

New York State Testing Program-3rd,4th,5th Grades
English Language Arts
April 17,18, 19, 2012
&
Mathematics Tests
April 25, 26, 27, 2012

Monica Berry , Principal
Suzan Federici, Assistant Principal & Testing Coordinator
Barbara Kissane, Assistant Principal
Jacqueline Morison, Instructional Coach & DL Coordinator
Laura Resnick, 3rd Gr. Teacher
Michelle Owens, 4th Gr. Teacher
Melissa Martinez-Orengo, DL 5th Gr. Teacher
Adam Smith, Tech Advisor
Margaret Lerner, Parent Coordinator

3rd Grade ELA Test Design

April 17, 18, 19, 2012

Section	Task	Format	Time
Day 1-Subject			
Reading Two Parts with one (no talking) break- 5 minutes	7- reading passages (literary and informational)	36- Multiple choice questions – Students will select the correct response from four answer choices	70 minutes plus 10 minutes for preparations
Day 2-Subject			
Listening (literary) Reading/Writing	1-passage read twice by teacher Student take careful notes during the second reading	5- multiple choice questions 3- short response questions 1- extended-response (listening question) Writing Mechanics- grammar, punctuation, spelling	60 minutes plus 10 minutes for preparations
	2- reading passages (literary & Informational)	12-multiple-choice reading questions	
Day 3-Subject			
Reading/Writing	2 passages (literary- not paired) ----- Total: 12 passages 53 multiple-choice questions	4 short-response questions 1 extended response question --writing mechanics ----- Total: 7 short-response questions 2 extended-response questions	45 minutes plus 10 minutes for preparations ----- Total: 175 minutes

4th Grade ELA Test Design

April 17, 18, 19, 2012

Section	Task	Format	Time
Day 1-Subject			
Reading Two Parts with one (no talking) break - 5 minutes	7- reading passages (literary and informational)	37- Multiple choice questions – Students will select the correct response from four answer choices	70 minutes plus 10 minutes for preparations
Day 2-Subject			
Listening (literary) Reading/Writing	1-passage read twice by teacher Student take careful notes during the second reading	5- multiple choice questions 3- short response questions 1- extended-response (listening question) Writing Mechanics- grammar, punctuation, spelling	60 minutes plus 10 minutes for preparations
	2- reading passages (literary & Informational)	15-multiple-choice reading questions	
Day 3-Subject			
Reading/Writing	2 paired passages 1 single passage (informational) ----- Total: 13 passages 57 multiple-choice questions	4 short-response questions 1 extended response question Writing Mechanics ----- Total: 7 short-response questions 2 extended-response questions	45 minutes plus 10 minutes for preparations ----- Total: 175 minutes

5th Grade ELA Test Design

April 17, 18, 19, 2012

Section	Task	Format	Time
Day 1-Subject			
Reading Two Parts with one (no talking) 5 minutes break	7- reading passages (literary and informational)	39- Multiple choice questions – Students will select the correct response from four answer choices	70 minutes plus 10 minutes for preparations
Day 2-Subject			
Listening/Reading/Writing	1-passage read twice by teacher Student take careful notes during the second reading 2-reading passages (literary & Informational)	5- multiple choice questions 3- short response questions 1- extended-response (listening question) Writing Mechanics- grammar, punctuation, spelling 13-multiple-choice reading questions	60 minutes plus 10 minutes for preparations
Day 3-Subject			
Reading/Writing	2 Paired passages 1 Single passage (literary & informational) ----- Total: 13 passages 57 multiple-choice questions	4 short-response questions 1 extended-response Writing Mechanics ----- Total: 7 short-response questions 2 extended-response questions	45 minutes plus 10 minutes for preparations ----- Total: 175 minutes

3rd Grade Mathematics Test Design

April 25, 26, 27, 2012

Section	Task	Format	Time
Day 1-Subject	Students will select the correct response from four answer choices	29 Multiple choice questions	60 minutes plus 10 minutes for preparations
Day 2-Subject	Students will select the correct response from four answer choices	29 Multiple choice questions	60 minutes plus 10 minutes for preparations
Day 3- Subject	Students write an answer to an open-ended questions. They may be required to show their work and in some cases, they may be required to explain, in words, how they arrived at their answers.	4- short-response questions 3- extended- response questions	50 minutes plus 10 minutes for preparations

4th Grade Mathematics Test Design

April 25, 26, 27, 2012

Section	Task	Format	Time
Day 1-Subject	Students will select the correct response from four answer choices	31 Multiple choice questions	60 minutes plus 10 minutes for preparations
Day 2-Subject	Students will select the correct response from four answer choices	31 Multiple choice questions	60 minutes plus 10 minutes for preparations
Day 3- Subject	Students write an answer to an open-ended questions. They may be required to show their work and in some cases, they may be required to explain, in words, how they arrived at their answers.	5- short-response questions 4- extended-response questions	60 minutes plus 10 minutes for preparations

5th Grade Mathematics Test Design

April 25, 26, 27, 2012

Section	Task	Format	Time
Day 1-Subject	Students will select the correct response from four answer choices	30 Multiple choice questions	60 minutes plus 10 minutes for preparations
Day 2-Subject	Students will select the correct response from four answer choices	30 Multiple choice questions	60 minutes plus 10 minutes for preparations
Day 3- Subject	Students write an answer to an open-ended questions. They may be required to show their work and in some cases, they may be required to explain, in words, how they arrived at their answers.	4- short-response questions 4- extended response questions	60 minutes plus 10 minutes for preparations

English Language Arts

Three types of question-answer relationships on the ELA

- **“Right There” questions** require you to go back to the passage and find the correct information to answer the question. These are literal questions, because the correct answer can be found somewhere in the passage. “Right There” questions sometimes include the words, “According to the passage...” “How many...” “Who is...” “Where is...” “What is...” “When did...”
- **“Think and Search Questions”** usually require you to think about how ideas or information in the passage relate to each other. You will need to look back at the passage, find the information that the question refers to, then think about how the information or ideas fit together. “Think and Search” questions sometimes include the words, “This story is mainly about” (Test-speak for “The main idea of the passage is...”) “What caused...” “Compare/contrast...”
- **“Author and You Questions”** require you to use ideas and information that is not stated directly in the passage to answer the question. These sometimes include the words, “The author implies...” “The passage suggests...” “The speaker’s attitude...”

Approximate Percentage of Questions Assessing Each Standard

The following chart shows the approximate percentage of questions assessing each of the three English Language Arts Learning Standards measured by the tests for each grade.

Standard	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Reading, Writing, Listening, and Speaking for Information and Understanding	33%	36%	43%	36%	39%	39%
Reading, Writing, Listening, and Speaking for Literary Response and Expression	47%	44.5%	36%	44.5%	39%	39%
Reading, Writing, Listening, and Speaking for Critical Analysis and Evaluation	20%	19.5%	21%	19.5%	22%	22%

Scoring for ELA

- **Scores for all of the constructed responses are based on evidence of the following qualities:**
 - Meaning—the extent to which the response exhibits sound understanding, interpretation, and analysis of the task and text
 - Development—the extent to which ideas are supported through the use of specific, accurate, and relevant evidence from the text
- **Scores for the extended responses are also based on evidence of the following qualities:**
 - Organization—the extent to which the response exhibits direction, shape, and coherence
 - Language Use—the extent to which the response exhibits clear and effective use of vocabulary and sentence structure
 - Writing Mechanics- the extent to which the response exhibits correct spelling, grammar, capitalization, and punctuation (writing mechanics has been added to the rubric for scoring extended responses)
- **The short-response and extended-response questions in the test are scored individually with rubrics.** The short-response rubric allows for the scoring of meaning and development. The rubric for the extended-response question is scored for organization, language use, and writing mechanics, in addition to meaning and development.

Revised English Language Arts Extended-Response Rubric (Grade 3)

3 points

- Fulfills the requirements of the task
- May use sentence variety and some challenging vocabulary
- Makes effective use of relevant and accurate details from the text
- Demonstrates a thorough understanding of the text
- Establishes and maintains a clear focus
- Is fluent and easy to read and may display a sense of engagement or voice
- Uses spelling, grammar, capitalization, and punctuation in a manner that assists considerably
- in communicating the student's ideas

2 points

- Fulfills some requirements of the task
- Uses only simple sentences, some sentence fragments, and grade-level vocabulary
- Provides some relevant details from the text, which may include minor inaccuracies
- Demonstrates a predominantly literal understanding of the text
- Is generally focused
- Is readable and may display some sense of engagement or voice
- Uses spelling, grammar, capitalization, and punctuation in a manner that adequately aids in
- communicating the student's ideas

1 point

- Fulfills few requirements of the task
- Uses sentence fragments or word phrases with below-grade-level vocabulary
- Provides a general knowledge of the text or no specific details
- Demonstrates some misunderstandings or gaps in understanding the text
- Lacks focus
- Is difficult to read and has little or no sense of engagement or voice
- Uses spelling, grammar, capitalization, and punctuation in a manner that impedes
- understanding of student's ideas

0 points

- The response is irrelevant, incoherent, incorrect, or illegible.

Directions

Read this story. Then answer questions 2 and 3.

Sun Catcher

Retold by Pleasant DeSpain

Sun Catcher is a legend of the Algonquins, a Native American people. It tells how a great hunter, Tcakabesh, (chu-ka-pech) put out a huge net. The next morning, the sun did not come up. Now read to discover what happened...

Father and son followed the dark trail back to where the sky touches the earth. An enormous and brilliantly bright creature struggled mightily in the net. But it wasn't a large animal held prisoner. It was the sun!

"Release me, Hunter!" cried the sun. "I must rise and light the sky."

"Forgive me, Sun," said Tcakabesh. "The trap wasn't meant for you. I'll cut you loose."

The hunter tried to get close enough to cut the ropes, but the sun's heat was too intense, and he was forced to back away.

The boy attempted to free the sun. He ran toward the burning orb with his knife held high. He too failed.

Tcakabesh called to the forest animals. "I've trapped the sun by mistake. Help me free him so that we may have warmth and light once again."

The animals came forth and tried to free the sun. The deer got close, then had to run back.

The bear touched the net with his paw and was burned in the attempt. The squirrel jumped toward the sun, and immediately jumped back. The heat was overwhelming.

Finally, a brave mouse ran up to the net and quickly nibbled through the ropes with her sharp teeth. The searing heat burned the hair off her back, but she didn't quit until the sun was free.

Rapidly rising into the sky, the sun spread light and warmth throughout the land. All the animals and humans breathed a sigh of relief.

3

Think about what happens in the story, "Sun Catcher." How does the reader know this story could **not** happen in real life? What do the characters do that would **not** be possible? Use details from the story to support your answer.

In your answer, be sure to include

- how the reader knows this story could **not** happen in real life
- what the characters do that would **not** be possible
- details from the story to support your answer



Check your writing for correct spelling, grammar, capitalization, and punctuation.

Go

Go On

Mathematics

Learning Standard 3: Mathematics

Students will:

- Understand the concepts of and become proficient with the skills of mathematics. *Conceptual Understanding* consists of those relationships constructed internally and connected to already existing ideas.
- Communicate and reason mathematically. *Procedural Fluency* is the skill in carrying out procedures flexibly, accurately, efficiently, and appropriately.
- Become problem solvers by using appropriate tools and strategies. *Problem Solving* is the ability to formulate, represent, and solve mathematical problems.

- ***The Five Content Strands:***

- Number sense and operations
- Algebra
- Geometry
- Measurement
- Statistics and probability

- ***The Five Process Strands:***

- Problem Solving
- Reasoning and Proof
- Communication
- Connections
- Representation

Approximate Percentage of Questions Assessing Each Content Strand

The following chart shows the approximate percentage of questions assessing each of the five content strands for each grade.

Content Strand	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Number Sense and Operations	48%	45%	39%	37%	30%	11%
Algebra	13%	14%	11%	19%	12%	44%
Geometry	13%	12%	25%	17%	14%	35%
Measurement	13%	17%	14%	11%	14%	10%
Probability and Statistics	13%	12%	11%	16%	30%	0%

Scoring for Mathematics

- **Scores on the Mathematics Tests are based on how well the students can accomplish the following tasks:**
 - Know and apply facts and definitions.
 - Select and apply appropriate procedures.
 - Use reasoning in new settings.
 - Read and interpret graphs and tables.
 - Recognize, interpret, and apply the signs, symbols, and terms used to represent concepts.
 - Explain and justify the methods used to solve problems.
- The questions on the Grades 3-5 Mathematics Tests assess both the content and process stands of New York State Mathematics Standard 3. As a result of the alignment to both process and content strands, the tests assess students' conceptual understanding, procedural fluency, and problem-solving abilities, rather than assessing their knowledge of isolated skills and facts.

Math

Multiple Choice Questions

What is another way to write two thousand seven hundred nine?

- A. 2,790
- B. 2,709
- C. 2,907
- D. 2,079

Which measurement is most likely the width of a sheet of notebook paper?

- F. kilometers
- G. yards
- H. inches
- I. meters

Math

Short and extended-response

Kevin read 8 books last month. Each book had 32 pages. What is the total number of pages Kevin read?

Show your work.

_____ *pages*

Math

Short and extended-response

Nora is making a pattern with squares. The drawing below shows the first 4 rows of her pattern.

Row 1	one square
Row 2	two squares
Row 3	three squares
Row 4	four squares

If Nora continues the pattern, how many squares will be in **Row 6** ?

Answer _____ **squares**

On the lines below, explain how you found your answer.

Math

Short and extended-response

The daily schedule for Ms. Merced's students is show below.

SCHEDULE

Activity	Time
Reading	8:35 A.M.–9:55 A.M.
Recess	9:55 A.M.–10:10 A.M.
Social Studies	10:10 A.M.–10:40 A.M.
Language Arts	10:40 A.M.–11:45 A.M.
Lunch	11:45 A.M.–12:25 P.M.
Math	12:25 P.M.–1:15 P.M.
Science	1:15 P.M.–2:00 P.M.
Art	2:00 P.M.–2:25 P.M.

Which activity is scheduled for the least amount of time?

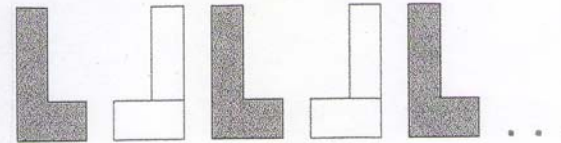
Answer _____

A student in Ms. Merced's class believes the amount of time scheduled for Language Arts is greater than the amount of time schedule for Science. On the lines below, explain whether the student is correct.

Name _____

Date _____

Roberto used pairs of blocks to create the repeating pattern below.



Part A

In the space below, draw the next shape that will continue this repeating pattern.

Part B

On the lines below, explain the rule for the pattern.

Helping Your Child Prepare

How can I help my child?

Research has shown that there are some good ways to help children learn:

- 1) Limit their television viewing (and use of computer and video games).
- 2) Encourage children to talk with friends and family members about what they are reading.
- 3) Require your children to complete homework assignments, and challenge them to respond in detail to writing assignments.
- 4) Have frequent discussions with your children about their studies. Research shows that home discussions about studies are associated with high levels of student achievement.

Other Helpful Hints

- ❑ Kids can't "cram" for the 3rd, 4th, and 5th grade test. They actually prepare for this test throughout pre-K-2. The best way for parents to help is to introduce fun activities and habits at home that will strengthen your child's abilities in reading, writing and listening.
- ❑ When watching a television commercial, ask your child to separate fact from fiction.
- ❑ Have your child explain information from a cartoon or a newspaper or magazine article.
- ❑ Encourage your child to keep a journal or a writer's notebook.
- ❑ Leave messages around the house and have your child write back.
- ❑ Play word games during car trips or at home. Scrabble
- ❑ Read aloud with your child, alternating paragraphs. This helps motivate your child to complete assignments and helps you monitor progress in reading.
- ❑ Help your child get started on a writing assignment by asking relevant questions. This helps a child internalize the questions writers ask themselves when composing a piece.
- ❑ Your child's teacher is a good source of help and advice.
- ❑ Read to and with your child. ASK:
 - What is the story/article about?
 - How would you describe the main character?
 - How did this character change your ideas?
 - Is this story similar to or different from your own experience?
 - What caused this event to happen?
 - What's going to happen next?

WEBSITE:

<http://www.p12.nysed.gov>

SAMPLE TESTS:

<http://www.nysedregents.org/elementary.html>

Appendix

Type of Passage –Definition-Strategy

- **Folktale**-Folktale come from certain cultures. People told them to each other. Sometimes they explain natural occurrences that people did not understand. They are **fiction**.
- **Fable**- Fable often have a lesson or a “moral” at the end. They are sometimes about animals who behave like people! They are **fiction**.
- **Realistic Fiction**-Realistic fiction is a story that you can imagine happening today. Realistic fiction often contains dialogue (people talking to each other). They are **fiction**.
- Go back to the story check **sequence and details**. Look for words in **another language**.
- Go back to the story to check sequence and details. Be able to state the **moral**.
- Check **sequence**. Pay attention to **dialogue**.

Type of Passage-Definition-Strategy

- **Biography**- The **true story** of a real person. Usually the subject of a biography is **someone important**
- **Letter**-People write letters to communicate with someone else. Letters often start with “**Dear _____**”. **Letter can include a date, an address and a signature.**
- **Poem**- A poem uses **rhythmic** language to describe something. Poems can be beautiful, or funny. Poems use interesting words and expressions. **Parts of a poem may repeat.**
- Go back to the story to **check facts and details.**
- Why did the author write the letter? (**Author’s purpose**)
- Look for any highlighted words. Are any **figures of speech** used?

Type of Passage-Definition-Strategy

- **Non-fiction article-** Articles contain true facts about one subject. They are **non-fiction**.
- **Journal entry-**When someone writes in journal, they write in short paragraphs about themselves. Journal entries usually start with dates.
- **Recipe-**People follow recipes when they are cooking. Recipes tell you the ingredients you need and the steps you need to take when you are cooking.
- **Poster or Sign-**Posters or signs tell you important information about a special event. Posters tell you where and when the event is happening.
- **Advertisement-**An advertisement tries to convince you to buy a product. Ads can include prices.
- **Go back** to the story more often to **check facts and details**.
- **Use dates** to figure out **sequence** of events.
- Think about the **steps** of the recipe. Which comes **first, second and third? (sequence) Notice number clues**.
- **Use dates to figure out sequence**.
- **Read the description carefully**.

EDITING List

(Editing expectations from an upper grade class
at the beginning of the school year)

Capitalization

At the beginning of sentences

People's names

Important places (for example, cities)

Titles (of books, movies, TV shows)

Days of the week, months

I

Punctuation

Periods, question marks, or explanation
marks at the end of each sentence

Apostrophes in contractions (such as,
don't, can't)

Neatness

Handwriting should be clear.

Corrections should be clear.

Spelling

Reread and look for misspellings.

Circle all misspelled words.

Correct all the ones you can.

Use the dictionary.

Sound it out.

Ask your editing partner.

Keep your personal spelling LIST Book.

Read your paper over again!

Make sure your writing is just the way
you want it.

Does it follow the rubric?