

engage<sup>ny</sup>

Our Students. Their Moment.

# New York State Common Core Assessments

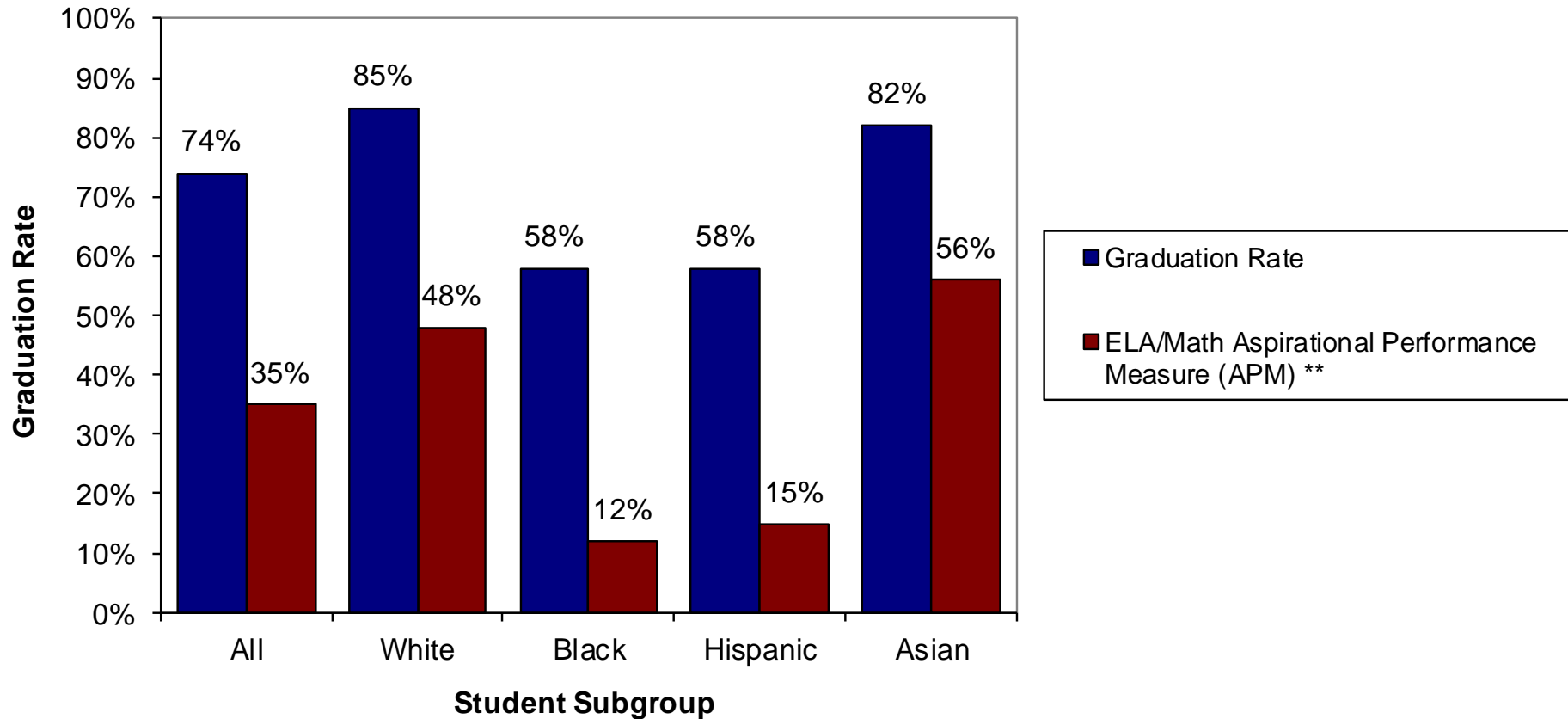
Board of Regents

March 11, 2013



# Our Common Purpose and Resolve\*

## New York State Graduation Rates



\* 2007 cohort, four-year outcomes through June. Source: NYSED Office of Information and Reporting Services

\*\* Aspirational Performance Measures (APM) are based on quantitative analysis of college course placement and performance data, quantitative analysis of SAT data, and interviews with CUNY, SUNY and CICU institutions.

# New York

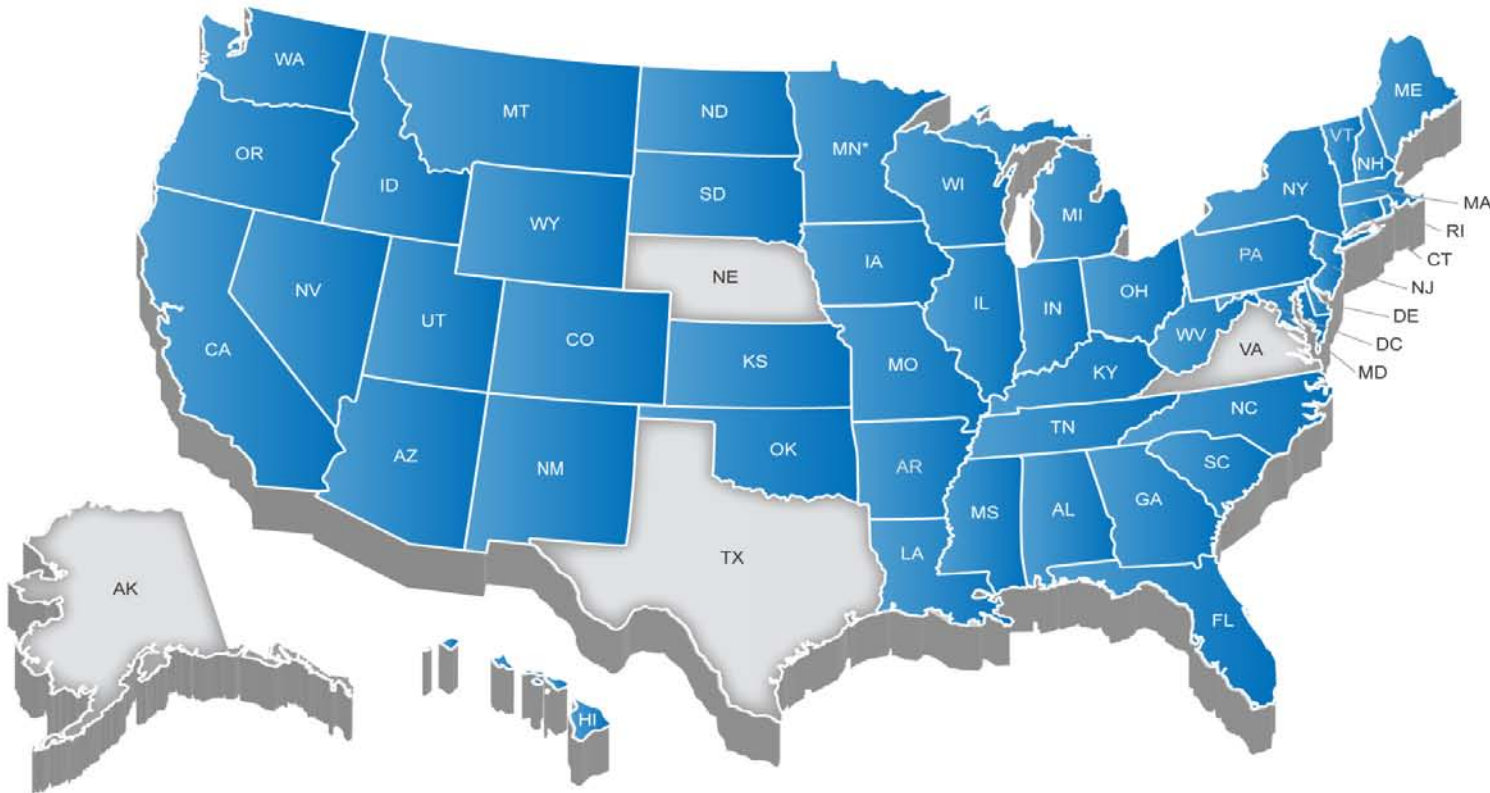
## Percent at or above Proficient: 3-8 ELA & Math

	2009		2010		2012	
Grade	ELA	Math	ELA	Math	ELA	Math
3	76	93	55	59	56	61
4	77	87	57	64	59	69
5	82	88	53	65	58	67
6	81	83	54	61	56	65
7	80	87	50	62	52	65
8	69	80	51	55	50	61
	NAEP 2007		NAEP 2009		NAEP 2011	
Grade	Reading	Math	Reading	Math	Reading	Math
4	36	43	36	40	35	36
8	32	30	33	34	35	30

Source: NYSED June 17, 2012 Release of Data (Background Information: Slide Presentation). Available at: <http://www.p12.nysed.gov/irs/pressRelease/20120717/2012-ELAandMathSlides-SHORTDECK-7-16-12.ppt>. ELA data from slide 16; Math data from slide 31. Percentages represent students scoring a “3” or a “4”.

Source: NAEP Summary Report for New York State. Available at: <http://nces.ed.gov/nationsreportcard/states/Default.aspx>  
Most recent year available for Reading and Mathematics is 2011.

# 46 States\* + DC Have Adopted the Common Core State Standards<sup>1,2</sup>



\*Minnesota adopted the CCSS in ELA/literacy only

<sup>1</sup>For research supporting key elements of the standards see: [http://www.corestandards.org/assets/Appendix\\_A.pdf](http://www.corestandards.org/assets/Appendix_A.pdf)

<sup>2</sup>For comparisons to NAEP see: <http://achieve.org/CCSS-ELA-NAEP-Framework> and <http://www.achieve.org/files/CCSSMathandNAEP.pdf>

# Shifts in ELA Assessments

<b>Shift 1: Balancing Informational &amp; Literary Texts</b>	Passages will be authentic, and will be balanced between informational and literary texts; will require literacy in Science, Social Studies and technical subjects.
<b>Shift 2: Knowledge in the Disciplines</b>	Assessments will contain knowledge-based questions about the informational text; students will not need outside knowledge to respond.
<b>Shift 3: Staircase of Complexity</b>	Passage selection will be based on text complexity that is appropriate to grade level per Common Core.
<b>Shift 4: Text-Based Answers Shift 5: Writing from Sources</b>	Questions will require students to marshal evidence from the text, including paired passages.*
<b>Shift 6: Academic Vocabulary</b>	Students will be tested directly on the meaning of pivotal, common terms, the definition of which can be discerned from the text. Academic vocabulary will also be tested indirectly through general comprehension of the text.

\*Student reads texts from two different authors and makes connections using evidence from both texts.

# Shifts in Math Assessments

<b>Shift 1: Focus</b>	Priority standards will be the focus of assessments. Other standards will be deemphasized.
<b>Shift 2: Coherence</b>	Assessments will reflect the progression of content and concepts as depicted in the standards across grade levels.
<b>Shift 3: Fluency</b>	It will be assumed that students possess the required fluencies as articulated through grade 8; as such, calculators are not permitted in grades 3, 4 and 5 and are only permitted for certain sections in grades 6, 7 and 8.
<b>Shift 4: Deep Understanding</b>	Each standard will be assessed from multiple perspectives, while not veering from the primary target of measurement for the standard.
<b>Shift 5: Application Shift 6: Dual Intensity</b>	Students will be expected to know grade-level mathematical content with fluency and to know which mathematical concepts to employ to solve real-world mathematics problems.

# Test Design

- **More constructed response**
- **Less time for 3<sup>rd</sup> and 4<sup>th</sup> graders**
  - **Math, 3<sup>rd</sup> grade: reduction of 1 hour**
  - **Math, 4<sup>th</sup> grade: reduction of 40 minutes**
  - **ELA, 3<sup>rd</sup> and 4<sup>th</sup> grade: reduction of 1 hour each**

# Common Core Assessment Development

Every item:

- Designed from scratch to measure Common Core
- Field-tested
- Reviewed multiple times in development cycle by multiple New York State Certified Teachers
- Meets industry best practice for item quality, fairness and accessibility
- Meets rigorous criteria developed by NYSED [contract obligation]

**Processes and quality assured by third-party evaluator [same evaluator as for NAEP].**



# NYS Educator Involvement: NYS Assessments

**NYS Educators are represented on the following panels:**

- **New York State Content Advisory Panels**
  - Spans early childhood and P12 through CUNY, SUNY and CICU faculty
- **Item Development, Item Review, Final Form Review**
- **Performance Standards (cut scores)**
  - Teachers, faculty and district-level

**These panels are informing:**

- **College and Career Ready Determinations**
- **Test specifications, policies, and items**
- **NYS policy-level and grade-level performance level descriptors**
- **Setting performance standards**

# Assessment Resources on EngageNY.org

- Test Guides
- Sample Questions
- Assessment Design Documents

*New York State has never been more transparent about what content and skills are measured on our assessments... and how they are measured.*

# **New Scales and Performance Standards**

- **The standards and items are changing, so the scale and performance standards must also change.**
- **The 2013 3-8 assessments are standards-based assessments.**

# Changes

## New score scale

- Scores will range from approximately 100 – 320/350

## New performance categories

- **Level 4:** Student excels in standards for this grade level
- **Level 3:** Student is proficient in standards for this grade level
- **Level 2:** Student does not demonstrate minimum standards for this grade level
- **Level 1:** Student demonstrates little evidence of knowledge and skills for this grade level

# SETTING PERFORMANCE STANDARDS

## College and Career Readiness

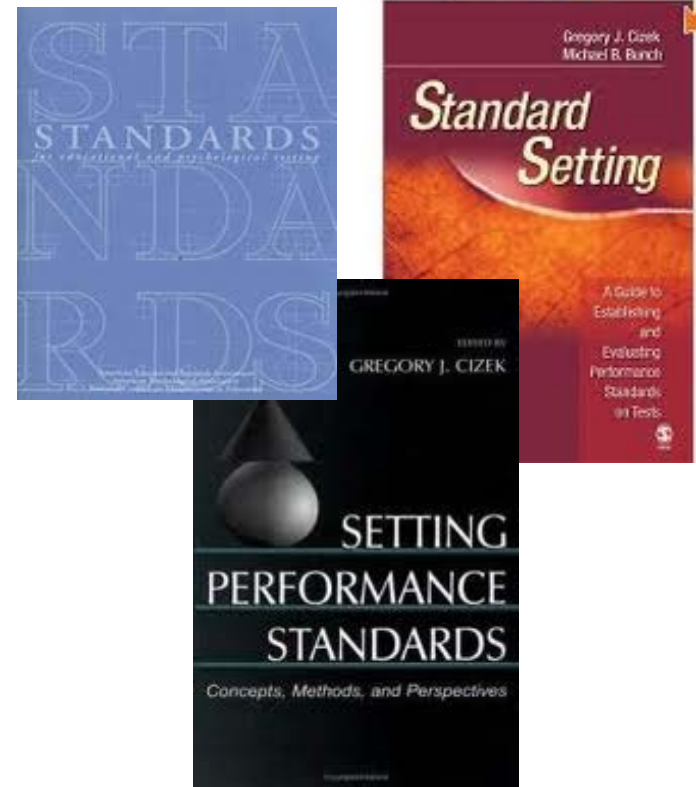


NYS Teachers, SUNY, CUNY and C1CU faculty and national experts from Harvard and College Board are working with Office of State Assessment and Curriculum, Regents Research Fund and Pearson to define what it means to be on track in ELA and Math for college and career readiness for each grade.

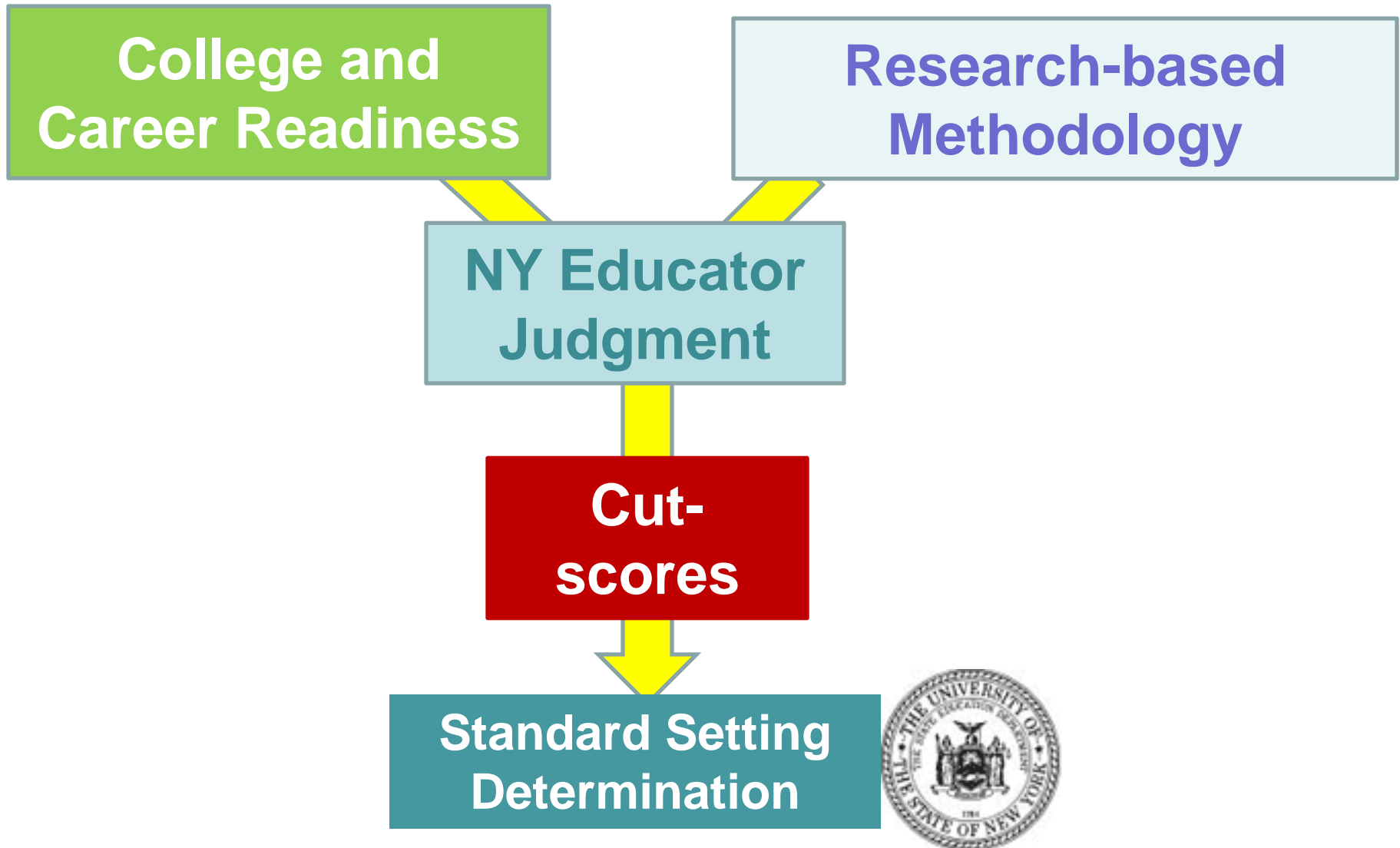
# SETTING PERFORMANCE STANDARDS

- Over 100 New York State Educators
  - Certified teachers as well as district administration and higher education representation
  - Regional and demographic representation
- Five days in Troy, New York
- National experts in performance standard setting

## Research-based Methodology



# SETTING PERFORMANCE STANDARDS



# Common Core Regents Exams



**Rigorous  
Standards,  
Curriculum,  
Instruction and  
Assessments  
Pre-K to 12**



**NY Graduates  
are College and  
Career Ready**



**NY HS Grads Have  
Skills To Enroll in  
and Pass Credit-  
bearing Courses in  
1<sup>st</sup> Semester and/or  
Embark on Careers**



# PARCC Assessment Update

- A computer-based, innovative assessment system to test the full range of student performance on the Common Core Standards.
- The assessment will provide data to inform instruction, interventions, and professional development.
- The assessment will determine whether students are on track to college and career readiness in math and ELA/Literacy. By 11<sup>th</sup> grade, students will receive a determination of college and career readiness in math and ELA/Literacy.
- NYS adoption of PARCC is dependent on Board of Regents approval.

# New Assessments and Growth

We anticipate lower percentage of students who score at or above grade-level against a trajectory of college- and career-readiness as measured by the new Common Core assessments.

However, we expect that the State-provided growth scores will result in similar proportions of educators earning each rating category\* in 2012-13 compared to 2011-12.

\*Highly Effective, Effective, Developing, Ineffective