

Arlington Central School District

State Testing Presentation



March 28, 2019



ARLINGTON CENTRAL
SCHOOL DISTRICT

Our mission is to empower all students to be self-directed, lifelong learners, who willingly contribute to their community and lead passionate, purposeful lives.

State Testing

- NYSED Assessments measure how well students demonstrate their ability to meet standards
 - Knowledge
 - Skills
 - Practices
- How might we know how well we are doing if we do not have state assessment data?



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Standard Groups

English Language Arts

- Reading
 - Key Ideas and Details
 - Craft and Structure
 - Integration of Knowledge and Ideas
- Writing
 - Text Types and Purposes
 - Research ... Knowledge
- Listening and Speaking
 - Comprehension and Collaboration
 - Presentation of Knowledge and Ideas
- Language
 - Conventions
 - Vocabulary
 - Knowledge

Mathematics

- Operations and Algebraic Thinking
 - Problem Solving
- Numbers and Operations
 - Place Value
- Measurement and Data
 - Time and money
- Geometry
 - Shapes



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Understanding ELA Questions

Short-Response Questions

Short-response questions are designed to assess New York State P-12 Reading and Language Standards. These are single questions in which a student uses textual evidence to support his or her answer to an inferential question. These questions ask the student to make an inference (a claim, position, or conclusion) based on his or her analysis of the passage, and then provide two pieces of text-based evidence to support his or her answer.

The purpose of the short-response questions is to assess a student's ability to comprehend and analyze text. In responding to these questions, students are expected to write in complete sentences. Responses require no more than three complete sentences. The rubric used for evaluating short-response questions can be found in the grade-level Educator Guides at <https://www.engageny.org/resource/test-guides-english-language-arts-and-mathematics>.

Extended-Response Questions

Extended-response questions are designed to measure a student's ability to write from sources. Questions that measure Writing from Sources prompt students to communicate a clear and coherent analysis of one or two texts. The comprehension and analysis required by each extended response is directly related to grade-specific reading standards. Student responses are evaluated on the degree to which they meet gradelevel writing and language expectations. This evaluation is made by using a rubric that incorporates the demands of grade-specific New York State P-12 Reading and Language standards.

The integrated nature of the standards for ELA and literacy requires that students are evaluated across the strands (Reading, Writing, and Language) with longer pieces of writing, such as those prompted by the extended-response questions. The rubric used for evaluating extended-response questions can be found in the grade-level Educator Guides at <https://www.engageny.org/resource/test-guides-english-languagearts-and-mathematics>.

2

What does the word “welt” mean as used in paragraph 9?

- A** itch
- B** skin
- C** gnat
- D** bump

3

Read this sentence from paragraph 14.

His smile faded as he went on.

What does the sentence suggest about Professor Raglin?

- A** He is suffering from the bad smell.
- B** He regrets having to study the plant.
- C** He dislikes the plant he is talking about.
- D** He is about to deliver disappointing news.

<https://www.engageny.org/resource/released-2018-3-8-ela-and-mathematics-state-test-questions>



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41

In “Excerpt from *Printer’s Ink*,” how are the main ideas organized in the article? Use **two** details from the article to support your response.

42

In “Excerpt from *Printer’s Ink*” and “Excerpt from *Young Ben Franklin*,” what quality about Ben Franklin is emphasized in both articles? How does each author support this quality about Ben Franklin? Use details from **both** articles to support your response.

In your response, be sure to

- identify a quality about Ben Franklin that is emphasized in both articles
- explain how each author supports this quality about Ben Franklin
- use details from **both** articles to support your response

<https://www.engageny.org/resource/released-2018-3-8-ela-and-mathematics-state-test-questions>



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Understanding Math Questions

Multiple-Choice Questions

Multiple-choice questions are designed to assess the New York State P-12 Learning Standards for Mathematics. Mathematics multiple-choice questions will be used mainly to assess standard algorithms and conceptual standards. Multiple-choice questions incorporate both the grade-level standards and the “Standards for Mathematical Practices.” Many questions are framed within the context of real-world applications or require students to complete multiple steps. Likewise, many of these questions are linked to more than one standard, drawing on the simultaneous application of multiple skills and concepts.

Short-Response Questions

Short-response questions require students to complete tasks and show their work. Like multiple-choice questions, short-response questions will often require multiple steps, the application of multiple mathematics skills, and real-world applications. Many of the short-response questions will cover conceptual and application of the standards.

Extended-Response Questions

Extended-response questions ask students to show their work in completing two or more tasks or a more extensive problem. Extended-response questions allow students to show their understanding of mathematical procedures, conceptual understanding, and application. Extended-response questions may also assess student reasoning and the ability to critique the arguments of others.

Source: Engageny.org



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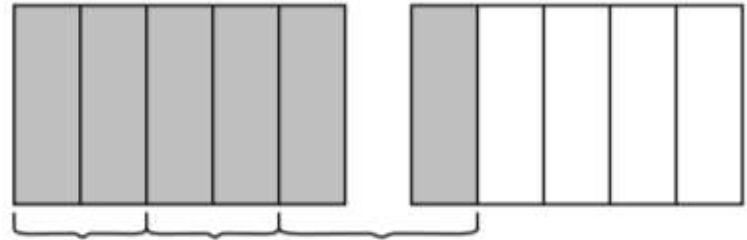
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1

Mr. Smith has 1,104 student photos to display around the school. He plans to put them on 48 poster boards with the same number of photos on each poster board. How many student photos will Mr. Smith place on each poster board?

A 20**B** 22**C** 23**D** 24**11**

The model below is shaded to represent an expression.



Which expression represents the model?

A $\frac{1}{3} \times \frac{2}{5}$

B $\frac{1}{3} \times \frac{5}{2}$

C $3 \times \frac{2}{5}$

D $3 \times \frac{5}{2}$



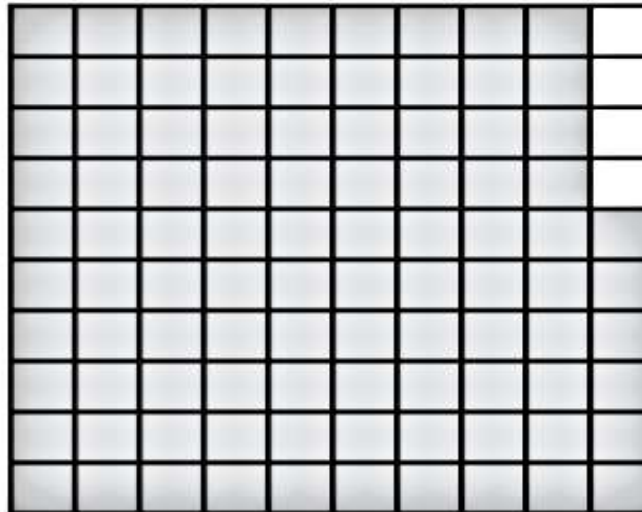
40

Write a number in which the value of the digit 3 is 10 times the value of the digit 3 in 156.32. Explain how you know the number you wrote is correct.

Answer

45

Kia purchased books at a book fair. The shaded part of the decimal grid below represents the part of \$1.00 that she has remaining after purchasing her books.



Kia decides to give all of the money she has remaining to her 3 friends so they can buy some bookmarks which cost \$0.10 each. If Kia gives each of her friends the same amount of money, what is the greatest number of bookmarks that each of her friends can buy?

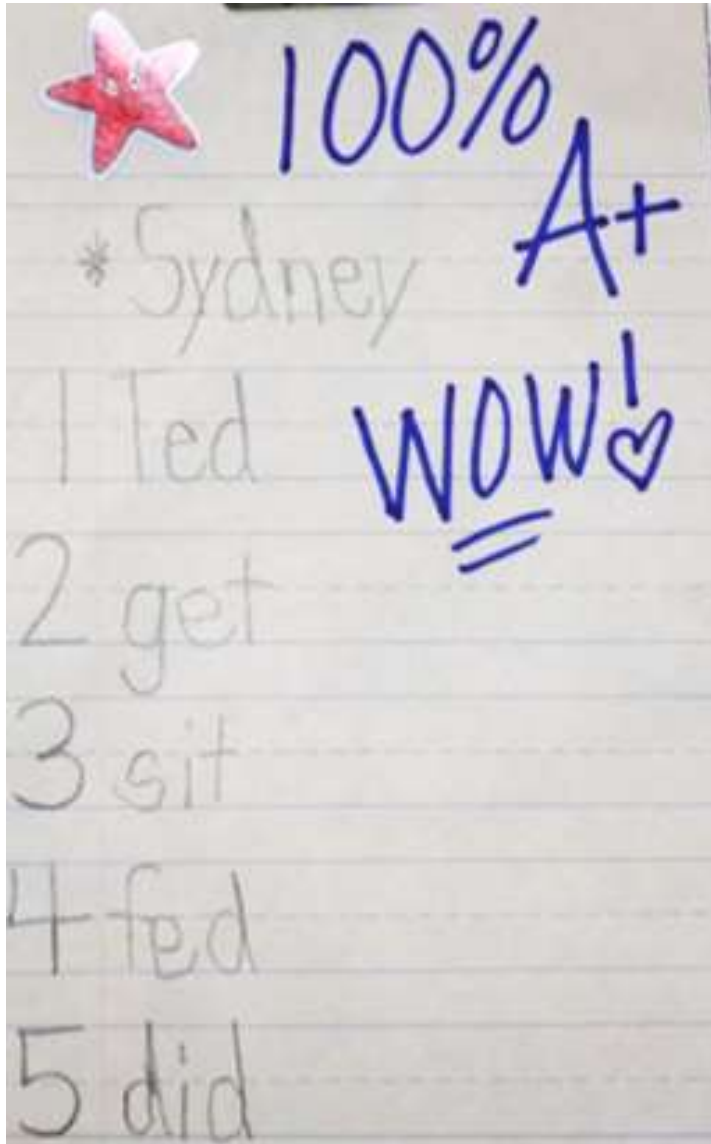
Show your work.

<https://www.engageny.org/resource/released-2018-3-8-ela-and-mathematics-state-test-questions>



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- Raw Score
- Scale Score
- Performance Level



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Performance Level Definitions

Level	Definition
1	Well Below Proficient
2	Partially Proficient
3	Proficient in Standards
4	Excels in Standards



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Student: [Redacted]

Numeric Score: 594

State Percentile: 35

Level: Level 2

Multiple Choice Analysis

Domain	Cluster	Standard	Correct	Incorrect	Count of Questions	% Incorrect	% Correct
Reading-Literature	Craft and Structure	RL.5.4	3	0	3	0.00%	100.00%
		RL.5.5	1	0	1	0.00%	100.00%
		RL.5.6	1	0	1	0.00%	100.00%
	Key Ideas and Details	RL.5.2	1	1	2	50.00%	50.00%
		RL.5.3	5	1	6	16.67%	83.33%
Reading-Informational Text	Craft and Structure	RI.5.4	1	1	2	50.00%	50.00%
		RI.5.5	1	0	1	0.00%	100.00%
		RI.5.6	1	0	1	0.00%	100.00%
	Integration of Knowledge and Ideas	RI.5.7	0	1	1	100.00%	0.00%
	Key Ideas and Details	RI.5.2	0	4	4	100.00%	0.00%
		RI.5.3	3	2	5	40.00%	60.00%
Language	Vocabulary Acquisition and Use	L.5.4	1	0	1	0.00%	100.00%



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2018 Grade 5
ELA Layperson
Chart

Performance Level	Raw Score	Scale Score	Percentage of Raw Points
1	20	585	45%
	21	587	48%
	22	590	50%
	23	592	52%
	24	594	55%
2	25	596	57%
	26	598	59%
	27	600	61%
	28	602	64%
	29	604	66%
	30	606	68%
	31	609	70%
3	32	611	73%
	33	614	75%
	34	616	77%
	35	619	80%
	36	622	82%
4	37	625	84%
	38	629	86%
	39	633	89%
	40	637	91%
	41	644	93%
	42	652	95%
	43	657	98%
	44	661	100%



**2018 NYSED ELA Performance
Arlington CSD**

Grade	Non-Tested	Tested	1	2	3	4
3	74	467	18%	30%	49%	3%
4	127	418	20%	35%	34%	11%
5	175	434	28%	34%	23%	15%
6	206	397	30%	33%	19%	18%
7	267	389	38%	32%	24%	6%
8	351	364	31%	40%	20%	10%
Total	1,200	2,469	27%	34%	29%	10%



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Grade 5 ELA Subgroup Performance

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	175	434	122	28%	146	34%	101	23%	65	15%	166	38%
General Education	129	384	93	24%	128	33%	99	26%	64	17%	163	42%
Students with Disabilities	46	50	29	58%	18	36%	2	4%	1	2%	3	6%
Asian or Native Hawaiian/Other Pacific Islander	2	27	5	19%	6	22%	8	30%	8	30%	16	59%
Black or African American	8	30	13	43%	11	37%	2	7%	4	13%	6	20%
Hispanic or Latino	18	80	33	41%	27	34%	14	18%	6	8%	20	25%
White	137	272	64	24%	96	35%	70	26%	42	15%	112	41%
Multiracial	10	25	7	28%	6	24%	7	28%	5	20%	12	48%
Female	94	217	53	24%	71	33%	53	24%	40	18%	93	43%
Male	81	217	69	32%	75	35%	48	22%	25	12%	73	34%



Reading A-Z Correlation Chart

Reading A-Z	Ages	Grade	Fountas & Pinnell	Reading Recovery	DRA	Lexile
Aa	4 - 6	K	A	1	A-1	BR-70
A	4 - 6	K	A	1	A-1	BR-70
B	4 - 6	K	B	2	2	BR-70
C	4 - 6	K	C	3-4	3-4	BR-70
D	4 - 7	1	D	5-6	6	80-450
E	6 - 7	1	E	7-8	8	80-450
F	6 - 7	1	F	9-10	10	80-450
G	6 - 7	1	G	11-12	12	80-450
H	6 - 7	1	H	13-14	14	80-450
I	6 - 7	1	I	15-16	16	80-450
J	6 - 8	1	J	17	18	451-500
K	7 - 8	2	J	17	18	451-550
L	7 - 8	2	K	18	20	501-550
M	7 - 8	2	L	19	24	551-600
N	7 - 8	2	M	20	28	551-650
O	7 - 8	2	M	20	28	601-650
P	7 - 8	2	M	28	28	601-650
Q	7 - 9	3	N	30	30	651-690
R	8 - 9	3	N	30	30	651-730
S	8 - 9	3	O	34	34	691-770
T	8 - 9	3	P	38	38	731-770
U	9 - 11	4	Q	40	40	771-800
V	9 - 11	4	Q	40	40	771-830
W	9 - 11	4	R	40	40	801-860
X	9 - 11	5	S	40	40	831-860
Y	9 - 11	5	T	40	40	861-890
Z	9 - 11	5	U-W	N/A	50	891-980



Resources

- [Released Questions](#)
- <http://www.corestandards.org/Math/Practice/>
- <http://www.nysed.gov/curriculum-instruction>



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