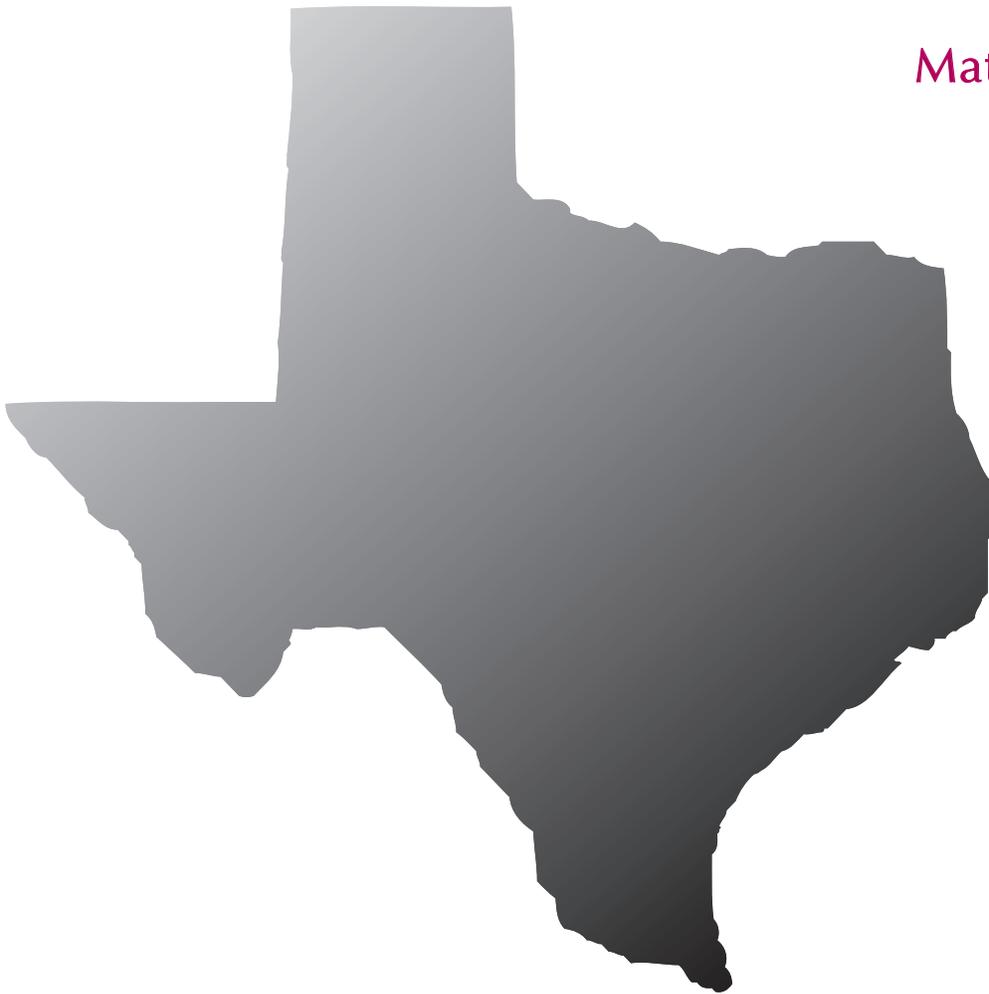


Grade 4 (English and Spanish)

TEST ADMINISTRATION DIRECTIONS 2009

Writing
Mathematics
Reading



Texas Assessment of Knowledge and Skills

TEST ADMINISTRATION
DIRECTIONS—WRITING
(ENGLISH)

TEST ADMINISTRATION
DIRECTIONS—MATHEMATICS
(ENGLISH)

TEST ADMINISTRATION
DIRECTIONS—READING
(ENGLISH)

TEST ADMINISTRATION
DIRECTIONS—WRITING
(SPANISH)

TEST ADMINISTRATION
DIRECTIONS—MATHEMATICS
(SPANISH)

TEST ADMINISTRATION
DIRECTIONS—READING
(SPANISH)

APPENDICES

**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 4 TESTING*

EVENTS		TEST ADMINISTRATION	
		MARCH	APRIL
Test administrator training sessions		By 2/27	By 4/27
Test administrations	Writing	3/3	—
	Mathematics	—	4/28
	Reading	—	4/29
	Reading with Dyslexia Bundled Accommodations	—	4/29–4/30

*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 answer documents for test administration.
- 3) Verify precoded answer documents.
- 4) Hand-grid blank answer documents.
- 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

**Completing
Student
Identification
Information**

PAGE **3**

**Administration
Directions—
Writing**

PAGE **6**

**Administration
Directions—
Mathematics**

PAGE **15**

**Administration
Directions—
Reading**

PAGE **22**

COMPLETING STUDENT IDENTIFICATION INFORMATION

If you have students in your testing group for whom no answer document has been prepared, they should grid the student identification information before testing begins, following the directions below. If all your students have a precoded answer document, proceed to the administration directions for writing on page 6, mathematics on page 15, or reading on page 22.

Read aloud the material printed in **bold** type and preceded by the word “**SAY.**” The material in *italics* is information meant for you and should not be read aloud to students.

SAY Today you will be taking the Texas Assessment of Knowledge and Skills, or TAKS, test. Before you take the test, we are going to fill out the front of the answer document that you will use. It is important that you pay attention and follow directions. Use only a No. 2 pencil to mark your answer document. If you do not have a No. 2 pencil, please raise your hand.

Give a pencil to each student who needs one.

SAY I am going to give each of you an answer document. Do not write on it until I ask you to do so.

Give an answer document to each student. When every student has an answer document, continue.

SAY Find the words “LAST-NAME” at the top of your answer document. Print your last name in the row of boxes in this section, starting with the first box on the left. Print only one letter in a box. If there are not enough boxes for all the letters in your last name, print as many letters of your last name as you can. If you have any questions, please raise your hand.

Check that students are printing their last names in the appropriate section, one letter to a box. When all students are ready, continue.

SAY Find the section labeled “FIRST-NAME.” Print your first name in the row of boxes in this section. Print only one letter in a box. If there are not enough boxes for all the letters in your first name, print as many letters as you can. If you have any questions, please raise your hand.

Check that students are printing their first names in the appropriate section, one letter to a box. When all students are ready, continue.

SAY Now find the column labeled “MI” to the right of the section where you printed your first name. In this box, print the first letter of your middle name. If you do not have a middle name, do not print anything in this box.

Check that students are printing their middle initials in the appropriate place. When all students are ready, continue.

SAY Below the boxes where you printed your name are columns of circles with letters in them. In the first column, find the circle with the first letter of your last name. Fill in that circle. Make sure that the mark you make is dark and neat. Be sure to fill in the circle completely. If you make a mistake, completely erase the mark you made and fill in the correct circle. Now do the same thing for the rest of the letters in your last name.

Check to see that students are gridding the letters correctly. If a student is having difficulty, it may be necessary to help him or her fill in the first few columns. Every attempt should be made to keep students from feeling frustrated by the task and to ensure that the information is accurate. When all students are ready, continue.

SAY Some of you may not have used all the boxes to print your last name. Directly under each of these boxes is a circle without a letter in it. For each empty box following your last name, fill in the empty circle below it.

When all students are ready, continue.

SAY Now fill in the circles for your first name and middle initial the same way you did for your last name. If you do not have a middle initial, fill in the empty circle in the “MI” column.

Monitor students as they grid their first names and middle initials. When all students are ready, continue.

SAY At the bottom of your answer document, print the name of our school district in the space under the words “DISTRICT-NAME.” I will print the name of our school district on the board for you.

Print your school district’s name on the board. Check that students are printing this information in the appropriate space on their answer documents. When all students are ready, continue.

SAY Now print the name of our campus in the space under the words “CAMPUS-NAME.” I will print the name of our campus on the board for you.

Print your campus name on the board. Check that students are printing this information in the appropriate space on the answer documents. When all students are ready, continue.

SAY Now find the section marked “SEX CODE.” If you are a male, fill in the circle next to the “M.” If you are a female, fill in the circle next to the “F.”

When all students are ready, continue.

SAY Now find the section labeled “DATE-OF-BIRTH.” In the space labeled “MONTH,” fill in the circle next to the month in which you were born.

Before continuing, draw the following example on the board.

DAY		YEAR	
0	4	9	9

SAY Print the day of your birth and the last two digits of the year in which you were born in the boxes labeled “DAY” and “YEAR.” If you were born before the tenth day of the month, you will need to put a zero in front of the day of your birth, as shown in the example that I have drawn on the board. Now fill in the circles below the numbers you have printed. If you have any questions, please raise your hand. When you finish, put your pencil down.

Monitor students to ensure that they are filling in this information correctly. Then refer to the specific directions for each English-version test administration.

Writing Page 6

Mathematics. Page 15

Reading. Page 22

ADMINISTRATION DIRECTIONS—WRITING

Revising and Editing

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 answer documents. They are not allowed to use scratch paper but instead may write in their test booklets if necessary.

NOTE: Students are **not** allowed to use dictionaries or other reference materials for the grade 4 writing test.

If any of the students do not have a precoded answer document, either school personnel or the students themselves must complete the student identification information before the test session. If the students are to complete this information, read them the instructions in the section “Completing Student Identification Information” on page 3.

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
- answer documents (Make sure that each student receives the document 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 writing test of the Texas Assessment of Knowledge and Skills, or TAKS. Now I am going to give each of you a test booklet. When you get your booklet, do not open it or write on it yet. Also, do not pull off the seal on the edge of your booklet until I ask you to do so.**

Give a test booklet to each student.

Students must write their first and last names on the test booklets and complete the “TEST BOOKLET #” field on their answer documents at this time. Directions for completing this information follow.

SAY **Print your first and last name in the space marked “STUDENT NAME” at the top of your test booklet.**

When all students are ready, continue.

SAY **On the back of each test booklet, there is a printed number. Each booklet has a different number. This number has nine digits followed by a hyphen and another digit. You need to look at only the first nine digits of the number.**

Hold up one of your students’ test booklets and point to the security number on the back.

SAY Now find the words “TEST BOOKLET #” at the top of your answer document.

Point to “TEST BOOKLET #” on the answer document given to you for demonstration purposes. When all students have located this section, continue.

SAY Copy the nine-digit number from the back of your test booklet into the boxes beside the words “TEST BOOKLET #” on your answer document. Be sure to copy this number exactly as it appears. Do not copy the hyphen or the digit to the right of the hyphen. If you have any questions, please raise your hand.

Monitor students closely while they copy the security number. When all students have finished, continue.

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

SAY Look at your test booklet. It is closed by a seal on the right side.

Pick up one of your students’ test booklets and, without breaking the seal, demonstrate as you read the following.

SAY To break the seal, pull up the red tab on the edge of your test booklet. The seal will come off easily. If you have any questions or need any help, please raise your hand.

Move around the testing room to collect the detached seals and to help any student who may be having difficulty. Dispose of the seals so that they are not returned with test booklets or answer documents. When all students are ready, continue.

SAY We are going to answer some sample questions and practice marking answers before you begin working on your revising and editing questions. To answer a question, fill in a circle on your answer document. Mark only one circle 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 circle for your new choice. You may write in your test booklet if you would like to make notes.

Now open your answer document to page 2 and find the section marked “REVISING AND EDITING.” In a little box directly below the words “REVISING AND EDITING,” there are some rows of circles labeled “S/E-1” and “S/E-2.” Does everyone see where these are? This is where you will mark your answers for the sample questions.

Using your answer document, point to this box.

SAY Now open your test booklet and find the words “Revising and Editing Sample.”

The sample passage and items are on different pages, depending upon whether a TAKS or TAKS (Accommodated) test booklet is used.

SAY Look at the directions and follow along as I read them aloud.

“Read the introduction and the passage that follows. Then read each question and fill in the correct answer on your answer document.”

Notice that in the passage there is a number before each sentence. These numbers will help you find the sentence or sentences you will need to answer the questions that follow.

After you read the sample passage, mark the answers you choose for questions S-1 and S-2 in the little box on your answer document. Now you may read the sample and answer the questions.

Revising and Editing Sample

DIRECTIONS

Read the introduction and the passage that follows. Then read each question and fill in the correct answer on your answer document.

Tai is in the fourth grade. He wrote this report about the mudskipper for his science class. He wants you to help him revise and edit the report. Read Tai’s report and think about the changes he should make. Then answer the questions that follow.

The Amazing Mudskipper

(1) Most animals are interesting, but some are quite amazing.
 (2) Did you know, for example, that there is a fish that can climb trees. (3) It is called a mudskipper, and it looks like a cross between a frog, a fish, and a tadpole. (4) This strange creature is able to move around on the ground and in the water too. (5) If the mudskipper is hungry, it will crawl on the ground to a low branch. (6) It will then climb onto the branch, and it is in search of insects and also other small creatures to eat.

S-1 What change, if any, should be made in sentence 2?

- A** Change *know* to **no**
- B** Change *is* to **are**
- C** Change the period to a question mark
- D** Make no change

S-2 What is the **BEST** way to revise sentence 6?

- F** It will then climb onto the branch in search of insects, also in search of other small creatures to eat.
- G** It will then climb onto the branch in search of insects and other small creatures to eat.
- H** It will then climb onto the branch, it is in search of insects, it is also in search of other small creatures to eat.
- J** No revision is needed.

Check to make sure that students have found the correct page in their test booklets and are marking their answers in the right place on their answer documents. 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 S-1 is choice C. Sentence 2, “Did you know, for example, that there is a fish that can climb trees,” is a question. Therefore, the answer to S-1 is “Change the period to a question mark.” Does anyone have any questions about how to record their answers?

Answer all questions before continuing.

SAY Did everyone make a dark, neat mark in the circle?

When all students are ready, continue.

SAY The answer to S-2 is choice G. The way sentence 6 is written in the passage sounds awkward and repetitive. The best way to revise sentence 6 is “It will then climb onto the branch in search of insects and other small creatures to eat.” Does anyone have any questions about how to record their answers?

Answer all questions. When all students are ready, continue.

SAY You will now read the rest of the passages and answer the questions by yourself. You will see questions like those shown in the samples, as well as other kinds of questions. 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 for each question on your answer document. 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 may write in your test booklet if you would like to make notes. 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 answer the questions. Stop when you come to the last page of the revising and editing section of the test booklet. You may check your answers after you have finished. Do not go to the written composition section until I tell you to do so. Be sure to erase any stray marks that you might have accidentally made on your answer document. When you have finished looking over your work, close your test booklet after placing your answer document inside. Please sit quietly so that you do not disturb others who are still working. Do not talk to one another while others are still working on 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 say, 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 revising and editing section of the writing test. While the students are working, move around the room to see that they are following directions and recording all their answers in the appropriate section of the answer document. Remember that you may give students brief breaks in the testing room, if necessary.

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 are working only on the subject-area test being administered that day and that they 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 on the answer document. 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.

If at any point a student's test booklet or answer document becomes unusable, obtain a replacement from your campus coordinator. Instruct the student to start at the exact point where he or she stopped in the unusable answer document. After the student has finished the entire writing test, you must transcribe the contents of the original answer document onto the new one. Refer to Activity 6 of the General Test Administrator Manual for further directions regarding transcription.

Students who have finished the revising and editing section of the writing test should be reminded not to talk while others are still working.

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

You may want to begin the written composition section of the writing test when the majority of students have completed the revising and editing section. Make sure that students who have not finished understand that they will be allowed to continue working on the revising and editing questions after you have read the instructions for the written composition. It is essential that no student feel rushed or confused.

Written Composition

Answering Questions about the Written Composition

Only at the request of a student may the writing prompt be read aloud or signed. No elaboration on the prompt may be provided. If a student asks a question about the prompt, you may say, “I can’t explain it to you; just respond to the prompt in the best way you can.”

The test administrator *must not*

- elaborate on the prompt;
- give students an opening and/or closing sentence;
- give students an outline for organizing their compositions;
- give students information about how to develop their ideas;
- allow students to use reference materials; and
- translate the prompt into another language (except sign language).

Students must use a No. 2 pencil to mark their answer documents.

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 **At this time I would like all of you to stop working while I read the directions for the written composition part of the writing test. After I give the directions for the written composition, those of you who are still working on the revising and editing section may continue to do so. Those of you who have finished the revising and editing section may go on to the written composition.**

In the written composition part of the test, you will write a composition on a topic given to you in your test booklet. It is important that you follow directions.

Now open your test booklet to the written composition section.

If students have trouble finding the correct page, direct them based on the test booklet they are using. Pick up one of your students’ test booklets and show students the prewriting pages.

SAY **Notice that there is a writing prompt, followed by three blank pages. You may use these blank pages to “think out” and plan your composition. You may make notes to help you decide what you want to write. In addition, you may write an outline to help you arrange your ideas in an order that makes sense, or you may write a rough draft. Remember that the more planning you do, the clearer and more complete your composition is likely to be.**

Now open your answer document to page 3 and find the words “TAKS WRITTEN COMPOSITION.” When you are ready to write your composition, be sure to write on pages 3 and 4, which are the two pages with lines.

Show students the lined pages in the answer document.

SAY

Your composition does not have to completely fill these two lined pages; however, it must not be longer than the two pages. Do not write outside the boxes on the two lined pages.

Be sure to write neatly so that others can read your writing. You may either print or write in cursive, whichever is easier for you. Remember that you must write in English.

This test is untimed. You will have all the time you need to write your composition. Use only a No. 2 pencil to write your composition. If you need another pencil before you finish writing, please raise your hand. When you finish writing, read over your work and check for mistakes. If you find any mistakes or if you would like to change something, you may do so.

When you have finished looking over your work, stay seated and raise your hand. I will come to your desk to collect your test booklet and answer document. After your materials have been collected, please sit quietly. Do not talk to one another while others are still working on 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 say, for example, “I can’t answer that for you; just do the best you can.”

When all students are ready, continue.

SAY

Look for the writing prompt in your test booklet. Raise your hand if you need help reading the writing prompt.

Only at the request of a student may the writing prompt be read aloud or signed. Using the student’s test booklet, read aloud the writing prompt to that student. You must read the prompt word for word without making any changes, additions, or suggestions. You may read the prompt more than once. No elaboration on the prompt may be provided. You must not translate the writing prompt or any of the information on this page into another language (except sign language).

When all students are ready, continue.

SAY

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

Make sure that all compositions are written on the lined pages in the answer document.

Be sure to give students all the time they need to complete the composition. While the students are working, move around the room to see that they are following directions and writing their compositions in the appropriate section of the answer document.

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 are working only on the subject-area test being administered that day and that they 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 on the answer document and to write their composition on the two lined pages of the answer document. 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 or answer document becomes unusable, obtain a replacement from your campus coordinator. Instruct the student to start at the exact point where he or she stopped in the unusable answer document. After the student has finished testing, you must transcribe the contents of the original answer document onto the new one without making any changes and write “Transcribed by (NAME) because (REASON)” at the top of the new answer document. Transcription must be done in No. 2 pencil. Refer to Activity 6 of the General Test Administrator Manual for further directions regarding transcription.

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

*Place each student’s answer document inside his or her test booklet when you collect it. If you notice that a student’s multiple-choice answers and/or composition are not recorded on the answer document, say to the student, **“You have not recorded all of your work on the answer document. Please go back and fill in your answer document now.”** The testing materials should then be returned so that the student may record his or her responses. You may look at answer documents only to see whether responses are recorded; you may not examine or comment on individual responses.*

Make sure that the name of each student is written on his or her booklet before you collect it. Before students leave the testing room, count the test booklets to make sure you have all of them.

Students may read books or be allowed to leave the room after they have finished testing. If they remain in the testing room, they should be reminded not to talk while others are still working.

For each student’s answer document, test administrators or other campus personnel must complete the TEST TAKEN INFO field to indicate whether the student tested in English or Spanish using a TAKS or TAKS (Accommodated) form of the grade 4 writing test. You will also need to complete the SCORE CODE field for each student’s writing test. Use only a No. 2 pencil.

If an eligible student received accommodations on the TAKS or TAKS (Accommodated) grade 4 writing test, you must grid this information in the ACCOMMODATIONS field of the answer document.

See Activity 2 in the General Test Administrator Manual for detailed instructions for completing the TEST TAKEN INFO, SCORE CODE, and ACCOMMODATIONS fields of the answer document.

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 circles on students’ answer documents.

**UNAUTHORIZED VIEWING, DISCUSSION, OR SCORING OF
SECURE TEST MATERIALS IS NOT PERMITTED AT ANY TIME.
TESTING PERSONNEL MUST NOT DUPLICATE WRITTEN
COMPOSITIONS WITHOUT SPECIFIC AUTHORIZATION.**

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 who will be taking the TAKS reading test with dyslexia bundled accommodations MUST use Form 1 of the TAKS mathematics test.

Students must use a No. 2 pencil to mark their answer documents. 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 4 may **NOT** use calculators. For the TAKS (Accommodated) mathematics test at grade 4, the use of a calculator requires the submission and approval of an Accommodation Request Form. See the *2008-2009 Accommodations Manual* for more information.

If any of the students do not have a precoded answer document, either school personnel or the students themselves must complete the student identification information before the test session. If the students are to complete this information, read them the instructions in the section “Completing Student Identification Information” on page 3.

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
- answer documents (Make sure that each student receives the document with his or her name on it.)

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. Now I am going to give each of you a test booklet and a mathematics chart. When you get your booklet, do not open it or write on it until I ask you to do so. Also, do not write on the mathematics chart.**

Give a test booklet and a mathematics chart to each student. Students must write their first and last names on the test booklets and complete the “MATH TEST BOOKLET #” field on their answer documents at this time. Directions for completing this information follow.

SAY **Print your first and last name in the space marked “STUDENT NAME” at the top of your test booklet.**

When all students have finished, continue.

SAY **On the back of each test booklet, there is a printed number. Each booklet has a different number. This number has nine digits followed by a hyphen and another digit. You need to look at only the first nine digits of the number.**

Hold up one of your students’ test booklets and point to the security number on the back.

SAY **Now find the words “MATH TEST BOOKLET #” at the top of your answer document.**

Point to “MATH TEST BOOKLET #” on the answer document given to you for demonstration purposes. When all students have located this section, continue.

SAY **Copy the nine-digit number from the back of your test booklet into the boxes beside the words “MATH TEST BOOKLET #” on your answer document. Be sure to copy this number exactly as it appears. Do not copy the hyphen or the digit to the right of the hyphen. If you have any questions, please raise your hand.**

Monitor students closely while they copy the security number. When all students have finished, continue.

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 and seals from being broken prematurely.

SAY **Look at your test booklet. Find the first section, which is the mathematics test. It is closed by a seal on the right side.**

Pick up one of your students’ test booklets and, without breaking the seal, demonstrate as you read the following.

SAY **Use either your hand or the eraser of your pencil to break the seal along its edge. If you have any questions or need any help, raise your hand.**

Assist any student who is having difficulty. When all students are 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.

Turn over your answer document and find the word “MATHEMATICS” at the top. Directly below the word “MATHEMATICS,” there is a row of circles labeled “SAMPLE A” and a grid labeled “SAMPLE B.” Does everyone see where these are? This is where you will mark your answers for the sample questions.

Using your answer document, point to this section.

SAY

To answer a multiple-choice question, fill in a circle on your answer document. Mark only one circle 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 circle for your new choice.

To answer a question with a grid, such as SAMPLE B, you will need to write your answer in the boxes above the circles. Then fill in the correct circle below each number.

You may work problems using the blank spaces in your test booklet. You are not allowed to write on the separate mathematics chart.

Now open your test booklet and find the word “DIRECTIONS” at the top of the page. Look at the directions above SAMPLE A and follow along as I read them aloud.

“Read each question. Then fill in the correct answer on your answer document. If a correct answer is not here, mark the letter for ‘Not here.’”

After you read the mathematics samples, mark the answers you choose for SAMPLE A and SAMPLE B on your answer document. Now you may read the samples and answer the questions.

Samples A and B are shown on the next page.

DIRECTIONS

Read each question. Then fill in the correct answer on your answer document. If a correct answer is not here, mark the letter for “Not here.”

SAMPLE A

Which digit is in the thousands place in the number 4,861,392?

- A 6
- B 4
- C 1
- D Not here

SAMPLE B

Joey has 8 books. Roberto has twice as many books as Joey has. How many books does Roberto have?

Record your answer and fill in the bubbles on your answer document. Be sure to use the correct place value.

	1	6	.
0	0	0	
1	1	1	
2	2	2	
3	3	3	
4	4	4	
5	5	5	
6	6	6	
7	7	7	
8	8	8	
9	9	9	

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

SAY Now we will go over the answers you chose. The answer to **SAMPLE A** is choice **C**. The digit “1” is in the thousands place. Does anyone have any questions about how to record their answers?

Answer all questions before continuing.

SAY Did everyone make a dark, neat mark in the circle?

When all students are ready, continue.

SAY The answer to **SAMPLE B** is “16.” 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. Fill in the circles below “16” now if you have not already done so. To answer questions like this, you may need to use all the spaces or only some of them. You do not need to fill in the circles below unused spaces.

Does anyone have any questions about how to grid in answers on the answer document?

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. You will see questions like those shown in the samples, as well as other kinds of questions. I cannot help you answer any mathematics questions. I will be able to help you only with questions about the directions. Be sure to mark only one answer for each question on your answer document. 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 the mathematics section of your test booklet. You may check your answers after you have finished, but do not open or work in any other section of your test booklet or answer document. Be sure to erase any stray marks that you might have accidentally made on your answer document. 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 answer document, 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 say, for example, “I can’t answer that for you; just do the best you can.”

When all students are ready, continue.

*TAKS (Accommodated) students **must** be informed that they will not use all the bubbles in the mathematics section of the answer document. If your test session includes only TAKS (Accommodated) students, you may communicate this information to the entire group. If your test session includes both TAKS and TAKS (Accommodated) students, go to each TAKS (Accommodated) student separately and communicate the following information:*

SAY

Remember, you will stop when you come to the last question on the mathematics test. This means that you will not use the last column of bubbles in the mathematics section of your answer document.

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 and recording all their answers in the appropriate section of the answer document.

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 are working only on the subject-area test being administered that day and that they 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 on the answer document. 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 or answer document 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 answer document. After the student has finished testing, you must transcribe the contents of the original answer document onto the new one without making any changes and write "Transcribed by (NAME) because (REASON)" at the top of the new answer document. Transcription must be done in No. 2 pencil.

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

*Place each student's answer document and mathematics chart inside his or her test booklet when you collect it. If you notice that a student's answers are not marked on the answer document, say to the student, **"You have not recorded all of your answers on the answer document. Please go back and mark your answers on it now."** The testing materials should then be returned so that the student may record his or her answers. You may look at answer documents only to see whether responses are recorded; you may not examine or comment on individual responses.*

Make sure that the name of each student is written on his or her test booklet before you collect it. 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.

Students may read books or be allowed to leave the room after they have finished testing. If they remain in the testing room, they should be reminded not to talk while others are still working.

For each student's answer document, test administrators or other campus personnel must complete the TEST TAKEN INFO field to indicate whether the student tested in English or Spanish using a TAKS or TAKS (Accommodated) form of the grade 4 mathematics test. If the student used a TAKS form, you must also enter and grid the FORM # in the

TEST TAKEN INFO field. Complete the *SCORE CODE* field for each student's mathematics test. Use only a No. 2 pencil.

If an eligible student received accommodations on the TAKS or TAKS (Accommodated) grade 4 mathematics test, you must grid this information in the ACCOMMODATIONS field of the answer document.

See Activity 2 in the General Test Administrator Manual for detailed instructions for completing the TEST TAKEN INFO, SCORE CODE, and ACCOMMODATIONS fields of the answer document.

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 circles on students' answer documents.

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

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 answer documents. 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 precoded answer document, either school personnel or the students themselves must complete the student identification information before the test session. If the students are to complete this information, read them the instructions in the section “Completing Student Identification Information” on page 3.

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

- two No. 2 pencils with erasers per student
- answer documents (Make sure that each student receives the document 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. 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.**

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

You may have students who did not test on the previous day of testing due to absence or students who used a different form for the mathematics test. For example, a student who took the TAKS (Accommodated) mathematics test would need a new test booklet to take the TAKS reading test. These students must write their first and last names on their test booklets and complete the “READING TEST BOOKLET #” field on their answer documents. Directions for completing this information are reprinted below in maroon print. If all students have already completed this information, proceed to the end of the maroon print and begin reading.

SAY **Print your first and last name in the space marked “STUDENT NAME” at the top of your test booklet.**

When all students have finished, continue.

SAY **On the back of each test booklet, there is a printed number. Each booklet has a different number. This number has nine digits followed by a hyphen and another digit. You need to look at only the first nine digits of the number.**

Hold up one of your students' test booklets and point to the security number on the back.

SAY Now find the words “READING TEST BOOKLET #” at the top of your answer document.

Point to “READING TEST BOOKLET #” on the answer document given to you for demonstration purposes. When all students have located this section, continue.

SAY Copy the nine-digit number from the back of your test booklet into the boxes beside the words “READING TEST BOOKLET #” on your answer document. Be sure to copy this number exactly as it appears. This may or may not be the same number you recorded yesterday. Do not copy the hyphen or the digit to the right of the hyphen. If you have any questions, please raise your hand.

If a student is using the same test booklet for the reading test that he or she used for the mathematics test, then the test booklet number will be the same as the mathematics test booklet number. The test booklet numbers will only differ if a student takes a TAKS (Accommodated) mathematics or reading test.

Monitor students closely while they copy the security number. When all students have finished, continue.

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

SAY Look at your test booklet. Find the second section, which is the reading test. It is closed by a seal on the right side.

Pick up one of your students' test booklets and, without breaking the seal, demonstrate as you read the following.

SAY Use either your hand or the eraser of your pencil to break the seal on the reading test along its edge. If you have any questions or need any help, raise your hand.

Assist any student who is having difficulty. When all students are ready, continue.

SAY You are about to answer some reading questions. To answer a question, fill in a circle on your answer document. Mark only one circle 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 circle for your new choice. You may write in your test booklet if you would like to make notes.

Now turn over your answer document and find the word “READING.” Below the word “READING,” there are rows of circles. Does everyone see where these are? This is where you will mark your answers.

Using your answer document, point to the rows of circles where the students mark their answers.

SAY Now you will complete the reading test by yourself. 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 for each question on your answer document. 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 may write in your test booklet if you wish to make notes. 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 reading section. You may check your answers after you have finished, but do not work in any other section of your test booklet or answer document. Be sure to erase any stray marks that you might have accidentally made on your answer document. 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 answer document and 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 say, for example, “I can’t answer that for you; just do the best you can.”

When all students are ready, continue.

*TAKS (Accommodated) students **must** be informed that they will not use all the bubbles in the reading section of the answer document. If your test session includes only TAKS (Accommodated) students, you may communicate this information to the entire group. If your test session includes both TAKS and TAKS (Accommodated) students, go to each TAKS (Accommodated) student separately and communicate the following information:*

SAY Remember, you will stop when you come to the last question on the reading test. This means that you will not use the last column of bubbles in the reading section of your answer document.

When all students are ready, continue.

SAY If there are no more questions, then turn to the first page in the reading section of your test booklet. Read the directions at the top of the page before you start to read the selections and mark your answers. 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 and recording all their answers in the appropriate section of the answer document.

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 are working only on the subject-area test being administered that day and that they 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 on the answer document. 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 or answer document 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 answer document. After the student has finished testing, you must transcribe the contents of the original answer document onto the new one without making any changes and write “Transcribed by (NAME) because (REASON)” at the top of the new answer document. Transcription must be done in No. 2 pencil.

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

*Place each student’s answer document inside his or her test booklet when you collect it. If you notice that a student’s answers are not marked on the answer document, say to the student, **“You have not recorded all of your answers on the answer document. Please go back and mark your answers on it now.”** The testing materials should then be returned so that the student may record his or her answers. You may look at answer documents only to see whether responses are recorded; you may not examine or comment on individual responses.*

Make sure that the name of each student is written on his or her test booklet before you collect it. Before students leave the testing room, count the test booklets to make sure you have all of them.

Students may read books or be allowed to leave the room after they have finished testing. If they remain in the testing room, they should be reminded not to talk while others are still working.

For each student’s answer document, test administrators or other campus personnel must complete the TEST TAKEN INFO field to indicate whether the student tested in English or Spanish using a TAKS or TAKS (Accommodated) form of the grade 4 reading test. If the student used a TAKS form, you must also enter and grid the FORM # in the TEST TAKEN INFO field. Complete the SCORE CODE field for each student’s reading test. Use only a No. 2 pencil.

If an eligible student received accommodations on the TAKS or TAKS (Accommodated) grade 4 reading test, you must grid this information in the ACCOMMODATIONS field of the answer document.

See Activity 2 in the General Test Administrator Manual for detailed instructions for completing the TEST TAKEN INFO, SCORE CODE, and ACCOMMODATIONS fields of the answer document.

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 circles on students’ answer documents.

**UNAUTHORIZED VIEWING, DISCUSSION, OR SCORING OF
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Test Administration Directions—Spanish

**Completing
Student
Identification
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**Administration
Directions—
Writing**

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**Administration
Directions—
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**Administration
Directions—
Reading**

PAGE **48**

COMPLETING STUDENT IDENTIFICATION INFORMATION

If you have students in your testing group for whom no answer document has been prepared, they should grid the student identification information before testing begins, following the directions below. If all your students have a precoded answer document, proceed to the administration directions for writing on page 32, mathematics on page 41, or reading on page 48.

Read aloud the material printed in **bold** type and preceded by the word “**SAY.**” The material in *italics* is information meant for you and should not be read aloud to students.

SAY **Hoy van a tomar la prueba TAKS. Antes de que empiecen la prueba, tendrán que llenar la parte de enfrente del documento de respuestas que van a usar. Es importante que presten atención y sigan las instrucciones que les voy a dar. Usen solamente un lápiz No. 2 para llenar los círculos en su documento de respuestas. Si no tienen un lápiz No. 2, por favor levanten la mano.**

Give a pencil to each student who needs one.

SAY **Voy a darle a cada uno de ustedes un documento de respuestas. No escriban en él hasta que yo les diga que pueden hacerlo.**

Give an answer document to each student. When every student has an answer document, continue.

SAY **Encuentren las palabras “LAST-NAME” en la parte de arriba de su documento de respuestas. Escriban su apellido en los cuadros que aparecen en esta sección, comenzando con el primer cuadro a la izquierda. Escriban sólo una letra en cada cuadro. Si no hay suficientes cuadros para todas las letras de su apellido, escriban sólo las letras que quepan. Si tienen alguna pregunta, por favor levanten la mano.**

Check that students are printing their last names in the appropriate section, one letter to a box. When all students are ready, continue.

SAY **Encuentren donde dice “FIRST-NAME”. Escriban su nombre en los cuadros de esta sección. Escriban sólo una letra en cada cuadro. Si no hay suficientes cuadros para todas las letras de su nombre, escriban sólo las letras que quepan. Si tienen alguna pregunta, por favor levanten la mano.**

Check that students are printing their first names in the appropriate section, one letter to a box. When all students are ready, continue.

SAY **Ahora encuentren la columna donde dice “MI” que está a la derecha de la sección donde escribieron su nombre. En este cuadro, escriban la primera letra de su segundo nombre. Si no tienen un segundo nombre, no escriban nada en este cuadro.**

Check that students are printing their middle initials in the appropriate place. When all students are ready, continue.

SAY Debajo de los cuadros donde escribieron su nombre y apellido, hay unas columnas de círculos con letras adentro. En la primera columna, encuentren el círculo que tenga la primera letra de su apellido. Llenen ese círculo. Asegúrense de hacerlo con cuidado para que el círculo quede oscuro y completamente lleno. Si se equivocan, borren completamente la marca que hicieron y luego llenen el círculo correcto. Ahora hagan lo mismo con el resto de las letras de su apellido.

Check to see that students are gridding the letters correctly. If a student is having difficulty, it may be necessary to help him or her fill in the first few columns. Every attempt should be made to keep students from feeling frustrated by the task and to ensure that the information is accurate. When all students are ready, continue.

SAY Es posible que algunos de ustedes no hayan usado todos los cuadros para escribir su apellido. Exactamente abajo de cada uno de estos cuadros hay un círculo sin letras adentro. Llenen un círculo sin letras por cada cuadro vacío que hayan dejado.

When all students are ready, continue.

SAY Ahora llenen los círculos que correspondan a su nombre y a la inicial de su segundo nombre como lo hicieron con su apellido. Si no tienen un segundo nombre, llenen el círculo sin letras en la columna donde dice “MI”.

Monitor students as they grid their first names and middle initials. When all students are ready, continue.

SAY Ahora, en la parte de abajo de su documento de respuestas, escriban el nombre de nuestro distrito escolar en el espacio debajo de las palabras “DISTRICT-NAME”. Yo voy a escribir el nombre de nuestro distrito escolar en el pizarrón para que lo puedan copiar.

Print your school district’s name on the board. Check that students are printing this information in the appropriate space on their answer documents. When all students are ready, continue.

SAY Ahora escriban el nombre de nuestra escuela en el espacio debajo de las palabras “CAMPUS-NAME”. Yo voy a escribir también el nombre de nuestra escuela para que lo puedan copiar.

Print your campus name on the board. Check that students are printing this information in the appropriate space on the answer documents. When all students are ready, continue.

SAY Ahora encuentren el espacio donde dice “SEX CODE”. Si son niños, llenen el círculo junto a la letra “M”. Si son niñas, llenen el círculo junto a la letra “F”.

When all students are ready, continue.

SAY Ahora encuentren la sección que dice “DATE-OF-BIRTH”. En el espacio que dice “MONTH”, llenen el círculo junto al mes en que nacieron.

Assist any students who are having difficulty with the English abbreviations for the months of the year. Before continuing, draw the following example on the board.

DAY		YEAR	
0	4	9	9

SAY Escriban el número del día en que nacieron en los cuadros donde dice “DAY”. Si nacieron antes del día diez del mes, necesitan escribir un cero antes del día de su nacimiento, como en el ejemplo que les escribí en el pizarrón. Luego escriban los dos últimos números del año en que nacieron en los cuadros donde dice “YEAR”. Ahora llenen los círculos que correspondan a los números que escribieron. Si tienen alguna pregunta, por favor levanten la mano. Cuando terminen, pongan su lápiz sobre su escritorio.

Monitor students to ensure that they are filling in this information correctly. Then refer to the specific directions for each Spanish-version test administration.

Writing Page 32

Mathematics. Page 41

Reading. Page 48

ADMINISTRATION DIRECTIONS—WRITING

Revising and Editing

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 answer documents. They are not allowed to use scratch paper but instead may write in their test booklets if necessary.

NOTE: Students **are not** allowed to use dictionaries or other reference materials for the grade 4 writing test.

If any of the students do not have a precoded answer document, either school personnel or the students themselves must complete the student identification information before the test session. If the students are to complete this information, read them the instructions in the section “Completing Student Identification Information” on page 29.

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
- answer documents (Make sure that each student receives the document 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 sección de escritura de la prueba TAKS. Voy a darle a cada uno de ustedes un folleto de prueba. Cuando reciban su folleto, no lo abran ni escriban en él. Tampoco le quiten el sello a su folleto hasta que yo les diga que pueden hacerlo.**

Give a test booklet to each student.

Students must write their first and last names on the test booklets and complete the “TEST BOOKLET #” field on their answer documents at this time. Directions for completing this information follow.

SAY **Escriban su nombre y apellido donde dice “STUDENT NAME” en la parte de arriba de su folleto de prueba.**

When all students are ready, continue.

SAY **En la parte de atrás de su folleto de prueba hay un número. Cada folleto tiene un número diferente. Este número tiene nueve dígitos seguidos por un guión y luego otro dígito. Necesitan prestar atención solamente a los primeros nueve dígitos.**

Hold up one of your students’ test booklets and point to the security number on the back.

SAY Ahora encuentren donde dice “TEST BOOKLET #” en la parte de arriba de su documento de respuestas.

Point to “TEST BOOKLET #” on the answer document given to you for demonstration purposes. When all students have located this section, continue.

SAY Encuentren los nueve dígitos que están en la parte de atrás de su folleto de prueba. Copien estos dígitos en los cuadros que están junto a donde dice “TEST BOOKLET #” en su documento de respuestas. Asegúrense de copiar estos dígitos exactamente como aparecen. No copien el guión ni el dígito que está a la derecha del guión. Si tienen alguna pregunta, por favor levanten la mano.

Monitor students closely while they copy the security number. When all students have finished, continue.

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

SAY Miren su folleto de prueba. Tiene un sello en la orilla derecha.

Pick up one of your students’ test booklets and, without breaking the seal, demonstrate as you read the following.

SAY Para abrir este sello, jalen la parte roja hacia arriba. El sello se abrirá fácilmente. Si tienen alguna pregunta o necesitan ayuda, por favor levanten la mano.

Move around the testing room to collect the detached seals and to help any student who may be having difficulty. Dispose of the seals so that they are not returned with test booklets or answer documents. When all students are ready, continue.

SAY Antes de empezar a trabajar en las preguntas de revisión y corrección de escritura, vamos a contestar algunos ejemplos y a practicar cómo marcar las respuestas. Para marcar sus respuestas, van a llenar unos círculos en su documento de respuestas. Deben llenar solamente un círculo por cada pregunta. Marquen sus respuestas cuidadosamente y llenen los círculos de manera que queden oscuros y completamente llenos. Si se equivocan o quieren cambiar una respuesta, borren completamente la respuesta que quieran cambiar. Luego llenen el círculo de su nueva respuesta. Pueden escribir en su folleto de prueba si quieren hacer apuntes.

Ahora busquen en la página 2 en su documento de respuestas donde dice “REVISIÓN Y CORRECCIÓN”. Debajo de las palabras “REVISIÓN Y CORRECCIÓN” hay un rectángulo con algunos círculos junto a las letras “S/E-1” y “S/E-2”. ¿Pueden ver todos dónde están? Aquí es donde van a marcar sus respuestas para los ejemplos.

Using your answer document, point to this box.

SAY Ahora abran su folleto de prueba y vean donde dice “Ejemplo de revisión y corrección” en la parte de arriba.

The sample passage and items are on different pages, depending upon whether a TAKS or TAKS (Accommodated) test booklet is used.

SAY Lean las instrucciones en silencio mientras yo las leo en voz alta.

“Lee la siguiente introducción y el texto que le sigue. Después lee cada pregunta y marca la respuesta correcta en tu documento de respuestas”.

Observen que en el texto cada oración comienza con un número. Estos números les ayudarán a encontrar la oración o las oraciones en las que deben fijarse para contestar las preguntas.

Después de leer el texto que sirve de ejemplo, marquen sus respuestas para las preguntas E-1 y E-2 en el pequeño rectángulo que hay en su documento de respuestas. Ahora pueden empezar a leer el ejemplo y contestar las preguntas.

Ejemplo de revisión y corrección

INSTRUCCIONES

Lee la siguiente introducción y el texto que le sigue. Después lee cada pregunta y marca la respuesta correcta en tu documento de respuestas.

Daniel escribió este informe sobre un problema que tenía y cómo lo resolvió. Él quiere que le ayudes a corregir lo que escribió. Lee su informe y luego contesta las preguntas.

Mi problema con las palomas

(1) La semana pasada fui a visitar a mi primo Eduardo. (2) Él sabe mucho y cada vez que lo visito aprendo algo nuevo. (3) Por ejemplo, esta vez le conté el problema que tengo con las palomas en mi casa. (4) Le dije que en mi ventana se para unas palomas que no me dejan dormir. (5) Siempre hay muchas palomas por mi casa.

E-1 De las siguientes oraciones, ¿cuál quedaría **MEJOR** después de la oración 3?

- A** Eduardo tiene muchos problemas.
- B** Eduardo me escuchó con mucha atención.
- C** La casa de Eduardo no es muy grande.
- D** Me gusta visitar a mis primos.

E-2 ¿Qué cambio se debe hacer en la oración 4?

- F** Cambiar **para** por **paran**
- G** Añadir un punto después de **palomas**
- H** Cambiar **no me** por **nome**
- J** No se necesita ningún cambio.

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

SAY **¿Ya terminaron todos con las preguntas de ejemplo?**

Ahora vamos a revisar sus respuestas. La respuesta para E-1 es la opción B. La oración 3 dice: “Por ejemplo, esta vez le conté el problema que tengo con las palomas en mi casa”. La oración que quedaría mejor después de la oración 3 es la B: “Eduardo me escuchó con mucha atención”. Esta oración es la que mejor une las ideas de las oraciones 3 y 4. ¿Tienen alguna pregunta?

Answer all questions before continuing.

SAY **¿Llenaron el círculo por completo con marcas oscuras y sin salirse del círculo?**

When all students are ready, continue.

SAY **La respuesta para E-2 es la opción F. En la oración 4 el verbo “para” no va de acuerdo con el sujeto en plural “palomas”. El cambio que se debe hacer en la oración 4 es cambiar “para” por “paran”, según dice la opción F. ¿Tienen alguna pregunta?**

Answer all questions. When all students are ready, continue.

SAY **Ahora van a leer varias lecturas y a contestar las preguntas ustedes solos. Van a ver el mismo tipo de preguntas que se mostraron en los ejemplos, además de otros tipos de preguntas. No podré ayudarles a contestar ninguna de las preguntas de la prueba. Sólo podré ayudarles con preguntas que tengan acerca de las instrucciones. Asegúrense de llenar solamente un círculo por cada pregunta en su documento de respuestas. Si no saben contestar alguna pregunta, escojan la respuesta que crean que es la correcta. Recuerden que pueden escribir en su folleto de prueba si quieren hacerlo. 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. Cuando lleguen a la última página de la sección de revisión y corrección de escritura, pueden revisar sus respuestas. No empiecen a trabajar en la sección de la composición escrita hasta que yo les diga que pueden hacerlo. Asegúrense de borrar cualquier marca que hayan hecho sin querer en su documento de respuestas. Cuando terminen de revisar su prueba, pongan el documento de respuestas adentro de su folleto de prueba y después ciérrerlo. Por favor, quédense sentados y en silencio para no molestar a los que aún estén trabajando. No pueden platicar mientras otros estudiantes todavía estén tomando la prueba. ¿Tienen alguna pregunta?

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 say, 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 revising and editing section of the writing test. While the students are working, move around the room to see that they are following directions and recording all their answers in the appropriate section of the answer document. Remember that you may give students brief breaks in the testing room, if necessary.

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 are working only on the subject-area test being administered that day and that they 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 on the answer document. 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.

If at any point a student's test booklet or answer document becomes unusable, obtain a replacement from your campus coordinator. Instruct the student to start at the exact point where he or she stopped in the unusable answer document. After the student has finished the entire writing test, you must transcribe the contents of the original answer document onto the new one. Refer to Activity 6 of the General Test Administrator Manual for further directions regarding transcription.

Students who have finished the revising and editing section of the writing test should be reminded not to talk while others are still working.

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

You may want to begin the written composition section of the writing test when the majority of students have completed the revising and editing section. Make sure that students who have not finished understand that they will be allowed to continue working on the revising and editing questions after you have read the instructions for the written composition. It is essential that no student feel rushed or confused.

Written Composition

Answering Questions about the Written Composition

Only at the request of a student may the writing prompt be read aloud or signed. No elaboration on the prompt may be provided. If a student asks a question about the prompt, you may say, “No te lo puedo explicar; sólo escribe acerca del tema lo mejor que puedas”.

The test administrator *must not*

- elaborate on the prompt;
- give students an opening and/or closing sentence;
- give students an outline for organizing their compositions;
- give students information about how to develop their ideas;
- allow students to use reference materials; and
- translate the prompt into another language (except sign language).

Students must use a No. 2 pencil to mark their answer documents.

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 **En este momento, por favor dejen de trabajar mientras leo las instrucciones para la sección de composición de la prueba de escritura. Después de que les haya leído las instrucciones para la composición escrita, los estudiantes que aún no hayan terminado la parte de revisión y corrección pueden continuar trabajando en esa sección. Los que hayan terminado la parte de revisión y corrección pueden comenzar a trabajar en la composición escrita.**

En esta sección, van a escribir una composición sobre el tema que se les da en su folleto de prueba. Es muy importante que sigan las instrucciones.

Ahora abran su folleto de prueba en la sección de composición escrita.

If students have trouble finding the correct page, direct them based on the test booklet they are using. Pick up one of your students’ test booklets and show students the prewriting pages.

SAY **Observen que hay un tema a desarrollar seguido de tres hojas en blanco. Pueden usar estas páginas en blanco para organizar su composición. También pueden usar estas hojas para hacer apuntes que les ayuden a decidir lo que quieren escribir. Además, pueden escribir un bosquejo que les ayude a organizar sus ideas para que tengan sentido o pueden escribir un borrador de su composición. Recuerden que mientras más planeen y piensen en lo que quieren decir, más clara y completa será su composición.**

Ahora abran su documento de respuestas en la página 3 y busquen donde dice “TAKS COMPOSICIÓN ESCRITA”. Cuando ya estén listos para escribir su composición, asegúrense de escribirla en las páginas 3 y 4, que son las que tienen renglones.

Show students the lined pages in the answer document.

SAY No tienen que llenar completamente las dos páginas para escribir su composición, pero tampoco deben pasarse de estas dos páginas. No escriban fuera de los renglones de estas páginas.

Asegúrense de escribir claramente para que otras personas puedan leer lo que escribieron. Pueden usar letra de molde o cursiva, la que sea más fácil para ustedes. Recuerden que deben escribir en español.

Esta prueba no tiene límite de tiempo. Tendrán todo el tiempo que necesiten para escribir la composición. Usen solamente lápices No. 2 para escribir su composición. Si necesitan otro lápiz mientras la están escribiendo, por favor levanten la mano. Cuando terminen de escribir, lean su trabajo para ver si tiene errores. Si encuentran errores o quieren cambiar algo, pueden hacerlo.

Cuando hayan terminado de revisar su trabajo, quédense sentados y levanten la mano. Yo pasaré a su lugar para recoger su folleto de prueba y el documento de respuestas. Por favor guarden silencio para no molestar a los estudiantes que todavía estén trabajando. ¿Tienen alguna pregunta?

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 say, for example, “No te puedo contestar esa pregunta; sólo contesta la pregunta lo mejor que puedas”.

When all students are ready, continue.

SAY Ahora busquen el tema de la composición que les tocó desarrollar en su folleto de prueba. Levanten la mano si necesitan ayuda para leer el tema de su composición.

Only at the request of a student may the writing prompt be read aloud or signed. Using the student’s test booklet, read aloud the writing prompt to that student. You must read the prompt word for word without making any changes, additions, or suggestions. You may read the prompt more than once. No elaboration on the prompt may be provided. You must not translate the writing prompt or any of the information on this page into another language (except sign language).

When all students are ready, continue.

SAY Si no tienen más preguntas, pueden comenzar a escribir.

Make sure that all compositions are written on the lined pages in the answer document.

Be sure to give students all the time they need to complete the composition. While the students are working, move around the room to see that they are following directions and writing their compositions in the appropriate section of the answer document.

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 are working only on the subject-area test being administered that day and that they 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 on the answer document and to write their composition on the two lined pages of the answer document. 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 of the General Test Administrator Manual for further directions regarding breaks.

If at any point a student's test booklet or answer document becomes unusable, obtain a replacement from your campus coordinator. Instruct the student to start at the exact point where he or she stopped on the unusable answer document. After the student has finished testing, you must transcribe the contents of the original answer document onto the new one without making any changes and write "Transcribed by (NAME) because (REASON)" at the top of the new answer document. Transcription must be done in No. 2 pencil. Refer to Activity 6 of the General Test Administrator Manual for further directions regarding transcription.

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

*Place each student's answer document inside his or her test booklet when you collect it. If you notice that a student's multiple-choice answers and/or composition are not recorded on the answer document, say to the student, "**No marcaste todas tus respuestas en el documento de respuestas. Por favor, regresa a tu lugar y hazlo ahora**". The testing materials should then be returned so that the student may record his or her responses. You may look at answer documents only to see whether responses are recorded; you may not examine or comment on individual responses.*

Make sure that the name of each student is written on his or her booklet before you collect it. Before students leave the testing room, count the test booklets to make sure you have all of them.

Students may read books or be allowed to leave the room after they have finished testing. If they remain in the testing room, they should be reminded not to talk while others are still working.

For each student's answer document, test administrators or other campus personnel must complete the TEST TAKEN INFO field to indicate whether the student tested in English or Spanish using a TAKS or TAKS (Accommodated) form of the grade 4 writing test. You will also need to complete the SCORE CODE field for each student's writing test. Use only a No. 2 pencil.

If an eligible student received accommodations on the TAKS or TAKS (Accommodated) grade 4 writing test, you must grid this information in the ACCOMMODATIONS field of the answer document.

See Activity 2 in the General Test Administrator Manual for detailed instructions for completing the TEST TAKEN INFO, SCORE CODE, and ACCOMMODATIONS fields of the answer document.

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 circles on students' answer documents.

**UNAUTHORIZED VIEWING, DISCUSSION, OR SCORING OF
SECURE TEST MATERIALS IS NOT PERMITTED AT ANY TIME.
TESTING PERSONNEL MUST NOT DUPLICATE WRITTEN
COMPOSITIONS WITHOUT SPECIFIC AUTHORIZATION.**

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 who will be taking the TAKS reading test with dyslexia bundled accommodations MUST use Form 1 of the TAKS mathematics test.

Students must use a No. 2 pencil to mark their answer documents. 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 4 may **NOT** use calculators. For the TAKS (Accommodated) mathematics test at grade 4, the use of a calculator requires the submission and approval of an Accommodation Request Form. See the *2008-2009 Accommodations Manual* for more information.

If any of the students do not have a precoded answer document, either school personnel or the students themselves must complete the student identification information before the test session. If the students are to complete this information, read them the instructions in the section “Completing Student Identification Information” on page 29.

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
- answer documents (Make sure that each student receives the document with his or her name on it.)

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 **Hoy van a tomar la prueba de matemáticas de TAKS. Voy a darle a cada uno de ustedes un folleto de prueba y una tabla de matemáticas. Cuando reciban su folleto, no lo abran ni escriban en él hasta que yo les diga que pueden hacerlo. Tampoco escriban en su tabla de matemáticas.**

Give a test booklet and a mathematics chart to each student. Students must write their first and last names on the test booklets and complete the “MATH TEST BOOKLET #” field on their answer documents at this time. Directions for completing this information follow.

SAY **Escriban su nombre y apellido donde dice “STUDENT NAME” en la parte de arriba de su folleto de prueba.**

When all students have finished, continue.

SAY **En la parte de atrás de su folleto de prueba hay un número impreso. Cada folleto tiene un número diferente. Este número tiene nueve dígitos seguidos por un guión y luego otro dígito. Necesitan prestar atención solamente a los primeros nueve dígitos.**

Hold up one of your students’ test booklets and point to the security number on the back.

SAY **Ahora encuentren donde dice “MATH TEST BOOKLET #” en la parte de arriba de su documento de respuestas.**

Point to “MATH TEST BOOKLET #” on the answer document given to you for demonstration purposes. When all students have located this section, continue.

SAY **Encuentren los nueve dígitos que están en la parte de atrás de su folleto de prueba. Copien estos dígitos en los cuadros que están junto a donde dice “MATH TEST BOOKLET #” en su documento de respuestas. Asegúrense de copiar estos dígitos exactamente como aparecen. No copien el guión ni el dígito que está a la derecha del guión. Si tienen alguna pregunta, por favor levanten la mano.**

Monitor students closely while they copy the security number. When all students have finished, continue.

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 and seals from being broken prematurely.

SAY **Miren su folleto de prueba. Encuentren la primera sección, que es la prueba de matemáticas. Está cerrada con un sello en el lado derecho.**

Pick up one of your students’ test booklets and, without breaking the seal, demonstrate as you read the following.

SAY **Usen la mano o el borrador de su lápiz para romper el sello a lo largo del borde de la prueba de matemáticas. Si tienen alguna pregunta o necesitan ayuda, por favor levanten la mano.**

Assist any student who is having difficulty. 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 tienen en el folleto no tiene reglas a los lados. La tabla de matemáticas que tienen 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.

Antes de empezar la prueba de matemáticas, vamos a contestar dos ejemplos y a practicar cómo se deben marcar las respuestas.

Encuentren en la parte de atrás de su documento de respuestas donde dice “MATEMÁTICAS”. Debajo de la palabra “MATEMÁTICAS”, hay una fila de círculos titulada EJEMPLO A y una tabla con círculos titulada EJEMPLO B. ¿Pueden ver todos dónde están? Aquí es donde van a marcar sus respuestas para los ejemplos.

Using your answer document, point to this section.

SAY

Para responder a una pregunta de selección múltiple, hay que llenar un círculo en su documento de respuestas. Deben llenar solamente un círculo por cada pregunta. Marquen sus respuestas cuidadosamente y llenen los círculos de manera que queden oscuros y completamente llenos. Si se equivocan o quieren cambiar una respuesta, borren completamente la respuesta que quieren cambiar. Luego llenen el círculo de su nueva respuesta.

Para responder a una pregunta como la del EJEMPLO B, anoten su respuesta en los cuadros que están arriba de los círculos. Luego llenen los círculos correspondientes debajo de cada número.

Si quieren, pueden resolver los problemas en los espacios en blanco de su folleto de prueba. 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. Lean las instrucciones que están arriba del EJEMPLO A en silencio mientras yo las leo en voz alta.

“Lee cada pregunta. Luego marca la respuesta correcta en tu documento de respuestas. Si la respuesta correcta no aparece, entonces marca la letra para la respuesta ‘No está aquí’”.

Después de leer los ejemplos de matemáticas, marquen las respuestas para el EJEMPLO A y el EJEMPLO B en su documento de respuestas. Ahora lean los ejemplos y contesten las preguntas.

Samples A and B are shown on the next page.

INSTRUCCIONES

Lee cada pregunta. Luego marca la respuesta correcta en tu documento de respuestas. Si la respuesta correcta no aparece, entonces marca la letra para la respuesta “No está aquí”.

EJEMPLO A

¿Cuál dígito está en el lugar de las unidades de millar en el número 4,861,392?

- A 6
- B 4
- C 1
- D No está aquí.

EJEMPLO B

Joey tiene 8 libros. Roberto tiene el doble de libros que Joey. ¿Cuántos libros tiene Roberto?

Anota tu respuesta y llena los círculos correspondientes en tu documento de respuestas. Asegúrate de utilizar el valor de posición correcto.

	1	6	.
0	0	0	
1	1	1	
2	2	2	
3	3	3	
4	4	4	
5	5	5	
6	6	6	
7	7	7	
8	8	8	
9	9	9	

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

SAY Ahora vamos a revisar las respuestas que escogieron. La respuesta para el EJEMPLO A es la opción C. El dígito “1” está en el lugar de las unidades de millar. ¿Tienen alguna pregunta acerca de cómo deben marcar sus respuestas?

Answer all questions before continuing.

SAY ¿Llenaron el círculo completamente con marcas oscuras y sin salirse del círculo?

When all students are ready, continue.

SAY La respuesta para el EJEMPLO B es “16”. Para este tipo de pregunta, deben escribir su respuesta en los cuadros que están arriba de los círculos. Luego llenen el círculo correspondiente debajo de cada número que escribieron. Llenen los círculos debajo del “16” ahora si no lo han hecho todavía. Para este tipo de pregunta, podrían necesitar todos los cuadros en blanco o solamente algunos de ellos. No necesitan llenar los círculos debajo de los espacios en blanco.

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

Make sure that 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 solos. Van a ver el mismo tipo de preguntas que se mostraron en los ejemplos, además de otro tipo de preguntas. Yo no podré ayudarles a contestar ninguna de las preguntas de la prueba. Sólo podré ayudarles con las preguntas que tengan sobre las instrucciones. Asegúrense de llenar solamente un círculo por cada pregunta en su documento de respuestas. Si no saben contestar alguna pregunta, escojan la respuesta que crean es la correcta. Recuerden que pueden resolver problemas en los espacios en blanco de su folleto de prueba. No pueden escribir en la tabla de matemáticas que tienen por separado. 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. Cuando lleguen a la última página de la sección de matemáticas, pueden revisar sus respuestas, pero no se permite que trabajen en otra sección de la prueba o del documento de respuestas. Asegúrense de borrar cualquier marca que hayan hecho sin querer en su documento de respuestas. Permanezcan sentados y levanten la mano cuando hayan terminado de revisar su prueba. Yo pasaré a su lugar para recoger el documento de respuestas, el 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 todavía estén tomando la prueba. ¿Tienen alguna pregunta?

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 say, for example, “No te puedo contestar esa pregunta; sólo contesta la pregunta lo mejor que puedas”.

When all students are ready, continue.

*TAKS (Accommodated) students **must** be informed that they will not use all the bubbles in the mathematics section of the answer document. If your test session includes only TAKS (Accommodated) students, you may communicate this information to the entire group. If your test session includes both TAKS and TAKS (Accommodated) students, go to each TAKS (Accommodated) student separately and communicate the following information:*

SAY

Recuerda que al llegar a la última pregunta de la prueba de matemáticas tienes que detenerte. Esto significa que no vas a llenar la última columna de círculos en la sección de matemáticas de tu documento de respuestas.

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 and recording all their answers in the appropriate section of the answer document.

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 are working only on the subject-area test being administered that day and that they 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 on the answer document. 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 or answer document 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 answer document. After the student has finished testing, you must transcribe the contents of the original answer document onto the new one without making any changes and write "Transcribed by (NAME) because (REASON)" at the top of the new answer document. Transcription must be done in No. 2 pencil.

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

*Place each student's answer document and mathematics chart inside his or her test booklet when you collect it. If you notice that a student's answers are not marked on the answer document, say to that student: **"No marcaste todas tus respuestas en el documento de respuestas. Por favor, regresa a tu lugar y hazlo ahora"**. The testing materials should then be returned so that the student may record his or her answers. You may look at answer documents only to see whether responses are recorded; you may not examine or comment on individual responses.*

Make sure that the name of each student is written on his or her test booklet before you collect it. 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.

Students may read books or be allowed to leave the room after they have finished testing. If they remain in the testing room, they should be reminded not to talk while others are still working.

For each student’s answer document, test administrators or other personnel must complete the TEST TAKEN INFO field to indicate whether the student tested in English or Spanish using a TAKS or TAKS (Accommodated) form of the grade 4 mathematics test. If the student used a TAKS form, you must also enter and grid the FORM # in the TEST TAKEN INFO field. Complete the SCORE CODE field for each student’s mathematics test. Use only a No. 2 pencil.

If an eligible student received accommodations on the TAKS or TAKS (Accommodated) grade 4 mathematics test, you must grid this information in the ACCOMMODATIONS field of the answer document.

See Activity 2 in the General Test Administrator Manual for detailed instructions for completing the TEST TAKEN INFO, SCORE CODE, and ACCOMMODATIONS fields of the answer document.

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 circles on students’ answer documents.

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

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 answer documents. 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 precoded answer document, either school personnel or the students themselves must complete the student identification information before the test session. If the students are to complete this information, read them the instructions in the section “Completing Student Identification Information” on page 29.

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

- two No. 2 pencils with erasers per student
- answer documents. (Make sure that each student receives the document 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 may not be read aloud to students.

SAY **Hoy van a tomar la sección de lectura de la prueba TAKS. Voy a darle a cada uno un folleto de prueba. Asegúrense de que el folleto tenga su nombre. Cuando reciban su folleto, no lo abran ni escriban en él hasta que yo les diga que pueden hacerlo.**

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

You may have students who did not test on the previous day of testing due to absence or students who used a different form for the mathematics test. For example, a student who took the TAKS (Accommodated) mathematics test would need a new test booklet to take the TAKS reading test. These students must write their first and last names on their test booklets and complete the “READING TEST BOOKLET #” field on their answer documents. Directions for completing this information are reprinted below in maroon print. If all students have already completed this information, proceed to the end of the maroon print and begin reading.

SAY **Escriban su nombre y su apellido en el espacio que dice “STUDENT NAME” en la parte de arriba de su folleto de prueba.**

When all students have finished, continue.

SAY **En la parte de atrás de su folleto de prueba hay un número. Cada folleto tiene un número diferente. Este número tiene nueve dígitos seguidos por un guión y**

luego otro dígito. Necesitan prestar atención solamente a los primeros nueve dígitos.

Hold up one of your students' test booklets and point to the security number on the back.

SAY Ahora encuentren las palabras “READING TEST BOOKLET #” en la parte de arriba de su documento de respuestas.

Point to “READING TEST BOOKLET #” on the answer document given to you for demonstration purposes. When all students have located this section, continue.

SAY Encuentren los nueve dígitos que están en la parte de atrás de su folleto de prueba. Copien estos dígitos en los cuadros que están junto a las palabras “READING TEST BOOKLET #” en su documento de respuestas. Asegúrense de copiar estos dígitos exactamente como aparecen. No copien el guión ni el dígito que está a la derecha del guión. Si tienen alguna pregunta, por favor levanten la mano.

If a student is using the same test booklet for the reading test that he or she used for the mathematics test, then the test booklet number will be the same as the mathematics test booklet number. The test booklet numbers will only differ if a student takes a TAKS (Accommodated) mathematics or reading test.

Monitor students closely while they copy the security number. When all students have finished, continue.

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

SAY Miren su folleto de prueba. Encuentren la segunda sección, que es la prueba de lectura. Tiene un sello en la orilla derecha.

Pick up one of your students' test booklets and, without breaking the seal, demonstrate as you read the following.

SAY Usen la mano o el borrador de su lápiz para romper el sello a lo largo del borde de la prueba de lectura. Si tienen alguna pregunta o necesitan ayuda, levanten la mano.

Assist any student who is having difficulty. When all students are ready, continue.

SAY En un momento van a empezar a contestar las preguntas de lectura. Para responder a una pregunta, hay que llenar un círculo en su documento de respuestas. Deben llenar solamente un círculo por cada pregunta. Marquen sus respuestas cuidadosamente y llenen los círculos de manera que queden oscuros y completamente llenos. Si se equivocan o quieren cambiar una respuesta, borren completamente la respuesta que quieran cambiar. Luego llenen el círculo de su nueva respuesta. Pueden escribir en su folleto de prueba si quieren hacer apuntes.

Ahora encuentren en la parte de atrás de su documento de respuestas donde dice “LECTURA”. Debajo de la palabra “LECTURA” hay varias filas de

círculos. ¿Pueden ver todos dónde están? Aquí es donde van a marcar sus respuestas.

Using your answer document, point to the rows of circles where the students mark their answers.

SAY

Ahora ustedes van a tomar la prueba de lectura solos. Yo no podré ayudarles a contestar ninguna de las preguntas. Sólo podré ayudarles con las preguntas que tengan sobre las instrucciones. Asegúrense de llenar solamente un círculo por cada pregunta en su documento de respuestas. Si no saben contestar alguna pregunta, escojan la respuesta que piensen que es la correcta. Recuerden que pueden escribir en su folleto si quieren hacerlo. 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. Cuando lleguen a la última página de la sección de lectura, pueden revisar sus respuestas, pero no se permite que trabajen en otra sección de la prueba o del documento de respuestas. Asegúrense de borrar cualquier marca que hayan hecho sin querer en su documento de respuestas. Cuando terminen de revisar su prueba, permanezcan sentados y levanten la mano. Pasaré a su lugar para recoger el documento de respuestas y el 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 todavía estén tomando la prueba. ¿Tienen alguna pregunta?

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 say, for example, “No te puedo contestar esa pregunta; sólo contesta la pregunta lo mejor que puedas”.

When all students are ready, continue.

*TAKS (Accommodated) students **must** be informed that they will not use all the bubbles in the reading section of the answer document. If your test session includes only TAKS (Accommodated) students, you may communicate this information to the entire group. If your test session includes both TAKS and TAKS (Accommodated) students, go to each TAKS (Accommodated) student separately and communicate the following information:*

SAY

Recuerda que al llegar a la última pregunta de la prueba de lectura tienes que detenerte. Esto significa que no vas a llenar la última columna de círculos en la sección de lectura de tu documento de respuestas.

When all students are ready, continue.

SAY

Si no tienen más preguntas, abran su folleto de prueba en la primera página de la sección de lectura. Lean las instrucciones en la parte de arriba antes de empezar a leer las lecturas y marcar sus respuestas. Ya pueden comenzar.

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 and recording all their answers in the appropriate section of the answer document.

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 are working only on the subject-area test being administered that day and that they 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 on the answer document. 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 or answer document 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 answer document. After the student has finished testing, you must transcribe the contents of the original answer document onto the new one without making any changes and write "Transcribed by (NAME) because (REASON)" at the top of the new answer document. Transcription must be done in No. 2 pencil.

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

*Place each student's answer document inside his or her test booklet when you collect it. If you notice that a student's answers are not marked on the answer document, say to that student, **"No marcaste todas tus respuestas en el documento de respuestas. Por favor, regresa a tu lugar y hazlo ahora"**. The testing materials should then be returned so that the student may record his or her answers. You may look at answer documents only to see whether responses are recorded; you may not examine or comment on individual responses.*

Make sure that the name of each student is written on his or her test booklet before you collect it. Before students leave the testing room, count the test booklets to make sure you have all of them.

Students may read books or be allowed to leave the room after they have finished testing. If they remain in the testing room, they should be reminded not to talk while others are still working.

For each student's answer document, test administrators or other campus personnel must complete the TEST TAKEN INFO field to indicate whether the student tested in English or Spanish using a TAKS or TAKS (Accommodated) form of the grade 4 reading test. If the student used a TAKS form, you must also enter and grid the FORM # in the TEST

TAKEN INFO field. Complete the SCORE CODE field for each student’s reading test. Use only a No. 2 pencil.

If an eligible student received accommodations on the TAKS or TAKS (Accommodated) grade 4 reading test, you must grid this information in the ACCOMMODATIONS field of the answer document.

See Activity 2 in the General Test Administrator Manual for detailed instructions for completing the TEST TAKEN INFO, SCORE CODE, and ACCOMMODATIONS fields of the answer document.

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 circles on students’ answer documents.

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 4 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 3. 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 sets of answer choices may be read as many times as necessary.
- Test questions 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 test administration by filling in the “OA” (Oral Administration) bubble for mathematics in the ACCOMMODATIONS field on the front of the answer document. This field should be marked for students who received 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 4 oral administration is available only for the TAKS and TAKS (Accommodated) mathematics tests—not for the writing or reading tests.

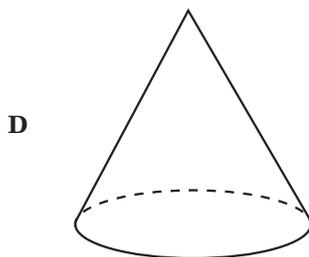
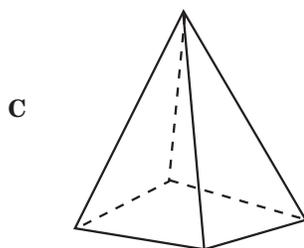
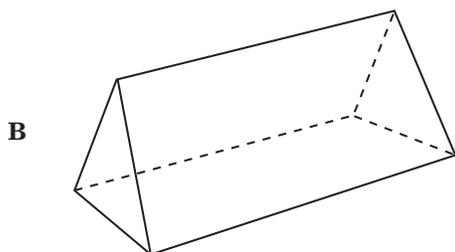
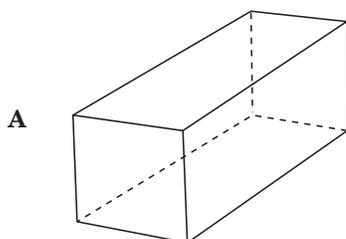
After an oral administration, no discussion or scoring of test items is allowed at any time.

TYPE A

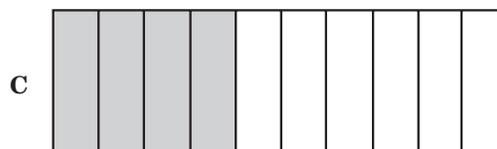
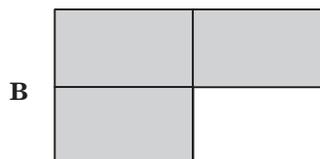
Do not read aloud answer choices that are pictures or geometric figures. Instead, after reading the test question, say to the student, “Look at the pictures (figures, models) and mark your answer.”

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.

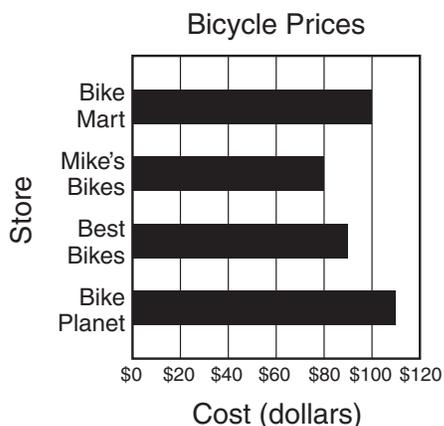
TYPE B

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 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.]



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

- A \$10
- B \$20
- C \$30
- D \$40

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

[Take a few moments to look at the table 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.]

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?

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

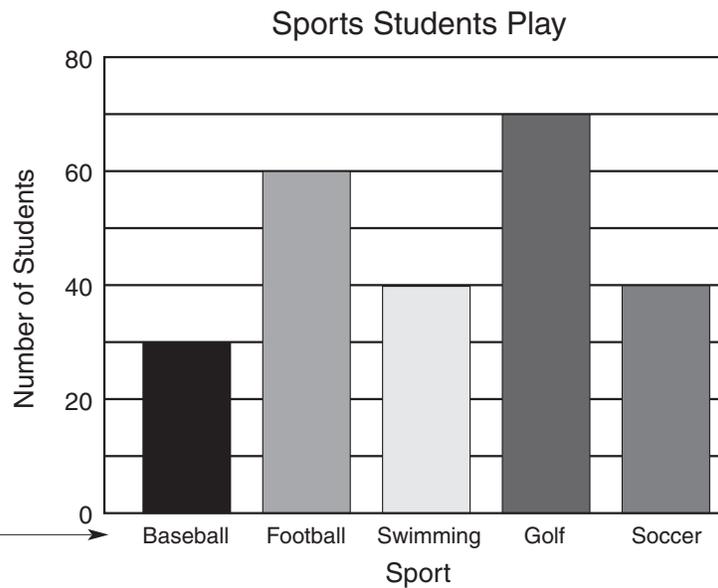
*Sample items reflect content assessed at grades 3–6.

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?

- A** 30
- B** 40
- C** 60
- D** 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.

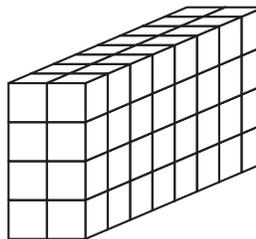
EXAMPLES*

- 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?

- A 12°C
- B 18°C
- C 22°C
- D 42°C

[For example, this may be read as “twelve degrees Celsius.”]

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

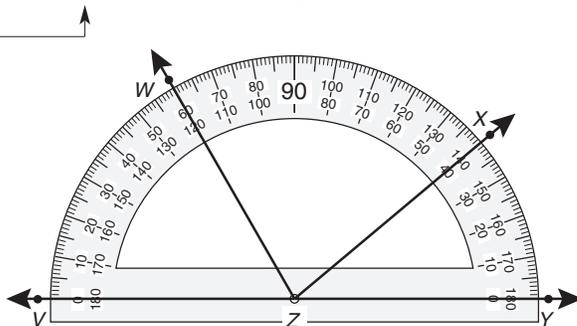


What is the volume of this rectangular prism?

- A 32 in.^3
- B 43 in.^3
- C 56 in.^3
- D 64 in.^3

[For example, this may be read as “thirty-two cubic inches.”]

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



- A 20°
- B 40°
- C 60°
- D 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.

- **A** 810,163
B 801,163
C 800,163
D 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.

- A** Hundreds
B Thousands
C Ten thousands
D 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 4 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 29. 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).
- All security measures outlined in the *General Test Administrator Manual* must be followed.
- Each word, phrase, and/or sentence in the questions and sets of answer choices may be read as many times as necessary.
- Test questions 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 answer document. 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 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 4 oral administration is available only for the TAKS and TAKS (Accommodated) mathematics tests—not for the writing or reading tests.

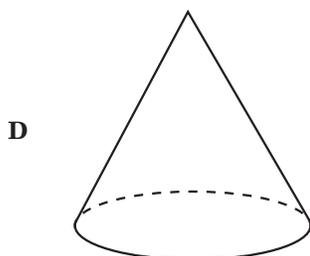
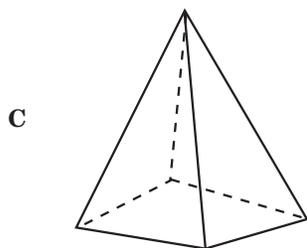
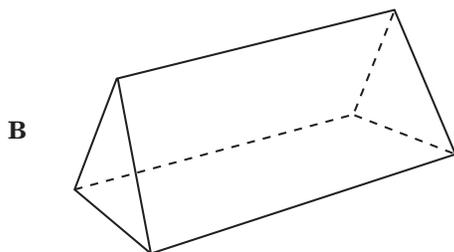
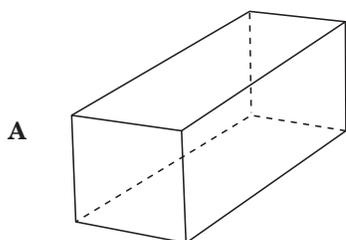
After an oral administration, no discussion or scoring of test items is allowed at any time.

TYPE A

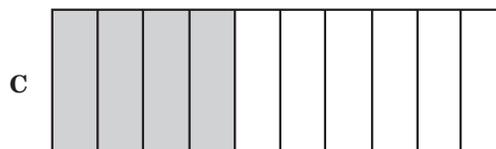
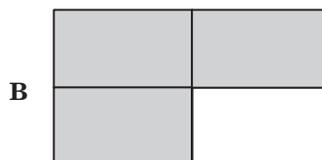
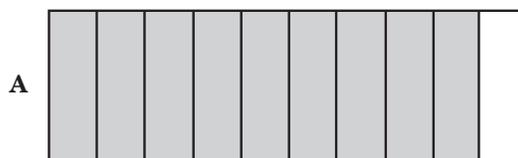
Do not read aloud answer choices that are pictures or geometric figures. Instead, after reading the test question, say to the students, “Observen los dibujos (las figuras, las siguientes opciones, etc.) y marquen su respuesta”.

EXAMPLES*

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



- 2 La distancia de la casa de Rebeca a la 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.

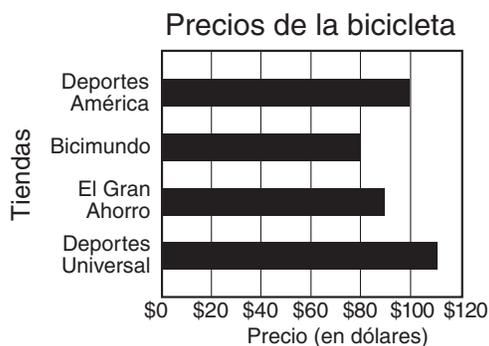
TYPE B

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*

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. Avísenme cuando estén listos para continuar.]



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

- A \$10
- B \$20
- C \$30
- D \$40

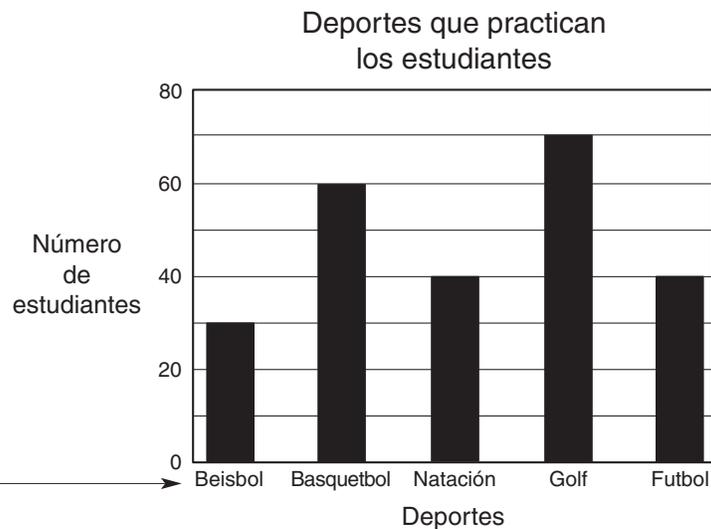
*Sample items reflect content assessed at grades 3–6.

TYPE C

When reading words or numbers from a graph or table, be careful not to aid the students 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 students.

EXAMPLE*

En la siguiente gráfica de barras se muestra cuántos estudiantes de una escuela practicaron cada uno de los deportes que se muestran abajo.



¿En total, cuántos estudiantes practicaron beisbol y futbol?

- A 30
- B 40
- C 60
- D 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 the students hear them in their daily instruction.

EXAMPLE*

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?

- A 12 °C
- B 18 °C
- C 22 °C
- D 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.

- A 810,163
B 801,163
C 800,163
D 800,063

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

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

- A Centenas
B Unidades de millar
C Decenas de millar
D 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

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*.

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Signature of Test Administrator	Date
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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
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Test administrators must sign an oath for each test administration.

TEST ADMINISTRATOR CHECKLIST

Prepare for test administration

	March	April
1) Prepare for and attend test administrator training session; review and sign test administrator security oath.	_____	_____
2) Help campus coordinator prepare answer documents for test administration.	_____	_____
3) Verify precoded answer documents.	_____	_____
4) Hand-grid blank answer documents.	_____	_____
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.	_____	_____
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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.