

**New York State's  
Learning Standards  
and  
Grade 3-8 Testing**

**in**

**English Language Arts  
&  
Mathematics**

**Fall 2004**

# **No Child Left Behind Act**

- **Requires states to develop content standards in reading and mathematics, for each grade, 3-8.**
- **Requires states to develop tests to measure content standards in reading and mathematics, for each grade, 3-8.**

# NYS Learning Standards

# **NYS Learning Standards**

**1996: Board of Regents approved  
English Language Arts (ELA) &  
Mathematics, Science and Technology (MST)  
learning standards**

**1998-1999: SED issued**

- *ELA Resource Guide with Core Curriculum***
- *Mathematics Resource Guide with Core Curriculum***

# Resource Guides with Core Curriculum

- Developed by SED staff with NYS educators
- Provide additional level of specificity to the learning standards (performance indicators)
- Organized by grade level clusters

# **NYS English Language Arts**

**State Education Department will:**

- **Develop performance indicators for each of grades 3–8**
- **Produce ELA tests for each of grades 3-8**
- **Issue an ELA Core Curriculum, with performance indicators for each of grades Prekindergarten through twelve**
- **Publish grade by grade ELA performance indicators on NYS Virtual Learning System**

# **NYS Mathematics Learning Standards (Revisited)**

- **Commissioner appointed Independent Panel on Math A (July 2003)**
- **Board of Regents accepted Independent Panel on Math A Report (October 2003)**

# **Mathematics Learning Standards (Revisited)**

## **Independent Panel on Math A Report Recommendations**

***1A: Educationally useful standards must be developed in mathematics for each grade, K-8, and for Math A and Math B, that consist of a clear, well-defined set of skills, the mastery of which is demonstrable.***

***1B: SED should establish a mathematics standards committee to rewrite the standards into functional form, and to meet regularly in the future to analyze test results, thus ensuring continuous relevance.***

# **Mathematics Learning Standards (Revisited)**

## **Independent Panel on Math A Report Recommendations**

***1C: SED should develop and disseminate suggested curricula for mathematics instruction for each grade K-8, and for Math A and Math B.***

***1D: To benefit from the extensive research and deliberation of the current Math A Panel, some of the current Panel members should be included in both new committees recommended in this report, i.e., the standards committee, and the curriculum development committee.***

# Mathematics Standards Committee

- **Appointed by Commissioner January 2004**  
“examine the existing Regents standards in mathematics, consider relevant research and other standards from the U.S. and other nations, and then propose modifications to the Regents mathematics standards to improve clarity, specificity, and functionality”

<http://www.emsc.nysed.gov/msc>

- **Report to Board of Regents November 2004**

<http://www.regents.nysed.gov>

# **Grade 3-8 Testing**

**in**

**English Language Arts  
and  
Mathematics**

# OVERVIEW

- I. Why test in grades 3 through 8 every year?**
- II. What will these tests look like?**
- III. How will these tests be scored?**
- IV. How will test results be used?**
- V. Information to help schools prepare.**

# **I. Why Test in Grades 3 Through 8?**

**Initially, mandated by federal government**

**Also presents the opportunity to:**

- Evaluate the implementation of the learning standards annually
- Measure student progress
- Gather information about student readiness for study at the next level

# No Child Left Behind (NCLB)

Specifies that statewide tests must:

- Address the depth and breadth of the state content standards
- Be valid, reliable, and of high technical quality
- Be designed to provide a coherent system across grades and subjects

## II. What Will These Tests Look Like?

- The NYS tests are designed to measure student achievement in English Language Arts (ELA) and mathematics in grades 3 through 8.
- The tests reflect New York State content/process standards in each grade and subject area.
  - Signal priority content
  - Are instructionally sensitive
- For ELA: independent writing prompts have been removed; editing paragraph has been added.
- Tests in both subjects will be similar in format to existing Grade 4 and 8 assessments.

# Test Designs - ELA

# Grade 3 ELA Test Design

## Session 1 (Reading)

- Format
  - 3 to 4 passages (literary and informational)
  - 20 multiple choice items
  - 1 constructed response item
- Standards 1, 2, 3 measured

## Session 2 (Listening/Writing)

- Format
  - 1 listening selection (literary)
  - 4 multiple choice items
  - 2 constructed response items
  - 1 editing paragraph
- Standards 1, 2, 3 measured

# Grade 4 ELA Test Design

## Session 1 (Reading)

- Format
  - 4 to 5 passages (literary and informational)
  - 28 multiple choice items
- Standards 1, 2, 3 measured

## Session 2 (Listening/Writing)

- Format
  - 1 listening selection (literary)
  - 2 constructed response items
  - 1 extended response item
- Standard 2 measured

## Session 3 (Reading/Writing)

- Format
  - 2 paired passages
  - 3 constructed response items
  - 1 extended response item
- Standard 3 measured

# Grade 5 ELA Test Design

## Session 1 (Reading)

- Format
  - 3 to 4 reading passages (literary and informational)
  - 20 multiple choice reading items
  - 1 constructed response item
- Standards 1, 2, 3 measured

## Session 2 (Listening/Writing)

- Format
  - 1 listening selection (informational)
  - 4 multiple choice listening items
  - 1 constructed response item
  - 1 editing paragraph
- Standards 1 and 3 measured

# Grade 6 ELA Test Design

## Session 1 (Reading)

- Format
  - 4 to 5 passages (literary and informational)
  - 26 multiple choice items
- Standards 1, 2, 3 measured

## Session 2 (Listening/Writing)

- Format
  - 1 listening selection (literary)
  - 3 constructed response items
  - 1 extended response item
- Standard 2 measured

## Session 3 (Reading/Writing)

- Format
  - 2 paired passages
  - 3 constructed response items
  - 1 extended response item
- Standard 3 measured

# Grade 7 ELA Test Design

## Session 1 (Reading)

- Format
  - 4 to 5 passages (literary and informational)
  - 26 multiple choice items
  - 2 constructed response items
- Standards 1, 2, 3 measured

## Session 2 (Listening/Writing)

- Format
  - 1 listening selection (informational)
  - 4 multiple choice items
  - 2 constructed response items
  - 1 editing paragraph
- Standards 1 and 3 measured

# Grade 8 ELA Test Design

## Session 1 (Reading) \*

- Format
  - 4 to 5 passages (literary and informational)
  - 26 multiple choice items
- Standards 1, 2, 3 measured

## Session 2 (Listening/Writing) \*

- Format
  - 1 listening selection (informational)
  - 3 constructed response items
  - 1 extended response item
- Standard 1 measured

## Session 3 (Reading/Writing)

- Format
  - 2 paired passages
  - 3 constructed response items
  - 1 extended response item
- Standard 3 measured

\* **Sessions 1 and 2 will be given on one day**

# Test Designs - Mathematics

# Grade 3 Mathematics Test Design

## Session 1

- Format
  - 25 multiple choice items
- Standard 3 – Mathematics measured

## Session 2

- Format
  - 4 constructed response items
  - 2 extended response items
- Standard 3 – Mathematics measured

# Grade 4 Mathematics Test Design

## Session 1

- Format
  - 30 multiple choice items
- Standard 3 – Mathematics measured

## Session 2

- Format
  - 7 constructed response items
  - 2 extended response items
- Standard 3 – Mathematics measured

## Session 3

- Format
  - 7 constructed response items
  - 2 extended response items
- Standard 3 – Mathematics measured

# Grade 5 Mathematics Test Design

## Session 1

- Format
  - 26 multiple choice items
- Standard 3 – Mathematics measured

## Session 2

- Format
  - 4 constructed response items
  - 4 extended response items
- Standard 3 – Mathematics measured

# Grade 6 Mathematics Test Design

## Session 1

- Format
  - 25 multiple choice items
- Standard 3 – Mathematics measured

## Session 2

- Format
  - 6 constructed response items
  - 4 extended response items
- Standard 3 – Mathematics measured

# Grade 7 Mathematics Test Design

## Session 1

- Format
  - 30 multiple choice items
- Standard 3 – Mathematics measured

## Session 2

- Format
  - 4 constructed response items
  - 4 extended response items
- Standard 3 – Mathematics measured

# Grade 8 Mathematics Test Design

## Session 1 \*

- Format
  - 27 multiple choice items
- Standard 3 – Mathematics measured

## Session 2 \*

- Format
  - 4 constructed response items
  - 2 extended response items
- Standard 3 – Mathematics measured

## Session 3

- Format
  - 8 constructed response items
  - 4 extended response items
- Standard 3 – Mathematics measured

\* **Sessions 1 and 2 will be given on one day**



# Testing Times for ELA & Mathematics

		<u>ELA</u>		<u>Mathematics</u>	
		Test Time (approx.)	Prep Time (Inc. listening – approx.)	Test Time (approx.)	Prep Time (approx.)
<b>Grade 3</b>	<b>Session 1</b>	40 min.	10 min.	40 min.	10 min.
	<b>Session 2</b>	30 min.	15 min.	35 min.	10 min.
<b>Grade 4</b>	<b>Session 1</b>	45 min.	10 min.	50 min.	10 min.
	<b>Session 2</b>	45 min.	15 min.	45 min.	10 min.
	<b>Session 3</b>	60 min.	10 min.	45 min.	10 min.
<b>Grade 5</b>	<b>Session 1</b>	40 min.	10 min.	45 min.	10 min.
	<b>Session 2</b>	30 min.	15 min.	50 min.	10 min.

# Testing Times for ELA & Mathematics

Grade	Session	<u>ELA</u>		<u>Mathematics</u>	
		Test Time (approx.)	Prep Time (Inc. listening – approx.)	Test Time (approx.)	Prep Time (approx.)
Grade 6	Session 1	45 min.	10 min.	40 min.	10 min.
	Session 2	45 min.	15 min.	60min.	10 min.
	Session 3	60 min.	10 min.	N/A	N/A
Grade 7	Session 1	50 min.	10 min.	50 min.	10 min.
	Session 2	30 min.	15 min.	50 min.	10 min.
Grade 8*	Session 1	45 min.	10 min.	45 min.	10 min.
	Session 2	45 min.	15 min.	35 min.	10 min.
	Session 3	60 min.	10 min.	65 min.	10 min.

32 \* Sessions 1 and 2 will be given on one day – both ELA and math.

# **Participation of Students with Disabilities**

# Development of 3 - 8 ELA and Math Tests

- VESID is a member of the Assessment Cabinet
- VESID works collaboratively with Office of State Assessment and CTB/McGraw-Hill
  - Participation of special education teachers and teachers of visually impaired and hearing impaired in review of test items
  - Development of policy regarding allowable test accommodations
  - Development of information on test accommodations to be included in School Administrator's Manuals for tests

# Principles of Universal Design for Learning (UDL)

- UDL promotes the development of instructional and assessment materials that are varied and diverse
- Does more than accommodate physical, sensory or cognitive disabilities
- Flexible and provides alternatives
- Inclusive
- CTB and SED are working together to ensure UDL principles are used in grade 3-8 test development

# PARTICIPATION

- Federal law requires all students with disabilities to participate in State assessments.
- Committee on Special Education determines how a student with a disability will be assessed.
- Most students participate in regular assessments.
  - Without testing accommodations
  - With testing accommodations
- Alternate assessment is for a small number of students with severe cognitive disabilities.
- Challenges - participation, performance and reporting results for students with disabilities

# Most Common Testing Accommodations

- Extended time
- Separate setting
- Use of calculator
- Revised test directions
- Use of spelling/grammar checker

# Allowable Testing Accommodations for State Tests

- Decisions consistent with February 2002 memo regarding allowable testing accommodations on 4<sup>th</sup> and 8<sup>th</sup> grade ELA and math tests
- Modifications which change the construct of the test will not be permitted
- Affects the following:
  - tests read
  - use of calculator
  - use of spelling/grammar checkers
  - deletion of spelling, paragraphing and punctuation requirements

# **Alternate Assessment for Students with Severe Disabilities**

- This assessment is for students with severe cognitive disabilities functioning below a five year old level using alternate performance indicators.
- Like all students, students eligible for the alternate assessment will be assessed in ELA and math in grades 3, 5, 6, and 7.
- Like all students, students eligible for the alternate will be assessed in ELA, math, science and social studies in grades 4, 8, and high school.



### **III. How Will These Tests be Scored?**

**A number of scoring models are being considered.**

# **IV. How Will Test Results be Used?**

- **Achievement in relation to the standard(s)**
- **Accountability**

# **Achievement in Relation to the Standard(s)**

- **Annual feedback to schools**
- **Standardized statewide reports**
- **Tracking student progress**

# **Accountability**

- **Federal and State reporting**
- **Performance Index computed based on Grade 3-8 results**
- **Annual measurable objectives will be revised**
- **Discussions ongoing with USDOE regarding transition process**

## **V. Information to Help Schools Prepare**

**Variety of formats -**

**1. Teleconference**

**2. Regional Forums**

**3. Booklet: *An Introduction to the NYS  
Grade 3–8 Testing Program***

**4. Information Brochure (for parents)**

# Timeline for Introductory Materials

## *English Language Arts and Mathematics*

October 20, 2004	Teleconference
Oct. 2004 – April 2005	Regional Forums
Fall 2004	<i>An Introduction to the NYS Grade 3-8 Testing Program</i>
Sept. 2005	Parallel Tests
Fall 2005	Sample Scoring Training Materials
Oct. 2005	Parent Information Brochure

# Teleconference

- **Provides overview of the new testing program in ELA and Mathematics for school administrators and teachers**
- **Provides opportunity for input / questions**
- **Allows for regional discussion of implementation**

# Regional Forums

- **Allow focused discussions on specific areas of interest**
- **Provide a forum for questions and answers**
- **Provide opportunity for public input**

# **Booklet: *An Introduction to the NYS 3–8 Testing Program***

- **Presents a description of the testing program for teachers and other school personnel**
- **Includes sample items and generic rubrics**
- **Mailed directly to schools and available online**
  - **Two copies per school**
  - **Similar to the Test Sampler Drafts for the Grade 4 & 8 program**

# Parallel Tests

- **Available Fall 2005**
- **Can be used as practice tests for students**
- **Provide an instructional resource for teachers**

# Scoring Training Materials

- Will include 12 turn-key training sessions throughout NYS for each content area
- Will follow the same basic process as the Grade 4 & 8 program
- Will be sent as hard copy to all schools; districts and nonpublic schools will receive DVDs /videotapes

# **Parent Information Brochure**

- **Will inform parents about the new testing program**
- **Will be translated into five languages: Chinese, Haitian-Creole, Korean, Russian and Spanish**

# KEY DATES

- **SED launches new website on NYS Learning Standards & Grades 3-8 Testing in ELA and Mathematics ([www.nysed.gov](http://www.nysed.gov))**  
October 1, 2004
- **Statewide Teleconference: NYS Learning Standards & Grades 3-8 Testing in ELA and Mathematics**  
October 20, 2004
- **SED conducts a series of Regional Forums**  
November 2004 – April 2005
- **Introductory Brochure on Grades 3-8 ELA and Mathematics Testing**  
October/November 2004
- **Mathematics Standards Committee Report to the Board of Regents**  
November 2004

# KEY DATES

## (continued)

- **Public Comment Period on Proposed Mathematics Standards**  
November – December 2004
- **Board of Regents Action on Proposed Mathematics Standards**  
January 2005
- **Statewide Administration of NYS Elementary and Intermediate ELA Assessment (based on existing ELA standards)**  
January 2005
- **Field Testing of Grades 3-8 English Language Arts**  
February 2005
- **Field Testing of Grades 3-8 Mathematics**  
March 2005

# KEY DATES

## (continued)

- **SED posts analysis of most commonly used commercial standards-based programs aligned to new Mathematics Standards**

March 2005

- **Statewide Administration of NYS Elementary and Intermediate Mathematics Assessment (based on existing MST standards)**

May 2005

- **SED posts NYS Core Curriculum in Mathematics & ELA**

May 2005

- **SED posts model local curriculum aligned to new Mathematics Standards**

May 2005

# KEY DATES

## (continued)

- **SED posts a revised NYS Learning Standards for Mathematics, Science, and Technology**  
May 2005
- **SED updates NYS Virtual Learning System to reflect grade-by-grade content standards**  
May 2005
- **SED issues Parallel Test Forms for Grades 3-8 Testing in ELA and Mathematics**  
September 2005
- **Administration of NYS Grades 3-8 ELA Tests**  
January 2006
- **Administration of NYS Grades 3-8 Mathematics Tests**  
March 2006

# KEY DATES

(continued)

**NOTE:** The Grade 4 / 8  
ELA and Mathematics tests  
will be given in **January 2005**  
and **May 2005**, respectively.

# KEY CONTACTS

**Office of Curriculum, Instruction, and  
Instructional Technology Website**

**[www.emsc.nysed.gov/ciai](http://www.emsc.nysed.gov/ciai)**

**Curriculum Questions can be sent to:**

**[emscurric@mail.nysed.gov](mailto:emscurric@mail.nysed.gov)**

**Office of State Assessment**

**[www.emsc.nysed.gov/osa/](http://www.emsc.nysed.gov/osa/)**

**Testing Questions can be sent to:**

**[emscassessinfo@mail.nysed.gov](mailto:emscassessinfo@mail.nysed.gov)**

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