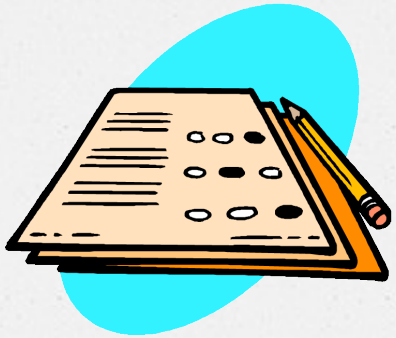
2016-17
3-8 Assessment Overview



Christopher J. Pellettieri
Rockville Centre Schools
October 18, 2017

Refusal Numbers

Grade	ELA 13/14	ELA 14/15	ELA 15/16	ELA 16/17		Math 13/14	Math 14/15	Math 15/16	Math 16/17
3	36 %	53 %	47%	53%		42 %	54 %	49%	50%
4	34 %	60%	60%	52%		32 %	60 %	61%	50%
5	33 %	50%	62%	62%		35%	50 %	63%	60%

Refusal Numbers

Grade	ELA 13/14	ELA 14/15	ELA 15/16	ELA 16/17		Math 13/14	Math 14/15	Math 15/16	Math 16/17
6	52%	59%	59%	65%		52 %	59%	60%	66%
7	60%	69%	70%	65%		61 %	71%	68%	64%
8	63%	78%	75%	77%		NA *Students took Regents	NA *Students took Regents	NA *Students took Regents	NA *Students took Regents

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

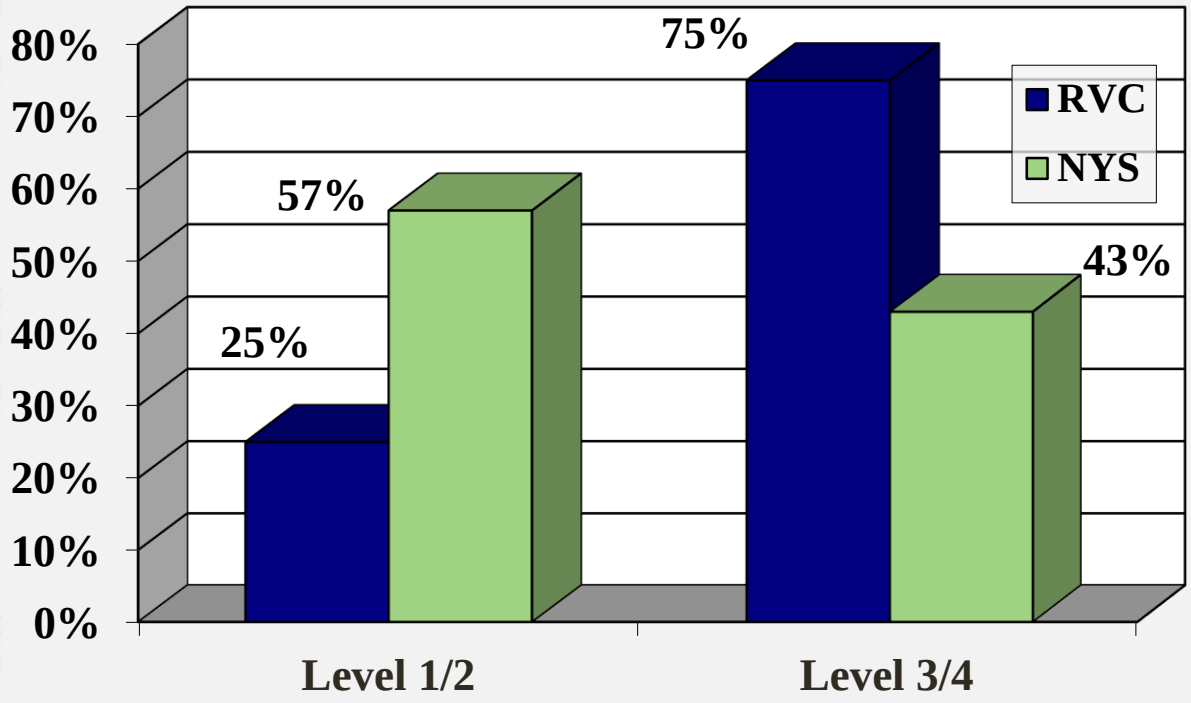
Students performing at this level are partially proficient in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the New York State P – 12 Common Core Learning Standards for English Language Arts/Literacy that are considered partial but insufficient for the expectations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

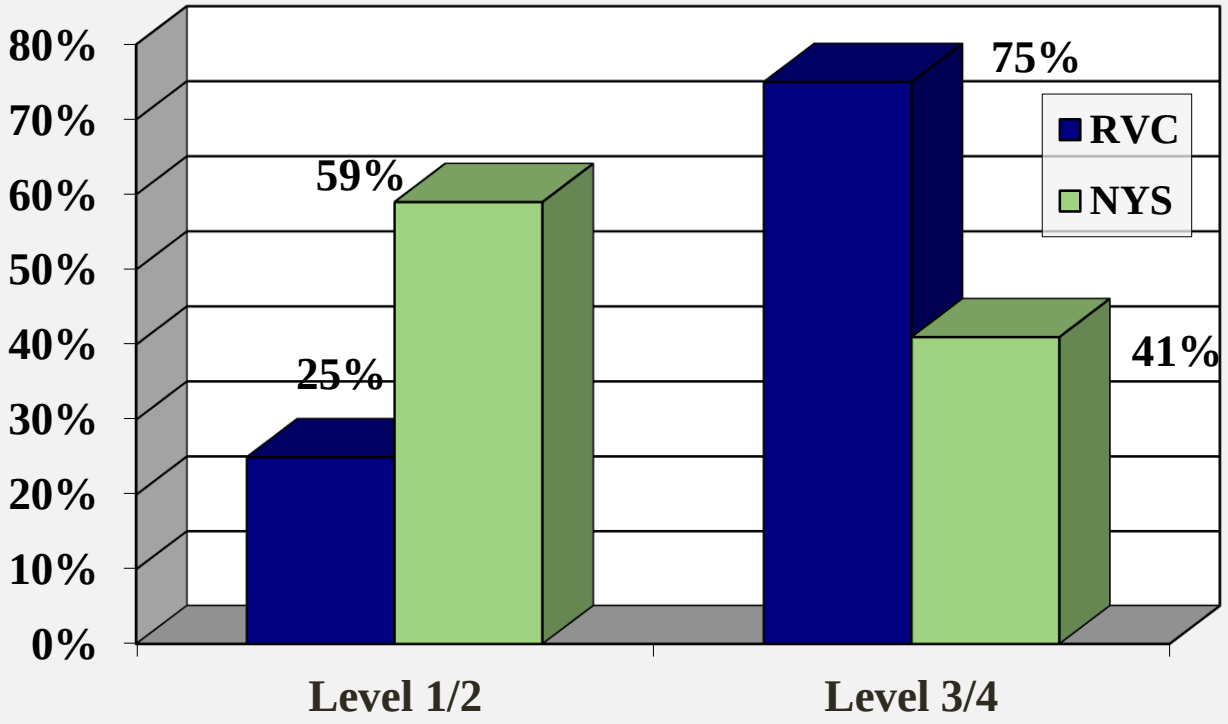
Refusal-53%

ELA Grade 3
2016/2017
RVC compared to NYS



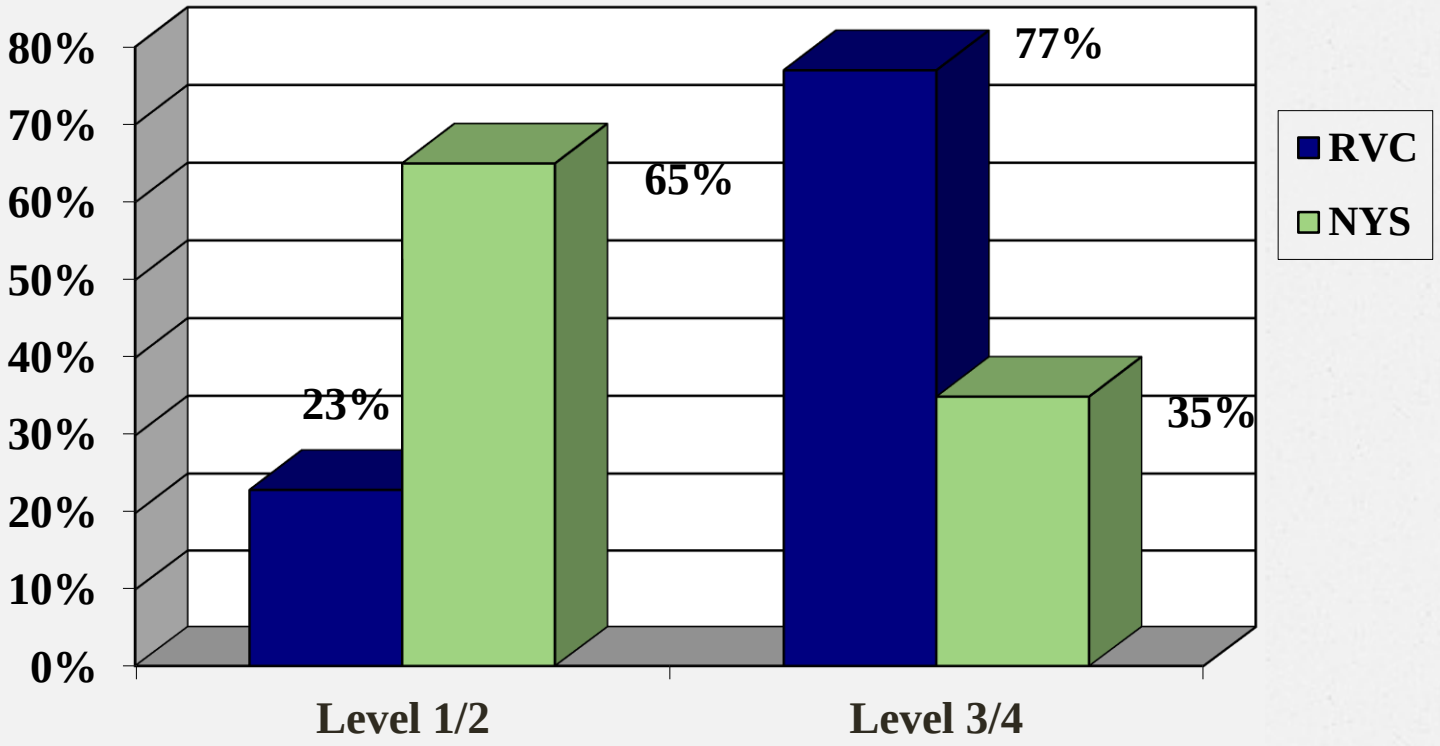
Refusal-52%

ELA Grade 4
2016/2017
RVC compared to NYS



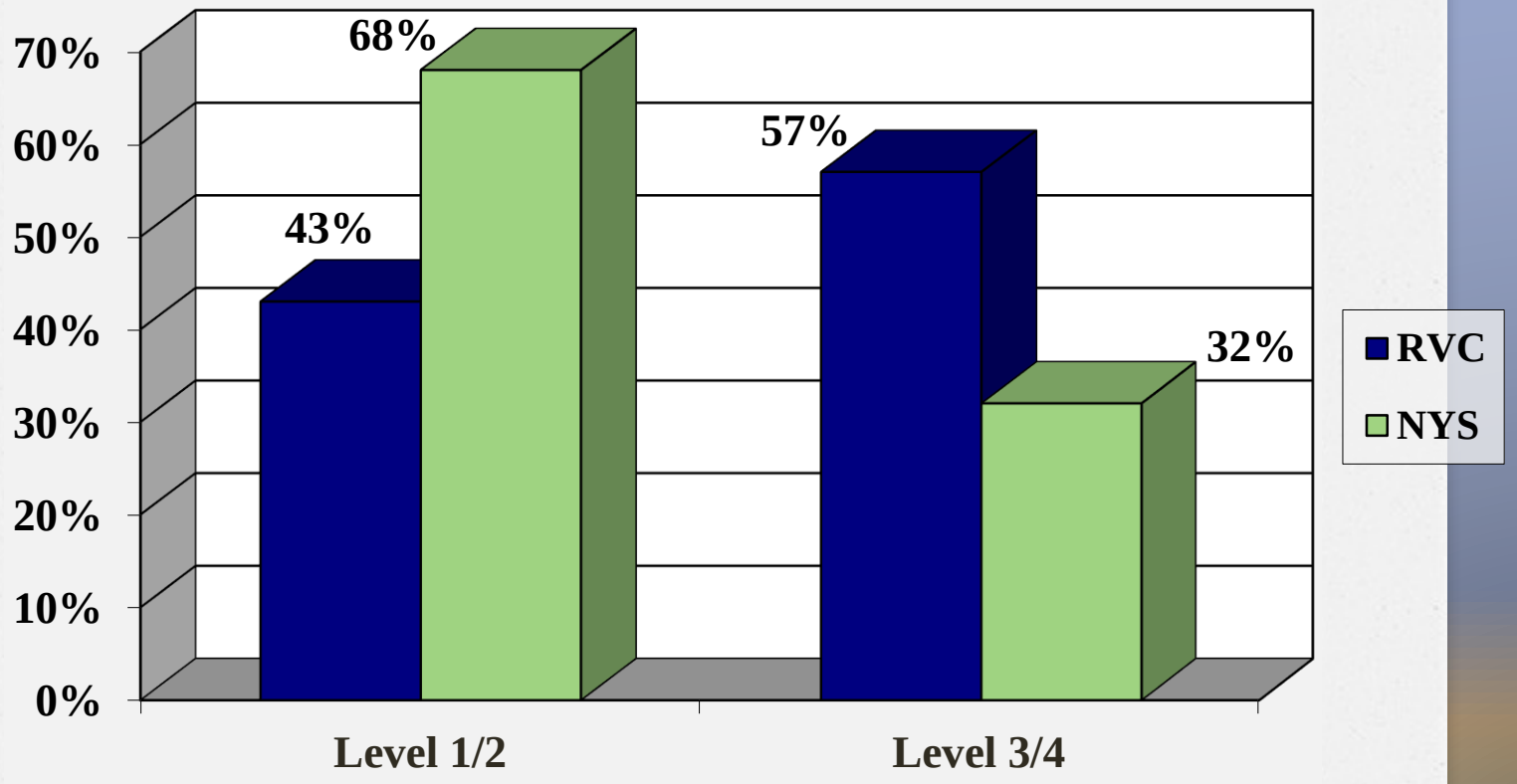
Refusal-62%

ELA Grade 5
2016/2017
RVC compared to NYS



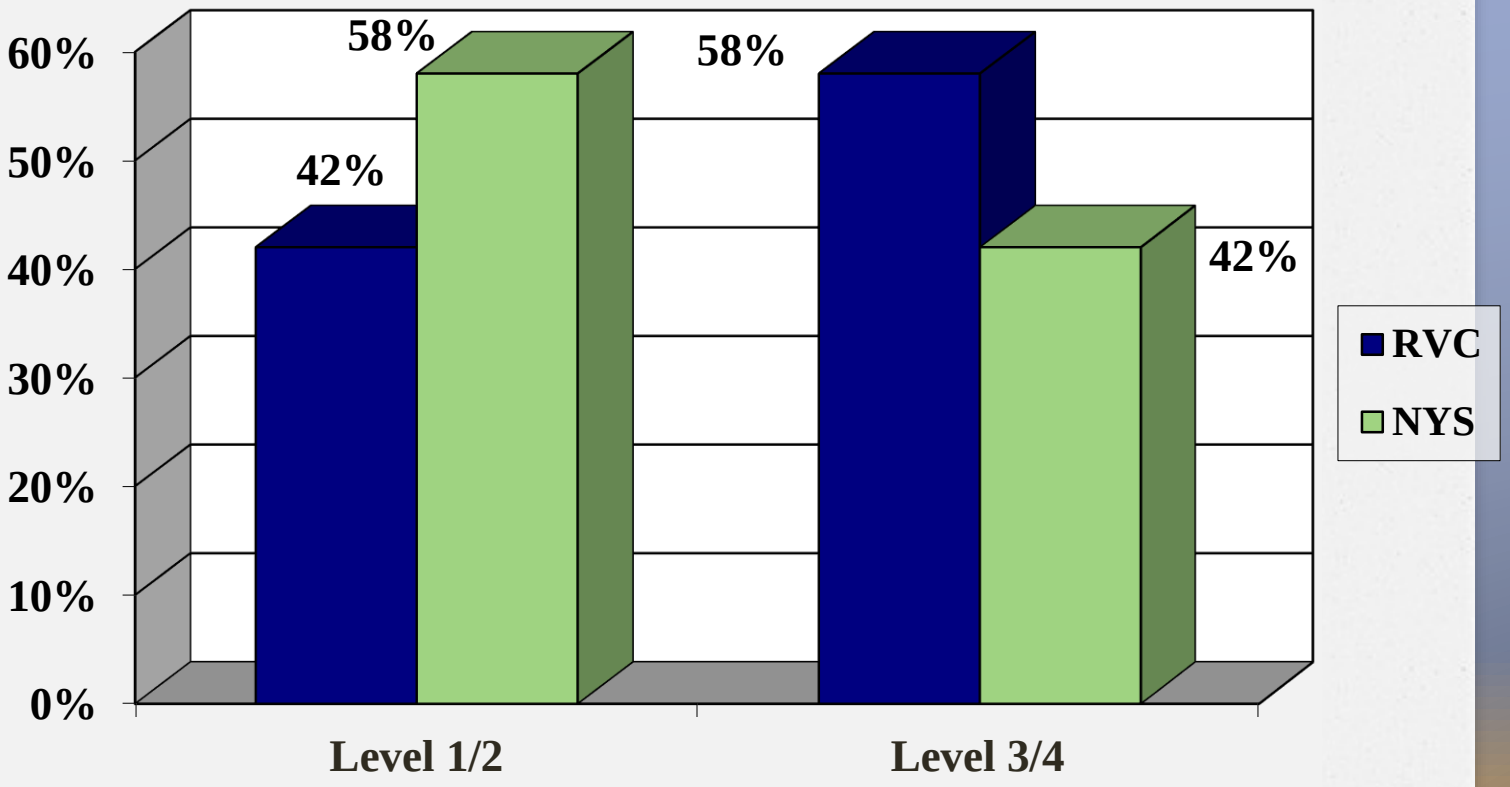
Refusal-65%

ELA Grade 6
2016/2017
RVC compared to NYS



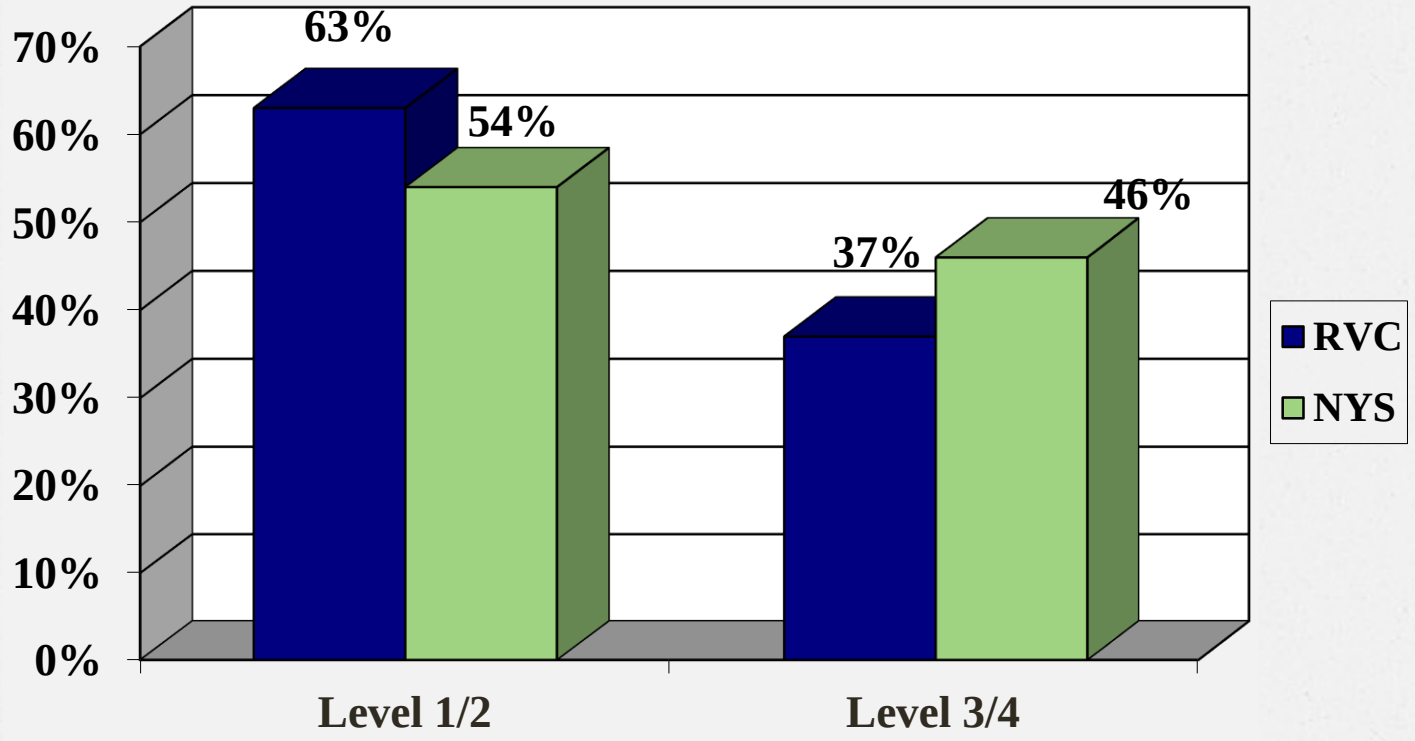
Refusal–65%

ELA Grade 7
2016/2017
RVC compared to NYS



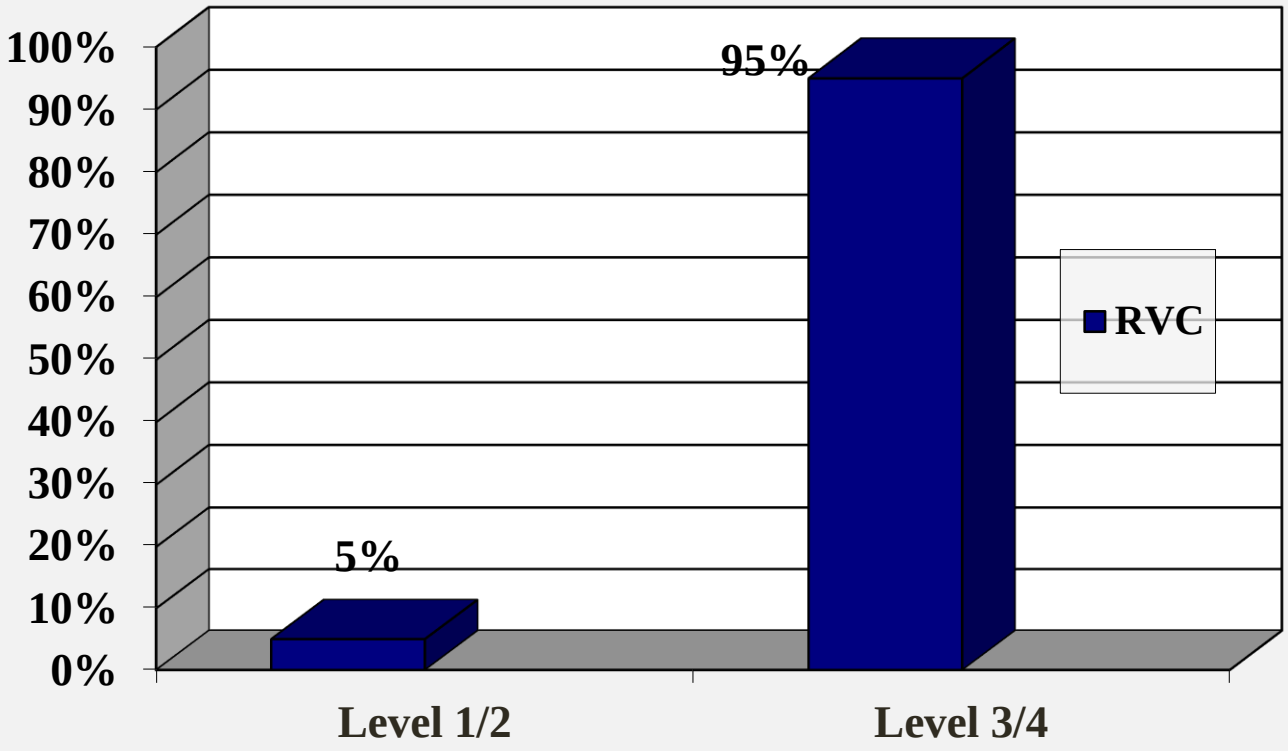
Refusal-77%

ELA Grade 8
2016/2017
RVC compared to NYS



Refusal–11%

Grade 4 Science
2016/2017



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

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

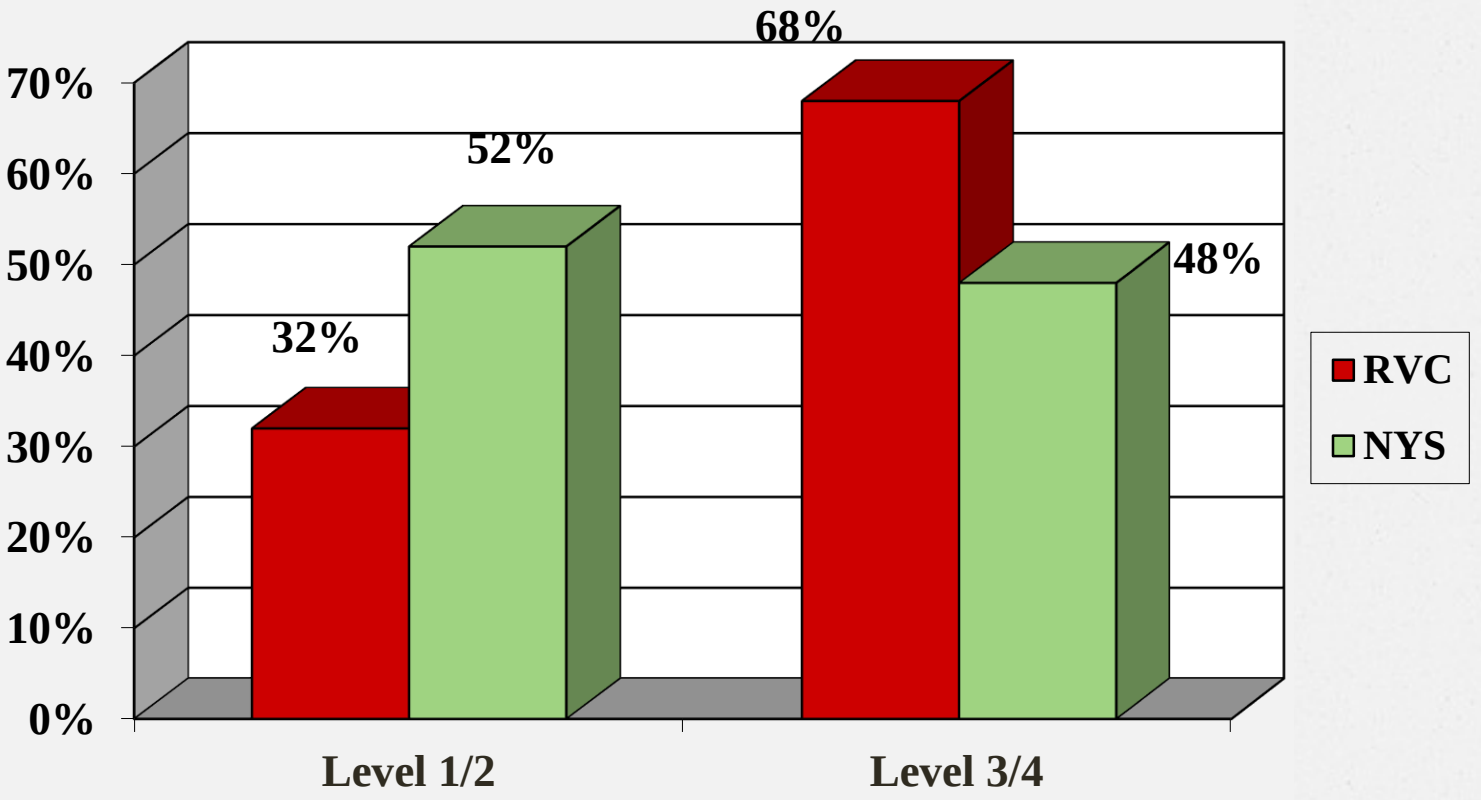
Students performing at this level are **well below proficient** in standards for their grade. They demonstrate **limited** knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for Mathematics that are considered **insufficient** for the expectations at this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

2

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

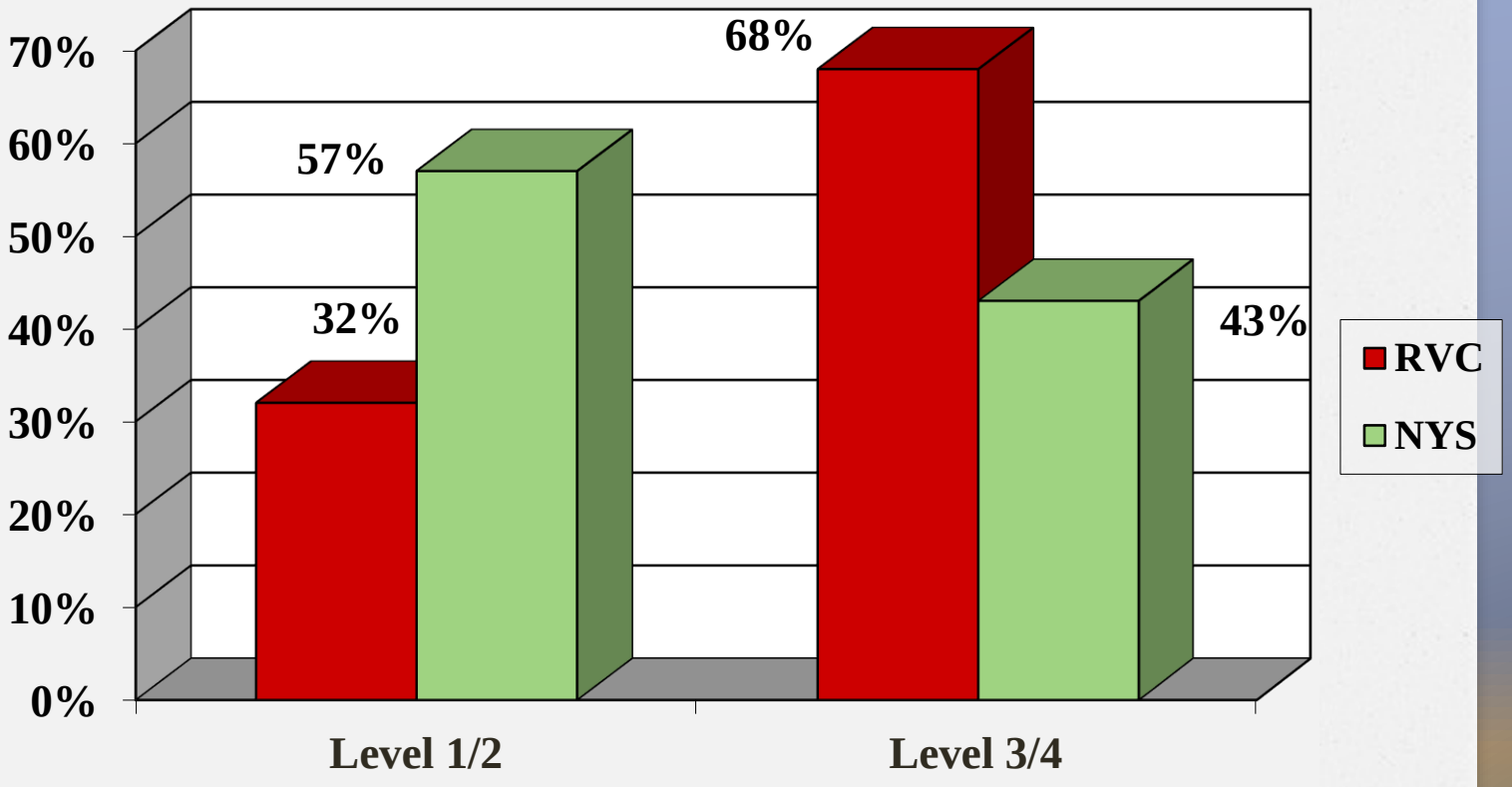
Refusal- 50%

Math Grade 3
2016/2017
RVC compared to NYS



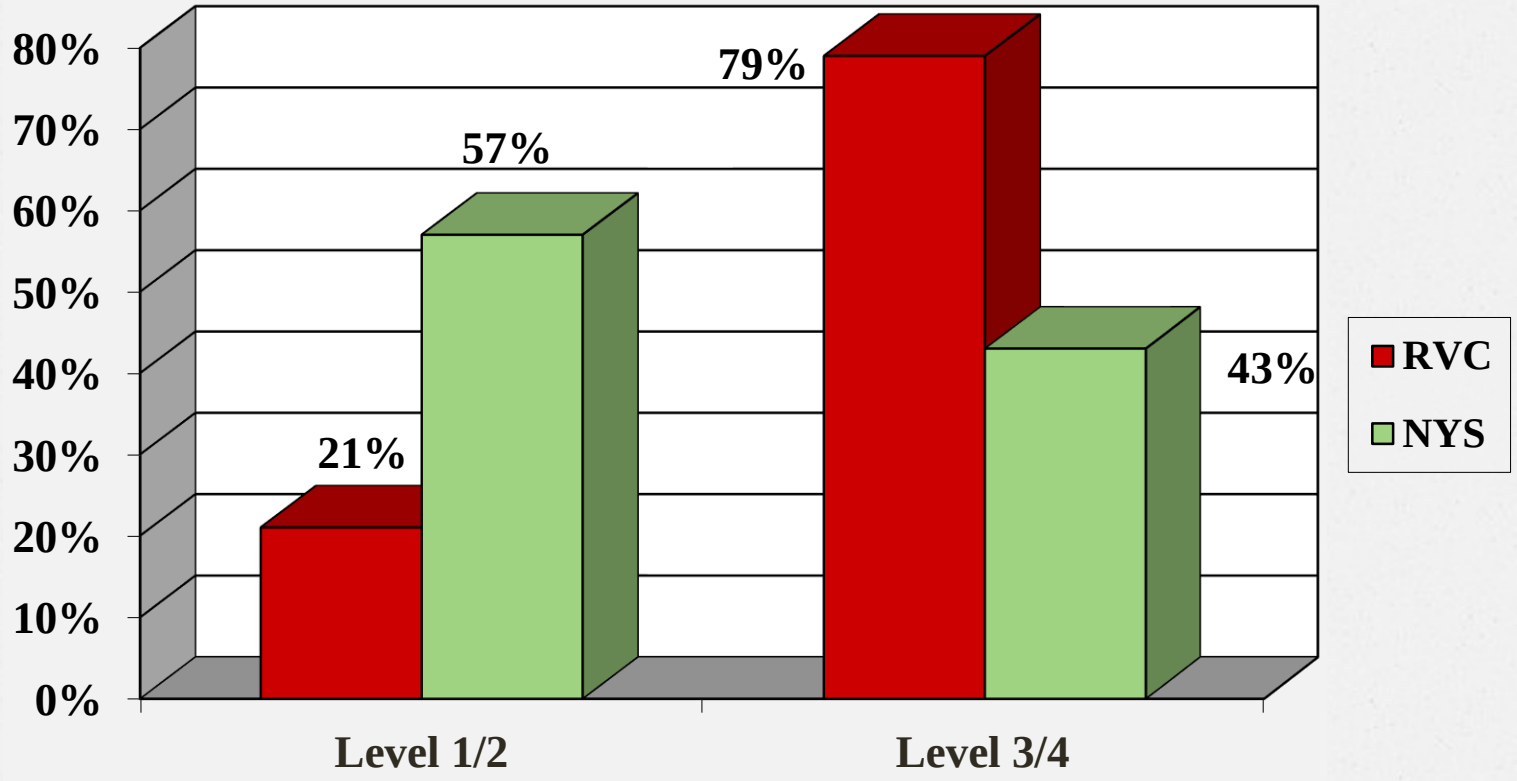
Refusal- 50%

Math Grade 4
2016/2017
RVC compared to NYS



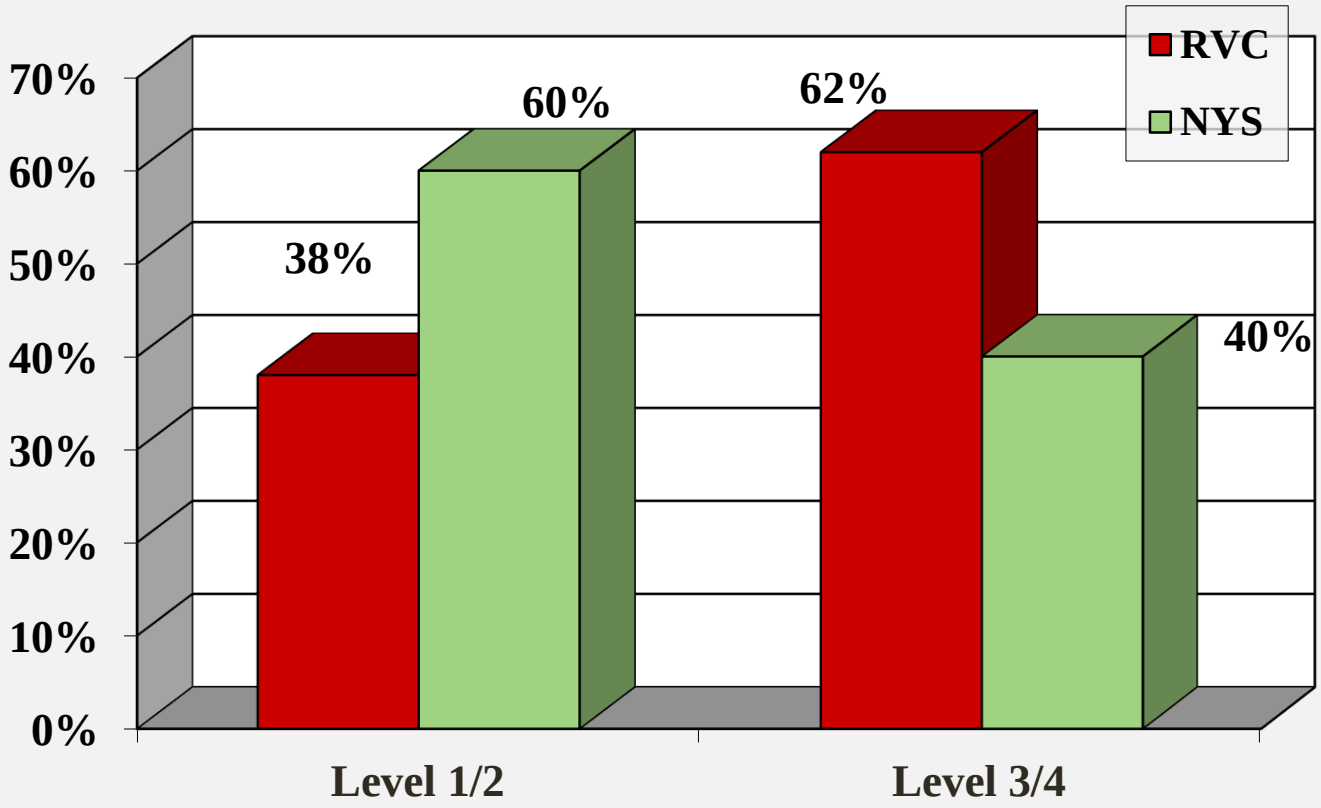
Refusal– 60%

Math Grade 5
2016/2017
RVC compared to NYS



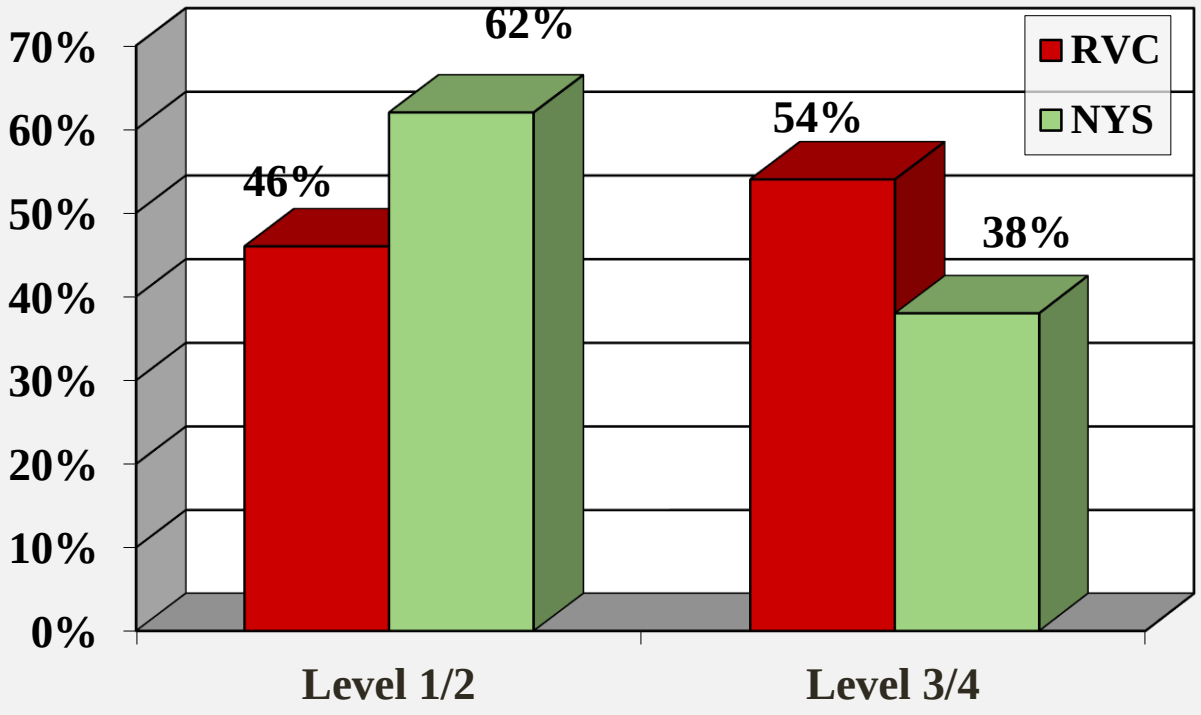
Refusal- 66%

Math Grade 6
2016/2017
RVC compared to NYS



Refusal- 64%

Math Grade 7
2016/2017
RVC compared to NYS



SSMS Regents Results 2016 & 2017

NYS Regents Grade 8	2016 SSMS Percent Passing *Taken in grade 8	2016 Regional Percent Passing		2017 SSMS Percent Passing *Taken in grade 8	2017 Regional Percent Passing
Common Core Algebra	95%	86%		97%	86%
Earth Science	87%	87%		92 %	86%

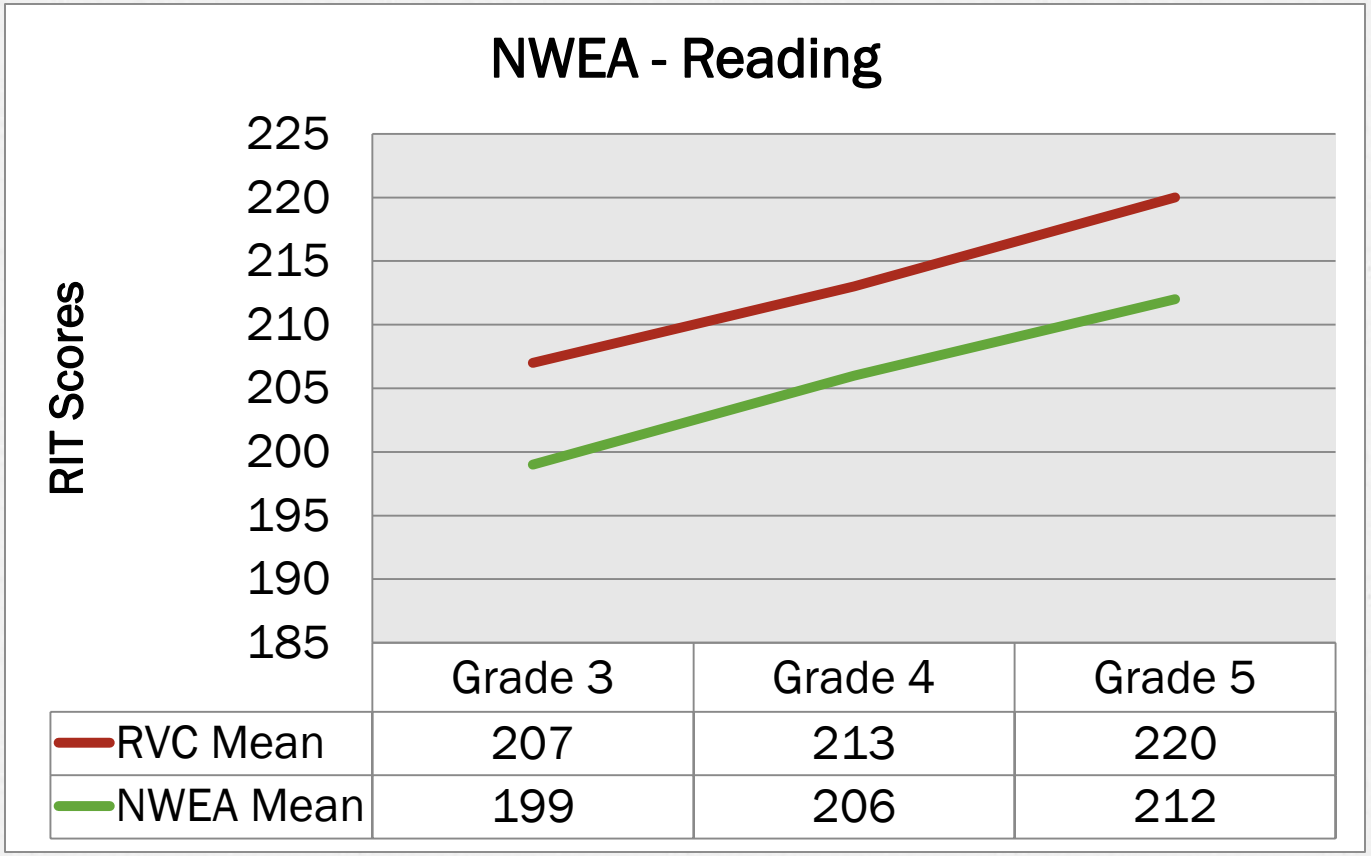
NWEA MAP

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.

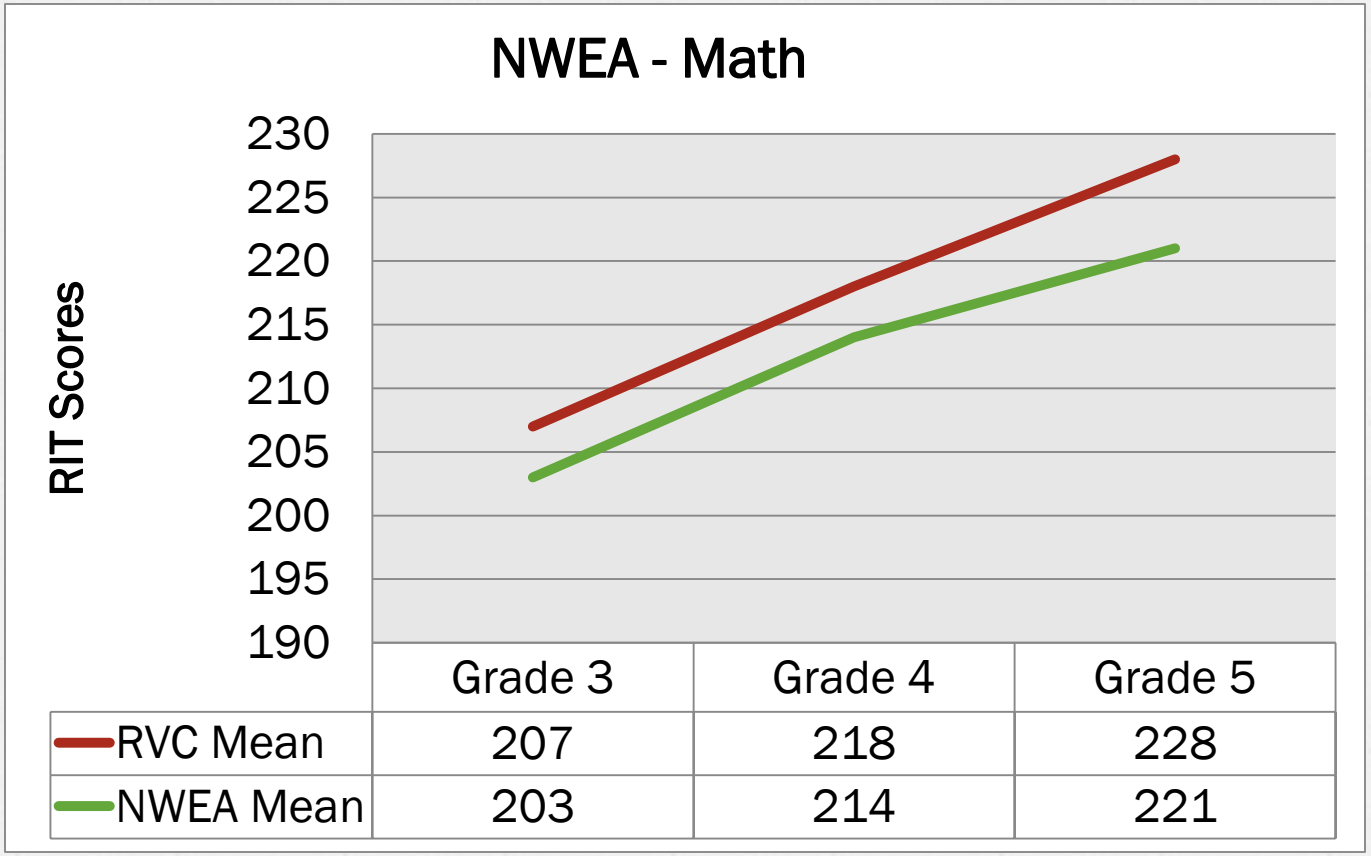
https://www.nwea.org/assessments/map/

NWEA – MAP -3-5



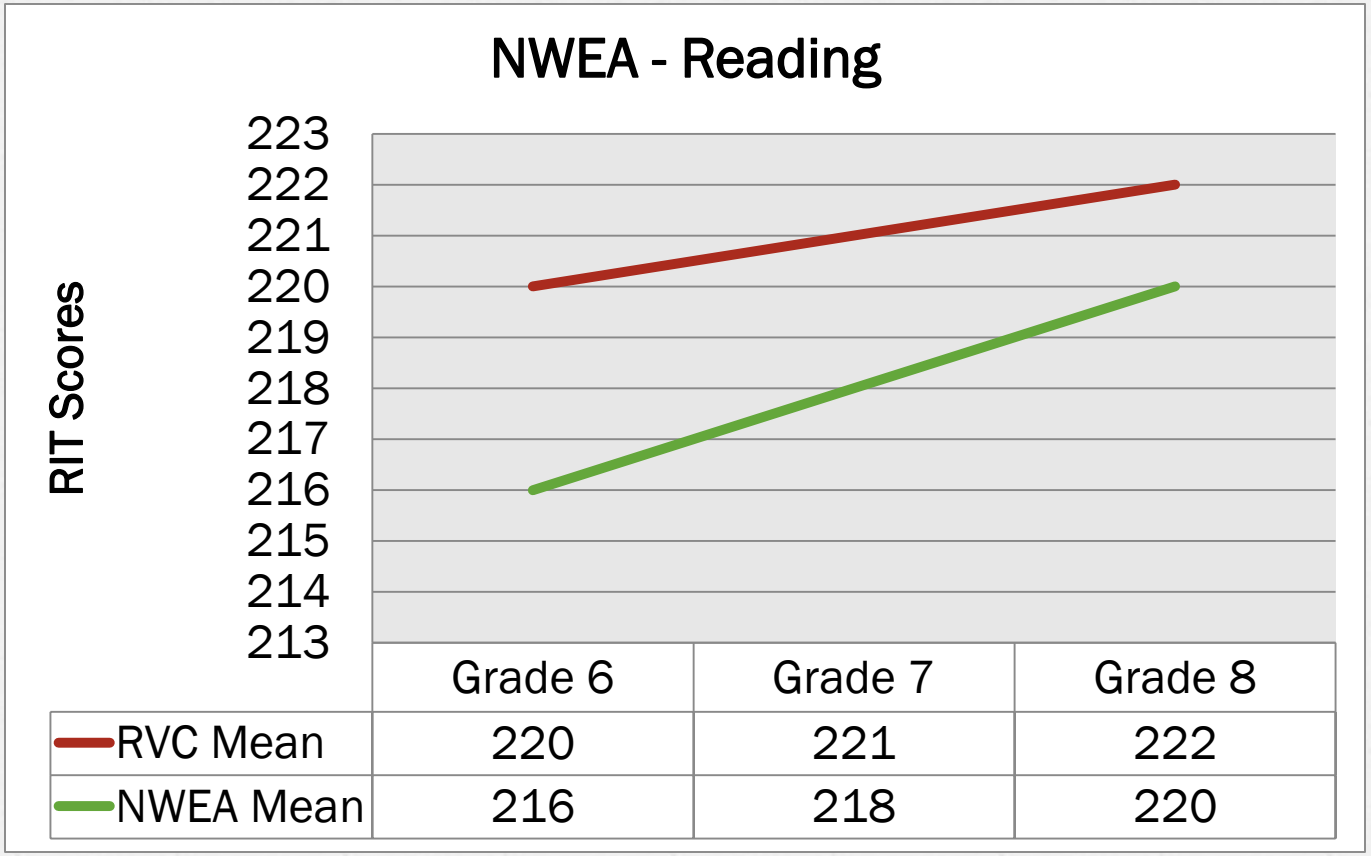
	Grade 3	Grade 4	Grade 5
RVC Mean	207	213	220
NWEA Mean	199	206	212

NWEA – MAP - 3-5

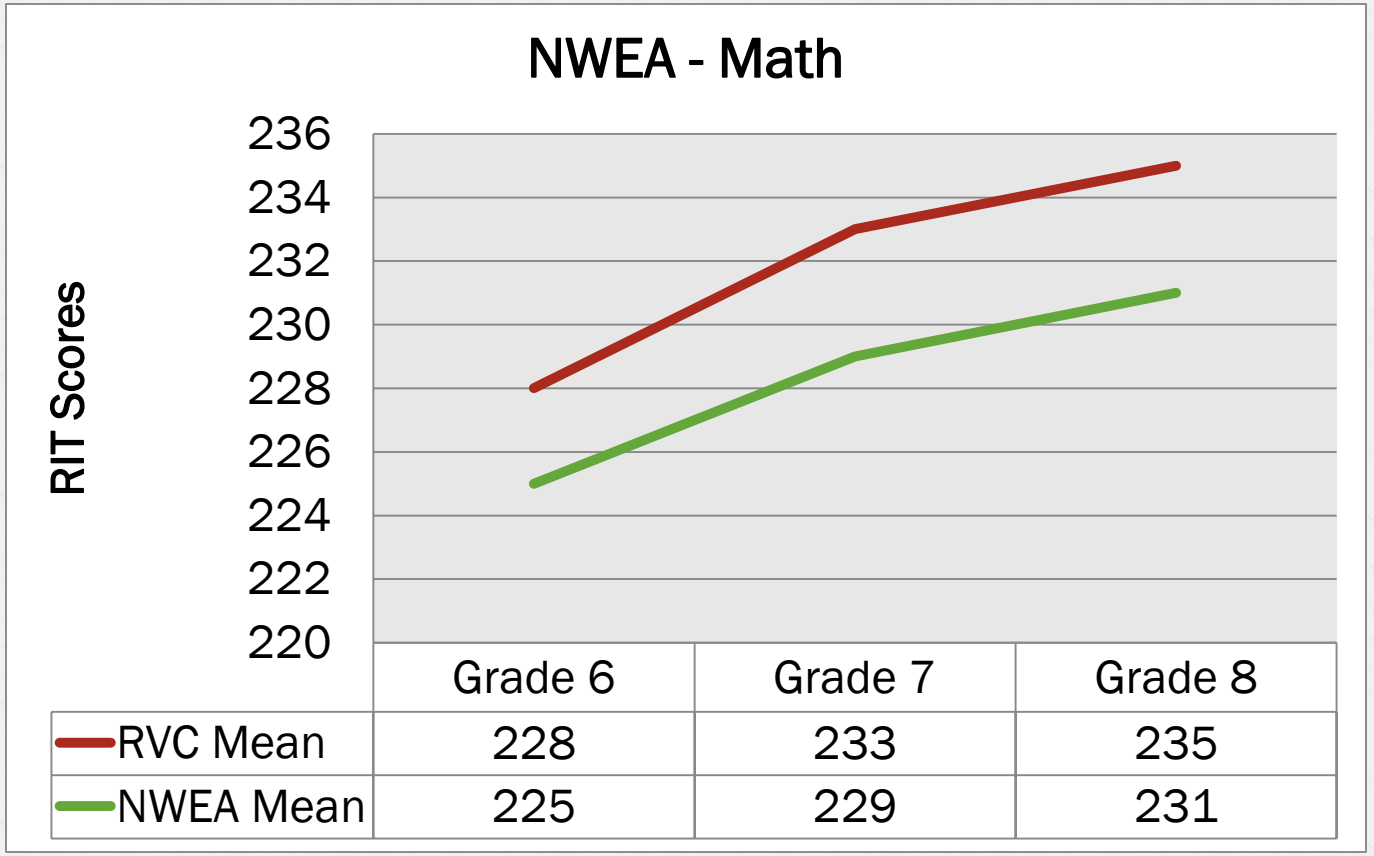


	Grade 3	Grade 4	Grade 5
RVC Mean	207	218	228
NWEA Mean	203	214	221

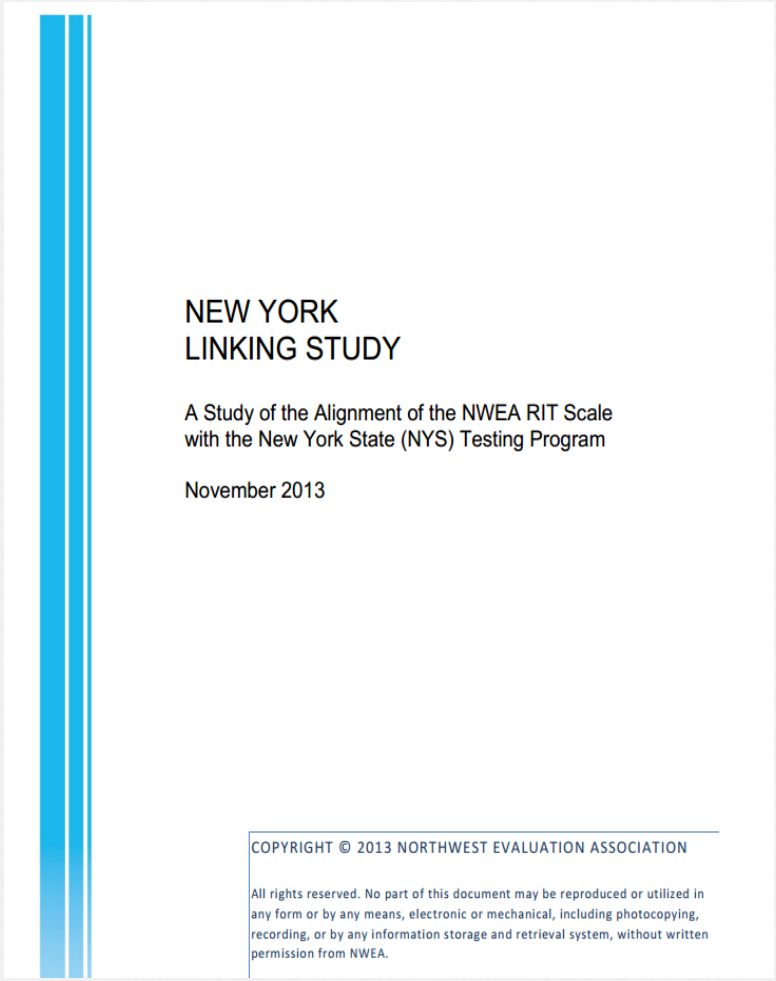
NWEA – MAP - 6-8


NWEA - Reading
RIT Scores
223
222
221
220
219
218
217
216
215
214
213
Grade 6
Grade 7
Grade 8
RVC Mean
220
221
222
NWEA Mean
216
218
220

NWEA – MAP - 6-8



	Grade 6	Grade 7	Grade 8
RVC Mean	228	233	235
NWEA Mean	225	229	231



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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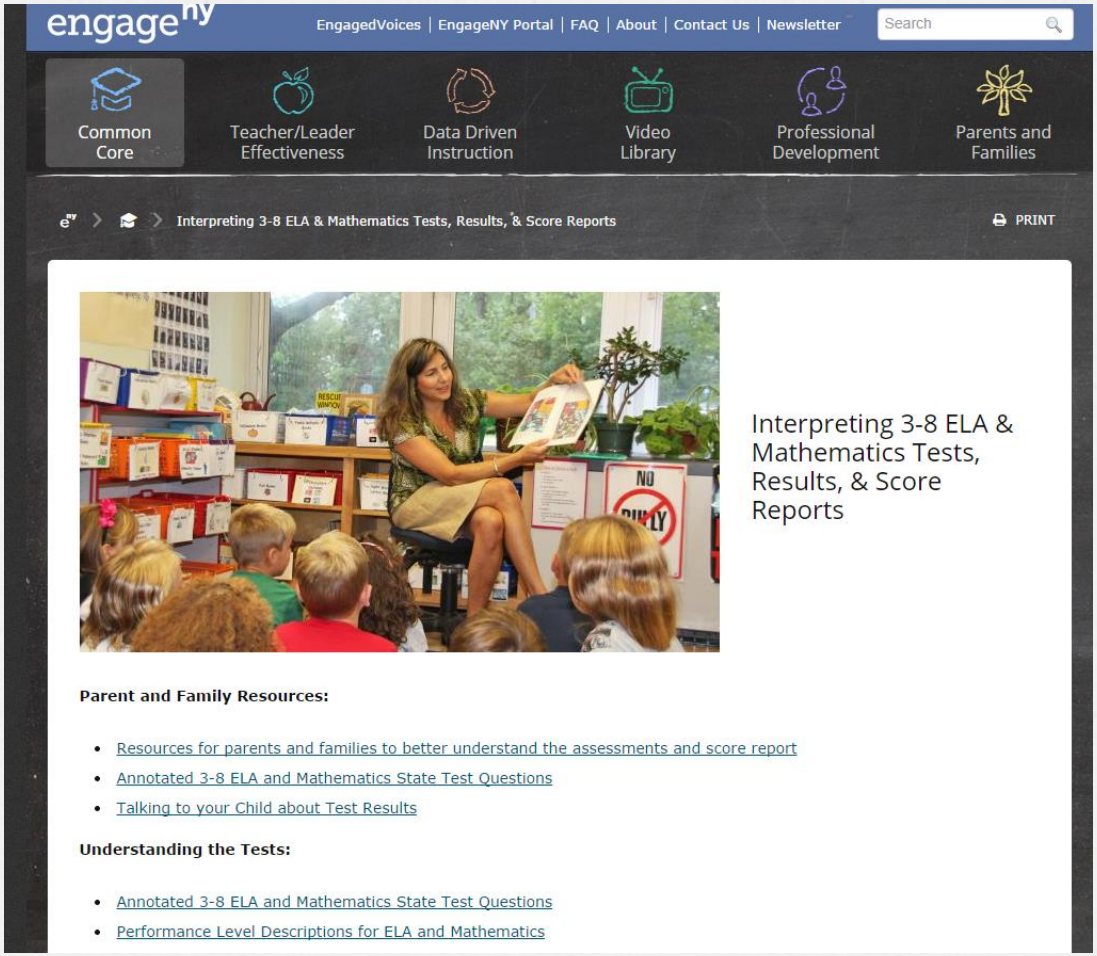
https://www.nwea.org/content/uploads/2008/01/New_York_Linking%20_Study2013.pdf



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

Education is not the learning of facts, but the training of the mind to think.

— Albert Einstein