

What can I expect on ELA testing days?

Practice

like you've
never won.

Perform

like you've
never lost.

What strategies should I use each day?

B-Day, Monday, April 9, 2018

C- Day, Tuesday, April 10, 2018

Welcome to the new **IMPROVED** testing program:



- 2 days instead of 3
- Less writing requirements

Guided NYS ELA Testing Notes

Practice

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Perform

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As we go through an overview of what the test will be like, and what strategies you should use to ensure that you do your best, annotate and ask any questions that come up!

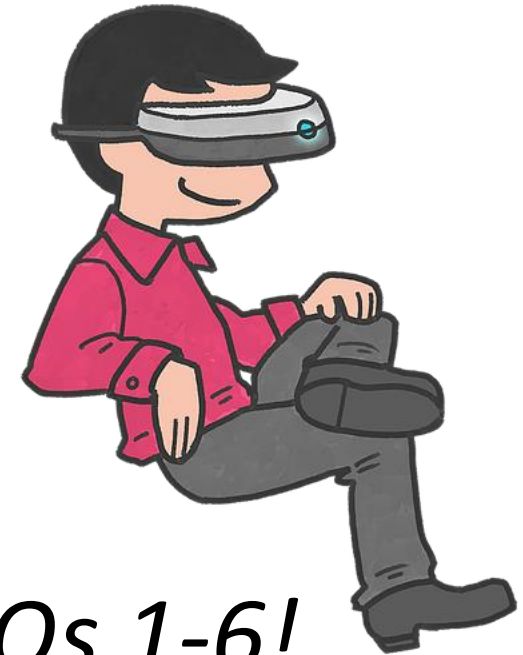


Learning Targets

- I can review strategies I have learned in English class and be ready to apply them to the NYS ELA Test on Wednesday and Thursday.
- I can review and apply CSC (Cover, Search, Compare) MCQ Strategy to a short test simulation activity.

NYS ELA Test Simulation – An opportunity to apply strategies!

- Non-fiction text: *Did the World's Tallest Mountain Shrink?* by MacKenzie Carro
- *Text Features!*
- *Set your purpose!*
- *Close Read & Annotate!*



 *Use CSC Strategy for answering MCQs 1-6!*



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Day 1 (Wednesday April 11, 2018 D-day)

Session 1 – Day 1

Reading & MCQs

- . 5 literary and informational passages
- . 35 multiple choice questions
- . 0 short response questions
- . 0 short response questions

Recommended 90 minutes/130 minutes
allotted testing time

On Day 1, you will read 5 literary and/or informational passages and answer 35 MCQs. Remember to use all the strategies you have learned throughout the year. These include:

- **Set your purpose!** Note title, author, genre and text features (titles, subtitles, footnotes, bolded words, dialogue, footnotes, images) – get yourself ready to comprehend the text.
- **Close read and Annotate!** Reading closely and annotating important pieces of a text helps you go back into the text and find answers to MCQs quicker than having no annotations. It takes less time overall and you comprehend more.

Gist up the text! Gisting the text helps you focus, especially difficult (or boring) texts. When you gist, you are making meaning of all the parts of a text as you read and it helps you understand the central idea. **A gist should be a note of a few words** next to a section or paragraph of a text that captures the main idea.

Cover, Search, Compare MCQ Strategy!



- Cover the MCQ choices with a post-it note, index card (or ignore the choices if you don't have any of this to use).
- Use the MCQ question stem to turn the MCQ into a “fill-in-the-blank” type question.
- Read the question stem ONLY, and answer the question without looking at the choices right in your test booklet.
- If the line number(s) or paragraph number are referred to in the MCQ question stem, go back and reread the section. Reread the sentences before and after the line, or the whole paragraph, if needed.

- **Elimination strategy**! Eliminate an answer or two that you know are wrong (cross them out on your test booklet).
- **Go back into the text!** MCQs are NOT designed to be answered from memory. You should always go back into the text and **re-read sections that are referred to** in the MCQ question stems. Paragraph or line numbers are often given to you in the question stem.

Which of the following was one of the original thirteen states?

- A) Utah
- B) Virginia
- C) ~~Mars~~
- D) Hawaii

- **Go back and recheck your answers!** Always go back and check your MCQs and go back into the text as many times and as often as you want.
- **Take your time!** NYS ELA Assessments are now “untimed,” which means you can take as much time as you want to finish. Use your time wisely and if you need more time than the 130 min. given, follow proctor directions to move to another location to finish your test.



- Test creators who make MCQs use “distractor” choices to trick students into answering incorrectly.
- Students think writing portions of tests seem to be more important than answering MCQs correctly. This is not true. MCQs are often worth equal points to writing portions of tests.
- Points gained from MCQs often play a huge factor for students’ success on formal tests. (Ex., NYS ELA, Math, Science, and high school Regents examinations)

Day 2 (Thursday, April 12, 2018 A-Day)

Session 2 – Day 2

Reading & Writing

- . 3 literary and informational passages
- . 0 multiple choice questions
- . 7 short-response questions
- . 1 extended-response question

Recommended 90 minutes/130 minutes allotted testing time

On Day 2, you will read 3 literary and/or informational passages, answer 7 short-response questions and 1 extended response question. Remember to use all the strategies you have learned throughout the year. These include:

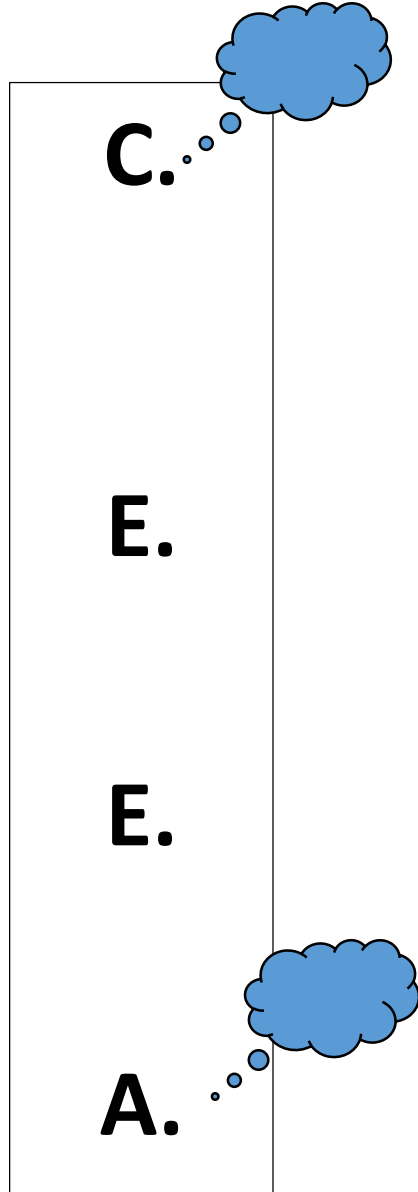
Set your purpose! Note title, author, genre and text features (titles, subtitles, footnotes, bolded words, dialogue, footnotes, images) – get yourself ready to comprehend the text.

Close read and Annotate! Reading closely and annotating important pieces of a text helps you go back into the text and find answers to MCQs quicker than having no annotations. It takes less time overall and you comprehend more.

Gist up the text! Gisting the text helps you focus, especially difficult (or boring) texts. When you gist, you are making meaning of all the parts of a text as you read and it helps you understand the central idea. A gist should be a note of a few words next to a section or paragraph of a text that captures the main idea.

Short-Response Questions (7)

- **C:** Claim! Flip the question/writing prompt! Use the words in the question/writing prompt to create a sentence starter for your claim. Be sure you ANSWER the question as you finish the sentence and make your claim.
- **E:** Evidence! Cite from the text (copy using quotes) the strongest pieces of evidence that support your claim and answer the question/writing prompt.
- **E:** Evidence! Cite from the text (copy using quotes) the strongest pieces of evidence that support your claim and answer the question/writing prompt.
- **A:** Analysis! This comes from your brain. Use A to explain how the evidence you cited supports your claim.



Extended Response Question (1) This may require you to use two different texts in your writing

Intro. paragraph (may be short – two sentences) **C: Flip the question/writing prompt!** Use the words in the question/writing prompt to create a sentence starter for your response.

Body Paragraph #1

- **C: Claim:** Flip the question in the writing prompt and **ANSWER!** Use the words in the question/writing prompt to create a sentence starter for your response. Be sure to ANSWER the question. Pay attention to the first bullet!!!!
- **E1: Evidence!** Cite from the text (copy using quotes) the strongest piece of evidence that support your claim and answer the question/writing prompt.
- **A1: Analysis!** This comes from your brain. Use A to explain how E1 you cited supports your claim.
- **E2: Evidence!** Cite from the text (copy using quotes) the strongest piece of evidence that support your claim and answer the question/writing prompt.
- **A2: Analysis!** This comes from your brain. Use A to explain how E2 you cited supports your claim.

Body Paragraph #2

○ **C: Claim:** Flip the second (?) question in the writing prompt and **ANSWER!** Use the words in the question/writing prompt to create a sentence starter for your response. Be sure to ANSWER the question. Pay attention to the second bullet!!!!

○ **E3: Evidence!** Cite from the text (copy using quotes) the strongest piece of evidence that support your claim and answer the question/writing prompt.

○ **A3: Analysis!** This comes from your brain. Use A to explain how E1 you cited supports your claim.

○ **E4: Evidence!** Cite from the text (copy using quotes) the strongest piece of evidence that support your claim and answer the question/writing prompt.

○ **A4: Analysis!** This comes from your brain. Use A to explain how E2 you cited supports your claim.



- **Use your annotations and go back into the text(s)!** Cite evidence directly from the text using quotes.
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Homework –
Review NYS ELA Testing Reminders Document for
Wednesday & Thursday!

