

# NYS ELA & Math Exams 2020



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# Agenda

1. Schedule & Dates
2. Test Expectations
3. NYS ELA Exam
4. Annotating a Text
5. Multiple Choice Strategies
6. Short Response
7. Extended Response
8. NYS Math Exam
9. Before the Exam



Students in 3rd, 4th & 5th grade will take the NYS ELA and Math exam for 2020.

- NYS ELA: March 25th & 26th
- NYS Math: April 21st & 22nd
- NYS Science Exam (4th grade only)
- \* NYS Science Performance: May 18th - May 29th
- \* NYS Science Written: June 1st

## Test Prep is...

- Activating Reading and Writing Skills
- Explicitly Teaching Test-Taking Skills
- Emphasizing Thoroughness
- Demystifying the Test
- Building Stamina
- Encouraging Positive Mindset



# NYS ELA Test Design Grades 3 & 4

SC

<b>2020 Grades 3–4 English Language Arts Test Design</b>			
	<b>Session 1</b>	<b>Session 2</b>	<b>Total</b>
	<b>Reading</b>	<b>Writing</b>	
<b>Passages</b>	4	3	7
<b>Multiple-Choice Questions</b>	24	0	24
<b>Short-Response Questions</b>	0	6	6
<b>Extended-Response Questions</b>	0	1	1
	<b>Total Number of Literary Passages</b>		<b>3–4</b>
	<b>Total Number of Informational Passages</b>		<b>3–4</b>

# NYS ELA Test Design Grades 5

SC

<b>2020 Grades 5–6 English Language Arts Test Design</b>			
	<b>Session 1</b>	<b>Session 2</b>	<b>Total</b>
	<b>Reading</b>	<b>Writing</b>	
<b>Passages</b>	5	3	<b>8</b>
<b>Multiple-Choice Questions</b>	35	0	<b>35</b>
<b>Short-Response Questions</b>	0	6	<b>6</b>
<b>Extended-Response Questions</b>	0	1	<b>1</b>
	<b>Total Number of Literary Passages</b>		<b>3–5</b>
	<b>Total Number of Informational Passages</b>		<b>3–5</b>

# Types of Questions on the ELA

## **Multiple Choice**

Students will be asked to analyze different parts of a given text, including central idea, style elements, character and plot development and vocabulary. Students must comprehend and use the whole text to answer questions.

## **Short Answer**

Students will be asked to make an inference (claim, position, or conclusion) based on their analysis, state it in their own words, and support it with two pieces of text-based evidence.

**\*100% of points require close reading of each passage.**

# Types of Questions on the ELA

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(cont.)

## Extended Response

- Students will be asked to write an essay using one or two sources. Students should express a position and support it with text-based details
- Third Grade: comprehend and analyze one text
- Fourth and Fifth Grade: comprehend and analyze paired texts - claim must be supported with details from both texts
- The paired texts are related by theme, genre, tone, time period, or other characteristics.

\*100% of points require close reading of each passage.



# Build Reading Stamina!

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- Expected to read/test for 1 hour - 1.5 hrs for exam
- Students will come across authentic texts that students will come across in their daily lives (magazines, books, newspapers).
- Preserve reading time at home.
- Create baskets of various short texts at home.
- Set aside family reading time and/or family book clubs.
- Ask questions, discuss about feelings, traits, relationships, changes, themes/life lessons across text
- 100% authentic texts in various genres.
- Build fluency rate



# Accessible Test Prep Materials Online

- <http://www.p12.nysed.gov/assessment/english/samplers/ela.html>

- <http://www.p12.nysed.gov/assessment/math/samplers/>

- <https://www.engageny.org/resource/interpreting-3-8-ela-mathematics-tests-results-score-reports>

On Engageny, look for...

- Parent and Family Resources
- Understanding the Tests & Communication Resources

**Please refrain from using 2017, 2018, 2019 exams**

# Test Prep in the Classroom

- ELA skill based or genre based (review).
- Lessons are taught in whole class, small groups, and in conferences with individual students.
- Instruction starts as a shared experience, then work in partnerships and eventually independent practice.
- Practice exams will be given in the classroom.
- Skills and strategies are enforced in other content areas.
- Test taking strategies.
- Homework

# Close Reading & Annotating:

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- Students should identify the type of text. This determines which lens they should use to read. (\*excerpts)
- Students should chunk the text and determine importance of keyword and phrases.
- Students can code elements (MC: main character, S: setting, P: problem...etc) and write around the text.
- Students are encouraged to “talk back” to the text
- Students should think about parts of the text as well as how it relates to the whole text

## Multiple Choice Strategies:

- Cover the answers with your hand (index card) & then read the question. Without looking at the choices, come up with your own answer first.
- Ask, “What does this question mean?” “What is it asking me to do as a test taker?” There may be more than one part to a question.
- Reread just the important part or parts of the text that will answer the question. Skim for keywords to get to the right part of the paragraphs or lines the question mentions.
- Look for familiar words in the question. Rephrase the question in your own words until you understand it.

## Multiple Choice Strategies (cont.):

- Read through all of the choices before you pick an answer. Say, “Why is this or isn’t this the answer?”
- Read through ALL the answer possibilities, eliminate obviously wrong choices.
- If none of them fit with the answer you came up with in your mind, reread the question because you might have misread it.
- If you get it down to two choices, ask yourself, “Which one would most test takers pick?” or “What is the best answer?”

# Multiple Choice Practice Question

What does the yellow light mean on a traffic light?



# ELA Short Response

## Scoring Rubric

2 point	1 point	0 point
Answers all parts of question correctly	Answers only some parts of the question	Does not answer the question correctly at all
Uses the number of details asked for in the prompt (or two)	Uses fewer details than the number required	Unreadable, illegible
Written in complete sentences	Written in incomplete sentences or bulleted	



# ELA Short Response

Strategy: ADD or RACE

Answer with an inference + text detail + text detail = a 2 point score

Q: How does paragraph 15 help develop Urashima's point of view? Use two details from the story to support your response.

A: Paragraph 15 helps develop Urashima's point of view by showing that he was in awe of the palace and the princess. For example, the text states, "Urashima, being only a poor fisher lad, did not know how to behave in a palace." In addition, it says, "Urashima was lost in wonder as he looked upon her, and he could not speak."

# Expectations for Extended Response

- Must analyze text to convey complex ideas, provide information clearly and accurately, to support claims/thesis.
- Must include evidence from provided text(s) to best support analysis and reflection.
- Organize ideas using essay structure, including transitional words and/or phrases.
- Utilize precise language and rich vocabulary.
- Demonstrates knowledge of standard English grammar, usage, capitalization, punctuation, and spelling.

# Expectations for Extended Response:

- Identify what the question is asking me to think and write about. Look for keyword and phrases in the question.
- Determine what kind of essay they are requiring (idea based or compare and contrast) me to write.
- Create a quick plan using the question as a guide.
- Go back to the text and gather evidence (grade 3: from 1 text, grades 4 & 5: BOTH texts necessary).
- Be sure to follow the essay structure by including introduction, body paragraphs and conclusion.
- Remember to use transitional words/phrases and unpack your evidence.
- Reread your work to revise and/or edit.

# NYS Math Test Design

PH

## 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>	<b>33</b>	<b>6</b>	<b>1</b>	<b>40</b>

## 2020 Grade 4 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>	<b>38</b>	<b>6</b>	<b>1</b>	<b>45</b>

## 2020 Grade 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>	<b>38</b>	<b>6</b>	<b>1</b>	<b>45</b>

# Practice at home:

- Practice basic & extended facts (addition, subtraction, multiplication and division)
- Practice solving multi-step problems
- Practice multi-digit addition and subtraction with trading
- Practice multi-digit multiplication and long division
- Practice using a ruler and protractor
- Explore fractions and geometry ~ infuse it into real life situations

# Day 2 of the NYS Math Exam:

- Students have to solve multiple step number stories to show understanding of math content
- Students should provide clear explanations to demonstrate understanding of the concept (when required) using math vocabulary
- Students must show work if stated in the question (correct answer with no explanation, receives no credit)
- Student should label each step to clearly show their thinking process. Student should also clearly label the answer.
- Students should use labeled diagrams (when necessary) to show their thinking process
- Number sentences must be written horizontally

# Before the Test:

The way we feel affects the way we perform. Here are some ideas to help your child get into a positive mindset before the exam.

- Get a good night's sleep.
  - Don't stay up studying!
- Eat a healthy breakfast.
- Give compliments and build confidence!
- Remember that the test is untimed.

