2015 Grade 3-8 NYS Assessments in ELA & Math

Aligned to the New Common Core Standards

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Directions
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Read this story. Then answer questions 46 and 47.

Eli Escapes

by Suzanne W. Paynter

1 "Mom, why do we always have to wait in line?" asked Eli. He slumped against the grocery cart.

2 "We're waiting our turn," said Mom.

3 Eli sighed and rolled his head back to stare at the ceiling. An escaped pirate balloon bobbed up and down against the flat white lights. One of the pirate's eyes was covered with a coal-black patch, and the other winked down at Eli.

4 If I were a pirate, I wouldn't have to wait in line, thought Eli. He flashed his jeweled saber and shouted to the trusty crew, "Aarrr, maties! Clear the bloomin' decks!"

5 A band of swashbuckling pirates dashed through the line of shoppers. They danced a feisty jig and tossed gold doubloons in the air. While shoppers chased the rolling coins, Eli and Mom rushed to the front of the checkout line. They escaped in a magnificent pirate ship and sailed the seven seas home. There, Eli searched for hidden treasure with his friend, Max, for the rest of the afternoon.

6 Pirates never had to wait in line at the grocery store.

7 "Let's go, Eli," said Mom as they left the checkout line. "We need to stop at the bank."

8 "Will there be a line there, too?" asked Eli.

9 "Maybe," said Mom.

10 "Aargh," grumbled Eli.

11 The line at the bank looked even longer than the grocery store line.

12 Whoosh! What was that sound? Eli peered over the bank counter to the drive-through. Customers were placing plastic tubes in some sort of portal,

pressing a button, and swoosh—the tubes zoomed through the air to the bank teller inside. It looked like a starship launcher!

13 Starship commanders don't have to wait in line at the bank, thought Eli. He switched on his light laser and flipped open his star command communication device. "Command Control, come in! We've got a long line here at Galactic Bank. Please send backup!" he ordered.

14 A fleet of starships swooped down to the bank parking lot. The people in line rushed out the door to gape at the sleek, blinking starships. "Can we have a ride?" they begged. While the starship commanders took turns giving rides, Mom and Eli swept to the front of the line. Eli whisked out his tele-transporter gadget and beamed them home to watch back-to-back episodes of Star Guys Planet.

15 Starship commanders never had to wait in line at the bank.

16 "Eli," said Mom as they left the bank, "want to pick up dinner at Burger Barn on the way home?"

17 "Will we get to wait in line?" asked Eli.

18 "Possibly," said Mom.

19 Eli smiled.

20 They left the bank and zoomed over to Burger Barn, where the line was longer than a clippety-cloppin' mule train. But Eli didn't mind. Cowboy sheriffs never have to wait in line at Burger Barn!

21 "Please step aside, mister. Step aside, ma'am."

22 Sheriff Eli tipped his ten-gallon hat, gave his silver spurs a whirl, and swaggered to the front of the line. No one minded. Sheriff Eli was the hero of Goldtown.

23 "Have you caught any cattle rustlers today, Sheriff?" the pigtailed waitress asked.

24 "Only 'bout twenty or thirty. Got 'em all locked up so Goldtown is safe once more."

25 Everyone in Burger Barn whooped and hollered.

26 "All in a day's work," said Sheriff Eli. "Now my throat's full of trail dust, and my belly's growlin' somethin' fierce."

27 While he waited for his food he let the young 'uns twirl his sparkling silver spurs and tie knots in his lasso.

28 "Thank ye kindly," he said to the Burger Barn waitress. She piled on extra fries. Sheriff Eli tipped his hat and rode off into the sunset eating his Golden Chicken Nuggets, French fries, and milk.

29 "O.K., Eli, let's go," said Mom.

30 "Wh-what?" said Eli.

31 "We're finished with our errands for today," said Mom. "How about meeting Max at the park?"

32 "Max, me matey?" said Eli. "Bloomin' great idea!"

33 "You might have to wait in line for the slide."

34 "Star command check!"

35 "And maybe the swings, too."

36 "Always glad to step aside until my turn, ma'am," Eli drawled.

37 Mom laughed as Eli hoisted himself into the car and swashbuckled his seatbelt. She fired up their sleek galactic starship and they followed the winding, dusty trail to the park.

46 Why does the author use the word "swaggered" to describe Eli in paragraph 22? Use **two** details from the story to support your response.

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47 Eli and his mother visit different places in the story. What places do they visit? Why are these places important to the story? Use details from the story to support your response.

In your response, be sure to

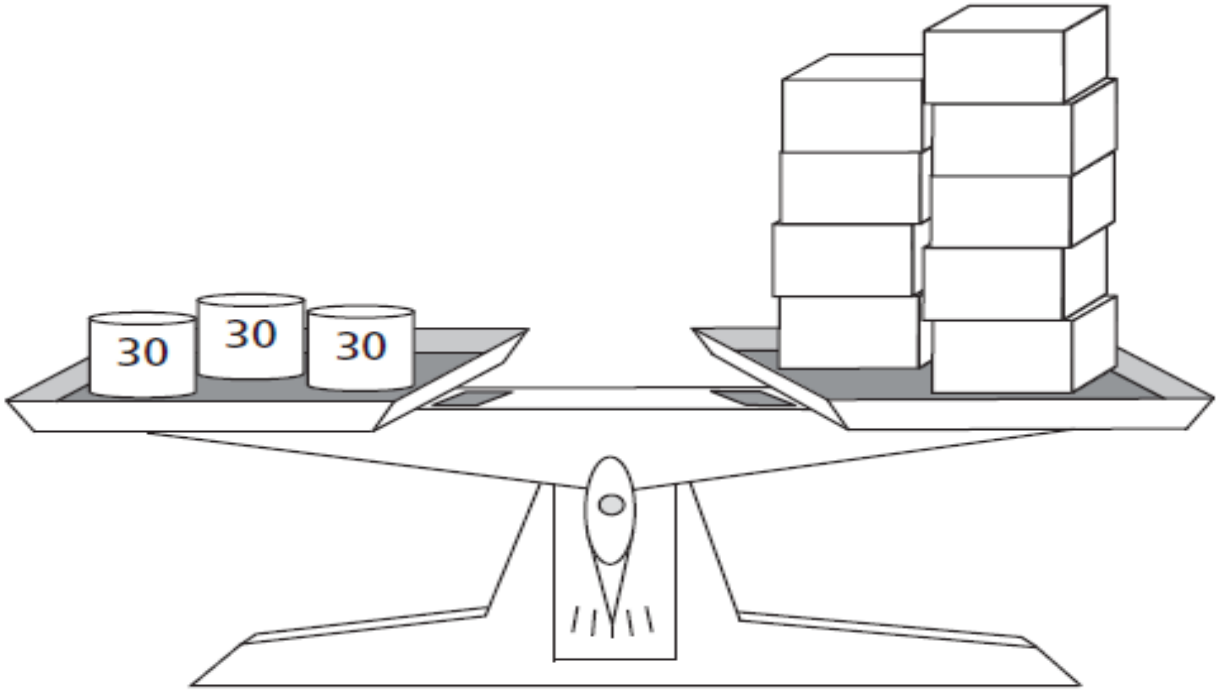
- tell the places Eli and his mother visit in the story
- explain why these places are important
- use details from the story to support your response

Assessment Alignment

Grade 4 (NYS ELA Exam 2015)	Grade 6 (NYS ELA Exam 2015)	Grade 8 (NYS ELA Exam 2015)	Grade 11 (Common Core Regents 2015)
Which information most contributes to the organization of paragraph 1? A the comparison to the toys of today B the explanation of the problem of transportation C the mention of the cause for only a few trips to town D the use of words and numbers that indicate periods of time	*How do lines 1 through 3 most contribute to the article?* A by demonstrating that the school day starts too early for many students B by describing a common and familiar experience for readers to relate to C by showing the technology around sleep issues for teenagers and adults D by asking readers to compare their morning routine to the one described in the article	*The sentences in lines 18 through 21 develop a key concept of the article by* A demonstrating how carefully a fly must target its landing place B revealing the difficulty of conducting research on how a fly lands C illustrating the complexity of the process a fly's brain must control D explaining how rapidly the fly's landing occurs after it makes a loop	*The purpose of the rhetorical questions in lines 43 through 47 is to emphasize the consequence of* (1) selfishness (2) arrogance (3) greed (4) indecision
CCLS: RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	**CCLS: RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.**	**CCLS: RI.8.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.**	**CCLS: RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.**

Sample Math Question

The picture below shows that 3 cans have the same mass as 9 identical boxes. Each can has a mass of 30 grams.



What is the mass, in grams, of each box?

Show your work.

Sample Math Question

Andrea bought a bucket of colored chalk. The list below shows the fraction of each color of chalk in the bucket.

- $\frac{2}{6}$ are yellow
- $\frac{5}{12}$ are blue
- $\frac{3}{12}$ are green

Which is greater, the amount of yellow chalk in the bucket or the amount of green chalk in the bucket?

Show your work.

Answer _____

Andrea told Michelle that less than $\frac{1}{2}$ the chalk in the bucket is blue. Michelle said she is mistaken. Who is correct? Explain why you chose your answer.

Sample Math Question

Hank and Debra each own two milking cows. One day, they milked their cows and compared the amount of milk the cows produced in that one day.

COW MILK PRODUCED

	Type of Cow	
	Jersey	Holstein
Hank's Cows (gallons of milk)	$4\frac{3}{4}$	$4\frac{1}{8}$
Debra's Cows (gallons of milk)	$5\frac{1}{2}$	$5\frac{2}{3}$

How many more gallons of milk did Debra's two cows produce on that day compared to Hank's two cows?

Show your work.

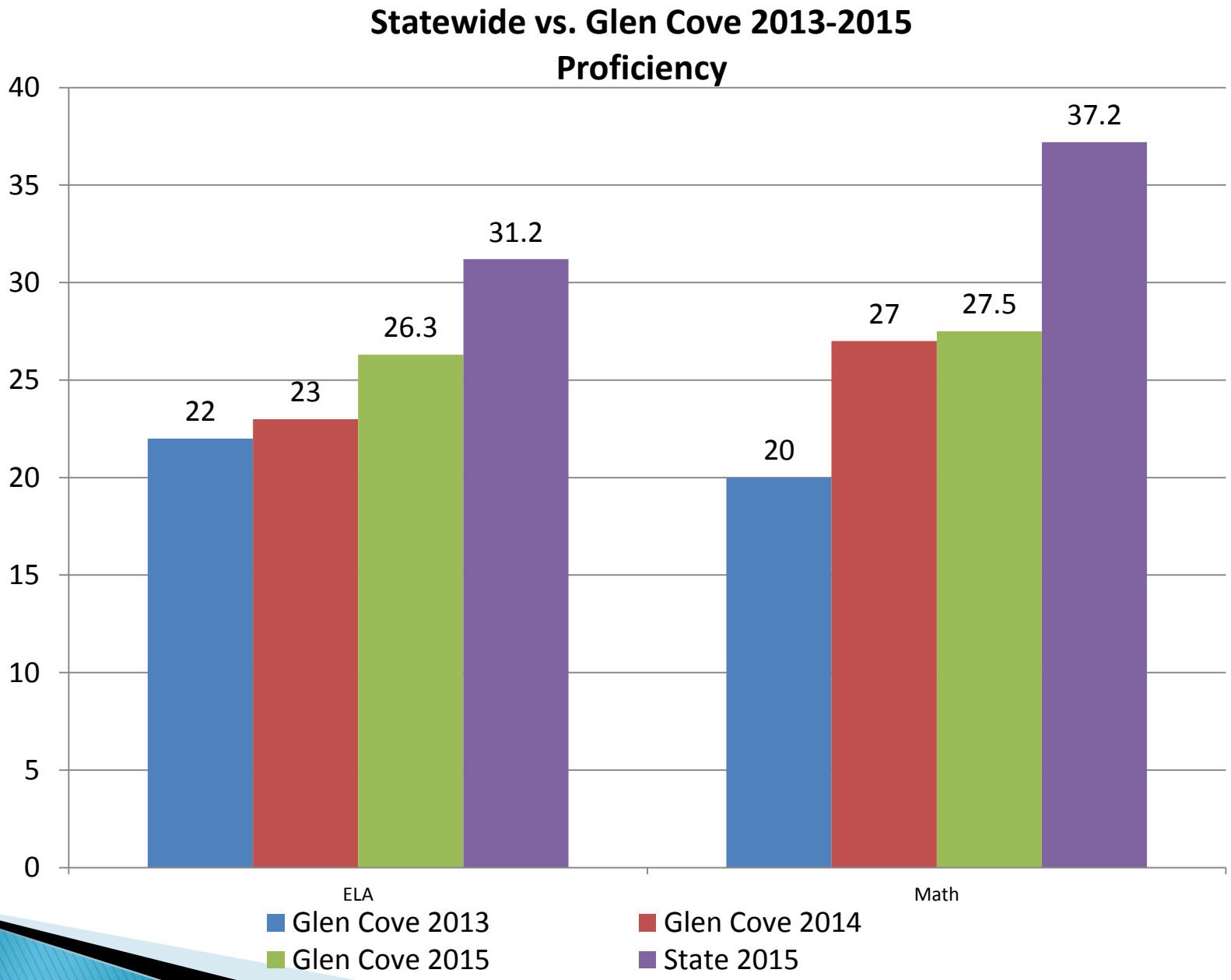
Answer _____ gallons

Annotated 2015 3-8 ELA and Mathematics State Test Questions | EngageNY

- http://www.engageny.org/resource/released-2015-3-8-ela-and-mathematics-state-test-questions

For Grades 3-8 ELA and Math, students at Levels 2 and above are on track for current graduation requirements. Students at Levels 3 and above are on track to graduate at the aspirational college- and career-ready level.

Grades 3-8 ELA and Math
Level 4: Student excels in the Common Core Learning Standards for this grade level
Level 3: Student is proficient in the Common Core Learning Standards for this grade level (on track to achieve at the aspirational college- and career-ready level, first required for Regents Diploma purposes with the Class of 2022)
Level 2: Student is partially proficient in the Common Core Learning Standards for this grade level (on track to meet current New York high school graduation requirements)
Level 1: Student is well below proficient in the learning standards for this grade level


Statewide vs. Glen Cove 2013-2015
Proficiency
40
35
30
25
20
15
10
5
0
22
23
26.3
31.2
20
27
27.5
37.2
ELA
Math
Glen Cove 2013
Glen Cove 2014
Glen Cove 2015
State 2015

2014-2015 Glen Cove Grade 3-8 ELA & Math Assessments-% Proficient

ELA		Math
29.7%	Gr 3	35.4%
23.4%	Gr 4	36.2%
22.0%	Gr 5	27.9%
30.7%	Gr 6	29.0%
22.0%	Gr 7	21.0%
30.0%	Gr 8	16.8%

2015 NYS Snapshot

Subject	Glen Cove L3 & L4	State L3 & L4
Grade 3 ELA	29.7%	30.8%
Grade 4 ELA	23.4%	32.6%
Grade 5 ELA	22.0%	29.7%
Grade 6 ELA	30.7%	30.6%
Grade 7 ELA	22.0%	29.2%
Grade 8 ELA	30.0%	34.7%
Grade 3 Math	35.4%	42.0%
Grade 4 Math	36.2%	43.1%
Grade 5 Math	27.9%	42.7%
Grade 6 Math	29.0%	38.8%
Grade 7 Math	21.0%	34.8%
Grade 8 Math	16.8%	21.9%

Number of Students Who Did Not Take Exam including 'OPT OUTS'

Exam	Level 3 +4/Total Tested 2015	Did Not Take Exam	NY State Proficiency %	2015 GCSD Level 3 & 4 Proficiency %	Level 3 +4/Total Tested 2014	Percent Level 3 & 4 2014	Percent Level 3 & 4 2013
Grade 3 ELA	47/158	67	30.8%	29.7%	75/232	32%	20.3%
Grade 3 Math	55/155	70	42%	35.4%	79/232	34%	17.9%
Grade 4 ELA	42/179	66	32.6%	23.4%	42/239	17%	23.7%
Grade 4 Math	66/182	63	43.1%	36.2%	82/239	32%	26%
Grade 5 ELA	41/186	65	29.7%	22%	51/198	25%	20.1%
Grade 5 Math	48/172	38	42.7%	27.9%	55/195	28%	15.1%
Grade 6 ELA	48/156	56	30.6%	30.7%	46/236	19%	23.7%
Grade 6 Math	39/137	75	38.8%	29%	39/227	17%	19.2%
Grade 7 ELA	36/161	86	29.2%	22%	42/221	19%	23.7%
Grade 7 Math	23/107	140	34.8%	21%	44/183	24%	19.5%
Grade 8 ELA	41/135	102	34.7%	30%	47/219	26%	22.4%
Grade 8 math	14/83	154	21.9%	16.8%	41/167	24.5%	23%

ELA Proficiency

ELA	2012-13	2013-14	2014-15
Gr 3	20%	32%	29.7%
Gr 4	24%	18%	23.4%
Gr 5	20%	26%	22.0%
Gr 6	24%	20%	30.7%
Gr 7	24%	19%	22.0%
Gr 8	22%	26%	30.0%

Math Proficiency

Math	2012-13	2013-14	2014-15
Gr 3	17%	34%	35.4%
Gr 4	26%	34%	36.2%
Gr 5	15%	28%	27.9%
Gr 6	19%	17%	29.0%
Gr 7	20%	24%	21.0%
Gr 8	23%	25%	16.8%

Year to year comparisons

- According to NYS, this year to year comparison data helps us measure student progress and preparedness for college and careers

Local Assistance Plan

- This year, FMS was designated as a LAP school which required a Local Assistance Plan based on a subgroup of ENL students not making adequate yearly progress for the prior year. We have completed this self-review and it is posted on our website. Furthermore, staff development activities for general education and ENL teachers have been planned to support ENL students and the new Integrated and Co-Teaching ENL model this year.

What are we doing?

- State Ed has released 50% of questions on ELA and Math state assessments
- Instructional Data Warehouse (IDW) and Teacher Interface
  - GAP
  - WRAP
  - Item Analysis
  - Designing Parallel Questions
- In-service meetings; Grade level meetings
- Superintendent's Conference Day
- Attendance at Professional Conferences

What else are WE doing?

- Data Inquiry Teams
- Next Steps in CC Implementation
  - Professional Development
  - Scope & Sequence → Curriculum Alignment
  - Curriculum Writing
  - Model Lessons & Best Practices
- Academic Intervention Services

Last year, our district participated in Teaching is the Core (TiTC) grant through Nassau BOCES

GCSD will be administering Renaissance Star Reading Assessments this year for students in Kdg – Gr. 8

Academic Intervention Services

- Glen Cove is providing AIS support in ELA or Math to students **scoring below designated scale scores on the 2015 Grades 3-8 English language arts and mathematics assessments**

- Students who 'opted out' and did not take the exam are considered for this service based on prior academic performance (i.e. prior scores, F & P, Renaissance Star, grades and/or teacher recommendation).

Individual Student Record

- “Student score reports for the 2015 Grade 3-8 State Assessments that were sent home to parents will not be included on the student’s official transcript or in the student’s permanent record and are being provided for diagnostic purposes.”

Common Core Curriculum, Instruction, and Assessments

- **Common Core curriculum, instruction, and assessments are rigorous and focus on priority knowledge and skills to ensure College and Career Readiness.**

6 *Shifts* in ELA/Literacy

Balancing informational and literary text
Building knowledge in the disciplines
Staircase of complexity
Text-based answers
Writing from sources
Academic vocabulary

6 *Shifts* in Mathematics

Focus
Coherence
Fluency
Deep understanding
Applications
Dual intensity

http://www.engageny.org/

EngageNY

File Edit View Favorites Tools Help

Convert Select

Glen Cove City Schools... Arts in Education - Ab... Suggested Sites Web Slice Gallery 13bd91fe-b744-44b0-b...

engage^ny

EngagedVoices | FAQ | About | Help | Newsletter

Common Core

Teacher/Leader Effectiveness

Data Driven Instruction

Video Library

Professional Development



Welcome Bac
School 2015

Commissioner Elia
Charles Giglio, 201
York State Teacher
Year, join in welcor
educators, families
students back to sc

Thank you for your attention.



Exemplary Response for Question 46

Argument

I infer cowboys "swagger" instead of walking normally, to be cool.

Supporting Details

- *In Burger Barn, Eli is pretending to be a cowboy.*
- *Cowboy sheriffs never…*
- *He has a ten-gallon hat…*

46 Why does the author use the word "swaggered" to describe Eli in paragraph 22? Use **two** details from the story to support your response.

The author uses the word "swaggered to describe Eli because in Burger Barn, Eli is pretending to be a cowboy. "Cowboy sheriffs never..." I infer cowboys "swagger" instead of walking normally, to be cool. I also think he "swaggered" because he has a "ten-gallon hat" and I think that is heavy. Maybe that caused him to "swagger"

Exemplary Response for Question 47

Arguments

Eli and his mother visit different places in the story and first they went grocery shopping, then they went to the bank, last they went to Burger Barn.

These places are important in the story because all of them had long lines. And Eli got more and more patient by using his imagination.

Supporting Details

- *For example, imagining he was a pirate…*
- *Another example was when he imagined a starship commander.*
- *So then got to go in front of the line. Also while he was imagining time flew by and it was time to go and now Eli does not mind waiting in lines.*

Eli and his mother visit different places in the story. For example first they went grocery shopping, then they went to the bank, last they went to Burger Barn. These places are important in the story because all of them had long lines. And Eli got more and more patient by using his imagination. For example imagining he was a pirate and another example was when he imagined a starship commander. And then everyone got out of line because they wanted to ride the ship. So then got to go in front of the line. Also while he was imagining time flew by and it was time to go and now Eli does not mind waiting in lines. Or waiting his turn. And those are the places Eli and his Mom visite and why they are important.