



Dr. Edwin M. Quezada, Superintendent of Schools



# GRADES 3-8 ELA ASSESSMENT: 2022 PREPARATION & ADMINISTRATION

Instructional Affairs Committee

Presented by:

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April 18, 2022

FIRST FULL  
GRADES 3-8 TESTING  
IN 3 YEARS

2018-19 - Last full assessment administration	11,379 tested
2019-20 - Assessments cancelled due the COVID-19 Pandemic	0 tested
2020-21 - An abridged version of the assessment, optional	6,534 tested
2021-22 - Return to full test administration	10,260 tested



# GRADES 3-8 ENGLISH LANGUAGE ARTS ASSESSMENT

- Two-day Assessment
- Computer based Testing (CBT)
- Multiple Choice Questions
- Short-Response Questions
- Extended Response Questions

Length of Texts	
Grade 3	500–600 words
Grade 4	600–700 words
Grade 5	700–800 words
Grade 6	750–850 words
Grade 7	800–900 words
Grade 8	900–1000 words

	Average Time to Complete Session 1	Average Time to Complete Session 2
<b>Grade 3</b>	60–70 Minutes	70–80 Minutes
<b>Grade 4</b>	60–70 Minutes	70–80 Minutes
<b>Grade 5</b>	80–90 Minutes	70–80 Minutes
<b>Grade 6</b>	80–90 Minutes	90–100 Minutes
<b>Grade 7</b>	80–90 Minutes	90–100 Minutes
<b>Grade 8</b>	80–90 Minutes	90–100 Minutes



# GRADES 3-4 ENGLISH LANGUAGE ARTS TEST DESIGN

<b>2022 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>



# GRADES 5-6 ENGLISH LANGUAGE ARTS TEST DESIGN

2022 Grades 5–6 English Language Arts Test Design			
	Session 1	Session 2	Total
	Reading	Writing	
Passages	5	3	8
Multiple-Choice Questions	35	0	35
Short-Response Questions	0	6	6
Extended-Response Questions	0	1	1
	Total Number of Literary Passages		3–5
	Total Number of Informational Passages		3–5



# GRADES 7-8 ENGLISH LANGUAGE ARTS TEST DESIGN

2022 Grades 7–8 English Language Arts Test Design			
	Session 1	Session 2	Total
	Reading	Writing	
Passages	5	3	8
Multiple-Choice Questions	35	0	35
Short-Response Questions	0	7	7
Extended-Response Questions	0	1	1
	Total Number of Literary Passages		3–5
	Total Number of Informational Passages		3–5



# THE LEARNING STANDARDS





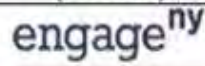

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# CURRICULUM & INSTRUCTION

## Literacy Development

- K-6- Consistent Standards Aligned Reading Program Benchmark Advance/Adelante
- 7-8- NYSED Modules (Standards Aligned)
- Interdisciplinary Approach to Literacy
- Professional Learning Communities focused on on-going data analysis to inform teaching and learning
- Integrated Social Emotional Component
- Supplemental Resources to support and enhance differentiated teaching and learning:
  - Microsoft Teams, See Saw (PreK), Achieve 3000 (3-8), NearPod Suite, Castle Learning, BrainPPO/BrainPOP Jr., iReady, IXL

Pre-K	
Grades K-5	
Grade 6 (PK-6 Schools)	
Grades 7-8 +Grade 6 (PK-8 Schools)	 (Grade 6)
	 Our Students. Their Moment. (Grade 7-8)
Grades 9-12	 Our Students. Their Moment. + site specific course materials developed for College Link, IB AP and grant-driven courses  +Development of Black and Latin American Humanities course in progress for Grade 12



# CURRICULUM & INSTRUCTION: READING STANDARDS

## READING

### Grades 3–5

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts.

By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas

### Grades 6–8

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries.



# CURRICULUM & INSTRUCTION: WRITING STANDARDS



## Writing

### Grades 3–5

To build a foundation for college and career readiness, students need to:

- learn to use writing as a way of offering and supporting opinions, demonstrating an understanding of the subjects they are studying, and conveying real and imagined experiences and events
- learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and begin to adapt the form and content of their writing to accomplish a particular task and purpose

### Grades 6–8

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To become college- and career-ready writers, students:

- must take the task, purpose, and audience into careful consideration, choosing words, information structures, and formats deliberately
- need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within arguments and explanations within narratives—to produce complex and nuanced writing



# CURRICULUM & INSTRUCTION: LANGUAGE STANDARDS

## LANGUAGE

### Grades 3-5

Grades 3-5 To build a foundation for college and career readiness, students:

- must gain control over many conventions of standard English grammar, usage, and mechanics, as well as learn other ways to use language to convey meaning effectively;
- must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use

### Grades 6-8

To become college and career ready, students:

- must have firm control over the conventions of standard English;
- must come to appreciate that language is at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects;
- must also have extensive vocabularies built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content



# CURRICULUM & INSTRUCTION: SPEAKING STANDARDS

It's your turn **to speak**



## SPEAKING

### Grades 3-5

To build a foundation for college and career readiness, students:

- must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. To be productive members of these conversations requires that students contribute accurate, relevant information (Shift 4: Text-based Answers);
- respond to and develop what others have said; and
- make comparisons and contrasts, analyzing and synthesizing a multitude of ideas in various domains

### Grades 6-8

To become college and career ready, students:

- must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains
- must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline.



RELEASED QUESTIONS FOR  
GRADES 3, 5, AND 7



# RELEASED QUESTIONS - GRADE 3 EXCERPT

## Directions

Read this passage. Then answer questions 7 through 12.

### Excerpt from *Nature's Fireworks: A Book About Lightning*

by Josepha Sherman

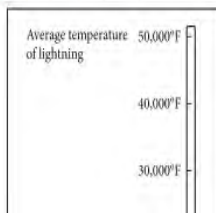
- Flash! Lightning streaks from a dark cloud.
- Crash! Thunder shakes our roofs and windows. A lightning storm dazzles the sky like flickering fireworks.

#### Lightning Begins

- High above the ground, water droplets and ice crystals swirl and swarm inside the moving clouds. The tiny particles bump into one another. When the particles rush together, they become charged. Electricity is created.

#### Lightning is Electricity

- A single stroke of lightning carries millions of volts of electricity. Each stroke heats the air in its path to as much as 50,000 degrees Fahrenheit (27,760 degrees Celsius). That is five times as hot as the surface of the sun.



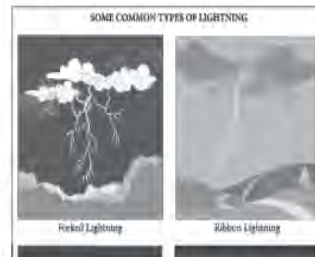
#### Thunder and Lightning

- The heat from lightning makes the air expand quickly. Expanding air makes a booming, bursting sound like a firecracker. This is the sound of thunder. Thunder and lightning happen at the same time. Light travels faster than sound. This is why we often see the flash before we hear the boom.

expand = make larger

#### How Far Lightning Travels

- Lightning can flash faster than you can blink. During a single flash, lightning can streak down to the ground and back up to the clouds. A lightning stroke that flashes down to earth can stretch up to nine miles (14 kilometers). That's taller than the world's highest mountain. Lightning flashes from cloud to cloud can travel even longer distances.
- Ribbon lightning darts from the sky. It looks like jagged streaks side by side. Forked lightning looks like an upside-down tree. The branches of electricity reach through the clouds. Sheet lightning streaks inside a cloud. The cloud lights up like a bright, white sheet. Heat lightning happens during the hot summer. It looks like faraway flashes in the sky. Heat lightning is too far away for its thunder to be heard.



- According to paragraph 5, what happens **right before** thunder can be heard?

- A Little drops of water move around in the sky.
- B Dark clouds appear in the sky.
- C Rain droplets start to fall from the clouds.
- D The air spreads because of heat from lightning.

- What is the main idea of paragraph 6?

- A Lightning can reach from the sky to the ground.
- B A bolt of lightning can travel up to nine miles.
- C Flashes of lightning can jump from one cloud to another.
- D Lightning can move over large distances very quickly.

- Which idea from the passage does the second illustration **best** support?

- A Lightning can be helpful for nature.
- B Lightning moves very quickly.



# RELEASED QUESTIONS - GRADE 5 EXCERPT

## **D**irections

Read this article. Then answer questions 8 through 14.

### Excerpt from *Snowflake Bentley*

by Jacqueline Briggs Martin

- 1 In the days when farmers worked with ox and sled and cut the dark with lantern light, there lived a boy who loved snow more than anything in the world. Willie Bentley's happiest days were snowstorm days. He watched snowflakes on his mittens, on the dried grass of Vermont farm fields, on the dark metal handle of the barn door. He said snow was as beautiful as butterflies, or apple blossoms.
- 2 He could net butterflies and show them to his older brother, Charlie. He could pick apple blossoms and take them to his mother. But he could not share snowflakes because he could not save them.
- 3 When his mother gave him an old microscope, he used it to look at flowers, raindrops, and blades of grass. Best of all, he used it to look at snow. While other children built forts and pelted snowballs at roosting crows, Willie was catching snowflakes. Day after stormy day he studied the icy crystals.
- 4 Their intricate patterns were even more beautiful than he had imagined. He expected to find whole flakes that were the same, that were copies of each other. But he never did. Willie decided he must find a way to save snowflakes so others could see their wonderful designs. For three winters he tried drawing snow crystals. They always melted before he could finish.
- 5 When he was sixteen, Willie read of a camera with its own microscope. "If I had that camera I could photograph snowflakes," he told his mother. Willie's mother knew that he would not be happy until he could share what he had seen.
- 6 "Fussing with snow is just foolishness," his father said. Still, he loved his son. When Willie was seventeen his parents spent their savings and bought the camera. It was taller than a newborn calf, and cost as much as his father's herd of ten cows. Willie was sure it was the best of all cameras.
- 7 Even so his first pictures were failures—no better than shadows. Yet he would not quit. Mistake by mistake, snowflake by snowflake, Willie worked through every storm. Winter ended, the snow melted, and he had no good pictures. He waited for another

- 8 Read this sentence from paragraph 1 of the article.

**In the days when farmers worked with ox and sled and cut the dark with lantern light, there lived a boy who loved snow more than anything in the world.**

How does the author's word choice in the sentence affect the meaning of the passage?

- A by suggesting that the ideas in the passage are made up
  - B by showing that the subject of the passage became famous
  - C by suggesting that the topic of the passage is familiar
  - D by showing that the events in the passage happened long ago
- 9 What is the meaning of the word "pelted" as it is used in paragraph 3?
- A created
  - B found
  - C saved
  - D threw



# RELEASED QUESTIONS - GRADE 7 EXCERPT

## **D**irections

Read this article. Then answer questions 8 through 14.

## Need Those ZZZZZs: Young Night Owls Still Require Plenty of Sleep

by Kathiann M. Kowalski

- 1 You've got to get an early start tomorrow, but you're not sleepy yet. Blame your brain, at least in part.
- 2 Yet that same brain is still under construction. And much of that important work takes place on the night shift—while you sleep. Here's what's happening—and why it matters.
- Hello, Night Owl!**
- 3 Today's lifestyle is one reason for late bedtimes. Many teens don't finish with after-school activities, part-time jobs, dinner, chores, and homework until 10 p.m. or later. Add in some time for relaxing, and bedtime may not roll around until 11 p.m. or nearly midnight.
- 4 Those "relaxing" activities can actually delay sleep longer. Screens for television, games, computers, tablets, e-readers, and cell phones give off blue light. "The brain reads that as daylight," says Kyla Wahlstrom, an expert on education and sleep at the University of Minnesota.
- 5 In response, the brain cuts back melatonin, a hormone that promotes sleep, explains public health professor Lauren Hale at Stony Brook University. Plus, time is limited. "If you're doing more screen time, you're getting less sleep time," she says.
- 6 "There are emotions involved in going online," Hale adds. Falling asleep can be harder if texts, chat, social media, or even sports reports excite or upset you. Caffeine from sodas and energy drinks makes matters worse.
- 7 Even without modern technology, though, teens shift their circadian rhythm. That's the daily cycle for sleeping, waking, and various other activities. In particular, the brain's pineal gland starts releasing melatonin later. That's the "sleepy" hormone.
- 8 Teens' time shift is a little like the jet lag you'd feel traveling from New York to Colorado. Until your body adjusts, you'd stay up later despite the time change. But teens' brains stay in that later time zone.

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Which idea would be **most** important to include in a summary of the article?

- A "Screens for television, games, computers, tablets, e-readers, and cell phones give off blue light." (paragraph 4)
- B "Caffeine from sodas and energy drinks makes matters worse." (paragraph 6)
- C "For one thing, lack of sleep makes it harder to pay attention." (paragraph 10)
- D "One study found that the more sleep people got, the more likely people were to find them attractive." (paragraph 17)

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Which claim from the article is **most** strongly supported with evidence?

- A "Even without modern technology, though, teens shift their circadian rhythm." (paragraph 7)
- B "The rest of the world doesn't shift, however." (paragraph 9)
- C "Lack of sleep could hurt mental health." (paragraph 12)
- D "Lots of issues remain for sleep researchers to explore." (paragraph 20)

13

Which sentence from the article **best** shows the author's point of view?

- A "Blame your brain, at least in part." (paragraph 1)
- B "And that's a serious public health problem." (paragraph 9)
- C "Crankiness can result, especially if you don't feel well." (paragraph 14)
- D "And you can't easily change your body's natural circadian rhythm." (paragraph 21)





# IN PREPARATION

## Administered DataMate practice tests

- Simulates the Nextera testing environment
- Administration: ELA in January, Mathematics in February

## Goals:

- Build student stamina to sit for a 2-day assessment
- Trial run to evaluate and refine our procedures and systems to ensure a smooth test administration
- Gather data on our students' strengths and challenges to inform our instruction before the operational assessment and design targeted instructions to address those needs.



# ELA ADMINISTRATION: MARCH 29 THROUGH APRIL 5

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Overall Participation Rate: 96%

- 10,260 students tested
- 403 not tested:
  - 291 students opted out (written request by parent)
  - 110 students were absent for testing window including the make-up window
  - 2 students had an administrative error
- Minimal challenges with the technology infrastructure (devices, wifi, etc.)
- Computer Based Testing (CBT)





# NEXT STEPS & TIMELINE

NYSESLAT	Grades 3-8 Mathematics	Grades 4 & 8 Science	Regents Examinations
4/11 - 5/20	4/26 - 5/4	5/24 - 6/6	6/1, 6/15-6/24

## Scoring of Writing Component for Paper-Based Administration:

- 100 Out of district, 4 in-district (May 5, 2022)

## Data Analysis (multiple choice items only) to inform planning for:

- The beginning of the 2022-2023 school year as baseline data

## Summer 2022:

- conduct an analysis of the impact of the pandemic on our students' achievement



THANK YOU  
WE WELCOME  
YOUR QUESTIONS

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