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**Educator Guide to  
the 2023 Grades 3–8**

# THE UNIVERSITY OF THE STATE OF NEW YORK

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# Foreword

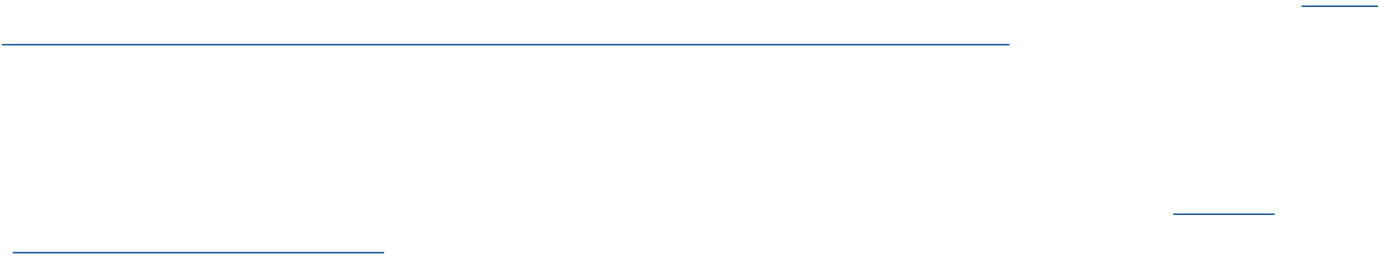
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2023   3 8 A  New York State  
General Learning Standards (  ://   .  /  - - - - )  
- - - - - )  
  2023  ,    
  
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# 2023 New York State Grades 3–8 Testing Program

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## Purpose of State Testing



# **The Next Generation English Language Arts Learning Standards**

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The information below is meant to provide the context and expectations to enable student success and inform teacher practice.

## **Lifelong Practices of Readers and Writers**

Learning Standards which, in turn, support these practices by specifying grade level expectations for readers and writers.

### **Reading**

Students in grades 3 through 8 should experience a balance of literature and informational texts in the context of instruction designed to create opportunities for children to engage with a variety of topics and texts,

**Speaking and Listening**





# Performance Level Definitions

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question writing.

## NYS Level 4

Students performing at this level **excel** and practices embodied by the Learning Standards that are considered **more than sufficient** for the expectations at this grade.

## NYS Level 3

Students performing at this level are **proficient** **sufficient** for the expectations at this grade.

## NYS Level 2

Students performing at this level are **partially proficient** in standards for their grade. They demonstrate **not yet proficient** in Learning Standards at this grade.

## NYS Level 1

Students performing at this level are **below proficient** in standards for their grade. They may demonstrate **limited insufficient** for the expectations at this grade.

## Performance Level Descriptions

for grades 3–8 see the [website](#) (\_\_\_\_\_).

# Assessing the Learning Standards for English Language Arts

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The 2023 Grades 3–8 English Language Arts Tests will focus entirely on the ELA learning standards for each grade.

## Reading, Writing, and Language

questions will be based on close reading of informational and literary texts, including paired texts in grades 3–8 English Language Arts Tests will typically be:

Length of Texts*	
Grade 3	
Grade 6	
Grade 7	
Grade 8	

\*In some instances, ranges may vary slightly for a particular passage in order to create a more complete excerpt that will aid student comprehension.

response questions will primarily assess reading, but will also require writing and command of language.

responses will be rated on the degree to which they can communicate a clear and coherent analysis of one or two texts.

## Speaking and Listening

**NOT** be assessed on the State test, they remain two very



**Text Selection**

During the test development process, NYS educators approve all passages for use on the NYS Grades 3–8





# The 2023 Grades 3–8 English Language Arts Tests

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## Testing Sessions

The 2023 Grades 3–8 English Language Arts Tests consist of two sessions that are administered over two days. The test is administered in a classroom setting and when it is in the student’s best interest to end the test session.

Students are given time to complete each session of the exam and is intended for test preparation and planning. It is strongly encouraged for educators to share this information with students and parents prior to the test administration.



Given that the Spring 2023 tests have no time limits, schools and districts have the discretion to create their **within** **the confines of the regular school day** group setting, school administrators may prefer to allow students to hand in their test materials, or submit

## **Test Design**

The charts below illustrate the test designs for the 2023 Grades 3–8 English Language Arts Tests. These charts

Also noted is the approximate number of informational and literary passages present on the 2023 tests.

**2023 Grade 4 English Language Arts Test Design**

	<b>Session 1</b>	<b>Session 2</b>	<b>Total</b>
	<b>Reading</b>	<b>Writing</b>	
<b>Passages</b>		3	7
<b>Multiple-Choice Questions</b>	23	6	29
<b>Two-Credit Constructed-Response Questions</b>	2	3	
<b>Four-Credit Constructed-Response Questions</b>	0		

**2023 Grades 5–6 English Language Arts Test Design**

	<b>Session 1</b>	<b>Session 2</b>	<b>Total</b>
	<b>Reading</b>	<b>Writing</b>	
<b>Passages</b>		3	7
<b>Multiple-Choice Questions</b>	26	7	33
<b>Two-Credit Constructed-Response Questions</b>	2	3	
<b>Four-Credit Constructed-Response Questions</b>	0		

**2023 Grades 7–8 English Language Arts Test Design**

	<b>Session 1</b>	<b>Session 2</b>	<b>Total</b>
	<b>Reading</b>	<b>Writing</b>	
<b>Passages</b>			8
<b>Multiple-Choice Questions</b>	26		
<b>Two-Credit Constructed-Response Questions</b>	2	3	
<b>Four-Credit Constructed-Response Questions</b>	0		

**Test Blueprint**

reading these charts, it is essential to remember that most questions assess many standards simultaneously.



**Grades 6–8**

Area of Focus		Approximate Percentages
		command of language
Approximate Percentages		
	Craft and Structure	

on the test in the form of rigorous, worthwhile texts.

**Question Formats**

## **Multiple-Choice Questions**

and vocabulary. Almost all questions, including vocabulary questions, will only be answered correctly if the

## Four-Credit Constructed-Response Questions

*Writing from Sources.* They will focus

### Additional Assessment Resources

\_\_\_\_\_ ( \_\_\_\_\_ ) provides

found on the [NYSED website](#) ( \_\_\_\_\_ ).

# English Language Arts Rubrics

## Four-Credit Constructed-Response Rubric

will be based on four overarching criteria:

- **Content and Analysis**—the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topics or texts
- **Command of Evidence**—the extent to which the essay presents evidence from the provided texts to

New York State Grades 4-5 Writing Evaluation Rubric

New York State Grades 6-8 Writing Evaluation Rubric

## Appendix A

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### Guidance on Constructed-Response Questions

This section provides examples of student responses to previously administered English Language Arts (ELA) operational test questions that received full credit. Using clear and concise writing helps a student communicate their message effectively. Additional examples can be referenced in the previously released [NYSED](https://www.nysed.gov) website ([https://](https://www.nysed.gov)  
\_\_\_\_\_).

herein applies to the constructed response questions on the 2023 tests.



## Sample Response to a 2018 Grade 3 Two-Credit Constructed-Response Question

Grade 3 released scoring materials provided on the [NYSED](https://www.nysedregents.org/) website (<https://www.nysedregents.org/>) received full credit.

23

How does paragraph 3 connect to paragraph 1 or 'How we Use Glass'? Use two details from the passage to support your response.

It says how they use glass. One detail is how they use glass and another detail is they have to make it. I don't know how they are able to.

### Score Credit 2 (out of 2 credit)

This response provides valid inference for paragraph 3 and paragraph 1 or 'How we Use Glass'. The student says how they use glass and provides a sentence from the text to support as required by the prompt (they use sand and they have to make it). The response contains no infere sentences where errors would not impact readability.



Sample Response to a 2018 Grade 4 Four-Credit Constructed-Response Question

[NYSED](#) website

( \_\_\_\_\_ ) received full credit as a coherent essay which uses textual evidence.

In "How Birds Beat the Odds" and "Meerkats: What is a 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 my response, I wrote

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

In "How Birds Beat the Odds" and "Meerkats: What is a 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"

They both deal with enemies who try to eat them and their young. "How Birds Beat the Odds" it says "Parents help their young to keep their eggs safe from predators and other dangers from weasels and other animals." "Meerkats: What is a 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" "As Meerkats know, snakes are everywhere in the Kalahari Desert of South Africa." This shows they both are hunted and their young are too. Birds and Meerkats solve the problem by doing different things. In "How Birds Beat the Odds" the birds have a better chance of surviving. In "Meerkats: What is a 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" they can solve their problems in different ways.

See scoring information for this response on the following page.

## Score Credit 4 (3 of 4 credits)

This response clearly introduces the topic in a manner that follows logically from the task and purpose (in "How Birds Deal the Odds" and "Mercer Crows" they don't deal with enemies and they learn and learn young). The response demonstrates grade-appropriate comprehension and analysis of the texts (this shows that both are hunted and then young are able to find and see and solve the problem of being captured and shown they can solve their problem in different ways). The response develops the topic with relevant well-chosen details from the texts and sustains the use of varied relevant evidence (Ostrich birds use their large feet to keep eggs safe; they are protected from the dangers from weather and find enough food for all those hungry birds). As Mercer Crows are caught and taken to the Kalahari Desert in South Africa they are given the chance of surviving, they are given the chance to help and protect them). The response shows clear organization, linking ideas using grade-appropriate words and phrases (in "How Birds Deal the Odds" both in "Mercer Crows" says, this shows). The response uses grade-appropriate syntactic structures and language and domain-specific vocabulary (deal with enemies, have to be hunted and then they learn and solve the chance of surviving, to help and protect them, solve their problems). The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with few errors (in capitalization, punctuation).

Sample Response to a 2018 Grade 6 Four-Credit Constructed-Response Question

[NYSED](#) website

( \_\_\_\_\_ ) received full credit as a coherent essay which uses textual evidence.

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The authors of "The Thirst for First is the Worst" and "Excerpt from The Importance of Winning" have different opinions about whether athletes should be committed to winning. What are the authors' different points of view about this topic? How is this point of view... revealed in each article? Use details from both articles to support your response.

In your response, be sure to

- describe the authors' different opinions about whether athletes should be committed to winning
- explain how this point of view is revealed in each article
- use details from both articles to support your response

There are a lot of things that come from sports. There are many different perspectives on the games. Two stories with different authors see things differently.

In "The Thirst for First is the Worst" the author believes winning is not important. That your side goals in the game are what you should achieve, and that is the only thing. For example, the text states "For someone focused on winning, losing can be hard to stomach. In my experience, it is far more fulfilling to win a game or swim meet than to see somebody compete against others." In "Excerpt from The Importance of Winning" winning is important. Sports are a competition. For example, the text says "Once an athlete reaches the high school level, winning should be a priority." It should be assumed that high school athletes have developed that passion that draws them to spend so much time playing each sport. In the first article, Reilly Blum believes that it's not all about winning. In the second article, by Andy Jobanek and Billy Low believe that winning should be emphasized. Two different perspectives.

This point is revealed in each article in different ways. In the first article, "The Thirst for First is the Worst" the author takes from her experience and branches off of it to show why she believes sports are not just about getting that first place ribbon. In the second article, "Excerpt from The Importance of Winning" the authors reveal their opinion by stating facts, and using both perspectives on people's views of sports in their article. They show that as you go up by age, your goals and mindset should change.

There are a lot of things that come from sports. Is winning everything? Is it not important? There are many different perspectives. It's up to you now you decide to play the game with your own goals or the first place ribbon.

See scoring information for this response on the following page.

### Score Credit 4 (out of 4 credits)

This response clearly introduces the topic in a manner that is compelling and follows logically from the task and purpose. *(There are a lot of things that you can do to win a game, but it's not always about winning. Two stories with different authors see things differently.)* The response demonstrates insightful analysis of the texts. *(Your side goals in the game are what you should be doing, and it's not just about winning.)* Winning is important. *(Soccer is a competitive game, and it's not just about winning.)* The response shows clear organization with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning. *(For example, the text says in the first article that the second article says that.)* The response establishes and maintains a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice. *(I've been playing soccer since I was a kid, and I know that winning is not always the goal.)* The response provides a concluding statement that is compelling and follows clearly from the topic and information presented. *(There are a lot of things that you can do to win a game, but it's not always about winning.)* The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder communication. *(I've been playing soccer since I was a kid, and I know that winning is not always the goal.)* (Note: The response contains several errors, including misspellings, punctuation, and capitalization errors.)