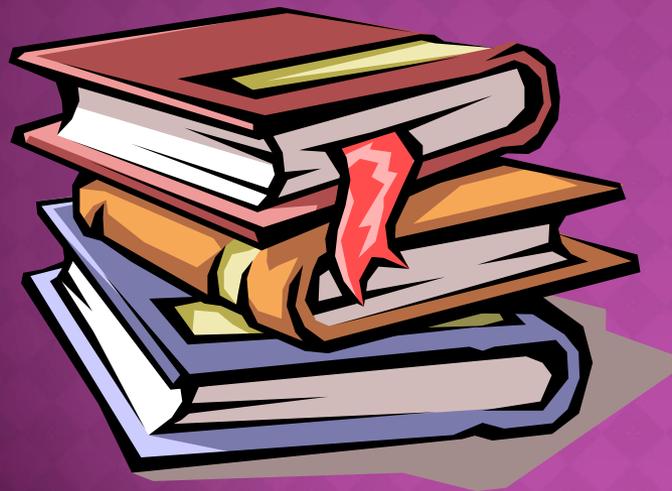


NEW YORK STATE TEST INFORMATION ENGLISH LANGUAGE ARTS



Presenter: R. Mercora

AGENDA:

- ◉ ***Testing Sessions and Times***
- ◉ ***Skills Assessed***
- ◉ ***Test Design***
- ◉ ***Question Format***
- ◉ ***Sample Questions***
- ◉ ***Scoring of Extended Response Questions***
- ◉ ***Ways to Help Your Child At Home***

TESTING SESSIONS

- The 2018 Grades 3-8 English Language Arts Tests consist of two sessions that are administered over two days.
- Students will be provided as much time as necessary to complete each test session.
- On average, students in Grades 3-4 will likely need approximately 60-70 minutes of working time to complete each of the two test sessions.
- Students in Grades 5-8 will likely need approximately 80-90 minutes of working time to complete each of the two test sessions.

ASSESSING THE CCLS FOR ENGLISH LANGUAGE ARTS

- The 2018 Grades 3-8 English Language Arts Tests will focus entirely on the Learning Standards for English Language Arts & Literacy for each grade.

READING, WRITING, AND LANGUAGE

- ◉ The 2018 Grades 3-8 English Language Arts Tests will assess Reading, Writing, and Language Standards using multiple-choice, short-response, and extended-response questions.
- ◉ All questions will be based on close reading of informational and literary texts, including paired texts.
- ◉ All texts will be drawn from authentic, grade-level works that are worthwhile to read.
- ◉ The length of the texts on the 2018 Grades 3-8 English Language Arts Tests will typically be:
 - ◉ Length of Texts Grade 3 500-600 words
 - ◉ Grade 4 600-700 words
 - ◉ Grade 5 700-800 words
 - ◉ Grade 6 750-850 words
 - ◉ Grade 7 800-900 words
 - ◉ Grade 8 900-1000 words
- ◉ Please see pages 8-10 for further information about authentic texts and text selection.
- ◉ Reading and Language Standards will be assessed using multiple-choice questions. Short-response (2-point) questions will primarily assess reading, but will also require writing and command of language.
- ◉ Extended response (4-point) questions will primarily assess Writing from Sources, whereby student responses will be rated on the degree to which they can communicate a clear and coherent analysis of

- ◉ Reading and Language Standards will be assessed using multiple-choice questions.
- ◉ Short response (2-point) questions will primarily assess reading, but will also require writing and command of language.
- ◉ Extended-response (4-point) questions will assess Writing from Sources, whereby student responses will be rated on the degree to which they can communicate a clear and coherent analysis of text.

TEST DESIGN

Grades 3 -4	Session 1 - Reading	Session 2 - Writing	Total
Passages	4	3	7
Multiple Choice	24	0	24
Short Response	0	6	6
Extended Response Questions	0	1	1

TEST DESIGN - GRADES 5-6

	Session 1 - Reading	Session 2 - Writing	Total	
Passages	5	3	8	
Multiple Choice	35	0	35	
Short Responses	0	6	6	
Extended Responses	0	1	1	

TEST DESIGN - GRADES 7-8

	Session 1 - Reading	Session 2 - Writing	Total
Passages	5	3	8
Multiple Choice Questions	35	0	35
Short Response Questions	0	7	7
Extended Response Questions	0	1	1

QUESTION FORMATS

MULTIPLE CHOICE QUESTIONS

- ◉ Multiple-choice questions are designed to assess Common Core Reading and Language Standards.
- ◉ They will ask students to analyze different aspects of a given text, including central idea, style elements, character and plot development, and vocabulary.
- ◉ Almost all questions, including vocabulary questions, will only be answered correctly if the student comprehends and makes use of the whole passage.

MULTIPLE CHOICE - (CON'T)

- For multiple-choice questions, students will select the correct response from four answer choices.
- Multiple-choice questions will assess Reading Standards in a range of ways.
- Some will ask students to analyze aspects of text or vocabulary.
- Many questions will require students to combine skills. For example, questions may ask students to identify a segment of text that best supports the central idea.
- To answer correctly, a student must first comprehend the central idea and then show understanding of how that idea is supported.
- Questions will require more than rote recall or identification. Students will also be required to negotiate plausible, text-based answers.

SHORT-RESPONSE QUESTIONS

- ◉ Short-response questions are designed to assess Common Core Reading and Language Standards.
- ◉ These are single questions in which students use textual evidence to support their own answers to an inferential question.
- ◉ These questions ask the student to make an inference (a claim, position, or conclusion) based on his or her analysis of the passage, and then provide two pieces of text-based evidence to support his or her answer.

SAMPLE TWO-CREDIT QUESTION:

- ◉ *What is the main purpose of Test Information Sessions? Provide two text-based details to support your answer.*
- ◉ *Sample Response: Test Information Sessions are designed to inform parents about the New York State Test. Parents will learn how reading writing and language are assessed on the ELA state test. They will also learn about the test design, including what the students will be required to do throughout each testing session.*
- ◉ The purpose of the short-response questions is to assess a student's ability to comprehend and analyze text. In responding to these questions, students will be expected to write in complete sentences.
- ◉ Responses should require no more than three complete sentences.

EXTENDED-RESPONSE QUESTIONS

- ◉ Extended-response questions are designed to assess ***Writing from Sources***. They will focus primarily on Common Core Writing Standards.
- ◉ Extended-response questions will require comprehension and analysis of an individual text.
- ◉ Many extended-response questions will ask students to express a position and support it with text-based details.
- ◉ Extended-response questions allow students to demonstrate their ability to write a coherent essay using textual evidence to support their ideas.
- ◉ Student responses will be evaluated based on Common Core Writing Standards and a student's command of evidence to defend his or her point.

SAMPLE EXTENDED RESPONSE QUESTION

- ◉ Thomas's mood changes from the beginning of the story to the end. How does Thomas feel at the beginning of the story? How does he feel at the end? Why does his mood change? Use details from the story to support your response.

In your response, be sure to

- explain how Thomas feels at the beginning of the story
- explain how Thomas feels at the end of the story
- explain why his mood changes
- use details from the story to support your response

EXTENDED-RESPONSE (4-POINT) HOLISTIC RUBRIC

- ◉ Within the Common Core, writing does not take place in a vacuum.
- ◉ To be college and career ready, one must be able to write for a purpose using information from textual sources.
- ◉ Extended response questions on the 2018 Common Core English Language Arts Tests will ask students to analyze texts and address meaningful questions using strategic, textual details.

SCORES FOR THE EXTENDED RESPONSE WILL BE BASED ON THE FOLLOWING CRITERIA:

- ◉ **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.

WAYS TO HELP YOUR CHILD AT HOME

- ◉ *Prior to reading the passage, predict what it will be about by using the PITS strategy. Look at the picture, instructions and title to preview the passage. Then read the sentences.*
- ◉ *As our students read, label the paragraphs with a reminder of what that paragraph is about. If they are asked a question about a particular section, the labels will help them quickly locate the evidence in the passage.*
- ◉ *Look for key words in the question. Scan the story for the key words to help them find the text based evidence.*
- ◉ *Understand what the question is asking - main idea, cause and effect, sequencing, etc...*
- ◉ *Use process of elimination.*
- ◉ *-Chunk information*
- ◉ *-Underline important parts.*

WAYS TO HELP AT HOME

- ◉ **Writing:**
- ◉ **Read each question. Students are to make sure they understand what the question is asking them for.**
- ◉ **Organize their information. Underline places in the passage where the evidence can be found.**
- ◉ **Determine how they will get their point across. Students can use graphic organizers on their planning page if that will help them.**
- ◉ **Answer the question. Be sure to answer ALL parts of the question. Students are encouraged to use the RAD method**
- ◉ **Review their answer. Make sure it makes sense and clearly answers the question being asked. Also proofread for errors in spelling, capitalization and punctuation.**



Questions ?

Thank you for coming!