



# What are the New York State Tests?

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## State Test Information: Students

- Students in third through fifth grade will take the NYS ELA and Mathematics Assessments
- Certain English Language Learners are exempt from the NYS ELA. If you have questions about an exemption please contact your child's classroom or ELL teacher
- Fourth grade students will take the NYS Science Assessment. A future workshop will be held to provide additional information



## State Test Information: Dates

- ELA
  - Wednesday, March 25th & Thursday, March 26th
- Math
  - Wednesday, April 22nd & Thursday, April 23rd
- Spring Recess: April 9th-April 17th (please avoid extending your family vacation beyond these dates).



## NYS ELA Tests

- Tests are untimed
- Students will be provided with as much time as necessary to complete each test session within regular school hours
- Students may work for as long as they need, as long as they are working productively
- On average, students in grades 3-4 will likely need approximately 60-70 minutes of working time to complete Session 1 and 70-80 minutes of working time to complete Session 2
- Students in grades 5-8 will likely need approximately 80-90 minutes of working time to complete Session 1 and 70-80 minutes of working time to complete Session 2
- If students are still working, but most of their class has completed the test, they may be relocated to another room to finish




## Types of Questions - ELA

Designed to assess Reading and Language Standards

- 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.
- Require more than rote recall or identification.
- Students will also be required to negotiate plausible, text-based distractors.


**Multiple  
Choice  
Questions**

**(1 point)**

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- Students use textual evidence to support their own answers to an inferential question.
  - Ask the student to make an inference (a claim, position, or conclusion) based on their analysis of the passage, state it in their own words, and then provide two pieces of text-based evidence to support their answer.
  - Assesses a student's ability to comprehend and analyze text.
  - Students will be expected to write in complete sentences.
  - Responses should typically require no more than three or four complete sentences.
  - It is important to note that students who answer the question only using details from the text will **NOT** receive full credit.
  - A full-credit response is characterized by both a valid inference and sufficient textual support.

## Short- response Questions

(2 points)

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- *Assesses Writing from Sources.* They will focus primarily on Writing Standards.
  - Grade 3 - requires comprehension and analysis of an individual text.
  - Grades 4-8 - requires students to read and analyze paired texts. Paired texts are related by theme, genre, tone, time period, or other characteristics.
  - Many extended- response questions will ask students to express a position and support it with text-based details.
  - Allow students to demonstrate their ability to write a coherent essay using textual evidence to support their ideas.
  - Responses will be evaluated based on Writing Standards and a student's command of evidence to defend their point.

## Extended Response

(4 points)

EDUCATION



## 2020 Grades 3–5 English Language Arts Tests

Length of Texts	
Grade 3	500–600 words
Grade 4	600–700 words
Grade 5	700–800 words



- Types of Informational Texts:

EXPOSITORY	ARGUMENTATIVE	INSTRUCTIONAL	NARRATIVE
Textbooks (science)	Opinion/Editorial Pieces	Training Manuals	(Auto)Biographies
Textbooks (humanities)	Speeches (including those from seated politicians)	Contracts	Histories
Reports	Advertisements	User Guides/Manuals	Correspondence
Tourism Guides	Political Propaganda	Legal Documents	Curriculum Vitae
Product Specifications	Journal Articles	Recipes	Memoirs
Product/Service Descriptions	Government Documents	Product/Service Descriptions	News Articles
Magazine Articles	Legal Documents		Essays
Company Profiles	Tourism Guides		Interviews
Legal Documents	Correspondence		Agendas
Agendas	Essays		
Correspondence	Reviews		
Essays	Memoirs		
Interviews			
Government Documents			
News Articles			

**For more information about informational texts, please refer to [Appendix B](#) of the Learning Standards for English Language Arts**

(<https://www.engageny.org/resource/appendix-b-common-core-standards-for-elaliteracy-text-exemplars-and-sample-performance>).



## 3rd & 4th Grade Format

### 2020 Grades 3–4 English Language Arts Test Design

	Session 1	Session 2	Total
	Reading	Writing	
Passages	4	3	7
Multiple-Choice Questions	24	0	24
Short-Response Questions	0	6	6
Extended-Response Questions	0	1	1
	Total Number of Literary Passages		3–4
	Total Number of Informational Passages		3–4



# 5th Grade Format

## 2020 Grades 5–6 English Language Arts Test Design

	Session 1	Session 2	Total
	Reading	Writing	
<b>Passages</b>	5	3	8
<b>Multiple-Choice Questions</b>	35	0	35
<b>Short-Response Questions</b>	0	6	6
<b>Extended-Response Questions</b>	0	1	1
	<b>Total Number of Literary Passages</b>		<b>3–5</b>
	<b>Total Number of Informational Passages</b>		<b>3–5</b>



## Advice for Students - ELA

### TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

- Be sure to read all the directions carefully.
- Most questions will make sense only when you **read the whole passage**. You may read the passage more than once to answer a question. When a question includes a quotation from a passage, be sure to keep in mind what you learned from reading the whole passage. You may need to review **both** the quotation and the passage in order to answer the question correctly.
- Read each question carefully and think about the answer before choosing your answer or writing your response.
- For written-response questions, be sure to
  - clearly organize your writing and express what you have learned;
  - accurately and completely answer the questions being asked;
  - support your responses with examples or details from the text; and
  - write in complete sentences using correct spelling, grammar, capitalization, and punctuation.
- For the last question in this test book, you may plan your writing on the Planning Page provided but do NOT write your final answer on this Planning Page. Writing on this Planning Page will NOT count toward your final score. Write your final answer on the lined response pages provided.



## Sample Multiple Choice Question

- 6 Riley retied her skate laces and crouched next to Craig. “Get on my back,” she said, and Craig did. Riley started skating, but Craig didn’t feel like he was flying. It just felt like a wobbly piggy-back ride.
- 7 “You’re too heavy,” Riley said. “I can’t go fast when I’m carrying you.” She skated slowly back to the bench. Craig got off her back.
- 8 “Even if you could go fast, I wouldn’t be flying,” he said sadly. “I need skates to fly.”
- 9 Riley didn’t say anything on the walk home, but a few days later she asked Craig if he wanted to go skating.
- 10 “To watch?” he asked.
- 11 “No, to skate,” she said cheerfully. “Mom and I found a pair of my old skates. They might fit you.”

In paragraph 9, what is the most likely reason Riley stays quiet as she and Craig walk home?

1. A She is thinking about how well she played hockey.
2. B She is upset with Craig because he hurt her back.
3. C She is thinking about how to get skates for Craig.
4. D She is tired from skating in the hockey game.

## Sample Short Answer Question

6 But he refused to give up. When others thought he was too young to climb Mount Everest, the world's highest mountain, he just became more determined. He recalls thinking at the time, "All you naysayers, I'll show you." He sure did. When he was 13, he became the youngest person to scale Mount Everest.

30

In paragraph 6 of the article, what does Jordan mean when he says "All you naysayers, I'll show you"? Use **two** details from the article to support your response.

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## Sample Extended Response Question

42

The narrator's point of view often affects the way stories are told. In the "Excerpt from *Bloomability*" and the "Excerpt from *Cicada Summer*" how does each author use narrative point of view to tell their stories? How are these points of view similar and how are they different? Use details from **both** stories to support your response.

In your response, be sure to

- explain how point of view affects the way the story is told in the "Excerpt from *Bloomability*"
  - explain how point of view affects the way the story is told in the "Excerpt from *Cicada Summer*"
  - describe how these points of view are similar and how they are different
  - use details from **both** stories to support your response
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# NYS Math Tests

- Tests are untimed
- Students will be provided with as much time as necessary to complete each test session within regular school hours
- Students may work for as long as they need, as long as they are working productively
- Students in grade 3 will likely need approximately 55-65 minutes of working time to complete Session 1 and 60-70 minutes of working time to complete Session 2
- Students in grade 4 will likely need approximately 65-75 minutes of working time to complete Session 1 and 65-75 minutes of working time to complete Session 2
- Students in grade 5 will likely need approximately 80-90 minutes of working time to complete Session 1 and 70-80 minutes of working time to complete Session 2
- If students are still working, but most of their class has completed the test, they may be relocated to another room to finish





## Types of Questions - Math

Some test questions target more than one standard or assess an entire cluster. As such, many individual test questions assess September-to-April standards in conjunction with May-June standards from past grades.

### Multiple-Choice (1-point)

Students select the correct response from four answer choices. Many multiple-choice questions require students to complete multiple steps. Likewise, some of these questions are linked to more than one standard, drawing on the simultaneous application of multiple skills and concepts. Within answer choices, distractors will all be based on plausible missteps.



## Types of Questions - Math cont.

If students are directed to show work or provide an explanation, a correct answer with no work shown or no explanation provided receives no credit.

### Short-response (2-points)

Short-response questions require students to complete a task and show their work. Like multiple-choice questions, short-response questions will often require multiple steps, the application of multiple mathematics skills, and real-world applications.

### Extended-response (3-points)

Extended-response questions ask students to show their work in completing two or more tasks or a more extensive problem. Extended-response questions allow students to show their understanding of mathematical procedures, conceptual understanding, and application. Extended-response questions may also assess student reasoning and the ability to critique the arguments of others.



## Mathematics Test Format

### 2020 Grade 3 Test Design

Session	Number of Multiple-Choice Questions	Number of Short-Response Questions	Number of Extended-Response Questions	Total Number of Questions
1	25	0	0	25
2	8	6	1	15
<b>Total</b>	33	6	1	40

### 2020 Grades 4 and 5 Test Design

Session	Number of Multiple-Choice Questions	Number of Short-Response Questions	Number of Extended-Response Questions	Total Number of Questions
1	30	0	0	30
2	8	6	1	15
<b>Total</b>	38	6	1	45



# Advice for Students - Mathematics

## TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

- Read each question carefully and think about the answer before writing your response.
- You have been provided with mathematics tools (a ruler and a protractor) and a reference sheet to use during the test. It is up to you to decide when each tool and the reference sheet will be helpful. You should use mathematics tools and the reference sheet whenever you think they will help you to answer the question.
- Be sure to show your work when asked.



# Mathematical Tools

No Calculators. Students are provided with the following materials for the test:

3rd Grade - Ruler

4th Grade - Ruler & Protractor

5th Grade - Ruler, Protractor & Reference Sheet

## Grade 5 Mathematics Reference Sheet

### **CONVERSIONS**

1 mile = 5,280 feet

1 mile = 1,760 yards

1 pound = 16 ounces

1 ton = 2,000 pounds

1 cup = 8 fluid ounces

1 pint = 2 cups

1 quart = 2 pints

1 gallon = 4 quarts

1 liter = 1,000 cubic centimeters

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### **FORMULAS**

Right Rectangular Prism

$V = Bh$  or  $V = lwh$

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## Sample Math Question

- Multiple choice

7

A librarian receives two boxes of books for the library. The first box has 136 books. The second box has 58 fewer books than the first box. What is the total number of books the librarian receives?

- A 58
- B 78
- C 194
- D 214



## Sample Math Question

- Short Answer

44

Ms. Peterson wants to replace all the floor tiles in her kitchen. The kitchen floor is 12 feet long and 7 feet wide. If Ms. Peterson already has 45 one-foot square tiles, how many more one-foot square tiles does she need to completely cover the kitchen floor?

*Show your work.*



# Sample Math Question

## Extended Response

45

Diane has pizza dough for making pizzas. She separates the dough into the three portions listed below.

- Portion A is 8.25 ounces.
- Portion B is twice as much as portion A.
- Portion C is twice as much as portion B.

What is the weight, in ounces, of portion B and the weight, in ounces, of portion C?

***Show your work.***





EDUCATION

## Ways to Help Your Child at Home

- Provide a quiet space for homework. Make sure supplies are available - paper, scissors, glue, crayons, pens, pencils, etc.
- Set up routines and reinforce good habits - homework time, reading time, etc.
- Oversee technology - limit social media, gaming, and Youtube.
- Encourage your child to read to you - have books and magazines around the house.
- Visit your local library - borrow books and magazines in different genres.
- Be a good listener - ask your child about the activities they are doing at school.
- Reinforce the skills and concepts your child is learning at school, e.g. math skills through cooking and shopping, writing notes, etc.
- Give your child as many different experiences as possible - take trips to museums, the zoo, shows, etc.



## Test Taking Tips

- Do not put undue pressure on your child
- Make sure they get a good night's sleep
- Make sure they eat breakfast the day of the test
- Do not send your child to take the test if they are not feeling well (there are makeup days)
- Your child should bring three sharpened #2 pencils with erasers, but no “lucky pencils” or “special erasers” as they can be a distraction
- Let them know that once the test is over, it is a normal day and the test is just a small part of that day

EDUCATION

## Links

- <https://www.engageny.org/resource/released-2019-3-8-ela-and-mathematics-state-test-questions>
- <http://www.p12.nysed.gov/assessment/ei/2019/2019-faq-for-parents-3-8-tests.pdf>
- <http://mc-14193-39844713.us-east-1.elb.amazonaws.com/parent-and-family-resources>
- <https://www.engageny.org/videos-for-parents>
- <http://ps174.org>

EDUCATION



*PS 174 Philosophy on Testing:*

*It's just another day to show what you know!*