

# 2015-16 3-8 Assessment Overview



Christopher J. Pellettieri

Rockville Centre Schools

10/19/16

# 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.

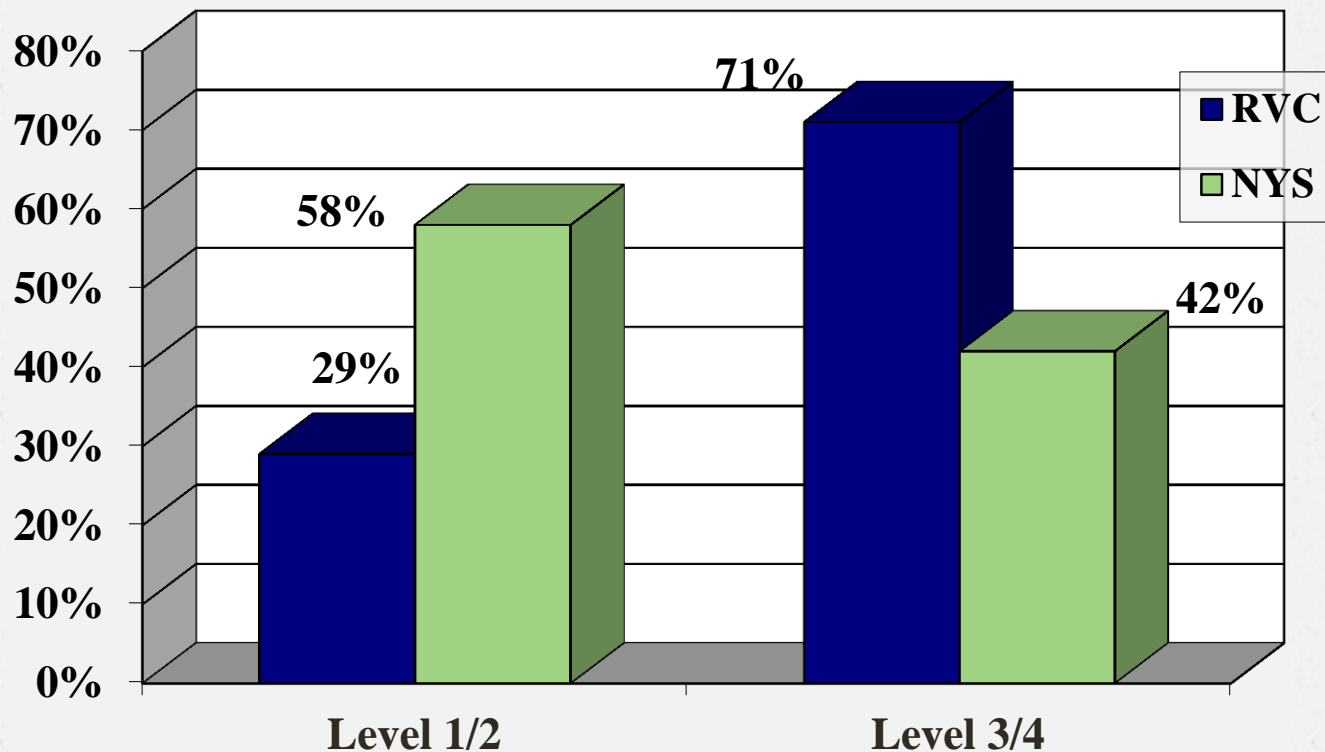
<https://www.engageny.org/resource/performance-level-descriptions-for-ela-and-mathematics>

<http://www.nysed.gov/comm-on/nysed/files/2016-3-8-test-results.pdf>



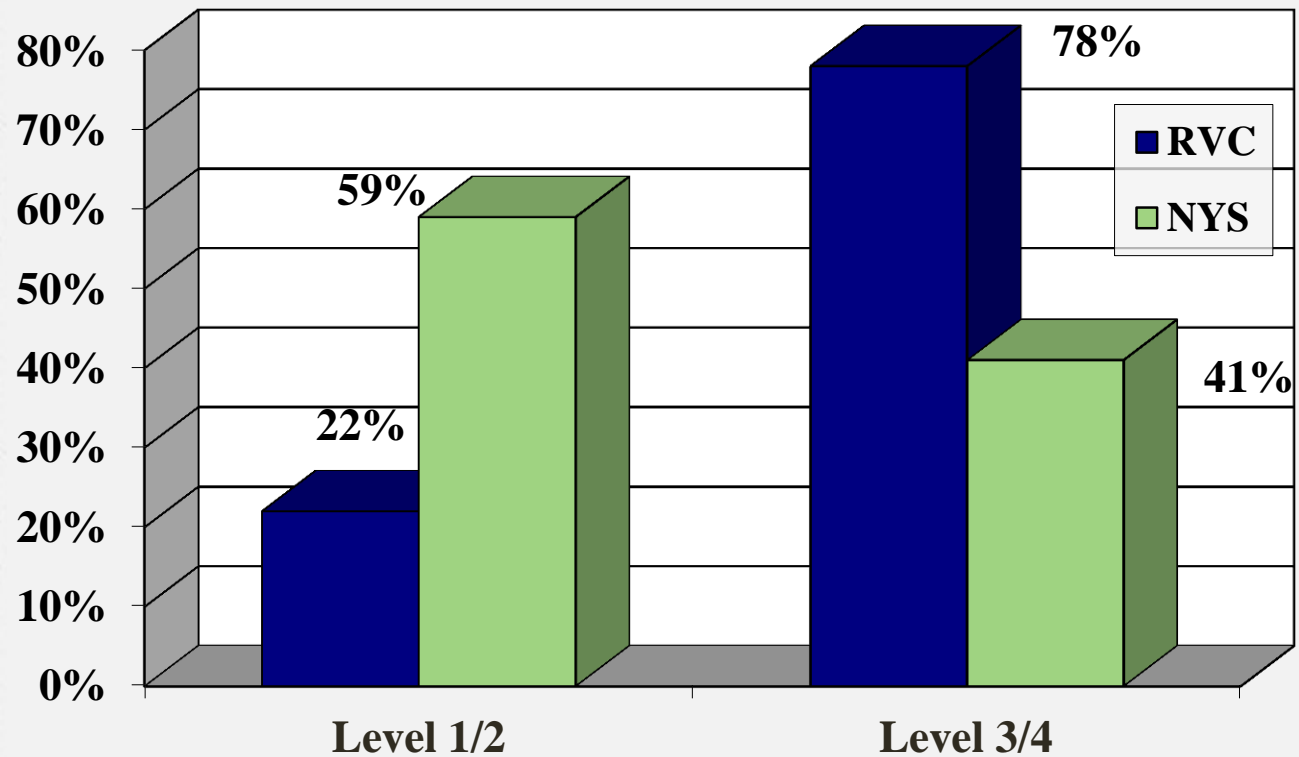
**Opt Out - 47%**

ELA Grade 3  
2015/2016  
RVC compared to NYS



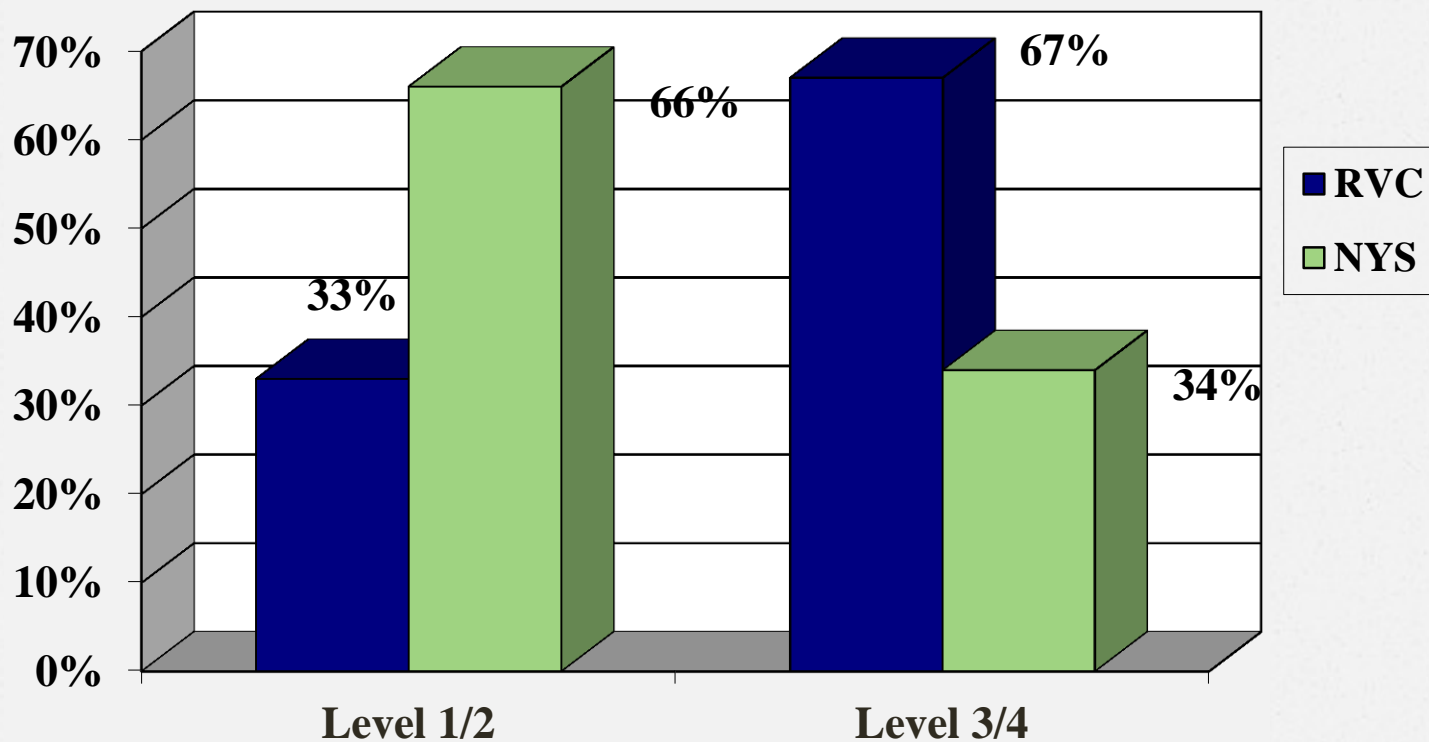
**Opt Out - 60%**

ELA Grade 4  
2015/2016  
RVC compared to NYS



**Opt Out - 62%**

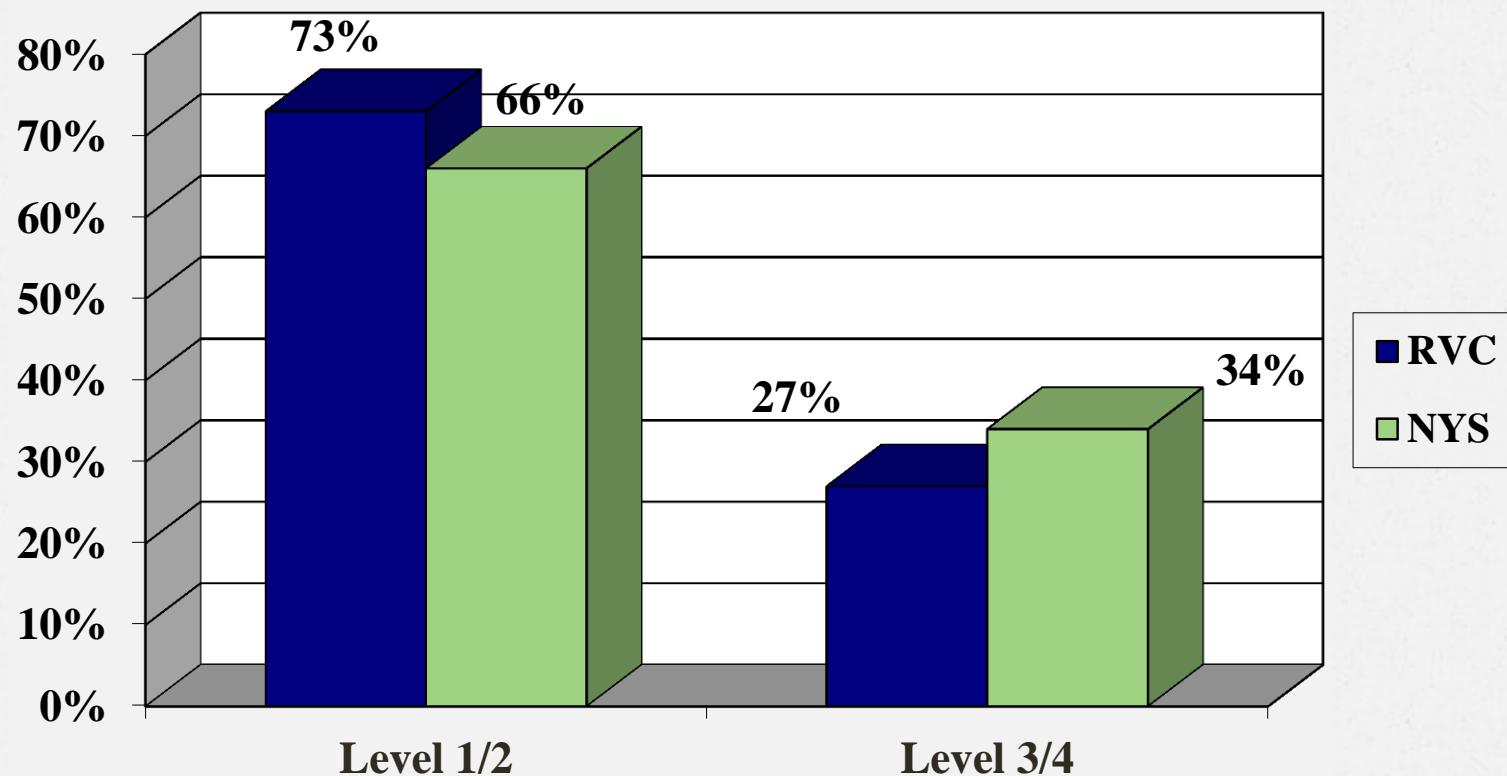
ELA Grade 5  
2015/2016  
RVC compared to NYS





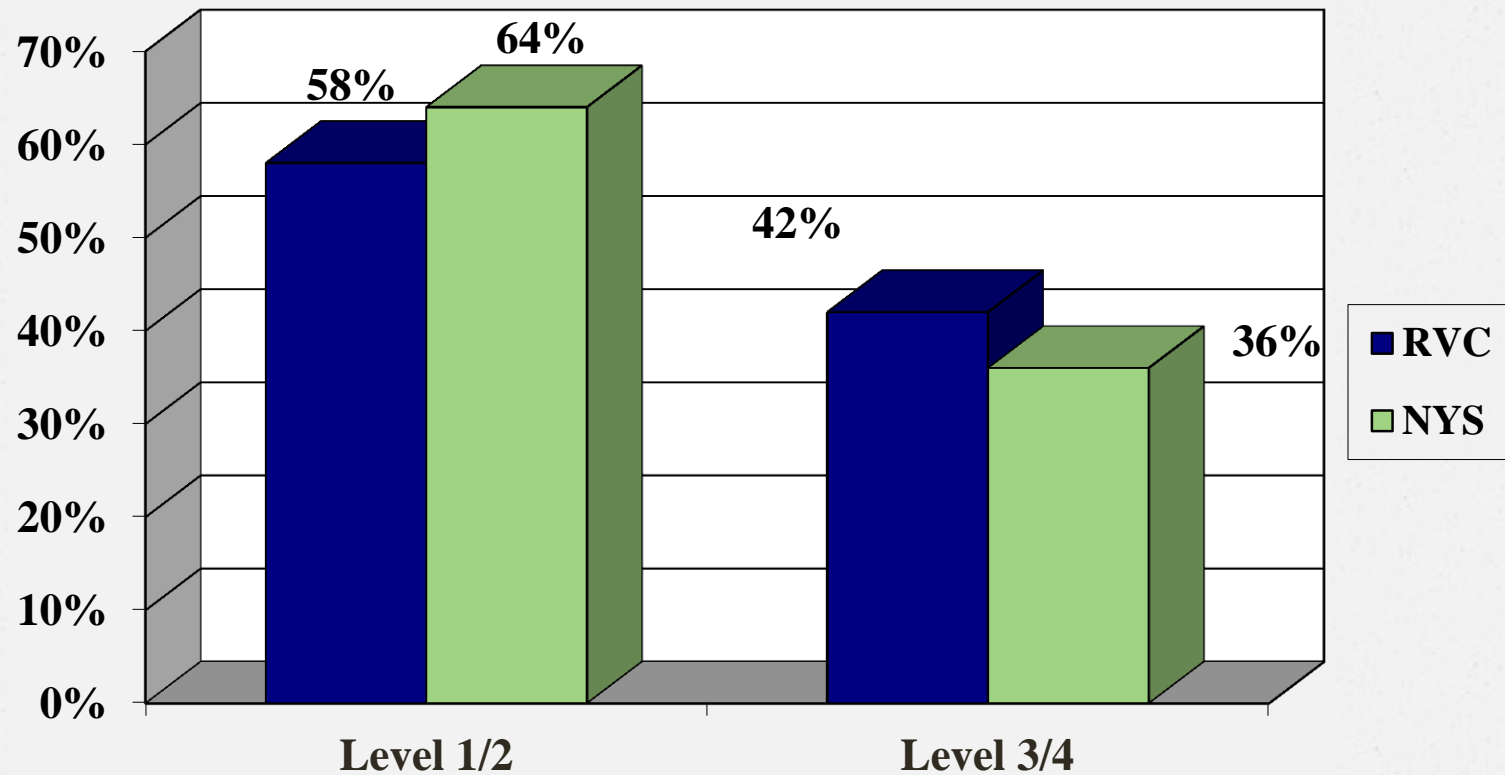
**Opt Out - 59%**

ELA Grade 6  
2015/2016  
RVC compared to NYS



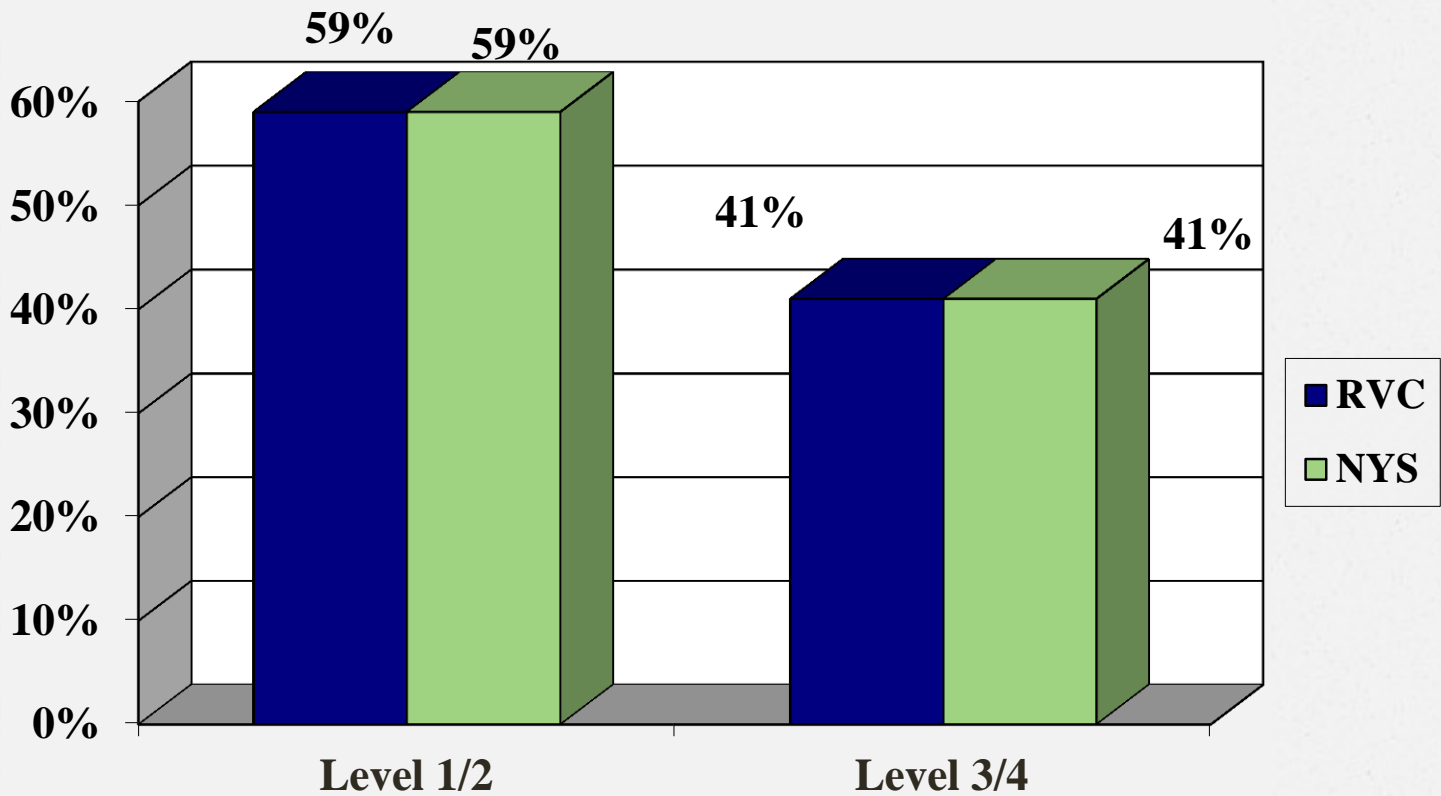
*Opt Out - 70%*

ELA Grade 7  
2015/2016  
RVC compared to NYS



**Opt Out - 75%**

ELA Grade 8  
2015/2016  
RVC compared to NYS





# 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.

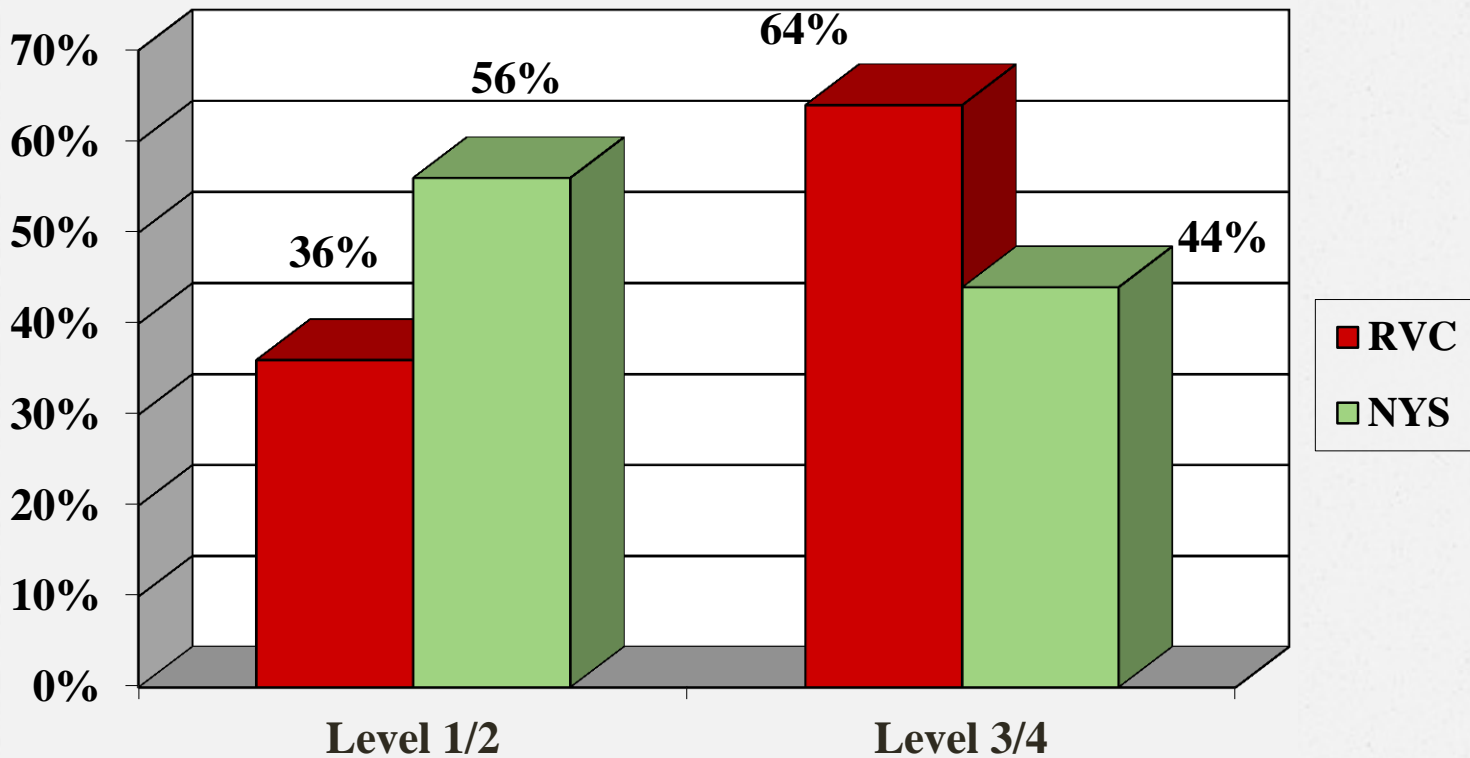
##### **NYS Level 1**

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/re/e/performance-level-descriptions-for-ela-and-mathematics>

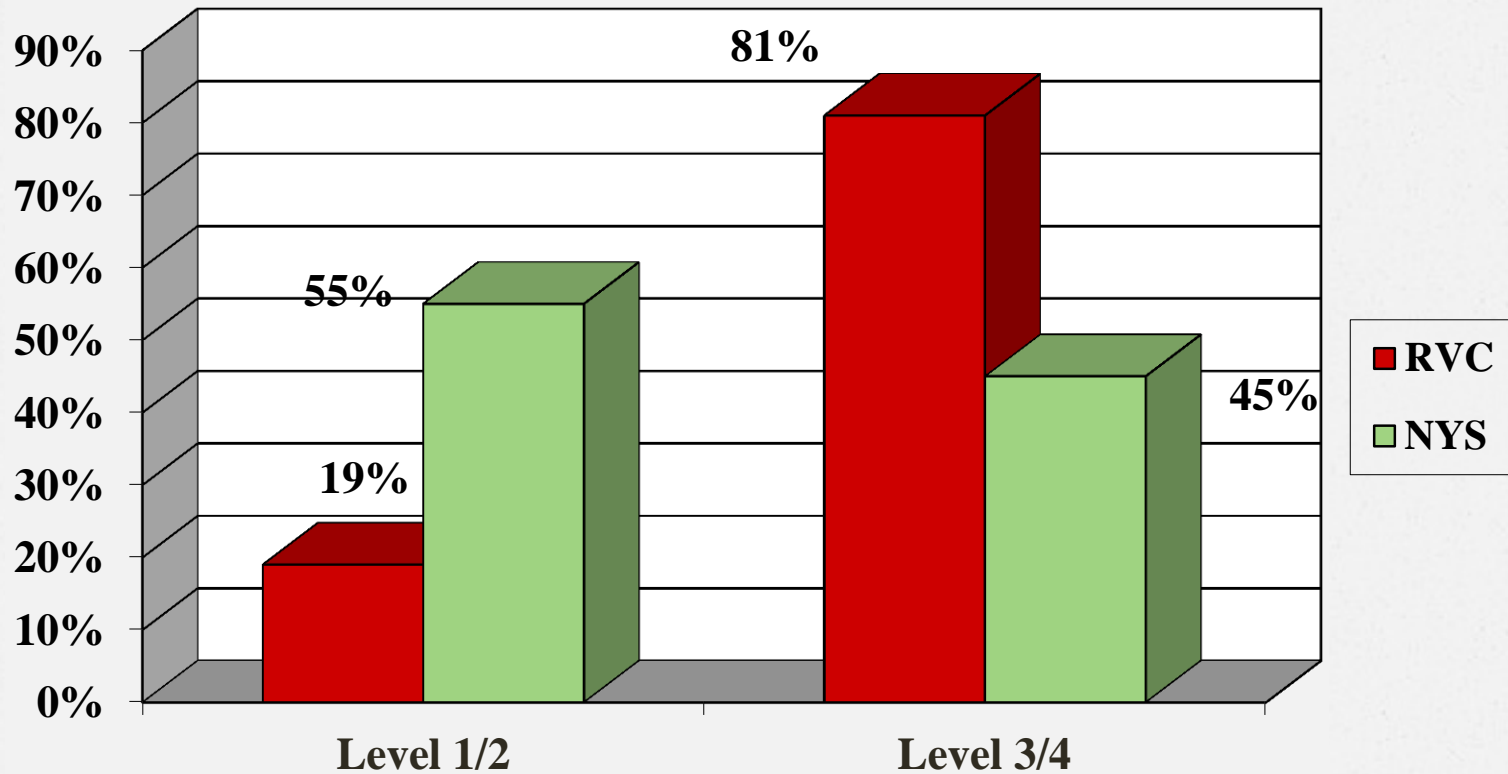
**Opt Out - 49%**

Math Grade 3  
2015/2016  
RVC compared to NYS



**Opt Out - 61%**

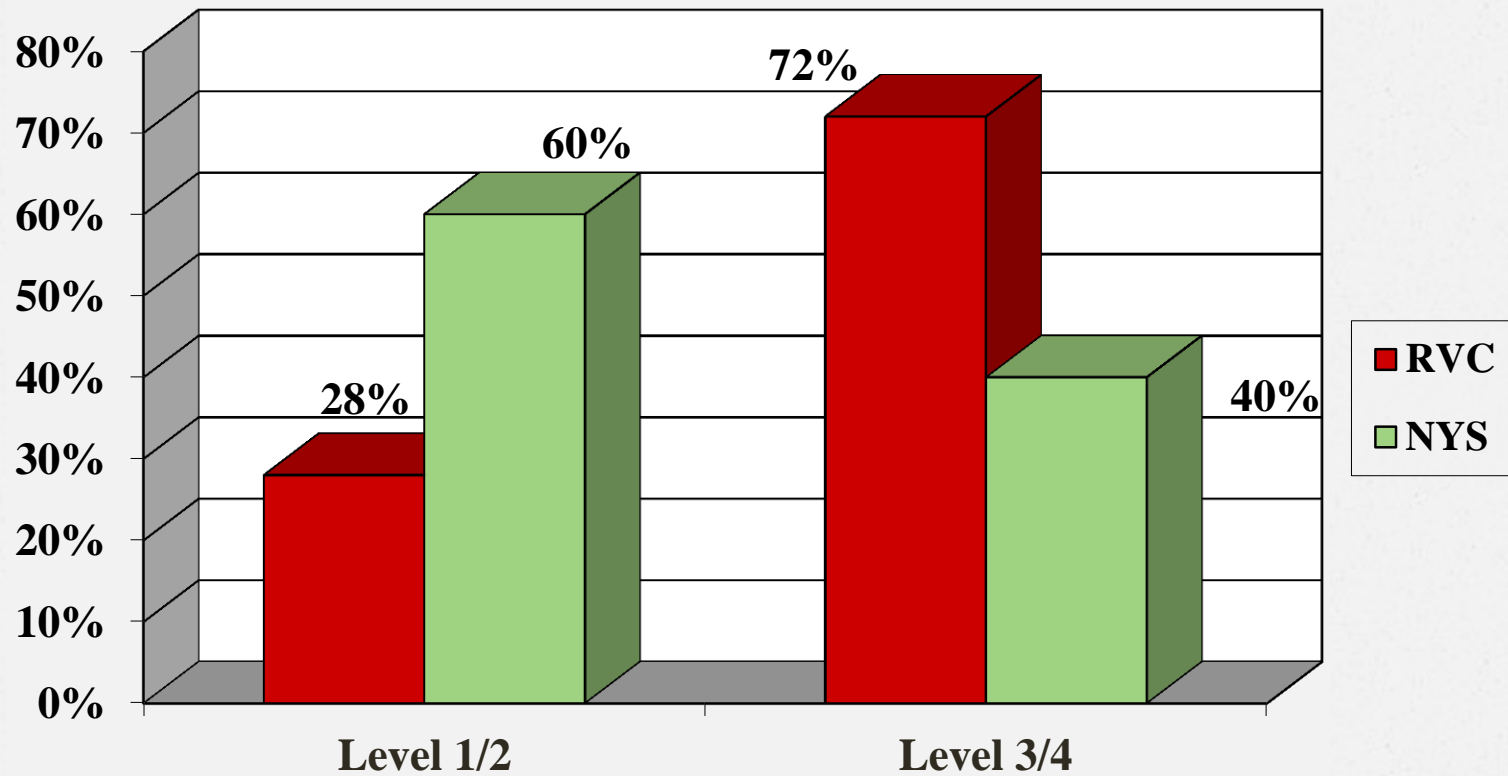
Math Grade 4  
2015/2016  
RVC compared to NYS





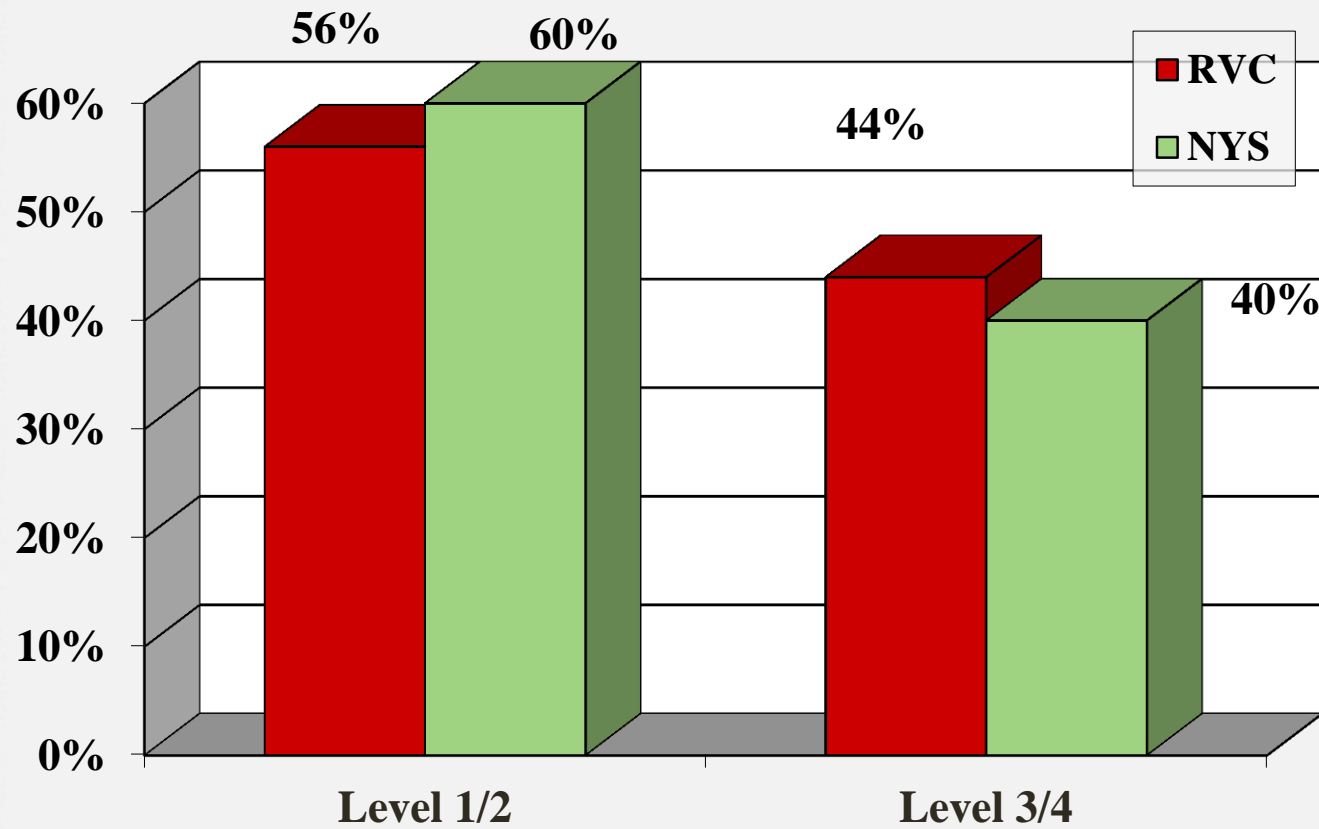
**Opt Out - 63%**

Math Grade 5  
2015/2016  
RVC compared to NYS



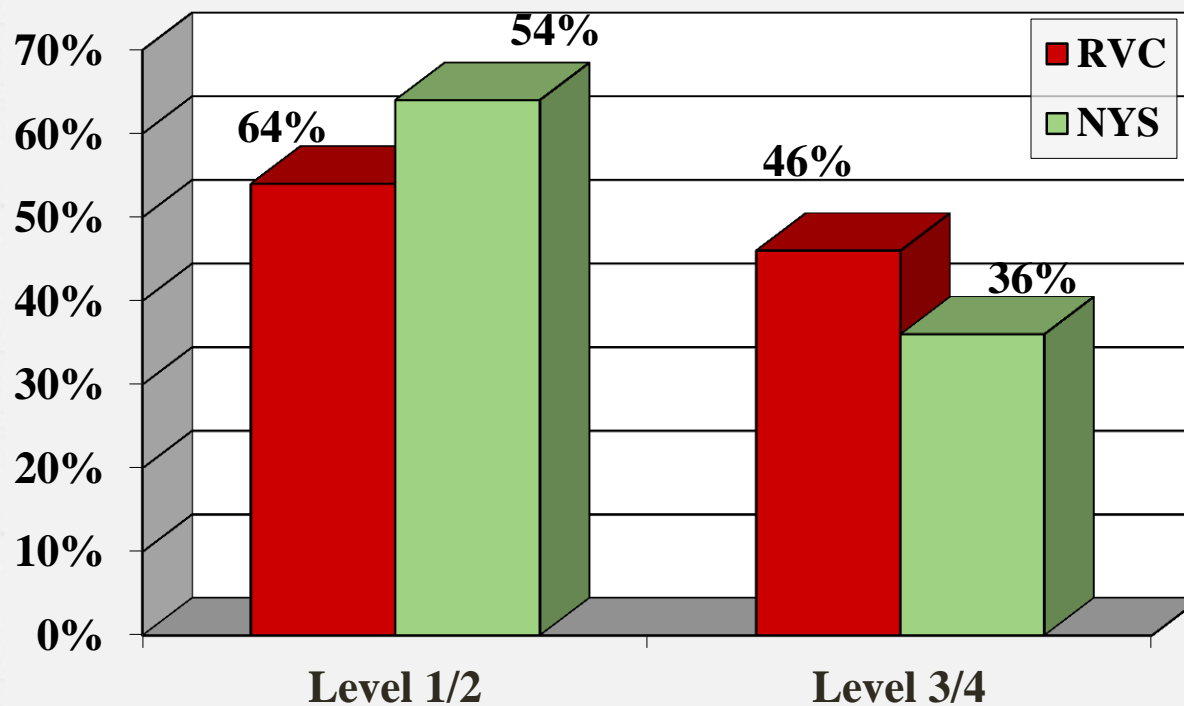
*Opt Out - 60%*

Math Grade 6  
2015/2016  
RVC compared to NYS



**Opt Out - 68%**

Math Grade 7  
2015/2016  
RVC compared to NYS





## SSMS Regents Results 2016

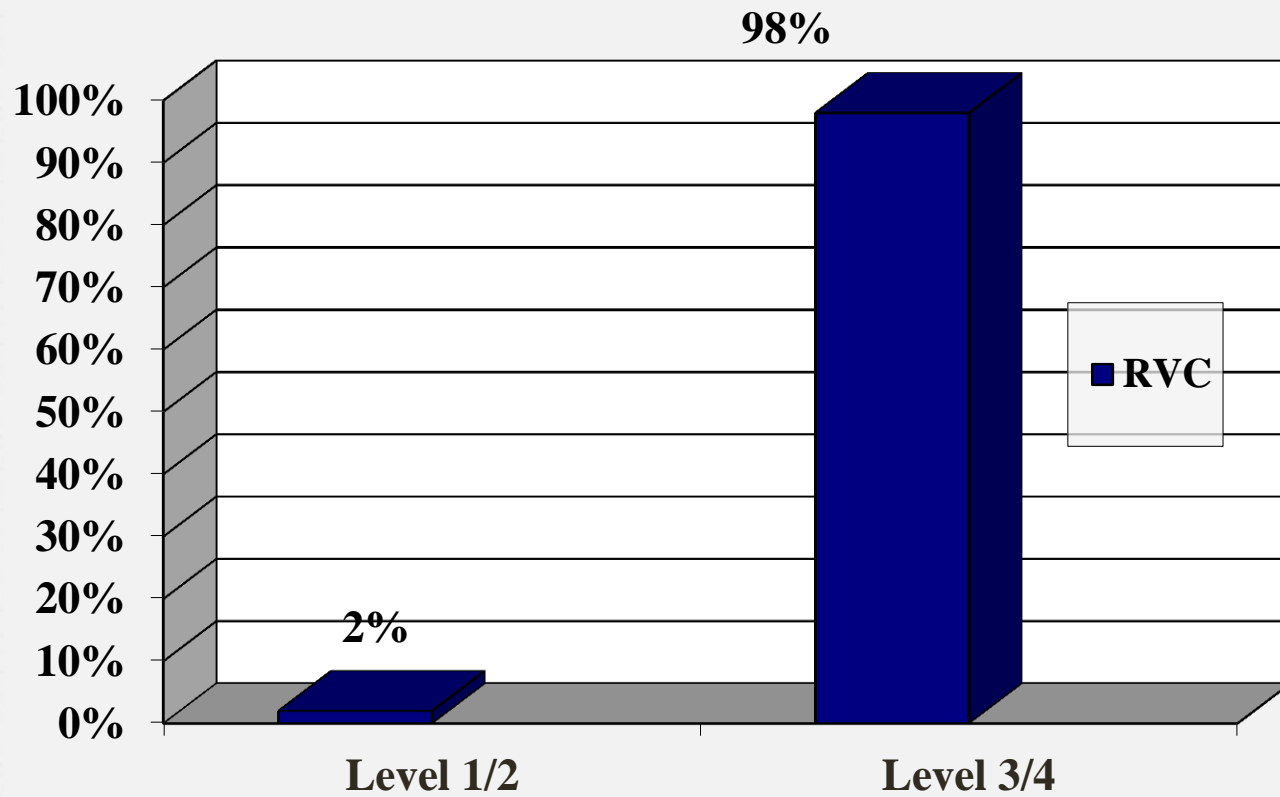
NYS Regents – Grade 8	SSMS Percent Passing Taken in grade 8	NY State Percent Passing
Common Core Algebra	*98%	**63%
Earth Science	*93 %	**72%



\*Includes  
August Data

\*\*From most  
recent available  
state data 14/15

## Grade 4 Science 2015/2016



# NWEA MAP

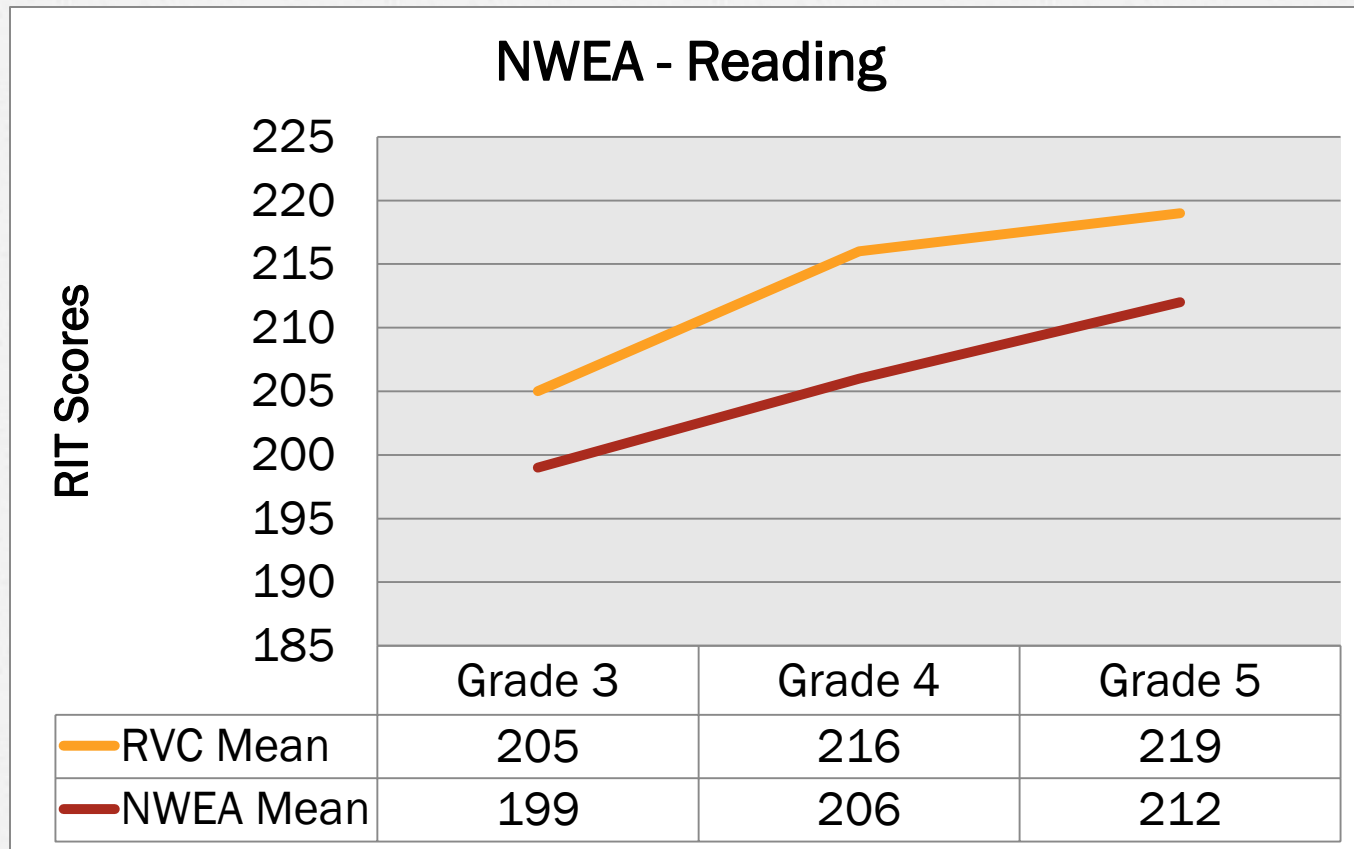
MAP delivers data when it matters most: when there's still time to make a difference

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.

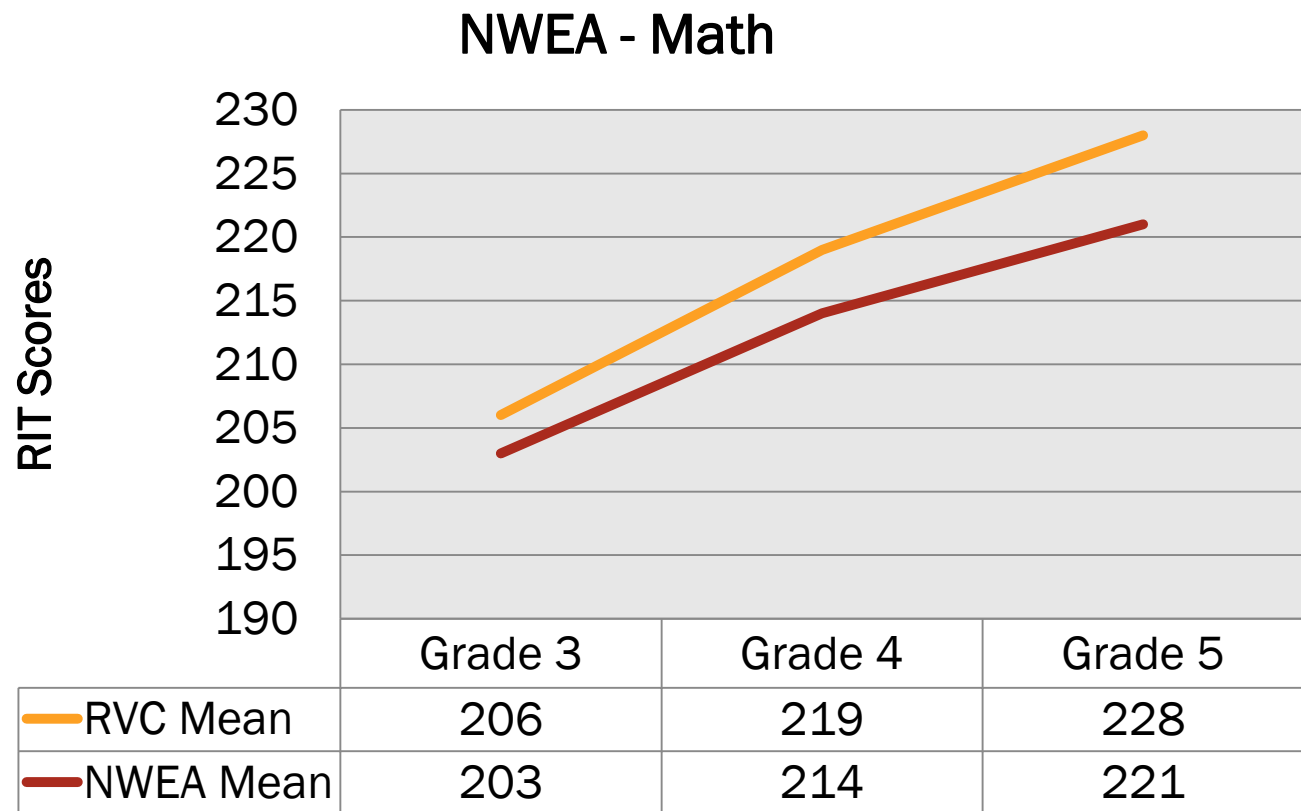
<https://www.nwea.org/assessments/map/>



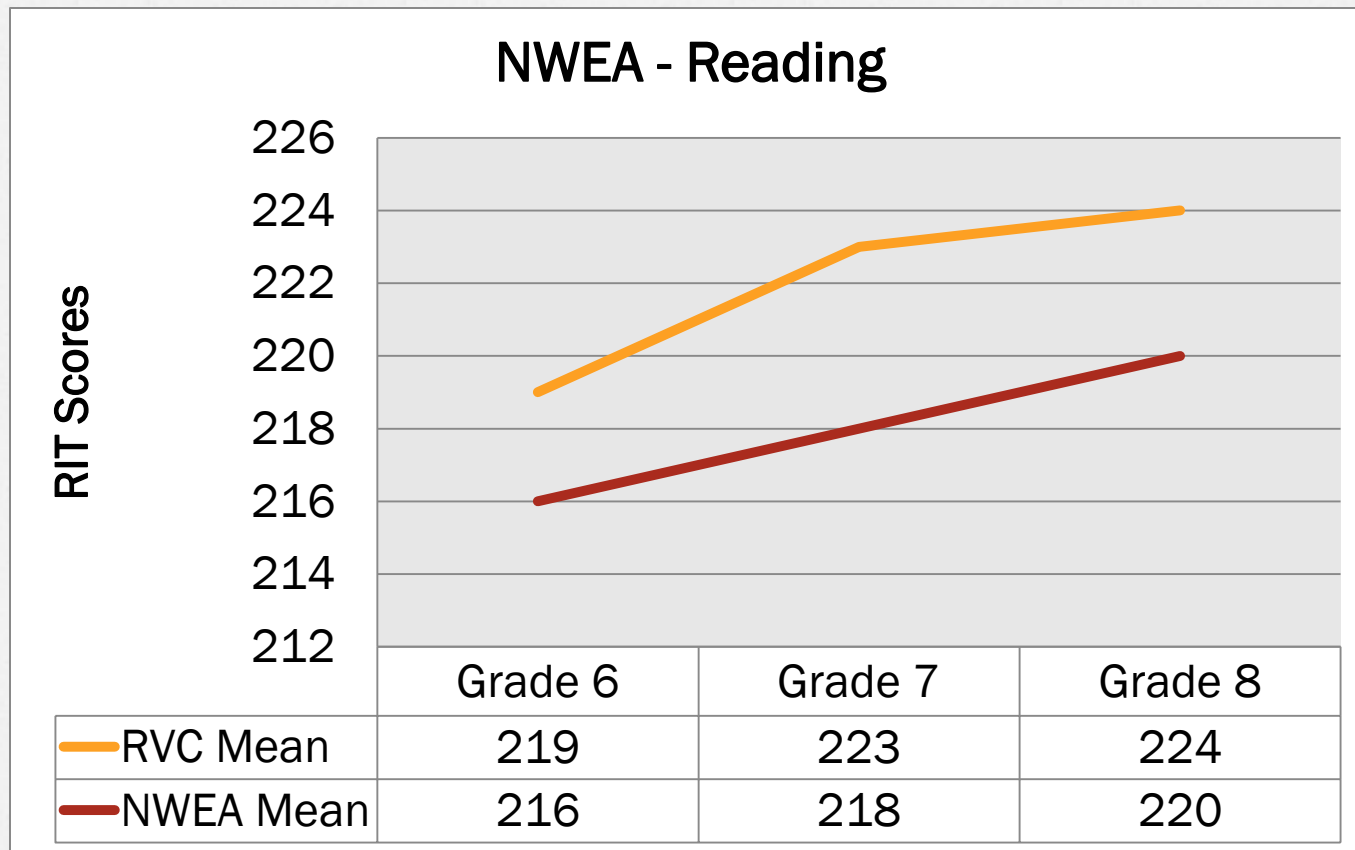
## NWEA – MAP -3-5



## NWEA – MAP - 3-5

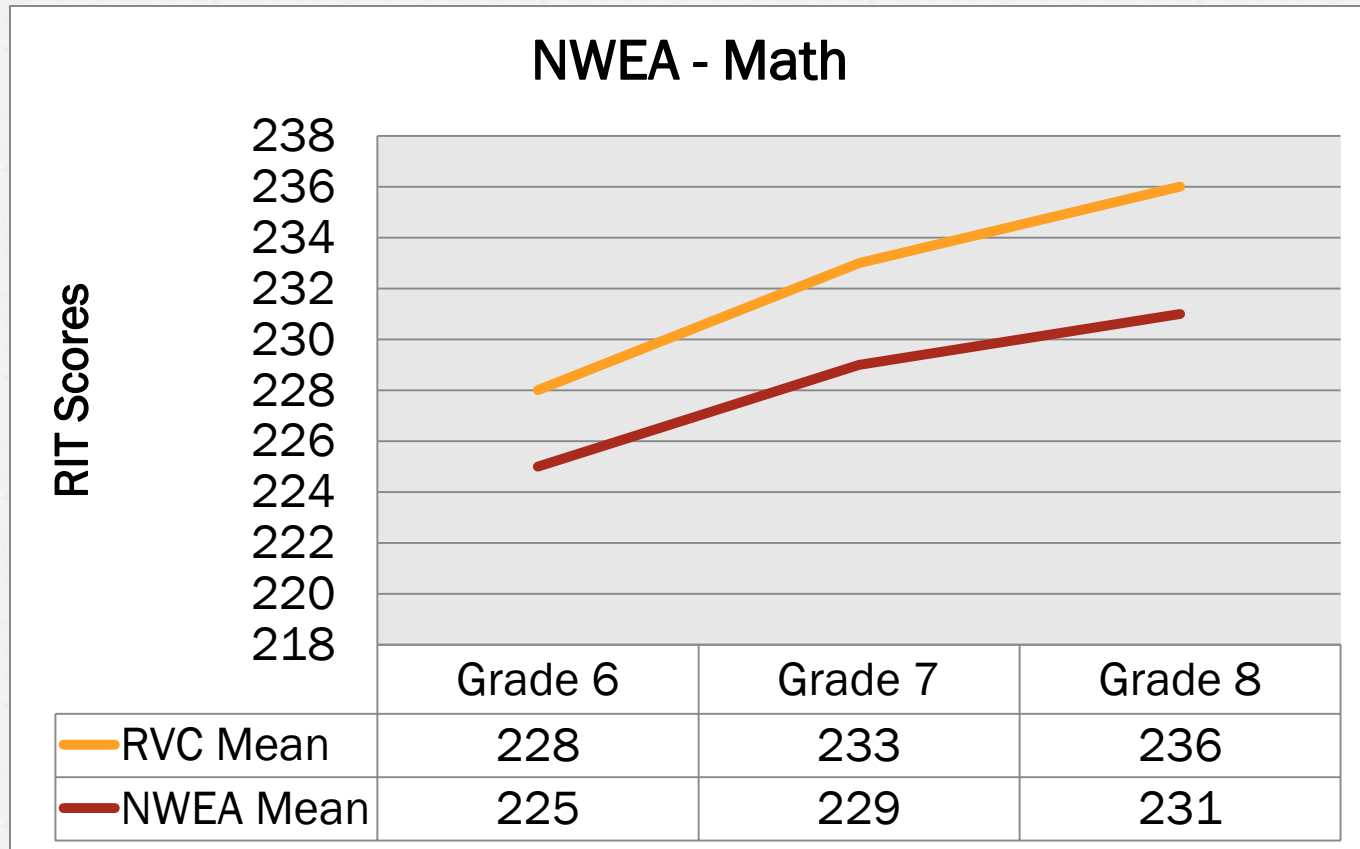



## NWEA – MAP – 6-8





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



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Common Core Teacher/Leader Effectiveness Data Driven Instruction Video Library Professional Development Parents 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>



## Multiple Measures Promote a Complete Education

Persons who interpret, use, and communicate assessment results have a professional responsibility to use multiple sources and types of relevant information about persons or programs whenever possible in making educational decisions.

National Council on Measurement in Education (1995) states in its *Code of Professional Responsibilities in Educational Measurement* (Section 6.7)

High-achieving countries use multiple measures (multiple sources of evidence of varying types) to evaluate skills and knowledge needed for the demands of this dynamic, technological era.

— Linda Darling-Hammond

In educational settings, a decision or characterization that will have major impact on a student should not be made on the basis of a single test score. Other relevant information should be taken into account if it will enhance the overall validity of the decision.

*The Standards for Educational and Psychological Testing* (American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 1999, Standard 13.7)

**2016/17**  
**3-8 Assessment Info**  
 Assessments and Field Tests  
 can be Computer Based

Grades 3-8 English Language Arts	Paper-based	Tuesday, March 28 – Thursday, March 30	Monday, April 3 – Wednesday, April 5
	Computer-based	Monday, March 27 – Friday, March 31	Monday, April 3 – Wednesday, April 5
Grades 3-8 Mathematics	Paper-based	Tuesday, May 2 – Thursday, May 4	Monday, May 8 – Wednesday, May 10
	Computer-based	Monday, May 1 – Friday, May 5	Monday, May 8 – Wednesday, May 10

Tests based on CCSS  
 Talk of two day exam??  
 Untimed??



