



INFORMATION SESSION 2023



A cluster of overlapping triangles in shades of red, orange, yellow, and teal, arranged in a roughly triangular shape pointing downwards.

2023: MORE STANDARDIZED TESTS THAN EVER

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



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 2023 testing windows:
 - English Language Arts (ELA): April 19-April 26
 - Math: May 2-May 9
 - Science*: May 23-June 5
 - 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 (1/2)

- Administered annually in accordance with federal law
- 4 days (ELA and math) in grades 3, 4, 5, 6, and 7
- 6 days (ELA, math, science) in grade 8
- Untimed





NYS GRADE 3-8 EXAMS (2/2)

- 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”



DO YOU SEE SUBSTANTIAL DIFFERENCE IN MATHEMATICAL KNOWLEDGE?

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 tanks each had four fish $24 \div 4 = 6$



Score Point 2 (out of 2 points)

This response (6 tanks each had four fish) demonstrates a thorough understanding of the mathematical concepts. The description correctly provides a context in which the number of fish can be represented by $24 \div 4$.

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

$$24 = 4$$



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.

PROCEDURE vs. CORRECT ANSWER

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.

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.

DID THIS STUDENT FAIL TO GRASP THE CONCEPT?

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 $24 \div 4$.

THE TRUTH ABOUT THE TESTS



Time & Money Wasted



Invalid & Unhelpful Metrics



Culturally Unresponsive & Trauma Un-Informed

- Instructional time is too scarce to be spent on testing and test prep.
- Money spent on tests could fund smaller class size, services, afterschool, enrichment, and so much more.
- Scores correlate with family income.
- Results are not useful for teachers.
- Test prep narrows the curriculum, leaving little time for the arts, sciences, history, and culturally responsive education.
- Tests stand in the way of project-based and student-centered learning.
- Low test scores demoralize children and can be used to punish schools.

DESPITE WHAT YOU MAY HAVE HEARD

- Results do NOT show whether a student is meeting state **standards**.
- Scores are NOT needed to secure special education **services**.
- 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.
- Scores are NOT needed for middle or high school **admissions**.



MIDDLE SCHOOL ADMISSIONS...

The following District 20 schools will have an academically screened program(s) for SY 2023-2024:

20K187 The Christa McAuliffe School

20K201 The Madeleine Brennan School

20K259 The William McKinley School

SCREENING CRITERIA

A composite score comprised of core courses (ELA, Social Studies, Science, and Math) from 4th grade report cards aligned to the District 20 Grading Policy will be the sole academic screening tool for admissions to the D20 screened programs listed above.



HIGH SCHOOL ADMISSIONS...



9/29/22

This year, eighth graders at the top of their class last year — or in the top 15% citywide — must also have scored an average of at least 90 in their seventh grade core subjects to have priority to the selective high schools, according to the new admissions criteria.

Students will qualify for the top tier if they score in the top 15% of their individual school, or in the top 15% of all city eighth graders – whichever cutoff is lower. That means at some high-performing middle schools with lots of students with high grades, more than 15% of students will qualify.

The DOE didn't immediately say how many overall seats are available in screened high schools or how many students are expected to qualify for top tier admissions priority this year.

If there are more top applicants than seats at a screened school, applicants will be selected based on a lottery, Kleinhandler said.

In another significant change to high school admissions criteria, screened programs will no longer consider state standardized test scores when selecting students.



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.



DIRECT FROM NEW YORK STATE...



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

**Message from Chancellor Betty A. Rosa, the Board of Regents and State Education
Commissioner MaryEllen Elia**

As students in grades 3 through 8 take New York's state assessments this week, we appreciate the efforts of school leaders to ensure parents have all information to make a decision about the assessments that is right for their family. We would like to remind school leaders of the importance of honoring requests received by parents to opt their children out of the exams. While federal law does require all states to administer state assessments in English language arts and mathematics, parents have a right to opt their children out of these exams. To be certain, the vast majority of schools honor parents' requests to have their children not take the tests; however, we have also heard of isolated but troubling reports of parents' requests being ignored.

We thank New York's parents, teachers, and school administrators for their support and understanding as we continue to work together in the best interest of all students.

Your child & 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.**



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





**LA
INCÓMODA
VERDAD SOBRE
LOS EXÁMENES**

02:33

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**THE
UNCOMFORTABLE
TRUTH ABOUT
THE TESTS**



Families,
teachers and
schools win
when students
opt out.





QUESTIONS?



Thanks!

optoutnyc.com



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