner of Education.

Determining the Need for Academic Intervention Services

Section 100.2(ee)(i) of the Regulations of the Commissioner of Education requires schools to provide academic intervention services to students who score below the State-designated performance level (performance level 3, final test score 65) on the Grade 8 Intermediate-Level Science Test. All students who achieve a final score in performance levels 1 and 2 (see Appendix III) must receive academic intervention services. These services must commence in the semester immediately following the administration of the test. Charter schools are exempt from this provision. Providing academic intervention services is not mandated for religious and independent schools.

Academic intervention services are intended to assist students who are at risk of not achieving the State learning standards in English language arts, mathematics, social studies, and/or science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State assessments. Academic intervention services shall be made available to students with disabilities on the same basis as non-disabled students, provided that these services are in accordance with the student's IEP. The regulations also require that the parent or guardian of each such student shall be notified in writing, by the principal, of the academic intervention services to be provided to the student, the reason that the student needs such services, and the consequences of not achieving expected performance levels. Such notification must be provided in the language best understood by the parent or guardian.

In the fall of 2010, the Board of Regents amended the regulations regarding academic intervention services (§100.2(ee)) to allow school districts to replace, in whole or in part, academic intervention services with Response to Intervention (RtI). A school district that chooses to do so must file an *LEA Response to Intervention Assurance Form* with the Department that indicates the buildings, grades, and subjects that RtI will be used in place of academic intervention services. School districts must also agree to adhere to the requirements in §100.2(ii), which defines the RtI process. Information on this option can be found on the Department's website.

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

The Rating Guide for the Written Test provides a summary chart that links each test question to the Intermediate-Level Science Core Curriculum. The core curriculum is based on the *New York State Learning Standards for Mathematics, Science, and Technology (Intermediate-Level*). The chart provides a reference to this document for each question on the Written Test.

Recording Test Scores and Storing Student Answer Papers

Schools must maintain complete and accurate records of students' test scores. A student's score and the date of administration must be entered on the student's permanent record.

Schools must keep their students' Written Test answer sheets in the school for at least one year.

Individual Student Results

At the school's earliest opportunity after tests have been scored, schools are expected to provide test results to each student's parent/guardian.

Review of Answer Papers by Students and Parents

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

Online Submission of Teacher Evaluations of the Test to the Department

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments where teachers may respond to several specific questions and may make suggestions. Go to the Teacher Evaluation page on the Department's website to complete and submit your evaluation.

Return of Tests and Scoring Materials to the Department

Since the Department will provide a new form of the Written Test each year, schools do **not** have to return Written Test materials to the Department. After the Department-designated test administration period has ended and the test has been scored, schools may use the Written Test as part of the instructional program. Schools may make photocopies of the Written Test if additional copies are needed for this purpose. All schools must keep student answer papers for the Written Test on file in the school for one year. Copies of this manual; the Rating Guide; and the Test Storage, Deputy and Proctor, and Test Scoring Certificates for the Written Test should be kept on file at the school with the students' answer papers for reference.

Department Contacts

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

Do not discuss test questions or other specific test content via e-mail. This is a violation of security, as stated on page 7. Questions about scoring should be addressed by telephone.

Test Administration:	Brian Suedkamp, Test Administration 518-474-5902 brian.suedkamp@nysed.gov
Rating/Scoring:	Test Development Unit 518-474-5900
Requests for Additional Test Materials:	Operations Group Fax a copy of the shipping notice with a note itemizing which materials are needed to: 518-474-2021
Content/Curriculum:	Office of Curriculum and Instruction (C&I) 518-474-5922 emscurric@nysed.gov
Accommodations for Students with Disabilities:	Special Education Policy and Professional Development 518-473-2878 speced@nysed.gov
Reporting Results in SIRS:	Information and Reporting Services 518-474-7965 datasupport@nysed.gov
Academic Intervention Services:	Office of Innovative Programs, Student Support Services 518-486-6090

General Test Administration Procedures

Test Materials

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

For the Written Test:

- test booklets
- directions for administering and scoring the Written Test (pages 15–19 of this manual)

Note: Answer sheets are provided by your school's RIC/large-city scanning center (see page 2).

The Scoring Key for the Written Test Part I and the Rating Guide for the Written Test Part II will be posted on the Department's website. Schools must print sufficient copies to supply one to each rater.

The Written Test booklet is available in large-type and braille, as well as in the following alternative language editions: Arabic, Bengali, Chinese (Simplified), Chinese (Traditional), Haitian Creole, Korean, Russian, and Spanish. The alternative language editions are direct translations of the English editions. The directions to students on the alternative language test materials are the same as those on the English editions. The Department does not provide separate directions for administering the alternative language editions of the tests. Teachers who speak the language should be able to administer the alternative language editions by using a copy of the test materials in the appropriate language and the directions provided in this manual. If a teacher who does not speak the alternative language administers the tests, the directions on the test materials should enable students to complete the tests by themselves.

Test Administration Time

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

Administering and Scoring the Written Test

Detailed Directions for Administering the Written Test

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

for each student

- test booklet
- answer sheet
- No. 2 pencil
- calculator (**Note**: Calculators *may* be needed for some questions. If so, four-function calculators are sufficient. Scientific calculators are permitted. Graphing calculators are *not* permitted.)

for the test administrator

- detailed directions for administering and scoring the Written Test (pages 15–19 of this manual)
- test booklet (for demonstration purposes)
- answer sheet (for demonstration purposes)
- extra answer sheets and No. 2 pencils

At the beginning of each test session, proctors must read the following statement to all students taking State tests:

You cannot have any communications device, including a cell phone, with you during this test or during any breaks (such as a restroom visit). Such devices include, but are not limited to:

- Cell phones
- iPods and MP3 players
- iPads, tablets, and other eReaders
- Personal laptops, notebooks, or any other computing devices
- Cameras or other photographic equipment, and personal scanning devices
- Wearable devices/smart wearables, including smart watches and health wearables with a display
- Headphones, headsets, or in-ear headphones, such as earbuds
- Any other device capable of recording audio, photographic or video content, or capable of viewing or playing back such content

If you brought any of these items to the building today, and have not already stored it in your locker or turned it over to me or a school official, you must give it to me now. You may not keep your cell phone or any of these items with you, or near you, including in your pockets, backpack, desk, etc. If you keep a cell phone or any of these items with you, your examination will be invalidated and you will get no score. Is there anyone who needs to give me any of these items now?

[Proctor: repeat list of devices.]

This is your last opportunity to do so before the test begins.

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

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

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

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

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

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

> Look at the cover of your test booklet. Be sure it says "Grade 8 Intermediate-Level Science Test, Written Test, v202." Check that your booklet is complete and that no pages are stuck together. If you do not have the correct booklet or a complete book, raise your hand.
>
> When I tell you to, turn to page 4 and begin work. When you are finished, close your test booklet and place it on top of your answer sheet.
>
> Now, turn the page and begin work.

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

Start time: _____

Stop time: _____

Stop time less 15 minutes: _____

Stop time less 5 minutes: _____

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

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

When 15 minutes remain, say:

> You have 15 minutes left.

When 5 minutes remain, say:

> You have 5 minutes left.

When the time is up, say:

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

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

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

Note: No one, *under any circumstances,* including the student, may alter the student's responses on the test once the student has handed in his or her test materials. Teachers and administrators who engage in inappropriate conduct with respect to administering and scoring State tests may be subject to disciplinary actions in accordance with Sections 3020 and 3020-a of Education Law or to action against their certification pursuant to Part 83 of the Regulations of the Commissioner of Education.

Scoring the Written Test, Parts I and II

Note: Teachers are **not** permitted to score their own students' answer papers.

The Scoring Key for the Written Test Part I and the Rating Guide for the Written Test Part II will be posted on the Department's website.

The student's raw score is determined as follows:

Part I—All schools administering the Grade 8 Intermediate-Level Science Test are required to make arrangements to obtain answer sheets and associated scanning services from a RIC or large-city scanning center. These centers will scan and score the answer sheets according to the following criteria:

1. One credit will be awarded for each correct answer.
2. Credit will not be allowed if two or more answers have been marked for the same question.
3. The raw score for Part I will be determined by counting the number of correct responses.

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

***Machine Scoring*:** Schools should be sure to check with their scoring center concerning the procedure to be followed in preparing the answer sheets for machine scoring.

The separate answer sheet containing the multiple-choice answer grids also provides grids for recording a student's Part II scores. When filled in, these grids enable scoring centers to produce student records that include final student scores.

Determining the Student's Final Test Score: Students who are in attendance and who respond to at least one item on the Written Test will receive a valid score and a valid performance level. A chart for converting the student's Written Test raw score to a final score will be provided on the Department's website. Once a final score has been determined for each student, a performance level can be assigned. The Performance Levels Chart is provided in Appendix III of this manual.

Note: The final score corresponding to the raw scores in the conversion chart will change with each year's edition of the test. For this reason, it is crucial that, for each test year, only the conversion chart provided for that edition be used to determine the student's final score.

Rating the Written Test, Part II

Approximately one-half of the questions on the Written Test will be open-ended. A group of teachers should rate the Part II open-ended questions on the Grade 8 Intermediate-Level Science Test. There must be at least two raters. No rater assigned to score a student's test responses may be that student's teacher. School administrators decide who can rate Grade 8 Intermediate-Level Science Test(s) after review of the teacher's certification and present and past teaching assignments. It is estimated that two teachers working as a team should be able to rate all of the open-ended responses for about 20 students in approximately one hour.

The Rating Guide for the Written Test, Part II gives detailed directions for rating the open-ended section of the Written Test and specific criteria for rating each question. In rating the students' test booklets, each rater should follow the procedures detailed in the Rating Guide. The rating should be completed no later than the date when answer sheets must be submitted to the scanning centers. Copies of the Written Test Rating Guide should be kept on file at the school for reference for at least one year.

Organizing the Rating Process

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

1. Designate one person as the coordinator of the rating process. The coordinator may be appointed at either the building or the district level. He or she will be responsible for training and supervising raters and may also rate some of the questions in the student test booklets.
2. Set aside one room as a central rating room for collecting, sorting, circulating, and storing test booklets and for preparing and maintaining records.
3. Provide adequate time for rating during the school day.
4. Make sure that each rater receives approximately the same number of student booklets, taking care to ensure that no teacher is assigned to rate the test booklets of his or her own students.
5. At least two teachers must participate in rating the open-ended questions in Part II. Each should be responsible for rating a selected number of the open-ended questions in each test booklet. No one teacher is to score more than half of all of the open-ended questions in a student's test booklet.
6. Prior to the rating of students' responses to the open-ended questions in Part II, allow time to provide training for all raters (even if they have received prior training). Please select, at random, 10–15 student test booklets and duplicate them for use as a "warm-up" exercise with the raters for discussion of the questions, the criteria, and the rating of

each item. During the training exercise, after three or four complete student test booklets have been rated, ask the raters to indicate, by a show of hands, how many credits they gave to each response. If there is some disagreement about the number of credits to be awarded to a response, ask raters who gave different credits to a response to explain their rating by citing specific criteria from the Rating Guide.

Finality of Teacher Scoring Committee's Scores

When the teacher scoring committee completes the scoring process, test scores must be considered final and must be entered into students' permanent records. In addition, each rater must sign the *Test Scoring Certificate* attesting that he or she fully and faithfully observed the regulations for scoring the tests. The principal must also sign this certificate to attest that the rules and regulations for scoring were fully and faithfully observed.

Principals and other administrative staff in a school or district do not have the authority to set aside the scores arrived at by the teacher scoring committee and rescore student test papers or to change any scores assigned through the procedures described in this manual and in the scoring materials provided by the Department. Any principal or administrator found to have done so, except in the circumstances described below, will be in violation of Department policy regarding the scoring of this test. Teachers and administrators who violate Department policy with respect to scoring State tests may be subject to disciplinary action in accordance with Sections 3020 and 3020-a of Education Law or to action against their certification pursuant to Part 83 of the Regulations of the Commissioner of Education.

On rare occasions, an administrator may learn that an error had occurred in the calculation of a final test score for a student or in recording the student's score in the permanent records. For example, the final test score may have been based on an incorrect summing of the student's raw scores for parts of the test or from a misreading of the conversion chart. When such errors involve the final scores on any State test of no more than 5% of the school's test takers for that test or 5 students, whichever is greater, and when such errors are detected within four months of the test date, the superintendent of a public school district or the chief administrative officer of a religious or independent school may arrange for the corrected score to be recorded in the student's permanent record. However, in all such occurrences, the superintendent or chief administrative officer must advise OSA in writing that the student's score has been corrected. The written notification to the Department must be signed by the superintendent or chief administrative officer and must include the initials or student identification numbers (at the discretion of the principal) of the students whose scores have been corrected, the name of the test, the students' original and corrected scores, and a brief explanation of the nature of the scoring error that was corrected.

If an administrator has substantial reason to believe that the teacher scoring committee has failed to accurately score more than 5% or five student answer papers, whichever is greater, on any test or when such errors are detected more than four months after the test date, the administrator must first obtain permission in writing from OSA before arranging for or permitting a rescoring of student papers. The written request to OSA must come from the superintendent of a public school district or the chief administrative officer of a religious or independent school and must include the test title, date of administration, and number of students whose papers would be subject to such rescoring. This request must also include a statement explaining why the administrator believes that the teacher scoring committee failed to score appropriately and, thus, why he or she believes that rescoring the test papers is necessary. As part of this submission, the school administrator must make clear his or her understanding that such extraordinary re-rating may be carried out only by a full committee of teachers constituted in accordance with the scoring guidelines presented in this manual and fully utilizing the scoring materials for this test provided by the Department.

The Department sometimes finds it necessary to notify schools of a revision to the scoring key and rating guide for a test. Should this occur after the scoring committee has completed its work, the principal is authorized to have appropriate members of the scoring committee review students' responses only to the specific question(s) referenced in the notification and to adjust students' final test scores when appropriate. Only in such circumstances is the school not required to notify or obtain approval from the Department to correct students' final test scores.

Reporting Irregularities and/or Misadministrations

Pursuant to Section 102.3 of the Regulations of the Commissioner of Education, "Building principals are responsible for administering department examinations and maintaining the integrity of examination content and programs, in accordance with directions and procedures established by the commissioner." Accordingly, the building principal is responsible for all aspects of the school's test administration and must take appropriate measures both to prevent, as much as possible, and to investigate all security breaches and irregularities associated with the administration and scoring of the test. In addition, the principal must report the following testing irregularities and misconduct by students, in writing on school letterhead and signed by the principal, to OSA via fax to 518-474-1989 or by e-mail to emscassessinfo@nysed.gov.

- All student infractions of the Department's policy prohibiting the possession or use of cell phones and other communications devices during State tests.
- All confirmed cases of students cheating.
- All interruptions of test sessions, including those caused by power outages or fire alarms.
- All instances in which a State test is administered without Department authorization on a date outside of the published statewide administration or makeup schedule.
- All instances in which scorers do not rate State tests in accordance with the scoring materials provided by the Department.
- All cases in which student test books or answer sheets are lost prior to either the scoring of the tests or submission of the answer sheets to the RIC or large-city scanning center.
- All instances of school officials or staff members providing students with other nonstandard test administrations, unrelated to cheating.

The report must include:

- the school's BEDS Code
- the name and grade level of the test
- a brief description of the incident
- the number of students affected
- the New York State Student Identification System (NYSSIS) ID numbers of affected students

Mandatory Reporting of Testing Improprieties by Adults

The Department's Test Security Unit (TSU) handles all reports of testing improprieties by adults involved in the administration and scoring of State assessments. School officials and personnel are required to report any incident of testing misconduct by an educator or other adult involved in testing. Reports should be made via the TSU website by submitting the incident report form located on the main page under "Report Educator Test Fraud."

No adverse action, including dismissal and any disciplinary action, may be taken against an employee who files a mandatory report of testing misconduct, because the employee filed a report. Anyone who takes such unwarranted adverse action against another employee may face disciplinary action by the Department.

Examples of Improper Testing Conduct Reported to the TSU

- All suspected or confirmed cases of a school official or staff member giving aid or impromptu lessons on specific test content to students immediately before or during a State test or altering student responses on a test paper.
- All cases in which a school official does not adhere to the Department policy concerning

the finality of test scores as determined by the teacher scoring committees. This policy is explained on page 20 of this manual under the heading “Finality of Teacher Scoring Committee’s Scores.”

- All instances of an administrator or teacher instructing another administrator or teacher to alter or interfere with a student’s test score.

Coding of Invalid Tests

Any breaches or irregularities described on the preceding page, except interruptions caused by power outages or alarms, may be determined by the school or by the Department to invalidate a student’s test results. In cases where a student’s test has been invalidated, the principal must:

1. Darken the circle on the affected student’s answer sheet denoting “administrative error.”
2. Notify the RIC or large-city scanning center of the administrative error. In order to expedite accurate reporting, provide the BEDS Code, School Name, Subject, Grade, and NYSSIS ID number.
3. In the SIRS, in the *Assessment Standard Achieved Code* field, code the student’s test result as “administrative error with *Standard Achieved Code of 97*.”
4. If a student’s test is deemed to be an administrative error **after** the student’s answer sheet has been scanned, the scanning center must be contacted and asked to submit a request to the Department’s Office of Information and Reporting Services for permission to override the score to an Assessment Standard Achieved Code of “97” indicating administrative error.

On the verification reports, a student for whom an administrative error occurred will not receive a valid score and will appear as “not tested.”

Circumstances that Should Not Be Reported as Administrative Error

If a scanning center sends an answer sheet that contains inaccurate demographic data, do not darken the circle denoting an administrative error on the answer sheet. Instead, communicate the problem to the scanning center, go back into the student management system (SMS), correct the demographic data, and reload it into SIRS. If the student uses a blank/extra answer sheet in place of the preprinted answer sheet with incorrect demographic data, do not code the original answer sheet as an administrative error. Instead, communicate the problem to the scanning center, but do not submit the incorrect answer sheet for processing.

If a scanning center sends an answer sheet to the school for a student who is no longer enrolled in that school, do not code the answer sheet as an administrative error. Instead, communicate the problem to the scanning center, and go back into the SMS to correct the enrollment record to reflect the ending enrollment and reload it into the SIRS.

Students originally reported with an incorrect grade level should not be reported as an administrative error as long as the student is administered the correct grade-level test using a blank answer sheet for the appropriate grade-level test. Do not submit the incorrect answer sheet to the scanning center. Instead, communicate the problem to the scanning center, correct the student information in the SMS, and reload the updated demographic information into SIRS.

Schools should communicate any concerns or questions to the RIC or large-city scanning center prior to, or at the time of, delivery of the answer sheets.

Appendix I

Test Storage Certificate

Deputy and Proctor Certificate

Test Scoring Certificate

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

TEST STORAGE CERTIFICATE

Grade 8 Intermediate-Level Science Test

School Name: _____

Test Date: _____ ☐ Written Test

(Month/Year)

I, the undersigned principal of the school named above, do hereby declare that each of the security procedures listed below was fully and faithfully observed for the current administration of the Grade 8 Intermediate-Level Science Test.

1. The shrink-wrapped packages of secure test materials were stored in the secure location indicated on the Test Storage Plan submitted to the Department for the above test date period.
2. The secure location was maintained under strict security conditions.
3. An inventory of the test materials was conducted as soon after delivery as was practical. The Department was notified in writing if any of the packages of secure test materials were not properly shrink-wrapped when received. The shrink-wrapped packages of secure test materials were replaced inside the secure location immediately after the inventory was completed.
4. The shrink-wrapped packages of secure materials were not removed from the secure location, except for the inventory of test materials shipped to the school, until the day on which the test was scheduled to be administered.
5. The shrink-wrapped packages of secure test materials were not opened until the day on which the test was scheduled to be administered.
6. Following testing, test booklets and answer sheets were collected and stored in a secure location.

Name of Principal (print or type): _____

Signature of Principal: _____ Date: ____/____/____

After completion, retain in school files for one year.

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

DEPUTY AND PROCTOR CERTIFICATE

Grade 8 Intermediate-Level Science Test

School Name: _____

Test Date: _____ ☐ Written Test
(Month/Year)

We, the undersigned deputies and proctors who assisted in the administration of the Grade 8 Intermediate-Level Science Test, hereby declare our belief in the correctness of the following:

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

1. The rules for administering the test were read to or read by each person who assisted in administering the test.
2. The test was administered within the prescribed dates.
3. The secure test materials were kept in the shrink-wrapped packages until the administration date.
4. The students were given appropriate instructions and orientation before beginning the test.
5. The students were so seated as to prevent collusion.
6. Adequate supervision was maintained throughout the administration of the test.
7. The answer papers were collected from the students immediately at the close of the test.
8. All test books and answer sheets for the test were collected and returned to the principal for storage in a secure location after testing.

	Print Name	Signature	Test Proctored	Test Room
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

(Make additional copies as necessary.)

After completion, retain in school files for one year.

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

TEST SCORING CERTIFICATE

Grade 8 Intermediate-Level Science Test

School Name: _____ ☐ Written Test

City or Town: _____ Test Date: _____
(Month/Year)

As one of the undersigned raters who participated in the scoring of the Grade 8 Intermediate-Level Science Test (***each*** participating rater ***must*** sign below), I hereby declare my belief in the correctness of the following statement:

The rules and guidance materials for rating the test were fully and faithfully observed, and in particular:

1. As a rater, I was trained using the procedures and materials described in the *Grade 8 Intermediate-Level Science Test Manual for Administrators and Teachers* and the Rating Guide for the Written Test Part II.
2. The rating committee, of which I was a member, included the required minimum number of raters as specified in the *Grade 8 Intermediate-Level Science Test Manual for Administrators and Teachers.*
3. Test questions were assigned to me for rating according to the procedures described in the *Grade 8 Intermediate-Level Science Test Manual for Administrators and Teachers*.
4. As a rater, I did not rate any of my own students' responses.
5. Where required, my name or initials were clearly recorded on the answer paper or scoring record.
6. The answer papers and test booklets were safeguarded while scoring was occurring.

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

As principal, I attest that the rules and regulations for scoring, as listed above, were fully and faithfully observed.

Principal: _____ Date: _____ / _____ / _____

After completion, retain in school files for one year.

Appendix II

Information on Ungraded Students

Students who are graded must take the State test for the grade level in which they are enrolled. The chart below is to be used solely to ascertain the appropriate grade-level tests to administer to ungraded students with disabilities.

Age Ranges for Testing on the NYSAA and General Assessments for Ungraded Students with Disabilities at the Elementary and Middle Levels

Assessment	Birth Date	Reaches Age Given Between September 1, 2020 and August 31, 2021
Grade 3 English Language Arts, Mathematics	September 1, 2011–August 31, 2012	9
Grade 4 English Language Arts, Mathematics, Science	September 1, 2010–August 31, 2011	10
Grade 5 English Language Arts, Mathematics	September 1, 2009–August 31, 2010	11
Grade 6 English Language Arts, Mathematics	September 1, 2008–August 31, 2009	12
Grade 7 English Language Arts, Mathematics	September 1, 2007–August 31, 2008	13
Grade 8 English Language Arts, Mathematics, Science	September 1, 2006–August 31, 2007	14

Appendix III

Performance Levels Chart
New York State Grade 8 Intermediate-Level Science Test

The chart on the next page defines the four performance levels for this test. The state-designated level of performance for this test is a final score of 65 or higher (levels 3 and 4). Students scoring below 65 (levels 1 and 2) must be provided with academic intervention services or Response to Intervention according to Section 100.2(ee) of the Regulations of the Commissioner of Education. The chart provides the final score range and a brief description of student performance for each level.

Performance Levels for Final Score

Grade 8 Intermediate-Level Science Test

Level	Final Test Score Range	Description of Student Performance
4	85 – 100	**Meeting the Standards with Distinction** • The student demonstrates superior understanding of the intermediate-level science content and concepts for each of the learning standards and key ideas assessed. • The student demonstrates superior intermediate-level science skills related to each of the learning standards and key ideas assessed. • The student demonstrates superior understanding of the intermediate-level science content, concepts, and skills required for a secondary academic environment.
3	65 – 84	**Meeting the Standards** • The student demonstrates understanding of the intermediate-level science content and concepts for each of the learning standards and key ideas assessed. • The student demonstrates the science skills required for intermediate-level achievement in each of the learning standards and key ideas assessed. • The student demonstrates understanding of the intermediate-level science content, concepts, and skills required for a secondary academic environment.
2	44 – 64	**Not Fully Meeting the Standards** • The student demonstrates only minimal proficiency in intermediate-level science content and concepts in most of the learning standards and key ideas assessed. • The student demonstrates only minimal proficiency in the skills required for intermediate-level achievement in most of the learning standards and key ideas assessed. • The student demonstrates marginal understanding of the science content, concepts, and skills required for a secondary academic environment.
1	0 – 43	**Not Meeting the Standards** • The student is unable to demonstrate understanding of the intermediate-level science content and concepts in most of the learning standards and key ideas assessed. • The student is unable to demonstrate the science skills required for intermediate-level achievement in most of the learning standards and key ideas assessed. • The student is unable to demonstrate evidence of the basic science knowledge and skills required for a secondary academic environment.

New York State

Grade 8

Intermediate-Level

Science Test

v202

Manual for Administrators and Teachers

2021 Written Test