

New York State Testing Information Session

PS 87

March 8, 2019

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Testing Dates

English Language Arts Test: Tuesday, April 2
Wednesday, April 3

Mathematics Test: Wednesday, May 1
Thursday, May 2

3rd and 4th Grade 2019 ELA Test Design

	Session 1 April 2	Session 2 April 3
	Reading	Writing
Number of Passages	4	3
Multiple-Choice Questions	24	0
Short-Response Questions	0	6
Extended-Response Questions	0	1

Total Number of Literary Passages: 3-4
Total Number of Informational Passages: 3-4
Each day the test is untimed.

5th Grade 2018 ELA Test Design

	Session 1 April 2	Session 2 April 3
	Reading	Writing
Number of Passages	5	3
Multiple-Choice Questions	35	0
Short-Response Questions	0	6
Extended-Response Questions	0	1

Total Number of Literary Passages: 3-5
Total Number of Informational Passages: 3-5
Each day the test is untimed.

Session 1: Multiple Choice

- ▶ Multiple-choice questions are designed to assess New York State's Learning Standards for English Language Arts & Literacy. During this portion of the test students will be asked to:
 - ▶ analyze different aspects of a given text, including the central idea, style elements, character and plot development, and vocabulary
 - ▶ select the correct response from four answer choices
 - ▶ use more than one reading skill to answer a question
 - ▶ negotiate plausible, text-based distractors.
(A distractor is an incorrect response that may appear to be a plausible correct response to a student who has not mastered the skill or concept being tested)

Excerpt from *Shark Kite* by Jane McAdams (3rd gr. Multiple Choice)

1. “Oh, no!” said Stella, as the string of her shark kite tangled with the string of a biplane kite. The biplane dove toward the ground, the grinning shark spiraling behind it. “I feel like a spider in a web,” she said, frowning as the tangled strings drifted down around her.
2. “I think that shark kite has too many strings,” said the owner of the biplane kite, as he untangled his string from Stella’s.
3. “My kite doesn’t have too many strings,” said Stella. “It’s a grownup’s kite. That’s why it’s complicated to fly.”
4. “You should really try flying a paper plate,” said Stella’s friend Robby. Stella looked at Robby’s kite. He had decorated a plate with stickers and a long yellow streamer and attached a string to it. Right now, his paper plate was flying so high that Stella could hardly see it.
5. “Your shark kite hasn’t flown as high as my paper plate all day,” said Robby, wiping his nose on his sleeve.
6. “Paper plates are for babies,” said Stella. She felt like being mean, because her shark kite could hardly fly.
7. Just then Stella noticed a fluffy pink jellyfish sailing overhead, bobbing a little as it passed Robby’s paper plate. Stella wished she could trade her shark for that jellyfish.
8. Stella wound the string of her fallen kite around its spool. Then, holding the string near the shark’s belly, she started running. If she could catch a tiny breeze, her kite would fly.

19. In paragraph 1, what does Stella mean when she says, “I feel like a spider in a web”?

- A Stella is untangling the strings.
- B Stella is confused by the strings.
- C Stella is surrounded by the tangled strings.
- D Stella is winding the strings around her spool.

20. In paragraphs 6 and 8, what do you know as the reader that Robby does not know?

- A Stella wishes she could trade her kite for a jelly fish kite.
- B Stella has to run to make her kite fly.
- C Paper plate kites are easier to fly than other kites
- D Paper plate kites are easier to make than shark kites.

21. Read this sentence from paragraph 8.
If she could catch a tiny breeze, her kite would fly.

What does “catch” mean as it is used in the sentence?

- A stop and hold a moving object
- B bring in while hunting or fishing
- C get an illness
- D find and use

Session 2-Short Response

- ▶ Short response questions are single questions that require written responses where students use textual evidence to support their answers. A short response question:
 - ▶ asks students to make an inference (a claim, position, or conclusion) based on their analysis of the passage, and provide two pieces of text-based evidence to support it.
 - ▶ assesses a student's ability to comprehend and analyze text.
 - ▶ requires students to respond in complete sentences.

Excerpt from *Young Ben Franklin* by Julie Doyle Durway (5th gr. Short response)

1. Ben's early childhood was happy. He spent a lot of time playing, swimming, and fishing on the Charles River in Boston. Determined to swim faster, young Ben designed and made paddles for his hands and feet to help him move through the water more easily. Even as a child, Franklin had an inventive mind and a desire to improve himself.
2. "From a Child I was fond of Reading," Ben wrote, "and all the little Money that came into my Hands was ever laid out in Books." Although he went to school for only two years, Ben learned about many different subjects by reading books and talking to people who knew more than he did. He looked at the world in a practical way, trying to find solutions for everyday problems.
3. When Ben was 10, he left school and began working in his father's soap and candle shop. He spent his days "employed in cutting Wick for the Candles, filling the Dipping Mold...attending the Shop, going on errands, etc." Although Ben did not enjoy this experience, it helped him learn the importance of hard work. He learned to appreciate good workmanship and creativity.

4. After several years, it became clear to Ben's father that his son wasn't happy in the soap and candle shop. Mr. Franklin sent Ben to work with his older brother James, who owned a print shop. Although James was often harsh with his younger brother, Ben enjoyed the printing business. "In a little time I made great Proficiency in the Business, and became a useful Hand to my Brother," he wrote later. Not only did Ben learn all the skills of printing, he also wrote poetry, essays and articles for his brother's newspaper. Ben's natural ability as a writer developed quickly.
5. When Ben worked with his brother, he spent much of his free time reading. "Often I sat up in my Room reading the greatest part of the Night, when the Book was borrow'd in the Evening to be return'd early in the Morning." He also used this time to improve his writing skills. Studying the work of other authors, Ben would try to rewrite their essays in his own words.
6. When he was 17, Ben left his brother's print shop. He moved to Philadelphia and found work as a printer and writer. Eventually, he opened his own print shop. Later, his accomplishments as a scientist and statesman made him one of the most powerful and important men in America. But Ben Franklin never forgot the lessons he learned during his boyhood years.

39. In paragraphs 1 and 2 of “Excerpt from Young Ben Franklin”, how does the author support the idea that Franklin had a curious mind?

Use two details from the article to support your response.

Fifth grade sample of student's response :

In paragraphs 1 and 2 of “Excerpt from Young Ben Franklin” the author supports the idea that Franklin has a curious mind because it showed Ben’s reading, “Ben wrote, “and all the little Money that came into my hands was ever laid out in Books.” Although he went to school for only two years, Ben learned about many different subjects by reading books and talking to people who knew more than he did.” This shows that he wants the books and the knowledge and is curious about what he will learn.

answer

detail

detail

► Score of 2 out of 2 points:

This response provides a valid **answer and inference** from the text to explain how, in paragraphs 1 and 2 of “Excerpt from Young Ben Franklin,” the author supports the idea that Franklin had a curious mind (it showed Ben’s love for books and learning).

The response provides a sufficient number of **concrete details** from the text for support as required by the prompt

1. “Ben wrote,”“and all the little Money that came into my hands was ever laid out in Books.””
2. Although he went to school for only two years, Ben learned about many different subjects by reading books and talking to people who knew more than he did.”).

This response includes complete sentences where errors do not impact readability.

Fifth grade sample of student's response:

The author support the idea of Mr. Franklin as a child having a curious mind by including “Even as a child, Franklin had an inventive mind and a desire to improve himself.” and including “He looked at the world in a practical way, trying to find solutions for everyday problems.”.

← answer

← detail

← detail

► Score of 1 out of 2 points:

This response provides a **sufficient number of concrete details** from the text for support as required by the prompt

1. “Even as a child, Franklin had an inventive mind and a desire to improve himself.”
2. “He looked at the world in a practical way, trying to find solutions for everyday problems.”

However, the response does not provide a valid inference from the text to explain how, in paragraphs 1 and 2 of “Excerpt from Young Ben Franklin,” the author supports the idea that Franklin had a curious mind.

This response includes complete sentences where errors do not impact readability.

5th grade sample of student's response:

In paragraphs 1 and 2, the author supports the idea that Franklin had a curious mind meaning that he was always thinking about lots of things that he probly wanted to do during his life time.

▶ **Score of 0 out of 2 points:**

This response **does not address any of the requirements** of the prompt.

40. In “Excerpt from Young Ben Franklin,” how does the timeline support a point the author makes in paragraph 6?

Use two details from the article to support your response.

5th grade sample of student's response:

After reading: Excerpt from Young Ben Franklin" time line help support paragraph 6 by the time line showing what year the events were, and it also shows the events in more depth. A detail that supports my claim is "Eventually, he opened his own print shop." this detail does not show the year when he opened his shop or where he opened it. Another detail that supports my claim is "Opens Printing shop office in PA" the year is around 1728. This detail shows that the shop was in Philadelphia and the shop was opened around in 1728. These details support my claim on how the timeline and paragraph 6 work together.

← answer

← detail

← detail

➤ Score of 2 out of 2 points:

This response provides a **valid inference from the text to explain how**, in "Excerpt from Young Ben Franklin," the timeline supports a point the author makes in paragraph 6

Answer: by the time line showing what year the events were, and it also **shows the events** in more depth. The response provides evidence of analysis (this detail does not show the year when he opened his shop or where he opened it and This detail shows that the shop was in Philadelphia and the shop was opened around in 1728).

The response provides a **sufficient number of concrete details from the text for support** as required by the prompt

1. " Eventually, he opened his own print shop."
2. " Opens Printing shop office in PA" the year is around 1728).

This response includes complete sentences where errors do not impact readability.

5th gr. sample of student's response:

The timeline supports a point the author made in paragraph 6. One way it shows is by showing what time he started his own printing office in Philadelphia. It also shows what time he flew his kite and made a scientific discovery. This is how the timeline supports the author point in paragraph 6.

answer

detail

detail

► Score Point 1 (out of 2 points)

This response provides a sufficient number of **concrete details from the text** for support as required by the prompt

1. by showing what time he started his own printing office in Philadelphia
2. It also shows what time he flew his kite and made a scientific discovery)

However, the response **does not provide a valid answer/inference from the text** to explain how, in “Excerpt from Young Ben Franklin,” the timeline supports a point the author makes in paragraph 6.

This response includes complete sentences where errors do not impact readability.

Fifth gr. sample of student's response: :

In the beging of the story he is young in paragraph 6 it says he will never forrget wen he was a kid.

- ▶ **Score of 0 out of 2 points: 5th gr.** sample of student's response: This response does **not address any of the requirements of the prompt** (in the beging of the story he is young in paragraph 6 it says he will never forrget what he learnd wen he was a kid).

Session 2-Extended Response

- ▶ Extended-response questions are designed to measure a student's ability to *write from sources*. The answers to extended response questions require students:
 - ▶ to communicate a clear and coherent analysis of one or two texts
 - ▶ to present a longer piece of writing that can be evaluated across the reading, writing, and language strands of the standards.

Excerpt from *How Birds Beat the Odds* by Charles C. Hofer (4th Gr. Extended Response)

1 Raising a nest of young birds is a lot of work. Parent birds have to keep their eggs safe from predators, shelter the chicks from weather, and find enough food for all those hungry mouths. Different kinds of birds do these things in different ways. But they all face the same challenge: making sure that there's a next generation of birds.

The More, the Merrier

2 The Gambel's quail lives in the deserts of the American Southwest. These ground-dwelling birds usually lay 10 to 12 eggs at a time in a shallow nest. That a lot of tiny mouths to feed.

3 Gambel's quail chicks don't need much attention. Just hours after hatching, they're up and running. And they'd better be quick! These birds are a favorite prey of desert hunters like bobcats, snakes, and hawks. This means that only a few chicks will survive to be adults. By laying lots of eggs, adult quails increase the chances that at least some of their young will grow up to lay eggs themselves.

Try, Try Again

4 American robins are common backyard birds. They also lay many eggs- but not all at once. Instead, robins raise two to four batches of eggs over the summer.

5 Robins build cup-shaped nests that hungry predators like snakes or raccoons can easily raid. Building several nests in a season instead of just once makes it more likely that at least one clutch will survive to become adult robins.

6 Many birds try to improve their eggs' chances by hiding their nests. The Gila woodpecker has found a great hiding place-inside the giant saguaro cactus. This woodpecker drills a hole in the cactus, where she lays about **six eggs**. **Not many egg-stealers are willing to risk being stuck by the sharp spines.**

Excerpt from *Meerkat Chat* by Karen de Seve

- 1 The afternoon sun bakes the hot desert sand. It's too hot to hunt-or even move. In the shade of a tree is a pile of brown fur, skinny tails, and tiny feet. A mob of 20 meerkats naps, waiting for the temperature to cool down so they can return to foraging for food.
- 2 No one notices that one curious youngster is more interested in exploring than sleeping. He scurries through the tall grass toward the edge of the family's four-square-mile home base. Then he stops, stands up on his hind legs, and looks around. Something is watching him.
- 3 A nearby goshawk eyes the meerkat and launches into flight. It can easily swoop down and nab the furry pup in its orange claws. The meerkat sounds the alarm. He squeals "danger, danger" into the air. The urgent call alerts his family, which runs to his rescue. The goshawk flies away, realizing that it can't win against a big group.
- 4 As the meerkats know, danger lurks everywhere in the Kalahari Desert of South Africa. Strength in numbers is a survival skill for these burrowing animals. Another key to survival-out in the world or within the family- is communication. Meerkats have a collection of chirps, squeaks, and growls that mean different things.
- 5 "Meerkats have more than 30 different calls or vocalizations. These are different things they want to say," says Simon Townsend, a researcher at the Kalahari Meerkat Project in South Africa. The organizations scientists have spent years studying wild meerkat mobs. They're cracking the communication code to figure out what meerkats are saying-and how much they understand.

Masking the Call

- 6 Lookouts in a meerkat mob constantly scan the surroundings for danger. Up on hind legs, head in the air, looking, listening. Maybe it will be a bird in the sky or a snake in the grass. Maybe a wild cat is stalking from the bushes.
- 7 Suddenly a shadow moves across the grass. A lookout gives a high-pitched call and everyone runs for the burrow. From the safety of the entrance, they all look at the sky to see the incoming threat. An eagle flies over the tunnels that the meerkat family calls home. But the eagle is a mile away and not interested in meerkats today.
- 8 To figure out if that alarm call had a specific meaning, researchers watch what the lookout saw and how the mob responds to his alarm. They also record the call with a microphone. The team has been collecting different calls to see what they mean. "We know a certain call is always made when they see something dangerous in the air or on the ground," Townsend says. "One call might mean, 'Look, danger on the ground' Another might mean, 'Look, danger in the air.'"

In “How Birds Beat the Odds” and “Meerkat Chat,” what is one problem that birds and meerkats share? How do birds and meerkats try to solve this problem? Use details from **both** articles to support your response.

In your response, be sure to

- describe a problem that birds and meerkats share
- explain how birds and meerkats try to solve this problem
- use details from **both** articles to support your response

Score of 4 out of 4 points

Fourth grade sample student response:

In both the “How Birds Beat the Odds” and “Meerkat Chat” the articles talk about the dangers meerkat and birds face.

In “How Birds Beat the Odds” the birds need to make sure that their young grow up and lay more eggs and to continue a life cycle. The birds make sure that this happens by protecting their young in different ways. One example of a bird protecting its babies is the woodpecker. The Gila woodpecker pecks a hole in a giant saquaro cactus where she lays her eggs. This protects the eggs because the predators don’t want to risk being pricked. Another example is the robin. American robin makes 2 or 4 nests in which they lay several eggs, predators like snakes or other animals can easily reach the nests, but since the robin built more than one nest in the season, it’s more likely that at least one nest will survive.

In “Meerkat Chat,” the same problem happens: the meerkats have to survive. They do this by calling on more meerkats when a predator is threatening to take a meerkat. This intimidates the meerkat away. One example from the article is when a small meerkat explores the habitat, and then a goshawk appears. The meerkat responds by calling for its family and the goshawk flies away. Another example from the article is when the hawk flies above the meerkat territory. A whole mob of meerkats come reinforce the base, and the hawk goes away.

This is how meerkats and birds in “Meerkat Chat” and “How Birds Beat the Odds” solve their problems.

Score Point 4 (out of 4 points) This response clearly introduces the topic in a manner that follows logically from the task and purpose (In both “How Birds Beat the Odds” and “Meerkat Chat” the articles talk about dangers meerkats and birds face). The response **demonstrates insightful comprehension and analysis** of the texts (In “How Birds Beat the Odds” the birds need to make sure that their young grow up and lay more eggs to continue a life cycle. The birds make sure that this happens by protecting their young in different ways and In “Meerkat Chat,” the same problem happens: The meerkats have to survive. They do this by calling on more meerkats when a predator is threatening to take a meerkat. This intimidates the predator

away). The response develops the topic with relevant, **well-chosen details from the texts**, and sustains the use of varied, relevant evidence (The Gila woodpecker pecks a hole in a giant saguaro cactus where she lays her eggs. This protects the babies because the predators don’t want to risk being *pricked*; *American robins make 2 to 4 nests in which they lay several eggs. predators like snakes or other animals can easily reach the nests*, but since the robin built more than one nest in the season, it’s more likely that at least one nest will survive; when a small meerkat explores the habitat, and then a goshawk appears. The meerkat responds by calling for its family and the goshawk flies away; when a hawk flies above the meerkats territory. A whole mob of meerkats come to reinforce the base, and the hawk goes away). **The response exhibits clear, purposeful organization, skillfully linking ideas using grade-appropriate words and phrases** (In both, One example, Another example, but since, This is how). The response uses grade-appropriate, stylistically sophisticated language and domain-specific vocabulary (dangers meerkats and birds face, to continue a life cycle, protecting their young, predator is threatening, intimidates). The response provides **a concluding statement** that follows from the topic and information presented (This is how meerkats and birds in “Meerkat Chat” and “How Birds Beat the Odds” solve their problems). The response demonstrates grade-appropriate command of conventions, with few errors (in the season, capitalization, punctuation).

Score of 3 out of 4 points

Fourth grade sample student response:

- ▶ In both stories “How Birds Beat the Odds and “Meerkat Chat” there is one similar problem. The problem both animals have is, too many animals hunt them.
- ▶ In “How Birds Beat the Odds” paragraph 3 says bobcats, snakes, and hawks hunt Gambel’s quail. In paragraph 5, it says snakes and racoons hunt American robin.
- ▶ In “Meerkat Chat” eagles, wild cats and more hunt the meerkats. The birds solve their problems by laying many eggs so at least some will survive. Meerkats solve their problem by communicating with each other.
- ▶ When they are in danger one of the meerkats tell the others to hide. This is how both animals from “How Birds Beat the Odds and “Meerkats Chat” solve their problem.

Score Point 3 (out of 4 points)

This response clearly introduces the topic in a manner that follows from the task and purpose (In both stories “How Birds Beat the Odds” and “Meerkat Chat” there is one similar problem. The problem both animals have is, too many animals hunt them). The response demonstrates **grade-appropriate comprehension and analysis** of the texts (The birds solve their problems by laying many eggs so at least some will survive and Meerkats solve their problem by communicating with each other. When they are in danger one of the meerkats tell the others to hide). The response develops the topic **with relevant details from the texts**, sustaining the use of relevant evidence, with some lack of variety (bobcats, snakes, and hawks hunt Gambel’s quail; snakes and racoons hunt American robins; eagles, wild cats and more hunt the meerkats). The response exhibits **clear organization, linking ideas** using grade-appropriate words and phrases (In both stories, The problem both animals have is, In, This is how). The response uses grade-appropriate precise language and domain-specific vocabulary (similar, too many, at least some, communicating). The response provides a **concluding statement** that follows from the topic and information presented (This is how both animals from “How Birds Beat the Odds” and “Meerkats Chat” solve their problem). The response demonstrates grade-appropriate command of conventions, with few errors.

Score of 2 points out of 4

Fourth grade sample student response

In “How Birds Beat odds” and “MeerCat Chat” they both share the problem of having to stay away from predators. I know this because in the story “How Birds Beat odds” the birds have to be protected from, bobcats, snakes, and hawks. In “MeerCat Chat” the meercats try to keep safe from their predators which are eagles. And also they both have a lot of family members to keep one and another safe from predators. The MeerCats stand over their home. And birds stay close to each other. This shows how the animals stay safe and what problems they were having.

Score Point 2 (out of 4 points) :

This response clearly introduces the topic in a manner that follows from the task and purpose (In “How Birds Beat the odds” and “MeerCat Chat” they both share the problem of having to stay away from predators). The response **demonstrates a literal comprehension** of the texts (they both have a lot of family members to keep one and another safe from predators). The response **partially develops the topic of the essay with some textual evidence** (the birds have to be protected from bobcats, snakes, and hawks and the meercats try to keep safe from their predators which are eagles) and **uses relevant evidence with inconsistency** (The MeerCats stands over their home and birds stay close to each other). **The response exhibits some attempt at organization.** The response links ideas using grade-appropriate words and phrases (I know this because in the story, which, also, This shows how, and). The response uses grade-appropriate language and domain-specific vocabulary (both share the problem, predators, protected, family members). The response provides a **concluding statement** that follows from the topic and information presented (This shows how the animals stay safe and what problems they were having). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (MeerCat, predators, because, they, keep one and another safe, capitalization, spacing).

Score of 1 point out of 4

Fourth grade sample student response:

one problem how there the same is **they have to protect there babys** from getting hert. how they try to slove the problem is **by tryin g to keep there babies safe by hideing**

Score Point 1 (out of 4 points)

This response introduces the topic in a manner that follows generally from the task and purpose (one problem how there the same is and how they try to solve the problem is by). The **response demonstrates little understanding of the texts** (they have to protect there babys from getting hert and how they try to solve the problem is by tryin g to keep there babies safe). The response demonstrates an attempt to use evidence, but only develops ideas with **minimal, occasional evidence** (tryin g to keep there babies safe by hideing). The response exhibits **little attempt at organization, and lacks the use of linking words** and phrases. The response inconsistently uses appropriate language and domain-specific vocabulary. The response **does not provide a concluding statement**. The response demonstrates a lack of command of conventions, with frequent errors (how there the same, babys, hert, solve, tryin g, hideing, capitalization).

3rd Grade 2018 Mathematics Test Design May 1,2, 2019

	Number of Multiple-Choice Questions	Number of Short-Response Questions	Number of Extended-Response Questions
Session 1 May 1	25	0	0
Session 2 May 2	8	6	1

4th and 5th Grade 2018 Mathematics Test Design May 1 -2, 2019

	Number of Multiple-Choice Questions	Number of Short-Response Questions	Number of Extended Response Questions
Session 1 May 1	30	0	0
Session 2 May 2	8	6	1

Multiple-Choice Questions

- ▶ The multiple-choice questions on the State exam are designed to assess the Learning Standards for Mathematics. The multiple-questions on this exam will:
 - ▶ be used to assess students' knowledge of the standard algorithms and conceptual standards
 - ▶ incorporate both the Learning Standards for Mathematics and the Standards of Mathematical Practices.
 - ▶ ask students to negotiate plausible distractors. (A distractor is an incorrect response that may appear to be a plausible correct response to a student who has not mastered the skill or concept being tested).

Domain-Level Test Blueprint—Percent of Test Points on Grade 3 Test

Number and Operations in Base Tens	Number and Operations Fractions	Operations and Algebraic	Measurement and Data	Geometry
5–15%	15–25%	40–50%	15–25%	5–15%

Domain-Level Test Blueprint—Percent of Test Points on Grade 4 Test

Number and Operations in Base Tens	Number and Operations Fractions	Operations and Algebraic	Measurement and Data	Geometry
20–30%	20–30%	15–25%	15–25%	5–15%

Domain-Level Test Blueprint—Percent of Test Points on Grade 5 Test

Number and Operations in Base Tens	Number and Operations Fractions	Operations and Algebraic	Measurement and Data	Geometry
20–30%	30–40%	5–15%	20–30%	5–15%

Multiple Choice question (3rd Grade)

1 Which expression is another way to show 8×6 ?

A $(2+4) + 6$

B $(2+4) \times 6$

C $(2 \times 4) + 6$

D $(2 \times 4) \times 6$

2 The distance from Chicago to New York City is 794 miles. What is 794 rounded to the nearest hundred?

▶ A 700

▶ B 794

▶ C 800

▶ D 894

3 What number makes the equation true?

$$4 = _? _ \div 7$$

▶ A 11

▶ B 21

▶ C 28

▶ D 32

Short-Response Questions

- ▶ Short-Response questions are questions that typically assess both conceptual and application standards. Short response questions:
 - ▶ ask students to complete a task and show their work
 - ▶ often require multiple steps
 - ▶ assess conceptual and application standards

Short Response (5th Grade)

- 41 Mark and his friends order two pizzas of the same size.
- The first pizza is cut into 6 slices of equal size.
 - The second pizza is cut into 4 slices of equal size.

Each person plans to take 2 slices of pizza. Mark concludes that he would get more pizza by taking 1 slice from each pizza, instead of 2 slices from the first pizza.

Explain why Mark is correct. Be sure to include a number comparison using $>$ or $<$ in your explanation.

Answer

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The explanation is complete and correct.

- ▶ 5th gr. sample of student's response:

Answer

- ▶ $1/4 > 1/6$
- ▶ Mark is correct because having less slices will make the slices bigger if the both pizzas are the same size.

Score Point 1 (out of 2 points)

This response demonstrates only a partial understanding of the mathematical concepts in the task. The explanation is partially correct. A calculation error is made when determining the second fraction. The two numbers are correctly compared. The response correctly addresses only some elements of the task.

- ▶ 5th gr. sample of student's response:
- ▶ Answer

Mark is correct because $1/6 + 1/4$ is $10/24$

If you add $1/6 + 1/6$ you get $1/12$ and $10/24$ is grader then $1/12$

$10/24 > 1/12$

Extended-Response Questions

- ▶ Extended-response questions ask students to show their work while completing an extensive problem. Extended-response questions:
 - ▶ allow students to show their understanding of mathematical procedures
 - ▶ demonstrate conceptual understanding
 - ▶ ask students to apply mathematical procedures and conceptual understanding to problems
 - ▶ assess student reasoning and ability to critique the arguments of others

Extended Response (4th Grade)

45 A teacher buys 8 packs of orange erasers and 6 packs of blue erasers for his classroom. There are 24 orange erasers in a pack and 28 blue erasers in a pack. What is the total number of erasers the teacher buys for his classroom?

Show your work

Answer _____

Score Point 3 (out of 3 points) This response demonstrates a **thorough understanding** of the mathematical concepts in the task. Sound mathematical processes are used to correctly determine the total number of erasers.

4th gr. sample of student's response:

Show your work:

▶ $(8 \times 24) = 32 + 160 = 192$

▶ $192 + 168$

▶ $(6 \times 8) = 48 + 120 = 168$

▶ Answer 360

Score of 2 out of 3: This response **demonstrates a partial understanding of the mathematical concepts** in the task. A correct process is used to determine the total number of erasers, but a calculation error in determining the number of blue erasers leads to an incorrect answer. The response addresses most, but not all aspects of the task correctly.

4th gr. sample of student's response:

Show your work:

- ▶ Orange erasers = 192 = $24 * 8$
- ▶ Blue erasers = 48 = $28 * 6$
- ▶ Total = 240 = $192 + 48$

- ▶ Answer: 240

Score of 1 out of 3 points

This response demonstrates only **a limited understanding of the mathematical concepts in the task**. The values 6 and 8 are transposed and the work contains a calculation error ($8 \times 28 \neq 198$). The products are then added correctly. The response addresses some elements of the task correctly.

4th gr. sample of student's response:

Show your work:

- ▶ $8 \times 28 = 198$
- ▶ $6 \times 24 = 144$
- ▶ $198 + 144 = 342$

- ▶ Answer: 342 erasers

**New York State Testing Program
Grade 3-8 English Language Arts and
Mathematics Released 2018 Test
Questions**

Website:

<https://www.engageny.org/>

“Every effort must be made in childhood to teach the young to use their own minds. For one thing is sure. IF they don’t make up their own minds, someone will do it for them.”

-Eleanor Roosevelt