

ELA and Math Assessments Building to Region Reference Reports Student Roster Reports

Important meaning and instructional program insight can be realized by comparing the performance results of students of a given district and/or building who have taken the NYS Assessments in English Language Arts (ELA) and Math grades 4 and 8 with the results from a larger reference group. The reference group in these reports is a population of 4th or 8th grade students in excess of 18000. These students come from urban, suburban, and rural school districts.

The purpose of the report is to allow administrators and teachers to compare their students' performance with the benchmarks derived from the larger reference group.

Building to Region Reference Reports

Each report is organized by the operational item map which is released from the testing company through SED. The reports follow the precise order of the ELA Standards or Math Key Ideas. Within each Standard or Key Idea, the sub-skills tested are then listed.

Begin by looking at the SPI (or Key SPI) which appears immediately to the right of the SPI (or Key SPI) description. These are all numbers between 0 and 100. This is the most valuable measure to be found. Under the column heading **Your building** you will find the average SPI (or Key SPI) for all your students that took the assessment.

- For instance:
 - If the number is 61.33 - this means that if there had been 100 items on the assessment dealing with this particular Standard (or Key Idea), your building averaged 61.33 % correct responses.
 - Is this good or bad? The only way to know is to compare yourself to a reference group. These references are provided under the column heading **Regional Mean, Level 3 cut point, etc.** If your school's 61.33 is higher than the **Regional Mean**, that means you did better than all of the combined students in the region.
 - Is this good enough? The **Level 3 cut point** is the most critical measure. This is the minimum threshold needed to achieve a Level 3 performance. Use this as the measure (benchmark) that you want to exceed.

Next, examine the sub-skills assessed within the particular SPI (or Key SPI). If the item has an MC to the left of the number, this indicates that the question comes from book 1 and is kept secure. (Items without an MC are found in book 2 of the Math assessment.)

- All items related to the same sub-skill are bundled together.
- Under the column heading **Your building** you will find the p-value response of your students on the particular item. For instance, if your 4th or 8th grade had 100 students answer this item and the **p-value is .40**, this means that 40 of your students answered the item correctly.
 - Is this good or bad? The only way to know is to compare yourself to a reference group. These references are provided under the column heading **Regional Mean, Level 3 cut point, etc.** If your school's .40 is higher than the **Regional Mean**, that means you did better than all of the combined students in the region.
 - Is this good enough? The **Level 3 cut point** is the most critical measure. This is the minimum threshold needed to achieve a Level 3 performance. Use this as the measure (benchmark) that you want to exceed.

- The p-value of .40 also helps us to know the item difficulty (a p-value is also referred to as a difficulty index). If your school's p-value is .40 and the regional mean is .35, this means that you in fact did very well on an very difficult item.
 - Of course, if your school's p-value is .40 and the regional mean is .75, this means that you did poorly compared to the reference group and indicates a hole in your instructional program with regard to the particular sub-skill.
- Do not draw major conclusions on the result of any single item. If the item is bundled, look at the results of all the individual items as a whole. In the case of math, many items are not bundled, but they generally are book 2 questions. In this case, review the question and student work found in the book 2 which is in your possession. These book 2 items are not secure questions.

Student Roster Reports

These reports list the individual student SPI (or Key SPI) results. The report is ordered by Scale Score in descending order. That is, on the first page will be all your Performance Level 4 (this is coded as 24) students. Next, is the Level 3 (coded as 23) students, and so on.

The most import use of this report is found at the break between Level 3 and Level 2 students.

- In the case of Math, each of the 7 Key SPIs for the student can be compared to the Level 3 cut point. You will see that not all students have done poorly on each of the SPIs. Rather, the student's problem may have to do with possibly only 2 or 3 of the Key Ideas in math.
- Information found here should be used by the AIS teacher to determine a student's strengths and weaknesses and then their AIS can be tailored to address the specific need of the student.
- Other benchmarks (**Regional mean** and **Your school**) are provided.
- In the case of ELA, there are only 3 SPIs to report on for each student. Additional insight can be gained by examining students' holistic scores on the book 2 which reflect an assessment of reading, listening, independent writing, and writing mechanics. The values presented for these scores are converted to p-values.
 - If the reading score had a maximum rubric score of 4 points and the student received 3 points, the p-value reported would be .75 - this methodology permits consistency throughout all the reports.
- Again, look at the break between Level 3 and Level 2 to gain insight into a student's specific strengths and weaknesses.

If additional guidance is required, contact:

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