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Our Students. Their Moment.

New York State Assessment Update

October 2013

Aligning Curriculum, Instruction, and Assessments to the Common Core

- **Common Core curriculum, instruction, and assessments are rigorous and focus on priority knowledge and skills to ensure College- and Career-Readiness.**

6 Instructional Shifts in ELA/Literacy

- **Balance Informational / Literary Text**
- **Build Knowledge in the Disciplines**
- **Staircase of Complexity**
- **Text-based Answers**
- **Writing from Sources**
- **Academic Vocabulary**

6 Instructional Shifts in Mathematics

- **Focus**
- **Coherence**
- **Fluency**
- **Deep Understanding**
- **Applications**
- **Dual Intensity**

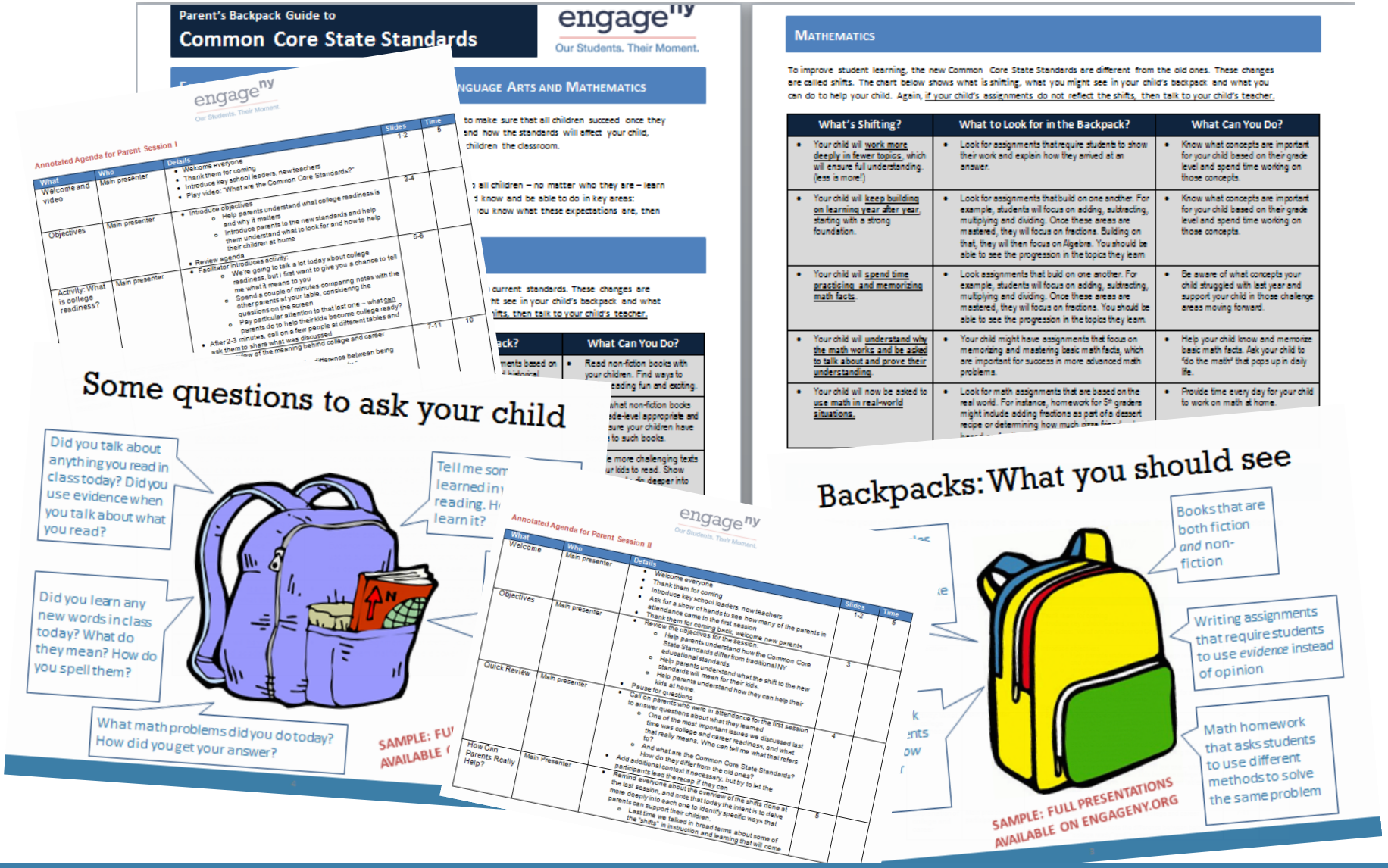
EngageNY - Resources for Professional Development

New and updated Parent and Family Resources

Most relevant and current information, and newest materials highlighted for easy access

One-stop location for resources and materials to support implementation of the Regents Reform Agenda

EngageNY - Toolkit for Parent Engagement



Only Two Required State Tests Are Not Federal Mandates

- Federal law requires the following assessments:
  - Grades 3-8 English Language Arts (ELA) & Mathematics exams;
  - At least one Science exam in Grades 3-5, 6-9, and 10-12;
  - At least one High School ELA and Mathematics exam;
  - Additional assessments for English Language Learners;
  - Alternate assessments for students with severe disabilities.

- There are only two required State tests that are not federal mandates*:
  - Regents Exam in US History & Government;
  - Regents Exam in Global History & Geography.

* Some students may also be required to participate in field testing.

Most other State and Local Tests Are Optional*

- Optional State tests for advanced diploma and coursework purposes:
  - Additional Regents exams in mathematics and science.
- Optional local tests for instructional purposes:
  - Locally-selected interim, periodic, and benchmark assessments.
- Optional local tests for APPR purposes*:
  - Locally-selected summative assessments.

* A locally developed or third-party assessment is required for APPR purposes for teachers of Grades 6-7 science and 6-8 social studies only.

Time Scheduled for 2013 ELA State Testing Decreased in Grades 3-4 and Remained the Same in Grades 5-8

2012			2013		
English Language Arts			English Language Arts		
Grades	**Estimated Time for Completion**	**Time Scheduled**	**Grades**	**Estimated Time for Completion**	**Time Scheduled**
3-5	70, 60, 45 minutes	90, 90, 90 minutes	3-4	50, 50, 50 minutes	70, 70, 70 minutes
6-8	70, 60, 50 minutes	90, 90, 90 minutes	5-8	70, 70, 50 minutes	90, 90, 90 minutes

Required testing time in ELA and math combined is less than 1% of the school year.

Time Scheduled for 2013 Math State Testing Decreased in Grades 3-4 and Remained the Same in Grades 5-8

2012			2013		
Mathematics			Mathematics		
Grades	**Estimated Time for Completion**	**Time Scheduled**	**Grades**	**Estimated Time for Completion**	**Time Scheduled**
3	60, 60, 50 minutes	90, 90, 90 minutes	3	50, 50, 50 minutes	70, 70, 70 minutes
4-8	60, 60, 60 minutes	90, 90, 90 minutes	4	50, 50, 70 minutes	70, 70, 90 minutes
			5-8	50, 50, 70 minutes	90, 90, 90 minutes

Required testing time in ELA and math combined is less than 1% of the school year.

Myths about Testing

Myth	Reality
Common Core assessments require "teaching to the test."	The Department has advised districts against rote test prep practices. Rote test prep is a disservice to students and a waste of taxpayer funds. The best preparation for State assessments is a great teacher providing great instruction.
Common Core assessments are intended to be overwhelming and needlessly stressful to students.	When given proper messages and supports from adults, students can find learning challenges to be rewarding and engaging. In contrast, those who leave school and cannot find a good job struggle without support for the rest of their lives. State tests should be a brief moment for students to demonstrate what they know and can do as one of multiple measures that help educators improve instruction and better support their students.

Myths about Curriculum

Myth	Reality
The State's Common Core curriculum modules are required.	Implementation of standards through curriculum and instruction has always been a local district responsibility. The State's curriculum modules are not required; rather, they are optional and supplemental and may be adopted or adapted by local school districts. If school districts elect to develop or purchase their own materials, the Tri-State rubric can be used to assist this process.
The State's Common Core curriculum modules require or encourage scripted lessons.	The curriculum modules are optional resources, and there is no intention that educators use these modules as a "script" for delivering instruction. Rather, the modules are tools that may be integrated into an educator's professional practice. Whether or not educators use the State's curriculum modules, rote and scripted lessons are a disservice to students. Students need great teachers to provide great instruction.

Teachers, Students, Parents, and the Public Need Clear Expectations and Measures of Progress

- New York has had a State assessment program in place since the 1860's.

- The assessment program is a key tool to support improved teaching and learning:
  - Key measure of how students are doing on NYS Learning Standards;
  - Critical component of the State's accountability system;
  - Contribute to our evaluation of teacher and principal effectiveness.

- Assessments helps us demonstrate that children are meeting rigorous expectations as they progress through the education system:
  - Assessments provide feedback to parents, educators, and the public so they can better monitor and support student learning.

Old and New State Test Questions

2009/10 → 2013

4th-GRADE MATH

On this year's math exams, students had to solve more problems that included more than one step and could not be determined by one, simple calculation.

The diagram below shows a rectangle divided into equal sections. What fraction of the rectangle is shaded?

A: 1/2 C: 2/3

B: 1/4 D: 2/5

A group of 6 people at an elementary school gave a total of $1,890 to a town to fix up a playground. Each person gave the same amount.

At a middle school, 5 people each gave $280 to the same town.

How much more did each person at the elementary school give than each person at the middle school?

Show your work.

8th-GRADE ENGLISH

This year's ELA tests included texts that were on grade level and had more rigorous vocabulary words; students needed to comprehend what they were reading, not just pick out a particular word or phrase.

The author of the passage says that he lost Rufus as a useful working animal during a summer heat spell.

Explain why the author makes this comment about his dog.

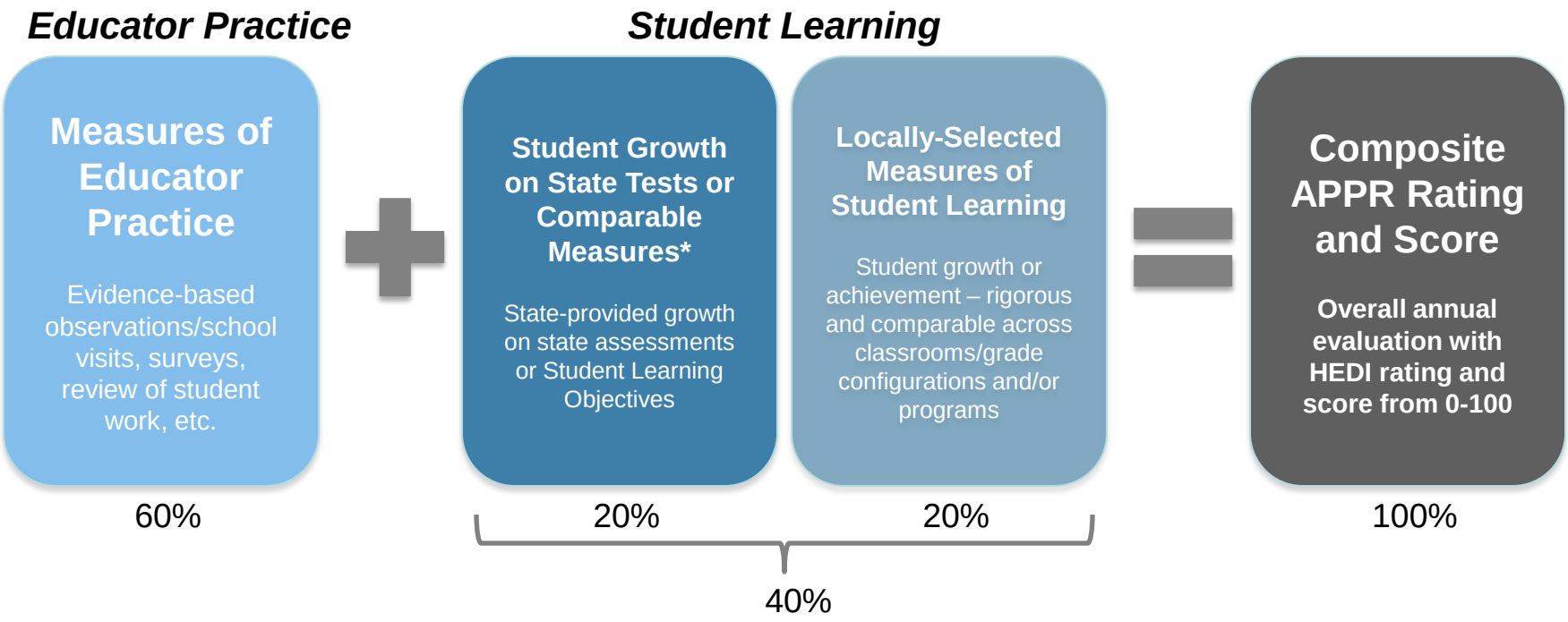
Use details from the passage to support your answer.

Explain how crows and ravens use their intelligence to help them find, capture, and eat food in the article "Brain Birds: Amazing Crows and Ravens."

Use **two** details from the article to support your answer.

Components of the APPR Evaluation System

- Evaluations include educator practice and student learning measures
- Measures result in single composite educator effectiveness score



* In 2014-15, the State will use a value-added measure. At that point, State-provided growth measures will count for 25% for applicable educators and local measures will count for 15%.

Student Learning Objectives

Student Learning Objectives (SLOs) will be used to assess the learning growth of students in classrooms where there is no state assessment that can be used for state-provided growth or value-added measures.

Represents the most important learning for the year (or semester, where applicable)

Based on available prior student learning data (prior academic history and/or pre-assessments*)

A Student Learning Objective (SLO) is an academic goal for a teacher's students set at the start of a course

Specific and measurable (pre-existing local tests and performance-based assessments are allowable where State assessments do not exist)

Aligned to Common Core, state, or national standards, as well as any other district/BOCES and school priorities

* See http://www.engageny.org/resource/alternative-target-setting-models-within-student-learning-objectives-slos

Locally-Selected Measures

- State Growth and Locally-selected subcomponent measures must be different, but they may be based on the same assessment (e.g., growth vs. achievement; student sub-groups, such as lowest or highest performing).
- State assessments may be used in both Growth and Local measures (no additional testing required).
- School-wide growth or achievement results may be used based on one or more State assessment or other approved assessment(s).
- SLOs may be used for educators who do not receive a State-provided growth score.
- “Assessments" need not be standardized tests, but could instead be performance assessments (e.g., extended essay responses, science experiments, and/or other authentic application of skills).

Changes to APPR Plans in Year 2

- **Districts have requested changes to APPR plans that reduce the number of assessments used in both State Growth and the Locally-selected Measures subcomponents through approaches such as:**
  - **Removing the use of pre-assessments as a baseline measurement (not a requirement in SLOs) in favor of using past performance trends, historical data, and/or prior-year assessment results to inform a baseline to set targets within SLOs;**
  - **Removing locally-developed and/or state-approved third party assessments in favor of using school-wide, group, or team measures based on State assessments, where allowable;**
  - **Using the same assessment in a different way between State Growth and the Locally-selected Measures subcomponents.**

ESEA Waiver Update

The Elementary and Secondary Education Act (ESEA) waiver offers opportunities to respond to field feedback in the following areas:

- **Grade 8 Math – Consider allowing the Common Core Regents Exam in Algebra to be used for accountability purposes so that 8th grade students do not have to take the Grade 8 math test in addition to the Regents Exam.**
- **English Language Learners – Explore offering Native Language Arts tests for ELL students.**
- **Students with Disabilities – Consider allowing students with severe disabilities but not eligible for the NYSAA to be tested based on instructional level vs. chronological age.**
- **Career and Technical Education – Explore giving schools "full accountability credit" when a student passes the ELA or math Regents with a score of at least 65 and also passes a Blue Ribbon Panel-endorsed CTE exam (i.e., a student who scores 65 and passes a CTE exam earns schools the same accountability credit they get when a student scores 80 on a Math Regents or 75 on the ELA Regents.)**

ESEA Waiver Process

With Regents approval, the Department will prepare a waiver update request, according to the following process:

- **The Department must demonstrate to USED that New York**
  - Implemented college- and career-ready standards and administered assessments to measure student progress on those standards;
  - Created a system of differentiated recognition, accountability, and support to improve the performance of all schools;
  - Implemented teacher and principal evaluation systems.
- **As with prior waiver submission, the Department will convene the following workgroups to solicit feedback on proposed waiver updates, including**
  - The Board of Regents ESEA work group will lead the work;
  - An Internal cross-Department (SED) work group; and
  - An external “Think Tank” comprised of stakeholders from across the State.

Possible Changes to State Tests

- **The Board of Regents could consider a budget request to increase the number of test forms from 4 to 20 or more forms to:**
  - **Eliminate standalone field testing of multiple-choice test questions;**
  - **Improve the security of operational tests.**
- **In addition, the Department is exploring ways to reduce time for standalone field testing of constructed response items.**

Possible “Teaching is the Core” Local School District Grants

The Department can use its RTTT funding for formative assessments to support “Teaching is the Core” local school district grants:

- **Eligible districts would commit to the review of local assessment practices to ensure that all local tests inform instruction and improve student learning;**
- **Funds would be used to support high quality Common Core instruction, curriculum development, capacity building, formative assessment to support evidence-based decision making, and performance-based approaches to formative assessment (multi-disciplinary projects, research papers, oral presentations, etc.).**

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