



END-OF-COURSE EXAMS
Directions for Administration
Paper-Based Testing

2018-19

Revised: 11/14/2018



The State of New Mexico

**New Mexico Statewide
Assessment Program**

End-of-Course (EoC) Exams

Directions for Administration for Paper-Based Testing

2018-19

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Overview of End-of-Course Exams

Terminology

NMEPIC: The New Mexico Exam Platform for Informing Curriculum

NMEPIC Repository: An online location accessed through EPIC where test-related documents and materials can be found.

DTC: District Test Coordinator

STC: School Test Coordinator

TA: Test Administrator

Purpose

End-of-Course Exams (EoCs) are intended to be final exams for specific courses as identified on the exam-course linkage chart on the NMPED EOC homepage:

https://webnew.ped.state.nm.us/wp-content/uploads/2018/10/EOC_Course_Assessment_Linkages_SY_1819.pdf

A complete master list of available 2018-19 EoCs can be found at:

<https://webnew.ped.state.nm.us/wp-content/uploads/2018/09/2018-19-NMPED-Master-EOC-List.pdf>

EoCs measure student proficiency of a subset of state adopted New Mexico State Standards (NMSS). In some content areas, where state adopted standards do not exist, national standards or other accepted standards have been identified. All aligned standards for EoCs can be found on the 2018-19 EoC Blueprints at:

<https://webnew.ped.state.nm.us/bureaus/assessment/end-of-course-exams/eoc-blueprints/>

EoCs are summative exams that cover a wide range of content, skills, and applications. Most of the exams are fully multiple-choice (MC) while others include constructed response questions (i.e., all high school writing essays). Scores are reported to the teacher, school, district, and state levels for various purposes which may include informing instruction, student grades, curriculum review, student graduation requirements, and NMTeach summative reports.

Paper-Based EoC Forms and Scoring Keys

Starting in the 2018-19 school year, districts that need to administer EoC's on paper must submit a CBT waiver to get access to paper-based testing materials. Once the waiver is approved, districts will be provided with passwords to open the requested documents.

All paper-based EoC exams and scoring keys are only available online for download through the

New Mexico Exam Platform for Informing Curriculum (EPIC) Repository. Districts Test

Coordinators (DTCs) must access the EPIC Repository through a secured portal:

<https://www.nmepic.com>. Printing, distributing, scoring, maintaining, destroying, and reporting of scores for paper-based exams is the responsibility of the district or school. Old EoC forms should be securely discarded. The NMPED policy is to always use the current year forms.

Eligibility for EoCs

EoCs are final exams that should be administered at the end of the course. The NMPED requires students to take an EoC upon completion of a course for which the EoC is intended and has been linked according to the Course Linkage Chart. High school students may also take EoCs in reading, writing, math, science, and social studies to meet graduation requirements. New Mexico graduation requirements can be viewed at:

<https://webnew.ped.state.nm.us/bureaus/accountability/graduation>

EOC Retakes

High school students may retake high school EoCs in reading, writing, math, science, and social studies to meet the passing score for graduation. Guidelines for retakes should be in accordance with the ADC manual found at:

<https://webnew.ped.state.nm.us/wp-content/uploads/2018/09/2018-2019-ADC-Manual.pdf>

Other EoCs may **not** be retested unless the student retakes the course.

A student may **not** take the same test more than once on the same day. For the NMTeach summative reports, only the student's first attempt connects with the teacher of the course, and this connection is only made if the EoC is taken during the academic year in which the student completed the course.

Test Windows

EoCs may be administered during the following test windows. Exceptions will be made but districts are asked to complete the EOC Testing Window Waiver Form posted at:

<https://webnew.ped.state.nm.us/wp-content/uploads/2018/01/Request-Form-to-Administer-EoC-Outside-Assessment-Calendar-Dates.pdf> and should be submitted to adam.rios@state.nm.us.

SEASON	ADMINISTRATION WINDOW
Fall	During the last 3 weeks of fall semester
Spring	During last 3 weeks of spring semester
Summer	Last week of summer school course
Retakes	As needed, high school graduation related testing only

Retakes Apply Only to High School Students

A student that does not pass must wait a minimum of 24 hours before taking a retest. STCs should follow district guidelines on retesting if the district requirement exceeds the 24hr period required by NMPED.

Administration Days and Times

Ideally, all students in a school will complete administration of an EoC on the same day. If that is not possible, the EoC should be administered on consecutive days in as short a period of time as possible. Students who miss the initial administration should make up the test as soon as possible upon returning to school.

Seniors whose school year ends earlier than other students may take EoCs in an earlier window. They should take their EoCs as close to the end of their school year as possible to minimize interaction with other students after test completion.

A school's testing schedule must follow these requirements:

- EoCs must be administered according to an organized schedule that may be submitted to the NMPED upon request.
- For security reasons, EoCs should be administered in as short a time span as possible. Ideally, an EoC for a particular course will be administered to all students in a single day or two consecutive days. If all students in the course cannot test in one or two days, administration of the EoC may occur within one week, Monday through Friday.
- All testing must occur during the administration windows previously listed, unless approved by a waiver.
- Make-up days must occur within the testing windows.
- Tests may be administered to typical class sizes. In some cases, this may exceed the typical 25:1 proctor-to-student ratio. As long as TAs carefully monitor the students, this is permissible.
- Ideally, Test Administrators (TAs) will **not** administer EoCs to their own students or within their own content area. This is a best practice, but the NMPED acknowledges that this is not always possible.
- Paper forms should **not** be scored by the teacher of the class for which the EoC has been given. An exception may be the high school writing essay if the teacher is the only staff member who meets the certification criteria for Language Arts.

Item Types

Paper-Based EoCs may contain the following item types:

- 1) Multiple Choice (MC)
- 2) Multiple Select (MS)
- 3) Essay

All EoCs have MC items. The NMPED provides an EoC Answer Document for use in administering exams. Schools that have automatic scoring devices or software may use their own answer documents.

Note: *The Music 4-5 EOC has 11 audio files that must be downloaded from the NMEPIC Repository. These will be necessary for the first 11 questions on the 4-5 Music EoC and can be played to the entire group during the administration.*

High School Writing EoC Essays

Essays are included in the following EoC exams:

- English Language Arts (ELA) III Writing
- English Language Arts (ELA) IV Writing
- Spanish Language Arts (SLA) III Writing

Scoring of paper-based form essays must be conducted according to the directions in this DFA. See the DFA section under “Scoring Essay Items.”

Things to Know Before Testing

Reproducing Test Materials

EoC test forms, scoring keys, rubrics and supplemental materials are in digital format and can be downloaded from the EPIC Repository. The test forms and scoring keys are secured documents and therefore are password protected. Only districts who have submitted a CBT waiver and been approved for paper-based testing will be provided passwords for opening secured documents. Reference documents (e.g., periodic tables, math formula sheets) **must** be copied and provided to students. Not providing these reference documents will result in a testing irregularity. Please refer to the Supplemental Materials List found in Appendix B of this DFA. ***Please ensure that you are using the most updated versions of the EoCs for each administration. The updated versions are found in the Repository and clearly marked with the 2018-19 year.***

Password Protected

All forms and scoring keys are password protected. Once a district is approved for paper-based testing, the DTC will be provided with the passwords necessary to open the secured documents. After downloading, the DTC should immediately print the EoCs and delete all local copies from the computer. Districts/charter schools must locally reproduce test materials, and each booklet should be inventoried with a serial number for tracking during all material transfers.

Districts/charter schools may use a printing service to reproduce EoC test documents. The printing service must be made aware of the high stakes nature of the exams, and all individuals involved in the process must sign a confidentiality agreement. A certified staff member from the district must be in charge of the process and is ultimately responsible for maintaining test security.

Preparing the Testing Environment

Inform students of the importance of the EoCs and of the testing schedule before testing begins. Be sure that students are familiar and comfortable with standardized test procedures and test-taking strategies.

Test Administrators (TAs) should become familiar with all administration procedures prior to testing. Read through the *Directions for Administration* (DFA) manual carefully. Review the testing schedules selected by the district or charter school and gather materials for each session before the start of testing. The TA should have a list of the students who will be testing in his/her classroom, as well as a list of students requiring accommodations and the accommodations each student requires.

Prepare the testing room by ensuring that the space has the following:

- adequate lighting and space between students' desks
- a "Testing—Do Not Disturb" sign on the door
- nothing visible that would give clues to any of the answers on a test, such as rubrics, writing guides, word walls, math charts, fact tables, or other course-related material.

Testing Times

Tests were produced to fit into the following test administration times. This time includes starting and stopping the test and should guide scheduling of assessments. Be aware that tests may take less time than what is recommended. All students are permitted extended time.

Session Level	Recommended Session Time
High School Exams	90 Minutes
Elementary and Middle School Exams	60 Minutes

Student Reference Sheets

The following EoCs have reference sheets, and can be downloaded from the NMPED EoC webpage. The reference sheets are **not** secure and may be retained for instructional use. See Appendix B for detailed list of EoCs and Reference Materials.

Calculators

Students may use calculators on the following EoCs:

Scientific or Graphing Calculator

Algebra I	Financial Literacy
Geometry	Culinary Arts I
Algebra II	Chemistry
Pre-Calculus	Physics
Integrated Math II	Physical Science
Integrated Math III	Integrated Science III

Note: Calculators may **not** have a QWERTY keyboard, an attached electronic pen, a printing attachment, ability to communicate wirelessly with other devices, distracting sound effects, a raised screen, or an attached cord. Graphing and scientific calculators are allowed for the specified exams. **All calculators must be cleared before the exam begins.** All information on the screen or in the memory of calculators must be cleared after the exam.

Scratch Paper

Students may use scratch paper and highlighters on all EoCs. Graph paper is optional on math and science EoCs, if desired. At the completion of testing, all scratch paper must be collected

by the TA and returned to the STC or DTC for proper disposal. The STC or DTC must secure the scratch paper in a locked space until it is destroyed. Shredding is the recommended method for destroying scratch paper.

Each school must form a method for how TAs will distribute and collect scratch paper. It is ultimately the responsibility of the STC and DTC to ensure that scratch paper is properly destroyed.

Note: For a list of which EoCs require reference sheets, calculators, or other supplemental materials, please see the 2018-19 Supplemental Materials List found in Appendix B of this document.

Accessibility Tools

Highlighters

Students taking paper-based exams are permitted to use highlighters starting 2017-18. Students are **not** required to, but schools should make highlighters available to all students for all exams. The online EoC exams on NMEPIC allow for colored text highlighting as a comparability form of this feature. Districts may opt to not use this accessibility tool if paper is being conserved and forms are reused.

Glossing within Paper-Based Forms

On the high school Reading and Writing EoCs, certain words can be found in bold with the definition of the word provided in parenthesis. The online EoC exams on NMEPIC allow for a pop-up glossary as a comparability form of this feature.

Crossing Out on Exams:

Students should be permitted to eliminate answer choices and mark on their paper forms. Districts may opt to not use this accessibility tool if paper is being conserved and forms are reused. The online EoC exams on NMEPIC allow for answer elimination as a comparability form of this feature.

Read Aloud as an Accessibility Tool for All Students

Starting the 2017-18 Operational Year, students not on a legal plan can have an EoC read aloud **except** for on the high school English Reading III and IV and Spanish Reading III and IV exams. Best practice in making this determination might include:

- an acknowledgement and agreement with the teacher, student and parent that this feature would be of benefit to the student.
- the student has had experience with other exams being read aloud to him/her outside of EoCs.
- the district/school has the capacity for providing human readers for those students taking paper exams.

Considerations for Providing the Read Aloud as an Accessibility Tool

Districts should provide this feature in a small group setting to pre-identified students rather than reading aloud for an entire class, as those students who would not normally prefer this feature during regular testing conditions may find it difficult to test in such an environment, thus making it detrimental in unwarranted circumstances.

Accommodations and Modifications

Identified Accommodations and Modifications

Some students have one of the following:

- Individualized Education Program (IEP)
- Section 504 Accommodations Plan
- English Language Learner (ELL) Plan

Accommodations decisions will be made by the student's applicable educational team. The team should ensure that the student has received the agreed-upon, allowable accommodation(s) for instruction and assessment in the content area **prior** to the EoC administration. This will ensure that the student is comfortable with using identified accommodations on the test. The use of each accommodation in daily instruction must have written documentation (in the IEP, 504 or ELL plan). Only students on IEP, 504, or ELL plans are eligible for accommodations. See a complete list of allowed accommodations in the *Student Assessment Accommodations Manual* on the website:

https://webnew.ped.state.nm.us/wp-content/uploads/2018/03/Accommodations-Manual-2017-2018-biogrid-changes_final.pdf

Note: Be sure to maintain records of all students who receive accommodations on EoCs.

Prohibited **modifications** are changes in test administration that interfere with the comparability of scores. Examples of modifications include use of a spelling- or grammar-checking tool on the writing test or use of a calculator on tests in which calculators are not permissible. **Non-allowable modifications are strictly prohibited on the EoCs.** Tests in which non-allowable modifications (e.g., read aloud of Reading EOC) are provided must be invalidated.

Testing Policy Procedures for Test Administration

Preparing the Testing Room

Before testing administration, be sure to remove or cover up any visible classroom materials used in the instruction of the course such as word walls, posters, charts, graphs, mathematical tables, etc. Prepare materials such as scratch paper, pencils, highlighters, calculators, reference sheets, and other classroom materials as needed for specific tests before students enter the testing room.

Note: *Cell phones and other non-permitted electronic devices should be collected or local policies regarding the prohibition of devices during test windows should be followed.*

Test Security

Test materials must be kept secure to ensure that EoCs accurately measure student achievement. If anyone gains an unfair advantage through a security breach, it will result in invalidation of test scores. Security breaches should be reported immediately to the STC or DTC. The guidelines below are provided to safeguard against a security breach.

Teachers may not access EoC forms or scoring keys before, during, or after test administration. The MC and MS portion of all EoCs should be handled and scored by someone other than the teacher of the course.

Test Administrators (TAs) must follow these security guidelines before, during, and after testing:

- Remove or cover any relevant classroom materials used in the instruction of the course such as word walls, posters, charts, graphs, mathematical tables, etc.
- Receive training on test security and administration by the School Test Coordinator (STC) or the District Test Coordinator (DTC).
- Complete the New Mexico Public Education Department (PED) Confidentiality Agreement and return it to the STC. The Confidentiality Agreement form is available on the Assessment and Evaluation page on the PED website.
- Closely monitor students during testing to ensure that proper testing procedures are being followed. In particular, look for signs of cheating and any use of electronic devices by students.
- Ensure that test materials are stored in a central, locked, monitored area when not in use.

- Follow the testing schedule established by your district/school.
- Ensure that the TA or proctor is **not** assigned to a classroom in which a relative is being tested.
- Report to the STC any possible breaches of security immediately.

Examples of security breaches include, but are not limited to, the following:

- improper handling of test materials, such as:
 - keeping or reproducing any test materials or student responses
 - allowing unauthorized access (by students or staff) to test materials before, during, or after testing
 - leaving test materials unsecured when the TA or a proctor is **not** in the classroom
- improper test administration procedures, such as:
 - coaching students during testing
 - altering student responses in any way
- School and district staff members are prohibited from studying or discussing test questions in any manner, either among themselves or with students, before, during, or after testing.
- Teachers may **not** view the EoCs or MC scoring keys before, during, or after testing. Scoring must be conducted by school staff members who do not teach the courses or students being tested. An exception being the writing essays on high school exams.

Testing Irregularities

Testing irregularities must be immediately reported to the School Test Coordinator (STC). The STC should report to the DTC, and the DTC should contact the NMPED as soon as possible with details regarding the irregularity. For each incident, the DTC must submit a Testing Irregularity Form to the NMPED. EoC Testing Irregularity forms should be submitted to: adam.rios@state.nm.us

Extended Time

EoCs are untimed tests, so students may receive extended time. High school tests were written to take the average student about 60–90 minutes, and middle/elementary tests were written to take the average student about 45-60 minutes or less. However, all students who need extra time may have it, even if they do not have the extended time accommodation indicated on an IEP or legal plan.

Testing Disruptions

If an emergency such as a fire drill or emergency evacuation occurs during testing, students should be kept from discussing the test until they return to the testing room and complete the exam. Upon their return, students may continue testing but may not change previously completed answers. The TA or proctor is responsible for monitoring these disruptions.

General Directions for Administering

The TA must be a certified staff member who has received training from the DTC or STC. In the event that schools require additional staff to administer the EoCs, school aides (who have received training) may be used to provide one-on-one accommodations.

Students may not have cell phones or other prohibited electronic devices in their possession during any testing session. If a student is caught with a phone during testing, the phone must be confiscated and provided to the STC. Administrators must conduct an investigation to ensure that the student did not violate test security by using the phone, and must provide a testing irregularity form to the PED.

Test Administrator Directions

The following directions in bold should be read aloud to students. Directions to the TA, interspersed within the script, are in regular print and in brackets. Read the directions for students exactly as written, using a natural tone and manner. The TA may not help students with specific test questions. If the TA makes a mistake in reading directions, stop and say, **No. That is wrong. Listen again.** Then reread the direction.

- Encourage the students to do their best.
- Check periodically to make sure that the students are:
 - recording their answers properly and,
 - working until they reach the end of the test or testing session.

Test Administrator Scripts (See Appendix A for Complete Scripts)

There are 2 specific scripts provided at the end of this document:

Script 1: General script to be used for all EoCs outside of the EOC designated by script 2.

Script 2: Specific to grade 4-5 Music EOC.

TA's Role During and After the Test Session

- Remain attentive in the room during the entire testing session.
- Circulate throughout the room during the testing session. **Reading, grading papers, or doing other work is prohibited.**
- Remember that identifying and pointing out questions a student did not complete either during or after the test is **not** allowed.
- Collect the test booklets, answer documents, scratch paper, and any reference sheets from the students as they finish. Direct the students to sit quietly at their desks or

quietly read a book.

- Once testing is complete, collect all test materials and return to the STC for secure storage.
- Immediately report any testing irregularities to the STC.

After Testing

Test Scoring

Multiple choice/Multiple select questions should be scored electronically, if possible. If not possible, they must be scored by someone other than the teacher of the course. For essay items a subset of student responses must be scored by two scorers. The scorers must be certified educators and may be teachers, administrators, or professionals. The primary scorer must be a certified teacher with the proper content area endorsements, and may be the teacher of the course.

Scoring Essay Items

For scoring of **high school essays**, scorers must follow these guidelines:

- The two scorers collaboratively review the writing scoring rubric before scoring begins.
- Each scorer independently scores student A.
- The two scorers compare scores for student A. If the scores are the same, the scorers move on to student B.
- If the scores are different, the two scorers discuss why they scored the way they did and agree upon a score based on the rubric.** After agreeing upon the score, the scorers move on to student B.
- The two scorers continue this practice for the first **25 students**. If the two scorers are scoring uniformly at that point, the primary scorer may continue scoring independently.
- If the two scorers are not scoring uniformly after 25 students, they should continue this process until they repeatedly score uniformly.
- After completing this process on day 1, two scorers are only required for the first **10 students** on each subsequent day of scoring.

1.20.2.204 NMAC—Records Retention Act

All secure test materials, including used, unused, and damaged test booklets, scoring keys and rubrics and digital versions of test booklets, answer documents, scoring keys and rubrics should be destroyed using stringent security measures within one week after scoring, or maintained in a secure location for future use. Student answer documents should be stored in a secure central location for a period of two years, according to 1.20.2.204 NMAC—Records Retention

Act—regarding retention of examination and testing papers.

Score Reporting

After paper-based tests are scored, the overall test scores must be reported in STARS during the regular reporting periods following testing using the naming conventions located at:

https://webnew.ped.state.nm.us/wp-content/uploads/2018/10/EOC_Course_Assessment_Linkages_SY_1819.pdf

For tests administered using NMEPIC, scores will be sent directly to PED from the system.

NMPED Contacts for Assistance:

Questions about...	Email Address
General EoC Policy Questions	ped.assessment@state.nm.us
EoC Testing Window Waivers & Reporting of Testing Irregularities	adam.rios@state.nm.us
NMEPIC Support and Questions	adam.rios@state.nm.us
Accommodations	ped.assessment@state.nm.us

APPENDIX A:

Script 1:

This script has been written to accompany the **NMPED EOC Answer Document** (Bubble Sheet), which can be downloaded for district use from the EPIC Repository. Districts should modify scripts as needed if using a local storable answer document.

Script to Be Read to All Students at the Start of Testing

- SAY Cell phones and other electronic devices are not allowed in the testing rooms.**
[TA's should request that students turn off their phones and follow your local policy for managing cell phones during testing.]
- SAY Use a #2 pencil to record answers on your answer document. Check to see that you have been given scratch paper and a pencil.**
[The TA should pass out these items if any students have been missed. Students can also use highlighters if desired]
- SAY On your Answer Document, fill in your Name (First and Last Name), Student ID Number, Teacher's Name, and Today's Date (MM/DD/YYYY)**
- SAY You have __ minutes to complete this test.** [Recommended times are 60 minutes for ES and MS, 90 minutes for HS.] **You may have extra time if necessary.**
- SAY Read each question carefully. Select the CORRECT answer or answers from the options provided. Pay attention to the directions on your exam.**
- SAY You may write in your test booklet. If you need to change your answer to a question, be sure to erase completely before marking or writing your new answer. When you finish, review your answers and check to make sure you have completed all the questions. Testing materials may not be taken out of the testing room for any reason.**
- SAY If you finish your test early, you may read a book. No other activities are allowed.**
- SAY No talking is allowed during test administration. You may now begin.**
- [TA should be actively monitoring students during the test]

Script 2:

Special instructions for TA's proctoring the 4-5 Music EOC: Prior to beginning the Music Grades 4–5 Student Performance Assessment (SPA), check that your mp3 audio player functions properly and that the mp3 audio files provided for this assessment play correctly. In the event that you cannot play the audio files, you may perform the correct melody on the piano or recorder.

This script has been written to accompany the ***NMPED EOC Answer Document*** (Bubble Sheet), which can be downloaded for district use from the EPIC Repository. Districts should modify scripts as needed if using a local storable answer document.

Script to Be Read to All Grade 4-5 Music Students at the Start of Testing

- SAY** **Cell phones and other electronic devices are not allowed in the testing rooms.**
[TA's should request that students turn off their phones and follow your local policy for managing cell phones during testing.]
- SAY** **Use a #2 pencil to record answers on your answer document. Check to see that you have been given scratch paper and a pencil.**
[The TA should pass out these items if any students have been missed. Students can also use highlighters if desired]
- SAY** **On your Answer Document, fill in your Name (First and Last Name), Student ID Number, Teacher's Name, and Today's Date (MM/DD/YYYY)**
- SAY** **You have 60 minutes to complete this test. You may have extra time if necessary.**
- SAY** **Read each question carefully. Select the CORRECT answer or answers from the options provided. Pay attention to the directions on your exam.**
- SAY** **There are 20 questions on this exam. For the first 11 questions, I will state the question number and then play an audio recording that you will need to answer that question. After I play each recording, you should immediately answer the question.**
- SAY** **You may write in your test booklet. If you need to change your answer to a question, be sure to erase completely before marking or writing your new answer. When you finish, review your answers and check to make sure you have completed all the questions. Testing materials may not be taken out of the testing room for any reason.**
- SAY** **No talking is allowed during test administration. We will now begin.**

Continued - Script to Be Read to All Grade 4-5 Music Students at the Start of Testing

SAY: For Questions 1 through 11, listen to the instructions provided by your teacher. Stop and listen to your teacher before each question. Each question is worth one point towards your overall score.

SAY: Please open your test booklet to page 1. For questions 1 through 3, I will play short samples of music. Listen to the rhythm played in each sample and compare it to the rhythms shown in answer choices a, b, c, and d. I will play each rhythm three times. Choose the correct rhythm and indicate the correct answer a, b, c, or d in your Answer Document.

1. Play *Music Grades 4–5 SPA mp3 file #1*.

If you choose to perform on the piano or recorder, **SAY: Question number 1. Listen carefully.** Play the rhythm indicated by Question #1 in Appendix A. Repeat twice.

SAY: Would anybody like me to repeat the rhythm for question 1?

If any students indicate “yes,” replay the file. If you are performing the rhythm, play it three additional times. Before each replay, **SAY: Question number 1. Listen carefully.**

2. Play *Music Grades 4–5 SPA mp3 file #2*.

If you choose to perform on the piano or recorder, **SAY: Question number 2. Listen carefully.** Play the rhythm indicated by Question #2 in Appendix A. Repeat twice.

SAY: Would anybody like me to repeat the rhythm for question 2?

If any students indicate “yes,” replay the file. If you are performing the rhythm, play it three additional times. Before each replay, **SAY: Question number 2. Listen carefully.**

3. Play *Music Grades 4–5 SPA mp3 file #3*.

If you choose to perform on the piano or recorder, **SAY: Question number 3. Listen carefully.** Play the rhythm indicated by Question #3 in Appendix A. Repeat twice.

SAY: Would anybody like me to repeat the rhythm for question 3?

If any students indicate “yes,” replay the file. If you are performing the rhythm, play it three additional times. Before each replay, **SAY: Question number 3. Listen carefully.**

SAY: For questions 4 through 6, I will play short melodies. Listen to the melody played for each question and compare it to the melodic patterns shown in answer choices a, b, c, and d. I will play each melody three times. Choose the correct melody and indicate the correct answer a, b, c, or d in your Answer Document.

4. Play *Music Grades 4–5 SPA mp3 file #4*.

If you choose to perform on the piano or recorder, **SAY: Question number 1. Listen Carefully.** Play the melody indicated by Question #4 in Appendix A. Repeat twice.

SAY: Would anybody like me to repeat the melody for question 4?

If any students indicate “yes,” replay the file. If you are performing the melody, play it three additional times. Before each replay, **SAY: Question number 4. Listen carefully.**

Continued - Script to Be Read to All Grade 4-5 Music Students at the Start of Testing

5. Play *Music Grades 4–5 SPA mp3 file #5*.

If you choose to perform on the piano or recorder, **SAY: Question number 5. Listen Carefully.** Play the melody indicated by Question #5 in Appendix A. Repeat twice.

SAY: Would anybody like me to repeat the melody for question 5?

If any students indicate “yes,” replay the file. If you are performing the melody, play it three additional times. Before each replay, **SAY: Question number 5. Listen carefully.**

6. Play *Music Grades 4–5 SPA mp3 file #6*.

If you choose to perform on the piano or recorder, **SAY: Question number 6. Listen Carefully.** Play the melody indicated by Question #6. Repeat twice.

SAY: Would anybody like me to repeat the melody for question 6?

If any students indicate “yes,” replay the file. If you are performing the melody, play it three additional times. Before each replay, **SAY: Question number 6. Listen carefully.**

SAY: For question 7, 8, 9, 10, and 11, listen to the music clip that I play and I will read the question out loud. Select the best answer from A, B, C, and D. [Repeat for 7-11]

SAY: Question number 7. Listen Carefully. [Play the audio clip indicated by Question #7.]

SAY: Which direction is the melody going?

SAY: Question number 8. Listen Carefully. [Play the audio clip indicated by Question #8.]

8. Which music family does the instrument you hear belong to?

SAY: Question number 9. Listen Carefully. [Play the audio clip indicated by Question #9.]

9. In which music family does the instrument you hear belong to?

SAY: Question number 10. Listen Carefully. [Play the audio clip indicated by Question #10.]

10. In which music family does the instrument you hear belong to?

SAY: Question number 11. Listen Carefully. [Play the audio clip indicated by Question #11.]

11. What is the correct order of notes heard in the music clip?

SAY: For questions 12 through 20, read each question carefully. Look at answer choices A, B, C, and D and select the correct answer.

Allow students to complete questions 12–20 independently.

SAY: If you finish your test early, you may read a book. No other activities are allowed.

APPENDIX B:

2018-19 Supplemental Materials List	
Algebra I	PARCC H.S. Math Reference Sheet, scientific or graphing calculator, graph paper is optional
Algebra II	PARCC H.S. Math Reference Sheet, scientific or graphing calculator, graph paper is optional
Geometry	PARCC H.S./PED Reference Sheet, scientific or graphing calculator, graph paper is optional
Pre-Calculus	PARCC H.S./PED Reference Sheet, scientific or graphing calculator, graph paper is optional
Integrated Math II	PARCC H.S. Math Reference Sheet, scientific or graphing calculator, graph paper is optional
Integrated Math III	PARCC H.S. Math Reference Sheet, scientific or graphing calculator, graph paper is optional
Financial Literacy	Scientific or graphing calculator, graph paper is optional
Chemistry	Periodic Table & Reference Sheet, scientific or graphing calculator, graph paper is optional
Physical Science	Periodic Table & Reference Sheet, scientific or graphing calculator, graph paper is optional
Integrated Science III	Periodic Table & Reference Sheet, scientific or graphing calculator, graph paper is optional
Physics	Reference Sheet, scientific or graphing calculator, graph paper is optional
Culinary Arts	Scientific or graphing calculator, graph paper is optional
Music 4-5	Headphones for EPIC test takers; Paper-based testing-TA/Instructor will need to have access to 11 mp3 files from DTC and be able to play aloud for students. Music files are located in the NMEPIC Repository. Specific Music 4-5 TA Script located in Appendix A of this DFA.