

**Putnam/Northern Westchester BOCES  
NYSED Curriculum & Assessment Update  
September 2008**

**Proposed Interim Growth Model for Accountability**

As per Johanna Duncan-Poitier, Deputy Commissioner, NYSED

NYSED is complying with State law (Chapter 57 of the Laws of 2007) that requires the State to implement an interim growth model—if that model is approved by the USED—by 2008-09.

- The State has proposed an Interim Growth Model which will transition to a Value-Added Accountability Model by 2010-11.
- NYSED will then issue a Request for Proposals to design and build the new Grades 3-8 Testing Program to be implemented in the 2010-11 school year.
- Currently, schools and districts are held accountable for the percentage of students who are proficient or partially proficient at a given point in time. This is a status model which makes schools and districts responsible for demonstrating that an increasing percentage of students are proficient over time. Under a growth model, when students are not proficient, schools and districts are expected to show that a student is making sufficient annual progress to become proficient within a specified period of time.
- For general education students, sufficient growth is defined as moving to proficient within four years. In high school, for certain ELLs and certain SWDs, and students who enter high school far below standards, schools will have five years to demonstrate proficiency in ELA and Math.
- Timeline
  - 2008-09: Implement Growth Model, using 2007-08 school year data as base and 2008-09 school year data to measure growth.
  - 2009-10: Use data from 2008-09 assessment results to make AYP decisions for schools and districts.
  - 2010-11: Implement new Grades 3-8 Testing Program.

**Interim Growth Model for Accountability - Additional Information**

As per David Abrams, Assistant Commissioner, Office of Assessment, Standards & Reporting, NYSED, September SCDN Meeting

- Because student growth is examined and accounted for, the Growth Model is another form of Safe Harbor.
- It is likely that the size of the assessments will change due to the growth data collection process.

- David Abrams will be coming to the Putnam/Northern Westchester BOCES on October 15, 2008 from 9:00 am - 12 noon to discuss the proposed Interim Growth Model and get feedback from the field.

### **Statewide Standards Review Initiative: Summary and Update**

As per Howard Goldsmith, Executive Coordinator, Office of Curriculum and Instructional Support, NYSED, September SCDN Meeting

- One set of standards for all students.
- Replace the items currently designated as "standards."
- Use the "Core Performance Indicators" and "Qualities" from the State assessment rubrics to develop revised standards.
- Embed literacy into all of the content areas.
- The study of literature and language should be emphasized and elevated as an endeavor separate from literacy.
- Add "viewing" and "(re) presenting."
- Format revision.
- Final revisions will be completed and ready for public comment in December.

### **Assessment Information**

#### **ILS Testing Requirements**

As per Anita Behn and Will Jaacks, Science Curriculum Specialist, NYSED

The following information on testing requirements is in the 2008 New York State Grade 8 Intermediate-Level Science Test Manual for Administrators and Teachers

(<http://www.emsc.nysed.gov/osa/sam/gr8sci08.pdf>)

- The Grade 8 Intermediate-Level Science Test should be administered to students in the grade in which they will have completed all of the material in the Intermediate-Level Science Core Curriculum, Grades 5-8. While this grade is typically grade 8, the test may also be administered to students in Grade 7 who will have completed by the end of this school year all of the material in the ILS Core Curriculum, Grades 5-8 and are being considered for placement in an accelerated high school level science course when they are in Grade 8.
- The inclusion of Grade 7 students who meet these criteria is a local decision. Schools can use the scores for these Grade 7 students to help determine whether students should be placed in accelerated science courses. Students who take the test in Grade 7 will not be permitted to take the test again in Grade 8. Therefore, caution is advised in administering the test to Grade 7 students. If a Grade 7 student scores below the State-designated level of performance, the student will be required to have academic intervention services the following year.

- Schools are required to administer this assessment to those Grade 8 students who did not take this assessment last school year as Grade 7 students, unless such students will be taking a Regents Examination in science at the end of this school year. School principals have the discretion to either require or waive the Grade 8 Intermediate-Level Science Test for those accelerated Grade 8 students who did not take this examination during the last school year but who will be taking a Regents Examination in science at the end of this school year.
- For those accelerated students for whom the school waives the Grade 8 ILS Test, the student's achievement in science will be measured by the student's performance on the Regents Examination in science. Students who are repeating Grade 8 are required to take this test again.

### **Science and Home-Schooled Students**

As per Steven Katz, Director, Office of State Assessment, NYSED

- Commissioner regulations state that "in order to qualify to take a Regents examination in any of the sciences, a student must complete 1200 minutes of actual hands-on (not simulated) laboratory experience with satisfactory documented lab reports. The 1200 minutes of laboratory experience must be in addition to the required classroom instruction associated with earning a unit of credit."
- A school administrator or teacher may NOT exempt a student from the laboratory requirement. All students must complete the lab requirement. Students who are hospitalized, homebound, or home-schooled may be given comparative laboratories or alternative laboratories. An alternative laboratory should address the same content, concepts, and process skills that would be addressed in the classroom/laboratory.
- Homebound instruction is addressed in a document entitled *Handbook on Services to Pupils Attending Nonpublic Schools* and may be accessed at <http://www.emsc.nysed.gov/nonpub/HANDBOOKonServicesToPupilsAttendingNonpublicSchools/NPSHomeboundInstruction.htm>.
- The Part 100 of the regulations of the Commissioner of Education may be accessed at <http://www.emsc.nysed.gov/part100/opener.html>.
- The Science Part 100 A & A may be accessed at <http://www.emsc.nysed.gov/part100/pages/policyqascience.html>.

### **Important Scoring Notice Affecting Social Studies Regents Examinations**

As per Anne Schiano, Assistant Director, Curriculum, Instruction & Technology, NYSED  
 In order to make the Regents level social studies scoring materials easier to use, the Rating Guides for the Regents examinations in *Global History and Geography* and *US History and Government* have each been split into two volumes, beginning with the August 2008 administration. Volume 1 for each examination contains the scoring key for Part I

(multiple-choice questions) and Rating Guide for Part II (thematic essay). Volume 2 contains the Rating Guide for Part III A (scaffold questions) and Part III B (document-based essay question). Comments about this structure can be made to the Office of State Assessment at [emscassessinfo@mail.nysed.gov](mailto:emscassessinfo@mail.nysed.gov)

### **Mathematics Regents – June 2009**

As per David Abrams, Assistant Commissioner, Office of Assessment, Standards and Reporting, NYSED, September SCDN Meeting

- Standard-setting for the Integrated Algebra Regents was a good process, but it took a long time. NYSED is considering giving the new Geometry Regents a week earlier to give the standard-setting process more time.

### **New 2008 School Administrator's Manual Online**

As per Anne Schiano, Assistant Director, Curriculum, Instruction & Technology, NYSED  
The 2008 revised Office of State Assessment School Administrator's Manual is now available online with a search text box and other interactive features. This can be found at the following site:

<http://www.emsc.nysed.gov/osa/sam/secondary/home.html>

### **Grade Eight Acceleration for Diploma Credits**

As per Anita Behn and Will Jaacks, Science Curriculum Specialist, NYSED

This information is to clarify Part 100 of the Regulations of the Commissioner of Education, which provide public school students in grade 8 the opportunity to take high school courses in mathematics and in at least one of the following areas: English, social studies, languages other than English, art, music, career and technical education subjects or science courses.

- This provision was put in place to provide opportunities for individual students rather than as a vehicle for accelerating entire cohorts of students into high school courses.
- Superintendents or their designees shall determine whether an 8<sup>th</sup> grade student has demonstrated readiness to take high school courses. School districts are encouraged to develop and use a written set of criteria to determine each student's readiness for acceleration.
- Grade 8 students who are accelerated for diploma credit must have been provided instruction designed to facilitate their attainment of, by the end of grade seven, the State intermediate learning standards in each subject area in which they are accelerated.

- Part 100 Regulations of the Commissioner of Education allow only grade 8 student the opportunity to be accelerated into high school courses in the 8<sup>th</sup> grade and to receive credit for use in satisfying diploma requirements. This provision does not extend to grade 7 students.
- Information on Grade 8 acceleration for diploma credit may be found in subdivision 100.4(d) of the Part 100 Regulations of the Commissioner of Education. Section 100.4 may be accessed at <http://www.emsc.nysed.gov/part100/pages/1004.html>