

# New York State ELA Exam Guide

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April 1-2, 2019

Name: \_\_\_\_\_

**English 7**

## Schedule:

	DAY 1	DAY 2
<b>Reading Material*</b>	5 passages	3 passages
<b>Student Analysis</b>	35 Multiple Choice Questions	7 paragraph questions (short response) 1 essay (extended response)

**\*Each reading passage will be 800-900 words in length (1.5 - 2.5 pages)**

**3-5 passages are literary. 3-5 passages are non-fiction.**

The 2019 Grades 3–8 English Language Arts Tests will have questions on a variety of informational texts. Each of these has unique characteristics and can be grouped by general similarities in structure and purpose. The chart below categorizes common informational texts according to their structure. Please note that the chart below is not specific to any grade, rather it is meant to help teachers understand the range of informational texts that students may encounter by the end of Grade 8.

EXPOSITORY	ARGUMENTATIVE	INSTRUCTIONAL	NARRATIVE
Textbooks (science)	Opinion/Editorial Pieces	Training Manuals	(Auto)Biographies
Textbooks (humanities)	Speeches (including those from seated politicians)	Contracts	Histories
Reports	Advertisements	User Guides/Manuals	Correspondence
Tourism Guides	Political Propaganda	Legal Documents	Curriculum Vitae
Product Specifications	Journal Articles	Recipes	Memoirs
Product/Service Descriptions	Government Documents	Product/Service Descriptions	News Articles
Magazine Articles	Legal Documents		Essays
Company Profiles	Tourism Guides		Interviews
Legal Documents	Correspondence		Agendas
Agendas	Essays		
Correspondence	Reviews		
Essays	Memoirs		
Interviews			
Government Documents			
News Articles			

## **Testing Sessions:**

Students will take the exam between periods 1-3. However, students will be provided as much time as necessary to complete each test session.

At SOTA, students will be engaged in computer based testing.

## **What to expect from Multiple Choice Questions:**

### **Multiple-Choice Questions**

Multiple-choice questions are designed to assess Common Core Reading and Language Standards. They will 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 only be answered correctly if the student comprehends and makes use of the whole passage. For multiple-choice questions, students will select the correct response from four answer choices.

Multiple-choice questions will assess Reading Standards in a range of ways. Some will ask students to analyze aspects of text or vocabulary. Many questions will 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 correctly, a student must first comprehend the central idea and then show understanding of how that idea is supported. Questions will require more than rote recall or identification. Students will also be required to negotiate plausible, text-based distractors.<sup>5</sup> Each distractor will require students to comprehend the whole passage.

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<sup>5</sup> A distractor is an incorrect response that may appear to be a plausible correct response to a student who has not mastered the skill or concept being tested.

## What to expect from short response questions:

### Short- Response questions

Short-response questions are designed to assess common Core Reading and Language Standards. These are single questions in which students use textual evidence to support their own answers to an inferential question. These questions ask the student to make an inference (a claim, position, or conclusion) based on his or her analysis of the passage, and then provide two pieces of text-based evidence to support his or her answer.

The purpose of the short-response questions is to assess a student's ability to comprehend and analyze text. In responding to these questions, students will be expected to write in complete sentences. It is important to note that students who answer the question only using details from the text will NOT receive full credit. A full-credit response is characterized by both an inference and textual support.

### 2-Point Rubric—Short Response

Score	Response Features
2 Point	<p>The features of a 2-point response are</p> <ul style="list-style-type: none"><li>• Valid inferences and/or claims from the text where required by the prompt</li><li>• Evidence of analysis of the text where required by the prompt</li><li>• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt</li><li>• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt</li><li>• Complete sentences where errors do not impact readability</li></ul>
1 Point	<p>The features of a 1-point response are</p> <ul style="list-style-type: none"><li>• A mostly literal recounting of events or details from the text as required by the prompt</li><li>• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt</li><li>• Incomplete sentences or bullets</li></ul>
0 Point*	<p>The features of a 0-point response are</p> <ul style="list-style-type: none"><li>• A response that does not address any of the requirements of the prompt or is totally inaccurate</li><li>• A response that is not written in English</li><li>• A response that is unintelligible or indecipherable</li></ul>

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 1.

## **What to expect from essay (extended response) questions:**

### **Extended-Response Questions**

Extended-response questions are designed to assess *Writing from Sources*. They will focus primarily on Common Core Writing Standards. Extended-response questions will require comprehension and analysis of either an individual text or paired texts. Paired texts require students to read and analyze two related texts. Paired texts are related by theme, genre, tone, time period, or other characteristics. Many extended-response questions will ask students to express a position and support it with text-based evidence. For paired texts, students will be expected to synthesize ideas between and draw evidence from both texts. Extended-response questions allow students to demonstrate their ability to write a coherent essay using textual evidence to support their ideas.

Student responses will be evaluated based on Common Core Writing Standards and a student's command of evidence to defend his or her point.

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# New York State Grades 6-8 Writing Evaluation Rubric

CRITERIA	CCLS	SCORE				Essays at this level: —demonstrate a lack of comprehension of the text(s) or task
		4	3	2	1	
<b>CONTENT AND ANALYSIS:</b> the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topics or texts	W.2 R.1-9	<b>Essays at this level:</b> —clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose —demonstrate insightful analysis of the text(s)	<b>Essays at this level:</b> —clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate analysis of the text(s)	<b>Essays at this level:</b> —introduce a topic in a manner that follows generally from the task and purpose —demonstrate a literal comprehension of the text(s)	<b>Essays at this level:</b> —introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text(s)	<b>Essays at this level:</b> —demonstrate a lack of comprehension of the text(s) or task
<b>COMMAND OF EVIDENCE:</b> the extent to which the essay presents evidence from the provided texts to support analysis and reflection	W.9 R.1-9	—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain the use of varied, relevant evidence	—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain the use of relevant evidence, with some lack of variety	—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant —use relevant evidence with inconsistency	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	—provide no evidence or provide evidence that is completely irrelevant
<b>COHERENCE, ORGANIZATION, AND STYLE:</b> the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6	—exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning —establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice —provide a concluding statement or section that is compelling and follows clearly from the topic and information presented	—exhibit clear organization, with the use of appropriate transitions to create a unified whole —establish and maintain a formal style using precise language and domain-specific vocabulary —provide a concluding statement or section that follows from the topic and information presented	—exhibit some attempt at organization, with inconsistent use of transitions —establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary —provide a concluding statement or section that follows generally from the topic and information presented	—exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack a formal style, using language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement or section that is illogical or unrelated to the topic and information presented	—exhibit no evidence of organization —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement or section
<b>CONTROL OF CONVENTIONS:</b> the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, or incoherent should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

\* Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).