

# Assessment Overview

## 3-8 MATH Testing Guides 2016

Orleans/Niagara BOCES [www.onboces.org](http://www.onboces.org)

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### Testing Times

\*Students may read when they're done

For the Spring 2016 tests, there are no time limits.

On average, students in Grade 3 will need 50–60 minutes of working time each day to complete sessions 1 and 2 and 60–70 minutes of working time to complete session 3. For Grade 4, most students will need 50–60 minutes of working time each day to complete sessions 1 and 2 and 80–90 minutes of working time to complete session 3. For Grade 5, most students will need 70–80 minutes of working time each day to complete sessions 1 and 2 and 80–90 minutes of working time to complete session 3. For Grades 6–8 will need 70–80 minutes of working time each day to complete sessions 1 and 2 and 80–90 minutes of working time to complete session 3. Some students will take more or less time. Please plan accordingly to allow students to complete the test at their own pace. All students who are productively working should be allowed to complete the test regardless of the time approximations listed above. These approximations are an estimate that can be used for planning purposes only.

### Mathematical Tools

	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
<b>Calculator</b>	x	x	x	*Book 2 and 3	**Book 2 and 3	**Book 2 and 3
<b>Ruler</b>	All Books	All Books	All Books	All Books	All Books	All Books
<b>Protractor</b>	x	All Books	All Books	All Books	All Books	All Books
<b>Reference Sheet</b>	x	x	All Books	All Books	All Books	All Books
				*4-Function w/Square Root Key	**Scientific Calculator	**Scientific Calculator

For 7<sup>th</sup> and 8<sup>th</sup> Grade Book 3, students should use the Pi key and the full display of the calculator should be used in computations. Approximate values of Pi are unacceptable

### Test Format

	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
<b>Multiple Choice</b>	44	45	45	51	51	51
<b>Short-Response</b>	5	6	6	6	6	6
<b>Extended-Response</b>	3	4	4	4	4	4

### Bar Graph Clarification

<b>Grades 3 and 4</b>	Touching bars are acceptable and space between bars does not need to be uniform
<b>Grades 3-8</b>	Width of bars must be consistent and must align with labels Scales must begin at 0, but 0 does not need to be written
<b>Pictographs</b>	May use a symbol other than the one provided in the key if it is used consistently May not use multiple symbols within a chart or change the value of a symbol provided in a key

## **Additional Important Information:**

### **Multiple Choice Questions**

- Assess standard algorithms and conceptual standards
- Incorporate Common Core Standards and Standards for Mathematical Practices
- Some real-world applications
- Require students to complete multiple steps
- Linked to more than one standard
- Distractors will be based on plausible missteps

### **Short-Response Questions**

- Complete a task and show work
- Multiple steps and application of multiple skills
- Covers conceptual and application standards
- 2-point rubric

### **Extended-Response Questions**

- Show work in completing two or more tasks or a more extensive problem
- Show understanding of mathematical procedures, conceptual understanding and application
- May also assess student reasoning and ability to critique arguments of others
- 3 point rubric

### **IMPORTANT Policies:**

1. If a student does the work in other than a designated “Show your work” area, that work should still be scored. (Additional paper is an allowable accommodation for a student with disabilities if indicated on the student’s Individual Education Program or Section 504 Accommodation Plan.)
2. If the question requires students to show their work, and the student shows appropriate work and clearly identifies a correct answer but fails to write that answer in the answer blank, the student should still receive full credit.
3. In questions that provide ruled lines for students to write an explanation of their work, mathematical work shown elsewhere on the page should be considered and scored.
4. If the student provides one legible response (and one response only), teachers should score the response, even if it has been crossed out.

5. If the student has written more than one response but has crossed some out, teachers should score only the response that has not been crossed out.
6. Trial-and-error responses are not subject to Scoring Policy #5 above, since crossing out is part of the trial-and-error process.
7. If a response shows repeated occurrences of the same conceptual error within a question, the student should not be penalized more than once.
8. In questions requiring number sentences, the number sentences must be written horizontally.
9. In pictographs, the student is permitted to use a symbol other than the one in the key, provided that the symbol is used consistently in the pictograph; the student does not need to change the symbol in the key. The student may not, however, use multiple symbols within the chart, nor may the student change the value of the symbol in the key.
10. If students are not directed to show work, any work shown will not be scored. This applies to items that do not ask for any work and items that ask for work for one part and do not ask for work in another part.
11. Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted). This is not to be confused with a score of zero wherein the student does respond to part or all of the question but that work results in a score of zero.

### **To Do List:**

- Ensure currently taught curriculum is deeply aligned to grade level Content Emphases (provided in each grade level test guide)
- Practice using scoring rubrics in classroom instruction
- Ensure student learning is aligned with the instructional shifts of mathematics
- Review common core math vocabulary for your grade level and grade levels below
- Review POST standards from the grade before
- Practice test taking strategies including helpful multiple choice questioning skills
- Practice grade level required math fluency