

**New Paltz Central School District  
Mathematics  
Fifth Grade**

**Test Taking As a Genre**

**Lesson 1 – Multiple Choice**

Launch: What do you know about taking a test?

- Begin a KWL (know, want to learn, learned) chart. Ask students, “What do you know about taking a test?” Chart students’ responses on the KWL chart in the K column. Ask students, “What questions do you have/what do you want to learn about taking a test?” Chart students’ responses on the KWL chart in the W column.
- Give students 3 multiple choice questions and bubble sheets (attached). Tell students to read the questions and answer them by marking the bubbles on the sheet.

Explore

- Students go off to answer the questions and mark their answers on the bubble sheet. They can work with partners or independently.

Summarize

- Ask students what they noticed about the questions and the bubble sheet.
- Discuss student responses and chart information on the KWL chart (under L – what we learned).
- Be sure to focus on the language in the questions.
- Also focus on correlating the number of the problem with the number on the answer sheet.

# New York State Assessment Practice

Name: \_\_\_\_\_  
Version: 2

Incorrect	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorrect	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Correct	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

1.      A    B    C    D
2.      A    B    C    D
3.      A    B    C    D
4.      A    B    C    D
5.      A    B    C    D

## **Lesson 2 – Multiple Choice**

Launch – Review the KWL chart started in lesson 1.

- Tell students that an important strategy for taking a multiple-choice test is to think of the answer before looking at the given answers. When they have the answer in their mind, they look for the answer in the possible choices.
- Another strategy is to visualize the problem so that they can see what is happening in the problem.
- Tell students that test makers sometimes give a possible answer that a student would get if they make a mistake in calculating.
- Show students a sample question (on Smart board or chart). Have students put their heads together to come up with the correct answer. Then reveal the 4 possible answers. Have students put their thumbs up if their answer is on the board.
- Look at the 3 other choices to see what the test makers may have been thinking in giving the choice. What calculation errors were made to get the wrong answer?

Explore – Send students to work with a partner.

- Give each partner group 3 questions. Have students give the correct answer and/or 2 possible answers the test makers may give as a choice.

Summarize – Gather students with papers.

- Discuss the answers students gave for the questions.
- Discuss the possible “trick” answers.
- Add to the L section of the KWL chart.

## **Lesson 3 – Extended Response**

Launch – Explain to students that there is another kind of question on the assessment. It is called an extended response.

- Show the students a sample question (on Smart board or chart). Ask students what they notice about the question and expected answer (no choices for answer – two parts of the question). Add information to the KWL chart.
- Answer the question with the class using “teacher talk” to model your thinking. Be sure to include the use of visualizing, estimating, checking your work. Have students turn and talk to a partner about what they noticed you doing. Add to KWL chart.

Explore

- Give students 3 extended response questions.
- Have students work with a partner to answer the questions and to keep track of what strategies they used to answer the questions.

## Summarize

- Gather students and discuss the answers to the questions as well as the strategies the students used to solve the problems.
- Add to the KWL chart.
- You could begin a “Test Taking Strategies” chart.

## **Lesson 4 – Scoring**

### Launch

- Look at the scoring rubric (see attached) on Smart board or chart.
- Discuss what students notice and questions they have. Add to the KWL chart.
- Show answers that are 0 points, 1 point, 2 points, and 3 points. Have students work with a partner to discuss scoring for each answer. The students should show fingers when asked for a response. Discuss any discrepancies they have and show/discuss how the state scored the answer. Use the screen shade to hide the state score amount until ready to reveal it to students.
- Discuss how to apply the rubric to get the correct score.

### Explore

- Have students work with a partner to use the rubric and score samples of student work.
- Gather students with the work samples and their scores.
- Show the sample answers (on Smart board or chart) and have students tell the score they gave (by holding up fingers for 1, 2, or 3) and why, using the rubric.
- Discuss any discrepancies. Be sure to include a discussion of a complete answer versus an incomplete answer. Analyze answers to look at clear, concise explanations of thinking.

## 2-Point Holistic Rubric

Score Points:

2 Points	<p>A two-point response is complete and correct.</p> <p>This response</p> <ul style="list-style-type: none"><li>• demonstrates a thorough understanding of the mathematical concepts and/or procedures embodied in the task</li><li>• indicates that the student has completed the task correctly, using mathematically sound procedures</li><li>• contains clear, complete explanations and/or adequate work when required</li></ul>
1 Point	<p>A one-point response is only partially correct.</p> <p>This response</p> <ul style="list-style-type: none"><li>• indicates that the student has demonstrated only a partial understanding of the mathematical concepts and/or procedures embodied in the task addresses some elements of the task correctly but may be incomplete or contain some procedural or conceptual flaws</li><li>• may contain an incorrect solution but applies a mathematically appropriate process</li><li>• may contain a correct numerical answer but required work is not provided</li></ul>
0 Points	<p>A zero-point response is incorrect, irrelevant, incoherent, or contains a correct response arrived at using an obviously incorrect procedure. Although some parts may contain correct mathematical procedures, holistically they are not sufficient to demonstrate even a limited understanding of the mathematical concepts embodied in the task.</p>

### Condition Code A

Condition Code A is applied whenever a student who is present for a test session leaves an entire open-ended item in that session blank (no response).

### 3-Point Holistic Rubric

Score Points:

3 Points	<p>A three-point response is complete and correct.</p> <p>This response</p> <ul style="list-style-type: none"><li>• demonstrates a thorough understanding of the mathematical concepts and/or procedures embodied in the task</li><li>• indicates that the student has completed the task correctly, using mathematically sound procedures</li><li>• contains clear, complete explanations and/or adequate work when required</li></ul>
2 Points	<p>A two-point response is partially correct.</p> <p>This response</p> <ul style="list-style-type: none"><li>• demonstrates partial understanding of the mathematical concepts and/or procedures embodied in the task</li><li>• addresses most aspects of the task, using mathematically sound procedures</li><li>• may contain an incorrect solution but provides complete procedures, reasoning, and/or explanations</li><li>• may reflect some misunderstanding of the underlying mathematical concepts and/or procedures</li></ul>
1 point	<p>A one-point response is incomplete and exhibits many flaws but is not completely incorrect.</p> <p>This response</p> <ul style="list-style-type: none"><li>• demonstrates only a limited understanding of the mathematical concepts and/or procedures embodied in the task</li><li>• may address some elements of the task correctly but reaches an inadequate solution and/or provides reasoning that is faulty or incomplete</li><li>• exhibits multiple flaws related to a misunderstanding of important aspects of the task, misuses of mathematical procedures, or faulty mathematical reasoning</li><li>• reflects a lack of essential understanding of the underlying mathematical concepts</li><li>• may contain a correct numerical answer but required work is not provided</li></ul>
0 Points	<p>A zero-point response is incorrect, irrelevant, incoherent, or contains a correct response arrived at using an obviously incorrect procedure. Although some parts may contain correct mathematical procedures, holistically they are not sufficient to demonstrate even a limited understanding of the mathematical concepts embodied in the task.</p>

## **Lesson 5 – I’m All Done!**

### Launch

Tell students that they should check their work when they finish the assessment. Ask students to list strategies for checking their work. Make a list of strategies for checking their work. The list could include, but is not limited to:

- Reread the directions
- Reread each question
- Put a mark next to the questions you were unsure of
- Put a star next to the hard ones
- Eliminate the ridiculous answers
- Start from the last question and work backward

### Explore

Give students 5 questions – a mix of types of questions. Have students answer the questions and then practice strategies for checking their work.

### Summarize

Gather students and discuss the answers to the questions and the strategies for checking their work. Add to the list of strategies as appropriate.