



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

New York State Testing Program
Grade 3
English Language Arts Test

Released Questions

2023

New York State administered the English Language Arts Tests in April 2023 and is making approximately 75% of the questions from these tests available for review and use.



New York State Testing Program

Grades 3–8 English Language Arts

Released Questions from 2023 Exams

Background

As in past years, SED is releasing large portions of the 2023 NYS Grades 3–8 English Language Arts and Mathematics test materials for review, discussion, and use.

For 2023, included in these released materials are at least 75 percent of the test questions that appeared on the 2023 tests (including all constructed-response questions) that counted toward students' scores. Additionally, SED is providing information about the released passages; the associated text complexity for each passage; and a map that details what learning standards each released question measures and the correct response to each question. These released materials will help students, families, educators, and the public better understand the tests and the New York State Education Department's expectations for students.

Understanding ELA Questions

Multiple-Choice Questions

Multiple-choice questions are designed to assess the New York State P–12 Next Generation Learning Standards in English Language Arts. These questions 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 be answered correctly only if the student comprehends and makes use of the whole passage.

For multiple-choice questions, students select the correct response from four answer choices. Multiple-choice questions assess reading standards in a variety of ways. Some ask students to analyze aspects of text or vocabulary. Many questions 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 these questions correctly, a student must first comprehend the central idea and then show understanding of how that idea is supported. Questions tend to require more than rote recall or identification.

Two-Credit Constructed-Response Questions

Two-credit constructed-response questions are designed to assess New York State P–12 Reading and Language Standards. These are single questions in which a student uses textual evidence to support his or her answer to an inferential question. These questions ask the student to make an inference (a claim, position, or conclusion) based on their analysis of the passage, and then provide two pieces of text-based evidence to support their answer.

The purpose of the two-credit constructed-response questions is to assess a student's ability to comprehend and analyze text. In responding to these questions, students are expected to write in complete sentences. Responses require no more than three complete sentences. The rubric used for evaluating two-credit constructed-response questions can be found in the grade-level Educator Guides at <http://www.nysed.gov/state-assessment/grades-3-8-ela-and-math-test-manuals>.

Four-Credit Constructed-Response Questions

The Grade 3 English Language Arts test does not have a four-credit constructed-response question. Refer to the Educator Guides or released questions for Grades 4–8 English language arts tests for more information on this item type.

New York State P–12 Next Generation Learning Standards Alignment

The alignment to the New York State P–12 Next Generation Learning Standards for English Language Arts is intended to identify the analytic skills necessary to successfully answer each question. However, some questions measure proficiencies described in multiple standards, including writing and additional reading and language standards. For example, two-credit and four-credit constructed-response questions require students to first conduct the analyses described in the mapped standard and then produce written responses that are rated based on writing standards. To gain greater insight into the measurement focus for constructed-response questions, please refer to the rubrics.

These Released Questions Do Not Comprise a “Mini Test”

To ensure it is possible to develop future tests, some content must remain secure. This document is *not* intended to be representative of the entire test, to show how operational tests look, or to provide information about how teachers should administer the test; rather, its purpose is to provide an overview of how the test reflects the demands of the New York State P–12 Next Generation Learning Standards.

The released questions do not represent the full spectrum of the standards assessed on the State tests, nor do they represent the full spectrum of how the standards should be taught and assessed in the classroom. It should not be assumed that a particular standard will be measured by an identical question in future assessments.

2023 Grade 3 ELA Test Text Complexity Metrics for Released Questions

Selecting high-quality, grade-appropriate passages requires both objective text complexity metrics and expert judgment. For the Grades 3–8 assessments based on the New York State P-12 Next Generation Learning Standards for English Language Arts, both quantitative and qualitative rubrics are used to determine the complexity of the texts and their appropriate placement within a grade-level ELA exam.

Quantitative measures of text complexity are used to measure aspects of text complexity that are difficult for a human reader to evaluate when examining a text. These aspects include word frequency, word length, sentence length, and text cohesion. These aspects are efficiently measured by computer programs. While quantitative text complexity metrics are a helpful start, they are not definitive.

Qualitative measures are a crucial complement to quantitative measures. Using qualitative measures of text complexity involves making an informed decision about the difficulty of a text in terms of one or more factors discernible to a human reader applying trained judgment to the task. To qualitatively determine the complexity of a text, NYS educators use a rubric composed of five factors; four of these factors are required and one factor is optional. The required criteria are: meaning, text structure, language features, and knowledge demands. The optional factor, graphics, is used only if a graphic appears in the text.

To make the final determination as to whether a text is at grade-level and thus appropriate to be included on a Grades 3–8 assessment, New York State uses a two-step review process, which is an industry best-practice. First, all prospective passages undergo quantitative text complexity analysis using three text complexity measures. If at least two of the three measures suggest that the passage is grade-appropriate, the passage then moves to the second step, which is the qualitative review using the text-complexity rubrics. Only passages that are determined appropriate by at least two of three quantitative measures of complexity **and** are determined appropriate by the qualitative measure of complexity are deemed appropriate for use on the exam.

Text Complexity Metrics for 2023 Grade 3 Passages

| Passage Title | Word Count | Lexile | Flesch-Kincaid | ATOS | Qualitative Review |
|---|------------|--------|----------------|------|--------------------|
| Excerpt from Brothers on Ice | 690 | 550 | 2.7 | 3.2 | Appropriate |
| Excerpt from My Dadima Wears a Sari | 646 | 530 | 3.0 | 3.4 | Appropriate |
| Funderstorm | 712 | 660 | 3.6 | 4 | Appropriate |
| Excerpt from The Sensory System: Why Am I Ticklish? | 525 | 550 | 2.6 | 4.5 | Appropriate |

New York State 2023 Quantitative Text Complexity Chart for Assessment and Curriculum

To determine if a text’s quantitative complexity is at the appropriate grade level, New York State uses the table below. In cases where a text is excerpted from a large work, only the complexity of the excerpt that students see on the test is measured, not the large work, so it is possible that the complexity of a book might be above or below grade level, but the text used on the assessment is at grade level. Because the measurement of text complexity is inexact, quantitative measures of complexity are defined by grade band rather than by individual grade level and then paired with the qualitative review by NYS educators.

| Grade Band | ATOS | Degrees of Reading Power | Flesch-Kincaid | The Lexile Framework | Reading Maturity | SourceRater |
|------------------------------------|---------------|--------------------------|----------------|----------------------|------------------|---------------|
| 2 nd –3 rd | 2.75 – 5.14 | 42 – 54 | 1.98 – 5.34 | 420 – 820 | 3.53 – 6.13 | 0.05 – 2.48 |
| 4 th –5 th | 4.97 – 7.03 | 52 – 60 | 4.51 – 7.73 | 740 – 1010 | 5.42 – 7.92 | 0.84 – 5.75 |
| 6 th –8 th | 7.00 – 9.98 | 57 – 67 | 6.51 – 10.34 | 925 – 1185 | 7.04 – 9.57 | 4.11 – 10.66 |
| 9 th –10 th | 9.67 – 12.01 | 62 – 72 | 8.32 – 12.12 | 1050 – 1335 | 8.41 – 10.81 | 9.02 – 13.93 |
| 11 th –12 th | 11.20 – 14.10 | 67 – 74 | 10.34 – 14.20 | 1185 – 1385 | 9.57 – 12.00 | 12.30 – 14.50 |

Source: Student Achievement Partners

Name: _____



New York State Testing Program

2023

**English Language Arts Test
Session 1**

Grade 3

April 19–21, 2023

RELEASED QUESTIONS

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Session 1



TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

- Be sure to read all the directions carefully.
- Most questions will make sense only when you **read the whole passage**. You may need to read the passage more than once to answer a question.
- When a question includes a quotation from a passage, you **may** need to review **both** the quotation and the whole passage in order to answer the question correctly.
- Read each question carefully and think about the answer before making your choice or writing your response.
- In writing your responses, be sure to
 - clearly organize your writing;
 - completely answer the questions being asked;
 - support your responses with examples or details from the text; and
 - write in complete sentences using correct spelling, grammar, capitalization, and punctuation.

***D*irections**

Read this story. Then answer questions 1 through 6.

In this story, Troy and his family are celebrating the birthday of his younger brother, Trent. As is their tradition, the boys' mother measures their height on the side of the door.

Excerpt from *Brothers on Ice*

by John Danakas

1 “It’s time to see how much you’ve grown since last year,” Mom answered.

2 How could Trent and I have forgotten? Every year on our birthday Mom has us stand up straight against the bedroom doorjamb and she makes a mark to indicate how much we’d grown since the year before. My marks are in blue pencil crayon. Trent’s are in red.

3 “Do I have to right now, Mom?” Trent pleaded. “I want to get this aquarium ready for my new discus fish.” . . .

4 “Come on now, it won’t take long,” Mom persisted. She held out a red pencil crayon and directed Trent to the door. “Head and shoulders straight, back against the doorjamb. Let’s go!”

5 In a hurry to get this over with, Trent trotted to the doorway and stood up against the jamb. He waited as Mom made sure he wasn’t slouching or stretching and carefully marked the spot on the jamb where the top of his head reached.

6 “Done?” Trent asked.

7 Mom ignored him. “Isn’t that interesting,” she said.

8 “What?” Dad inquired.

9 “Yeah, what?” Trent echoed.

10 “Well,” Mom smiled, “your mark is higher than Troy’s last mark. That’s the first time that’s ever happened.”

11 “No way,” Trent squealed with delight.

12 “Take a look for yourself,” Mom instructed.

GO ON

13 I rushed over to the doorway and actually nudged Trent out of the way to get a better look. I couldn't believe my eyes. The red mark was indeed a little higher than the blue.

14 "I'm taller than Troy!" Trent celebrated. "Awesome!"

15 "You must have made a mistake," I protested to Mom. I could feel my stomach churning.

16 "No, honey. I'm really careful with this." Mom looked me in the eyes, patted my shoulder. "Anyhow, there's very little difference." . . .

17 "Why don't the two of you stand back to back?" Dad suggested. "Then you'll see exactly who's taller." Now Dad was really thinking.

18 "Sure," I volunteered. I wanted to lay this matter to rest as soon as possible.

19 "Sounds good to me," Trent echoed.

20 Trent and I turned and stepped backwards towards each other. We jostled a few seconds, adjusting ourselves to the tallest possible posture. His bony shoulder blades dug into my back. His long hair tickled my neck.

21 "Well, what do you say?" I asked.

22 "Hold on," Dad answered. He had moved in close and was making sure neither of us were standing on our tiptoes or stretching our necks. His hands rested on each of our heads, keeping us in place. Meanwhile, Mom tilted her head to inspect us closely.

23 "Well?" I asked again.

24 Mom emitted a nervous little cough. "I could be wrong, but . . ."

25 "But what?" I prodded.

prodded = gently tried to get someone to do something

26 "I think Trent is just a smidgen taller." She coughed again. "Of course, that could be because he has more hair."

27 Trent hurriedly lifted his hand to his head and patted down his hair.
“How about now?” he asked.

28 “Um . . .” Mom stalled.

29 “Dad?” I pleaded. Standing tall, I kept my head forward and my back
straight. I trusted his judgment.

30 “Well, Troy, you may not like to hear this, but as far as I can tell Trent is
in fact taller. Not by much, that’s for sure, but there is a difference. Nine-
tenths of a centimeter, I’d say.”

centimeter = unit of measure equal to less than 1/2 inch

31 “Nine-tenths of a centimeter?” I repeated.

32 “Yes!” Trent celebrated.

33 “I can’t believe this,” I whined. “There’s just no way.” My mind raced.
Something had to be wrong about this. Even Dad could make mistakes
sometimes. “Bring me a mirror,” I demanded.

34 “A mirror?” Mom gasped.

35 “Don’t be ridiculous,” Dad scoffed.

scoffed = said in a way that did not show respect and
seemed bothered

36 “Just bring me a mirror, please,” I begged. “Please!”

GO ON

- 37 Mom shuffled off to her and Dad's room and came back with her make-up mirror, round-faced with a long handle, almost like the kind you see in old fairytale picture books. I grabbed it roughly and held it out to the side. Immediately Trent and I both turned our heads to see the evidence. It was tough to make out the difference between us, but there it was, reflected back at me, as undeniable as the pain that was settling right now into the pit of my stomach.

undeniable = certain

- 38 Trent was taller than I was.

- 1** Which theme is **best** supported by paragraphs 10 through 13 in the story?
- A** Change can sometimes take people by surprise.
 - B** Brothers often enjoy doing the same things.
 - C** Family activities can be fun for everyone.
 - D** Every family has its own way of doing things.
- 2** What do the details in paragraphs 3 and 14 show about Trent?
- A** Trent is not worried about his brother's feelings until Troy is upset.
 - B** Trent would rather be measured later when he has had more time to grow.
 - C** Trent would rather spend time on his birthday having fun by himself.
 - D** Trent is not interested in his height until he learns that he is taller than Troy.
- 3** In paragraph 18, what does it mean when the narrator says, "I wanted to lay this matter to rest . . ."?
- A** He wants to know the truth.
 - B** He is tired after many activities.
 - C** He needs time to get ready for bed.
 - D** He is worried that his father is busy.

GO ON

- 4 Which detail from the story shows the **best** evidence for the claim that Trent is taller than Troy?
- A “. . . Trent trotted to the doorway and stood up against the jamb.” (paragraph 5)
 - B “The red mark was indeed a little higher than the blue.” (paragraph 13)
 - C “Trent and I turned and stepped backwards towards each other.” (paragraph 20)
 - D “. . . hands rested on each of our heads, keeping us in place.” (paragraph 22)

5 How is the information in paragraph 37 important to the story?

- A It compares the feelings of two main characters.
- B It explains the cause and the effect of a problem.
- C It tells why the setting is important to the events.
- D It explains how the conflict in the story is settled.

6 Which detail would be **best** to include in a summary of the story?

- A Trent is excited about his new fish.
- B Trent’s mark on the door is higher than Troy’s.
- C Troy is tired of being measured on his birthday.
- D Troy’s hair is different than Trent’s.

D*irections*
Read this story. Then answer questions 19 through 25.

In this excerpt, the narrator visits her Dadima, her grandmother. She learns about the Indian custom of wearing long flowing dresses called saris.

Excerpt from *My Dadima Wears a Sari*

by Kashmiri Sheth

1 Every day my dadima wears saris—saris as bright and cheerful as a bouquet of wildflowers. . . .

bouquet = bunch

2 She wears them around the house. She wears them around the town. She wears them made out of cotton. She wears them made out of silk.

3 Sometimes she tucks the pallu, the end of her sari, tightly. And sometimes she lets it dance in the breeze.

4 “Your saris are beautiful, Dadima,” I say one day. “But don’t you get tired of wearing them?”

5 “Never, Rupa,” Dadima says. . . .

6 “Why not?” I want to know.

7 “Because a sari is a sari and I can do so much with it,” she says.

8 “What can you do with a sari?” I ask.

9 “Suppose you and I are sitting out on the porch and it gets hot,” Dadima says. “Then we can keep cool.” She begins to fan the two of us with the end of her sari.

10 “Oh,” I say. “That’s nice.”

GO ON

11 “If we go to the beach and collect seashells, we can wrap the shells in my sari,” Dadima says.

12 “Like this?” I ask. I make a pouch with the end of her sari.

pouch = pocket or other holder

13 “Yes,” Dadima answers.

14 “What else?” I ask.

15 “Suppose we go for a walk and it begins to sprinkle,” Dadima says. “I can make an umbrella.” And right then she covers both our heads with her sari.

16 I like the feel of it, light and cool as a breeze. . . .

17 Just then my little sister Neha comes to find me. “Rupa, Rupa, where are you?” she calls.

18 I decide to play a game with Neha. Quickly, I cover myself with Dadima’s sari. While I am hiding under there, I make a secret knot in the corner of her pallu. That way Dadima will remember to give me a hug.

19 “I found you, Rupa!” Neha says. “My turn to hide.”

20 I come out and Neha hides under the pallu.

21 “Dadima, did your dadima wear a sari too?” I ask.

22 “Yes,” Dadima answers. “And so did my dadima’s dadima.”

23 Neha pokes her head out. “When I grow up, will you make me a sari?” she asks.

24 “You and Rupa can wear my saris,” Dadima says.

25 “But they won’t fit,” Neha says. She looks sad.

26 “A sari can fit anyone,” Dadima tells her. “Come with me.”

27 We all go to Dadima’s room.

28 Dadima takes out a bright yellow sari from her closet. “Unfold this,” she says.

29 Neha and I unfold and unfold and unfold some more.

30 “But this is just a lot of cloth,” I say, shaking my head.

31 “That’s right,” Dadima says. “A sari is a long piece of material that you wrap around yourself in a special way.” . . .

32 Dadima takes out many saris. . . .

33 “Which one is your favorite, Dadima?” I ask.

34 “I like all of them,” Dadima says. “But I have three special saris.”

35 Dadima takes out a pale yellow sari with rainbow-colored polka dots. “This one is a half-sari. It is special because it was my first sari,” she tells us.

36 Next she picks up a pink sari as soft as Neha’s cheeks. “I wore this sari on the plane when I came from India to America,” she says.

37 Then Dadima shows Neha and me a sari that shimmers. It is red with a pallu stitched in gold.

shimmers = shines

38 “This is my wedding sari,” she whispers. . . .

39 Dadima puts the sari with polka dots on Neha and the soft pink one on me. . . .

40 Dressed in our saris, all three of us stand in front of the mirror.

41 Dadima draws her sari over her head, making a snug frame around her face. Neha and I do the same. Our eyes twinkle in the mirror like the golden threads in Dadima’s wedding pallu.

snug = tight

GO ON

42 “We look like you, Dadima,” I say.
43 “Yes,” she says, taking Neha and me in her arms. “Very much so.”
44 I hug Dadima back.
45 Then I untie the secret knot I made in her sari.

- 19 What does Rupa **most likely** think about saris at the beginning of the story?
- A She thinks that grandmothers wear saris but that young women should not.
 - B She thinks that saris are pretty but would not want to wear one every day.
 - C She thinks that saris are only worn on special days and are not good for every day.
 - D She thinks that people wear saris because they are helpful but not comfortable.
- 20 How does Dadima **best** support her claim that she never gets tired of wearing saris?
- A She shows that many of her saris are very beautiful.
 - B She gives examples of things a sari can be used for.
 - C She explains that her own grandmother wore saris.
 - D She is able to dress her granddaughters in her own saris.
- 21 Why does Dadima show the girls some of her saris?
- A She wants to teach her granddaughters how to wrap a sari to wear it correctly.
 - B She wants to show her granddaughters how to choose a sari that will look good.
 - C She wants to share special memories from her life with her granddaughters.
 - D She wants to give her granddaughters a chance to play dress up with pretty clothes.

GO ON

22 In paragraph 29, the phrase “unfold and unfold and unfold some more” suggests that

- A** the girls are joking
- B** the sari is tied in knots
- C** the girls are confused
- D** the sari is very large

23 Sometimes people have customs of wearing special clothing for certain occasions. Which detail from the story **best** connects to this idea?

- A** Dadima shows the girls the saris that she wore on important days in her life.
- B** Dadima helps the girls put on saris so they can look more like her.
- C** Dadima explains how saris are helpful and can be used to stay comfortable.
- D** Dadima tells the girls that her own grandmother’s grandmother also wore saris.

24 This question is worth 2 credits.

In “Excerpt from *My Dadima Wears a Sari*,” how do Rupa’s thoughts about wearing a sari change in the story? Use **two** details from the story to support your response.

Write your response for this question in your separate Session 1 Answer Booklet.

Writing on this page will not be scored.

25 This question is worth 2 credits.

How do the details in paragraphs 8 through 13 support a theme of “Excerpt from *My Dadima Wears a Sari*”? Use **two** details from the story to support your response.

Write your response for this question in your separate Session 1 Answer Booklet.

Writing on this page will not be scored.

STOP

Grade 3
2023
English Language Arts Test
Session 1
April 19–21, 2023

Name: _____



New York State Testing Program

2023

**English Language Arts Test
Session 2**

Grade 3

April 19–21, 2023

RELEASED QUESTIONS

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Session 2



TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

- Be sure to read all the directions carefully.
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- When a question includes a quotation from a passage, you **may** need to review **both** the quotation and the whole passage in order to answer the question correctly.
- Read each question carefully and think about the answer before making your choice or writing your response.
- In writing your responses, be sure to
 - clearly organize your writing;
 - completely answer the questions being asked;
 - support your responses with examples or details from the text; and
 - write in complete sentences using correct spelling, grammar, capitalization, and punctuation.

D*irections* Read this story. Then answer questions 26 through 31.

Funderstorm

by John Samony

1 So my mom mentions to the Clarksons that I'm sort of the baby-sitter
in our building and that if they ever need me, I'm responsible and have
reasonable rates (meaning I work cheap).

2 Three days later, I'm playing a matching game with Mr. and
Mrs. Clarkson's five-year-old son, Billy, while they enjoy dinner and a movie.

3 Things get interesting after a lightning bolt brightens the darkening sky
like a camera flash, followed by a loud crash of thunder. Billy flies off the
couch and runs to his room.

4 The Clarksons gave me emergency numbers and other instructions, but
they didn't tell me what to do if their kid decides to hide under his bed.

5 "What's wrong, Billy?" I ask as if I don't already know. . . .

6 Silence for a moment, then the truth. "I'm afraid of thunderstorms," he
says.

7 Part of being a great baby-sitter is being an expert in a lot of fields—a
nurse for bandaging banged-up knees, a chef for concocting interesting
snacks, and a writer for coming up with good bedtime stories. This time, I
need to be a psychologist.

concocting = making by mixing parts

psychologist = person who studies how people act and feel

8 "Billy, a lot of people don't like thunderstorms," I say.

9 "I'm not a lot of people," he points out.

GO ON

10 I don't know how to respond to that. I make a mental note to brush up
on my psychology and I take a more basic approach. "You'll miss my famous
cheese-and-pepper-flavored popcorn. . . ."

11 I don't want Billy to have a miserable night. What can I do?

12 I look around for inspiration and spot Billy's sports trophies and
ribbons. Then it hits me. "If you don't come out, you're going to miss the
funderstorm."

13 "You mean 'thunderstorm,'" he corrects.

14 "Nope. I mean *funderstorm*."

15 Billy peeks his head out. "What's that?"

16 "It's having fun during a thunderstorm," I explain. "When the lightning
strikes, you see how many things you can do before the thunder comes. . . ."

17 At that moment, lightning lights up the room. Billy looks at me
expectantly.

18 I spot a lone sock dangling from his dresser drawer. "How many socks
can you put on one foot? Go!"

19 He runs to his dresser and starts putting on socks. His right foot grows
bigger with each new one.

20 I count along. "3 . . . 4 . . . 5 . . ." He gets to 8 before the thunder booms
and rattles the windows.

21 It also rattles his nerves. Before he can dive back under the bed, I yell,
"Fruits! How many can you name?"

22 The sky lights up.

23 "Apple, banana, pear . . ." he chants. He's in the middle of listing
melons when the round ends with a sharp crack.

24 "Pretty impressive," I say.

25 "What else?" he says.

26 I smile. Now he's really on board. "Let's see your hopping skills." I peek
out the window. "Ready, set . . ." At the flash, I yell, "Go!"

27 He starts hopping on one foot. After 10 seconds, he switches to the other foot, then back again at 20 seconds. He's at 29 hops when a softer boom signals the end of the round.

28 "That's the best I've ever done," he says.

29 "You getting hungry?" I ask, grinning like a cheetah. "At the next lightning bolt, go to the kitchen, grab the popcorn, and come back."

30 I can still see a little worry in his eyes. "You OK?" I ask.

31 "Yes," he says confidently, surprising me with the speed of his answer.

32 I yell, "Go!" exactly when the flash comes.

33 He peels out of his room. Sixteen seconds later, he leaps back in, drops the container of popcorn on his dresser, and falls breathlessly onto the floor.

34 "Sixteen seconds," I say, looking at my watch and smiling. "Not bad."

35 We don't hear anything for a minute or two.

36 "I think the storm is going away," he says.

37 So is the worried look in his eyes.

38 When the Clarksons return, they apologize for not calling home. They were in the theater and didn't hear the storm.

39 "How'd our boy weather the thunderstorm?" Mrs. Clarkson asks as she gives Billy a hug.

40 "*Funderstorm*," he corrects, giving me a sly look. "And I can't wait till the next one!"

41 Billy isn't kidding.

42 I can't take other baby-sitting jobs if storm clouds start rolling in because I'll know to expect a call from the Clarksons.

43 Billy has a lot of records to break.

GO ON

- 26 What do the details in paragraphs 7 and 12 show about the baby-sitter?
- A The baby-sitter has a good idea.
 - B The baby-sitter enjoys sports.
 - C The baby-sitter knows Billy very well.
 - D The baby-sitter has many hobbies.

- 27 How does paragraph 6 connect to paragraph 16 in the story?
- A The paragraphs show the cause and effect of the storm.
 - B The paragraphs reveal how the narrator changes over time.
 - C The paragraphs compare the characters' feelings.
 - D The paragraphs show a problem and the solution.

- 28 Read this sentence from paragraph 21 of the story.

It also rattles his nerves.

What is the meaning of the phrase “rattles his nerves”?

- A Billy is jumping around.
- B Billy has hurt himself.
- C Billy feels frightened.
- D Billy is laughing hard.

- 29** How does Billy feel about the baby-sitter's ideas for what to do during the thunderstorm?
- A** Billy likes the ideas so much that he wants him to come back again.
 - B** Billy thinks that the ideas are not as much fun as other games.
 - C** Billy believes that the ideas are so silly that he jokes about them later.
 - D** Billy is confused about the ideas and asks his parents to explain them.

30 From whose point of view is the story told?

- A** Billy's
- B** the baby-sitter's
- C** Mrs. Clarkson's
- D** an unknown character's

31 Which statement **best** shows a central idea of the story?

- A** Doing other things can make scary events easier.
- B** Hiding when you are afraid can make you feel better.
- C** Making new friends is easy when you make up games together.
- D** Practicing any skill is important when you want to improve.

GO ON

D*irections* Read this passage. Then answer questions 32 through 34.

Excerpt from *The Sensory System:* *Why Am I Ticklish?*

by Sue Barraclough

1 Your sensory system is made of the parts of your body that help you to understand the world around you. There are parts you can see, such as your nose and eyes. There are also parts inside your body that you cannot see, such as your brain.

2 You have five main senses. They are seeing, hearing, tasting, smelling, and touch. Your senses are involved in everything you do.

What Do My Eyes Do?

3 Your eyes are organs that help you to see. An organ is a part of your body that is made to do a certain job. Your eyes are in holes in your skull at the front of your head.

4 Your eyes are soft balls. Your eyelids and eyelashes protect your eyes from dirt and sunshine. Blinking keeps your eyes wet and clean.

5 Your eyes collect light that bounces off things around you. Light goes into the eyeball through the pupil. The pupil is the round black hole in the middle of your eye. . . .

How Do Ears Work?

6 Your ears work by collecting sounds. Sounds make movements in the air called sound waves. Sound waves travel into your ears through the ear canal.

7 The sound waves make your eardrum move. As your eardrum moves it moves three tiny bones in your ear. Inside your ear these movements are picked up and sent as signals to your brain. . . .

GO ON

What Does My Nose Do?

8 Your nose picks up different smells. Smelling things can keep you safe. A smell can tell you if food is rotten. The smell of smoke can warn you of a fire.

9 Smells are carried in the air and go into your nose as you breathe. There are tiny parts at the top of your nose that pick up smells.

10 Your nose sends signals about the smells to your brain. Your brain has lots of smells stored in your memory. Your brain can tell you what each smell is.

What Does My Tongue Do?

11 Your tongue is a part of your mouth. You use your tongue to help chew and swallow food. You use your tongue to help make sounds when you speak.

12 Your tongue helps you to taste and enjoy food. Your tongue also lets you know if something is not good to eat. Something that is bad to eat may taste bitter or horrible.

13 Your senses of smell and taste work together. When your nose is plugged from a cold your sense of taste does not work very well. . . .

What Is My Sense of Touch?

14 Your sense of touch tells you what something feels like. It tells you if something is rough or smooth, or hot or cold.

15 Your sense of touch sends signals to the brain. This helps you to react to things. Touch tells you to scratch an itch on your leg. Touch helps you to move away from something that is prickly or hot. . . .

The Sensory System

16 Your brain sorts and stores all the signals from your senses. Then it instantly sends millions of messages back to your body parts. Your brain tells all the different parts of your body what is happening and what to do.

GO ON

32 This question is worth 2 credits.

In “Excerpt from *The Sensory System: Why Am I Ticklish?*” what is a central idea of the first two paragraphs? Use **two** details from the passage to support your response.

33 This question is worth 2 credits.

In “Excerpt from *The Sensory System: Why Am I Ticklish?*” how does the nose work to help people? Use **two** details from the passage to support your response.

GO ON

34 This question is worth 2 credits.

In “Excerpt from *The Sensory System: Why Am I Ticklish?*” how does the author support the claim she makes in paragraph 16? Use **two** details from the passage to support your response.

STOP

Grade 3
2023
English Language Arts Test
Session 2
April 19–21, 2023

THE STATE EDUCATION DEPARTMENT
THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234
2023 English Language Arts Tests Map to the Standards
Grade 3 Released Questions

| Question | Type | Key | Points | Standard | Subscore | Multiple Choice Questions | Constructed Response Questions | |
|------------------|----------------------|-----|--------|---------------------------|--------------------|---|--------------------------------|---|
| | | | | | | Percentage of Students Who Answered Correctly (P-Value) | Average Points Earned | P-Value (Average Points Earned ÷ Total Possible Points) |
| Session 1 | | | | | | | | |
| 1 | Multiple Choice | A | 1 | NGLS.ELA.Content.NY-3.R.2 | Reading | 0.7154 | | |
| 2 | Multiple Choice | D | 1 | NGLS.ELA.Content.NY-3.R.3 | Reading | 0.6252 | | |
| 3 | Multiple Choice | A | 1 | NGLS.ELA.Content.NY-3.R.4 | Reading | 0.6975 | | |
| 4 | Multiple Choice | B | 1 | NGLS.ELA.Content.NY-3.R.8 | Reading | 0.6600 | | |
| 5 | Multiple Choice | D | 1 | NGLS.ELA.Content.NY-3.R.5 | Reading | 0.3271 | | |
| 6 | Multiple Choice | B | 1 | NGLS.ELA.Content.NY-3.R.2 | Reading | 0.6785 | | |
| 19 | Multiple Choice | B | 1 | NGLS.ELA.Content.NY-3.R.6 | Reading | 0.5658 | | |
| 20 | Multiple Choice | B | 1 | NGLS.ELA.Content.NY-3.R.8 | Reading | 0.6679 | | |
| 21 | Multiple Choice | C | 1 | NGLS.ELA.Content.NY-3.R.3 | Reading | 0.5289 | | |
| 22 | Multiple Choice | D | 1 | NGLS.ELA.Content.NY-3.R.4 | Reading | 0.5818 | | |
| 23 | Multiple Choice | A | 1 | NGLS.ELA.Content.NY-3.R.9 | Reading | 0.5129 | | |
| 24 | Constructed Response | | 2 | NGLS.ELA.Content.NY-3.R.3 | Writing to Sources | | 0.4336 | 0.2168 |
| 25 | Constructed Response | | 2 | NGLS.ELA.Content.NY-3.R.2 | Writing to Sources | | 0.5320 | 0.2660 |
| Session 2 | | | | | | | | |
| 26 | Multiple Choice | A | 1 | NGLS.ELA.Content.NY-3.R.3 | Reading | 0.6081 | | |
| 27 | Multiple Choice | D | 1 | NGLS.ELA.Content.NY-3.R.5 | Reading | 0.4571 | | |
| 28 | Multiple Choice | C | 1 | NGLS.ELA.Content.NY-3.R.4 | Reading | 0.7439 | | |
| 29 | Multiple Choice | A | 1 | NGLS.ELA.Content.NY-3.R.3 | Reading | 0.7234 | | |
| 30 | Multiple Choice | B | 1 | NGLS.ELA.Content.NY-3.R.6 | Reading | 0.6222 | | |
| 31 | Multiple Choice | A | 1 | NGLS.ELA.Content.NY-3.R.2 | Reading | 0.5510 | | |
| 32 | Constructed Response | | 2 | NGLS.ELA.Content.NY-3.R.2 | Writing to Sources | | 0.5457 | 0.2729 |
| 33 | Constructed Response | | 2 | NGLS.ELA.Content.NY-3.R.3 | Writing to Sources | | 0.6380 | 0.3190 |
| 34 | Constructed Response | | 2 | NGLS.ELA.Content.NY-3.R.8 | Writing to Sources | | 0.5552 | 0.2776 |

*This item map is intended to identify the primary analytic skills necessary to successfully answer each question on the 2023 operational ELA test. However, each constructed-response question measures proficiencies described in multiple standards, including writing and additional reading and language standards. For example, the two-point constructed-response questions require students to first conduct the analyses described in the mapped standard and then produce written responses that are rated based on writing standards. To gain greater insight into the measurement focus for constructed-response questions, please refer to the rubrics shown in the Educator Guides.