



INFORMATION SESSION 2022





2022: MORE STANDARDIZED TESTS THAN EVER

- NYS Grade 3-8 Exams – March and April
- NYS Regents Exams – June
- NYSESLAT (for English language learners) – April - May
- NYC academic “screeners” (MAP, iReady, or Acadience) – fall, winter, and spring
- DESSA (social-emotional “screeener”) – fall



TESTING TIME ON SCHOOL CALENDAR

	Academic Screeners, K-5
	NYS Standardized Testing, G3-5
	Students not in school

2021-22 School Year

SEPTEMBER						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER						
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER						
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL						
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		


Jan & Feb
 Testing Days: 20
 Instructional Days: 34

May & June
 Testing Days: 21
 Instructional Days: 38

Sept & Oct
 Testing Days: 20
 Instructional Days: 33




Grade 3-8 TESTING TIMELINE

- Spring 2022 testing windows:
 - English Language Arts (ELA): March 29-April 5
 - Math: April 26-May 4
 - Science: May 24- June 6
 - Student services generally unavailable during testing – rooms and staff diverted to testing
 - Following testing windows, students may have substitute teachers while staff are sent to grade tests
 - Schools receive scores (1-4 scale) in the **fall of the following school year**
- 



NYS GRADE 3-8 EXAMS

- Administered annually in accordance with federal law
 - 6 days (ELA and math) in grades 3, 5, 6, and 7
 - 8 days (ELA, math, science) in grades 4 and 8
 - Untimed
 - Multiple choice & short answer
 - Paper & pencil or computer-based, depending on school/district
 - Intended to assess whether students are meeting state standards in an effort to narrow an “achievement gap”
- 



2014_math_grade_3_sample_annotated_items.pdf (page 48 of 112)

Jimmy's teacher asked him to describe a situation in which the number of objects could be represented by $24 \div 4$.

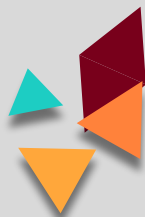
Jimmy started his description, shown below. Complete the description so that the number of objects can be represented by $24 \div 4$.

A pet store had a total of 24 fish. $24 \div 4 = 6$

Score Point 0 (out of 2 points)

This response is incorrect. The correct procedure is to use a narrative to provide a context where the number of fish can be represented by $24 \div 4$. This response instead solves $24 \div 4$ and, although the calculation is correct, the work is not sufficient to demonstrate even a limited understanding of the mathematical concepts embodied in the task.

SCORING



Jimmy's teacher asked him to describe a situation in which the number of objects could be represented by $24 \div 4$.

Jimmy started his description, shown below. Complete the description so that the number of objects can be represented by $24 \div 4$.

A pet store had a total of 24 fish. 6 groups of all written down below.



Score Point 0 (out of 2 points)

This response is incorrect. The response presents a visual representation that, while correct, does not address the mathematical concepts embodied in the task. The correct procedure is to complete the narrative description to provide a context where the number of fish can be represented by $24 \div 4$.

SCORING



Jimmy's teacher asked him to describe a situation in which the number of objects could be represented by $24 \div 4$.

Jimmy started his description, shown below. Complete the description so that the number of objects can be represented by $24 \div 4$.

A pet store had a total of 24 fish. The fish will be separated into 4 groups. Six fish are in one group.

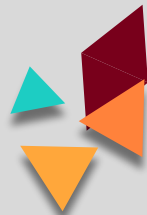
$$24 \div 4$$



SCORING

Score Point 1 (out of 2 points)

This response demonstrates only a partial understanding of the mathematical concepts. The response contains a partially correct description (The fish will be separated into 4 groups. Six fish are in one group); however, this description is incomplete because it does not indicate division into *equal* groups. The illustration is correct but not part of the written description and therefore not assessed.



Jimmy's teacher asked him to describe a situation in which the number of objects could be represented by $24 \div 4$.

Jimmy started his description, shown below. Complete the description so that the number of objects can be represented by $24 \div 4$.

A pet store had a total of 24 fish. They had 4 fish tanks. How many fish go in each fish tank.

Score Point 1 (out of 2 points)

This response demonstrates only a partial understanding of the mathematical concepts. The response contains a partially correct description (They had 4 fish tanks. How many fish go in each fish tank); this description lacks the specificity required to indicate that the total number of fish is divided *equally* between four tanks.

SCORING

MORE TRUTH ABOUT THE TESTS



Time & Money Wasted

Instructional time is too scarce to be spent on testing and test-prep.

Tests cost millions that could fund smaller class size, services, afterschool, enrichment, and more.



Invalid & Unhelpful Metrics

Results are not specific or timely enough to be useful.

Scores directly correlate with family income.

Higher ed is moving away from using standardized tests for admissions.



Culturally Unresponsive & Reinforces Trauma

Originated by eugenicists, standardized tests were designed to support white supremacist policies.

High-stakes tests create undue stress even during non-pandemic times.



DESPITE WHAT YOU MAY HAVE HEARD

- Results do NOT show whether a student is meeting state **standards**.
- Scores are NOT needed for middle or high school **admissions**.
- Scores are NOT needed to secure special education **services**.
- Results do NOT measure “**learning loss**”.
- Your school or district will NOT **lose funding** if students opt out.
- These tests are NOT good **practice** for other tests they may take later in life.





MYTHS ABOUT STATE TESTS



MYTH 1: State standardized tests evaluate whether students are meeting specific standards in math and English.

REALITY 1: Whether or not students have the knowledge to meet state standards, they will not answer the test questions correctly unless they have been specifically prepared for these tests. And don't forget if it's not tested, it's not taught.

MYTH 2: State standardized tests can demonstrate a student's potential.

REALITY 2: *Hamilton's* Anthony Ramos struggled to pass the ELA exam. A brilliant economist bombed the SAT. Research shows grades to be 5x more reliable an indicator of academic success.

MYTH 3: Test results measure if students have experienced "**learning loss.**"

REALITY 3: Learning loss is a myth, analogous to summer slide, which has been debunked. It comes from a deficit mindset and does not build on children's strengths.



MYTHS ABOUT STATE TESTS



<p>MYTH 4: (Low) state test scores are needed to secure special education services.</p>	<p>REALITY 4: A student does not need a test score to qualify for services. In fact, it can be a cruel ordeal to ask special needs students to take these tests, which were not designed for them and can sap their confidence. Testing can last hours longer for these students and they are sequestered away from their peers, sometimes in substandard conditions, to take the tests.</p>
<p>MYTH 5: (High) state test scores are needed for middle or high school admissions</p>	<p>REALITY 5: Every school must provide an alternative rubric for admissions (most often giving more weight to grades) for students who do not take the State Tests.</p>
<p>MYTH 6: Tests are “good practice” because eventually every student will have to take some kind of test.</p>	<p>REALITY 6: How a student performs on these tests does not forecast success on other tests.</p>





MYTHS ABOUT STATE TESTS



<p>MYTH 7: Standardized State Tests hold schools and teachers accountable for your child's education.</p>	<p>REALITY 7: Instead, the school year revolves around test prep, leaving little to no time for a teacher to respond to your student. Tests limit creation of meaningful curriculum, reducing curriculum to test-prep instead of in-depth culturally and personally responsive material.</p>
<p>MYTH 8: Not taking the test will hurt my teacher or my school.</p>	<p>REALITY 8: Teachers are no longer evaluated based on State Tests and while schools are threatened with defunding if they fall below the 95% test taking mark, this has yet to happen.</p>
<p>MYTH 9: Test results are needed to allocate funding where it's most needed.</p>	<p>REALITY 9: Tests actually reinforce the unequal funding across the system, rewarding already better funded schools. Testing is a huge industry that rewards corporations and not students.</p>





THE BIGGEST MYTH...

...is that your child has to **take** the tests.

Schools have to **administer** them (that's federal law) but **parents have the right to refuse** to allow their children to take them. Your child and your child's teachers cannot be penalized for your actions.

By opting out, you are joining a **nation-wide movement** and sending the message that **our children deserve meaningful, equitable teaching and learning.**

All you have to do to opt out of state tests is write a **letter** or send an email to your principal stating that your child will not take them.

You may be told you have to meet with your child's principal – you do not.

Find sample letters at **optoutnyc.com**





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VERDAD SOBRE
LOS EXÁMENES**

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**THE
UNCOMFORTABLE
TRUTH ABOUT
THE TESTS**



Families,
teachers and
schools win
when students
opt out.



MORE INFORMATION

Sample refusal letters in English & Spanish:

optoutnyc.com/sample-opt-out-letters

If you'd like someone to talk with your community about test refusal, please contact NYC Opt Out at:

optoutnyc.com/contact-us





But we're not done
YET...

QUESTIONS?



Thanks!

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