

2017-18

3-8 Assessment Overview



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Rockville Centre Schools

November 1, 2018

NYS Assessment Standards

Definitions of Performance

Levels 1, 2, 3 & 4 - ELA

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.

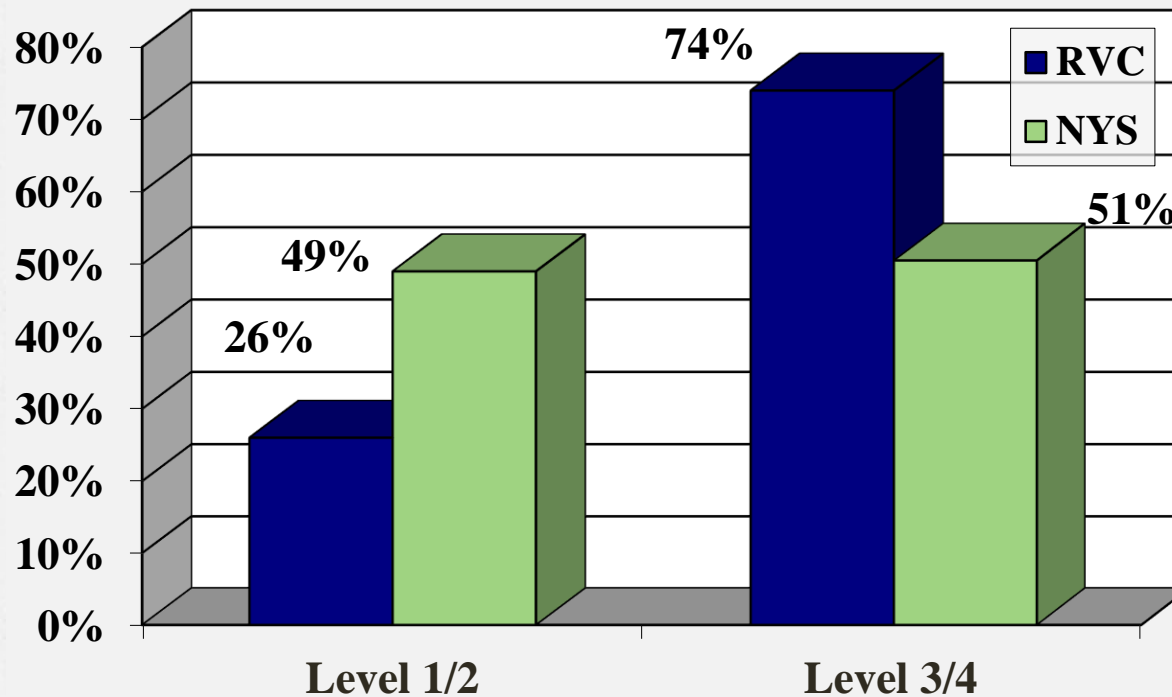
NYS Level 1

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.

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

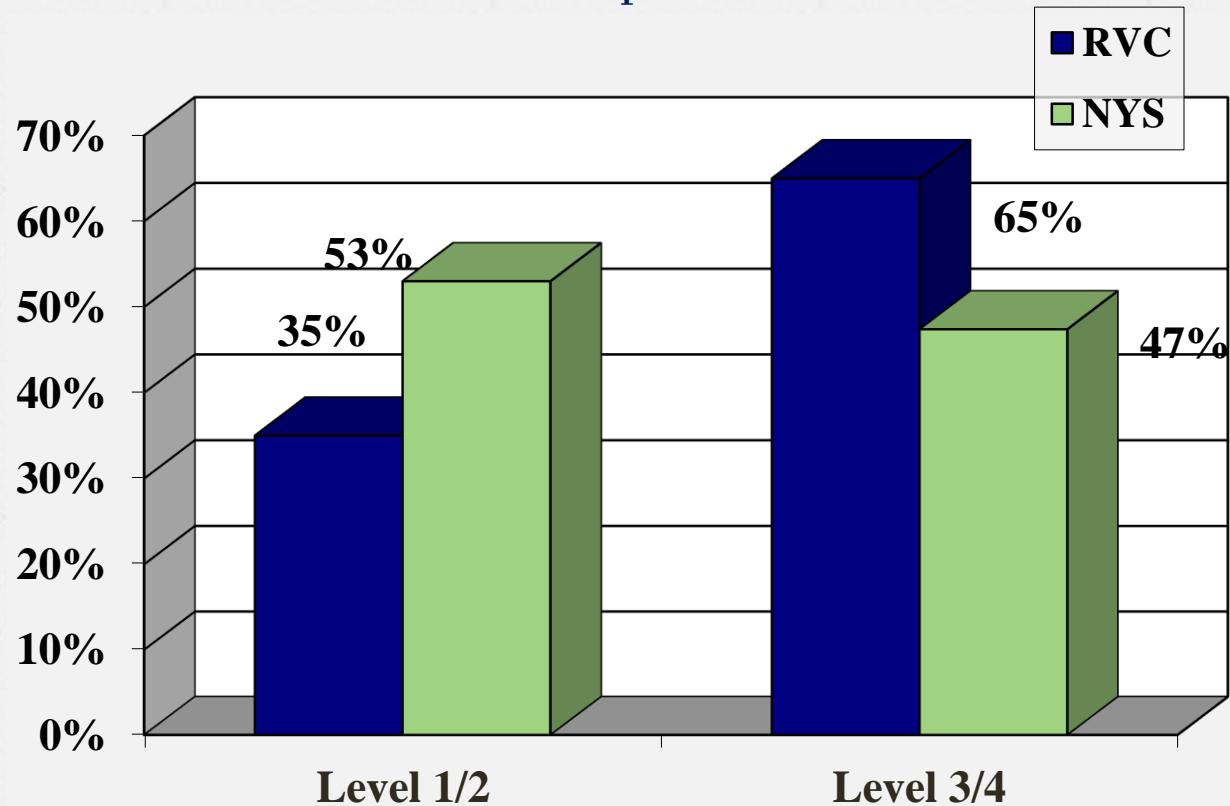
Refusal-48%

**ELA Grade 3
2017/2018
RVC compared to NYS**



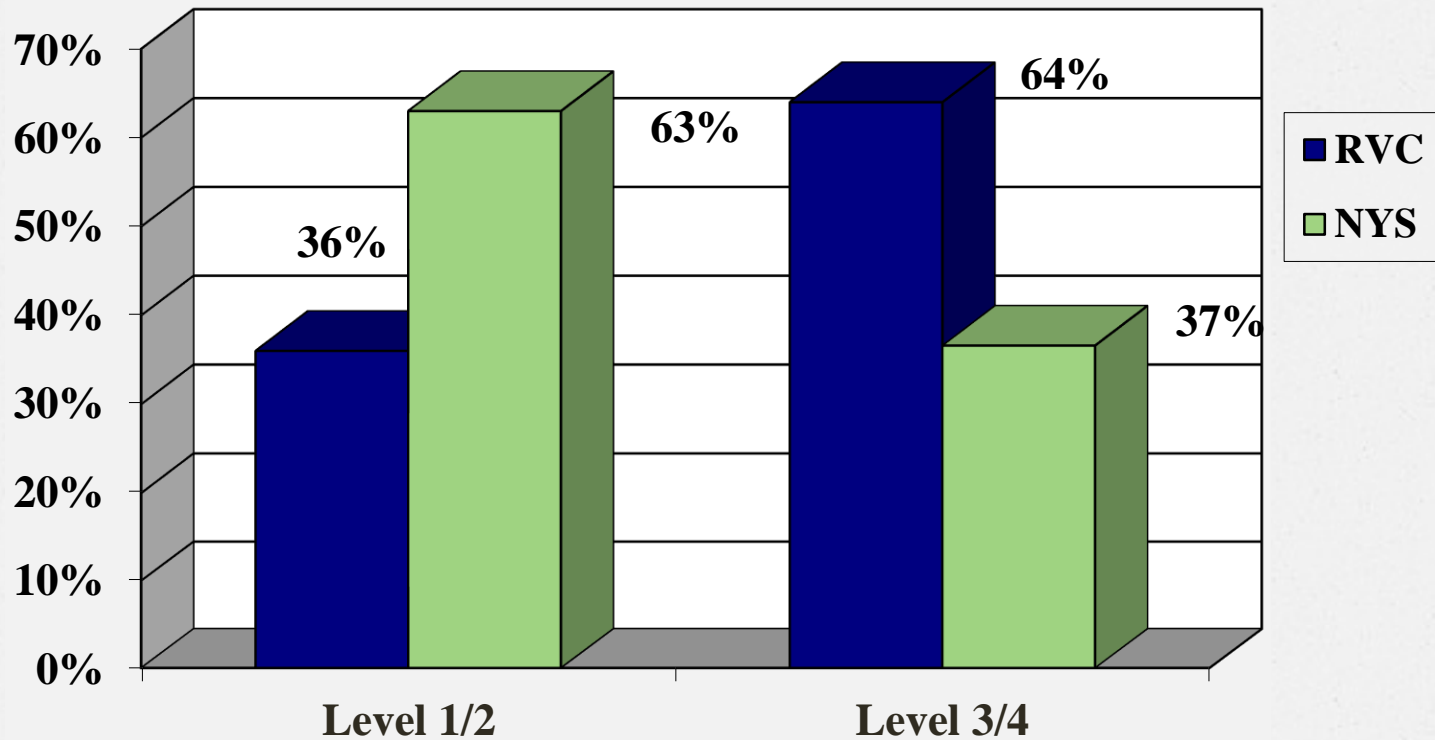
Refusal-53%

ELA Grade 4
2017/2018
RVC compared to NYS



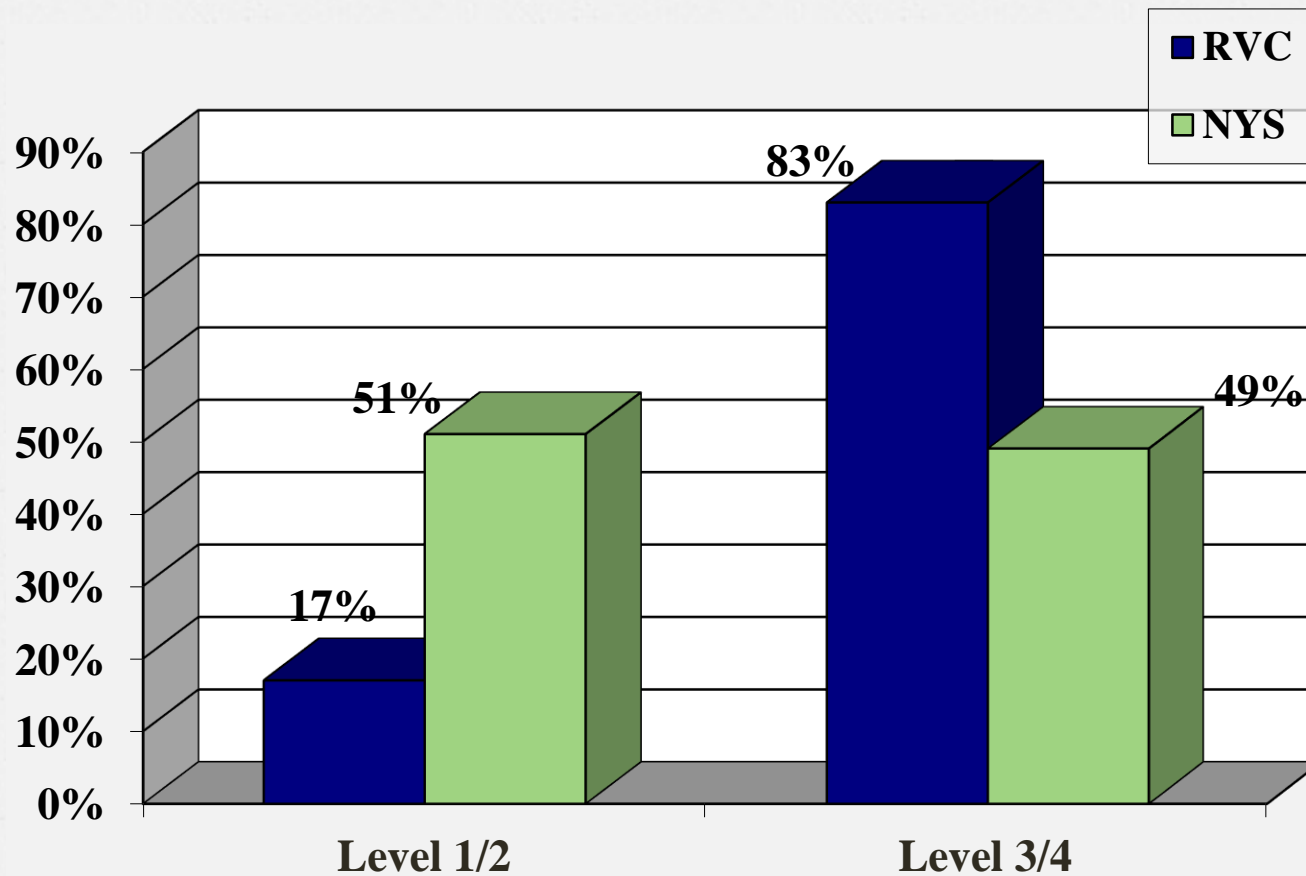
Refusal-53%

**ELA Grade 5
2017/2018
RVC compared to NYS**



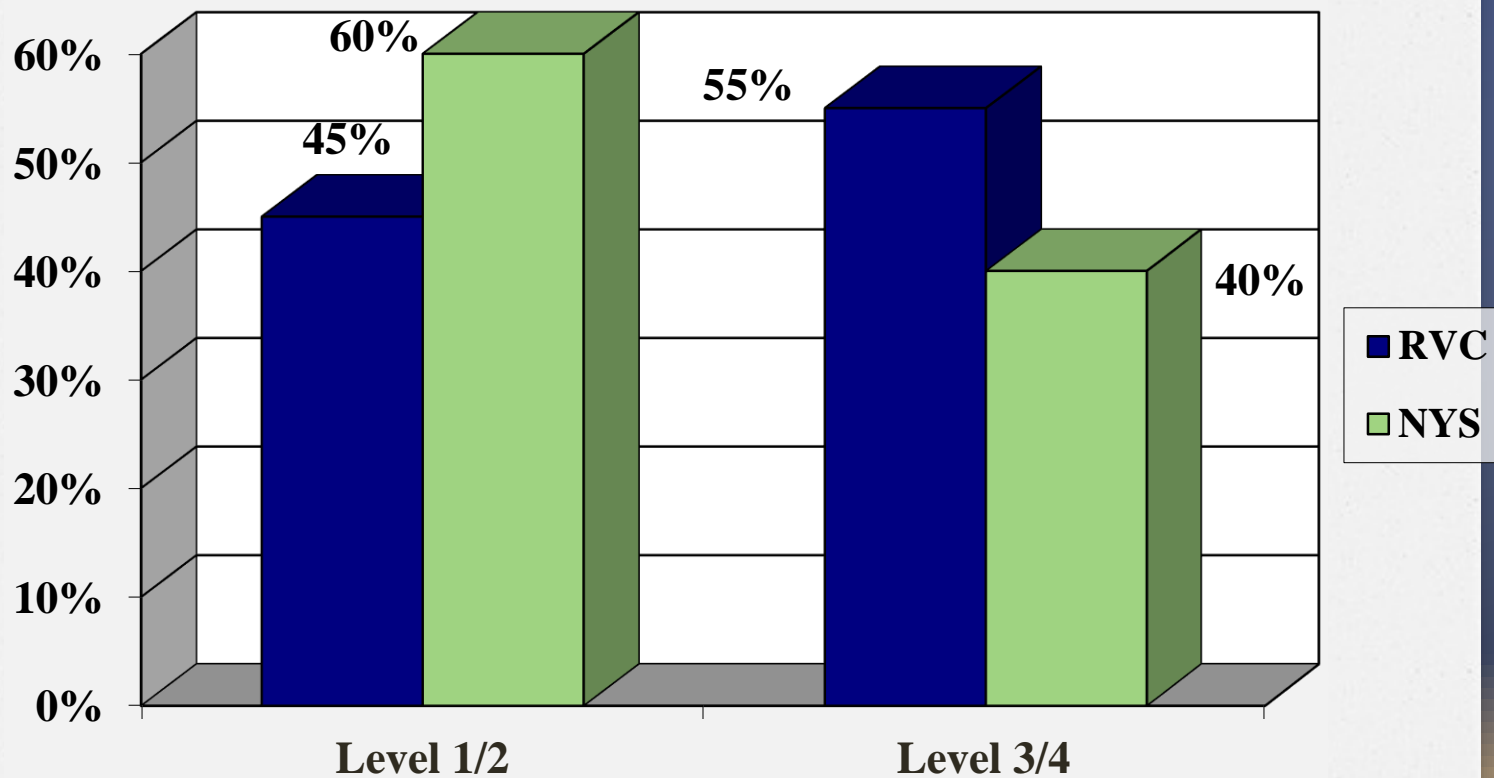
Refusal-60%

**ELA Grade 6
2017/2018
RVC compared to NYS**



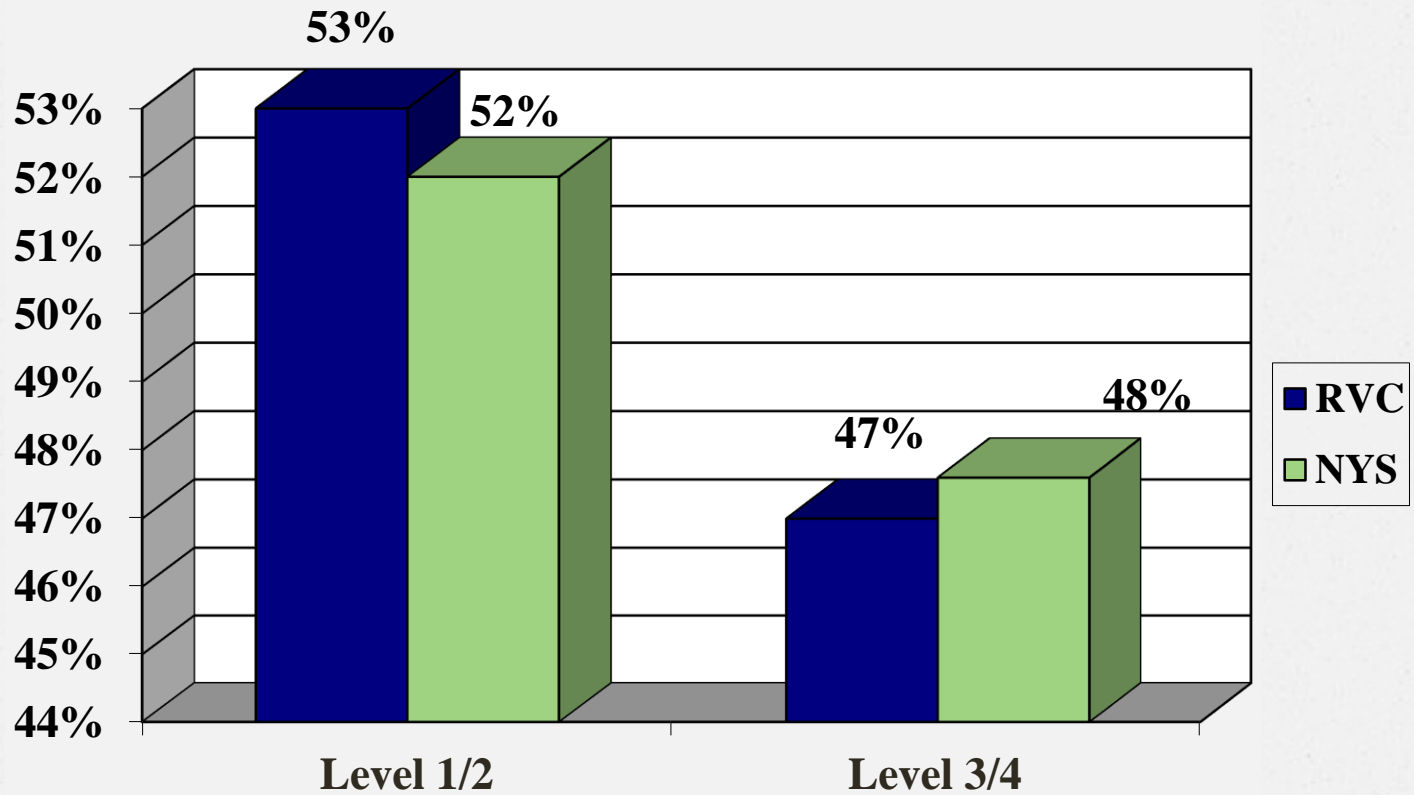
Refusal-68%

**ELA Grade 7
2017/2018
RVC compared to NYS**



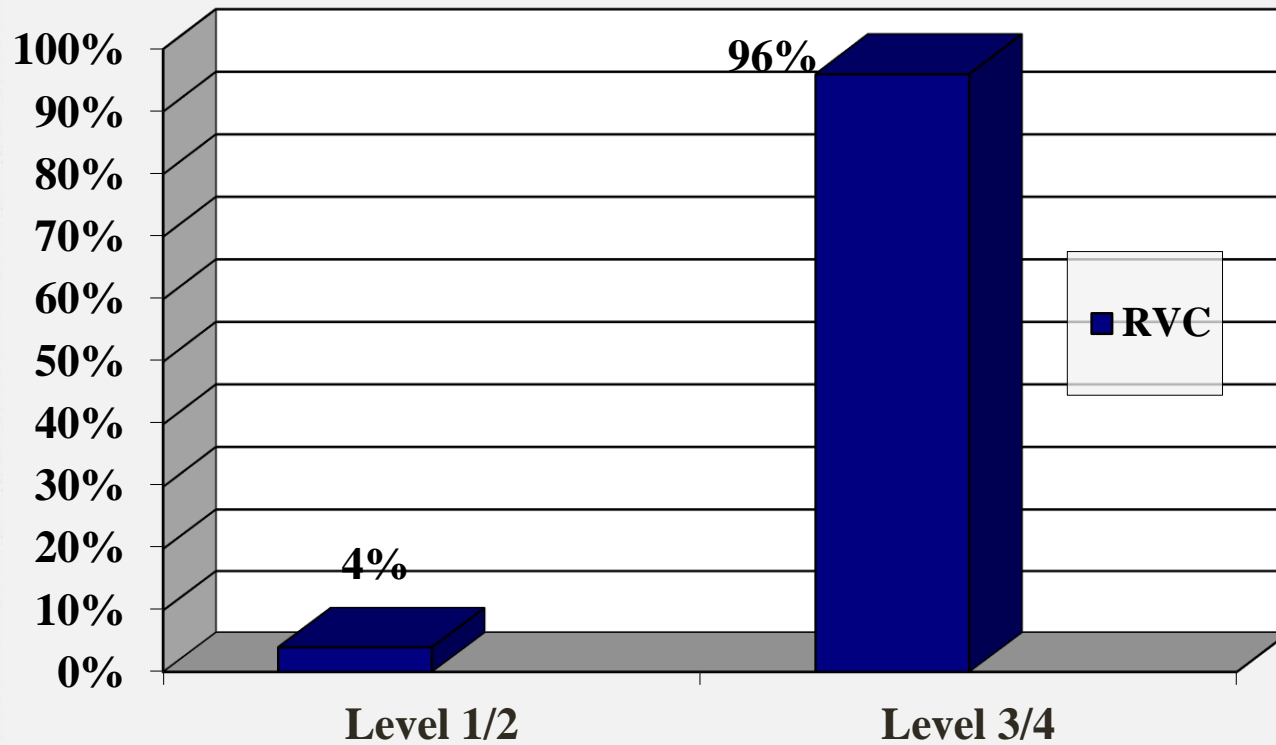
Refusal-69%

ELA Grade 8
2017/2018
RVC compared to NYS



Refusal-17%

Grade 4 Science 2017/2018



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.

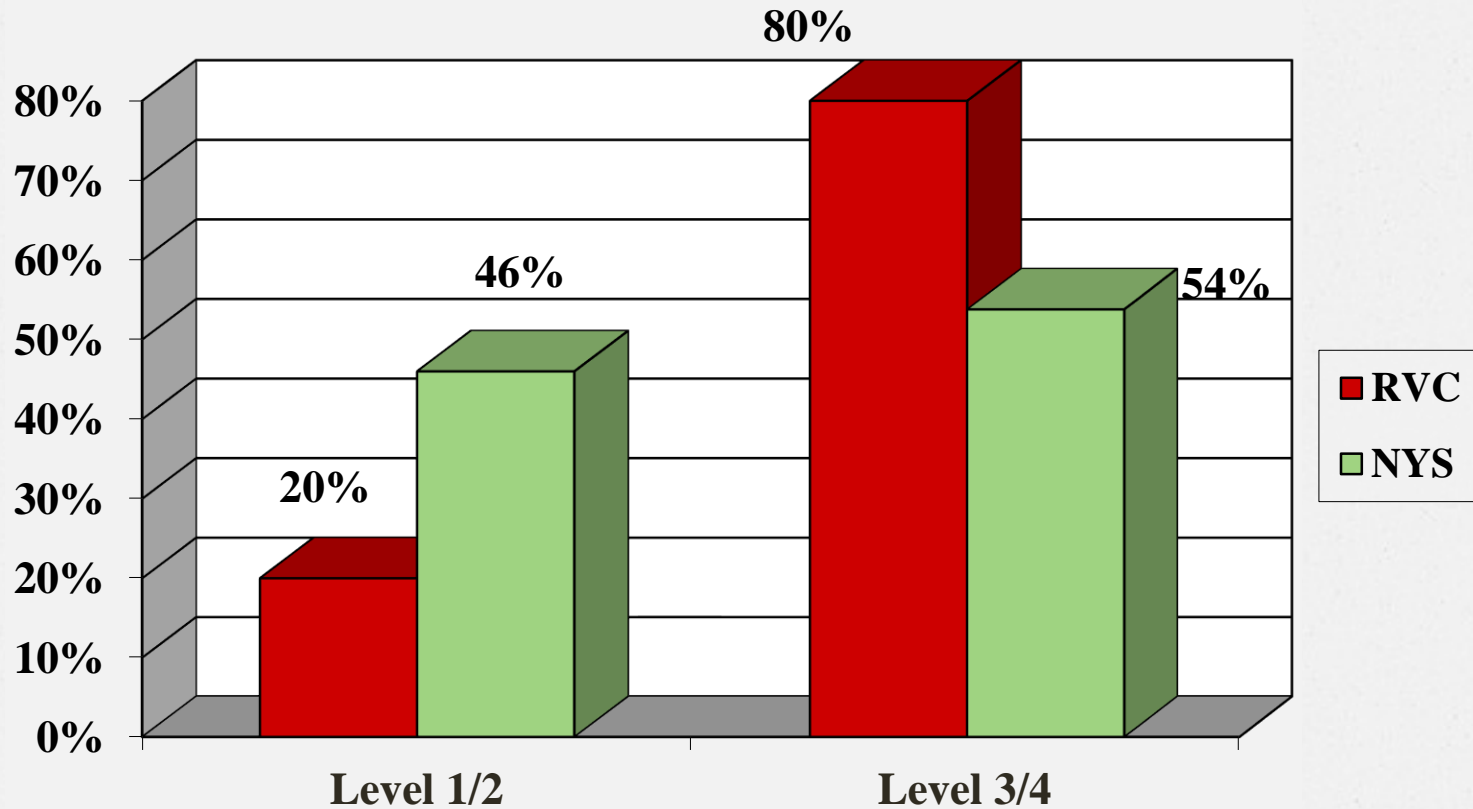
NYS Level 1

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.

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

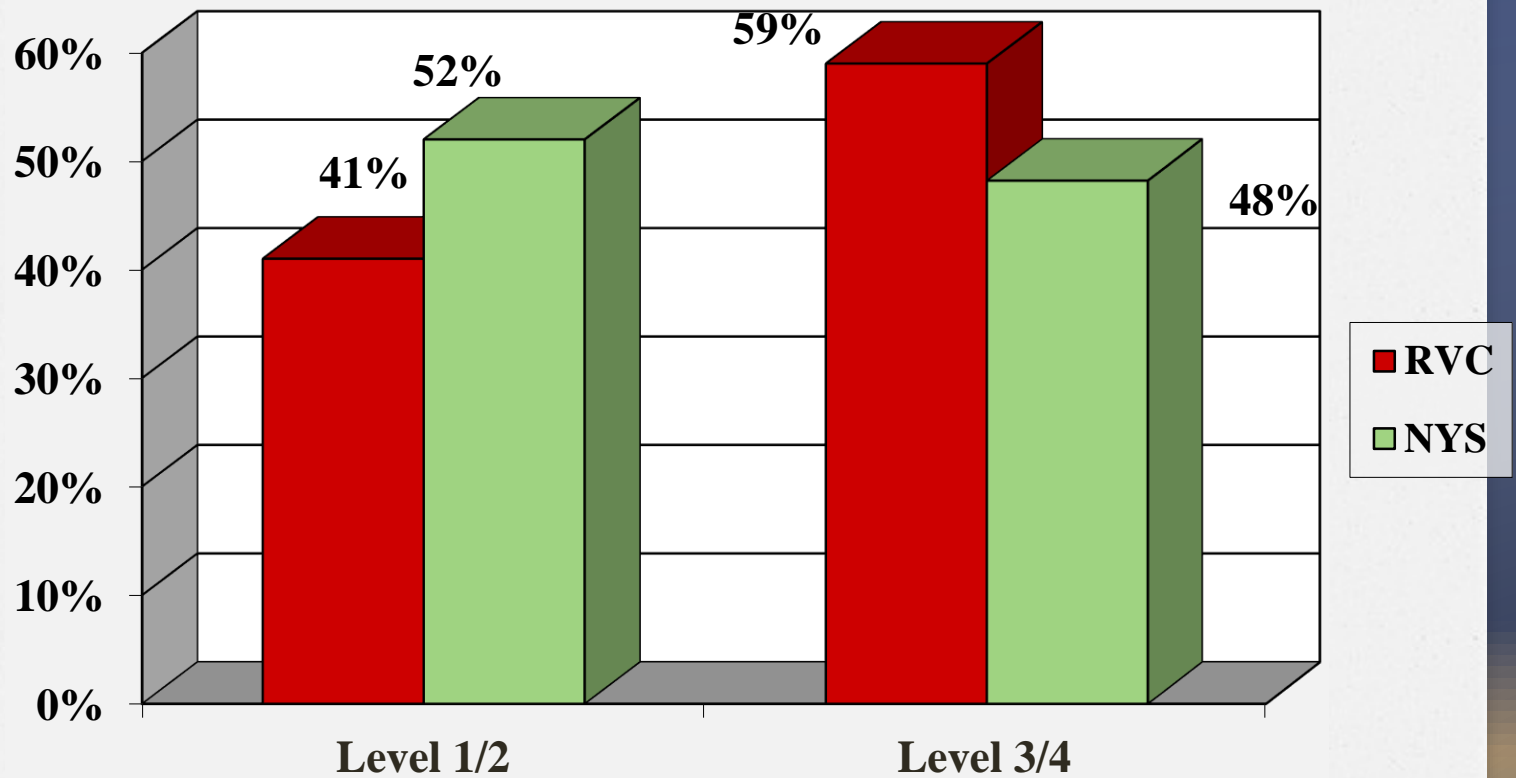
Refusal-43%

**Math Grade 3
2017/2018
RVC compared to NYS**



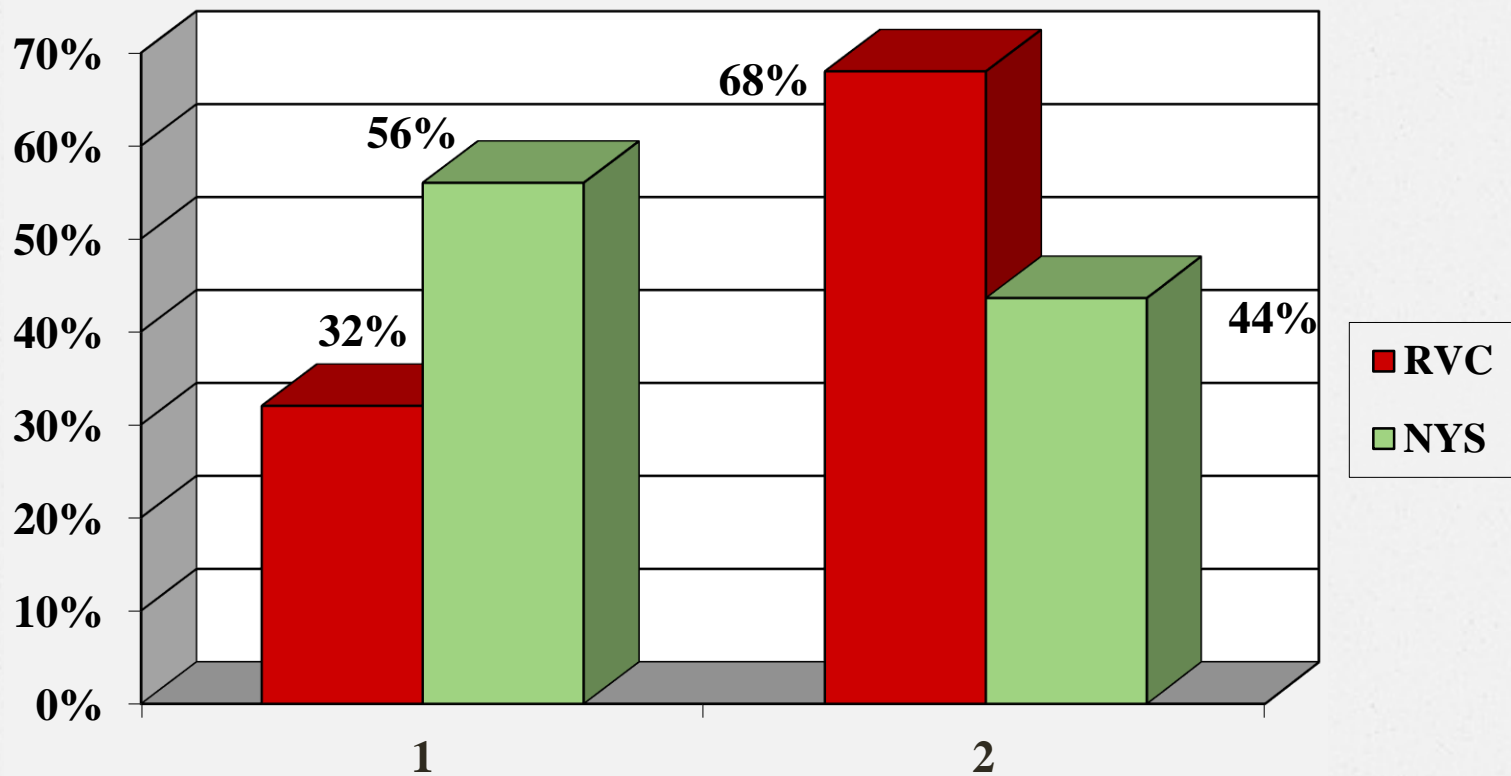
Refusal-49%

**Math Grade 4
2017/2018
RVC compared to NYS**



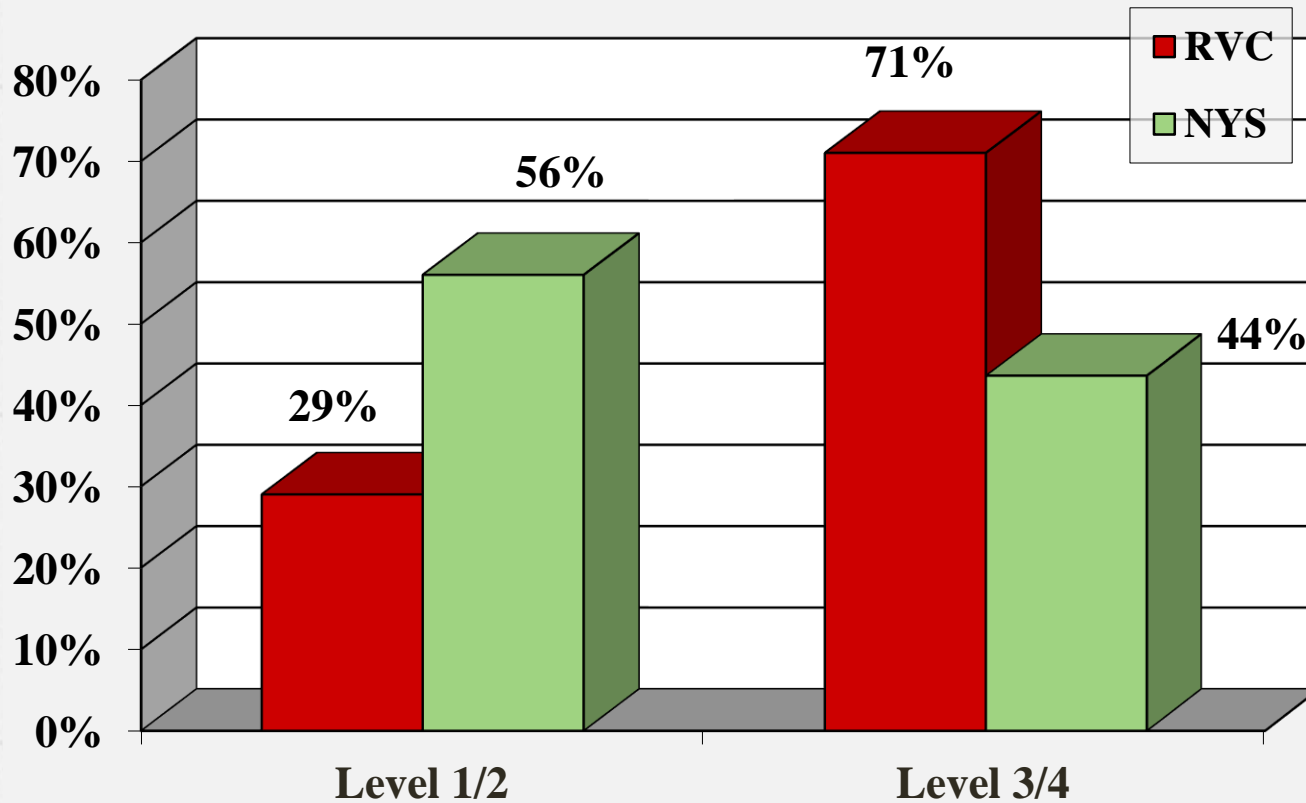
Refusal-48%

**Math Grade 5
2017/2018
RVC compared to NYS**



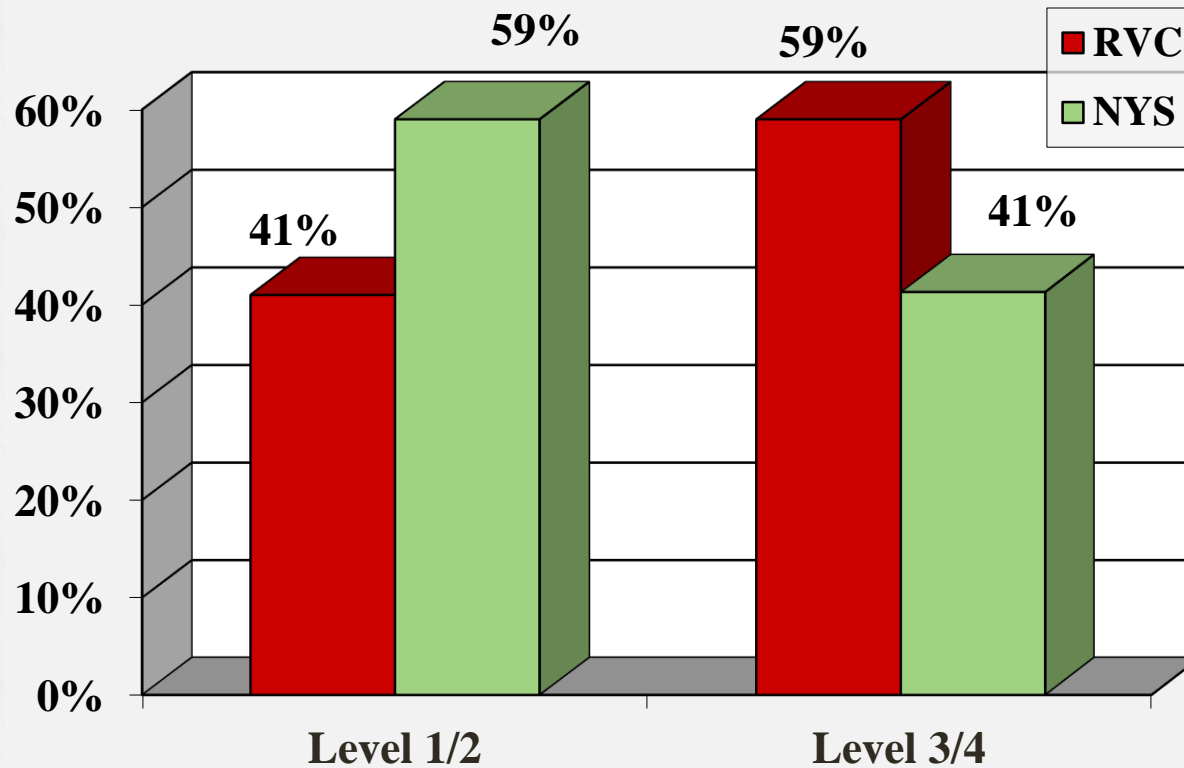
Refusal-57%

**Math Grade 6
2017/2018
RVC compared to NYS**



Refusal-65%

**Math Grade 7
2017/2018
RVC compared to NYS**



SSMS Regents Results 2016 - 2018

NYS Regents Grade 8	2016 SSMS Percent Passing <small>*Taken in grade 8</small>	2016 Regional Percent Passing	2017 SSMS Percent Passing <small>*Taken in grade 8</small>	2017 Regional Percent Passing	2018 SSMS Percent Passing <small>*Taken in grade 8</small>	2018 Regional Percent Passing
Common Core Algebra	95%	86%	97%	86%	93%	82%
Earth Science	87%	87%	92 %	86%	90%	89%



NWEA MAP

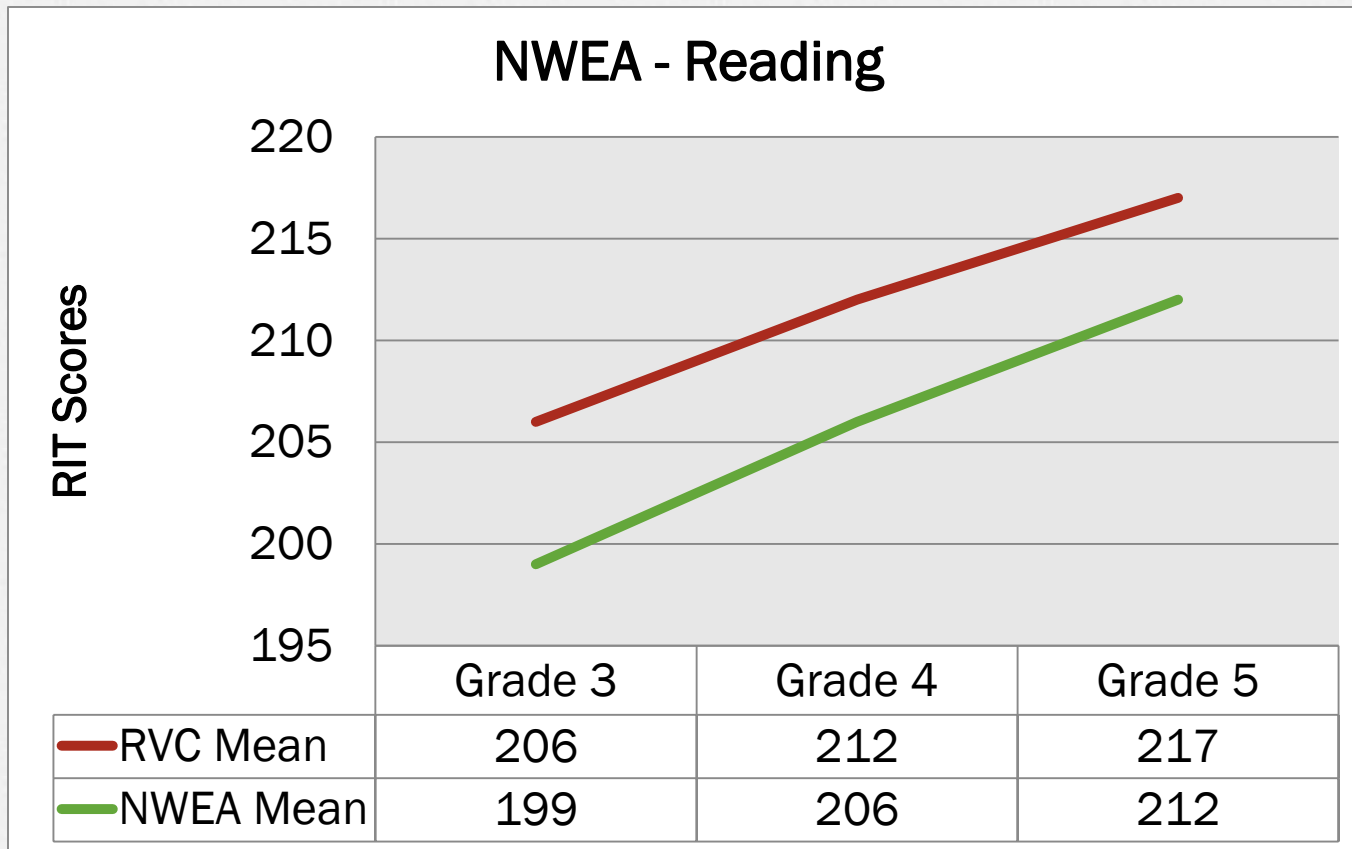
MAP delivers data when it matters most: when there's still time to make a difference

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.

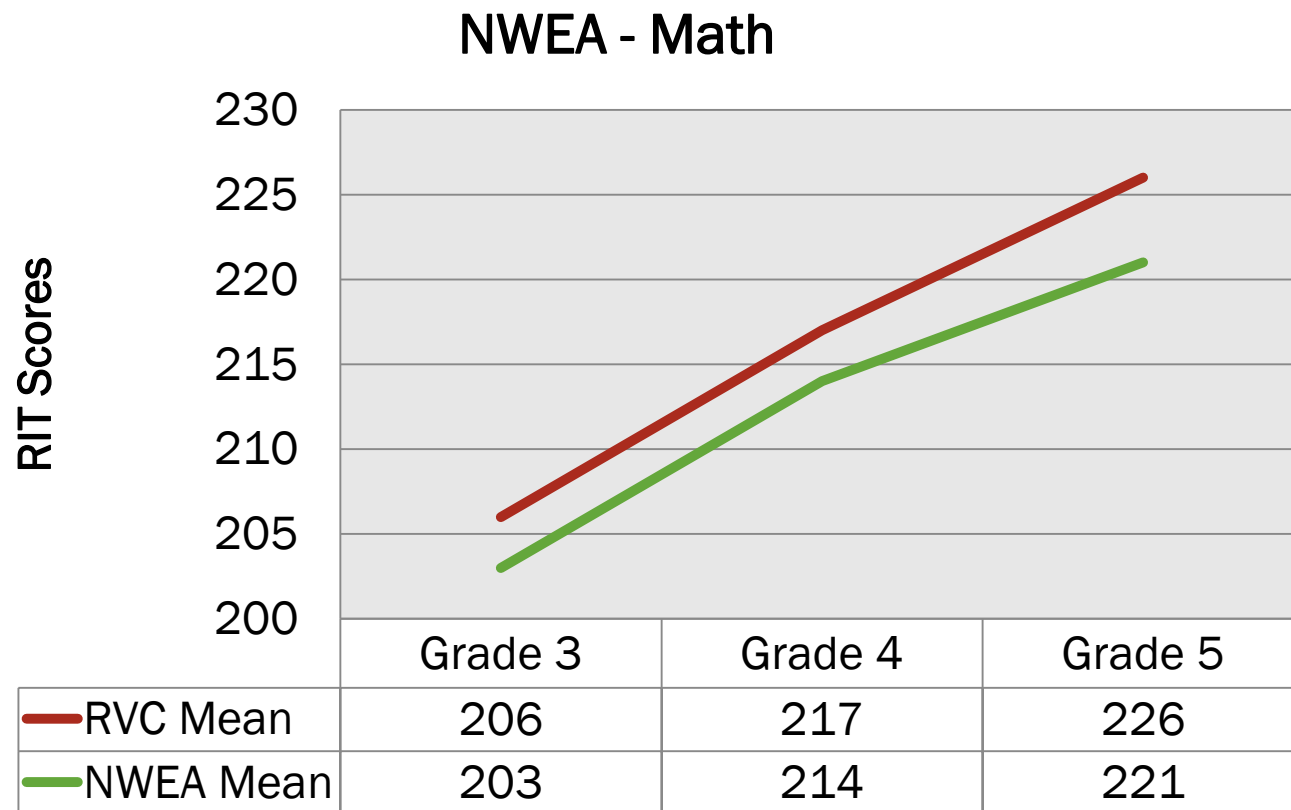


<https://www.nwea.org/parent-toolkit/>

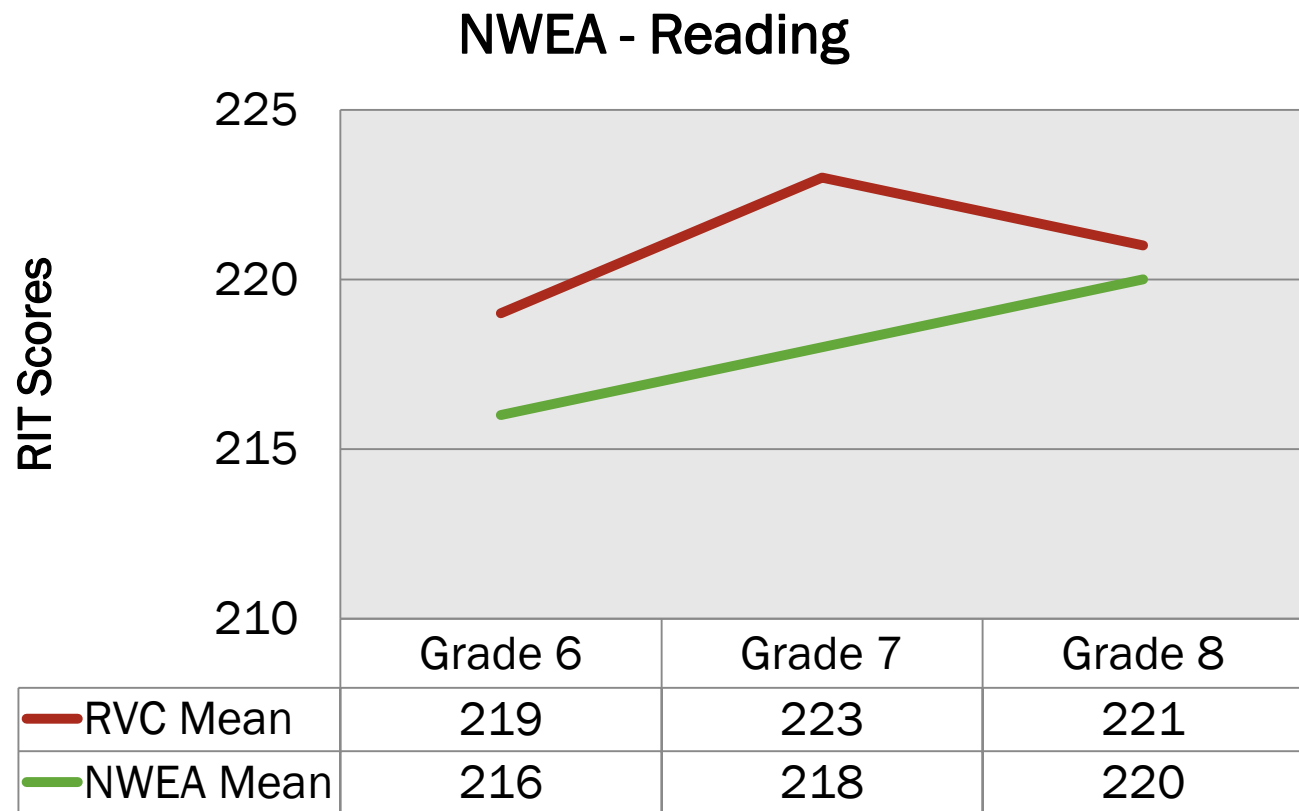
NWEA – MAP -3-5



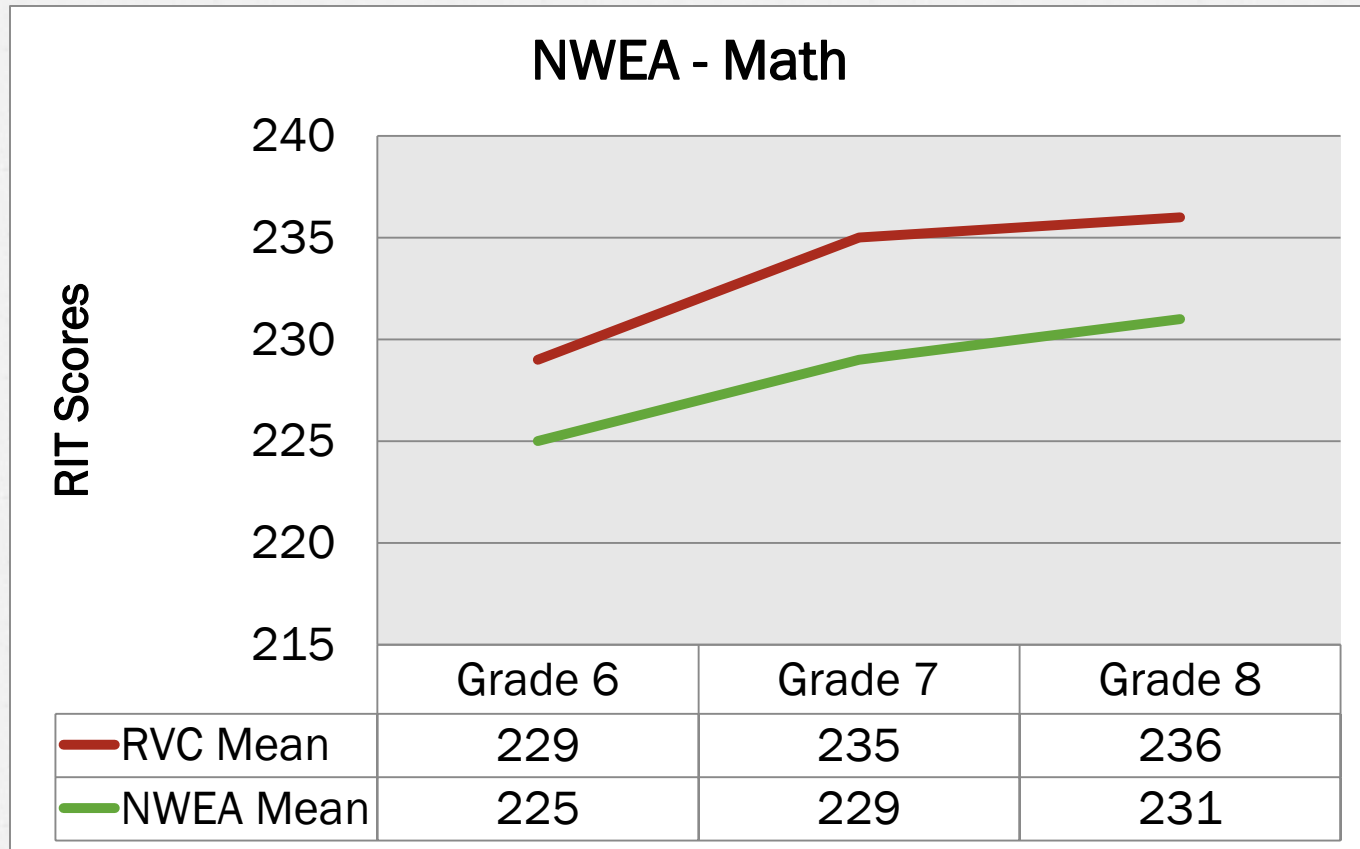
NWEA – MAP - 3-5



NWEA – MAP - 6-8



NWEA – MAP - 6-8



Linking the New York State NYSTP Assessments to NWEA MAP Growth Tests*

*As of June 2017 Measures of Academic Progress® (MAP®) is known as MAP® Growth™.

March 2016

<https://www.nwea.org/content/uploads/2017/01/NY-MAP-Growth-Linking-Study-MAR2016.pdf>

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
- Released 2017 3-8 ELA and Mathematics State Test Questions
- Talking to your Child about Test Results

Understanding the Tests:

- Understanding the 2015 Grades 3–8 Common Core English Language Arts Score Reports
- Understanding the 2015 Grades 3–8 Common Core Mathematics Score Reports
- Released 2016 3-8 ELA and Mathematics State Test Questions
- Performance Level Descriptions for ELA and Mathematics
- Suggested Data Analyses for 3-8 ELA and Mathematics State Tests
- Background Slides

Communication Resources

- Tools for Talking about the Tests
- Addressing Tests and Test Results with Students

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

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>

