



# ***New York State Testing Program***

## **English Language Arts**

**Sample Test 2005  
Teacher's Directions**

Grade

# **3**



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**It is important to read this entire document prior to administering the sample test.**



# Introduction

The **New York State Education Department** (the Department) has entered into a partnership with CTB/McGraw-Hill for the development of the elementary and intermediate assessments in English Language Arts. Teachers from across the State have worked with us in a variety of activities to ensure that the tests will be appropriate measures of student achievement of the New York State Learning Standards.

It is suggested that the Grade 3 English Language Arts Sample Test be administered on two consecutive days.

## **Day 1, Book 1:**

- multiple-choice questions and a short-response question based on reading selections

## **Day 2, Book 2:**

- multiple-choice questions and short-response questions based on a listening selection
- editing paragraph

Each multiple-choice question is followed by four choices, one of which is correct. Students will record their responses on a separate answer sheet.

The short-response questions require students to write (rather than select) an appropriate response. Students will be asked to demonstrate their understanding of a listening selection and some reading selections by providing written text-based answers directly in their sample test books.

By following the guidelines in this document, you can help ensure that the sample test will be equitable for all students. A series of instructions will help you organize the materials and sample testing schedule for maximum efficiency.



**STEP**  
**1**

## CHECK YOUR SAMPLE TEST MATERIALS

To administer this sample test, you will need the materials listed below.

### For the teacher:

- *Sample Test 2005 Teacher's Directions*
- Book 1
- Book 2
- *Sample Test Listening Selection* booklet
- Extra No. 2 pencils with erasers

### For each student:

- Answer sheet
- Book 1
- Book 2
- No. 2 pencil with eraser



**STEP**  
**2**

## PLAN YOUR SAMPLE TESTING SCHEDULE

- It is suggested that Book 1 and Book 2 be administered on two consecutive days.
- Schedule testing to allow sufficient time for instructions and preparations. See Page 3 for time requirements.
- **Read the *Sample Test 2005 Teacher's Directions* in its entirety prior to administering the sample test.**
- Review Step 4, "Administer the Sample Test," before each section.
- Before administering Book 2, take time on your own to read the story in the *Listening Selection* booklet.
- Read directions at a moderate, steady pace.
- Adhere to testing time limits.
- Call time if all students complete the section early.
- Avoid testing just after students have had strenuous physical activity.

### Sample Test Format and Schedule

The sample test is divided into two books: Book 1 and Book 2.

Book 1 and Book 2 contain multiple-choice and short-response questions. Each multiple-choice question is followed by four choices, one of which is the correct answer. Students will answer the multiple-choice questions by filling in circles on their answer sheets. Students will write their answers to the short-response questions directly in their sample test books.

Book 2 also contains an editing paragraph. For this task, students will write their responses directly in the sample test books.

The two sections of the test will take approximately two hours of testing time. It is suggested that the two sections be administered on two consecutive days. If all students finish before the recommended time, the section may be ended early. Students who have not completed a sample test within the designated time should **not** be given additional time to finish the sample test.

The chart below provides information about the format of the sample test, where and how students record their answers, and the testing time for each section of the sample test.

#### GRADE 3 ENGLISH LANGUAGE ARTS SAMPLE TEST

Day 1 Book 1	<ul style="list-style-type: none"> <li>• Reading selections</li> <li>• 20 multiple-choice questions (Students fill in circles on answer sheet.)</li> <li>• 1 short-response question (Students write answer directly in Book 1.)</li> </ul>	40 minutes, plus an additional 10 minutes prep time
<hr/>		
Day 2 Book 2	<ul style="list-style-type: none"> <li>• Listening selection</li> <li>• 4 multiple-choice questions (Students fill in circles on answer sheet.)</li> <li>• 2 short-response questions</li> <li>• 1 editing paragraph (Students write answers directly in Book 2.)</li> </ul>	35 minutes (includes time for administering the sample editing paragraph), plus an additional 15 minutes prep time (includes time for reading the listening selection aloud)

## Accommodations

### *Students with Disabilities*

In general, students with disabilities should be provided with the testing accommodations specified in their Individualized Education Programs (IEPs) or Section 504 Accommodation Plans (504 Plans) when taking this sample test. However, testing accommodations that alter the measurement of a construct being tested are not permitted on elementary- and intermediate-level State assessments. Only those testing accommodations that do **not** alter the construct of the test are permitted.

### Teacher Reading to Student

- Book 1:  
Only directions that are to be read aloud to **all** students may be read; no other part of Book 1 may be read to the student.
- Book 2:  
The listening selection, as well as the directions that are to be read aloud to **all** students, may be read. In addition, if “tests read” is indicated in the student’s IEP or 504 Plan, all other directions and all questions in Book 2 may be read to the student.

## Use of Spell-Checking and/or Grammar-Checking Devices

- Students may **not** use spell-checking and/or grammar-checking devices on **any** parts of the English Language Arts Test.

## Scoring Student Writing

- Students may **not** have requirements for spelling, paragraphing, and/or punctuation (writing mechanics) waived for **any** parts of the English Language Arts Test.

Additional information on testing accommodations for students with disabilities can be found in the New York State Testing Program's 2005 *School Administrator's Manual*. A copy of this document was mailed to the school principal prior to the administration of the 2005 Grades 4 and 8 English Language Arts Tests. It is also available on the Department's web site at [www.emsc.nysed.gov/osa](http://www.emsc.nysed.gov/osa).

## **Limited-English-Proficient (LEP) Students**

Information on accommodations for LEP students can be found in the New York State Testing Program's 2005 *School Administrator's Manual*. A copy of this document was mailed to the school principal prior to the administration of the 2005 Grades 4 and 8 English Language Arts Tests. It is also available on the Department's web site at [www.emsc.nysed.gov/osa](http://www.emsc.nysed.gov/osa).



## **PREPARE SAMPLE TEST MATERIALS**

### **Answer Sheets**

- Locate the separate answer sheet that has been provided for this sample test.
- Make sure you have photocopied a sufficient number of answer sheets to distribute to your students.
- Students will be recording their answers to the multiple-choice questions on their answer sheets, but will be writing their answers to the short-response questions and to the editing paragraph directly in their sample test books.



## **ADMINISTER THE SAMPLE TEST**

Please read these directions carefully before administering the sample test. When you administer the sample test, the directions you are to read aloud are preceded by **SAY**. The italicized instructions to teachers should not be read aloud.

### **Day 1, Book 1**

*Make sure you have a copy of Book 1.*

*Make sure each student has a No. 2 pencil.*

*Students may **not** use scrap paper.*

*No extra paper is to be distributed to students for their responses or for note taking. (In operational testing, only the responses on students' answer sheets and in their test books will be scored.)*

**SAY**            There are two books for this sample test. Today you will answer the questions in Book 1. Tomorrow you will answer the questions in Book 2.



*Students will be recording the answers to the multiple-choice questions on their answer sheet, but will be writing their answers to the short-response questions and to the editing paragraph directly in their test books.*

*Distribute an answer sheet to each student. Ask the students to look at their answer sheets.*

**SAY** Find the words STUDENT NAME at the bottom of the answer sheet. Write your first and last names on the blank.

For the multiple-choice questions in Book 1, you will mark your answers on this answer sheet.

When marking answers on the answer sheet, you will fill in the circle for the letter that matches your answer for each question.

Use only a No. 2 pencil. You may not use a pen.

When you fill in the circles, make heavy black marks.

If you make a mistake, erase it completely.

Make no stray marks.

Do not make any marks on the back of the answer sheet.

Are there any questions?

*Pause for questions. When you are confident that all students understand how to take the sample test, distribute a Book 1 to each student.*

**SAY** This is your Book 1.

Find the word NAME at the bottom of the front cover. Write your first and last names on the blank.

Do not open your test book until I tell you to do so.

*Make sure each student has written his or her name on the front cover of the test book. Then,*

**SAY** Today, you will read some passages and answer questions about what you have read. For most questions, you will mark your answer on the answer sheet. For question 9, you will write your answer in your test book.

Are there any questions?

*Pause for questions. When you are confident that all students understand the directions,*

**SAY** You may make notes or underline in Book 1 as you read.

You may not use additional paper for your answer to question 9. For that question, you may print your answer or write in cursive. Be sure to write clearly.

Are there any questions?

*Pause for questions. When you are confident that all students understand the directions,*

**SAY** Now open your book and look at the page opposite Page 1.

*Check that all students are looking at the correct page.*

**SAY** Please read along silently as I read the Tips for Taking the Sample Test aloud to you.  
*Read the Tips for Taking the Sample Test aloud as the students follow along. When you have finished reading,*

**SAY** Are there any questions?  
*Pause for questions. When you are confident that all students understand the Tips for Taking the Sample Test,*

**SAY** Now look at Page 1. Please read along silently as I read the directions to you.  
*Read the directions aloud as the students follow along.*  
*After you have read the directions on Page 1,*

**SAY** Are there any questions?  
*Pause for questions. When you are confident that all students understand the directions,*

**SAY** When answering the questions, you may look back at the reading selections as often as you like. When you see GO ON at the bottom of the page, go on to the next page. When you come to the word STOP, do not turn the page. You may go back and check your work, but do not go on until I tell you to do so.  
  
Are there any questions?  
*Pause for questions. When you are confident that all students understand the directions,*

**SAY** Now turn to Page 2. Read the story and answer questions 1 through 5. For each question, mark your answer on the answer sheet. You will have 9 minutes to read the story and answer the questions about what you have read. I will write the time allowed on the board. You may begin.  
  
*Record the time.*  
  
*Make sure the students are on the correct page, and are making their marks heavy and dark on their answer sheets.*  
  
*After 9 minutes have passed,*

**SAY** Please stop working. If you have not finished this section, and there is time left during other sections of the test, you may go back and finish this section.  
  
Now, you will read an article and answer six questions. Turn to Page 4. Read the article and answer questions 6 through 12. For question 9, you will write your answer in the test book. For all the other questions, you will mark your answers on the answer sheet. You will have 14 minutes to read the article and answer the questions. When you come to the word STOP, do not turn the page. I will write the time on the board. You may begin.  
  
*Record the time.*  
  
*Make sure the students are on the correct page, and are making their marks heavy and dark on their answer sheets.*  
  
*After 14 minutes have passed,*

**SAY** Please stop working. If you have not finished this section, and there is time left during other sections of the test, you may go back and finish this section.

Now, you will read a poem and answer four questions. Turn to Page 8. Read the poem and answer questions 13 through 16. For each question, mark your answer on your answer sheet. You will have 7 minutes to read the poem and answer the questions. When you come to the word STOP, do not turn the page. I will write the time on the board. You may begin.

*Record the time.*

*Make sure the students are on the correct page, and are making their marks heavy and dark on their answer sheets.*

*After 7 minutes have passed,*

**SAY** Please stop working. If you have not finished this section, and there is time during other sections of the test, you may go back and finish this section.

Now, you will read another article and answer five questions. Turn to Page 10. Read the article and answer questions 17 through 21. For each question, mark your answer on your answer sheet. You will have 10 minutes to read the article and answer the questions. When you come to the word STOP, you have reached the end of the test. If you finish the test before I call time, you may go back and finish any questions in the test that you did not have time to finish before. I will now write the time on the board. You may begin.

*After 10 minutes have passed,*

**SAY** This is the end of this section of the sample test. Please close your test books. Tomorrow you will answer the questions in Book 2. Now I will collect the test books and answer sheets.

*Collect all sample test books and answer sheets.*

## **Day 2, Book 2**

*Make sure you have a copy of Book 2 and the Listening Selection booklet.*

*Make sure each student has a No. 2 pencil.*

*Students may **not** use scrap paper.*

*No extra paper is to be distributed to students for their responses or for note taking. (In operational testing, only the responses on their answer sheets and in their test books will be scored.)*

**SAY** Today you will answer the questions in Book 2.

*Distribute to each student his or her own answer sheet. Ask the students to look at their answer sheets.*

**SAY** For the multiple-choice questions in Book 2, you will mark your answers on this answer sheet.

When marking answers on the answer sheet, you will fill in the circle for the letter that matches your answer for each question.

Use only a No. 2 pencil. You may not use a pen.

When you fill in the circles, make heavy black marks.

If you make a mistake, erase it completely.

Make no stray marks.

Do not make any marks on the back of the answer sheet.

Are there any questions?

*Pause for questions. When you are confident that all students understand how to take the sample test, distribute a Book 2 to each student.*

**SAY** This is your Book 2.

Do not open your test book until I tell you to do so.

Find the word NAME at the bottom of the cover. Write your first and last names on the blank.

*Make sure each student has written his or her name on the front cover of the test book. Then,*

**SAY** Today, you will listen to a story and answer questions about that story. For most of the questions, you will mark your answers on the answer sheet. For questions 25 and 26, you will write your answers in your test book.

For question 28, you will read a short paragraph that has some mistakes in capital letters and punctuation. You will then correct the mistakes you find. You will write the corrections in your test book.

Are there any questions?

*Pause for questions. When you are confident that all students understand the directions,*

**SAY** You may not use additional paper for your answers to questions 25, 26, or 28. For those questions, you may print your answers or write in cursive. Be sure to write clearly.

Are there any questions?

*Pause for questions. When you are confident that all students understand the directions,*

**SAY** Now open your book and look at the page opposite Page 1.

*Check that all students are looking at the correct page.*

**SAY** Please read along silently as I read the Tips for Taking the Sample Test aloud to you.

*Read the Tips for Taking the Sample Test aloud as the students follow along.*

**SAY** Are there any questions?

*Pause for questions. When you are confident that all students understand the Tips for Taking the Sample Test,*

**SAY** Now look at Page 1. Please read along silently as I read the directions to you.

*Read the directions aloud as the students follow along.*

*After you have read the directions on Page 1,*

**SAY** Are there any questions?

*Pause for questions. When you are confident that all students understand the directions,*

**SAY** When answering the questions, you may look back at your notes as often as you like. When you see the words GO ON at the bottom of a page, go on to the next page. When you come to the word STOP, do not turn the page. You may go back and check your work, but do not go on until I tell you to do so.

Are there any questions?

*Pause for questions. (Note: Students must not look at the questions before listening to the selection.)*  
*When you are confident that students understand how to take the test, open the Listening Selection booklet to the story.*

**SAY** Now listen as I read the story to you.

*Read the listening selection aloud twice, including the title, name of the author, and any introductory material. Read the listening selection at a moderate and steady pace, speaking clearly and with expression. Each of the readings should take approximately five minutes.*

*After you have read the listening selection twice,*

**SAY** You will now answer six questions about the story you have just heard. Turn to Page 4 and answer questions 22 through 27. For questions 25 and 26, you will write your answers in the test book. For all the other questions, mark your answers on the answer sheet. You may look back at your notes as often as you like.

You will have 15 minutes to answer the questions. I will write the time allowed on the board. You may begin.

*Record the time.*

*Make sure the students are on the correct page, and are making their marks heavy and dark on their answer sheets.*

*After 15 minutes have passed,*

**SAY** Please stop working. If you have not finished this section, and there is time during the next section of the test, you may go back and finish this section. Now, you will do something different.

Turn to Page 8. Look at the sample paragraph. There are some mistakes in this paragraph in capital letters and punctuation. Let's correct the mistakes together.

Draw a line through each part that has a mistake, and if a correction needs to be written, write the correction above the mistake. Remember to write your answers in your test book. You may begin.

*Give the students time to correct the errors in the sample. After the students have had time to correct the sample paragraph,*

**SAY** There are no mistakes in the first sentence, but there is a mistake in the second sentence. The second sentence says "It used to belong to my big sister katie." You should have drawn a line through the name "katie" and rewritten it above with a capital "K." Do you have any questions on how to make that correction?

*Pause for questions. Then,*

**SAY** Now look at the fourth sentence, which says, "I ride it after School each day." You should have crossed out "School" and rewritten it to make the first letter a lowercase "s." Do you have any questions about how to make this correction?

*Pause for questions. Then,*

**SAY** The last sentence says, "Do you have a favorite toy." You should have crossed out the period at the end of the sentence and written a question mark above it since "Do you have a favorite toy?" is a question. Do you have any questions about how to make this correction?

*Pause for questions. Then,*

**SAY** Now you are going to correct a paragraph on your own. You will have 10 minutes to make the corrections. When you have finished making all the corrections, you have come to the end of the test. If you finish before I call time, you may go back over the other sections of the test to check your answers.

When you have finished, sit quietly until everyone else has completed the test. Are there any questions?

*Pause for questions. Then,*

**SAY** Now go to Page 9 and find question 28. Follow along as I read the directions to you.

*Read the directions aloud to the students. Then,*

**SAY** You may now begin. You will have 10 minutes to make the corrections. I will write the time on the board.

*Record the time.*

*Make sure the students are on the correct page, and are writing in their test books.*

*After 10 minutes have passed,*

**SAY** This is the end of the sample test. Please close your test books. Now I will collect the test books and answer sheets.

*Collect all sample test books and answer sheets.*





**Grade 3**  
**English Language Arts**  
**Sample Test 2005**  
**Teacher's Directions**

*The McGraw-Hill Companies*

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