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**New York State Testing Program
Grade 3 Common Core
English Language Arts Test**

Sample Student Work

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THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY
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New York State Testing Program Grade 3 Common Core English Language Arts Test

Sample Student Work

With the adoption of the New York P-12 Common Core Learning Standards (CCLS) in ELA/Literacy and Mathematics, the Board of Regents signaled a shift in both instruction and assessment. In Spring 2013, New York State administered the first set of tests designed to assess student performance in accordance with the instructional shifts and the rigor demanded by the Common Core State Standards (CCSS). To aid in the transition to new assessments, New York State released a number of resources during the 2012-2013 year, including test blueprints and specifications, sample questions, and criteria for writing assessment questions. These resources can be found at <http://www.engageny.org/common-core-assessments>.

New York State administered the first ELA/Literacy and Mathematics Common Core tests in April 2013 and is now making a portion of the questions from those tests available for review and use. These released questions will help students, families, educators and the public better understand how tests have changed to assess the instructional shifts demanded by the Common Core and to assess the rigor required to ensure that all students are on track to college and career readiness.

Understanding Sample Student Work

The released test questions include both multiple choice and constructed response questions. Constructed Response questions ask students to write a thoughtful essay in response to questions the test asks. Here, NYSED is providing student responses to a "constructed response" question we have posted on engage.

By looking at the student work, parents, teachers, and students can gain a better sense of what kind of answers earns students a better score. We can also look at this work and see what students know and are able to do at different levels. In general, students who answered well on these questions are likely to be at level 3 or 4. Similarly, students who earn fewer points on each question have a greater likelihood of being classified as a level 1 or level 2. While not guaranteed, if your student is capable of earning full credit on "constructed response" questions they will most likely be prepared to earn a level 3 or 4 on the state test.

Directions

303019P

Read this story. Then answer questions XX through XX.

Thomas and his grandfather are fishing off a pier for trout. They have been fishing for quite awhile.

Go Fish

by Mary Stolz

- 1 “How *long* do we have to be patient?” Thomas asked.
- 2 “As long as it takes,” said Grandfather.
- 3 This didn’t sound good. Thomas scowled, scratched his arm, his head, his ankle. He shifted from one leg to the other.
- 4 “Observe, Thomas, how quietly they wait—the pelicans and our friend the heron. They don’t wriggle and writhe, like some I could name.”
- 5 “They don’t have anything to do but wait.”
- 6 “Thomas, I’ve said it before and I say it again, you are a restless boy.”
- 7 “I know,” Thomas said. “Grandfather?”
- 8 “Yes, Thomas?”
- 9 “When you were a boy, were you restless?”
- 10 Grandfather tipped his head till his beard pointed at the sky. “I’ll cast my mind back.”
- 11 Thomas waited.
- 12 Grandfather lowered his chin, looked into Thomas’s eyes. “I was,” he said.
- 13 “Oh, good.”
- 14 Grandfather threw out their lines again, handed Thomas his pole. They went on being patient.
- 15 They’d had a few strikes, but each time the fish got the bait and Thomas and Grandfather got nothing.
- 16 “All part of the game,” Grandfather would say, calmly rebaiting.

17 Thomas landed a blowfish. It came out of the water already starting on its defense. Breathing deeply, it began to puff up, swelling until it looked like a bubblegum bubble with spines.

18 “Thinks he looks pretty fierce, doesn’t he, Grandfather?”

19 “He *does* look fierce, for a fellow his size.” Grandfather dropped the stiff little blown-up blowfish into the water, where it slimmed down and swam off as if nothing unusual had happened.

20 They caught a flounder.

21 Flounders are bottom fish, and mostly spend their lives buried in sand. Their eyes are on top of their heads, they are flat as plates, and the one they caught was too small to keep. Carefully, Grandfather slid it back into the water. Too bad. Flounder were good eating. Especially the way Grandfather prepared them.

22 Thinking about Grandfather’s cooking made Thomas’s mouth water.

23 “You’re a very good cook, Grandfather,” he said.

24 “True.”

25 “I’m getting kind of hungry.”

26 “So am I,” said Grandfather. He did not sound ready to quit.

27 Thomas sighed and moved his rod gently up and down.

28 They caught a ladyfish. These are not good eating.

29 Grandfather was about to toss it back when the heron darted forward and took it right from his hand, then tossed his head up and set about swallowing.

30 Thomas watched as the bony fish went down the bird’s long neck.

31 “I’m glad we don’t have to swallow whole fish that way,” he said.

32 “So am I,” said Grandfather.

33 Suddenly Thomas’s rod dipped. A fish flipped out of the water a long way off.

34 “Speckled trout,” said Grandfather. “A big one. Gently, now, Thomas. You don’t want him to throw the hook.”

35 “I’m trying,” Thomas said, turning the reel as slowly as he could. He

wished Grandfather would take over, but didn't ask.

36 Grandfather believed it was every man to his own fish.

37 Slowly, slowly, he reeled in his trout until it was close enough for Grandfather to scoop up with the net. He was willing to do that.

38 "By golly, Thomas!" he shouted. "Look at the size of him!"

39 Thomas, swelling like a blowfish, regarded his catch proudly. "He'll have to go in the book, won't he, Grandfather?"

40 "He certainly will. A page to himself, like the snook we caught."

41 "You caught."

42 "All right. I caught. But this is your fish, and you are the one to write him in the book."

43 "Oh, good," Thomas said happily.

44 "Now—let's go to it," said Grandfather. "This crowd of trout is here, and we have to strike before they take off...."

45 In the excitement, Thomas forgot to be tired.

46 Side by side, he and his grandfather caught fifteen trout and had to send only three of them back to sea—to grow bigger and maybe be caught another day.

47 Twelve good-sized fish. Grandfather would keep out enough for tonight and tomorrow's dinner, and freeze the rest for later eating.

48 Thomas swallowed hungrily, thinking about dinner.

49 "All right," Grandfather said at last. "Let's go home."

50 Collecting their gear, richer by twelve speckled trout, they clanked back up the beach.

Thomas's mood changes from the beginning of the story to the end. How does Thomas feel at the beginning of the story? How does he feel at the end? Why does his mood change? Use details from the story to support your response.

In your response, be sure to

- explain how Thomas feels at the beginning of the story
- explain how Thomas feels at the end of the story
- explain why his mood changes
- use details from the story to support your response

Thomas's mood changes from the beginning to the end of the story. At the beginning his mood was tired, impatient, and restless. That's because he didn't catch any fish and he didn't want to wait. When it came to the end of the story Thomas was proud, happy, and excited. That was because he caught a big trout fish. After he caught the trout fish he was excited and couldn't wait to catch some more. He forgot about how tired he was. His moods changed a lot in the story and I'll tell you why.

His moods changed because once he caught the fish grandfather said that he'll be in a fishing book and he'll even get a page of his own. See in the beginning he kept on waiting for the fish to catch his hook and it got tiring for him. But once he caught his fish he finally knew what it felt like to catch a fish. So then he sat side by side with his grandfather fishing fish. At the very end they caught fifteen fish and left with a smile on his face.

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*At the beginning his mood was tired, impatient, and restless*). The response demonstrates comprehension and analysis of the text (*When it came to the end of the story Thomas was proud, happy, and excited*). The topic is developed with relevant, well-chosen details throughout the essay (*in the beginning he kept on waiting for the fish to catch his hook and it got tiring for him and once he caught his fish he finally knew what it felt like to catch a fish*). Related information is clearly grouped together and ideas are skillfully connected using linking words (*But, So then, That's because, When it came*). The response provides a concluding statement that follows clearly from the information presented (*At the very end they caught fifteen fish and left with a smile on his face*). The response demonstrates grade-appropriate command of conventions, with few errors.

Thomas's mood changes from the beginning of the story to the end. How does Thomas feel at the beginning of the story? How does he feel at the end? Why does his mood change? Use details from the story to support your response.

In your response, be sure to

- explain how Thomas feels at the beginning of the story
- explain how Thomas feels at the end of the story
- explain why his mood changes
- use details from the story to support your response

ⓑ In the beginning of the story Thomas was so restless ⓐ because he couldn't wait. ⓐ In the text it says that Thomas said, "How long do we have to be patients?" ⓐ Also, in the text it says that Thomas had to wait. ⓔ This makes me think that in the beginning of the story he was restless.

ⓑ In the end of the story Thomas felt joyful ⓐ because he caught a big fish. ⓐ In the text it says that Thomas got to write in the book about his fish.

Ⓒ Also, in the text it said "By golly" look at the size of that one!" grandfather said. Ⓔ This make me think that thomas now feels happy that he caught a big fish.

Ⓓ Thomas changed by when Ⓐ him and grandfather started to get more and more fish he wasn't feeling so down. Also he finally has something to write about and not his grandfather. Ⓒ In the text his grandfather caught a big one yesterday. Ⓔ This make me think that he changed because a lot of fish started to come.

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*In the beginning of the story Thomas was so restless*). The response demonstrates comprehension and analysis of the text (*In the end of the story Thomas felt joyful*). The topic is developed with relevant, well-chosen details throughout the essay (*Thomas said, "How long do we have to be patient?"; he caught a big fish; Thomas got to write in the book about his fish.*). Related information is clearly grouped together (*"By golly look at the size of that one!" grandfather said. This make me think that thomas now feels happy that he caught a big fish*). Ideas are skillfully connected using linking words (*In the beginning, This make me think, In the end of the story, In the text, Also*). A conclusion is given which clearly follows from the topic (*This make me think that he changed because a lot of fish started to come*). The response demonstrates grade-appropriate command of conventions, with occasional errors (*make me think, thomas, when him and grandfather*) that do not hinder comprehension.

Thomas's mood changes from the beginning of the story to the end. How does Thomas feel at the beginning of the story? How does he feel at the end? Why does his mood change? Use details from the story to support your response.

In your response, be sure to

- explain how Thomas feels at the beginning of the story
- explain how Thomas feels at the end of the story
- explain why his mood changes
- use details from the story to support your response

In the beginning of the story, Thomas feels impatient. He feels impatient because he is just sitting there waiting for a fish to go onto his hook while he is doing nothing but waiting. He is sad right now because there is not even one fish there, but after a little while, a fish comes! Then he realizes that it is too small, to take home, so he threw it back. At the end of the story he felt more

happy because he caught a fish big enough to take home! So he got to write the fish down, and he was proud of himself. His feelings changed because at first he was sad and now he is happy, and I'm sure that he will remember this moment forever.

Score Point 3 (out of 4 points)

This response clearly introduces a topic that follows from the task and purpose (*In the beginning of the story, Thomas feels impatient*). The response demonstrates grade-appropriate comprehension of the text (*At the end of the story he felt more happy*). The topic is developed with relevant facts throughout the essay (*he is just sitting there waiting for a fish, after a little while, a fish comes, realizes that it is too small, he caught a fish big enough to take home, he got to write the fish down, and he was proud of himself*). Related information is generally grouped together and connected using linking words and phrases (*In the beginning, Then he realizes, At the end, So he got*). The response demonstrates grade-appropriate command of conventions, with occasional errors (*realizes, too small, caught, moment*) that do not hinder comprehension.

Thomas's mood changes from the beginning of the story to the end. How does Thomas feel at the beginning of the story? How does he feel at the end? Why does his mood change? Use details from the story to support your response.

In your response, be sure to

- explain how Thomas feels at the beginning of the story
- explain how Thomas feels at the end of the story
- explain why his mood changes
- use details from the story to support your response

Thomas does not feel happy in the beginning of the story. Thomas is feeling impatient. He was feeling that way because they were not getting any fish. They were also there for quite awhile.

Thomas is all happy at the end of the story. He is so excited. He's excited because he caught a big fish. He was also happy because he got to write the fish in the book and it had its own page.

Score Point 3 (out of 4 points)

This response clearly introduces a topic that follows from the task and purpose (*Thomas does not feel happy in the beginning of the story*). The response demonstrates grade-appropriate comprehension of the text (*Thomas is feeling impatient* and *Thomas is all happy at the end of the story*). The topic is developed with relevant facts throughout the essay (*they were not getting any fish, He's excited because he caught a big fish, he got to write the fish in the book*). Related information is generally grouped together (*He is so excited. He's excited because he caught a big fish*). The response provides a concluding statement that follows generally from the topic (*He was also happy because he got to write the fish in the book and it had its own page*). The response demonstrates grade-appropriate command of conventions, with few errors.

Thomas's mood changes from the beginning of the story to the end. How does Thomas feel at the beginning of the story? How does he feel at the end? Why does his mood change? Use details from the story to support your response.

In your response, be sure to

- explain how Thomas feels at the beginning of the story
- explain how Thomas feels at the end of the story
- explain why his mood changes
- use details from the story to support your response

At the beginning of the story Thomas feels bored because he had bin waiting for a long time. Thomas feels happy at the end of the story because he finally caught a fish. Another way is that at the beginning of the story he said that he was hungry, and at the end of the story he felt happy because he can eat. The mood changes because at the

beginning he felt bord because they
bin waiting a long time, at the
end of the story he feels happy
because he caught a fish with his
grandfather. Another way is that at
the end he can eat.

Score Point 2 (out of 4 points)

This response clearly introduces a topic that follows from the task and purpose (*At the beginning of the story Thomas feels bord*). The response demonstrates grade-appropriate comprehension of the text (*Thomas feels happy at the end of the story*). The topic is partially developed with some textual evidence (*because he caught a fish*). Some attempt to group related information is demonstrated through inconsistent use of linking words to connect ideas (*At the beginning, at the end, Another way, Another way*). The response demonstrates an emerging command of conventions, with some errors (*bord, bin, finlaly*) that may hinder comprehension.

Thomas's mood changes from the beginning of the story to the end. How does Thomas feel at the beginning of the story? How does he feel at the end? Why does his mood change? Use details from the story to support your response.

In your response, be sure to

- explain how Thomas feels at the beginning of the story
- explain how Thomas feels at the end of the story
- explain why his mood changes
- use details from the story to support your response

At the beginning of the story Thomas is restless. At the end of the story Thomas is happy. At the beginning of the story Thomas and Grandfather were not catching any fish. and at the end of the story they caught fifteen fish.

Score Point 2 (out of 4 points)

This response clearly introduces a topic that follows from the task and purpose (*At the beginning of the story Thomas is restless*). The response demonstrates grade-appropriate comprehension of the text (*At the end of the story Thomas is happy*). The topic is partially developed with some textual evidence (*were not catching any fish. and at the end of the story they caught fifteen fish*). Some attempt to group related information is demonstrated through inconsistent use of linking words to connect ideas (*At the beginning* and *At the end*). No concluding statement is provided. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension.

Thomas's mood changes from the beginning of the story to the end. How does Thomas feel at the beginning of the story? How does he feel at the end? Why does his mood change? Use details from the story to support your response.

In your response, be sure to

- explain how Thomas feels at the beginning of the story
- explain how Thomas feels at the end of the story
- explain why his mood changes
- use details from the story to support your response

At the beginning of the story Thomas was said ~~because~~ because he was hungry and he was thinking of his grandpa's fish that he makes. At the end of the story Thomas feels excited because he gets to write a book about the fish and he gets to go home and eat grandpa's delicious fish. Thomas's mood changes because he gets happier that he gets to

write a book about his fish
that grandpa caught for him
and he also gets to eat.

Score Point 1 (out of 4 points)

This response introduces a topic that follows generally from the task but demonstrates little understanding of the text (*At the beginning of the story Thomas was said because he was hungry and he was thinking of his grandpa's fish that he makes*). The response demonstrates an attempt to use minimal evidence (*At the end of the story Thomas feels excited because he gets to write a book about the fish and he gets to go home and eat grandpa's delicious fish*) to develop ideas but exhibits little attempt at organization. This response demonstrates an emerging command of conventions, with some errors (*was said, hungry, delicious, happer*) that may hinder comprehension.

Thomas's mood changes from the beginning of the story to the end. How does Thomas feel at the beginning of the story? How does he feel at the end? Why does his mood change? Use details from the story to support your response.

In your response, be sure to

- explain how Thomas feels at the beginning of the story
- explain how Thomas feels at the end of the story
- explain why his mood changes
- use details from the story to support your response

thomas how he felt
sad in the beginning
thomas felt happy
in the End

Score Point 1 (out of 4 points)

This response introduces a topic that follows generally from the task (*thomas how he felt sad in the bening*). The response demonstrates an attempt to use minimal evidence (*Thomas feit happy in the End*). The response exhibits little attempt at organization. The response demonstrates a lack of command of conventions, with frequent errors (*thomas, feit, bening, End*) that hinder comprehension.

Thomas's mood changes from the beginning of the story to the end. How does Thomas feel at the beginning of the story? How does he feel at the end? Why does his mood change? Use details from the story to support your response.

In your response, be sure to

- explain how Thomas feels at the beginning of the story
- explain how Thomas feels at the end of the story
- explain why his mood changes
- use details from the story to support your response

Un happy because
He couldn't make
something. Happy because
he can make it now.
Because he couldn't
do something so the
end of the story he
was happy. I read the
passage to get my
answer, I said in
passage 43 I read that
and 31 to get my answer.

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the text and task (*unhappy because He couldn't make something*). The response provides evidence that is completely irrelevant (*I said in Passage 43 I read that and 31 to get my answer*). The response exhibits no organization. The response demonstrates a lack of command of conventions, with frequent errors (*unhappy, He, could'nt, Something*) that hinder comprehension.