

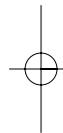
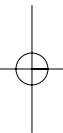
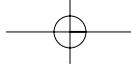


NEW YORK CITY

Testing Program

English Language Arts

Teacher/Administrator Brochure



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New English Language Arts Test

The New York City Department of Education will be administering a new Citywide English Language Arts (ELA) Test in spring 2003 to students in grades 3, 5, 6, and 7. The new criterion-referenced test published by Harcourt Educational Measurement will replace the previous citywide reading test published by CTB/McGraw-Hill. The new ELA Test will have a familiar appearance to New York City students. It is designed to give students the opportunity to demonstrate what they know and are able to do. In addition, it will provide information to enable educators and parents to determine how to best help students achieve excellence in reading comprehension.

Alignment with the New York State Learning Standards and New York City Performance Standards

The ELA Test aligns with the New York State Learning Standards and New York City Performance Standards. These standards represent the core of what all students should know, understand, and be able to do. With these standards as the foundation, students may expect an intellectually sound education no matter where they live. The New York State Learning Standards require that students read, write, listen, and speak in the following four areas:

<p style="text-align: center;">STANDARD 1</p> <p style="text-align: center;"><i>Language for Information and Understanding</i></p> <p>Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.</p>	<p style="text-align: center;">STANDARD 2</p> <p style="text-align: center;"><i>Language for Literary Response and Expression</i></p> <p>Students will read, write, listen, and speak for literary response and expression. Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.</p>
<p style="text-align: center;">STANDARD 3</p> <p style="text-align: center;"><i>Language for Critical Analysis and Evaluation</i></p> <p>Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information, and issues.</p>	<p style="text-align: center;">STANDARD 4</p> <p style="text-align: center;"><i>Language for Social Interaction</i></p> <p>Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.</p> <p>(NOTE: This standard is not appropriate for a multiple-choice assessment.)</p>

The Content and Structure of the ELA Test

The ELA Test contains 50 multiple-choice questions based on brief reading passages consisting of original stories, articles, or poems. It is designed to actively encourage students to become involved in and stimulated by the reading process. It includes a diverse, rich sampling of the kinds of texts that students use in the classroom and beyond. Selections are interesting and engaging for the students at each level, as well as being appropriate for the grade in length, complexity, and readability. At each grade level of the ELA Test, there are nine reading selections that include three types of text—creative, informational, and functional.

Creative	Material read for enjoyment and/or for the literary experience, including fiction, poetry, and humor.
Informational	Expository material read for information, with content from science, social sciences, and various cultures and also includes biographies and general nonfiction materials.
Functional	Material read for directions on how to perform a task or written to sway the reader, including advertisements, schedules, posters, multi-step instructions, labels, and brochures.

The ELA Test will be given in the spring to students in the third, fifth, sixth, and seventh grades. The ELA Test is a timed test. The testing session is 65 minutes and is designed to offer students sufficient time to complete the Test.

Reporting the ELA Test results

The ELA Test will be machine-scored by the New York City Department of Education. The results of the ELA Test will be reported as scale scores and performance levels. Scale scores are determined by converting the number of correct answers into scores on a common scale that has been used for the preceding New York City ELA tests and for the current New York State ELA Tests at grades 4 and 8. This allows achievement to be compared across grade levels and from year to year. The four performance levels are linked to the scale scores and demonstrate a student's mastery of the knowledge and skills that make up the learning standards.

In addition, a study, conducted this year by Harcourt, with the New York City Department of Education, enables us to measure progress from last year to this year. The scaled scores and corresponding performance levels (1–Below Basic, 2–Basic, 3–Proficient, 4–Advanced) will be the same as in previous years.

Using the ELA Test results

Within New York City Public Schools, teachers and principals will use the results from the ELA Test to help them make decisions about:

- Promoting a student to the next grade
- Appropriate placement of a student in special classes and programs
- Providing a student with Academic Intervention Services
- Placing a student in summer school

Preparing Students for the ELA Test

The following information should be shared with students:

- | | |
|-----------|---|
| ENCOURAGE | Encourage students to get a good night's sleep and to have a good breakfast before taking the ELA Test. |
| LISTEN | Remind students to listen carefully to the directions given by the teacher and to follow them exactly. Tell them to ask the teacher to repeat the directions or explain them again if they don't understand what to do. |
| DISCUSS | Tell students that the ELA Test shows what they know about Reading and will aid the teacher in understanding how to help them. Some of the questions may seem hard, but by staying focused on the task they will do their best. |
| REASSURE | Reassure your students about the test-taking experience. Students who are calm and self-assured perform better. |

Sample Passages and Questions

The sample reading selections and questions shown on the following pages reflect the content and types of questions on the ELA Test at grades 3, 5, 6, and 7.

For more information about the New York City testing program, go to http://www.nycenet.edu/daa/test_info/.

English Language Arts

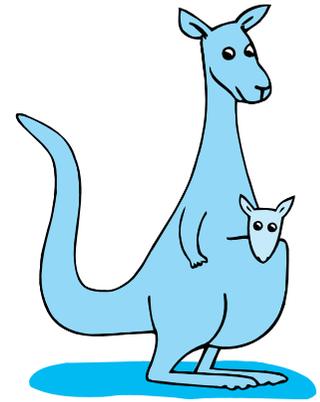
Grade 3

Type of Selection Informational

Good expository text helps students make connections between their everyday lives and the world around them. This informational piece about baby kangaroos stresses reading across the curriculum with a link to science.

“JOEY” Beginnings

Kangaroos are very interesting animals. Even though some kangaroos can grow to be as tall as a basketball player, they all start out very, very small. When the babies are first born, they are about the size of a dime! The baby kangaroos are called joeys. They are blind and hairless and could never live on their own. A baby kangaroo crawls up its mother's stomach and into her pouch where it is warm, dark, and safe.



A joey lives in its mother's pouch for five months without ever coming out. It spends that time drinking the special milk its mother produces. It stays inside all through spring and summer. Just as autumn begins, it peers out for the first time. Now the joey looks more like a kangaroo. It is covered with soft fur. Soon it tests its legs by jumping out of its mother's pouch and taking a few hops. At the first sign of any danger, it leaps back into her pouch and then peeks out to see what's happening. It will continue to live in her pouch until it is about eight months old. Then it is too big to fit. By then, its mother will probably be getting ready to have another baby.

1 Which of these is an opinion in this article?

- Ⓐ It stays inside all through spring and summer.
- Ⓑ Kangaroos are very interesting animals.
- Ⓒ It is covered with soft fur.
- Ⓓ They are about the size of a dime.

2 You would most likely find this article in a book called —

- Ⓐ Choosing a Pet
- Ⓑ What Kangaroos Eat
- Ⓒ Growing Tall
- Ⓓ How Baby Animals Grow

Type of Selection Creative

Research shows that good readers select and adjust strategies according to the purpose for reading and the type of text being read. Creative material read for enjoyment or literary merit includes fiction, poetry, and humor. Stories like this folktale provide students with exposure to other cultures.

The Wondrous DRUM

One morning, Lu Chan went to visit his grandmother in the next village. On his way, he met a fox.

"You'd make a tasty breakfast," drooled the fox.

"No, Fox," said Lu Chan. "I am scarcely a worthy meal for you. Grandmother is waiting with dumplings and rice. When I return, I will be plump and juicy."

The fox was hungry, yet tempted by the thought of a plump, juicy meal!

At Grandmother's house, Lu Chan feasted on dumplings and rice. When it was time to leave, he remembered the fox.

"Hide inside my wondrous drum," said Grandmother, handing Lu Chan a pot of tea.

Then Grandmother said, "*Ting-tum, home, drum!*"

The drum began to roll swiftly along. But when the fox saw the drum approaching, he was not fooled. He knew Lu Chan was inside.

"Have you eaten your dumplings and rice?" asked the crafty fox.

Lu Chan nodded.

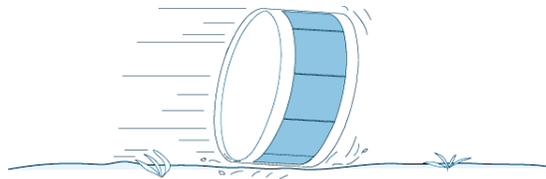
"Then you are ready for me to eat!"

"Wait, Fox. I am so thirsty."

Lu Chan took a cupful of tea, turned toward the fox, and poured the tea over the fox's head.

"*Ting-tum, home, wondrous drum!*" cried Lu Chan.

Off the drum sped, delivering Lu Chan safely home, and quite full indeed.



1

How did Lu Chan's grandmother know about the fox?

- A** She saw it out the window.
- B** The village people had warned her about it.
- C** It had tried to get the dumplings and rice.
- D** Lu Chan told her about it.

2

The fox decided to wait until Lu Chan returned from his grandmother's house because —

- A** he couldn't catch Lu Chan at first
- B** the fox had already had breakfast
- C** the boy would make a better meal
- D** the fox wanted to see the drum

English Language Arts

Grade 6

Type of Selection Informational

Good expository text helps students make connections between their everyday lives and the world around them. This informational piece about a manatee stresses reading across the curriculum with a link to science.

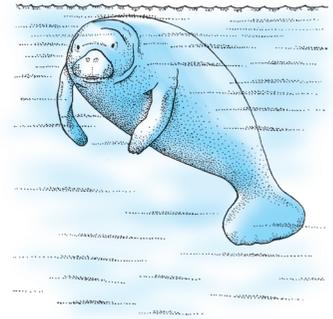
Snooty

Snooty is a nine-foot long, 1200-pound manatee. He was born in a tank at a fishing camp. Human friends fed him from a bottle because his mother refused to nurse him. Since she could not teach Snooty how to feed in the wild, he would need people to help him survive.

Snooty came to the Parker Manatee Aquarium in Bradenton, Florida, in 1949 when he was one year old. He is now fifty-one, the oldest manatee known—in or out of captivity.

Like manatees in the wild, Snooty feeds all day. Every day he eats seventy pounds of lettuce. He prefers romaine lettuce to iceberg lettuce.

Each day Snooty also eats broccoli, sweet potatoes, six heads of kale, and ten pounds of carrots. He crunches apples as treats and monkey chow for extra vitamins. When Snooty helped researchers study manatee hearing, he was rewarded for his correct answers with fruits. Now his favorite snacks are strawberries, pineapples, and grapes.



1

Why is Snooty still at the Parker Manatee Aquarium?

- A** He came back after being released years ago.
- B** He would miss his human friends if he were released.
- C** He cannot survive in the wild on his own.
- D** He is part of another research project.

2

This article is most like a —

- A** narrative story
- B** travel brochure
- C** journal entry
- D** magazine story

Type of Selection Functional

Functional selections include material encountered in everyday life, both in and out of school, including directions, forms, labels, personal notes, and advertisements. Reading in order to follow directions is a real-life purpose for reading functional text.

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1

You can tell from the poster
that —

- A** you must participate all three days
- B** Yosha is a new company
- C** all players will take home a free game
- D** the games are not yet on the market

2

You would *most* likely find
advertising for these video game
manufacturers in —

- A** *Board Game Digest*
- B** *Scientific Quarterly*
- C** *Electronic Game Review*
- D** *Field Guide to Insects*