



3-8 Assessment Overview

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October 3, 2019

NYS Assessment Standards Definitions of Performance Levels 1, 2, 3 & 4 - ELA



<https://www.engageny.org/resource/performance-level-descriptions-for-ela-and-mathematics>

Common Core English Language Arts Test

Performance Level Descriptions

GRADE 3

Policy-Level Performance Level Definitions

For each grade, there are students performing along a proficiency continuum with regard to the skills and knowledge necessary to meet the demands of grade-specific Common Core Standards for English Language Arts/Literacy. There are students who are above proficiency, students who are proficient, students who are not quite proficient, and students who are well below proficient at each grade level. New York State assessments are designed to classify students into one of four proficiency categories; these proficiency categories are defined as:

NYS Level 4

Students performing at this level **excel** in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for English Language Arts/Literacy that are considered **more than sufficient** for the expectations at this grade.

NYS Level 3

Students performing at this level are **proficient** in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for English Language Arts/Literacy that are considered **sufficient** for the expectations at this grade.

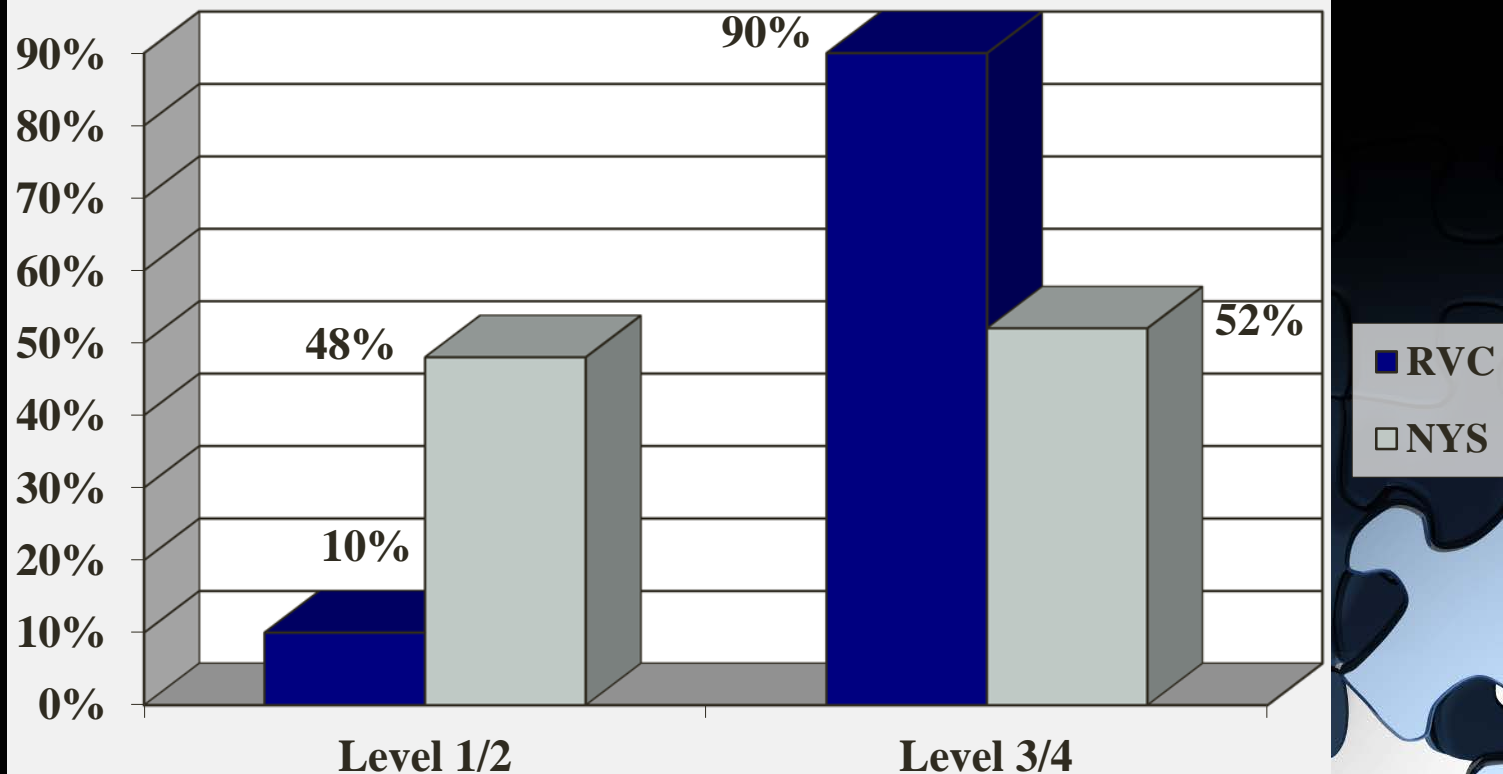
NYS Level 2

Students performing at this level are partially proficient in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the New York State P – 12 Common Core Learning Standards for English Language Arts/Literacy that are considered partial but insufficient for the expectations at this grade. Students performing at Level 2 are considered on track to meet current New York high school graduation requirements but are not yet proficient on Common Core Learning Standards at this grade.

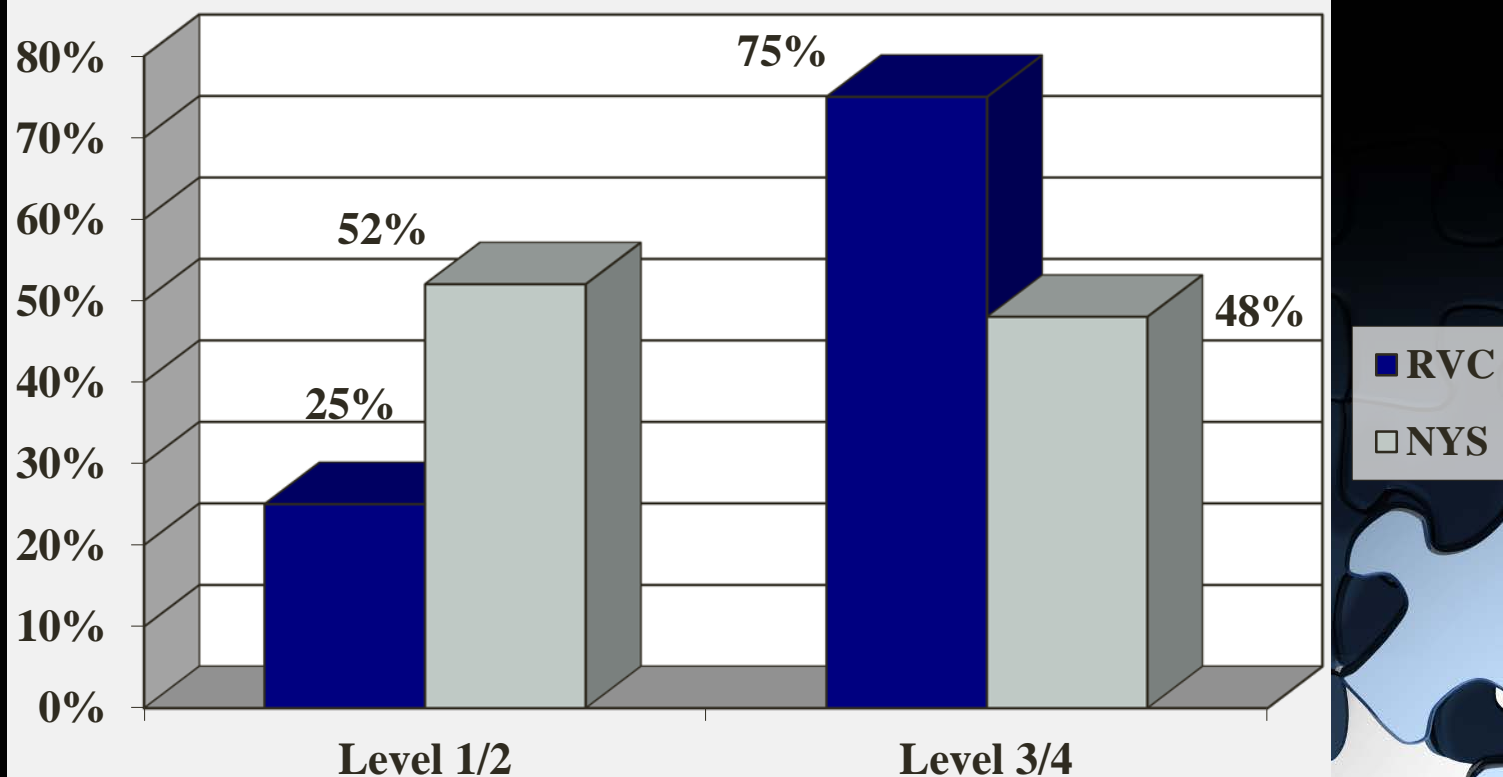
NYS Level 1

Students performing at this level are **well below proficient** in standards for their grade. They demonstrate **limited** knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for English Language Arts/Literacy that are considered **insufficient** for the expectations at this grade.

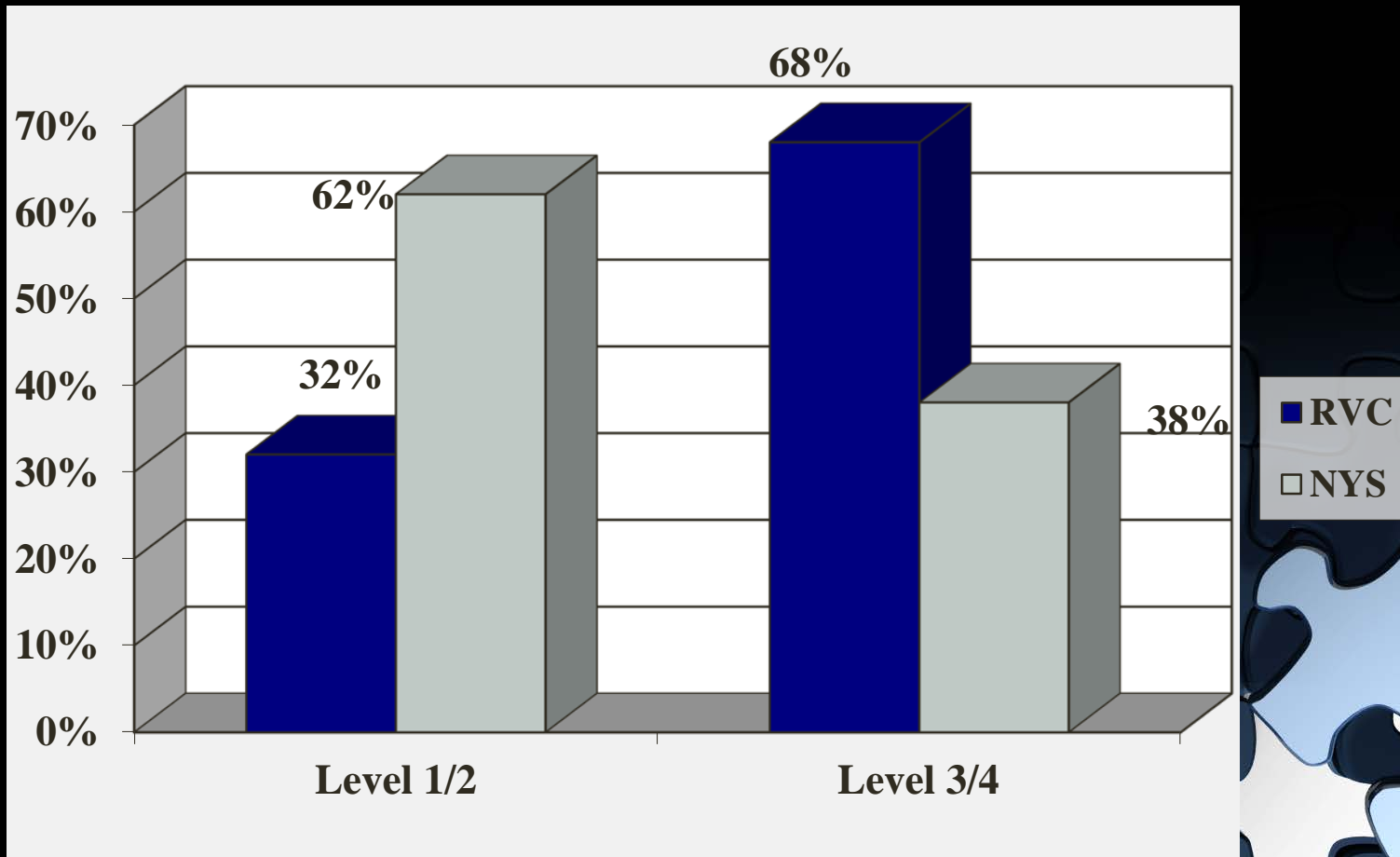
ELA Grade 3 2018/2019 RVC compared to NYS



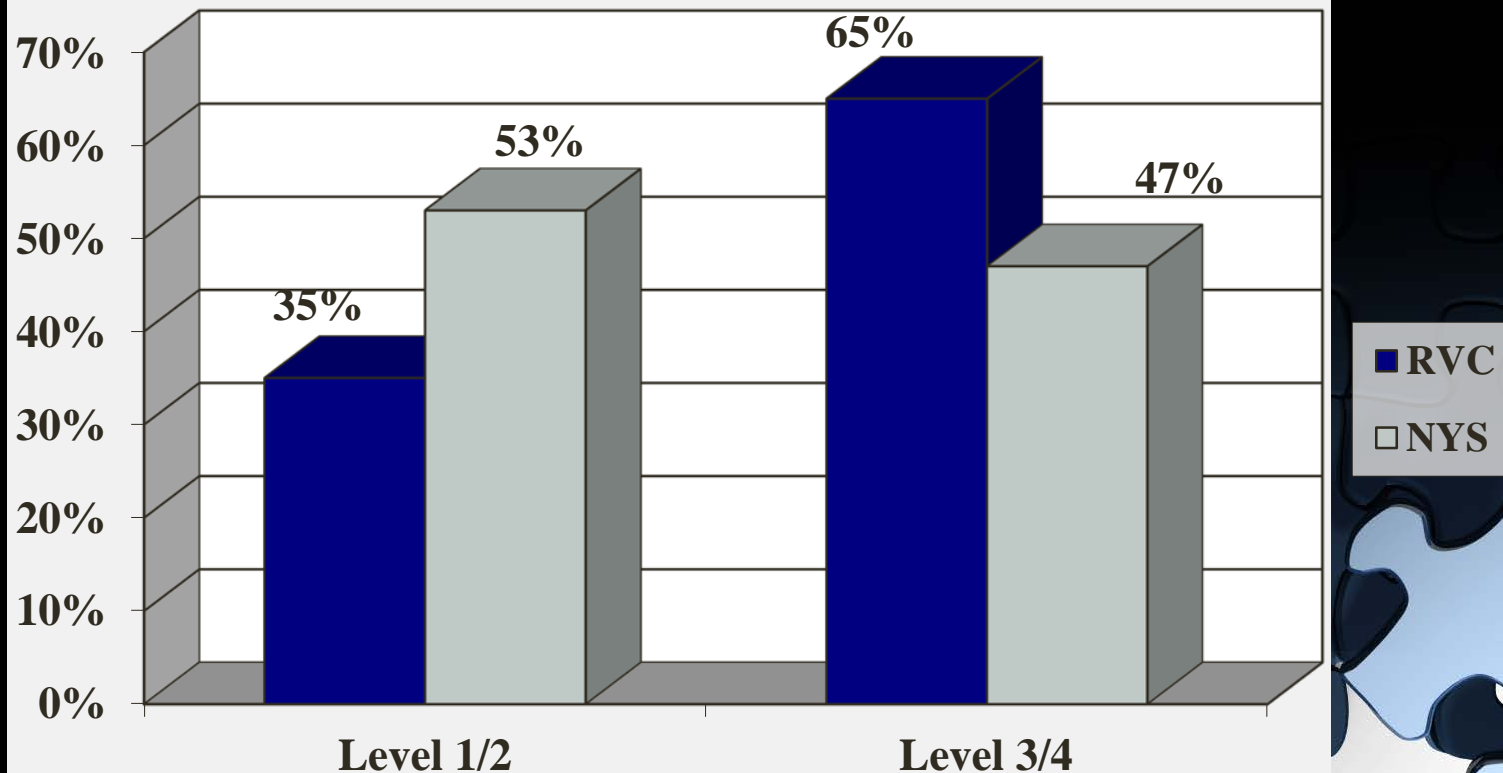
ELA Grade 4
2018/2019
RVC compared to NYS



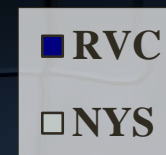
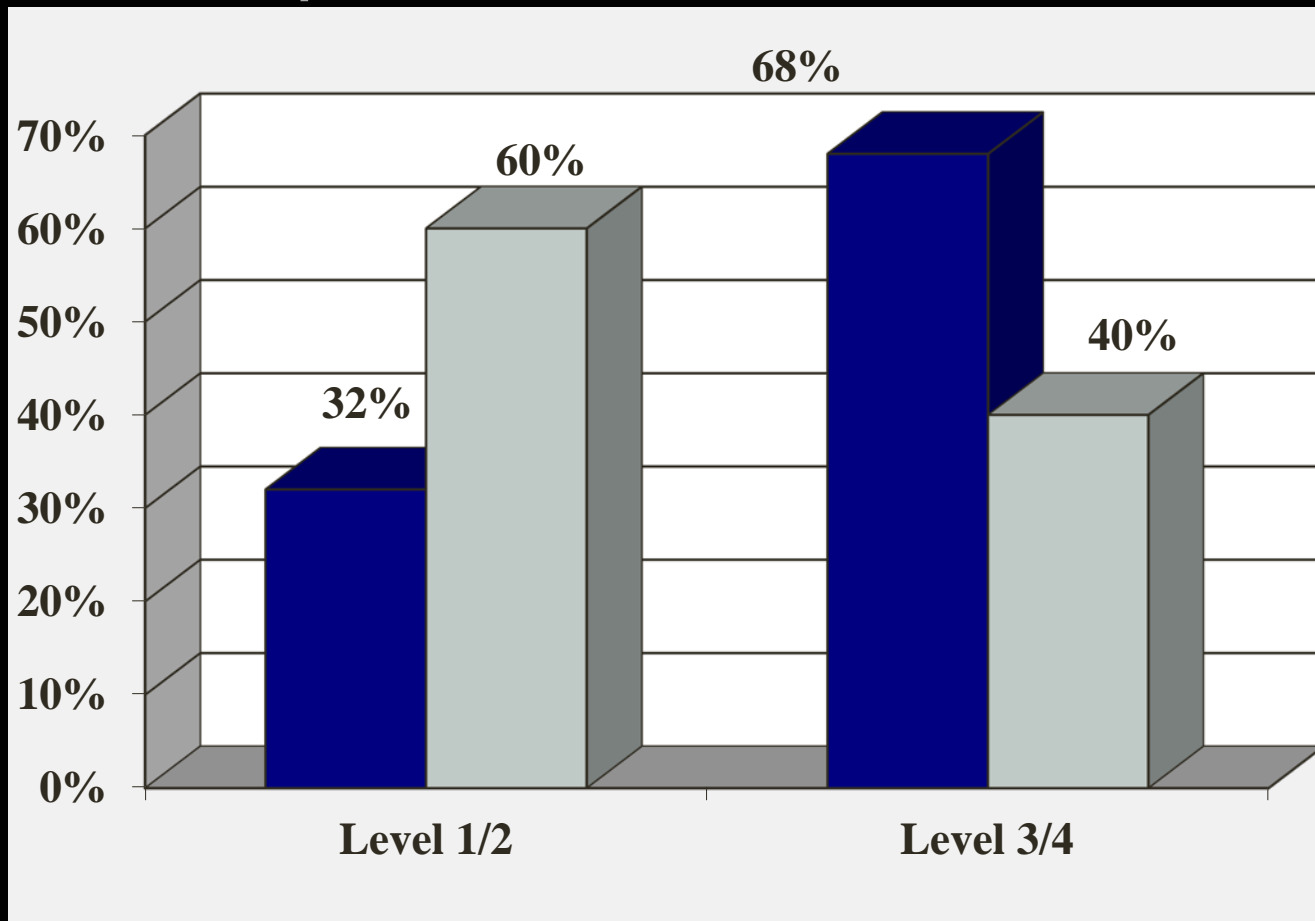
**ELA Grade 5
2018/2019
RVC compared to NYS**



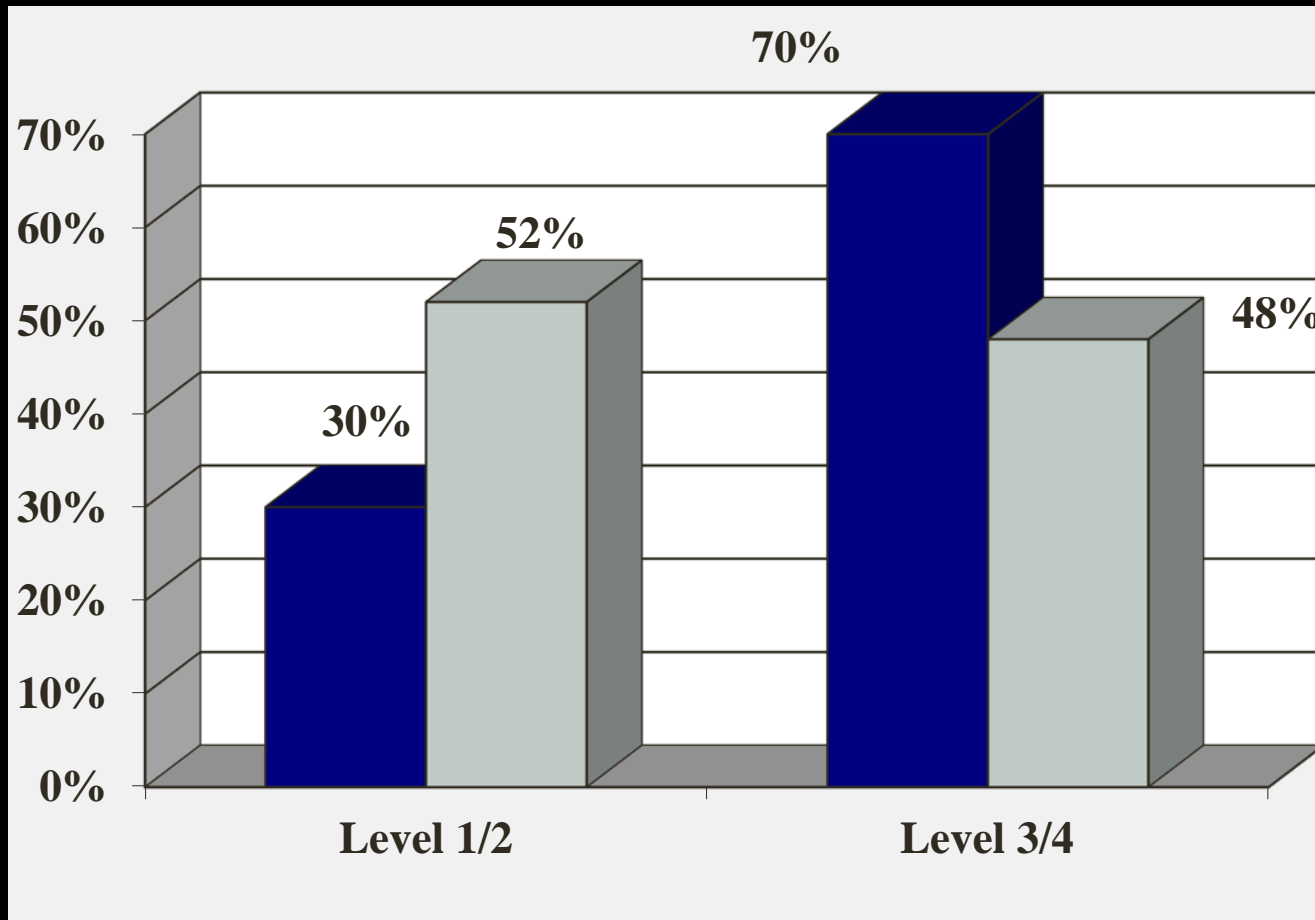
ELA Grade 6
2018/2019
RVC compared to NYS



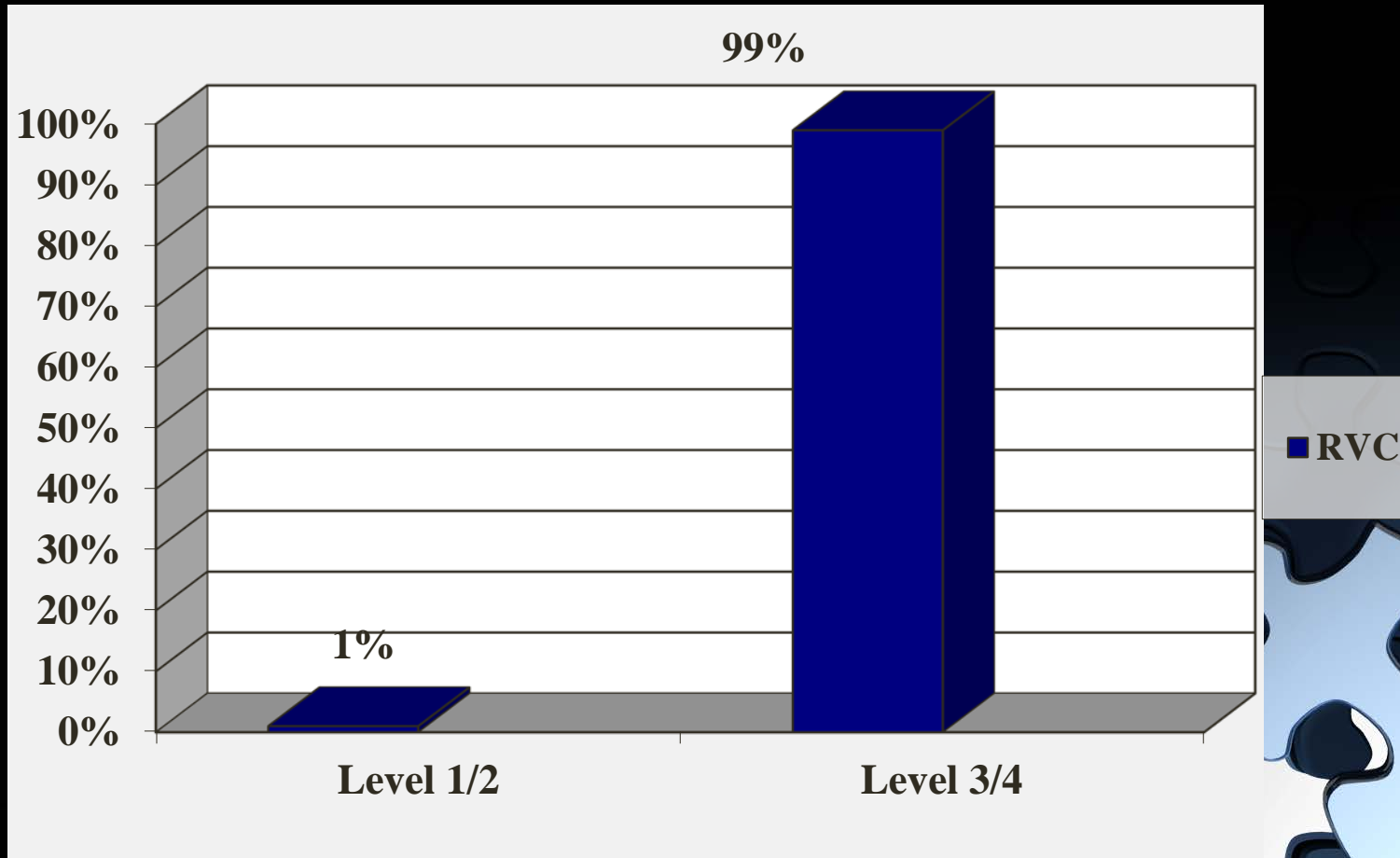
**ELA Grade 7
2018/2019
RVC compared to NYS**



**ELA Grade 8
2018/2019
RVC compared to NYS**



Grade 4 Science 2018/2019



NYS Assessment Standards Definitions of Performance Levels 1, 2, 3 & 4 -Math



<https://www.engageny.org/resource/performance-level-descriptions-for-ela-and-mathematics>

New York State Testing Program Common Core Mathematics Test

Performance Level Descriptions

GRADE 3

Policy-Level Performance Level Definitions

For each grade, there are students performing along a proficiency continuum with regard to the skills and knowledge necessary to meet the demands of grade-specific Common Core Standards for Mathematics. There are students who are above proficiency, students who are proficient, students who are not quite proficient, and students who are well below proficient at each grade level. New York State assessments are designed to classify students into one of four proficiency categories; these proficiency categories are defined as:

NYS Level 4

Students performing at this level **excel** in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for Mathematics that are considered **more than sufficient** for the expectations at this grade.

NYS Level 3

Students performing at this level are **proficient** in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for Mathematics that are considered **sufficient** for the expectations at this grade.

NYS Level 2

Students performing at this level are partially proficient in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for Mathematics that are considered partial but insufficient for the expectations at this grade. Students performing at Level 2 are considered on track to meet current New York high school graduation requirements but are not yet proficient on Common Core Learning Standards at this grade.

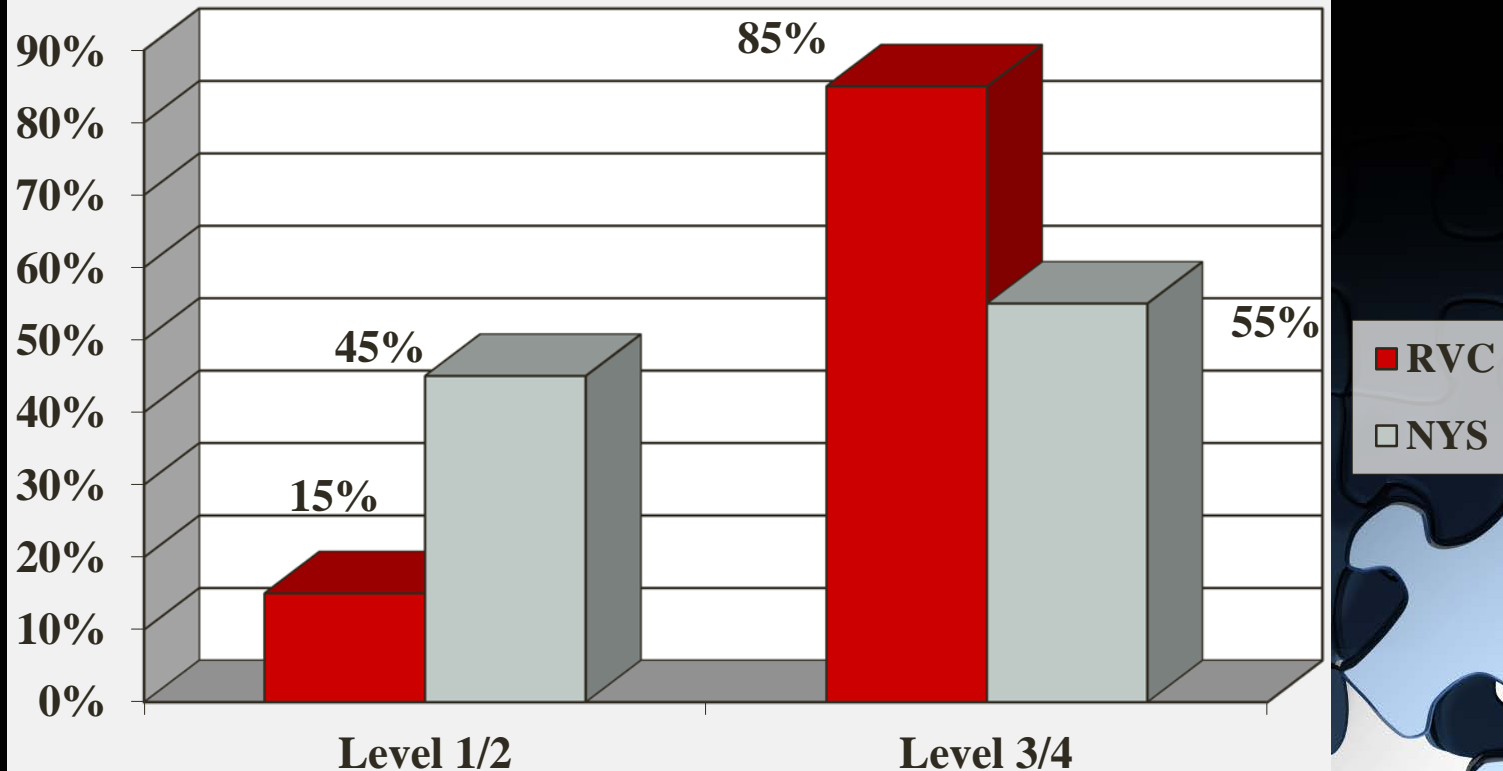
NYS Level 1

Students performing at this level are **well below proficient** in standards for their grade. They demonstrate **limited** knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for Mathematics that are considered **insufficient** for the expectations at this grade.

Math Grade 3

2018/2019

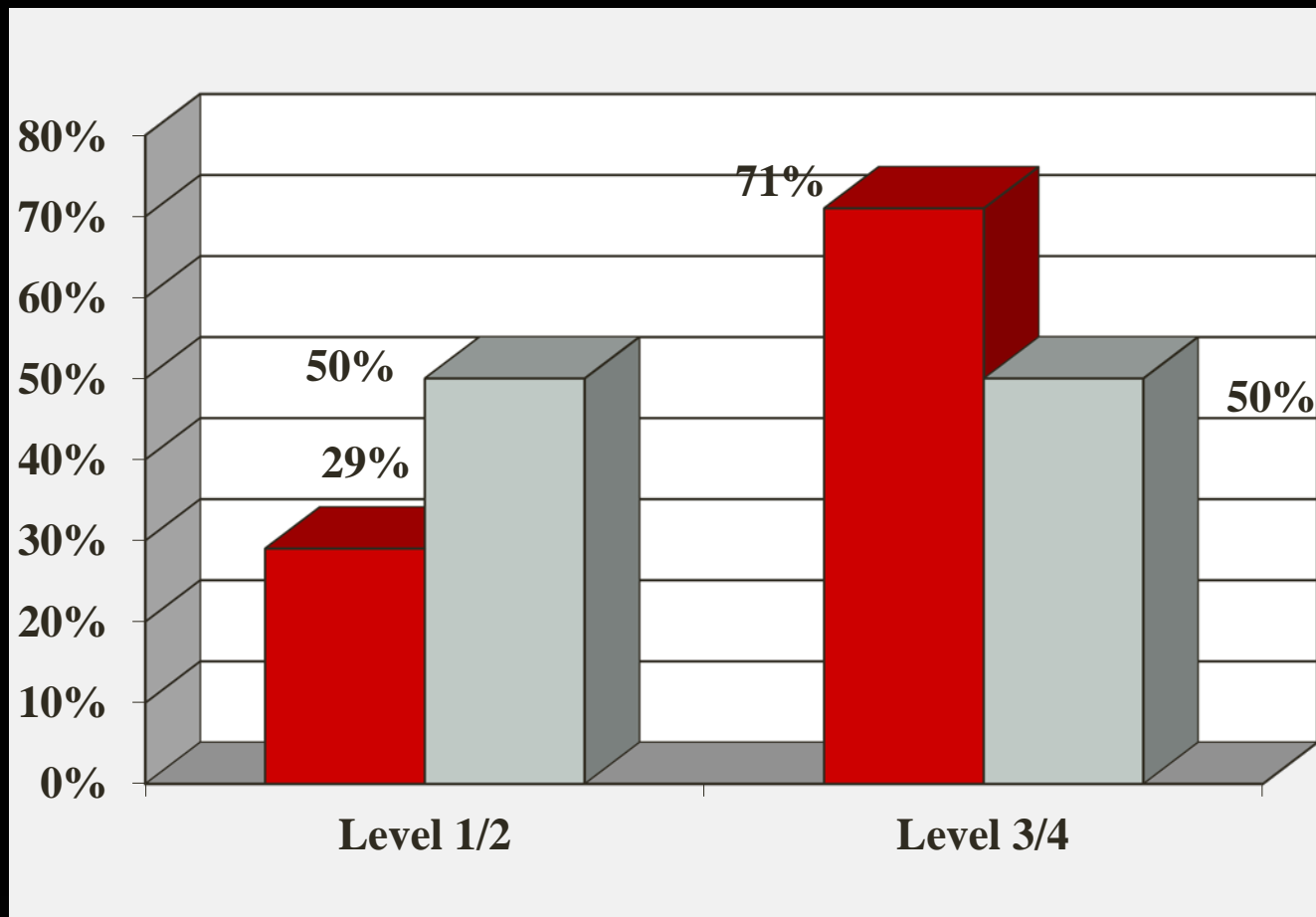
RVC compared to NYS



Math Grade 4

2018/2019

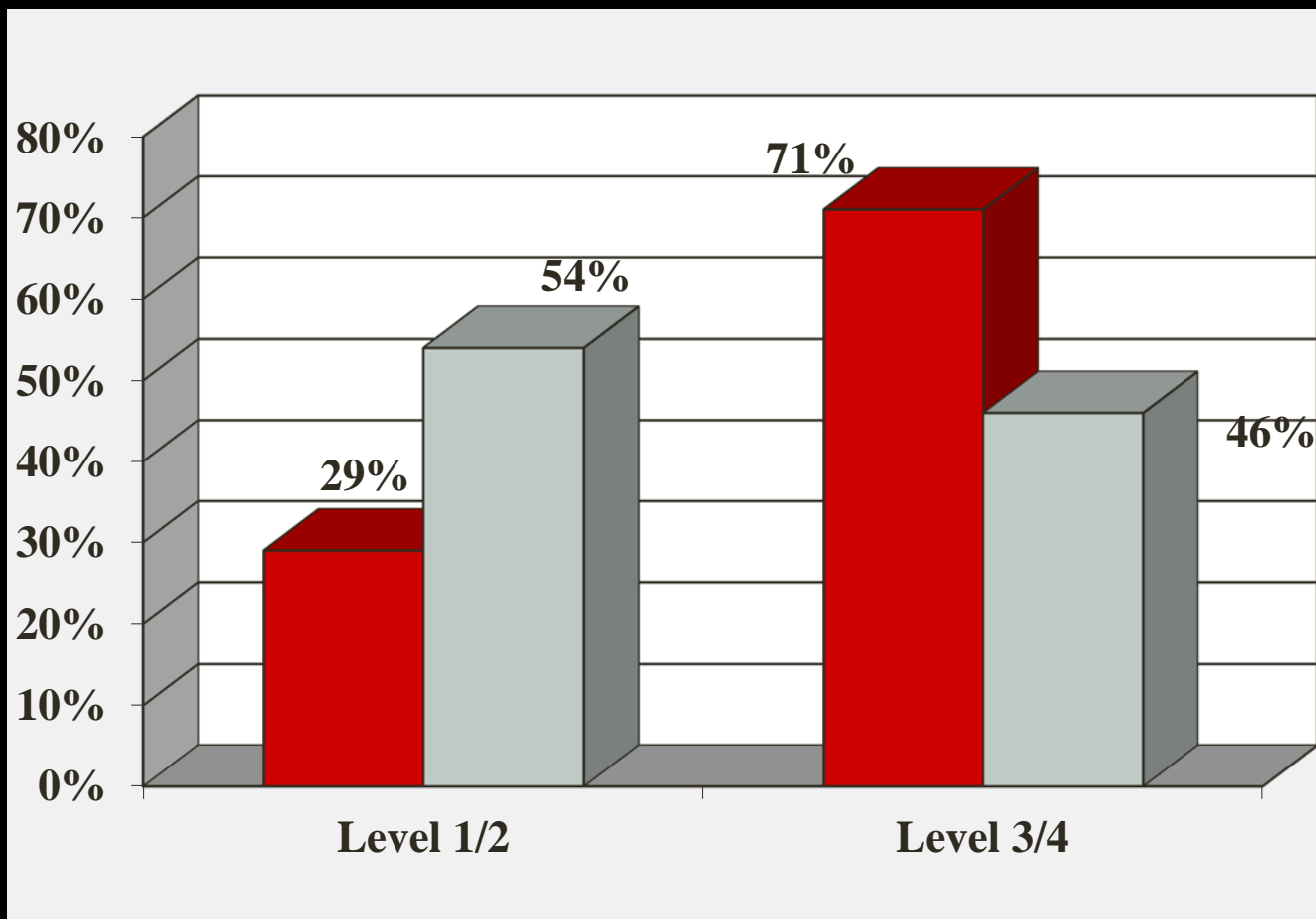
RVC compared to NYS



Math Grade 5

2018/2019

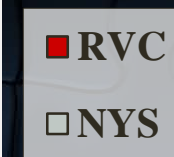
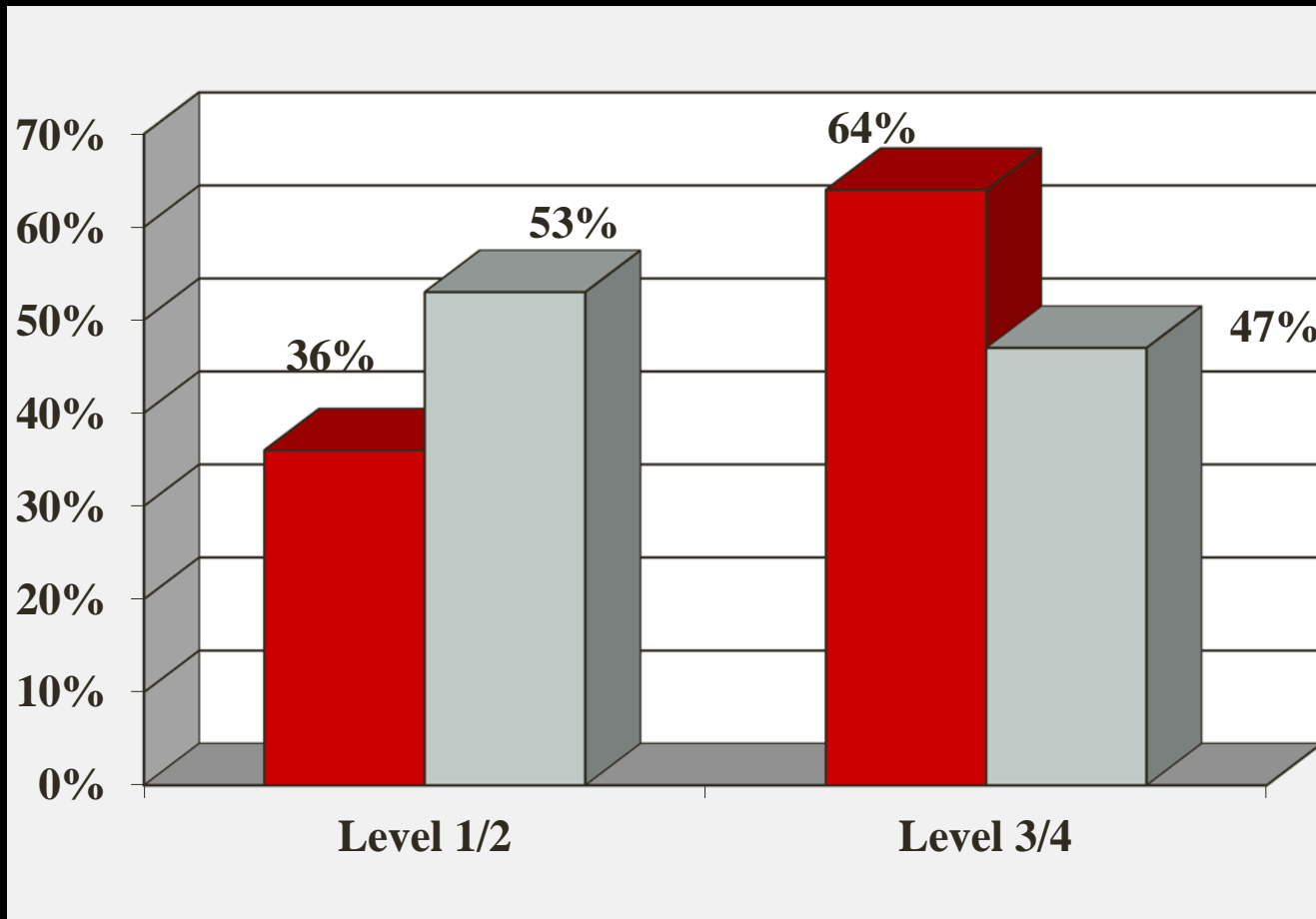
RVC compared to NYS



Math Grade 6

2018/2019

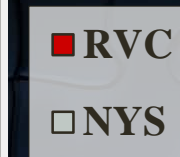
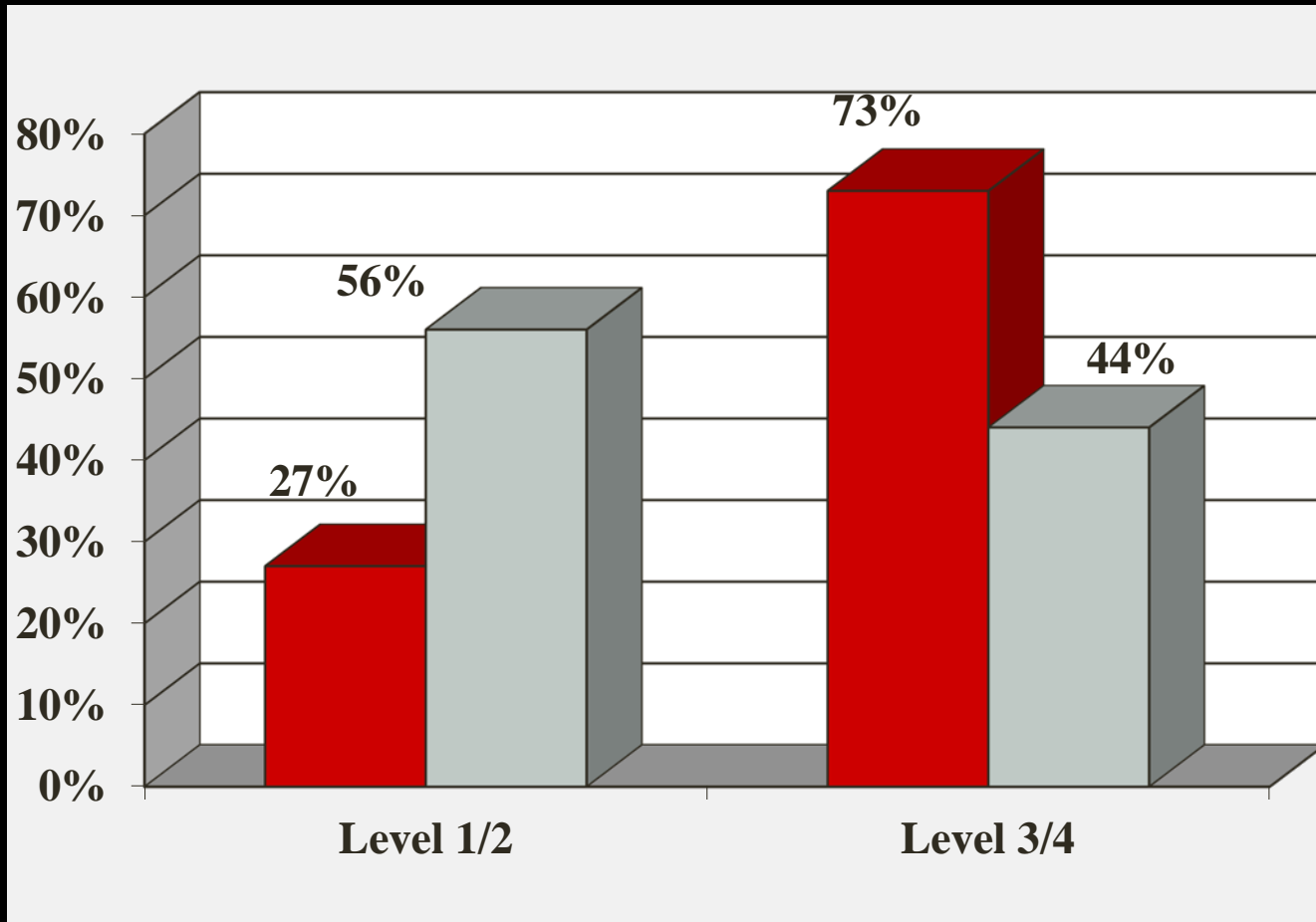
RVC compared to NYS



Math Grade 7

2018/2019

RVC compared to NYS



Opt Out Numbers

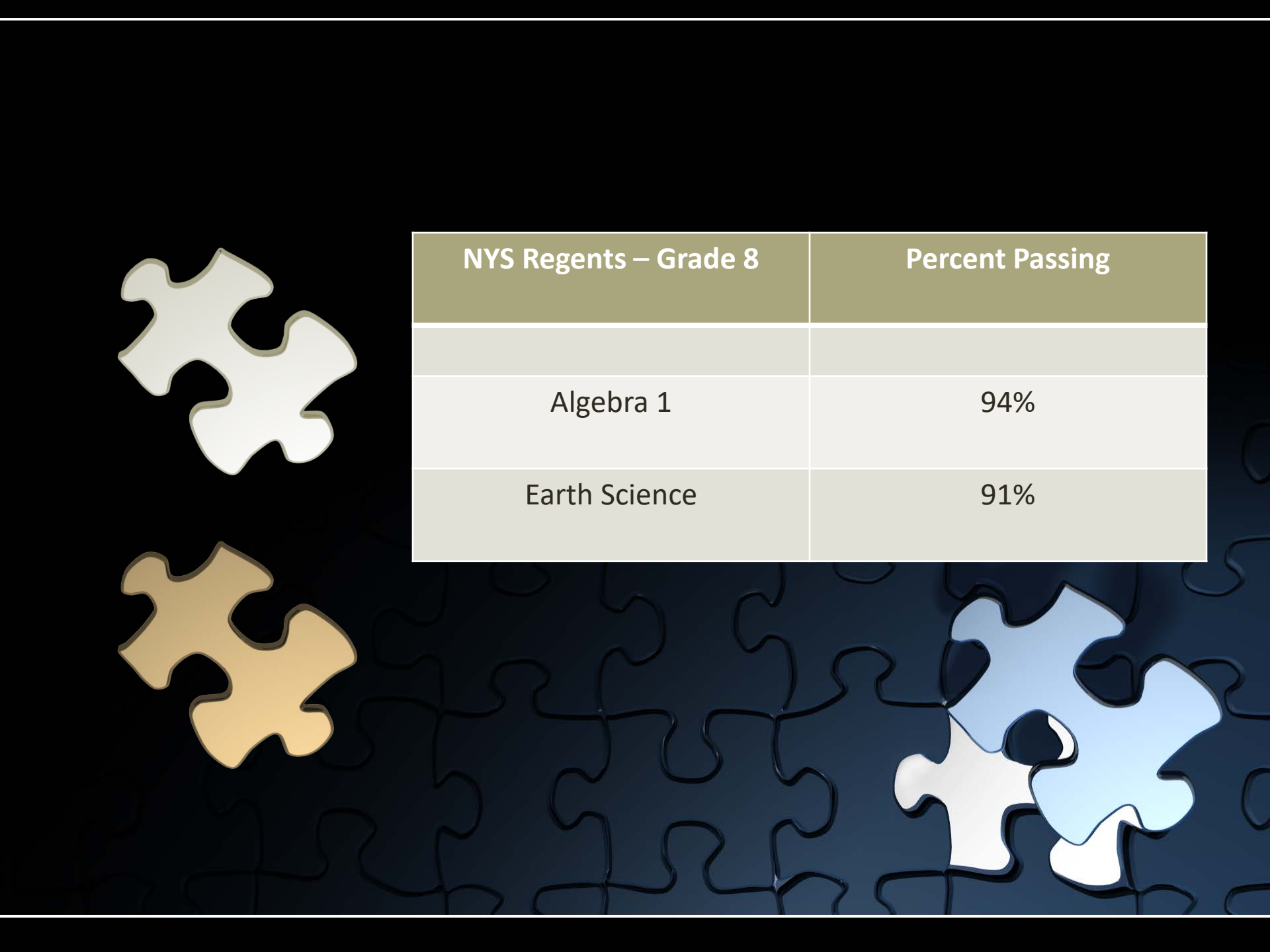
| Grade | ELA | Math |
|-------|------|------|
| 3 | 41% | 38 % |
| 4 | 46 % | 34 % |
| 5 | 52 % | 49% |



Opt Out Numbers

| Grade | ELA | Math |
|-------|------|------------------------------|
| 6 | 57 % | 54 % |
| 7 | 60 % | 57 % |
| 8 | 73 % | NA *Students took Regents |



The background of the slide is a dark blue field filled with a pattern of interlocking puzzle pieces. Several individual puzzle pieces are highlighted in different colors: a white piece in the upper left, a tan piece in the lower left, and a light blue piece in the lower right. The table is positioned in the upper right area of the slide.

| NYS Regents – Grade 8 | Percent Passing |
|-----------------------|-----------------|
| | |
| Algebra 1 | 94% |
| Earth Science | 91% |

NWEA MAP

MAP delivers data when it matters most: when there's still time to make a difference

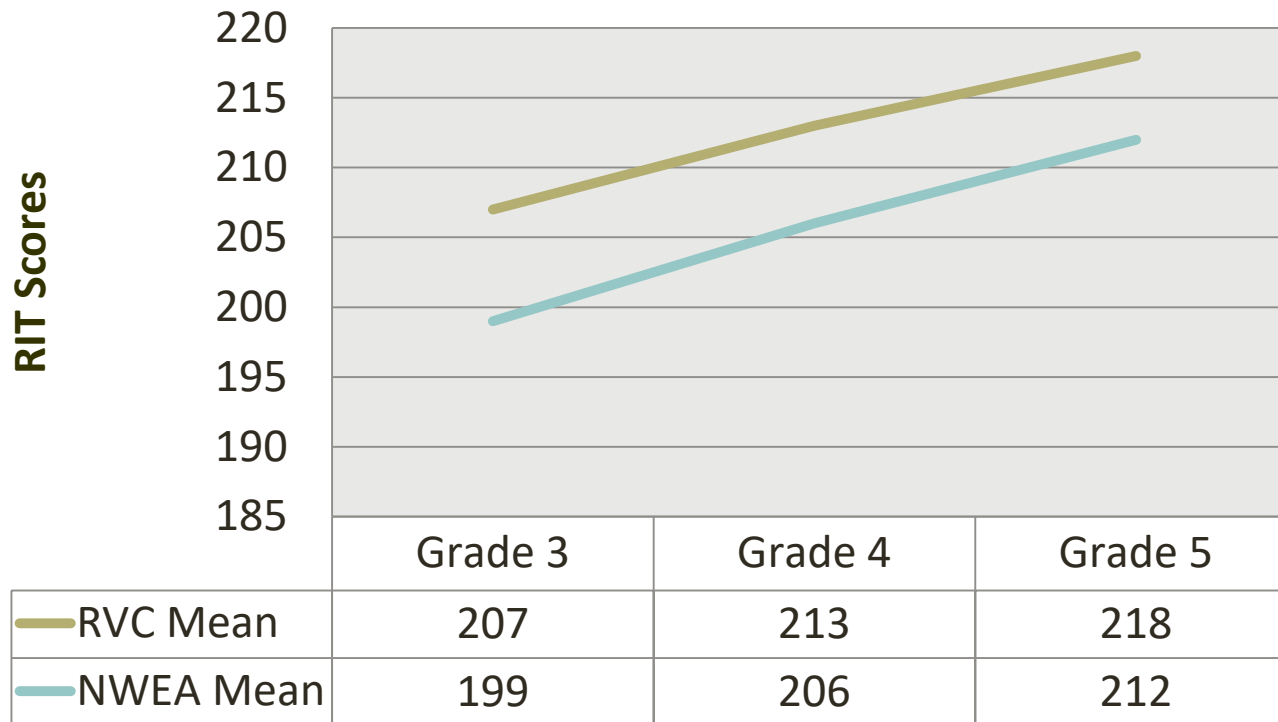
Measures of Academic Progress® (MAP®) creates a personalized assessment experience by adapting to each student's learning level. You'll have assessment data—and essential information about what each student knows and is ready to learn within 24 hours.

<https://www.nwea.org/assessments/map/>



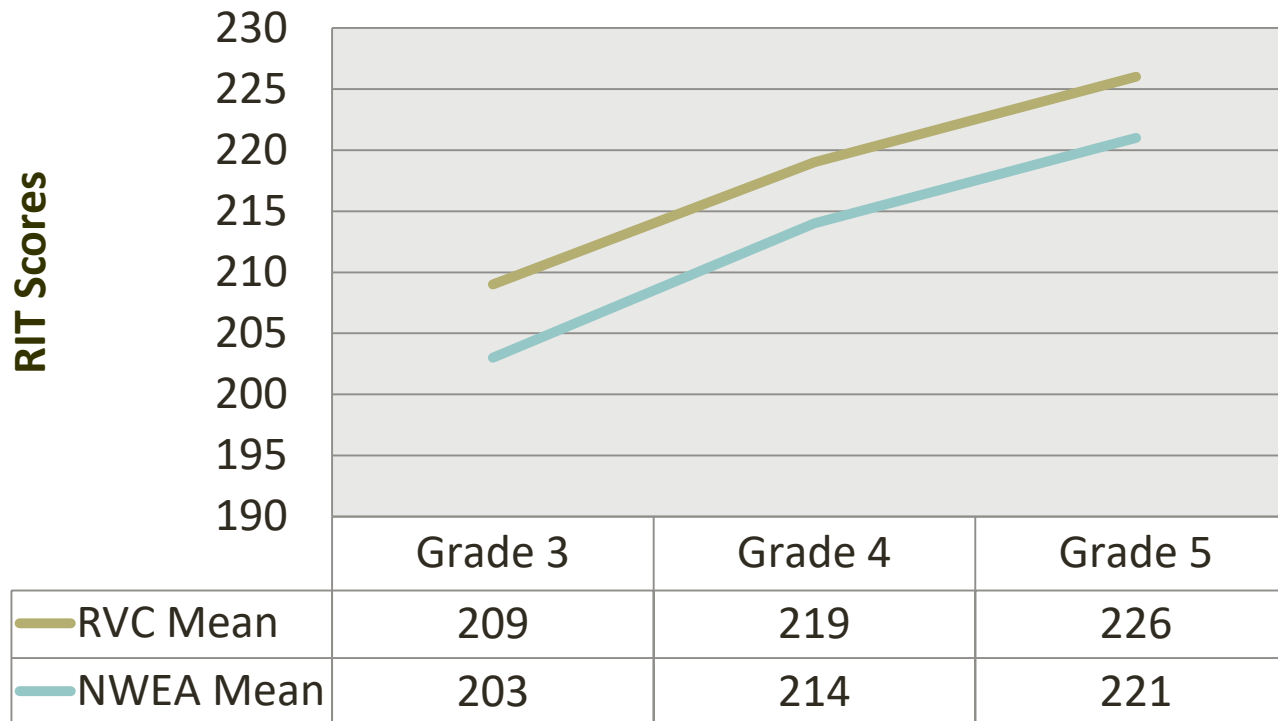
NWEA – MAP -3-5

NWEA - Reading

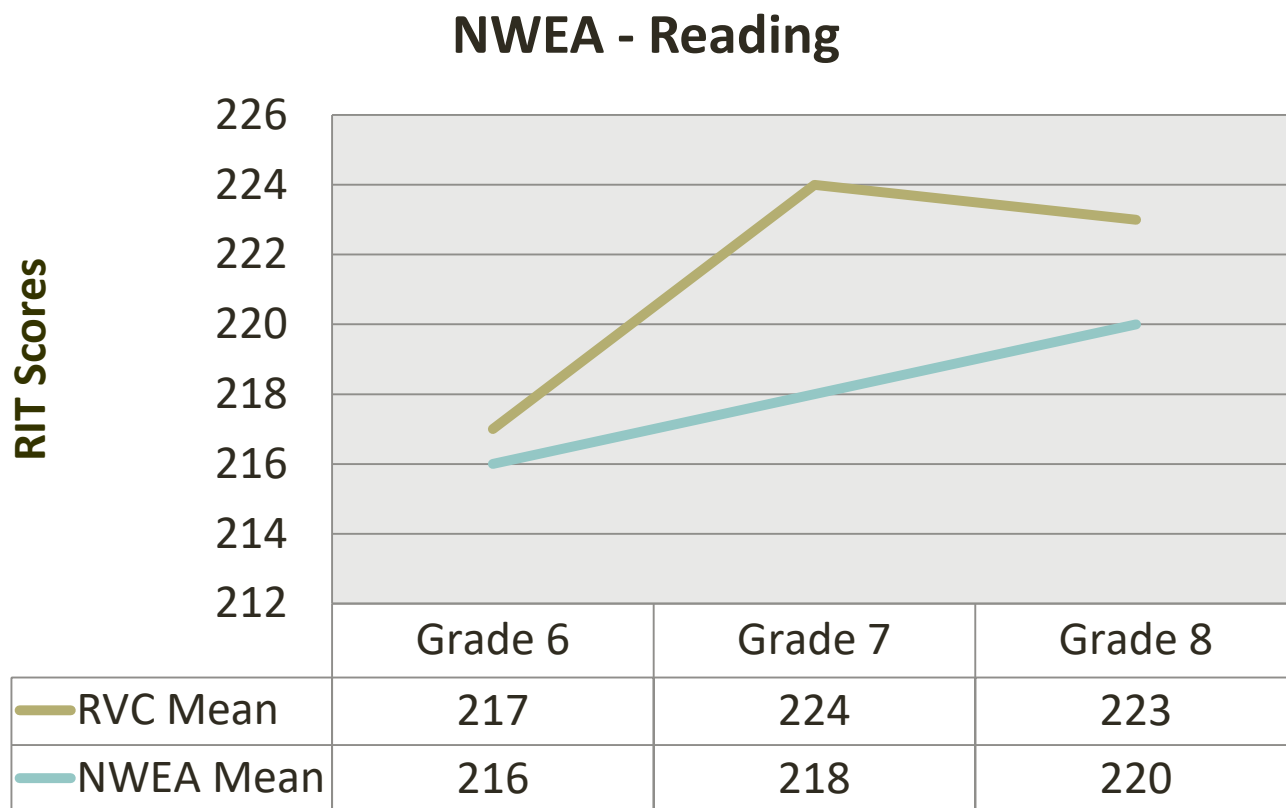


NWEA – MAP - 3-5

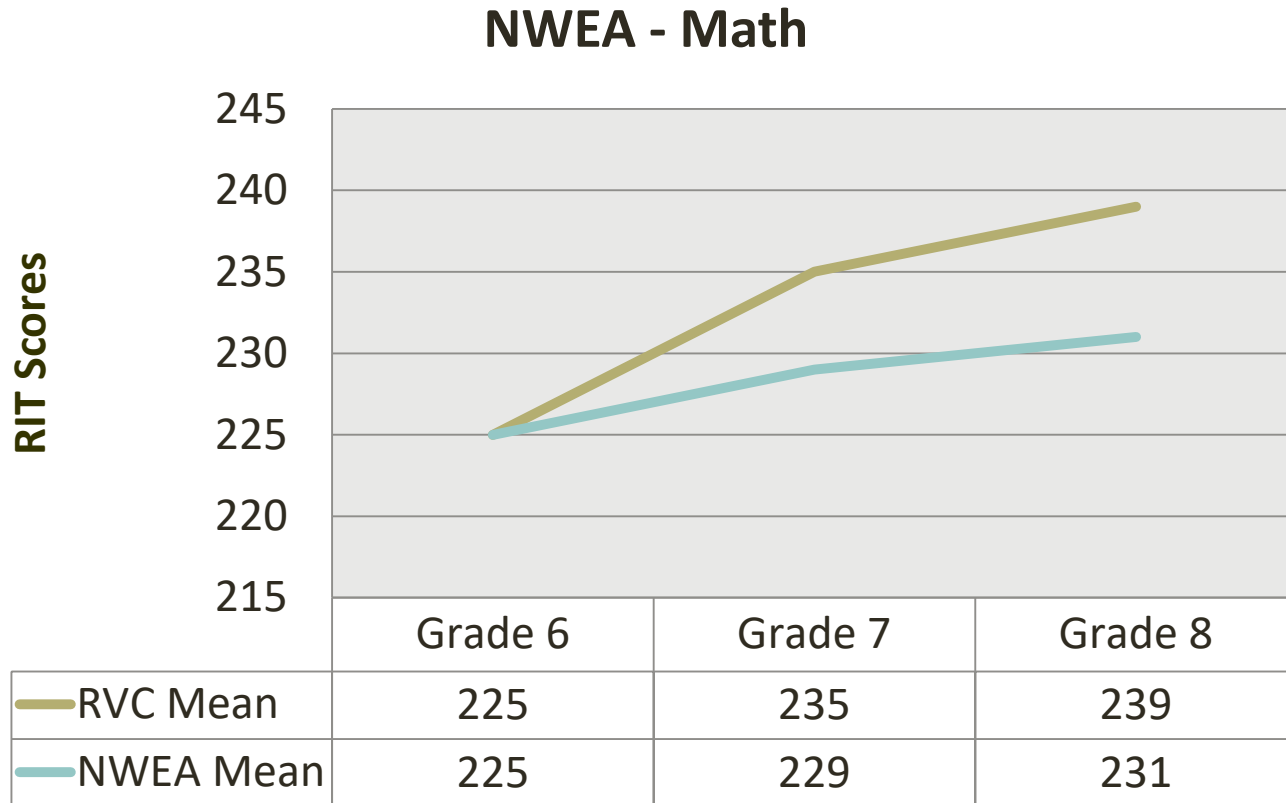
NWEA - Math




NWEA – MAP - 6-8



NWEA – MAP -6-8





NEW YORK LINKING STUDY


A Study of the Alignment of the NWEA RIT Scale
with the New York State (NYS) Testing Program

November 2013

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[https://www.nwea.org/content/uploads/2008/01/New_York_Linking%20 Study2013.pdf](https://www.nwea.org/content/uploads/2008/01/New_York_Linking%20Study2013.pdf)



Common
CoreTeacher/Leader
EffectivenessData Driven
InstructionVideo
LibraryProfessional
DevelopmentParents and
Families

Interpreting 3-8 ELA & Mathematics Tests, Results, & Score Reports

PRINT



Interpreting 3-8 ELA & Mathematics Tests, Results, & Score Reports

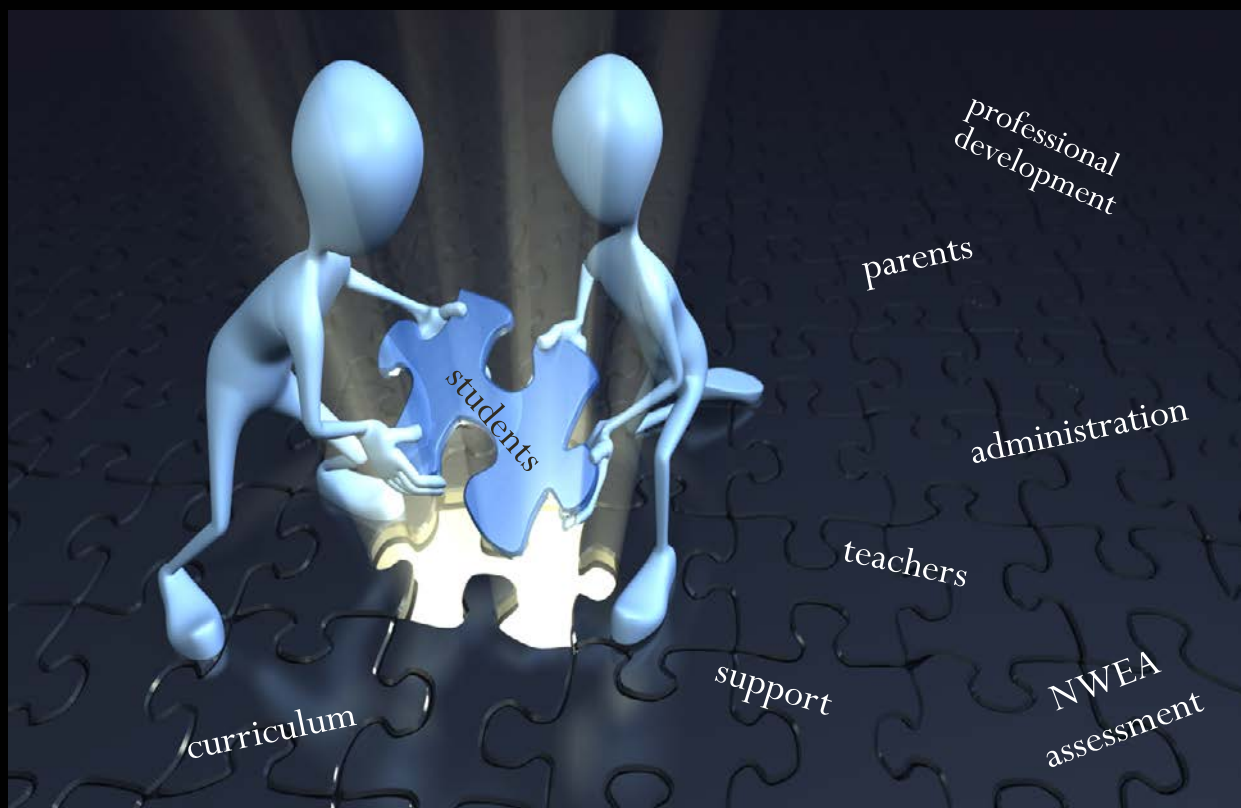
Parent and Family Resources:

- [Resources for parents and families to better understand the assessments and score report](#)
- [Annotated 3-8 ELA and Mathematics State Test Questions](#)
- [Talking to your Child about Test Results](#)

Understanding the Tests:

- [Annotated 3-8 ELA and Mathematics State Test Questions](#)
- [Performance Level Descriptions for ELA and Mathematics](#)

<https://www.engageny.org/resource/interpreting-3-8-ela-mathematics-tests-results-score-reports>



2018/2019 NYS Assessment Snapshot for Rockville Centre UFSD

| Related Report Links | | | | | | | | | | | | | | |
|----------------------|---------------------------------|------|------|------|------|-------|-------|------|------|------|------|--------|---------------|--------------|
| Subject | Test | # L1 | # L2 | # L3 | # L4 | Total | L3+L4 | % L1 | % L2 | % L3 | % L4 | L3+L4% | Region L3+L4% | Regional Gap |
| ELA | Grade 3 ELA | 2 | 16 | 108 | 47 | 173 | 155 | 1% | 9% | 62% | 27% | 90% | 66% | 24% |
| | Grade 4 ELA | 10 | 29 | 68 | 48 | 155 | 116 | 6% | 19% | 44% | 31% | 75% | 62% | 13% |
| | Grade 5 ELA | 11 | 33 | 39 | 56 | 139 | 95 | 8% | 24% | 28% | 40% | 68% | 51% | 17% |
| | Grade 6 ELA | 20 | 19 | 22 | 50 | 111 | 72 | 18% | 17% | 20% | 45% | 65% | 60% | 4% |
| | Grade 7 ELA | 12 | 27 | 49 | 34 | 122 | 83 | 10% | 22% | 40% | 28% | 68% | 52% | 16% |
| | Grade 8 ELA | 5 | 15 | 18 | 28 | 66 | 46 | 8% | 23% | 27% | 42% | 70% | 59% | 11% |
| ELA Totals | | 60 | 139 | 304 | 263 | 766 | 567 | 8% | 18% | 40% | 34% | 74% | | |
| Subject | Test | # L1 | # L2 | # L3 | # L4 | Total | L3+L4 | % L1 | % L2 | % L3 | % L4 | L3+L4% | Region L3+L4% | Regional Gap |
| Mathematics | Grade 3 Math | 4 | 23 | 65 | 89 | 181 | 154 | 2% | 13% | 36% | 49% | 85% | 69% | 16% |
| | Grade 4 Math | 18 | 33 | 66 | 61 | 178 | 127 | 10% | 19% | 37% | 34% | 71% | 67% | 5% |
| | Grade 5 Math | 13 | 29 | 50 | 55 | 147 | 105 | 9% | 20% | 34% | 37% | 71% | 61% | 10% |
| | Grade 6 Math | 17 | 27 | 47 | 30 | 121 | 77 | 14% | 22% | 39% | 25% | 64% | 63% | 0% |
| | Grade 7 Math | 4 | 31 | 58 | 35 | 128 | 93 | 3% | 24% | 45% | 27% | 73% | 58% | 14% |
| | Grade 8 Math | 1 | 0 | 0 | 0 | 1 | 0 | 100% | 0% | 0% | 0% | 0% | 38% | -38% |
| Mathematics Totals | | 57 | 143 | 286 | 270 | 756 | 556 | 8% | 19% | 38% | 36% | 74% | | |
| Subject | Test | # L1 | # L2 | # L3 | # L4 | Total | L3+L4 | % L1 | % L2 | % L3 | % L4 | L3+L4% | Region L3+L4% | Regional Gap |
| Science | Grade 4 Science | 1 | 2 | 56 | 192 | 251 | 248 | 0% | 1% | 22% | 76% | 99% | 94% | 5% |
| | Grade 8 Science | 1 | 0 | 0 | 0 | 1 | 0 | 100% | 0% | 0% | 0% | 0% | 60% | -60% |
| Science Totals | | 2 | 2 | 56 | 192 | 252 | 248 | 1% | 1% | 22% | 76% | 98% | | |

10% or More Above Region

1% to 9% Above Region

1% to 9% Below Region

10% or More Below Region

* Region represents all Nassau County public school districts that score with Nassau BOCES.

*RVC students take the Algebra 1 & Earth Science Regents in Grade 8 in lieu of the Math 8 and Science 8 Assessments. Number represents out of district students.

Next Generation Learning Standards Roadmap and Implementation Timeline

The Next Generation English Language Arts (ELA) and Mathematics Implementation Roadmap is a document prepared by the State Education Department to assist educators' transition to fully implement the new Next Generation Standards. The Roadmap's goals and activities were designed by the State Education Department in collaboration with various local school districts and stakeholders to ensure that all New York State schools would be equipped to implement the Next Generation Standards. The overall timeline for the implementation of the Next Generation ELA and Mathematics is as follows:

- **September 2017:** Adoption of NYS Next Generation Learning Standards.
- **Phase I: Raise Awareness (Winter 2018-Winter/Spring 2019):** Professional development on NYS Next Generation Learning Standards; two-day assessments measuring the 2011 P-12 Learning Standards.
- **Phase II: Build Capacity (Spring 2019-Summer 2020):** Professional development continuing on NYS Next Generation Learning Standards; two-day assessments measuring the 2011 P-12 Learning Standards.
- **Phase III Full Implementation (September 2020 – ongoing):** Full implementation of the NYS Next Generation Learning Standards.
- **Spring 2021:** New grade 3-8 tests measuring the NYS Next Generation Learning Standards. The timeline regarding the full-implementation/assessment alignment at the high-school level has not yet been determined and will be forthcoming; however, full-implementation/assessment alignment will not be before the school year 2020-2021.

<http://www.nysed.gov/curriculum-instruction/next-generation-learning-standards-and-assessment-implementation-timeline>

