New York State Testing Program
Mathematics Test

Understanding the Mathematics
Individual Student Report

Each year, New York State administers exams in English Language Arts (ELA) and mathematics to students across the state in grades 3 through 8. In addition to fulfilling federal and state mandates, these Common Core-aligned exams also help gauge year-to-year progress for students and schools. Families can access student results for these tests via their NYC Schools Account (https://www.mystudent.nyc/) or by requesting an Individual Student Report (ISR) from their child's school. This document explains the components of that score report using a grade 3 ISR as an example.

Page 1: Summary of Student Results

Performance Level New York State assigns Performance Levels 4, 3, 2, and 1 to scale scores on the test. Students can score a Level 4 through Level 1 on the test, depending on their scale score (see chart below). See the bottom of this page for definitions of each of the four Performance Levels. For your reference, your child's 2014 Mathematics Performance Level is: X.	**NYS Level 3** **Proficient**　　1 　2
Proficiency Rating The Proficiency Rating shows where a student falls within a particular Performance Level. Ratings range from 1.0 to 4.5.	**3.5**　　3
Scale Score Student performance on the test is translated into an overall Scale Score. Scale Scores range from 137 – 397. NYS Mathematics Grade 3 Scale Score Ranges Level 4: 397 - 340 Level 3: 339 - 314 Level 2: 313 - 285 Level 1: 284 - 137	**330**　　4
New York City Percentile Range The percentile range is displayed in quartiles; it shows whether your child's performance falls in the bottom 25% (0-25%), between 26% and 50%, between 51% and 75%, or in the top 25% (76-100%) of all students in *New York City* in your child's grade level and on this test.	**76-100%**　　5
Overall State Percentile Range Same as above, except that this range shows how your child performed relative to all students in *New York State* in your child's grade level and on this test.	**76-100%**　　6

1 *Performance Level*
Students are assigned a *Performance Level* based on the Scale Score he or she earned on the test. There are four possible Performance Levels: NYS Level 4 (*above proficient*), NYS Level 3 (*proficient*), NYS Level 2 (*below proficient*) and NYS Level 1 (*well below proficient*). For a complete description of each Performance Level, please refer to the bottom of page 1 on the Individual Student Report. For a detailed description of the skills, knowledge and practices that are typical of students at each Performance Level, please visit http://www.engageny.org/resource/performance-level-descriptions-for-ela-and-mathematics.

2 *2014 Performance Score*
If your child has a Performance Score from the 2014 administration of the exam, the score will be listed here. If not, this text will note that no score is available and will direct parents to their child's school if they believe this is an error.

3 *Proficiency Rating*
The Proficiency Rating, which can range from 1.0 – 4.5, shows where a student fell within a particular Performance Level. For example, a Proficiency Rating of 2.5 would indicate that a student scored at Performance Level 2 with a scale score that is halfway between the lowest Performance Level 2 score and the lowest Performance Level 3 score. For Performance Level 4, the highest possible Proficiency Rating is 4.5.

Scale Score

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The *Scale Score* is determined by the number of points a student earned on the test. The purpose of a Scale Score is to ensure that test results mean the same thing year after year even though the students taking the tests and the tests themselves are different each year. The higher the number of points your child earned, the higher his or her Scale Score. Scale Scores are most meaningful when they are associated with a Performance Level. The table below provides the range of Scale Scores for each grade, as well as the Scale Score your child would need to meet the performance expectations of his or her grade level and to be on track for college and career readiness.

Range and Proficiency Level of Scale Scores Across Grades

	Grade					
	3	**4**	**5**	**6**	**7**	**8**
Range of Scale Scores	137–397	137–405	127–415	125–411	124–398	124–400
Scale Scores Greater than or Equal to this Value are Proficient (Performance Levels 3 & 4)	314	314	319	318	322	322

New York City Percentile Range

5

The *New York City Percentile Range* shows how a student performed on the test relative to other students who took that test in the same grade level and subject area in New York City public schools. The percentile range is displayed in quartiles. This means that it shows whether your child's performance falls in the bottom 25% (0-25%) of all students, between 26% and 50%, 51% and 75%, or the top 25% (75-100%) of all students in New York City in that grade level and subject area. For example, if your child scored in the third Citywide quartile (51%-75%), that means that he or she scored the same as or higher than 51% and up to 75% of students in New York City.

Overall State Percentile Range

6

The *Overall State Percentile Range* shows how a student performed on the test relative to other students who took that test in the same grade level and subject area throughout New York State. This information is displayed in quartiles. For additional information about these quartiles, please refer to the description of the *New York City Percentile Range.*

NYC
Department of Education
Carmen Fariña, Chancellor

| 8 | 9 | 10 |

| Points Earned By Your Child | Number of Possible Points | Average Points Earned Across NY |

Additional information about your child's performance
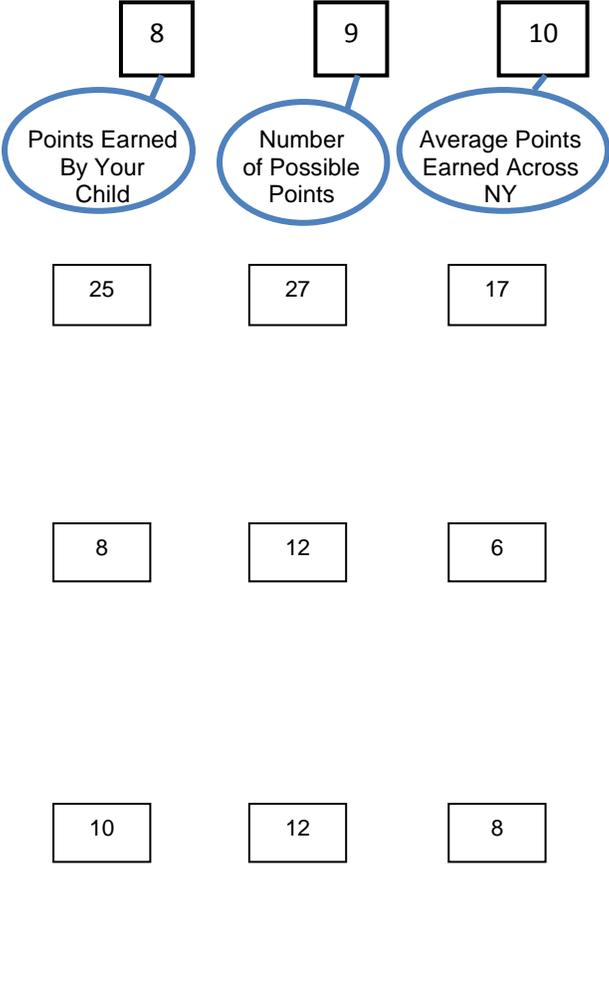
Operations & Algebraic Thinking

Students multiply and divide within 100.
Students understand the properties of multiplication and the relationship between multiplication and division.
Students solve problems involving the four operations - addition, subtraction, multiplication, and division - and identify and explain patterns in arithmetic.

| 25 | 27 | 17 |

Number and Operations - Fractions

Students recognize fractions as numbers, understanding that a fraction is formed when a whole is divided into several equal parts. Students recognize and are able to generate equivalent fractions. Additionally, students compare two fractions with the same numerator or the same denominator.

| 8 | 12 | 6 |

Measurement and Data

Students solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. Students also understand concepts of area and relate area to multiplication and addition.

| 10 | 12 | 8 |

7

7 | **Mathematics Domain Subscores:**
The points from the Mathematics test are divided into three reported subscores. These subscores measure major content areas for the grade, which are organized by domains (e.g., Operations and Algebraic Thinking). Domain subscores are calculated based on points earned on groups of questions that assess major content areas. These subscores differ by grade because of the differences in the knowledge and skills students are required to demonstrate at each grade. Please see below for the reported domains in each grade.

	Reporting Categories		
Grade	**1**	**2**	**3**
3	Operations and Algebraic Thinking	Number and Operations— Fractions	Measurement and Data
4	Operations and Algebraic Thinking	Number and Operations in Base Ten	Number and Operations— Fractions
5	Number and Operations in Base Ten	Number and Operations— Fractions	Measurement and Data
6	Ratios and Proportional Relationships	The Number System	Expressions and Equations

7	Ratios and Proportional Relationships	The Number System	Expressions and Equations
8	Expressions and Equations	Functions	Geometry

8 | *Points Earned By Your Child on Domain Subscores:*

Points Earned By Your Child on domain subscores represents the number of **points earned** by your child on questions measuring that domain (e.g., Operations and Algebraic Thinking). Your child earns one point for each multiple choice question that he or she answered correctly. Your child may earn multiple points for each constructed-response question.

There are two types of constructed-response questions: short-response (maximum of 2 points) and extended-response (maximum of 3 points). Teachers rate each student's response to these questions. The points earned on the constructed-response questions are added to the number of multiple-choice questions answered correctly to equal the *Points Earned By Your Child* on the domain subscore. See the example below.
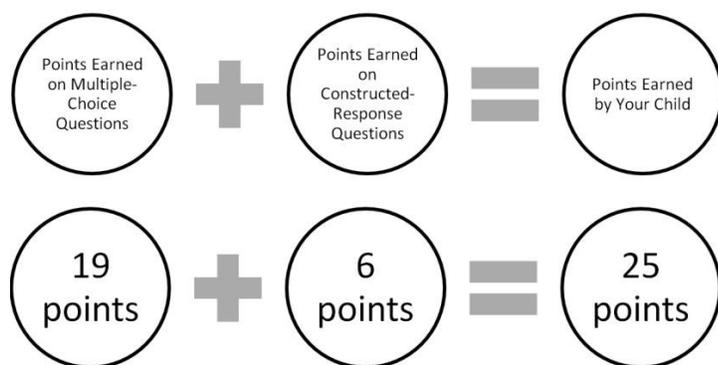
9 | *Number of Possible Points on Domain Subscores:*

Number of Possible Points on domain subscores describes the **total** number of points measuring that specific domain on a particular test. This includes all possible points from both multiple-choice and constructed-response questions in that domain. This number can be compared with *Points Earned By Your Child* on domain subscores. For example, if the *Number of Possible Points* for Operations and Algebraic thinking is 27 and your child earned 25 points from questions measuring that domain (score of 25 on *Points Earned by Your Child),* then he or she missed a total of 2 points in the Operations and Algebraic Thinking domain.

10 | *Average Points Earned Across NY:*

The *Average Points Earned Across NY* on domain subscores reports the **average** number of points earned by students throughout New York State. This number can be used to compare your child's performance to that of the other students throughout the State who took the Mathematics test in their grade. For example, if your child earned 25 points in Operations and Algebraic Thinking, he or she has earned eight more points in Operations and Algebraic Thinking than the average student in the state. Please note that is possible to earn more points than the average Mathematics test taker in grade 3 in a particular domain and still be considered not proficient in that domain.