

# **NEW YORK STATE TESTING**

## **ENGLISH LANGUAGE ARTS & MATHEMATICS GRADES 3 – 5**

P.S. 39 PARENT WORKSHOP

# Workshop Agenda

1. P.S. 39's Test Prep Philosophy
  2. English Language Arts
    - ELA Testing Overview –Dates, Time Limit, Test Design
    - Sample Test Questions
  3. Mathematics
    - Math Testing Overview – Dates, Time Limits, Test Design
    - Sample Test Questions
  4. Preparing for Test & Test Participation
  5. Additional Resources
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# WHAT IS PS 39'S PHILOSOPHY REGARDING TESTING?

## **PS 39 shares the philosophy of former Chancellor Carmen Fariña**

- “As educators, most of us know that the best preparation for the test is a rich, thoughtful, engaging curriculum that awakens curiosity in students, inspires them to ask questions, helps them explore complex problems, and encourages them to imagine possibilities.”

**We make a strong distinction between Test Practice/Test Prep and Test Sophistication**

# TEST SOPHISTICATION

## How Do Learning Conditions in School Differ From Testing Conditions?

In Class	On a Test	How Do We Help?
In reading, students self-select books on their reading level.	All students are required to read a single text at a single level	We teach students reading comprehension strategies to help them create meaning from texts when they may not understand every single word (like “chunking” the text, finding key words and using the title and pictures as clues).
In writing, students self-select their writing topics	Students are required to write to a prompt	We teach students how to read directions and understand what they are being asked to do and what elements are required for the task, comparing this to the assessment rubrics/ checklists that are used in class.
In writing, students write multiple drafts and have multiple opportunities for revision and editing	Students have a single opportunity to draft, revise and edit their writing	We teach students how to briefly plan their writing and teach them the specific editing skills that apply to this type of writing (spelling, capitalization, punctuation).
In math, students frequently work collaboratively in groups.	Students work independently	We teach students strategies that they can use when they get “stuck” like looking for key math vocabulary in the question to use to solve the problem.

# 2019 TEST DATES

## GRADES 3 – 5

ELA & Math Exams will be TWO days

### **NYS ELA Exam**

- Tuesday, April 2<sup>nd</sup>
- Wednesday, April 3<sup>rd</sup>

*ELA Make-up Dates:  
April 4<sup>th</sup> – 9<sup>th</sup>*

### **NYS Math Exam**

- Wednesday, May 1<sup>st</sup>
- Thursday, May 2<sup>nd</sup>

*Math Make-up Dates:  
May 3<sup>rd</sup> – 8<sup>th</sup>*

# NYS English Language Arts Test Design

## Grade 3 and 4

Day 1 (Reading): April 2	Day 2 (Writing): April 3
4 Reading Passages	3 Reading Passages
24 Multiple-Choice Questions	6 Short-Response Questions
	1 Extended Response Question
<i>Reading passages will include a balance of Literary and Informational passages.</i>	

### **Reminder: NYS Tests are UNTIMED**

Students will be provided as much time as needed within the school day hours.

ELA Test: April 2<sup>nd</sup> & 3<sup>rd</sup>

# NYS English Language Arts Test Design

## Grade 5

Day 1 (Reading): April 2	Day 2 (Writing): April 3
5 Reading Passages	3 Reading Passages
35 Multiple-Choice Questions	6 Short-Response Questions
	1 Extended Response Question
<i>Reading passages will include a balance of Literary and Informational passages.</i>	

**Reminder: NYS Tests are UNTIMED**

Students will be provided as much time as needed within the school day hours.

ELA Test: April 2<sup>nd</sup> & 3<sup>rd</sup>

# UNDERSTANDING QUESTION TYPES

## **MULTIPLE-CHOICE**

- Ask students to analyze different aspects of a given text (central idea, style elements, character and plot development & vocabulary)
- Students choose from 4 possible choices
- Required to negotiate plausible, text-based distractors

## **SHORT-RESPONSE**

- Students use text evidence to support their answer to an inferential question
- Students make an inference and provide two pieces of text-based evidence to support the answer
- Scored on a two-point rubric

# UNDERSTANDING QUESTION TYPES

## **EXTENDED-RESPONSE**

- Designed to measure students ability to write from sources
  - Students must communicate a clear and coherent analysis of one or two texts related to grade specific reading standards for comprehension
  - Scored on a four-point rubric based on grade-level writing and language expectations
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# Sample Passages & Questions

Refer to Annotated 2018  
State Test Questions  
for Grades 3 – 5

<https://www.engageny.org/resource/released-2018-3-8-ela-and-mathematics-state-test-questions>

# NYS Mathematics Test Design

## Grade 3

Day 1: May 1	Day 2: May 2
25 Multiple-Choice Questions	8 Multiple-Choice Questions
	6 Short-Response Questions
	1 Extended-Response Question

**Reminder: NYS Tests are UNTIMED**

Students will be provided as much time as needed within school day hours

NYS Math Test: May 1<sup>st</sup> & 2<sup>nd</sup>

# NYS Mathematics Test Design

## Grade 4 and 5

Day 1: May 1	Day 2: May 2
30 Multiple-Choice Questions	8 Multiple-Choice Questions
	6 Short-Response Questions
	1 Extended-Response Question

**Reminder: NYS Tests are UNTIMED**

Students will be provided as much time as needed within the school day hours.

NYS Math Test: May 1<sup>st</sup> & 2<sup>nd</sup>

# UNDERSTANDING QUESTION TYPES

## **MULTIPLE-CHOICE**

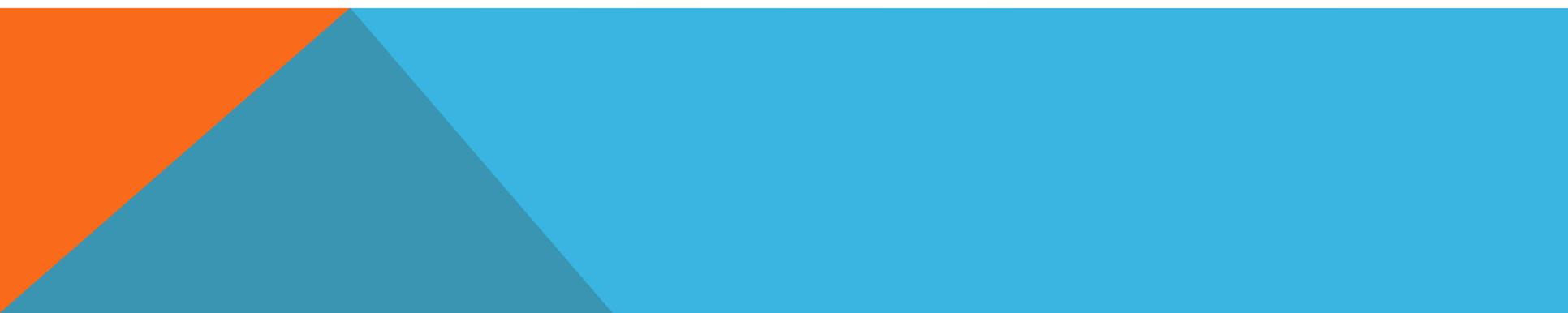
- Mainly assess standard algorithms & conceptual standards
- Sometimes require multiple steps and are linked to more than one standard
- Within 4 answer choices, distractors will be based on plausible missteps

## **SHORT-RESPONSE**

- 2-point questions that require students to complete a task and show their work
- Often involve multiple steps and application of multiple math skills

# UNDERSTANDING QUESTION TYPES

## **EXTENDED-RESPONSE**

- 3-point questions that ask students to show their work in completing two or more tasks or a more extensive problem
  - Students required to show their understanding of mathematical procedures, conceptual understanding and application
  - May assess student reasoning and the ability to critique the arguments of others
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# Sample Math Questions

Refer to Annotated 2018  
State Test Questions  
for Grades 3 – 5

<https://www.engageny.org/resource/released-2018-3-8-ela-and-mathematics-state-test-questions>

# FOSTERING POSITIVE TEST TAKERS

## **Provide positive support about test taking**

- Assure your child that doing their personal best is the goal.
- Recognize there may be unfamiliar/challenging test questions.
- Emphasize that the tests are just one measure that teachers and schools use to help students learn

## **Stick to a bed time and morning routine**

- Stick to normal routines and get enough sleep.
- Prepare items for school the evening before.
- Eat a healthy breakfast and stay hydrated

**Please do not schedule appointments or trips during the testing periods**



# Testing Refusal Process

- PS 39 recognizes that test participation is a very personal decision that families make in order to do what they feel is best for their child and fully supports the decision that you make on your child's behalf.
- If you choose to have your child refuse to take the NYS tests contact our Testing Coordinator, Helen Hernandez, in writing by Thursday, March 21, 2019 at [hhernandez@ps39.org](mailto:hhernandez@ps39.org) in order for us to make alternate arrangements for your child during testing periods.
- Your child's teacher will prepare an instructional packet for each of our testing dates for your child. We would like to make these school days productive ones for your child while simultaneously planning a supportive environment for those students who will be testing.

# RESOURCES

For more information on Common Core resources & assessments, please visit:

NYC Department of Education's [FAQ for Student Participation in Gr. 3-8 NYS Tests](#)

NY State Department of Education Website-EngageNY  
(<http://engageny.org/>)

NY City Department of Education Common Core Library  
(<http://schools.nyc.gov/Academics/CommonCoreLibrary>)