

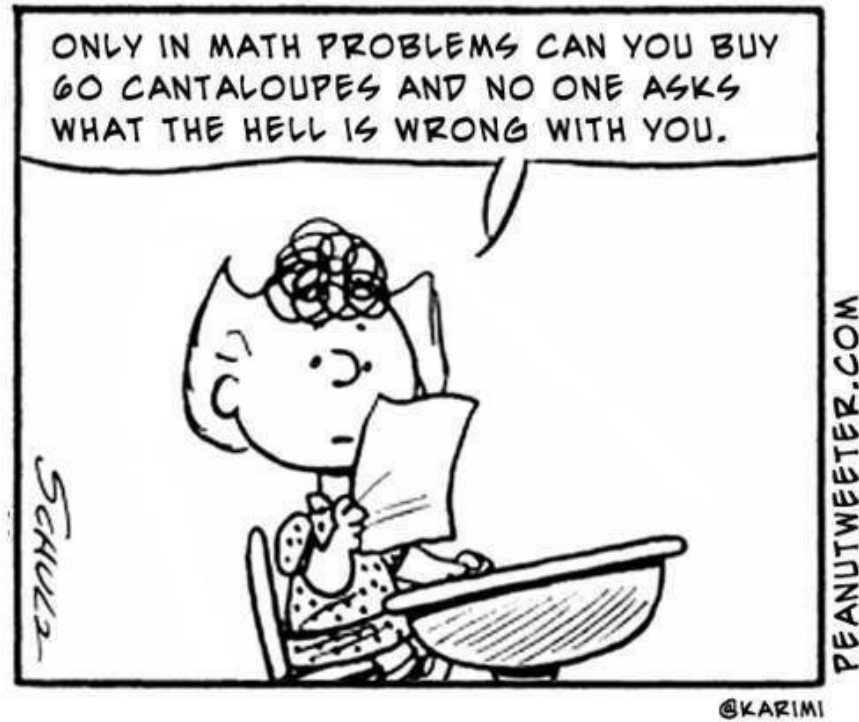
NYS Assessment Information Session for Parents



**The Syracuse Latin School &
Hughes Elementary School**

March 2018

First, Some Testing Humor



Grades 3-8 Testing Dates

Tests

- ELA:
 - PBT 5th Grade- April 11 and 12
 - CBT April 10-17
 - 4th Grade April 10th and 11th
 - 3rd Grade April 12th and 13th
- Mathematics:
 - PBT May 2 and 3
 - CBT May 1-8

Important Notes

- Except as noted, all public and charter school students **MUST** take all parts of the state tests for their grade level
- Assessments are a combination of multiple choice and written response
- NYS Assessments are 2 days this year (previously 3 days)
- All portions of the assessment are **untimed**
- Any students with IEP or 504 Plans will receive indicated testing accommodations
- NYS assessments are **NOT** used in teacher evaluation or to determine student placement/grading
- Grades 3 and 4 will participate in Computer-Based Testing for ELA/Math

Test Content

The annual Grades 3-8 English Language Arts and Mathematics Tests:

- Focus on the New York State learning standards, which guide classroom instruction in ELA and math;
- Measure important real-world skills such as problem solving, critical thinking, and writing; and
- Require students to explain their answers and describe and defend their reasoning.

2018 Test Design

2018 Grades 3–4 English Language Arts Test Design			
	Session 1	Session 2	Total
	Reading	Writing	
Passages	4	3	7
Multiple-Choice Questions	24	0	24
Short-Response Questions	0	6	6
Extended-Response Questions	0	1	1
	Total Number of Literary Passages		3–4
	Total Number of Informational Passages		3–4

2018 Test Design

2018 Grades 5–6 English Language Arts Test Design			
	Session 1	Session 2	Total
	Reading	Writing	
Passages	5	3	8
Multiple-Choice Questions	35	0	35
Short-Response Questions	0	6	6
Extended-Response Questions	0	1	1
	Total Number of Literary Passages		3–5
	Total Number of Informational Passages		3–5

2018 Test Design (Math)

2018 Grade 3 Test Design

Session	Number of Multiple-Choice Questions	Number of Short-Response Questions	Number of Extended-Response Questions	Total Number of Questions
1	25	0	0	25
2	8	6	1	15
Total	33	6	1	40

2018 Grade 4 Test Design

Session	Number of Multiple-Choice Questions	Number of Short-Response Questions	Number of Extended-Response Questions	Total Number of Questions
1	30	0	0	30
2	8	6	1	15
Total	38	6	1	45

2018 Grade 5 Test Design

Session	Number of Multiple-Choice Questions	Number of Short-Response Questions	Number of Extended-Response Questions	Total Number of Questions
1	30	0	0	30
2	8	6	1	15
Total	38	6	1	45

ELA & Math Exams—Estimated Times

- Although untimed, the following estimates have been provided:
 - ELA Grade 3 & 4, estimated 60-70 minutes per session
 - ELA Grades 5-8, estimated 80-90 minutes per session
 - Math Grade 3 estimated 50-60 minutes for session 1 & 2, 60-70 for session 3
 - Math Grade 4 estimated 50-60 minutes for session 1 & 2, 80-90 for session 3
 - Math Grade 5-8 estimated 70-80 minutes for session 1 & 2, 80-90 for session 3

Untimed Tests–Additional Notes

- Students who finish their test before others may check their work.
- Once students finish working and checking tests, materials are collected by the proctor.
- Students may be permitted to read at the discretion of the school.
- No talking or other school work is permitted.
- Principals may provide continuation rooms as part of the building testing plan for students who require a longer time to complete the test. These are not considered “separate location” accommodations.
- If no options for continuation spaces are provided, then the proctor may end the test session when all students have completed the exam.
- Students are considered to be still working on the test as long as, in the judgement of the proctor or administrator, the student is using his or her time productively and attempting to complete the exam.
- Tests may not be extended beyond the school day unless a specific testing accommodation requires the test to be broken into multiple days..

Educator Guides and Sample Questions

- Released questions from last year's test can be found here:
 - <https://www.engageny.org/resource/new-york-state-common-core-sample-questions>
- Educator Guides for each test may be found using the link below.
 - <https://www.engageny.org/resource/test-guides-english-language-arts-and-mathematics>
 - A link to sample questions is found in each Educator Guide.
- Questar continues to have an online question sampler at <https://ny-practice.nextera.questarai.com/tds/#practice>. Anyone can access this sampler. However, the sampler only works with the Chrome browser.

The Future...

- The expectation of the Commissioner of Education is that all 3-8 testing will be on computers by 2020.
- SCSD is implementing a phase-in plan for computer-based testing (CBT) beginning with computer-based field testing this coming spring and concluding with full implementation of district-wide computer-based operational testing in the spring of 2020.
- Syracuse Latin will be participating in CBT during this year's assessments

Student illness

- If a student becomes ill during a part of the test, the student should be excused until he or she is well enough to continue.
- When the student is well enough to complete the test (and as long as the testing or makeup period has not ended), the student may be allowed to complete that part of the test.
- Other un-administered parts should be administered according to the Teacher's Directions as long as the testing or makeup period has not ended.
- When the student is taking a partially completed part of the test, the student must be closely supervised so that he or she does not go back to previously finished questions on the test.

Additional Tips for Families

- Ensure students are on-time for school(8:45 AM)
- Ensure students have a good night's sleep
- Have a healthy breakfast and/or eat breakfast at school
- Avoid scheduling appointments during testing dates
- It's a normal school day...help us keep the atmosphere low-stress

Redesigned Score Reports for Parents – Page 1

**Report
Page 1**

Easy to understand
and read text

JANE DOE
SAMPLE MIDDLE SCHOOL

ENGLISH LANGUAGE ARTS
2015-2016 GRADE 6 TEST RESULTS

Dear Parent/Guardian of Jane,

This report summarizes Jane's performance on the New York State Testing Program English Language Arts Assessment, administered in the spring of 2016. The test score provides one way to understand student performance; **however, this score does not tell the whole story about what Jane knows and can do. The results from the Grade 3-8 ELA and Mathematics Tests are being provided for diagnostic purposes and will not be included in Jane's official transcript or permanent student record.**

TRANSLATIONS



www.engageny.org/translate

Results with
better context

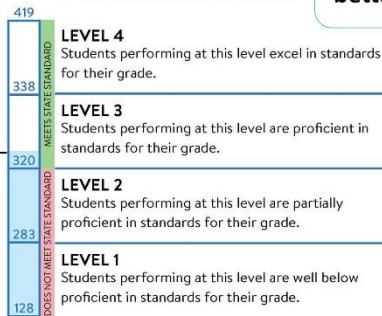
JANE'S
SCORE
THIS YEAR

321
LEVEL 3

LAST YEAR
LEVEL 3

Last year Jane received a Level 3 score on the Grade 5 ELA test.

PERFORMANCE LEVELS



JANE MET THE STATE STANDARD

Results
more
visible,
easier to
read

HOW JANE DID IN COMPARISON WITH OTHER STUDENTS



DISTRICT
88%

Jane did the same or better than 88% of students in this grade in the district.



STATE
71%

Jane did the same or better than 71% of students in this grade in the state.

Easy to
understand
comparison
among
peers

BEDS: 010100010000
LOCAL ID: 000000000

NEW YORK STATE EDUCATION DEPARTMENT



Redesigned Score Reports for Parents – Page 2

**Report
Page 2**

JANE DOE
SAMPLE MIDDLE SCHOOL

ENGLISH LANGUAGE ARTS
2015-2016 GRADE 6 TEST RESULTS

The New York State Learning Standards for English Language Arts & Literacy describe what Jane should know and be able to do at each grade level. This section shows the number of points earned on the Reading and Writing from Sources test sections.

JANE'S SCORE
21 OF **35**
MAX SCORE

READING
In this section, students were asked to:

- comprehend the explicit and implicit ideas present in grade-level text and recognize how they develop over the course of the text;
- describe characters in depth, and connect ideas and events;
- understand the meaning and effects of words and figurative and connotative phrases;**
- analyze the text's structure and organization, and identify how point of view is developed;
- integrate the knowledge and ideas conveyed in text using illustrations and logical connections between parts of the text.

JANE'S SCORE
19 OF **22**
MAX SCORE

WRITING FROM SOURCES
In this section, students were asked to:

- make claims that show valid reasoning and sufficient textual evidence;**
- write about characters and describe how they relate to each other in the text;
- compare and contrast points of view and themes in texts;
- analyze events and actions in a text;
- determine the effect of language on aspects of a text and describe the importance of story and structural elements of the text;**
- communicate understanding by producing coherent writing that demonstrates grade-level English grammar and use.



Helpful next steps

**Simplified explanation
of what students are
asked to know and be
able to do**



SUPPORTING JANE'S SUCCESS

Contact Jane's teacher and ask which skills are the most challenging for Jane.

Ask your school how you will receive regular reports on Jane's progress.

If appropriate, seek student support services such as counseling or school guidance to help Jane be most successful.

Review classwork and homework with Jane to see how Jane's skills are progressing.

For more information about this test, the New York State standards, and how you can help Jane, go to:
www.engageny.org/parent-and-family-resources

BEDS: 010100010000
LOCAL ID: 000000000

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ALBANY



QUESTIONS?

