



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

New York State Testing Program
Grade 3
English Language Arts Test

Released Questions

2025

New York State administered the English Language Arts Tests in Spring 2025 and is making approximately 75% of the questions from these tests available for review and use.



New York State Testing Program

Grade 3 English Language Arts

Released Questions from 2025 Exams

Background

As in past years, the New York State Education Department (NYSED) is releasing large portions of the 2025 NYS Grades 3–8 English Language Arts and Mathematics test materials for review, discussion, and use.

For 2025, at least 75 percent of the test questions that appeared on the 2025 tests and counted toward students' scores are included in these released materials. This includes all constructed-response questions. Additionally, NYSED is providing information about the released passages; the associated text complexity for each passage; and a map that details what learning standards each released question measures and the correct response to each question. These released materials will help students, families, educators, and the public better understand the tests and NYSED's expectations for students.

Understanding English Language Arts Questions

Multiple-Choice Questions

Multiple-choice questions are designed to assess the New York State P–12 Next Generation Learning Standards in English Language Arts (ELA). These questions ask students to analyze different aspects of a given text, including central idea, style elements, character and plot development, and vocabulary. Almost all questions, including vocabulary questions, will be answered correctly only if the student comprehends and makes use of the whole passage.

For multiple-choice questions, students select the correct response from four answer choices. Multiple-choice questions assess reading standards in a variety of ways. Some ask students to analyze aspects of text or vocabulary. Many questions require students to combine skills. For example, questions may ask students to identify a segment of text that best supports the central idea. To answer these questions correctly, a student must first comprehend the central idea and then show understanding of how that idea is supported. Questions tend to require more than rote recall or identification.

Two-Credit Constructed-Response Questions

Two-credit constructed-response questions are designed to assess New York State P–12 Reading and Language Standards. These are single questions in which a student uses textual evidence to support their answer to an inferential question. These questions ask the student to make an inference (a claim, position, or conclusion) based on their analysis of the passage, and then provide two pieces of text-based evidence to support their answer.

The purpose of the two-credit constructed-response questions is to assess a student's ability to comprehend and analyze text. In responding to these questions, students are expected to write in complete sentences. Responses require no more than three complete sentences. The rubric used for evaluating two-credit constructed-response questions can be found in the grade-level Educator Guides at <https://www.nysed.gov/state-assessment/grades-3-8-ela-math-and-science-test-manuals>.

New York State P–12 Next Generation Learning Standards Alignment

The alignment to the New York State P–12 Next Generation Learning Standards for ELA is intended to identify the analytic skills necessary to successfully answer each question. However, some questions measure proficiencies described in multiple standards, including writing and additional reading and language standards. For example, two-credit and four-credit constructed-response questions require students to first conduct the analyses described in the mapped standard and then produce written responses that are rated based on writing standards. To gain greater insight into the measurement focus for constructed-response questions, please refer to the rubrics.

These Released Questions Do Not Comprise a “Mini Test”

To ensure it is possible to develop future tests, some content must remain secure. This document is **not** intended to be representative of the entire test, to show how operational tests look, or to provide information about how teachers should administer the test; rather, its purpose is to provide an overview of how the test reflects the demands of the New York State P–12 Next Generation Learning Standards.

The released questions do not represent the full spectrum of the standards assessed on the State tests, nor do they represent the full spectrum of how the standards should be taught and assessed in the classroom. It should not be assumed that a particular standard will be measured by an identical question in future assessments.

2025 Grade 3 ELA Test Text Complexity Metrics for Released Questions

Selecting high-quality, grade-appropriate passages requires both objective text complexity metrics and expert judgment. For the Grades 3–8 assessments based on the New York State P-12 Next Generation Learning Standards for English Language Arts, both quantitative and qualitative rubrics are used to determine the complexity of the texts and their appropriate placement within a grade-level ELA exam.

Quantitative measures of text complexity are used to measure aspects of text complexity that are difficult for a human reader to evaluate when examining a text. These aspects include word frequency, word length, sentence length, and text cohesion. These aspects are efficiently measured by computer programs. While quantitative text complexity metrics are a helpful start, they are not definitive.

Qualitative measures are a crucial complement to quantitative measures. Using qualitative measures of text complexity involves making an informed decision about the difficulty of a text in terms of one or more factors discernible to a human reader applying trained judgment to the task. To qualitatively determine the complexity of a text, NYS educators use a rubric composed of five factors; four of these factors are required and one factor is optional. The required criteria are: meaning, text structure, language features, and knowledge demands. The optional factor, graphics, is used only if a graphic appears in the text.

To make the final determination as to whether a text is at grade level and thus appropriate to be included on a Grades 3–8 assessment, New York State uses a two-step review process, which is an industry best practice. First, all prospective passages undergo quantitative text complexity analysis using three text complexity measures. If at least two of the three measures suggest that the passage is grade-appropriate, the passage then moves to the second step, which is the qualitative review using the text-complexity rubrics. Only passages that are determined appropriate by at least two of three quantitative measures of complexity **and** are determined appropriate by the qualitative measure of complexity are deemed appropriate for use on the exam.

Text Complexity Metrics for 2025 Grade 3 Passages

Passage Title	Word Count	Lexile	Flesch-Kincaid	ATOS	Qualitative Review
Excerpt from <i>Sea View Star</i>	640	610	3.5	3.7	Appropriate
Raccoons	571	620	4.5	5.3	Appropriate
Excerpt from <i>Big Moon Tortilla</i>	607	590	4.0	4.7	Appropriate
The North Wind and the Sun	213	n/a	n/a	n/a	Appropriate

New York State 2025 Quantitative Text Complexity Chart for Assessment and Curriculum

To determine if a text’s quantitative complexity is at the appropriate grade level, New York State uses the table below. In cases where a text is excerpted from a large work, only the complexity of the excerpt that students see on the test is measured, not the large work. It is therefore possible that the complexity of a book might be above or below grade level, but the text used on the assessment will be at grade level. Because the measurement of text complexity is inexact, quantitative measures of complexity are defined by grade band rather than by individual grade level and then paired with the qualitative review by an educator.

Grade Band	Degrees of					
	ATOS	Reading Power	Flesch-Kincaid	The Lexile Framework	Reading Maturity	SourceRater
2 nd –3 rd	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	0.05 – 2.48
4 th –5 th	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	0.84 – 5.75
6 th –8 th	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	4.11 – 10.66
9 th –10 th	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	9.02 – 13.93
11 th –12 th	11.20 – 14.10	67 – 74	10.34 – 14.20	1185 – 1385	9.57 – 12.00	12.30 – 14.50

Source: Student Achievement Partners

Name: _____



New York State Testing Program

English Language Arts Test Session 1

Grade **3**

Spring 2025

RELEASED QUESTIONS

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Session 1



TIPS FOR TAKING THE TEST

Here are some ideas to help you do your best:

- Read the whole passage before you answer the questions. Most questions will only make sense after you read the whole passage.
- You might need to read the passage more than once to answer a question.
- Read each question carefully. Take your time.
- A question may include a quote from a passage. You might need to review both the quote and the whole passage to answer the question.

When you write your answers

- make sure to answer the whole question;
- use examples or details from the text;
- write in complete sentences; and
- use correct spelling, grammar, capitalization, and punctuation.

Directions

Read this story. Then answer questions 1 through 6.

Sylvie and Sammy’s teacher has announced that students will do a project for “Make a Difference Day.” This means students will find a special way to help others. Sylvie and Sammy are doing the project together.

Excerpt from Sea View Star

by Ali Bovis

1 Sylvie tapped Sammy’s shoulder and pointed to the swing set. They always got their best ideas on the swings. “Race you up!” She hopped on a swing and pumped her legs. Sammy followed.

2 Sylvie tightened her grip and kicked in the air. “We need to do something extra stellar for the animals.” . . .

stellar = very special

3 “Hmm.” Sammy tilted his head. “I have a few ideas too. Maybe we can look over our lists together.”

4 Sylvie knew Sammy would be full of awesome ideas. Sammy slowed his swing and pulled out a piece of paper. He passed it to Sylvie.

5 “An art show to raise money for animals?” asked Sylvie, waving her list. “I had the same idea! Here, number 139.”

6 “Number 139?” asked Sammy, his mouth opened wide. . . .

7 “Ready to start planning our art show for animals?” asked Sylvie. “Or ‘Paint Out!’ Sounds more stellar, doesn’t it?”

8 “Wait. What?” asked Sammy.

9 “The Paint Out. We can have it on Beach Street. People can paint portraits of their pets outside the shops. Then we can sell the paintings. We can donate the money to the Sea View Animal Shelter.”

GO ON

10 “They could help all the animals in Sea View,” said Sammy. . . .

11 They got to work right away. Before dinner, they had gotten permission from the town to hold the Paint Out, informed the Sea View Animal Shelter of their upcoming “biggest donation ever,” and told friends and family to save the date. . . .

12 With all that planning, the week had flown by. The paint, glitter, glue, and sprinkles were gathered, ready to decorate the blank canvases. Make a Difference Day was finally here! . . .

13 How could it be 6:15 in the morning already? Sylvie flung the door open and pulled her best friend inside.

14 “Sammy, thank goodness. It’s getting late!”

15 Sammy looked at the clock. He made a confused face. “OK, we’re ready. Mom and Dad squeezed in the supplies you brought over yesterday into the car. And the booth for the dog.”

16 A smile spread across Sylvie’s face. “Ah, yes! You mean the booth for my Make a Difference Day star! He’ll sit in his booth for everyone to see, admire, and even paint!”

17 Sammy picked up the new boxes Sylvie had set out. “That sounds great,” he said. He pointed to the photo album on top of the boxes. “I brought some pictures of my pets that people can use as models.” . . .

18 Two hours later, Sylvie put down her glue and took in their work. She and Sammy had transformed Beach Street into the biggest Paint Out party in the history of Sea View.

19 Sylvie looked around. A balloon arch spelled “Happy Make a Difference Day” from streetlight to streetlight. Paint-themed songs blasted over speakers.

20 Blank canvases lined the street from Sea View Slices to Sea View Scoops, and everything in between. Paint cans and buckets of brushes were set out on a big table. Bowls of glitter, glue, and decorative rainbow sprinkles sparkled in the morning light.

21 People arrived by foot, car, and bus. And an occasional surfboard.
22 When Sylvie’s family got there, she put them into position.
23 Sammy flipped his photo album to a picture of his bearded dragon and
turtle. “I think we’re ready,” he said.
24 “Just a few finishing touches,” Sylvie said. She ran to the booth and
fluffed the dog’s pillows. She wiped drool off his jowls. She colored chalk
stars on the street around him.
25 “Now?” Sammy asked.
26 Sylvie nodded. She squeezed in a few warm-up stretches and reached
for her megaphone. “Places, people! We’re open for business. Let the Paint
Out begin!” . . .
27 Before long, the Paint Out was in full swing. Empty canvases filled with
color. Rainbows swirled in water jars as paintbrushes were rinsed. Dogs,
cats, hamsters, and even a rat adorned the art of Sea View’s citizens.

1 In paragraph 7, what does Sylvie mean when she says, “Sounds more stellar, doesn’t it?”

- A** She wants people to think the event will be amazing.
- B** She wants people to be sure art is part of the event.
- C** She wants people to bring their own paint to the event.
- D** She wants people to know the event will help animals.

2 What do the details in paragraphs 2 and 9 show about Sylvie?

- A** She likes playing on the swings.
- B** She cares about animals.
- C** She knows a lot about the town.
- D** She is a talented artist.

3 Based on paragraph 14, why does Sammy make a confused face in paragraph 15?

- A** He is surprised that Sylvie thinks it is getting late.
- B** He is disappointed that Sylvie was ready before him.
- C** He is worried his parents did not pack everything.
- D** He is not sure why they need a booth for the dog.

4 “Preparation is the key to success” is a common saying that means when you plan for an event, it is more likely to go well. Which paragraph **best** shows how this idea is demonstrated in the story?

- A paragraph 1
- B paragraph 3
- C paragraph 11
- D paragraph 15

5 Which detail **best** expresses a central idea of the story?

- A “‘Hmm.’ Sammy tilted his head. ‘I have a few ideas too.’ ” (paragraph 3)
- B “Then we can sell the paintings. We can donate the money to the Sea View Animal Shelter.” (paragraph 9)
- C “Sylvie looked around. A balloon arch spelled ‘Happy Make a Difference Day’ from streetlight to streetlight.” (paragraph 19)
- D “Sylvie nodded. She squeezed in a few warm-up stretches and reached for her megaphone.” (paragraph 26)

6 By the end of the story, how does Sylvie **most likely** feel about the Paint Out?

- A She is relieved that the planning and work are finished.
- B She is upset because she did most of the work.
- C She is concerned that they did not raise enough money.
- D She is proud that the event was a huge success.

GO ON

D*irections* Read this passage. Then answer questions 19 through 25.

Excerpt from *Raccoons*

by Meryl Magby

A Raccoon in Its Den



A raccoon has a great sense of hearing.

A raccoon sees very well in the dark.

A raccoon uses its paws to get food.

- 1 Raccoons are one of the best-known animals in the United States. This is because they live in almost every part of the country. Raccoons are easy to spot. They look like they are wearing black face masks and have bushy tails with black stripes. However, many people may have never seen a raccoon in person. This is because raccoons tend to come out at night. . . .

GO ON

Flexible Fingers

flexible = easy to move

2 Raccoons have round bodies that are covered in thick brown or gray fur. They have black masks on their faces and black rings on their tails. They have four black paws. Raccoon paws have five fingers, just like a person's hands do. Adults tend to weigh between 10 and 30 pounds. They are about 2 to 3 feet long from nose to tail.

3 Raccoons are very smart and quick. They can use their flexible fingers on their front paws to do things that most other animals cannot do. These include untying knots and turning doorknobs!

Eating Almost Anything

4 Raccoons are omnivores. This means they eat both plants and animals. Exactly what a raccoon eats depends on where it lives. They may eat fruits, nuts, berries, seeds, eggs, insects, crayfish, frogs, fish, and turtles. Raccoons sometimes even catch young gophers, squirrels, mice, and rats. Raccoons living near people also eat pet food and garbage.

5 Raccoons look for food at night. They use the many nerves on the bottoms of their paws to feel their food. Raccoons often dip their food in water before they eat it. Scientists think that this softens the raccoons' feet and makes it easier for them to feel their food. . . .

Night and Day

- 6 Raccoons are mostly nocturnal. This means that they rest during the day and are active at night. Raccoons can be pests for people in neighborhoods and cities. They tip over trash cans, dig through gardens, and pull down bird feeders looking for food. They may hide or have babies in places where they are not wanted, such as chimneys, attics, and basements.
- 7 Raccoons keep safe from predators and people by hiding during the day. However, they are sometimes killed by cougars, bobcats, coyotes, dogs, owls, eagles, and snakes. They also die from hunger, being hit by cars, or getting sick.

predators = animals that hunt other animals for food

Many Different Dens

- 8 Raccoons are thought to be solitary animals. This means adults spend most of their time alone. Raccoons tend to stay within a home range of about one square mile. In this home range, they have many hiding places that they use as dens.
- 9 Unlike some other mammals, raccoons do not hibernate in the winter. During the winter, they spend a lot of time in their dens, keeping warm. However, they will leave their winter dens to find food if the weather is not too cold. Sometimes many raccoons will share a large den to keep warm and safe during a winter storm. . . .

GO ON

People and Raccoons

- 10 Raccoons are in no danger of dying out in the United States. In fact, their numbers may be growing. This may be because they have adapted so well to living in neighborhoods and cities near people.
- 11 You may see raccoons around your home at night. Raccoons can be fun to watch, but you should never get too close. Raccoons can sometimes spread diseases to people. If you like raccoons, try visiting them at a zoo or looking for their tracks in a park!

19 How does the graphic support the information in paragraph 2?

- A** by showing what raccoons look like
- B** by explaining that raccoons have good hearing
- C** by explaining that raccoons can see at night
- D** by showing where some raccoons live

20 Which sentence **best** explains why raccoons mostly come out at night?

- A** Raccoons find their food when it is dark.
- B** Raccoons spend most of their time alone.
- C** Raccoons hide during the day to keep safe.
- D** Raccoons have black masks and tail rings.

21 In which section would the reader find information about what raccoons do during the winter?

- A** “Flexible Fingers”
- B** “Eating Almost Anything”
- C** “Night and Day”
- D** “Many Different Dens”

GO ON

22 Animals learn to do things a certain way because of their habitat. Which sentence from the passage **best** connects to this idea?

- A** “Raccoon paws have five fingers, just like a person’s hands do.”
(paragraph 2)
- B** “Exactly what a raccoon eats depends on where it lives.” (paragraph 4)
- C** “They use the many nerves on the bottoms of their paws to feel their food.”
(paragraph 5)
- D** “In this home range, they have many hiding places that they use as dens.”
(paragraph 8)

23 Which detail from the passage **best** shows what the author thinks about raccoons?

- A** “Raccoons are very smart and quick.” (paragraph 3)
- B** “Raccoons living near people also eat pet food . . .” (paragraph 4)
- C** “Raccoons often dip their food in water . . .” (paragraph 5)
- D** “Raccoons can sometimes spread diseases to people.” (paragraph 11)

24 This question is worth 2 credits.

What does “pests” mean as it is used in paragraph 6? Use **two** details from the passage to support your response.

25 This question is worth 2 credits.

What is a central idea of the passage? Use **two** details from the passage to support your response.

STOP

Grade 3
English Language Arts Test
Session 1
Spring 2025

Name: _____



New York State Testing Program

English Language Arts Test Session 2

Grade **3**

Spring 2025

RELEASED QUESTIONS

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Session 2



TIPS FOR TAKING THE TEST

Here are some ideas to help you do your best:

- Read the whole passage before you answer the questions. Most questions will only make sense after you read the whole passage.
- You might need to read the passage more than once to answer a question.
- Read each question carefully. Take your time.
- A question may include a quote from a passage. You might need to review both the quote and the whole passage to answer the question.

When you write your answers

- make sure to answer the whole question;
- use examples or details from the text;
- write in complete sentences; and
- use correct spelling, grammar, capitalization, and punctuation.

Directions

Read this story. Then answer questions 26 through 31.

This story is about a girl named Marta and a lesson she learns.

Excerpt from *Big Moon Tortilla*

by Joy Cowley

- 1 Grandmother's big moon tortillas were the best in the world!
- 2 The head of Marta Enos was filled with the knowing of fresh tortillas. Oh, that sweet, crisp, little-bit-burnt smell! It went to Marta's stomach, which rumbled and growled, and then on down to her feet, making her toes twitch towards the cookhouse.
- 3 The legs of Marta Enos would not wait another minute. They were in such a hurry to run to the cookhouse that they knocked over Marta's table, and that is when a disaster happened.
- 4 The homework papers with their neat writing and beautiful drawings went out the window onto the breath of the fussing wind.
- 5 The wind huffed the papers high into the air. Then, with a little cough, it spread them over the village.
- 6 The legs of Marta Enos were sorry for their mistake, and they ran out to chase the homework papers, which slipped and slid like kites without string.
- 7 But the dogs, too, were chasing. Leaping into the air, they barked to each other. A game! A game!
- 8 In no time at all, the beautiful homework papers were torn and chewed into trash.
- 9 The second disaster happened when Marta tried to pull a page away from a puppy. Her glasses fell off, and she stepped on them. One arm of her glasses broke in half.

GO ON

10 She did not smell the tortillas anymore. Her head was filled up to her eyes with grief and tears as hot as chili peppers. Ruined homework! Broken glasses! Marta Enos ran to Grandmother.

grief = sadness over losing something special

11 Grandmother left her tortillas and sat down, as big as a bed and warm from the cooking. As she smoothed Marta's hair with her floured hands, she said, "Hush! Hush! If you cry so much you'll put out the fire."

12 "The dogs ate my homework, and I can't see to do any more!" Marta sobbed.

13 Grandmother rocked her. "Little problems," she said. "Too small for a big rainstorm. We'll repair your eyeglasses."

14 But the tears of Marta Enos still ran through her eyes and nose and made hiccups in her throat.

15 So Grandmother sang to her an old healing song, and with the healing song there was a story.

16 "When we have a problem we must choose what we will be. Sometimes it is good to be a tree, to stand up tall in the desert and look all ways at once."

17 "Sometimes it is best to be a rock, to sit very still, seeing nothing and saying nothing."

18 "Sometimes when you have a problem, you have to be a strong mountain lion, fierce and ready to fight for what is right."

19 "Sometimes the wisest thing is to be an eagle and fly. When the eagle is high up, it sees how small the earth is. It sees how small the problem is, and it laughs and laughs."

20 Grandmother wound some tape around the arm of the glasses. She put the glasses back on the nose and ears of Marta Enos. "That should be OK until we get them fixed," she said. "Now, one tortilla before supper?"

21 Grandmother pinched a ball of dough and slapped it between her hands, flip-flap, flip-flap, flip-flap. When it was as big and pale as a rising full moon, she dropped it onto the iron plate above the red-hot coals of the fire.

22 Ah, the smell as the tortilla bubbled and browned!

23 “I have decided,” said Marta Enos, her legs doing a tortilla dance. “I am going to be the eagle.”

24 Grandmother nodded. “That is very wise,” she said, turning the tortilla over. “Fly high and laugh. Then come back and do your homework.”

GO ON

26 Why is the information in paragraph 3 important to the story?

- A** It shows the cause of a problem in the story.
- B** It gives details about the setting.
- C** It gives a hint about how the story will end.
- D** It introduces a new character.

27 Which meaning of the word “spread” is used in paragraph 5?

- A** scattered around
- B** grew slowly
- C** became known
- D** shared freely

28 Which detail from the story **best** tells why Marta begins crying?

- A** “It went to Marta’s stomach . . .” (paragraph 2)
- B** “They were in such a hurry to run to the cookhouse that they knocked over Marta’s table . . .” (paragraph 3)
- C** “But the dogs, too, were chasing. Leaping into the air, they barked to each other. A game!” (paragraph 7)
- D** “Ruined homework! Broken glasses!” (paragraph 10)

- 29 Which detail from the story **best** tells what Grandmother believes?
- A “Grandmother’s big moon tortillas were the best in the world!”
(paragraph 1)
 - B “When we have a problem we must choose what we will be.”
(paragraph 16)
 - C “When the eagle is high up, it sees how small the earth is.” (paragraph 19)
 - D “Grandmother wound some tape around the arm of the glasses.”
(paragraph 20)

- 30 What does Marta **most likely** think about Grandmother’s healing song?
- A It reminds her of a story.
 - B It helps her make a choice.
 - C It makes her want to dance.
 - D It teaches her about animals.

- 31 Which detail would be **most** important to include in a summary of the story?
- A Marta’s stomach makes loud noises.
 - B The tortillas are in the cookhouse.
 - C The tortillas bubble and turn brown.
 - D Marta decides to be like an eagle.

Directions
Read this poem. Then answer questions 32 through 34.

The North Wind and the Sun

by Mary Ann Hoberman

I'm the North Wind.

I am cold. I am strong.

No one can beat me

When I come along.

5 **I am the Sun.**
 I am gentle and warm.
 That gives me more power
 Than coldness or storm.

Silly old Sun,
10 *You are not very bright!*
 Let's have a contest
 To see who is right.

Look down below,
 At that bundled-up man.
15 **Make him take off his coat**
 If you can.

GO ON

Of course I can do that!

I'll raise up a squall

And blow off his coat

20 *With no trouble at all.*

The more that you blow, Wind,

And show off your might,

The more the man shivers

And pulls his coat tight.

shivers = shakes because of being cold

25 *Well you go and try*

Since you think you're so hot!

But if I can't do it,

You surely cannot.

GO ON

30 **I'll come out right now**
 From behind this big cloud
 And warm the man up.
 Look! He's laughing out loud!

So what if he's laughing
And you're shining bright!
35 *He's still got his coat on.*
It's still pulled up tight.

But look at him now!
Though I don't want to gloat,
I have made him so hot,
40 **He's unbuttoned his coat!**

gloat = brag

He has taken it off!

You have beaten me, Sun!

So I have, silly Wind!

You have lost! I have won!

GO ON

32 This question is worth 2 credits.

In “The North Wind and the Sun,” what do lines 9 through 12 show about the North Wind? Use **two** details from the poem to support your response.

33 This question is worth 2 credits.

In “The North Wind and the Sun,” how does the Sun feel about having power? Use **two** details from the poem to support your response.

34 This question is worth 2 credits.

In the poem, how do the Sun and the North Wind show that they are alike? Use **two** details from the poem to support your response.

STOP

Grade 3
English Language Arts Test
Session 2
Spring 2025

THE STATE EDUCATION DEPARTMENT
THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234
2025 English Language Arts Tests Map to the Standards
Grade 3

Question	Type	Key	Points	Standard	Strand	Subscore	Multiple Choice Questions	Constructed-Response Questions	
							Percentage of Students Who Answered Correctly (P-Value)	Average Points Earned	P-Value (Average Points Earned ÷ Total Possible Points)
Session 1									
1	Multiple Choice	A	1	NGLS.ELA.Content.NY-3.R.4	Reading Standards for Literature	Reading	0.48		
2	Multiple Choice	B	1	NGLS.ELA.Content.NY-3.R.3	Reading Standards for Literature	Reading	0.82		
3	Multiple Choice	A	1	NGLS.ELA.Content.NY-3.R.3	Reading Standards for Literature	Reading	0.71		
4	Multiple Choice	C	1	NGLS.ELA.Content.NY-3.R.9	Reading Standards for Literature	Reading	0.57		
5	Multiple Choice	B	1	NGLS.ELA.Content.NY-3.R.2	Reading Standards for Literature	Reading	0.68		
6	Multiple Choice	D	1	NGLS.ELA.Content.NY-3.R.6	Reading Standards for Literature	Reading	0.74		
19	Multiple Choice	A	1	NGLS.ELA.Content.NY-3.R.7	Reading Standards for Informational Text	Reading	0.74		
20	Multiple Choice	C	1	NGLS.ELA.Content.NY-3.R.3	Reading Standards for Informational Text	Reading	0.36		
21	Multiple Choice	D	1	NGLS.ELA.Content.NY-3.R.5	Reading Standards for Informational Text	Reading	0.60		
22	Multiple Choice	B	1	NGLS.ELA.Content.NY-3.R.9	Reading Standards for Informational Text	Reading	0.41		
23	Multiple Choice	A	1	NGLS.ELA.Content.NY-3.R.6	Reading Standards for Informational Text	Reading	0.67		
24	Constructed Response	n/a	2	NGLS.ELA.Content.NY-3.R.4	Reading Standards for Informational Text	Writing from Sources		1.06	0.53
25	Constructed Response	n/a	2	NGLS.ELA.Content.NY-3.R.2	Reading Standards for Informational Text	Writing from Sources		1.20	0.60
Session 2									
26	Multiple Choice	A	1	NGLS.ELA.Content.NY-3.R.5	Reading Standards for Literature	Reading	0.77		
27	Multiple Choice	A	1	NGLS.ELA.Content.NY-3.L.4	Language Standards	Reading	0.74		
28	Multiple Choice	D	1	NGLS.ELA.Content.NY-3.R.3	Reading Standards for Literature	Reading	0.78		
29	Multiple Choice	B	1	NGLS.ELA.Content.NY-3.R.8	Reading Standards for Literature	Reading	0.50		
30	Multiple Choice	B	1	NGLS.ELA.Content.NY-3.R.6	Reading Standards for Literature	Reading	0.51		
31	Multiple Choice	D	1	NGLS.ELA.Content.NY-3.R.2	Reading Standards for Literature	Reading	0.54		
32	Constructed Response	n/a	2	NGLS.ELA.Content.NY-3.R.3	Reading Standards for Literature	Writing from Sources		1.04	0.52
33	Constructed Response	n/a	2	NGLS.ELA.Content.NY-3.R.6	Reading Standards for Literature	Writing from Sources		1.20	0.60
34	Constructed Response	n/a	2	NGLS.ELA.Content.NY-3.R.3	Reading Standards for Literature	Writing from Sources		1.02	0.51

*This item map is intended to identify the primary analytic skills necessary to successfully answer each question on the 2025 operational ELA test. However, each constructed-response question measures proficiencies described in multiple standards, including writing and additional reading and language standards. For example, the two-point constructed-response questions require students to first conduct the analyses described in the mapped standard and then produce written responses that are rated based on writing standards. To gain greater insight into the measurement focus for constructed-response questions, please refer to the rubrics shown in the Educator Guides.