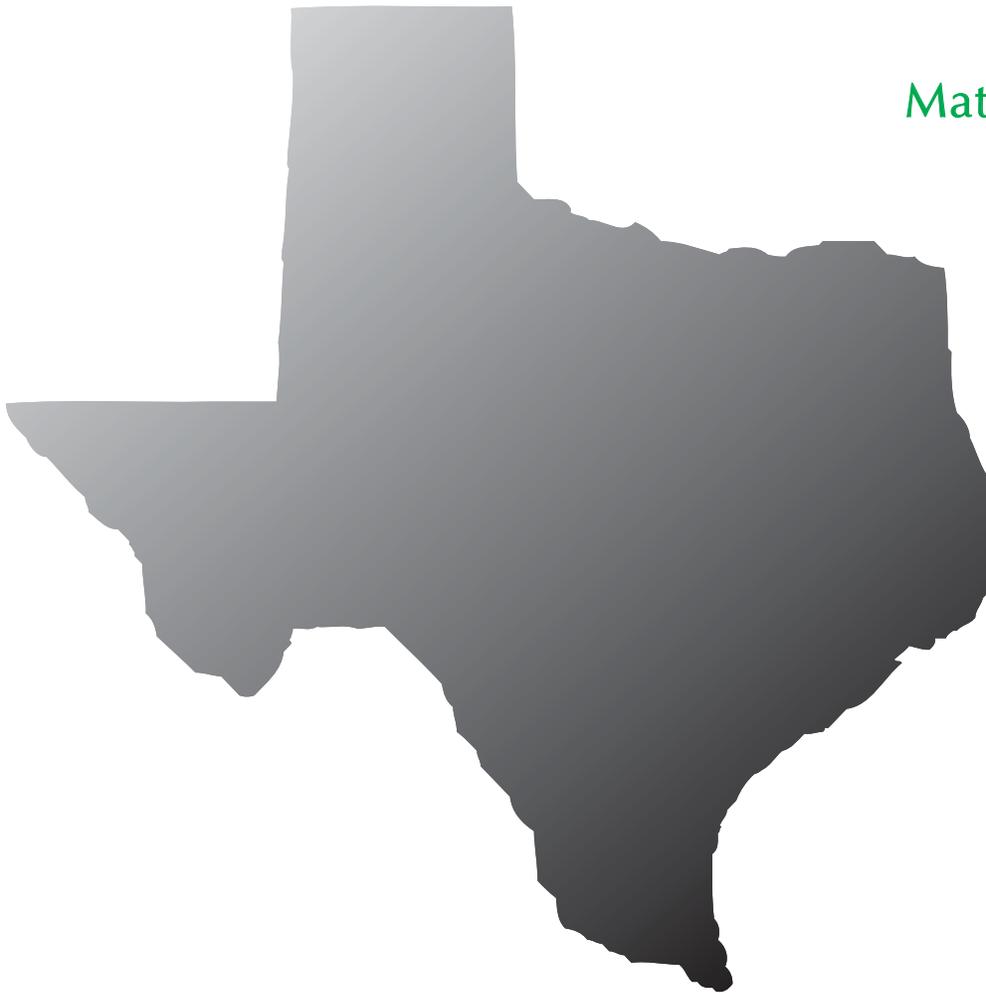


Grade 3 (English and Spanish)

TEST ADMINISTRATION DIRECTIONS 2009

Reading
Mathematics



Texas Assessment of Knowledge and Skills

**Information about the Texas Student Assessment Program
can be found on TEA's Student Assessment Division website
at <http://www.tea.state.tx.us/student.assessment/>.**

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CALENDAR OF EVENTS—2009

TAKS GRADE 3 TESTING*

EVENTS		TEST ADMINISTRATION		
		MARCH	APRIL	JULY
Test administrator training sessions		By 2/27	By 4/27	By 6/29
Test administrations	Reading	3/3	4/29 (Retest)	7/1 (Retest)
	Reading with Dyslexia Bundled Accommodations	3/3–3/4	4/29–4/30 (Retest)	7/1–7/2 (Retest)
	Mathematics	—	4/28	—

*TAKS includes TAKS (Accommodated).

SUMMARY OF RESPONSIBILITIES

TEST ADMINISTRATOR

Prepare for test administration

- 1) Prepare for and attend test administrator training session; review and sign test administrator security oath.
- 2) Help campus coordinator prepare test booklet covers for test administration.
- 3) Verify precoded labels.
- 4) Hand-grid blank test booklet covers.
- 5) Prepare test materials for distribution.

Conduct test administration

- 6) Ensure proper testing procedures.
- 7) Administer each subject-area test.

Return test materials

- 8) Return test materials to the campus coordinator and sign administration-specific security oath.

These test administration directions are intended to be used in conjunction with the *2009 TAKS General Test Administrator Manual*. Maintain test security and confidentiality at all times. Report any irregularities to your campus testing coordinator immediately.

Test Administration Directions—English

**Administration
Directions—
Reading**

PAGE **3**

**Administration
Directions—
Mathematics**

PAGE **9**

ADMINISTRATION DIRECTIONS—READING

The TAKS and TAKS (Accommodated) tests are untimed. Give students all the time they need to respond to each test item.

Students must use a No. 2 pencil to mark their test booklet. They are not allowed to use scratch paper but instead may write in their test booklets if necessary. Students may not use reference materials.

If any of the students do not have a test booklet prepared for him or her, school personnel must write the student's name in the appropriate field on a test booklet before giving the booklet to the student.

Before reading the administration directions aloud, distribute the following materials to your students if they do not already have them:

- two No. 2 pencils with erasers per student
- test booklets (Make sure that each student receives the test booklet with his or her name on it.)

Read aloud **WORD FOR WORD** the material printed in **bold** type and preceded by the word “**SAY.**” You may repeat the directions as many times as needed. The material in *italics* is information meant for you and should not be read aloud to students.

SAY **Today you will be taking the reading test of the Texas Assessment of Knowledge and Skills, or TAKS. Keep your pencil on your desk until I tell you that you may use it. Now I am going to give each of you a test booklet. Make sure you get the booklet with your name on it. When you get your booklet, do not open or write on it until I ask you to do so. Also, do not pull off the red tab or the seal on the edge of your booklet until I ask you to do so. If you have any questions while I am passing out the test booklets, please raise your hand.**

Give each student his or her test booklet. Make sure that each student receives the booklet with his or her name on it.

Directions for breaking the seal on the reading test booklet follow. Monitor students carefully while they are breaking this seal to prevent damage to the test booklets.

SAY **Now listen carefully and watch me.**

Pick up one of your students' test booklets and demonstrate how to break the seal. Point to the edge of the booklet as you read.

SAY **The seal on the edge of your test booklet needs to be broken. First watch me do it. To break the seal, hold your test booklet in one hand. Then use your other hand to pull up on the red tab on the edge of your test booklet. The outside of the seal will come off easily. If you have any questions or need any help, please raise your hand.**

When you finish, direct students to break the seal on their test booklets.

SAY Now hold your test booklet in one hand. Then use your other hand to pull up on the red tab on the edge of your booklet.

Check to see that students are following directions. Move around the testing room to collect the detached seals. Assist any student who is having difficulty. Dispose of the seals so that they are not returned with the test booklets. When all students are ready, continue.

SAY We will practice marking answers in a moment. To answer a question, fill in an oval in your test booklet. Mark only one oval for each question. Mark your answers very carefully and make your marks dark and neat. If you make a mistake or want to change an answer, completely erase your first choice. Then fill in the oval for your new choice.

You may write in your test booklet if you would like to make notes, but do not write near the answer ovals or the dark bars along the inside edge of each page.

Now open your test booklet to the sample item at the beginning of the test. We are going to answer some sample questions together.

Check to make sure that students have found the correct page in their test booklets. The sample item starts on page 5 in the TAKS booklet and on page 4 in the TAKS (Accommodated) booklet. When all students are ready, continue.

SAY Look at the directions above the word “SAMPLE” and follow along as I read aloud.

“Read each selection. Then read each question that follows that selection. Decide which is the best answer to each question. Mark the space for the answer you have chosen.”

You can see that the paragraphs in the story are numbered. These numbers will help you find the sentence or sentences you will need to answer the questions that follow.

The sample appears on the next page.

DIRECTIONS

Read each selection. Then read each question that follows that selection. Decide which is the best answer to each question. Mark the space for the answer you have chosen.

SAMPLE**A Rabbit Named Sticks**

- 1 Lop-Eared Rabbit Village was on the north edge of a forest. The rabbits who lived there were called lop-eared because their ears drooped down around their faces. They were all very proud of their long, floppy ears. One young rabbit in Lop-Eared Rabbit Village was not so happy. His ears were different. They stood straight up. Everyone teased him and called him Sticks.
- 2 “Be proud. Your grandfather had ears just like yours,” his mother often said to him.
- 3 But Sticks didn’t like looking different. He wanted his ears to be long and floppy like everyone else’s.



S-1 In paragraph 1, which word helps the reader know what the word drooped means?

- different*
- floppy*
- proud*
- young*

S-2 What problem does Sticks have in this story?

- His mother doesn’t like his straight ears.
- He wishes that he could be more like his grandfather.
- The other young rabbits in his village are jealous of him.
- He wants to look like the other rabbits in his village.

Check to make sure that students have found the correct page in their test booklets and are marking their answers in the right place. When all students are ready, continue.

SAY Has everybody finished with the sample questions? Now we will go over the answers you chose. The answer to the first question, S-1, is the second oval, “floppy.” “Floppy” is the word that helps the reader know what “drooped” means. Does everyone understand why this is the correct answer?

Answer all questions before continuing.

SAY The answer to the second question, S-2, is the fourth oval, “He wants to look like the other rabbits in his village.” This is the problem that Sticks has in the story. Does anyone have any questions?

Answer all questions. Before continuing, make sure that all students understand how to mark their answers. When all students are ready, continue.

SAY Now you will complete the reading test by yourself. You may not use dictionaries, and I cannot help you answer any test questions. I will be able to help you only with questions about the directions. Be sure to mark only one answer in your test booklet for each question. You may not know the answers to all the questions. If you do not know the answer to a question, choose the answer you think might be correct. Remember you may write in your test booklet if you would like to make notes, but do not write near the answer ovals or the dark bars along the inside edge of each page. While you are working on the test, I will be quietly moving around the room to make sure you are following the directions and working independently.

You will have all the time you need to complete the test. Stop when you come to the last page of the test booklet. That page has a stop sign in the bottom-right corner. You may check your answers after you have finished. It is important to check page by page to make sure you have not skipped any pages in your test booklet. Stay in your seat and raise your hand when you have finished looking over your work. I will come to your desk to collect your test booklet. Please sit quietly so that you do not disturb others who are still working. Do not talk to one another while others are still taking the test. Are there any questions?

You are not allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may respond, for example, “I can’t answer that for you; just do the best you can.”

When all students are ready, continue.

SAY If there are no more questions, then you may begin.

Be sure to give students all the time they need to complete the test. While the students are working, move around the room to see that they are following directions.

Test administrators must be actively engaged while students are working on the test, moving about the room so they can be more aware of students’ actions. Test administrators

should confirm that students do not have materials available that are not allowed, such as ballpoint pens or cell phones. Students should also be reminded periodically, either as a group or individually, to record their responses in the test booklet. However, test administrators may not view or discuss individual test items or responses with students or with other adults unless specifically instructed to do so by the procedures outlined in the test administrator materials. Principals and campus testing coordinators must confirm that test administrators are actively monitoring in each testing room.

Remember that you may give students brief breaks in the testing room, if necessary. Refer to Activity 6 in the General Test Administrator Manual for more information about breaks.

If at any point a student’s test booklet becomes unusable, obtain a replacement from your campus coordinator. (March only: Make sure that the replacement booklet has the same form number as the booklet it replaces.) Instruct the student to start at the exact point where he or she stopped in the unusable booklet. After the student has finished testing, you must transcribe the contents of the original booklet onto the new one without making any changes and write “Transcribed by (NAME) because (REASON)” at the top of the new test booklet. Transcription must be done in No. 2 pencil.

All unusable test booklets must be marked “VOID” in large, bold letters across the front and returned to the campus coordinator.

*If you notice that a student’s answers are not marked in the test booklet, say to the student, **“Remember to fill in the ovals for all your answers in your test booklet.”***

*Make sure that the name of each student is written on his or her test booklet before you collect it. If you notice that a student skipped pages in the test booklet, say to the student, **“You have not recorded all of your answers in your test booklet. Please go back and mark your answers on it now.”** The test booklet should then be returned so that the student may record his or her answers. You may look at test booklets only to see whether responses are recorded; you may not examine or comment on individual responses. Before students leave the testing room, count the test booklets to make sure you have all of them.*

Complete the SCORE CODE and ACCOMMODATIONS fields for the reading test. (See Activity 2 in the General Test Administrator Manual for detailed instructions.) Use only a No. 2 pencil.

If an eligible student received accommodations on the TAKS or TAKS (Accommodated) grade 3 reading test, you must grid this information in the ACCOMMODATIONS field of the test booklet cover.

Return your test materials to the campus coordinator after the test session has been completed. (For instructions, see Activity 8 in the General Test Administrator Manual.) He or she will verify that you have returned all test booklets assigned to you, as recorded on the Materials Control Form, and will initial the “In” box for the appropriate day.

At no time should you erase stray marks or darken answer-choice ovals on students’ test booklets.

**UNAUTHORIZED VIEWING, DISCUSSION, OR SCORING OF SECURE
TEST MATERIALS IS NOT PERMITTED AT ANY TIME.**

ADMINISTRATION DIRECTIONS—MATHEMATICS

The TAKS and TAKS (Accommodated) tests are untimed. Give students all the time they need to respond to each test item.

Students must use a No. 2 pencil to mark their test booklet. They are not allowed to use scratch paper or write on the separate mathematics chart. Students may write in their test booklets to work problems or perform calculations. Students taking TAKS at grade 3 may NOT use calculators. For the TAKS (Accommodated) mathematics test at grade 3, the use of a calculator requires the submission and approval of an Accommodation Request Form.

If any of the students do not have a test booklet prepared for him or her, school personnel must write the student's name in the appropriate field on a test booklet before giving the booklet to the student.

Before reading the administration directions aloud, distribute the following materials to your students if they do not already have them:

- two No. 2 pencils with erasers per student
- test booklets (Make sure that each student receives the test booklet with his or her name on it.)

You may provide assistance by reading a word, phrase, or sentence in a mathematics test question or answer choice, but only when asked to do so by an individual student. Refer to Activity 6 in the *General Test Administrator Manual* for more information about grade 3 mathematics reading assistance. Contact your campus coordinator if you need to make arrangements for grouping and separating students who need reading assistance from those who do not. When providing reading assistance, do not rephrase or make additions to any part of the test that you read aloud.

ORAL ADMINISTRATION IN MATHEMATICS

If you have been directed to read the mathematics test questions and answer choices aloud to an eligible student, refer to Appendix A for additional instructions.

Read aloud **WORD FOR WORD** the material printed in **bold** type and preceded by the word “**SAY.**” You may repeat the directions as many times as needed. The material in *italics* is information meant for you and should not be read aloud to students.

SAY Today you will be taking the mathematics test of the Texas Assessment of Knowledge and Skills, or TAKS. **Keep your pencil on your desk until I tell you that you may use it. Now I am going to give each of you a test booklet and a mathematics chart. Make sure that you get the test booklet with your name on it. When you get your test booklet, do not open it or write on it until I ask you to do so. Also, do not write on the mathematics chart. Do not pull off the red tab or the seal on the edge of your booklet until I ask you to do so. If you have any questions while I am passing out the test booklets, please raise your hand.**

Give a test booklet and mathematics chart to each student. Make sure that each student receives the booklet with his or her name on it.

Directions for breaking the seal on the mathematics test follow. Monitor students carefully while they are breaking this seal to prevent test booklets from being damaged.

SAY **Now listen carefully and watch me.**

Pick up one of your students' test booklets and demonstrate how to break the seal. Point to the edge of the booklet as you read.

SAY **The seal on the edge of your booklet needs to be broken. First watch me do it. To break the seal, hold your test booklet in one hand. Then use your other hand to pull up on the red tab on the edge of your test booklet. The outside of the seal will come off easily. If you have any questions or need help, please raise your hand.**

When you finish, direct students to break the seal on their booklets. Use another student's booklet as a prop if necessary.

SAY **Now hold your test booklet in one hand. Then use your other hand to pull up on the red tab on the edge of your booklet.**

Check to see that students are following directions. Walk around the testing room to collect the detached seals and to assist any student who may be having difficulty. Dispose of the seals so that they are not returned with the test booklets. When everyone is ready, continue.

SAY **Look at the mathematics chart in your test booklet. You may use this chart or your separate mathematics chart when you are solving problems.**

Show students the separate mathematics chart.

SAY **Notice that the mathematics chart in your test booklet does not have rulers on the edges. Your separate mathematics chart has a metric ruler on its left edge and a customary ruler on the right. You should use these rulers if questions ask you to measure. Remember, do not write on your separate mathematics chart.**

We are going to answer two sample questions and practice marking answers before you begin working on your mathematics test.

To answer a multiple-choice question, fill in an oval in your test booklet. Mark only one oval for each multiple-choice question. Mark your answers very carefully and make your marks dark and neat. If you make a mistake or want to change an answer, completely erase your first choice. Then fill in the oval for your new choice.

You may work problems using the blank spaces in your test booklet, but do not write near the answer ovals or the dark bars along the inside edge of each page. You are not allowed to write on the separate mathematics chart.

SAY **Now open your test booklet and find the word “DIRECTIONS” at the top of the page.**

Check to see that the students have found the correct place in their booklets. When everyone is ready, continue.

SAY Look at the directions above **SAMPLE A** and follow along as I read them aloud. “Read each question and choose the best answer. Be sure to mark all of your answers.”

SAMPLES A and B are shown below.

DIRECTIONS

Read each question and choose the best answer. Be sure to mark all of your answers.

SAMPLE A

Which of these numbers is greater than 3,590? Mark your answer.

- 3,491
- 3,601
- 3,589
- 3,578

SAMPLE B

Tomás counted 8 oranges, 7 pears, and 4 apples in a fruit bowl. What was the total number of oranges and apples in the fruit bowl?

Record your answer in the boxes below. Then fill in the bubbles. Be sure to use the correct place value.

1	2
<input type="radio"/> 0	<input type="radio"/> 0
<input checked="" type="radio"/> 1	<input type="radio"/> 1
<input type="radio"/> 2	<input checked="" type="radio"/> 2
<input type="radio"/> 3	<input type="radio"/> 3
<input type="radio"/> 4	<input type="radio"/> 4
<input type="radio"/> 5	<input type="radio"/> 5
<input type="radio"/> 6	<input type="radio"/> 6
<input type="radio"/> 7	<input type="radio"/> 7
<input type="radio"/> 8	<input type="radio"/> 8
<input type="radio"/> 9	<input type="radio"/> 9

SAY Now you may read **SAMPLE A** and the four answer choices below the question. Mark the oval next to the answer you think is correct.

Check to make sure that students are marking their answers in the right place. When all students are ready, continue.

SAY Now we will go over the answer you chose. The answer to **SAMPLE A** is the second one, “3,601.” It is the only answer that is greater than 3,590. Does anyone have any questions about how to record answers in the booklet?

Check to make sure that students have found the correct place in their test booklets and have marked their answers properly. Before continuing, make sure that all students understand how to mark their answers to multiple-choice questions. When all students are ready, continue.

SAY Now read the question in SAMPLE B. For this type of question, you need to write your answer in the boxes above the circles. Then fill in the correct circle below each number. Be sure to use the correct place value.

When all students are ready, continue.

SAY The answer to SAMPLE B is 12. You should have written a “1” in the first box, and a “2” in the second box. In the first column, you should have filled in the bubble with “1” inside it. In the second column, you should have filled in the bubble with the “2” inside it.

Does anyone have any questions about how to grid in answers in the test booklet?

Make sure that students understand how to grid their answers correctly. When all students are ready, continue.

SAY You will now complete the mathematics test by yourself. I cannot help you answer any mathematics test questions. I will be able to help you only with questions about the directions. In addition, if you have trouble reading a word in a question, raise your hand, and I will help you with it. Be sure to mark only one answer in your test booklet for each question. You may not know the answers to all the questions. If you do not know the answer to a question, choose the answer you think might be correct. Remember that you are not allowed to write on the separate mathematics chart. You may work problems in your test booklet. While you are working on the test, I will be quietly moving around the room to make sure you are following the directions and working independently.

You will have all the time you need to complete the test. Stop when you come to the last page of your test booklet. That page has a stop sign in the bottom-right corner. You may check your answers after you have finished. It is also important to check page by page to make sure that you have not skipped any pages in your test booklet. Stay in your seat and raise your hand when you have finished looking over your work. I will come to your desk to collect your test booklet and mathematics chart. Please sit quietly so that you do not disturb others who are still working. Do not talk to one another while others are still taking the test. Are there any questions?

You are not allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may respond, for example, “I can’t answer that for you; just do the best you can.”

When all students are ready, continue.

SAY**If there are no more questions, then you may begin.**

Be sure to give students all the time that they need to complete the test. While the students are working, move around the room to see that they are following directions.

*Test administrators must be actively engaged while students are working on the test, moving about the room so they can be more aware of students' actions. Test administrators should confirm that students do not have materials available that are not allowed, such as ballpoint pens or cell phones. Students should also be reminded periodically, either as a group or individually, to record their responses in the test booklet. If you notice that a student's answers are not marked in the test booklet, say, **"Remember to fill in the ovals for all your answers in your test booklet."** However, test administrators may not view or discuss individual test items or responses with students or with other adults unless specifically instructed to do so by the procedures outlined in the test administrator materials. Principals and campus testing coordinators must confirm that test administrators are actively monitoring in each testing room.*

Remember that you may give students brief breaks in the testing room, if necessary. Refer to Activity 6 in the General Test Administrator Manual for more information about breaks.

If at any point a student's test booklet becomes unusable, obtain a replacement from your campus coordinator. Make sure that the replacement booklet has the same form number as the booklet it replaces. Instruct the student to start at the exact point where he or she stopped in the unusable booklet. After the student has finished testing, you must transcribe the contents of the original booklet onto the new one without making any changes and write "Transcribed by (NAME) because (REASON)" at the top of the new test booklet. Transcription must be done in No. 2 pencil.

All unusable test booklets must be marked "VOID" in large, bold letters across the front and returned to the campus coordinator.

*Make sure that the name of each student is written on his or her test booklet before you collect it. If you notice that a student skipped individual items or pages in the test booklet, say to the student, **"You have not recorded all of your answers in your test booklet. Please go back and mark your answers on it now."** The test booklet should then be returned so that the student may record his or her answers. You may look at test booklets only to see whether responses are recorded; you may not examine or comment on individual responses. Before students leave the testing room, count the test booklets to make sure you have all of them.*

Destroy any mathematics charts that have been written on inadvertently. The remaining charts may be used as instructional tools.

Complete the SCORE CODE and ACCOMMODATIONS fields for the mathematics test. (See Activity 2 in the General Test Administrator Manual for detailed instructions.)

If an eligible student received accommodations on the TAKS or TAKS (Accommodated) grade 3 mathematics test, you must grid this information in the ACCOMMODATIONS field of the test booklet cover.

Return your test materials to the campus coordinator after the test session has been completed. (For instructions, see Activity 8 in the General Test Administrator Manual.) He or she will verify that you have returned all test booklets assigned to you, as recorded on the Materials Control Form, and will initial the “In” box for the appropriate day.

At no time should you erase stray marks or darken answer-choice ovals on students’ test booklets.

UNAUTHORIZED VIEWING, DISCUSSION, OR SCORING OF SECURE TEST MATERIALS IS NOT PERMITTED AT ANY TIME.

Test Administration Directions—Spanish

**Administration
Directions—
Reading**

PAGE **17**

**Administration
Directions—
Mathematics**

PAGE **23**

ADMINISTRATION DIRECTIONS—READING

The TAKS and TAKS (Accommodated) tests are untimed. Give students all the time they need to respond to each test item.

Students must use a No. 2 pencil to mark their test booklet. They are not allowed to use scratch paper but instead may write in their test booklets if necessary. Students may not use reference materials.

If any of the students do not have a test booklet prepared for him or her, school personnel must write the student's name in the appropriate field on a test booklet before giving the booklet to the student.

Before reading the administration directions aloud, distribute the following materials to your students if they do not already have them:

- two No. 2 pencils with erasers per student
- test booklets (Make sure that each student receives the test booklet with his or her name on it.)

Read aloud **WORD FOR WORD** the material printed in **bold** type and preceded by the word “**SAY.**” You may repeat the directions as many times as needed. The material in *italics* is information meant for you and should not be read aloud to students.

SAY **Hoy van a tomar la prueba de lectura de TAKS. No tomen su lápiz hasta que yo les diga que pueden hacerlo. Voy a darle a cada uno de ustedes un folleto de prueba. Asegúrense de que el folleto de prueba que reciban tenga su nombre. Cuando reciban el folleto de prueba, no lo abran ni escriban en él hasta que yo les diga. Tampoco le quiten el sello rojo a su folleto hasta que yo les diga. Si tienen alguna pregunta mientras estoy repartiendo los folletos, por favor levanten la mano.**

Give each student his or her test booklet. Make sure that each student receives the booklet with his or her name on it.

Directions for breaking the seal on the reading test booklet follow. Monitor students carefully while they are breaking this seal to prevent damage to the test booklets.

SAY **Ahora escuchen con atención y observen lo que hago.**

Pick up one of your students' test booklets and demonstrate how to break the seal. Point to the edge of the booklet as you read.

SAY **Necesitan abrir el sello que tiene su folleto de prueba en la orilla derecha. Primero vean cómo lo hago yo. Para abrir el sello, tomen el folleto de prueba con una mano. Luego, con la otra mano jalen la parte roja hacia arriba. El sello se abrirá fácilmente. Si tienen alguna pregunta o necesitan ayuda, levanten la mano.**

When you finish, direct students to break the seal on their test booklets.

SAY **Ahora tomen su folleto de prueba con una mano. Usen la otra mano para jalar la parte roja hacia arriba.**

Check to make sure students are following directions. Move around the testing room to collect the detached seals. Assist any student who is having difficulty. Dispose of the seals so that they are not returned with the test booklets. When all students are ready, continue.

SAY **En un momento vamos a practicar cómo marcar las respuestas. Para responder a una pregunta, hay que llenar un óvalo en su folleto de prueba. Deben llenar solamente un óvalo por cada pregunta. Marquen sus respuestas cuidadosamente y llenen los óvalos para que queden oscuros y completamente llenos. Si se equivocan o quieren cambiar una respuesta, borren completamente la respuesta que escogieron primero. Luego llenen el óvalo de su nueva respuesta.**

Si quieren, pueden escribir en su folleto de prueba, pero no escriban cerca de los óvalos de respuesta ni de las barras oscuras a lo largo del borde interior de cada página.

Abran su folleto de prueba en la página donde está el ejemplo, al principio de la prueba. Vamos a contestar juntos algunas preguntas.

Check to make sure the students have found the correct place in their test booklets. The sample item starts on page 5 in the TAKS booklet and on page 4 in the TAKS (Accommodated) booklet. When all students are ready, continue.

SAY **Busquen las instrucciones que se encuentran arriba de la palabra “EJEMPLO”. Lean las instrucciones en silencio mientras yo las leo en voz alta.**

“Lee cada lectura. Luego lee cada pregunta que acompaña la lectura. Decide cuál es la mejor respuesta para cada pregunta. Llena el óvalo de la respuesta que escogiste”.

Como pueden ver, los párrafos de la lectura están numerados. Esto les ayudará a encontrar la oración o las oraciones que necesitarán para contestar las preguntas que siguen.

The sample appears on the next page.

INSTRUCCIONES

Lee cada lectura. Luego lee cada pregunta que acompaña la lectura. Decide cuál es la mejor respuesta para cada pregunta. Llena el óvalo de la respuesta que escogiste.

EJEMPLO

Palitos

- 1 Había una vez una villa de conejos llamada Orejas-Caídas que quedaba al norte de un bosque. A los conejos que vivían ahí les decían orejas-caídas porque tenían las orejas inclinadas completamente hacia abajo. Los conejos de esta villa estaban muy orgullosos de sus orejas largas y caídas. Pero había un conejo joven de la villa Orejas-Caídas que no se sentía muy feliz. Sus orejas eran diferentes pues las tenía paradas. Todos se burlaban de él y lo llamaban Palitos.
- 2 —Deberías estar orgulloso ya que tus orejas son igualitas a las que tenía tu abuelito —le decía siempre su mamá.
- 3 Pero a Palitos no le gustaba verse diferente. Quería que sus orejas fueran largas y caídas como las de los demás conejos de su villa.



E-1 En el párrafo 1, ¿cuál palabra ayuda al lector a saber qué significa la palabra inclinadas?

- diferentes*
- caídas*
- orgullosos*
- joven*

E-2 ¿Cuál es el problema de Palitos en el cuento?

- A su mamá no le gustan sus orejas paradas.
- Él desea parecerse más a su abuelito.
- Los otros conejitos de su villa le tienen envidia.
- Quiere parecerse a los demás conejos de su villa.

Check to make sure that students have found the correct page in their test booklets and are marking their answers in the right place. When all students are ready, continue.

SAY **¿Ya terminaron todos de contestar las preguntas de los ejemplos? Ahora, vamos a revisar las respuestas que escogieron. La respuesta de la primera pregunta, E-1, es la del segundo óvalo, “caídas”. “Caídas” es la palabra que ayuda al lector a saber lo que quiere decir “inclinadas”. ¿Todos entienden por qué ésta es la respuesta correcta?**

Answer all questions before continuing.

SAY **La respuesta de la segunda pregunta, E-2, es la del cuarto óvalo, “Quiere parecerse a los demás conejos de su villa”. Éste es el problema que Palitos tiene en el cuento. ¿Tienen alguna pregunta?**

Answer all questions. Before continuing, make sure that all students understand how to mark their answers. When all students are ready, continue.

SAY **Ahora van a hacer el resto de la prueba de lectura ustedes solos. No pueden usar diccionarios y yo no voy a poder ayudarles a contestar ninguna de las preguntas de la prueba. Sólo podré ayudarles con preguntas que tengan sobre las instrucciones. Asegúrense de llenar solamente un óvalo por cada pregunta en su folleto de prueba. Si no saben contestar alguna pregunta, escojan la respuesta que piensen que es la correcta. Recuerden que pueden escribir en su folleto de prueba si quieren hacerlo, pero no escriban cerca de los óvalos de respuesta ni de las barras oscuras a lo largo del borde interior de cada página. Mientras estén tomando la prueba, voy a pasar a sus lugares en silencio para asegurarme de que estén siguiendo las instrucciones y esté trabajando cada uno en su prueba.**

Tendrán todo el tiempo que necesiten para terminar la prueba. Deténganse cuando lleguen a la última página de la prueba de lectura. Esa página tiene una pequeña señal de alto en la parte de abajo del lado derecho. Cuando hayan terminado, pueden revisar sus respuestas. Es importante revisar cada página de la prueba para asegurarse de que no se hayan saltado ninguna página del folleto. Quédense sentados y levanten la mano cuando terminen de revisar su prueba. Pasaré a su lugar para recoger su folleto de prueba. Por favor, quédense sentados y en silencio para no molestar a los que aún estén trabajando. No pueden platicar mientras otros estudiantes estén todavía tomando la prueba. ¿Tienen alguna pregunta?

You are not allowed to answer any questions related to the contents of the test itself. If a student asks a question that you are not permitted to answer, you may respond, for example, “No te puedo contestar esa pregunta; sólo contesta la pregunta lo mejor que puedas”.

When all students are ready, continue.

SAY

Si no tienen más preguntas, ya pueden comenzar la prueba.

Be sure to give students all the time they need to complete the test. While the students are working, move around the room to see that they are following directions.

Test administrators must be actively engaged while students are working on the test, moving about the room so they can be more aware of students' actions. Test administrators should confirm that students do not have materials available that are not allowed, such as ballpoint pens or cell phones. Students should also be reminded periodically, either as a group or individually, to record their responses in the test booklet. However, test administrators may not view or discuss individual test items or responses with students or with other adults unless specifically instructed to do so by the procedures outlined in the test administration materials. Principals and campus coordinators must confirm that test administrators are actively monitoring in each testing room.

Remember that you may give students brief breaks in the testing room, if necessary. Refer to Activity 6 in the General Test Administrator Manual for more information about breaks.

If at any point a student's test booklet becomes unusable, obtain a replacement from your campus coordinator. (March only: Make sure that the replacement booklet has the same form number as the booklet it replaces.) Instruct the student to start at the exact point where he or she stopped in the unusable booklet. After the student has finished testing, you must transcribe the contents of the original booklet onto the new one without making any changes and write "Transcribed by (NAME) because (REASON)" at the top of the new test booklet. Transcription must be done in No. 2 pencil.

All unusable test booklets must be marked "VOID" in large, bold letters across the front and returned to the campus coordinator.

*If you notice that a student's answers are not marked in the test booklet, say to the student, **"Recuerda que tienes que llenar los óvalos de todas las respuestas en tu folleto de prueba"**.*

*Make sure that the name of each student is written on his or her test booklet before you collect it. If you notice that a student skipped pages in the test booklet, say to the student, **"No marcaste todas tus respuestas en tu folleto. Por favor, regresa a tu lugar y hazlo ahora"**. The test booklet should then be returned so that the student may record his or her answers. You may look at test booklets only to see whether responses are recorded; you may not examine or comment on individual responses. Before students leave the testing room, count the test booklets to make sure you have all of them.*

Complete the SCORE CODE and ACCOMMODATIONS fields for the reading test. (See Activity 2 in the General Test Administrator Manual for detailed instructions.) If an eligible student received accommodations on the TAKS or TAKS (Accommodated) grade 3 reading test, you must grid this information in the ACCOMMODATIONS field of the test booklet cover.

Return your test materials to the campus coordinator after the test session has been completed. (For instructions, see Activity 8 in the General Test Administrator Manual.)

He or she will verify that you have returned all test booklets assigned to you, as recorded on the Materials Control Form, and will initial the “In” box for the appropriate day.

At no time should you erase stray marks or darken answer-choice ovals on students’ test booklets.

UNAUTHORIZED VIEWING, DISCUSSION, OR SCORING OF SECURE TEST MATERIALS IS NOT PERMITTED AT ANY TIME.

ADMINISTRATION DIRECTIONS—MATHEMATICS

The TAKS and TAKS (Accommodated) tests are untimed. Give students all the time they need to respond to each test item.

Students must use a No. 2 pencil to mark their test booklet. They are not allowed to use scratch paper or write on the separate mathematics chart. Students may write in their test booklets to work problems or perform calculations. Students taking TAKS at grade 3 may NOT use calculators. For the TAKS (Accommodated) mathematics test at grade 3, the use of a calculator requires the submission and approval of an Accommodation Request Form.

If any of the students do not have a test booklet prepared for him or her, school personnel must write the student’s name in the appropriate field on a test booklet before giving the booklet to the student.

Before reading the administration directions aloud, distribute the following materials to your students if they do not already have them:

- two No. 2 pencils with erasers per student
- test booklets (Make sure that each student receives the test booklet with his or her name on it.)

You may provide assistance by reading a word, phrase, or sentence in a mathematics test question or answer choice, but only when asked to do so by an individual student. Refer to Activity 6 in the *General Test Administrator Manual* for more information about grade 3 mathematics reading assistance. Contact your campus coordinator if you need to make arrangements for grouping and separating students who need reading assistance from those who do not. When providing reading assistance, do not rephrase or make additions to any part of the test that you read aloud.

ORAL ADMINISTRATION IN MATHEMATICS

If you have been directed to read the mathematics test questions and answer choices aloud to an eligible student, refer to Appendix A for specific instructions.

Read aloud **WORD FOR WORD** the material printed in **bold** type and preceded by the word “**SAY.**” You may repeat the directions as many times as needed. The material in *italics* is information meant for you and should not be read to students.

SAY **Hoy van a tomar la prueba de matemáticas de TAKS. No tomen su lápiz hasta que yo les diga que pueden hacerlo. Voy a darle a cada uno de ustedes un folleto de prueba y una tabla de matemáticas. Asegúrense de que el folleto de prueba que reciban tenga su nombre. Cuando reciban el folleto de prueba, no lo abran ni escriban en él hasta que yo les diga. Tampoco escriban en la tabla de matemáticas. No le quiten el sello rojo a su folleto hasta que yo les diga que**

pueden hacerlo. Si tienen alguna pregunta mientras estoy repartiendo los folletos, por favor levanten la mano.

Give a test booklet and mathematics chart to each student. Make sure that each student receives the booklet with his or her name on it.

Directions for breaking the seal on the mathematics test follow. Monitor students carefully while they are breaking this seal to prevent test booklets from being damaged.

SAY Ahora escuchen con atención y observen lo que hago.

Pick up one of your students' test booklets and demonstrate how to break the seal. Point to the edge of the booklet as you read.

SAY Necesitan abrir el sello que tiene su folleto de prueba en la orilla derecha. Primero vean cómo lo hago yo. Para abrir el sello, tomen el folleto de prueba con una mano. Luego, con la otra mano jalen la parte roja hacia arriba. El sello se abrirá fácilmente. Si tienen alguna pregunta o necesitan ayuda, levanten la mano.

When you finish, direct students to break the seal on their booklets. Use another student's booklet as a prop if necessary.

SAY Ahora tomen su folleto de prueba con una mano. Usen la otra mano para jalar la parte roja hacia arriba.

Check to see that students are following directions. Walk around the testing room to collect the detached seals and to assist any student who may be having difficulty. Dispose of the seals so they are not returned with the test booklets. When all students are ready, continue.

SAY Miren la tabla de matemáticas que está en su folleto de prueba. Pueden usar esta tabla o la tabla que recibieron por separado como una ayuda para resolver los problemas.

Show students the separate mathematics chart.

SAY Noten que la tabla de matemáticas que está en su folleto de prueba no tiene reglas en las orillas. La tabla de matemáticas que recibieron por separado tiene una regla en centímetros en la orilla izquierda y una regla en pulgadas en la orilla derecha. Deben usar estas reglas si en algún problema se les pide que midan algo. Recuerden, no escriban en la tabla de matemáticas.

Ahora vamos a contestar dos preguntas de ejemplo y a practicar cómo marcar las respuestas antes de que empiecen a trabajar en su prueba de matemáticas.

Para responder a una pregunta de selección múltiple, deben llenar solamente un óvalo por cada pregunta en el folleto de prueba. Marquen sus respuestas cuidadosamente y llenen los óvalos para que queden oscuros y completamente llenos. Si se equivocan o quieren cambiar una respuesta, borren completamente la respuesta que quieren cambiar. Luego llenen el óvalo de su nueva respuesta.

Si quieren, pueden resolver los problemas en los espacios en blanco de su folleto de prueba, pero no escriban cerca de los óvalos de respuestas ni de las

barras oscuras a lo largo del borde interior de cada página. No pueden escribir en la tabla de matemáticas que tienen por separado.

Ahora abran su folleto de prueba y busquen la página donde dice “INSTRUCCIONES” en la parte de arriba. Vamos a contestar juntos algunos ejemplos.

Check to see that the students have found the correct place in their booklets. When all students are ready, continue.

SAY

Lean en silencio las instrucciones que se encuentran arriba del EJEMPLO A mientras yo las leo en voz alta. “Lee cada pregunta y escoge la mejor respuesta. Asegúrate de marcar todas tus respuestas”.

SAMPLES A and B are shown below.

INSTRUCCIONES

Lee cada pregunta y escoge la mejor respuesta. Asegúrate de marcar todas tus respuestas.

EJEMPLO A

¿Cuál de estos números es mayor que 3,590? Marca tu respuesta.

- 3,491
- 3,601
- 3,589
- 3,578

EJEMPLO B

Tomás contó 8 naranjas, 7 peras y 4 manzanas en una canasta. ¿Cuál era el número total de naranjas y manzanas en la canasta?

Anota tu respuesta en los cuadros de abajo. Luego llena los círculos correspondientes. Asegúrate de usar el valor de posición correcto.

1	2
○ 0	○ 0
● 1	○ 1
○ 2	● 2
○ 3	○ 3
○ 4	○ 4
○ 5	○ 5
○ 6	○ 6
○ 7	○ 7
○ 8	○ 8
○ 9	○ 9

SAY

Lean el EJEMPLO A y las cuatro respuestas debajo de la pregunta. Llenen el óvalo al lado de la respuesta que piensen que sea la correcta.

Check to make sure that students are marking their answers in the right place. When all students are ready, continue.

SAY Ahora vamos a revisar la respuesta que escogieron. La respuesta para el EJEMPLO A es la segunda, “3,601”, porque es la única respuesta que es más grande que 3,590. ¿Tienen alguna pregunta acerca de cómo deben marcar las respuestas en su folleto de prueba?

Check to make sure that students have found the correct place in their test booklets and have marked their answer properly. Before continuing, make sure that all students understand how to mark their answers to multiple-choice questions. When all students are ready, continue.

SAY Ahora lean la pregunta del EJEMPLO B. Para este tipo de pregunta, necesitan escribir su respuesta en los cuadros que están arriba de los círculos. Luego, llenen el círculo correspondiente debajo de cada número que escribieron. Asegúrense de usar el valor de posición correcto.

When all students are ready, continue.

SAY La respuesta para el EJEMPLO B es 12. El número “1” debe ir en el primer cuadro y el número “2” debe ir en el segundo cuadro. En la primera columna, deben llenar el círculo que tiene el número “1”. En la segunda columna, deben llenar el círculo que tiene el número “2”.

¿Tienen alguna pregunta acerca de cómo deben marcar sus respuestas para este tipo de preguntas en su folleto de prueba?

Make sure students understand how to grid their answers correctly. When all students are ready, continue.

SAY Ahora van a hacer el resto de la prueba de matemáticas ustedes solos. No voy a poder ayudarles a contestar ninguna de las preguntas de la prueba. Sólo podré ayudarles con las preguntas que tengan sobre las instrucciones. Si tienen problemas al leer una palabra en alguna pregunta de la prueba, levanten la mano y yo les ayudaré. Asegúrense de llenar solamente un óvalo por cada pregunta en su folleto de prueba. Si no saben contestar alguna pregunta, escojan la respuesta que piensen que es la correcta. Recuerden que no pueden escribir en la tabla de matemáticas que tienen por separado. Pueden resolver los problemas en su folleto de prueba si quieren hacerlo, pero no escriban cerca de los óvalos de respuesta ni de las barras oscuras a lo largo del borde interior de cada página. Mientras estén tomando la prueba, voy a pasar a sus lugares en silencio para asegurarme de que estén siguiendo las instrucciones y esté trabajando cada uno en su prueba.

Tendrán todo el tiempo que necesiten para terminar la prueba. Deténganse cuando lleguen a la última página del folleto de la prueba de matemáticas. Esa página tiene una pequeña señal de alto en la parte de abajo del lado derecho. Cuando hayan terminado, pueden revisar sus respuestas. Es importante revisar cada página de la prueba para asegurarse de que no se hayan saltado ninguna página. Quédense sentados y levanten la mano cuando hayan terminado de revisar su prueba. Pasaré a su lugar para recoger su folleto de prueba y la tabla de matemáticas. Por favor quédense sentados y en silencio para no molestar a

los que aún estén trabajando. No pueden platicar mientras otros estudiantes estén todavía trabajando en la prueba. ¿Tienen alguna pregunta?

You are not allowed to answer any questions related to the contents of the test itself. If a student asks a question that you are not permitted to answer, you may respond, for example, “No te puedo contestar esa pregunta; sólo contesta la pregunta lo mejor que puedas”.

When all students are ready, continue.

SAY

Si no tienen más preguntas, ya pueden comenzar la prueba.

Be sure to give students all the time they need to complete the test. While the students are working, move around the room to see that they are following directions.

*Test administrators must be actively engaged while students are working on the test, moving about the room so they can be more aware of students’ actions. Test administrators should confirm that students do not have materials available that are not allowed, such as ballpoint pens or cell phones. Students should also be reminded periodically, either as a group or individually, to record their responses in the test booklet. If you notice that a student’s answers are not marked in the test booklet, say, “**Recuerda que tienes que llenar los óvalos de todas tus respuestas en tu folleto de prueba**”. However, test administrators may not view or discuss individual test items or responses with students or with other adults unless specifically instructed to do so by the procedures outlined in the test administration materials. Principals and campus coordinators must confirm that test administrators are actively monitoring in each testing room.*

Remember that you may give students brief breaks in the testing room, if necessary. Refer to Activity 6 in the General Test Administrator Manual for more information about breaks.

If at any point a student’s test booklet becomes unusable, obtain a replacement from your campus coordinator. Make sure that the replacement booklet has the same form number as the booklet it replaces. Instruct the student to start at the exact point where he or she stopped in the unusable booklet. After the student has finished testing, you must transcribe the contents of the original booklet onto the new one without making any changes and write “Transcribed by (NAME) because (REASON)” at the top of the new test booklet. Transcription must be done in No. 2 pencil.

All unusable test booklets must be marked “VOID” in large, bold letters across the cover and returned to the campus coordinator.

*Make sure that the name of each student is written on his or her test booklet before you collect it. If you notice that a student skipped individual items or pages in the test booklet, say to the student, “**No marcaste todas tus respuestas en tu folleto de prueba. Por favor, regresa a tu lugar y hazlo ahora**”. The test booklet should then be returned so that the student may record his or her answers. You may look at test booklets only to see whether responses are recorded; you may not examine or comment on individual responses.*

Before students leave the testing room, count the test booklets to make sure you have all of them.

Destroy any mathematics charts that have been written on inadvertently. The remaining charts may be used as instructional tools.

Complete the SCORE CODE and ACCOMMODATIONS fields for the mathematics test. (See Activity 2 in the General Test Administrator Manual for detailed instructions.)

If an eligible student received accommodations on the TAKS or TAKS (Accommodated) grade 3 mathematics test, you must grid this information in the ACCOMMODATIONS field of the test booklet cover.

Return your test materials to the campus coordinator after the test session has been completed. (For instructions, see Activity 8 in the General Test Administrator Manual.) He or she will verify that you have returned all test booklets assigned to you, as recorded on the Materials Control Form, and will initial the “In” box for the appropriate day.

At no time should you erase stray marks or darken answer-choice ovals on students’ test booklets.

UNAUTHORIZED VIEWING, DISCUSSION, OR SCORING OF SECURE TEST MATERIALS IS NOT PERMITTED AT ANY TIME.

Appendix A

ORAL ADMINISTRATION (ENGLISH)

These instructions provide information concerning the reading aloud of the TAKS and TAKS (Accommodated) grade 3 mathematics test questions and answer choices to eligible students. Before implementing this oral administration, read these instructions as well as the standard administration directions. These instructions may be duplicated as necessary.

Oral administration encompasses different levels of reading support for each student. This may include reading only a few words or phrases, reading multiple sentences throughout the test, or reading the test in its entirety (test questions and answer choices). It is the responsibility of the appropriate committee to document the level of oral administration support needed. A student whose committee has determined that student choice is appropriate may ask you at any time to change the level of oral administration being provided. For example, the student may ask that you read only words or numbers as needed. Oral administration at any level of support is allowed on the TAKS and TAKS (Accommodated) mathematics tests for students who are eligible for an oral administration.

Students who receive any type of oral administration may need to be tested individually so that other students will not be disturbed or distracted. However, a test may be orally administered to a small group if there are not enough test administrators available for individual administrations. It is the responsibility of the school to determine the most appropriate way to administer each assessment to students who are receiving different levels of oral administration.

You should follow the standard administration directions beginning on page 9. When reading the administration directions to the students, you should read the sample items in the same manner as you will read the test items.

You should keep the following points in mind when reading aloud the mathematics test:

- You will need a test booklet from which to read the test questions and answer choices. Form 1 must be used for the test administrator's test booklet as well as the student's test booklet for all subject-area tests. **NOTE:** There is only one form of TAKS (Accommodated).
- All security measures outlined in the General Test Administrator Manual must be followed. Test administrators who give an oral administration of a test are required to sign a separate section of the administration-specific security oath.
- Each word, phrase, and/or sentence in the questions and set of answer choices may be read as many times as necessary.
- Test items and answer choices must not be rephrased.
- Voice inflection must be kept neutral during the reading of test questions and answer choices, although words that are boldfaced, italicized, or printed entirely in capital letters must be emphasized.

- Nonverbal assistance may not be provided to students.

When the student finishes the test, you must indicate that the student received an oral administration by filling in the “OA” (Oral Administration) bubble for mathematics in the ACCOMMODATIONS field on the front of the test booklet cover. This field should be marked for students receiving any level of oral administration. If this field is marked, the oral administration will be noted on the student’s Confidential Student Report. You should then follow the instructions in Activity 8 in the *General Test Administrator Manual* for returning the test materials to the campus coordinator. The information on the following pages gives guidelines for reading aloud various types of test items. Sample items reflect content assessed at grades 3–6.

A grade 3 oral administration is available only for the TAKS and TAKS (Accommodated) mathematics tests—not for the reading test.

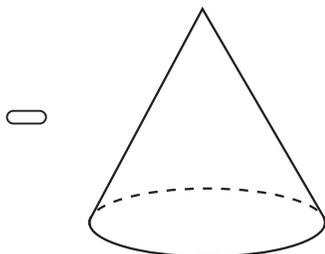
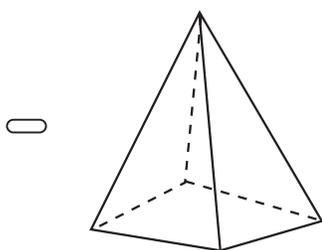
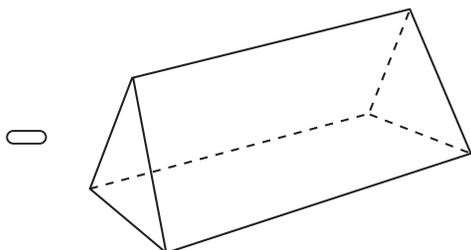
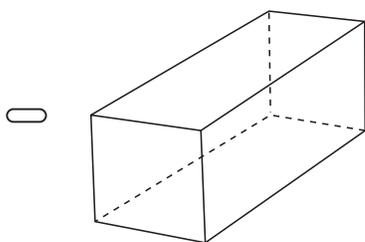
After an oral administration, no discussion or scoring of test items is allowed at any time.

TYPE A

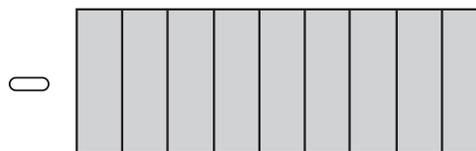
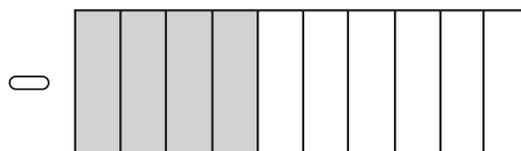
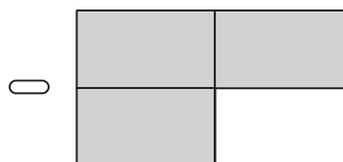
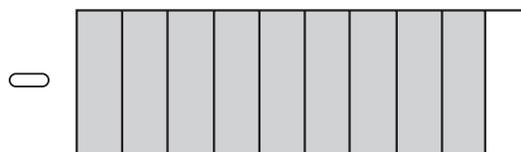
Do not read aloud answer choices that are pictures or geometric figures. Instead, after reading the test question, say to the student, “Look at the pictures (figures, models) and mark your answer.”

EXAMPLES*

- 1 Which figure is a triangular prism? [Look at the figures and mark your answer.]



- 2 The distance from Rebecca’s house to her school is 0.9 kilometer. Which model shows 0.9? [Look at the models and mark your answer.]



*Sample items reflect content assessed at grades 3–6.

TYPE B

If an item contains a table, graph, diagram, or picture that includes words or numbers, say to the student, “Take a few moments to look at the graph (table, diagram, picture) and tell me whether you would like me to read any of the numbers or words for you. Then let me know when you are ready to go on.”

EXAMPLES*

- 1 The graph shows the sale price of a Stunt-Pro bicycle at four different stores.

[Take a few moments to look at the graph and tell me if you would like me to read any of the numbers or words for you. Then let me know when you are ready to go on.]



What is the range of the sale prices for a Stunt-Pro bicycle at these stores?

- \$10
- \$20
- \$30
- \$40

- 2 Four people collect toy cars as shown on the table.

[Take a few moments to look at the table and tell me if you would like me to read any of the numbers or words for you. Then let me know when you are ready to go on.]

Name	Number of Toy Cars
Dee	78
Ray	87
Gus	79
Abe	93

Since Abe had more toy cars than everyone else, he decided to give 8 of his cars to Dee. Which statement is **NOT** true after Abe gave away 8 of his cars?

- Gus will have the least number of cars.
- Ray will have the most number of cars.
- Dee will have more cars than Gus.
- Abe will have more cars than Dee.

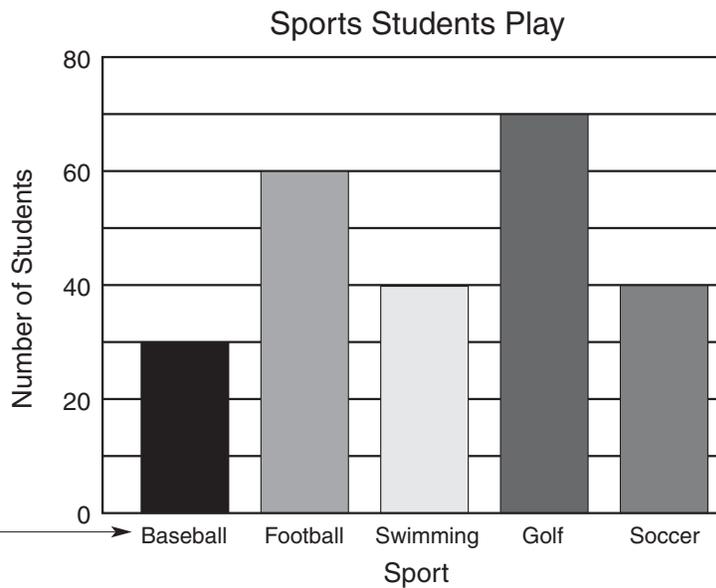
*Sample items reflect content assessed at grades 3–6.

TYPE C

When reading words or numbers from a graph or table, be careful not to aid the student in interpreting or analyzing the information on the graph or table, since the ability to interpret and analyze is part of what is being tested. Decipher only words and numbers for the student.

EXAMPLE*

This bar graph shows how many students at a certain school play each of the sports listed.



How many students in all play either baseball or soccer?

- 30
- 40
- 60
- 70

[For example, if a student says, “I don’t understand what this says,” point to the word and say, “This word says *Baseball*.”]

*Sample items reflect content assessed at grades 3–6.

TYPE D

Read mathematical symbols and representations in the way the student hears them in his or her daily instruction.

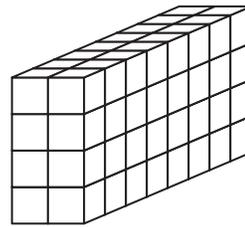
EXAMPLES*

- 1 On the evening news a weatherman says that the temperature is now 30°C . He predicts that by sunrise the temperature will have fallen 12°C . If the weatherman is correct, what will the temperature be at sunrise?

- 12°C
 18°C
 22°C
 42°C

[For example, this may be read as "12 degrees Celsius."]

- 2 A rectangular prism made of 1-inch cubes is shown below.

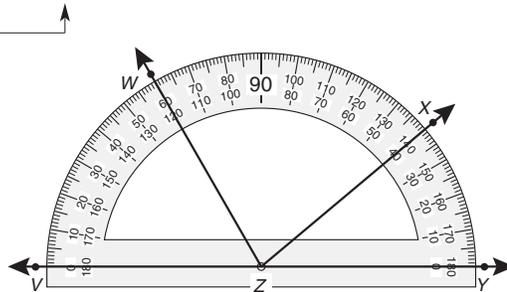


What is the volume of this rectangular prism?

- 32 in.^3
 43 in.^3
 56 in.^3
 64 in.^3

[For example, this may be read as "32 cubic inches."]

- 3 Find the measure of $\angle WZX$ to the nearest degree.



- 20°
 40°
 60°
 80°

[For example, this may be read as "angle WZX."]

*Sample items reflect content assessed at grades 3–6.

TYPE E

For items that use place value to read or write numbers, read the numbers as individual digits.

EXAMPLES*

- 1 Big Bend National Park in West Texas covers about eight hundred one thousand, one hundred sixty-three acres. How is this number written as a numeral? Mark your answer.

- 810,163
 801,163
 800,163
 800,063

[For example, read the number *810,163* as “eight, one, zero, comma, one, six, three.”]

- 2 What is the place value of the 7 in the number 75,462? Mark your answer.

- Hundreds
 Thousands
 Ten thousands
 Hundred thousands

[For example, read the number *75,462* as “seven, five, comma, four, six, two.”]

*Sample items reflect content assessed at grades 3–6.

ORAL ADMINISTRATION (SPANISH)

These instructions provide information concerning the reading aloud of the TAKS and TAKS (Accommodated) grade 3 mathematics test questions and answer choices to eligible students. Before implementing this oral administration, read these instructions as well as the standard administration directions. These instructions may be duplicated as necessary.

Oral administration encompasses different levels of reading support for each student. This may include reading only a few words or phrases, reading multiple sentences throughout the test, or reading the test in its entirety (test questions and answer choices). It is the responsibility of the appropriate committee to document the level of oral administration support needed. A student whose committee has determined that student choice is appropriate may ask you at any time to change the level of oral administration being provided. For example, the student may ask that you read only words or numbers as needed. Oral administration at any level of support is allowed on the TAKS and TAKS (Accommodated) mathematics tests for students who are eligible for an oral administration.

Students who receive any type of oral administration may need to be tested individually so that other students will not be disturbed or distracted. However, a test may be orally administered to a small group if there are not enough test administrators available for individual administrations. It is the responsibility of the school to determine the most appropriate way to administer each assessment to students who are receiving different levels of oral administration.

You should follow the standard (Spanish) administration directions beginning on page 23. When reading the administration directions to the students, you should read the sample items in the same manner as you will read the test items.

You should keep the following points in mind when reading aloud the mathematics test:

- You will need a test booklet from which to read the test questions and answer choices. Form 1 must be used for the test administrator's test booklet as well as the student's test booklet for all subject-area tests. **NOTE:** There is only one form of Spanish TAKS (Accommodated).
- Each word, phrase, and/or sentence in the questions and set of answer choices may be read as many times as necessary.
- Test items and answer choices must not be rephrased.
- Voice inflection must be kept neutral during the reading of test questions and answer choices, although words that are boldfaced, italicized, or printed entirely in capital letters must be emphasized.
- Nonverbal assistance may not be provided to students.
- All security measures outlined in this manual must be followed.

When the student finishes the test, you must indicate that the student received an oral administration by filling in the "OA" (Oral Administration) bubble for mathematics in the

ACCOMMODATIONS field on the front of the test booklet cover. This field should be marked for students receiving any level of oral administration. If this field is marked, the oral administration will be noted on the student’s Confidential Student Report. You should then follow the instructions in Activity 8 in the *General Test Administrator Manual* for returning the test materials to the campus coordinator. The information on the following pages gives guidelines for reading aloud various types of test items. Sample items reflect content assessed at grades 3–6.

A grade 3 oral administration is available only for the TAKS and TAKS (Accommodated) mathematics tests—not for the reading tests.

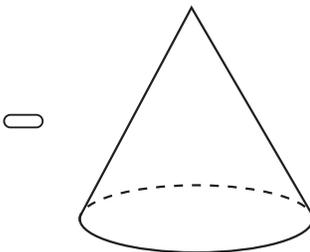
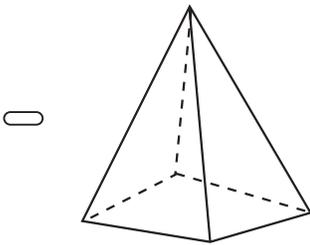
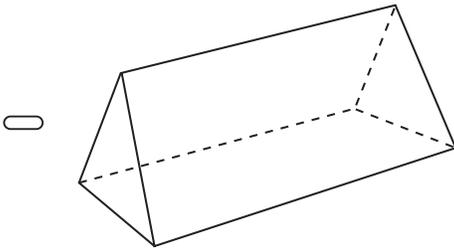
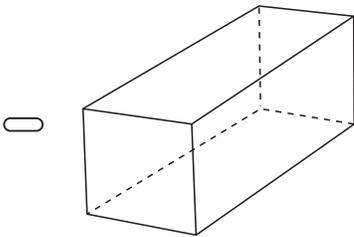
After an oral administration, no discussion or scoring of test items is allowed at any time.

TYPE A

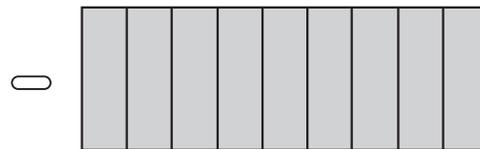
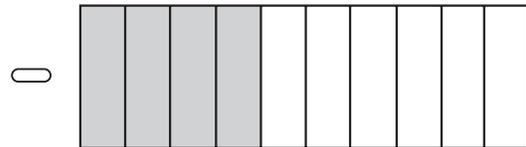
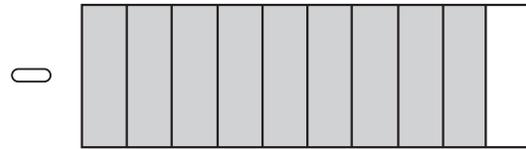
Do not read aloud answer choices that are pictures or geometric figures. Instead, after reading the test question, say to the students, “Observen los dibujos (las figuras) y marquen su respuesta”.

EXAMPLES*

- 1 ¿Cuál figura muestra un prisma triangular?
[Observen las figuras y marquen su respuesta].



- 2 La distancia entre la casa de Rebeca y su escuela es de 0.9 kilómetros. ¿Qué modelo representa 0.9? [Observen los modelos y marquen su respuesta].



*Sample items reflect content assessed at grades 3–6.

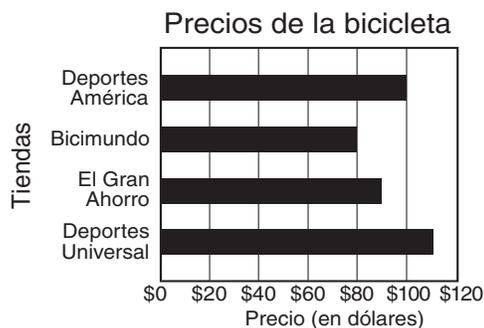
TYPE B

If an item contains a table, graph, or picture that includes words or numbers, say to the students, “Observen la gráfica (la tabla, el diagrama o el dibujo) con atención y díganme si quieren que les lea algún número o palabra. Avísenme cuando estén listos para continuar”.

EXAMPLE*

- 1 La gráfica muestra el precio de una bicicleta de carreras en cuatro tiendas diferentes.

[Observen la gráfica con atención y díganme si quieren que les lea algún número o palabra. Luego, avísenme cuando estén listos para continuar].



¿Cuál es el rango de los precios de la bicicleta de carreras en estas tiendas?

- \$10
- \$20
- \$30
- \$40

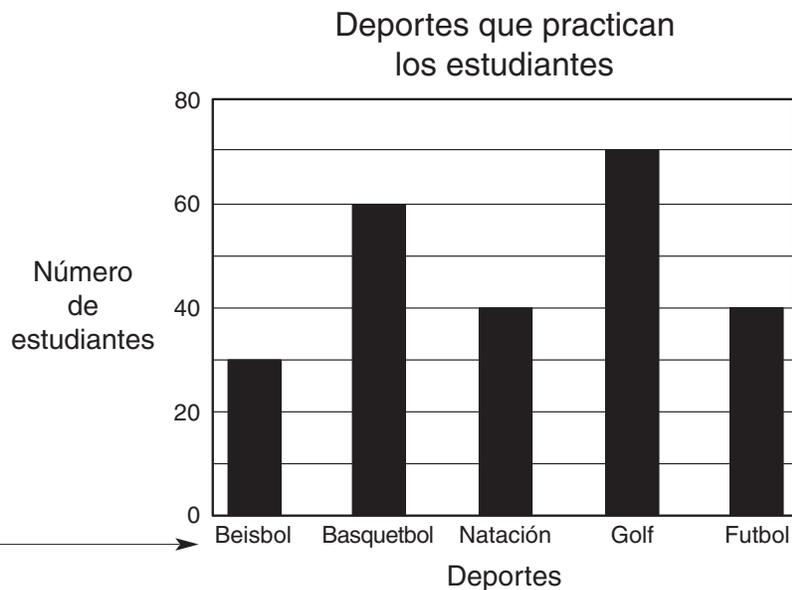
*Sample items reflect content assessed at grades 3–6.

TYPE C

When reading words or numbers from a graph or table, be careful not to aid students in interpreting or analyzing the information on the graph, since the ability to interpret and analyze is part of what is being tested. Only decipher words and numbers for the students.

EXAMPLE*

En la siguiente gráfica de barras se muestra cuántos estudiantes de una escuela practican cada deporte que aparece señalado.



¿Cuántos estudiantes practican ya sea beisbol o futbol en total?

- 30
- 40
- 60
- 70

[For example, if a student says, “No entiendo lo que dice aquí”, point to the word and say, “Aquí dice *Beisbol*”.]

*Sample items reflect content assessed at grades 3–6.

TYPE D

Read mathematical symbols and representations in the way students hear them in their daily instruction.

EXAMPLE*

- 1 En el noticiero informaron que la temperatura era de 30°C . Antes del amanecer se espera que la temperatura baje 12°C . Si esto ocurre, ¿cuál será la temperatura al amanecer?
- 12°C
- 18°C
- 22°C
- 42°C

[For example, this may be read as “12 grados centígrados”.]

*Sample items reflect content assessed at grades 3–6.

TYPE E

For items that use place value to read or write numbers, read the numbers as individual digits.

EXAMPLES*

- 1 Al oeste de Texas se encuentra el Parque Nacional Big Bend. Este parque ocupa aproximadamente ochocientos un mil ciento sesenta y tres acres. ¿Cómo se escribe este número con dígitos? Marca tu respuesta.

- 810,163
 801,163
 800,163
 800,063

[For example, read the number *810,163* as “ocho, uno, cero, coma, uno, seis, tres”.]

- 2 ¿Cuál es el valor de posición del 7 en el número 75,462? Marca tu respuesta.

- Centenas
 Unidades de millar
 Decenas de millar
 Centenas de millar

[For example, read the number *75,462* as “siete, cinco, coma, cuatro, seis, dos”.]

*Sample items reflect content assessed at grades 3–6.

Appendix B



State of Texas
County of _____

Texas Education Agency
2009 Student Assessment Program

Oath of Test Security and Confidentiality for Test Administrator (Administration Specific)

Please indicate the applicable administration (check one):

- March April May June July October

I do hereby certify, warrant, and affirm that I will fully comply with all requirements governing the State Assessment Program. Initial and date each statement below and sign in *Section 1* **BEFORE** handling any secure test materials:

Initials Date
_____/____/____

I have received training on testing procedures specific to the administration indicated above. If conducting an oral administration, I have received training on testing procedures specific to an oral administration; and

_____/____/____

I have read and understand the test administrator manuals governing this administration, and I understand my responsibilities concerning the administration of this test.

Section 1: FOR ALL TEST ADMINISTRATORS		
IN WITNESS WHEREOF I affix my hand on this the _____ day of _____, 20_____.		
_____ Signature of Test Administrator	_____ Printed Name of Test Administrator	_____ County-District Number
_____ District Name	_____ Campus Name	_____ Area Code/Telephone #

AFTER all testing for this administration has been concluded, initial, sign, and date the applicable statements below and return the oath to the campus coordinator. All individuals who administered a state assessment must complete *Section 2*. Individuals who conducted an oral administration of a state assessment must also complete *Section 3*.

Section 2: FOR ALL TEST ADMINISTRATORS	
I do hereby certify, warrant, and affirm that I have fully complied with all the requirements governing the State Assessment Program and that I have reported any suspected violations of test security or confidentiality to the campus testing coordinator.	
_____ Signature of Test Administrator	_____ Date

Section 3: FOR TEST ADMINISTRATORS WHO CONDUCTED ORAL ADMINISTRATION(S)	
All test administrators are not permitted to discuss the content of or copy any part of any test in the state assessment program. Individuals who give oral administrations of confidential state assessments have an added responsibility of maintaining confidentiality due to the viewing access they are granted for this type of accommodation. As a reminder of this responsibility, individuals who give oral administrations are required to specifically confirm compliance with state confidentiality requirements by initialing to the left of each statement below.	
_____	I have not and will not divulge the contents of the test, generally or specifically, to anyone.
_____	I have not copied any part of the test.
I do hereby certify, warrant, and affirm that I have fully complied with all oral administration requirements governing the State Assessment Program.	
_____ Signature of Test Administrator	_____ Date

Test administrators must sign an oath for each test administration.



State of Texas
County of _____

Texas Education Agency
2009 Student Assessment Program

Oath of Test Security and Confidentiality for Test Administrator (Administration Specific)

Please indicate the applicable administration (check one):

- March April May June July October

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Initials Date
_____/____/____

I have received training on testing procedures specific to the administration indicated above. If conducting an oral administration, I have received training on testing procedures specific to an oral administration; and

_____/____/____

I have read and understand the test administrator manuals governing this administration, and I understand my responsibilities concerning the administration of this test.

Section 1: FOR ALL TEST ADMINISTRATORS

IN WITNESS WHEREOF I affix my hand on this the _____ day of _____, 20____.

Signature of Test Administrator	Printed Name of Test Administrator	County-District Number
District Name	Campus Name	Area Code/Telephone #

AFTER all testing for this administration has been concluded, initial, sign, and date the applicable statements below and return the oath to the campus coordinator. All individuals who administered a state assessment must complete *Section 2*. Individuals who conducted an oral administration of a state assessment must also complete *Section 3*.

Section 2: FOR ALL TEST ADMINISTRATORS

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_____/____/____

Signature of Test Administrator	Date

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_____ I have not copied any part of the test.

I do hereby certify, warrant, and affirm that I have fully complied with all oral administration requirements governing the State Assessment Program.

_____/____/____

Signature of Test Administrator	Date

Test administrators must sign an oath for each test administration



State of Texas
County of _____

Texas Education Agency
2009 Student Assessment Program

Oath of Test Security and Confidentiality for Test Administrator (Administration Specific)

Please indicate the applicable administration (check one):

- March April May June July October

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Initials Date
_____/____/____

I have received training on testing procedures specific to the administration indicated above. If conducting an oral administration, I have received training on testing procedures specific to an oral administration; and

_____/____/____

I have read and understand the test administrator manuals governing this administration, and I understand my responsibilities concerning the administration of this test.

Section 1: FOR ALL TEST ADMINISTRATORS		
IN WITNESS WHEREOF I affix my hand on this the _____ day of _____, 20_____.		
_____ Signature of Test Administrator	_____ Printed Name of Test Administrator	_____ County-District Number
_____ District Name	_____ Campus Name	_____ Area Code/Telephone #

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_____	I have not copied any part of the test.
I do hereby certify, warrant, and affirm that I have fully complied with all oral administration requirements governing the State Assessment Program.	
_____ Signature of Test Administrator	_____ Date

Test administrators must sign an oath for each test administration.

TEST ADMINISTRATOR CHECKLIST

Prepare for test administration

March April July

- | | | | |
|--|-------|-------|-------|
| 1) Prepare for and attend test administrator training session; review and sign test administrator security oath. | _____ | _____ | _____ |
| 2) Help campus coordinator prepare test booklet covers for test administration. | _____ | _____ | _____ |
| 3) Verify precoded labels. | _____ | _____ | _____ |
| 4) Hand-grid blank test booklet covers. | _____ | _____ | _____ |
| 5) Prepare test materials for distribution. | _____ | _____ | _____ |

Conduct test administration

- | | | | |
|---------------------------------------|-------|-------|-------|
| 6) Ensure proper testing procedures. | _____ | _____ | _____ |
| 7) Administer each subject-area test. | _____ | _____ | _____ |

Return test materials

- | | | | |
|--|-------|-------|-------|
| 8) Return test materials to the campus coordinator and sign administration-specific security oath. | _____ | _____ | _____ |
|--|-------|-------|-------|

These test administration directions are intended to be used in conjunction with the 2009 TAKS General Test Administrator Manual. Maintain test security and confidentiality at all times. Report any irregularities to your campus testing coordinator immediately.



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