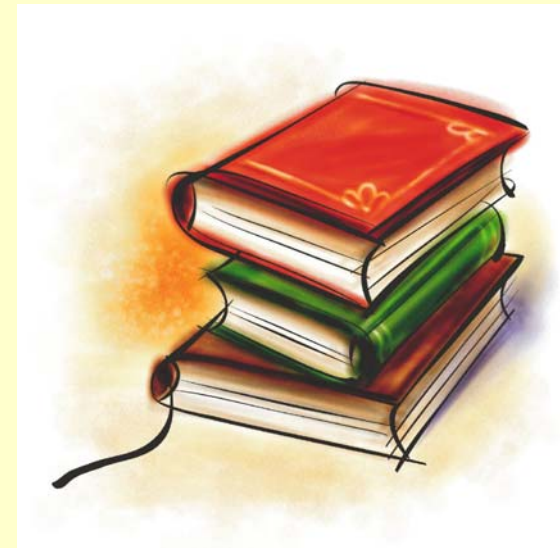


English Language Arts Update: New ELA Testing in Grades 3-8

Chryseis Corson
Director of ELA and Reading
December 20, 2005



Testing Dates

- Grade 4: January 9-11, 2006
- Grades 3 & 5: January 12-13, 2006
- Grade 6: January 17-19, 2006
- Grade 7: January 17-18, 2006
- Grade 8: January 19-20, 2006



NYS ELA Learning Standards

Students will read, write, listen, and speak for:

1. Information and Understanding
2. Literary Response and Expression
3. Critical Analysis and Evaluation
4. Social Interaction



Approximate % of Test Questions Addressing Each Standard

Standard	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
1	33%	36%	43%	36%	39%	39%
2	47%	44.5%	36%	44.5%	39%	39%
3	20%	19.5%	21%	19.5%	22%	22%



What's Changed or New

- Elimination of Independent Writing Prompt in Grades 4, 6, and 8
- No extended response essays in Grades 3, 5, and 7
- Editing paragraph in Grades 3, 5, and 7
- Students will have to alternate between multiple choice and constructed response answers on Grades 3, 5, and 7
- Consistency Assurance Set (CAS)

Grade 3 ELA Test Design


(Same model for grades 5 & 7)

Session 1 (Reading)

- 3 to 4 passages (literary and informational)
- 20 multiple-choice questions
- 1 short-response question
- 40 minutes

Session 2 (Listening/Writing)

- 1 listening selection (literary)
- 4 multiple-choice questions
- 2 short-response questions
- 1 editing paragraph
- 35 minutes



Grade 4 ELA Test Design

(Same model for grades 6 & 8)

Session 1 (Reading)

- 4 to 5 passages (literary and informational)
- 28 multiple-choice questions
- 45 minutes

Session 2 (Listening/Writing)

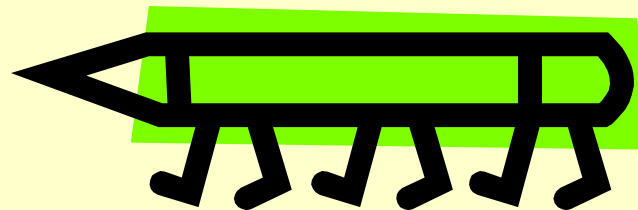
- 1 listening selection (literary)
- 2 short-response questions
- 1 extended response question
- 45 minutes

Session 3 (Reading/Writing)

- 2 paired passages (literary and informational)
- 3 short-response questions
- 1 extended response question
- 60 minutes

Multiple Choice Questions

- Test reading comprehension and reasoning skills
- Count significantly in overall score
- Require students to read for meaning and refer back to the passage





The Secret

We have a secret, just we three,
The robin, and I, and the sweet cherry tree;
The bird told the tree, and the tree told me,
And nobody knows it but just us three

But of course the robin knows it best,
Because she built the—I shan't tell the rest;
And laid the four little—something in it—
I'm afraid I shall tell it every minute.

But if the tree and the robin don't peep,
I'll try my best the secret to keep;
Though I know when the little birds fly about
Then the whole secret will be out.

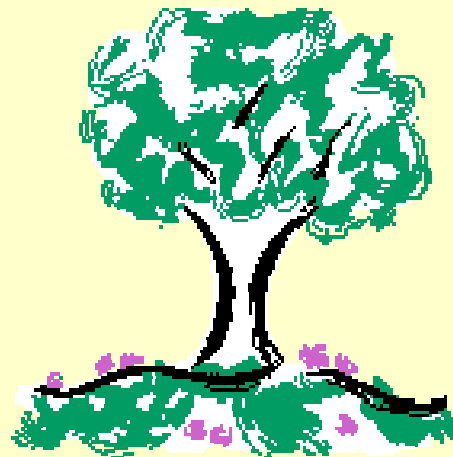
How is this poem organized?

- A) It is divided into stanzas.
- B) Each section has four sentences.
- C) It is written like a letter.
- D) Each section has a different speaker.



Which of these **most** makes the tree seem like a person?

- A) The tree tells a secret.
- B) The speaker talks to the tree.
- C) The speaker calls the tree sweet.
- D) The birds live in the tree.



Sample Answer Sheet

NEW YORK STATE TESTING PROGRAM
Grade 3 English Language Arts
Sample Test 2005

Book 2

22. Ⓐ Ⓑ Ⓒ Ⓓ

23. Ⓐ Ⓑ Ⓒ Ⓓ

24. Ⓐ Ⓑ Ⓒ Ⓓ

25. **Read question 25 in your test book. Write your answer in the test book.**

26. **Read question 26 in your test book. Write your answer in the test book.**

27. Ⓐ Ⓑ Ⓒ Ⓓ

28. **Read question 28 in your test book. Write your answer in the test book.**



The Listening Task

- Students listen to a passage that is read aloud twice by the teacher
- In grades 3, 4, & 5, students only listen to the first reading, then take notes on the second
- In grades 6, 7, & 8, students may take notes on both readings
- Students use notes to answer constructed response (all grades) and extended response (only in grades 4, 6, & 8) questions

The New Style

by Clare Mishica

Chipmunk looked at his friends at the park. They all had their pants folded up high. He thought it looked very funny.

“Why are you wearing your pants like that?” Chipmunk asked Beaver.

“I think it helps you stay cool,” answered Beaver. “Ask Rabbit.”

Chipmunk found Rabbit on the swings. “Why are you wearing your pants that way?” Chipmunk asked.

“Hmm,” said Rabbit. “I guess it stops them from getting dirty on the bottom. Ask Squirrel.”

Chipmunk looked for Squirrel. She was eating some acorns under a shady tree.

“Why did you fold up your pants?” Chipmunk asked.

“I’m not sure,” said Squirrel. “Maybe it helps you run faster. Ask Bear. His pants were folded up when he came.”

Chipmunk looked for Bear. He found his friend flying a kite.

“Bear, why are you wearing your pants that way?” Chipmunk asked.

Bear looked down at his pants. “I folded them up when I had to walk across the river to get my kite,” Bear explained. “I forgot to fold them back down.”

“Now that’s the best reason,” Chipmunk laughed. “You started a new style when you decided to keep your pants dry!”

Constructed Response Questions

- Asks a specific question about part of the passage
- Sometimes in the form of a graphic organizer
- Sometimes in the form of a short paragraph
- Key is to use specific evidence from the text



Sample Graphic Organizer Constructed Response Question (Grade 3)

2 In the boxes below, write each animal's reason for wearing the new style.

Beaver →

Rabbit →

Squirrel →

Sample Listening Task Multiple Choice and Paragraph Constructed Response Questions (Grade 3)

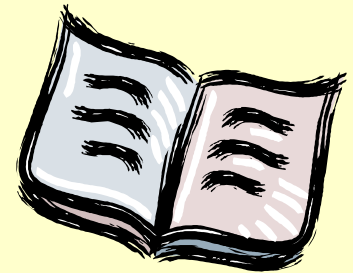
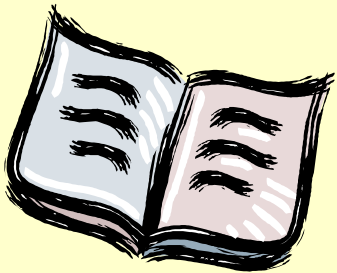
1 According to the story, which animal started the new style?

- A** Bear
- B** Beaver
- C** Rabbit
- D** Squirrel

3 What is the **main** lesson Chipmunk learns in the story? Use details from the story to support your answer.

Paired Reading Passages

- Students are asked to read two related passages and draw connections between the two texts
- Constructed response questions on reading passages appear on exams at all grade levels, but paired texts appear only in grades 4, 6, and 8
- Extended response questions in response to reading passages appear only on the grade 4, 6, and 8 exams



Extended Response Questions

- Full-length, multi-paragraph essay in response to listening and paired reading passages
- Appear only on the grade 4, 6, and 8 assessments
- Receive two separate scores—one for content and one for mechanics



Sample Extended-Response Question (Grade 6)

13 Why do you think Sojourner Truth changed her name from the one she was given when she was born? Was her choice of name a good one? Write an essay in which you explain why Sojourner Truth changed her name, what that name represented to her, and whether the name was a good choice. Use details from the article to support your answer.

In your answer, be sure to include:

- why Sojourner Truth changed her name
- what her new name represented to her
- whether her new name was a good choice
- details from the article to support your answer

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

Editing Paragraph

- Students are given a short paragraph containing grammar and usage errors. They must find the errors and correct them.
- Appears only on the grade 3, 5, and 7 assessments



Grade 7 Editing Task—Practice Task

Sample

There are some mistakes in this paragraph. Let's correct them together.

I like to go to the movies on weekends. I try to get to the theater early so I could buy snacks. My favoritest movies are comedies. They are fun to watch with friends because they make you laugh we are going to see a new movie this Saturday.

Grade 3 Editing Task

28 Here is a paragraph a student wrote about a pet dog. The paragraph has some mistakes in capital letters and punctuation. Some sentences may have no mistakes. There are no mistakes in spelling.

Read the paragraph, and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

My dog's name is rufus. I take him to play at Central Park. he plays with other dogs and chases toys i throw. At home, he chews his dog bones. Then he takes a nap? Would you be tired after all that playing?



3-Point Holistic Editing Task Rubric for Grade 3

3 points	No more than one error, either introduced or not corrected, remains after the student has corrected the paragraph.
2 points	Two errors, either introduced or not corrected, remain after the student has corrected the paragraph.
1 point	Three errors, either introduced or not corrected, remain after the student has corrected the paragraph.
0 points	Four or more errors, either introduced or not corrected, remain after the student has corrected the paragraph.

Editing Skills – Grade 3

- Basic punctuation (e.g. commas, periods, exclamation points, question marks, apostrophes, quotation marks)
- Capitalization/lower case
- Core curriculum also lists correct verb tense and subject-verb agreement



Grade 5 Editing Task

27

Here is a paragraph a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

My school had an invention fair last weekend. It was called "Inventions of The Future." When I hear about the fair, I decided to make something really interestingly. For several days, I thought about my invention. I thought of names, created drawings, and even thought about what color it would be. On the day of the fair. My father asked me where my invention was. I couldn't stop laughing! I had a name, a color, and a drawing of them, but I had forgotten to make the invention. I guess I am starting early for next year's fair!

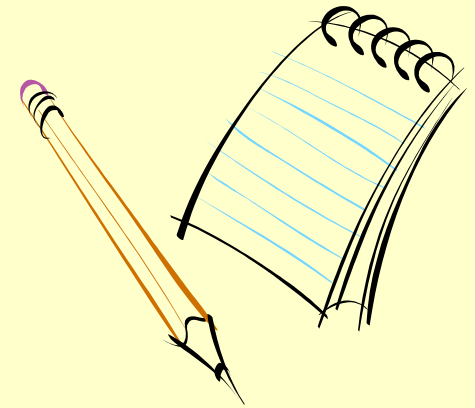


3-Point Holistic Editing Task Rubric for Grades 5 and 7

3 points	No more than one error, either introduced or not corrected, remains after the student has corrected the paragraph.
2 points	Two to three errors, either introduced or not corrected, remain after the student has corrected the paragraph.
1 point	Four to five errors, either introduced or not corrected, remain after the student has corrected the paragraph.
0 points	Six or more errors, either introduced or not corrected, remain after the student has corrected the paragraph.

Editing Skills – Grade 5

- Same skills as Grade 3 with more sophisticated applications, plus...
- Verb tense
- Use of proper part of speech (e.g. adjective vs. adverb)
- Run-ons and fragments
- Pronoun agreement
- Core curriculum also lists punctuating dialogue, underlining titles, using quotation marks, and using signal or transitional words



Grade 7 Editing Task

Early mornings on her father's Montana ranch are the time that Ellen enjoys the most. Just after sunrise, she walks eagerly, down the dirt road behind her house to feed the horses. After she feeds them, she saddles up her most favorite mare for a brisk ride. She feels wonderfully alive as she and the horse raced across the green fields. The sound of singing birds is music to her ears. Ellen leans down and gently pats her horse on the neck. "Sasha that was a wonderful ride. Let's head back, she whispers." Sasha tosses her head as if in agreement, and the two of them begin a gentle stroll back to the barn.



Editing Skills—Grade 7

- Same skills as grade 5 with more sophisticated applications plus...
- Pronoun/antecedent
- Using simple/compound/complex sentences
- Punctuating undivided and divided direct quotations
- Correcting commonly confused homonyms

What we've done to prepare in the last few years...

- Early Literacy Profile in grades K-2
- Setting the stage for 3-8 testing with Terra Novas and TONYSS
- Meetings with K-8 teachers on test analysis using Data Warehouse
- Use of data to identify students in need of academic intervention services
- Development of ELA prep tasks using authentic texts



...And what we've done to prepare this year

- Grade level leaders have attended sample test training at BOCES
- Conference Day
- Sample tests used at all grade levels for diagnostic assessment and instruction
- ELA prep integrated naturally into the curriculum
- Parent Academy



Some Final Thoughts...

- We are ready!
- ELA exams measure a student's ability to read and write in response to unfamiliar texts, so the best way to prepare is to make reading and writing a part of everyday life every day
- Scores to be reported in August of 2006

