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

THE UNIVERSITY OF THE STATE OF NEW YORK

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Foreword

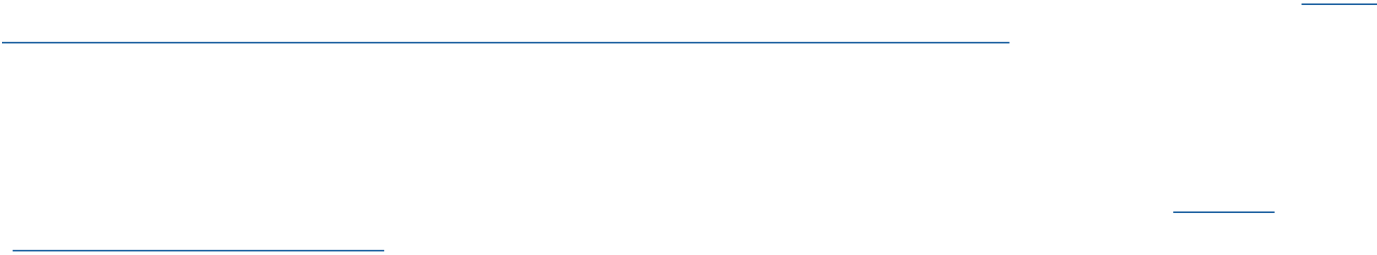
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2023 New York State Grades 3–8 Testing Program

Purpose of State Testing



The Next Generation English Language Arts Learning Standards

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

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

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

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

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

2023 Grades 5–6 English Language Arts Test Design

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

2023 Grades 7–8 English Language Arts Test Design

	Session 1	Session 2	Total
	Reading	Writing	
Passages			8
Multiple-Choice Questions	26		
Two-Credit Constructed-Response Questions	2	3	
Four-Credit Constructed-Response Questions	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

. 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

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 sand. Another detail is they have to make it into a brick. They are alike.

Score Credit 2 (out of 2 credit)

This response provides a valid inference that the two paragraphs are alike because they both use sand. The response provides a second fact from the text to support the inference. The response uses the prompt (they use sand and they have to make it into a brick) to support the inference. The response contains no errors or omissions that would impact the validity of the response.

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.

23

In "How Birds Beat the Odds" and "Meerkats: A Life of Survival", 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

- identify 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

In "How Birds Beat the Odds" and "Meerkats: A Life of Survival", 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." In "Meerkats: A Life of Survival" it says "As Meerkats know, danger is 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: A Life of Survival" the meerkats help each other to survive. They can solve their problems in different ways.

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 follows logically from the task and purpose (in "How Birds Deal the Odds" and "Mercer Crows" they don't deal with enemies and they rear them and then young). The response demonstrates grade-appropriate comprehension and analysis of the texts (this shows that both are hunted and then young are taken but the birds are smart and solve the problem of taking care of their young). The response develops the topic with relevant, well-chosen details from the texts and sustains the use of varied relevant evidence (Ostrich birds use the eggs and protect the eggs safe; they protect them from the birds from weather and find enough food for all those hungry birds). As Mercer Crows they don't deal with enemies and they rear them in the desert of South Africa they give them a better chance of surviving, they help them 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, syntactically complex language and domain-specific vocabulary (deal with enemies, help and protect them, give them a better 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.

42

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 every game. 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 three things that are important to me when I play sports. I love to win, I love to play with my friends, and I love to be the best. 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 not just trying to win every game. Winning is important, but it's not the only thing that matters. You should also be having fun and enjoying the game. The response shows that the author's main point is that you should be having fun and enjoying the game, not just trying to win. The response uses both prespectives on people's views of sports. The author says that as you go up in age, your goals and ambitions should change. The response develops the topic with relevant details. The author says, "For someone focused on winning, losing can be hard to stomach. In my experience, it's far more important to enjoy your game or sport, rather than to constantly compare myself to others." The author also reaches the high school level, and says that you should be enjoying the game, not just trying to win. The response exhibits clear organization with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning. For example, the author says, "In my opinion, the most important thing in sports is to have fun." The response establishes and maintains a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice (prescriptive, second person, etc.). The author says, "side goals, it's not all about winning; emphasize, takes from her experience, branches of, initiator, it's up to you to enjoy your game or sport." The response provides a concluding statement that is compelling and follows clearly from the topic and information presented. The author says, "There are a lot of things that you can do to win a game. It's important to have fun and enjoy the game, not just trying to win. It's important to have fun and enjoy the game, not just trying to win. It's important to have fun and enjoy the game, not just trying to win." The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder communication (presence of a few errors, such as "rehtly", "news", "achive", "is", "commuon", "emphsise", "exnience", "pron", "of", "ribbon", capitalization).