

Update June 2013

Assessment

SED does not yet know what the ELA Day 2 time issues will have on the student results. They had planned for the “typical” student to have twenty minutes of extra time which represents a trimming of the extra time from the previous year but this is not how it happened. SED has received anecdotal feedback about which students did not finish on ELA Day 2. Their analysis will illuminate the impact, if any, on student results.

There was just one passage that overlapped from Pearson’s test prep publications with the fifty or so passages included in the ELA assessments. Please recall that ALL of the passages used in the assessments are now gathered from published, authentic text.

SED intends to eventually release some of the test items (but not entire tests). They do not intend to release entire tests because of the expense of recreating item banks. They also want to avoid any narrowing of the curriculum to match entire tests (as has been the tradition in preparation for Regents exams).

[NYSITELL](#) is the new test for the identification of English Language Learners and it will be implemented February 1, 2014. This will take the place of the LAB-R. Some schools will pilot the NYSITELL with students – having students take both the LAB-R and NYSITELL. For the August Regents exams, the exams must be scored by the number of required teachers none of whom can be the summer school teacher or the child’s teacher from the previous school year.

In response to concerns over the ELA Regents conversion scale, SED says: “The Regents Comprehensive Examination in English was developed to assess student achievement after three years of high school English based on the 2005 New York State English Language Arts Core Curriculum and Core Performance Indicators; Standards 1, 2 and 3; and the key ideas of listening, reading, and writing. Examination questions are selected based on content coverage and psychometric properties. Care is taken to include a variety of questions so that the examination provides information on achievement levels. The standards for these achievement levels were established by a diverse and representative panel of New York State certified high school English teachers through a process called standard setting. This panel defined the achievement levels necessary for students who take the Regents Examination in English to earn a passing scale score of 65 or a passing with distinction scale score of 85. The achievement standards established by this panel are kept consistent for all the administrations of the same examination with the use of an equating procedure. As a result, the efforts that all students are required to make in order to earn a given score on the various administrations of this examination are equivalent.”

APPR

SED continues to prepare the switch from “growth” to “**value-added**” for *this* year (2012-2013). They anticipate making a [recommendation](#) to the Board of regents this month. The Regents Task Force was convened by the Commissioner on June 3rd, as required by the regulation. To the extent possible, any teacher or principal, who is the teacher/principal of record will need to be evaluated pursuant to the requirements of Education Law section §3012-c and the requirements of the district/BOCES’ approved APPR plan. Districts and BOCES will need to determine locally their processes for conducting observations, setting SLOs (e.g., short-term SLOs), and other details about the APPR for these educators to ensure that, to the extent possible, they are evaluated pursuant to the requirements of Education Law section §3012-c and the district/BOCES approved APPR plan. Substitutes, long-term or otherwise, are not

covered by §3012-c, unless they are also teachers of record (see Section B3 of APPR Guidance).

Network Team Institute

SED has changed their format for the Network Team Institute in July and has extended an open invitation across the state (however, registration for the July 8-12 event is not yet available). Participants will be able to attend parallel sessions focused on building their capacity to establish and maintain systems to support high quality, rigorous, and deeply aligned implementation, including information about tools to integrate implementation of APPR, Common Core, and Data Driven Instruction with fidelity. OCM BOCES Network Team members will continue to attend the sessions and will continue to include information from Network team Institutes in the work that OCM BOCES does with districts.

Curriculum

The ELA modules that include science content are *not* science instruction. Teachers should continue to teach science. The Next Generation Science Standards (NGSS) are still not quite complete; some appendices are not yet available. The request for feedback (using the NYS Science Standards Evaluation Tool) will be issued as soon as all of the appendices are released. The evaluation tool allows educators to compare our current standards against the tool and the NGSS against the tool. As soon as all the materials are available the field will be asked for their feedback with a request for feedback due by mid-July. The plan is to make a recommendation about the NGSS to the Board of Regents in September.

This is the timeline for math modules:

	Grade Band	By July 31	By September	By December	By April 2014
Math	P-5	1/2		All	
	6-8, 10	1/3	2/3	All	
	9	All			
	11,12		1/3	2/3	All

Many aspects of the required research are connected to inquiry and 21st Century Skills. The SED is likely to provide a checklist to districts to assist their implementation of this anticipated requirement. The emphasis on research is on analysis and evaluation rather than on finding information (a shift). While most of the discussion of the research requirement is within an ELA context, it is, in fact, not about ELA. Rather, it is about all content areas.

This is the timeline for the release of ELA modules:

	Grade Band	By July 31	By September	By December	By April 2014
ELA	P-2	2/3		All	
	3-5	All			
	6-8	1/2		All	
	9-12	1/4	1/2	3/4	All

The next round of feedback gathering for the P-12 Social Studies Framework will likely occur in late summer. A recommendation to the Board of Regents would happen after those data are analysed and the draft Framework is adjusted.