

ELA State Test



PS 166M PARENT INFORMATION

**ELEMENTARY AND MIDDLE SCHOOL STUDENTS IN NEW YORK
STATE TAKE YEARLY STATE TESTS IN CORE ACADEMIC SUBJECTS
TO ASSESS THEIR MASTERY
OF THE COMMON CORE LEARNING STANDARDS.**

STATE TEST DATES:

Tuesday, April 2nd

Wednesday, April 3rd



ALL GRADES WILL BE TESTED OVER 2 DAYS:

One booklet each day

❖ DAY 1:

- Multiple choice

❖ DAY 2:

- Short response
- Extended response

ELA TEST DESIGN

THIRD, FOURTH. & FIFTH GRADE

Grades	Day 1	Day 2
3 - 4	4 Passages - 24 multiple choice	3 Passages - 6 short response - 1 extended response
5	5 Passages - 35 multiple choice	3 Passages - 6 short response - 1 extended response



Timing:

The New
York State
ELA Test is
UNTIMED
for all
students.

What does this mean for our students?

- ✧ They can read passages two times
- ✧ Read passages more closely
- ✧ Read questions more closely
- ✧ Time to look back if necessary
- ✧ Time to plan your writing, reread, and revise
- ✧ Time to check your work

The ELA Exam Matches Our Instruction



The ELA Assesses

1. Reading Comprehension

- Children read passages in a variety of genres and answer multiple choice, short and extended response questions
- Children need to read complex texts closely

2. Writing to communicate information and ideas

- Each grade has a portion of the ELA where they need to construct an answer to a question based on passages read

Our Curriculum Teaches

1. Reading Comprehension

- Children read texts in a variety of genres
- Children are taught how to navigate complex texts during read aloud and small group work
- Children ask and answer questions about their texts in partnerships, clubs and independently
- Children learn to talk across texts, thinking about themes, author's craft, mood, etc.

2. Writing to communicate information and ideas

- Children write to prepare for conversations
- Evidence is needed to back up ideas
- Writing units designed to teach children how to write an essay: present argument, backed by evidence

The ELA Exam Matches Our Instruction



The ELA Assesses

3. Stamina

- Children need to sustain reading and writing for an extended period of time
- Children need to produce a volume of writing quickly

4. The ability to persevere through difficulty

Our Curriculum Teaches

3. Stamina

- Children read and write for extended time
- We teach children how to monitor their stamina

4. The ability to persevere through difficulty

- We teach at an instructional level, creating high expectations and challenges for students
- We teach problem solving strategies; multiple attempts at problem solving is reinforced and encouraged
- Risk taking is encouraged

Multiple Choice Strategies



READ THE DIRECTIONS – MAKE SURE YOU KNOW THE # OF QUESTIONS YOU’LL BE ANSWERING

1. Read the question, ask: what does the question **mean**, and what is the question **asking me to do**?

TIP: Is this question asking me to think of a part of the text or the whole text?

You may want to **code important key words** in the question!!

2. Come up with your own answer *before* reading the choices. Then look for a choice that means the same as your answer. If you find the answer you predicted, make sure there isn’t a BETTER answer.

TIP: Cross out the choices that are 100% incorrect!!

3. Read ALL the choices before you answer the question. Say to yourself why each choice **isn’t** the answer and why one **is** the answer. When you get down to two answers, think to yourself: what is the better answer. Don’t over analyze. What is the answer that *most people would choose*.

TIP: Do not eliminate until you read all the choices because:

You always want to make sure you pick the **best** answer and not just a *good* answer.

4. Make sure the answer you choose answers the question!

TIP: reread the question with the correct answer choice right after to make sure that **the question and answer match**.

5. What do you do if NONE of the choices fit what you thought the answer would be? You might have misread the question. Reread it SLOWLY, making sure you read EVERY word. Say what the question is asking in your own words.

TIP: If you have no idea TAKE A SMART GUESS **do not leave it blank**.

Strategies for Short Answer Questions



1. Read the test question.
2. Ask, “What does the question mean? What do I have to do to answer it?”
3. Identify how many parts in the question: RESPONSES Usually have **four** parts:
 - Restatement of the question
 - The answer to the question (your opinion or thesis statement)
 - Detail 1: (from the text)
 - Detail 2: Another Different Detail (from the text)
4. Think back to the passage and ask:
 - What text details will help me answer the question?
 - Go back to the passage and underline the evidence.
 - Text evidence are actual lines from the text! COPY lines from the text that proves our answer!
 - One part that shows this is...
 - Another part that shows this is...
5. Then... reread the question and your response ask yourself:
 - Does it make sense?
 - Did I use the required # of text details?
 - Did I use periods, capital letters and my best spelling?

Common Mistakes



1. You answered the question, BUT you didn't have enough details. Sometimes the 2nd detail is the same as the 1st detail, just stated in a different way.

TIP: Choose details from DIFFERENT PARTS of the text.

2. You gave several answers to the question and not enough details.

TIP: Reread your whole response and make sure you **LIFTED actual lines** from the text for your details.

3. You thought you answered the question, but you really *only have details* from the text.

TIP: Think of **BOXES and BULLETS!**

Restate Question and Provide your Answer

Detail 1

Detail 2

4. You answered the question, AND you have 2 details, BUT...the details **DO NOT** match what you are trying to prove in the answer.

TIP: After you choose a detail **ask yourself:**

“Does this detail prove _____? Repeat your answer.

Short Response Rubric



2-Point Rubric—Short Response

Score	Response Features
2 Points	<p>The features of a 2-point response are</p> <ul style="list-style-type: none">• valid inferences and/or claims from the text where required by the prompt• evidence of analysis of the text where required by the prompt• relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt• complete sentences where errors do not impact readability
1 Point	<p>The features of a 1-point response are</p> <ul style="list-style-type: none">• a mostly literal recounting of events or details from the text as required by the prompt• some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• incomplete sentences or bullets
0 Points*	<p>The features of a 0-point response are</p> <ul style="list-style-type: none">• a response that does not address any of the requirements of the prompt or is totally inaccurate• a response that is not written in English• a response that is unintelligible or indecipherable

Student Response 1

GUIDE PAPER 7

37

What feeling does the author create in paragraphs 1 and 2? Use two details from the article to support your response.

They feel like they need
to take care of the frogs
and roads there why they
put up ²² frog crossing ²⁹ signs.

Short Response Score

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*They feel like they need to take care of the frogs and toads*).

Student Response 2

GUIDE PAPER 4

37

What feeling does the author create in paragraphs 1 and 2? Use two details from the article to support your response.

The feeling that the author has is that the weather is bad because he said that banks of gray, ominous clouds were headed there way. He also said that it slowly started to drizzle a little bit.

Short Response Score

Score Point 1 (out of 2 points)

This response is a mostly literal recounting of details from the text (*the weather is bad because he said that banks of gray, ominous clouds were headed there way and it slowly started to drizzle a little bit*). While the response provides some information from the text, no valid inference from the text is present.

Student Response 3

GUIDE PAPER 1

37

What feeling does the author create in paragraphs 1 and 2? Use two details from the article to support your response.

The feeling that the author have is that they feel like something bad is going to happen. For example, in paragraph 1 it says At the end of the afternoon banks of gray ominous clouds hovered over. Another example, it says, Darkness fell heavily. This show that it is scary that day I think there are going to be something bad happening.

Short Response Score

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain the feeling the author creates in paragraphs 1 and 2 (*The feeling that the author have is that they feel like something bad is going to happen*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*At the end of the afternoon banks of gray ominous clouds hoverd over and Darkness sat heavily*). This response includes complete sentences where errors do not impact readability.

Extended Response



1. Questions usually have more than one part
 2. The parts of the question are usually bulleted to help students know what to include in their answers.
 3. Students use the same strategies they used to answer a short response question
But they need to add more details to each part
 4. Sample structure for an extended response:
 - . Start the response with an introduction sentence or thesis statement.
Sometimes the question has an introduction sentence as the first sentence which can be copied, sometimes we need to create an introduction sentence.
 - **Answer each bullet: ADDT**
 - Answer
 - Detail 1
 - Detail 2
 - This shows, this explains, this means...
 - Wrap up the story by including closure
In conclusion, repeat the thesis statement then add analysis .For example a lesson learned or a big trait (something that was not answered in the question)
- Then... reread the question and your response ask yourself:
- Does it make sense?
 - Did I use the required # of text details?
 - Did I use periods, capital letters and my best spelling?
5. There is a planning sheet for the extended response and students may use it to plan but remember to transfer and write answer on the lined paper provided in this booklet.

Scoring the Extended Response



The score is based on a 4 point scale

- There are 4 criteria that determines how many points a student receives:
 - Content and Analysis—the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topics or texts
 - Command of Evidence—the extent to which the essay presents evidence from the provided texts to support analysis and reflection
 - Coherence, Organization, and Style—the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language
 - Control of Conventions—the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- The scoring is holistic – a scorer reads the response and after considering all the criteria, determines how many points a student receives

New York State Grade 3 Writing Evaluation Rubric

CRITERIA	CCLS	SCORE				
		4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0+ Essays at this level:
CONTENT AND ANALYSIS: the extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text	W.2 R.1-9	— clearly introduce a topic in a manner that follows logically from the task and purpose — demonstrate comprehension and analysis of the text	— clearly introduce a topic in a manner that follows from the task and purpose — demonstrate grade-appropriate comprehension of the text	— introduce a topic in a manner that follows generally from the task and purpose — demonstrate a confused comprehension of the text	— introduce a topic in a manner that does not logically follow from the task and purpose — demonstrate little understanding of the text	— demonstrate a lack of comprehension of the text or task
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided text to support analysis and reflection	W.2 R.1-8	— develop the topic with relevant, well-chosen facts, definitions, and details throughout the essay	— develop the topic with relevant facts, definitions, and details throughout the essay	— partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant	— demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	— provide no evidence or provide evidence that is completely irrelevant
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6	— clearly and consistently group related information together — skillfully connect ideas within categories of information using linking words and phrases — provide a concluding statement that follows clearly from the topic and information presented	— generally group related information together — connect ideas within categories of information using linking words and phrases — provide a concluding statement that follows from the topic and information presented	— exhibit some attempt to group related information together — inconsistently connect ideas using some linking words and phrases — provide a concluding statement that follows generally from the topic and information presented	— exhibit little attempt at organization — lack the use of linking words and phrases — provide a concluding statement that is illogical or unrelated to the topic and information presented	— exhibit no evidence of organization — do not provide a concluding statement
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	— demonstrate grade-appropriate command of conventions, with few errors	— demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	— demonstrate emerging command of conventions, with some errors that may hinder comprehension	— demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	— are minimal, making assessment of conventions unreliable

- If the student writes only a personal response and makes no reference to the text, the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, or incoherent should be given a 0.
- A response totally copied from the text with no original student writing should be scored a 0.

* Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).

New York State Grades 4–5 Writing Evaluation Rubric

CRITERIA	CCLS	SCORE				
		4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0* Essays at this level:
CONTENT AND ANALYSIS: the extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text(s)	W.2 R.1–9	—clearly introduce a topic in a manner that follows logically from the task and purpose —demonstrate insightful comprehension and analysis of the text(s)	—clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate comprehension and analysis of the text(s)	—introduce a topic in a manner that follows generally from the task and purpose —demonstrate a literal comprehension of the text(s)	—introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text(s)	—demonstrate a lack of comprehension of the text(s) or task
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided text(s) to support analysis and reflection	W.2 R.1–8	—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain the use of varied, relevant evidence	—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain the use of relevant evidence, with some lack of variety	—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant —use relevant evidence with inconsistency	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	—provide no evidence or provide evidence that is completely irrelevant
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6	—exhibit clear, purposeful organization —skillfully link ideas using grade-appropriate words and phrases —use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary —provide a concluding statement that follows clearly from the topic and information presented	—exhibit clear organization —link ideas using grade-appropriate words and phrases —use grade-appropriate precise language and domain-specific vocabulary —provide a concluding statement that follows from the topic and information presented	—exhibit some attempt at organization —inconsistently link ideas using words and phrases —inconsistently use appropriate language and domain-specific vocabulary —provide a concluding statement that follows generally from the topic and information presented	—exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack the use of linking words and phrases —use language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement that is illogical or unrelated to the topic and information presented	—exhibit no evidence of organization —exhibit no use of linking words and phrases —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, or incoherent should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

* Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).

Supporting Your Child at Home



- **READ! READ! READ! (STAMINA)**
- **READ NON-FICTION BOOKS ALOUD OR WITH YOUR CHILD**
- **MODEL READING NON-FICTION INCLUDING NEWSPAPER ARTICLES, AND MAGAZINES**
 - **DISCUSS NON-FICTION TEXTS AND THEIR IDEAS**
- **KNOW WHAT IS GRADE-LEVEL APPROPRIATE AND KNOW YOUR CHILD'S READING LEVEL**
- **READ CHALLENGING BOOKS WITH YOUR CHILD AND TALK ABOUT TEXTS**
- **ENCOURAGE WRITING AT HOME (LETTERS, FOR A VARIETY OF PURPOSES)**
 - **READ OFTEN AND CONSTANTLY WITH YOUNG CHILDREN**
 - **READ MULTIPLE BOOKS ON THE SAME TOPIC TO UNDERSTAND THE MEANINGS OF NEW CONTENT-SPECIFIC WORDS**

Preparing for Successful Test



- **KEEP A GOOD ATTITUDE!**
- **MAKE SURE YOUR CHILD GETS PLENTY OF REST**
 - **PROVIDE A HIGH-QUALITY BREAKFAST**
- **BE POSITIVE, BE SURE TO POINT OUT ALL THE THINGS THEY DO WELL**
- **BE PATIENT AND PREPARE TO LISTEN TO YOUR CHILD'S CONCERNS**
- **IF THEY FIND THEMSELVES ANXIOUS, REMIND THEM TO TAKE SEVERAL SLOW, DEEP BREATHS TO RELAX**
- **REMIND THEM THEY ARE WELL PREPARED AND GOING TO DO AMAZINGLY WELL**

For More Information...



Check out the Engage NY Website for helpful information:

www.engageny.org/resource/released-2017-3-8-ela-and-mathematics-state-test-questions