

**In Arlington**

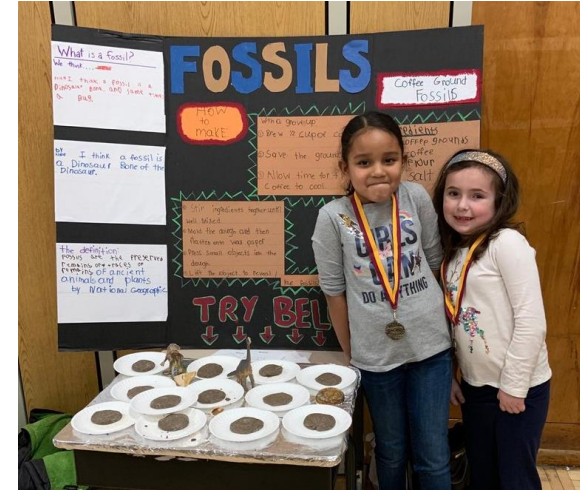


***Participation  
Matters***

# Union Vale Middle School State Testing Presentation

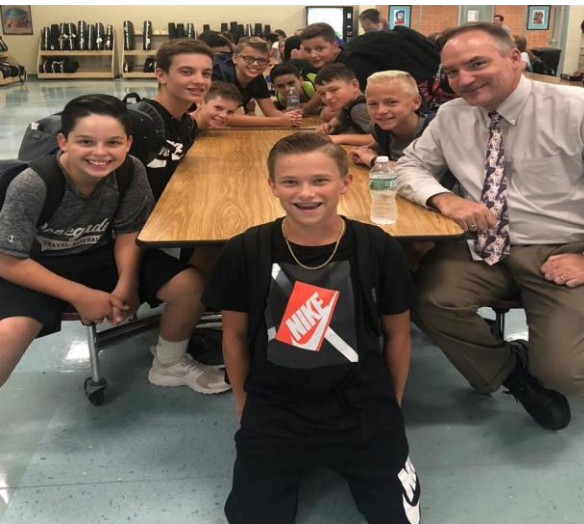


March 21, 2019

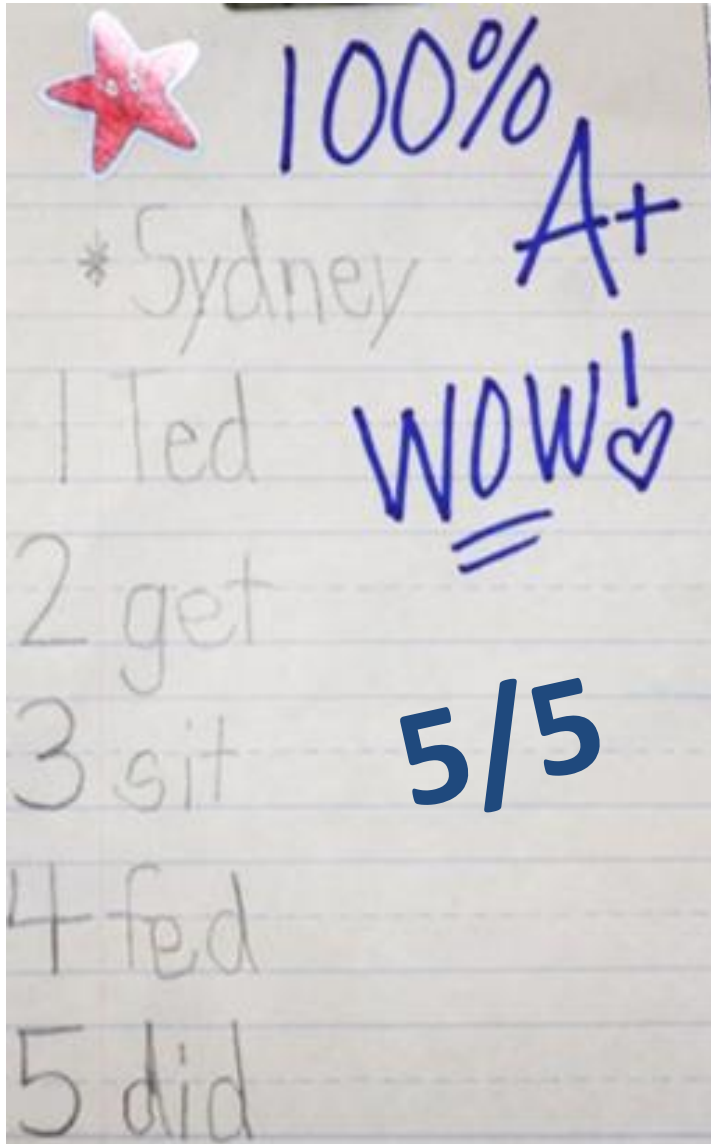


# ARLINGTON CENTRAL SCHOOL DISTRICT

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







- 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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# 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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# 2011 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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# UVMS ELA Performance 2018

| Grades       | Not Tested | Tested     | 1          | 2          | 3          | 4          | Total 3 and 4 |
|--------------|------------|------------|------------|------------|------------|------------|---------------|
| 6            | 124        | 182        | 20%        | 32%        | 22%        | 25%        | 48%           |
| 7            | 164        | 175        | 32%        | 34%        | 27%        | 7%         | 34%           |
| 8            | 210        | 176        | 25%        | 40%        | 23%        | 12%        | 35%           |
| <b>Total</b> | <b>498</b> | <b>533</b> | <b>26%</b> | <b>65%</b> | <b>24%</b> | <b>15%</b> | <b>39%</b>    |



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# UVMS Math Performance 2018

| Grades       | Not Tested | Tested     | 1   | 2   | 3   | 4   | Total 3 and 4 |
|--------------|------------|------------|-----|-----|-----|-----|---------------|
| 6            | 133        | 174        | 13% | 30% | 32% | 25% | 57%           |
| 7            | 173        | 166        | 17% | 35% | 35% | 13% | 48%           |
| 8            | 162        | 99         | 36% | 46% | 16% | 1%  | 17%           |
| R            | -          | 125        | 0%  | 0%  | 21% | 79% | 100%          |
| <b>Total</b> | <b>466</b> | <b>565</b> |     |     |     |     | <b>47%</b>    |



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# ESSA Accountability

- Core Subject Index
  - Total Score/All Enrolled Students
- Weighted Average Index
  - Total Score/All Enrolled or 95% of All Enrolled

|               |                    |                    |                    |                    |
|---------------|--------------------|--------------------|--------------------|--------------------|
|               | <b>Level<br/>1</b> | <b>Level<br/>2</b> | <b>Level<br/>3</b> | <b>Level<br/>4</b> |
| <b>Points</b> | <b>0</b>           | <b>100</b>         | <b>200</b>         | <b>250</b>         |



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## 6<sup>th</sup> Grade 2018 ELA

| Raw Score | Scale Score | Percentage of Raw Points |
|-----------|-------------|--------------------------|
| 21        | 586         | 48%                      |
| 22        | 588         | 50%                      |
| 23        | 590         | 52%                      |
| 24        | 592         | 55%                      |
| 25        | 593         | 57%                      |
| 26        | 595         | 59%                      |
| 27        | 597         | 61%                      |
| 28        | 599         | 64%                      |
| 29        | 601         | 66%                      |
| 30        | 602         | 68%                      |
| 31        | 604         | 70%                      |
| 32        | 607         | 73%                      |
| 33        | 609         | 75%                      |
| 34        | 611         | 77%                      |
| 35        | 614         | 80%                      |
| 36        | 616         | 82%                      |



## Item Response Analysis per Student by Location

This report displays the number and percent of correct & incorrect per student (sorted by NYS Common Core Learning Standards, Domains, and Clusters).

**District Name:** Arlington Central School District

**Location:** UNION VALE MIDDLE SCHOOL

**Home Room:** 102

**School Year:** Jun 30, 2018

**Assessment:** Grade 6 ELA

**Test Date:** Apr 10, 2018

**Student:** [REDACTED]

**Numeric Score:** 602

**Level:** Level 3

**State Percentile:** 53

### Multiple Choice Analysis

| Domain                     | Cluster                            | Standard | Correct | Incorrect | Count of Questions | % Incorrect | % Correct |
|----------------------------|------------------------------------|----------|---------|-----------|--------------------|-------------|-----------|
| Reading-Literature         | Craft and Structure                | RL.6.4   | 2       | 0         | 2                  | 0.00%       | 100.00%   |
|                            |                                    | RL.6.5   | 1       | 0         | 1                  | 0.00%       | 100.00%   |
|                            |                                    | RL.6.6   | 2       | 0         | 2                  | 0.00%       | 100.00%   |
|                            | Key Ideas and Details              | RL.6.2   | 3       | 1         | 4                  | 25.00%      | 75.00%    |
|                            |                                    | RL.6.3   | 5       | 0         | 5                  | 0.00%       | 100.00%   |
| Reading-Informational Text | Craft and Structure                | RI.6.4   | 1       | 1         | 2                  | 50.00%      | 50.00%    |
|                            |                                    | RI.6.5   | 1       | 1         | 2                  | 50.00%      | 50.00%    |
|                            |                                    | RI.6.6   | 1       | 0         | 1                  | 0.00%       | 100.00%   |
|                            | Integration of Knowledge and Ideas | RI.6.7   | 1       | 1         | 2                  | 50.00%      | 50.00%    |
|                            |                                    | RI.6.8   | 0       | 1         | 1                  | 100.00%     | 0.00%     |
|                            | Key Ideas and Details              | RI.6.2   | 3       | 1         | 4                  | 25.00%      | 75.00%    |
|                            |                                    | RI.6.3   | 1       | 1         | 2                  | 50.00%      | 50.00%    |

### Constructed Response Analysis

| Domain                     | Cluster               | Standard | Points Earned | Total Possible Points | Count of Questions | % Earned | N/A |
|----------------------------|-----------------------|----------|---------------|-----------------------|--------------------|----------|-----|
| Reading-Literature         | Craft and Structure   | RL.6.4   | 2             | 2                     | 1                  | 100.00%  | N/A |
|                            |                       | RL.6.5   | 2             | 2                     | 1                  | 100.00%  | N/A |
|                            |                       | RL.6.6   | 2             | 2                     | 1                  | 100.00%  | N/A |
| Reading-Informational Text | Craft and Structure   | RI.6.6   | 1             | 4                     | 1                  | 25.00%   | N/A |
|                            | Key Ideas and Details | RI.6.2   | 2             | 4                     | 2                  | 50.00%   | N/A |
|                            |                       | RI.6.3   | 0             | 2                     | 1                  | 0.00%    | N/A |



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### Text Complexity Metrics for 2018 Grade 6 Passages

| Passage Title  | Word Count | Lexile    | Flesch Kincaid | Reading Maturity Metric* | Degrees of Reading Power* | Qualitative Review |
|--|------------|-----------|----------------|--------------------------|---------------------------|--------------------|
| Excerpt from <i>Last Regrets</i>                               | 791        | 900-1000  | 5.5            |                          | 55                        | Appropriate        |
| Excerpt from <i>The Girl in the Garden</i>                     | 886        | 900-1000  | 6.6            |                          | 57                        | Appropriate        |
| <i>Lightning Strikes</i>                                       | 645        | 900-1000  | 8.8            |                          | 62                        | Appropriate        |
| Excerpt from <i>The Story of Urashima Taro, The Fisher Lad</i> | 740        | 1000-1100 | 6              |                          | 56                        | Appropriate        |
| <i>The Thirst for First is the Worst</i>                       | 381        | 800-900   | 7              |                          | 57                        | Appropriate        |
| Excerpt from <i>The Importance of Winning</i>                  | 420        | 1100-1200 | 8.6            |                          | 64                        | Appropriate        |

\* Depending on when the passage was selected, either the Reading Maturity Metric or Degrees of Reading Power was used as the third quantitative metric.

### New York State 2018 Quantitative Text Complexity Chart for Assessment and Curriculum

To determine if a text's quantitative complexity is at the appropriate grade level, New York State uses the table below. In cases where a text is excerpted from a large work, only the complexity of the excerpt that students see on the test is measured, not the large work, so it is possible that the complexity of a book might be above or below grade level, but the text used on the assessment is at grade level. Because the measurement of text complexity is inexact, quantitative measures of complexity are defined by grade band rather than by individual grade level and then paired with the qualitative review by an educator.

| Grade Band                         | ATOS          | Degrees of Reading Power | Flesch Kincaid | The Lexile Framework | Reading Maturity | SourceRater   |
|------------------------------------|---------------|--------------------------|----------------|----------------------|------------------|---------------|
| 2 <sup>nd</sup> –3 <sup>rd</sup>   | 2.75 – 5.14   | 42 – 54                  | 1.98 – 5.34    | 420 – 820            | 3.53 – 6.13      | 0.05 – 2.48   |
| 4 <sup>th</sup> –5 <sup>th</sup>   | 4.97 – 7.03   | 52 – 60                  | 4.51 – 7.73    | 740 – 1010           | 5.42 – 7.92      | 0.84 – 5.75   |
| 6 <sup>th</sup> –8 <sup>th</sup>   | 7.00 – 9.98   | 57 – 67                  | 6.51 – 10.34   | 925 – 1185           | 7.04 – 9.57      | 4.11 – 10.66  |
| 9 <sup>th</sup> –10 <sup>th</sup>  | 9.67 – 12.01  | 62 – 72                  | 8.32 – 12.12   | 1050 – 1335          | 8.41 – 10.81     | 9.02 – 13.93  |
| 11 <sup>th</sup> –12 <sup>th</sup> | 11.20 – 14.10 | 67 – 74                  | 10.34 – 14.20  | 1185 – 1385          | 9.57 – 12.00     | 12.30 – 14.50 |

Source: Student Achievement Partners





# Taking a Closer Look

- [NYSED Report Card Site](#)
- [NYSED Released Questions](#)
- [ESSA Fact Sheet](#)



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