



2013 New York State Common Core English Language Arts Test Parent Report

Your Child's 2013 New York State Common Core English Language Arts Test Results

Student Name:
Student ID:
Assessment Grade:
School Name:
School DBN:
BEDS Code:

Dear Parent/Guardian,

As part of the New York City Department of Education's work to better prepare students for future opportunities, students and teachers have been adjusting to the new Common Core Learning Standards. These higher standards establish the skills and knowledge all students, from pre-k to grade 12, need in order to be on track to graduate from high school ready for college and careers. I am confident that with support our students will meet these expectations.

Last spring, students in grades 3-8 took the new and more challenging State Common Core tests, which for the first time measured where students are on the path for success after high school, not just whether they are on track to graduate. It is important to remember that these test scores set a new benchmark for measuring student progress and cannot be compared to previous years' scores.

This report explains your child's scores, including their strengths and areas where they can receive more support. Please discuss this report with your child's principal and teachers to learn more about how your school is supporting students and teachers to meet the higher demands of the Common Core standards.

Sincerely,

Dennis Walcott

Your Child's 2013 New York State (NYS) Common Core Test Results

<p>Performance Level New York State assigns Performance Levels 1, 2, 3, and 4 to scale scores on the test. Students can score a Level 1 through Level 4 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.</p>	
<p>Proficiency Rating The Proficiency Rating shows where a student falls within a particular Performance Level. Ratings range from 1.0 to 4.5.</p>	
<p>Scale Score Student performance on the test is translated into an overall Scale Score. Scale Scores range from ___ - ____.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">NYS English Language Arts Grade ___ Scale Score Ranges</p> <p style="text-align: center;">Level 4: ___ - ___ Level 3: ___ - ___ Level 2: ___ - ___ Level 1: ___ - ___</p> </div>	
<p>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 <i>New York City</i> in your child's grade level and on this test.</p>	
<p>Overall State Percentile Range Same as above, except that this range shows how your child performed relative to all students in <i>New York State</i> in your child's grade level and on this test.</p>	

New York State (NYS) Level 4

Students performing at this level **excel in standards** for their grade. They demonstrate knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for English Language Arts that are considered **more than sufficient** for the expectations at this grade.

New York State (NYS) Level 3

Students performing at this level are **proficient** in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for English Language Arts that are considered **sufficient** for the expectations at this grade.

New York State (NYS) Level 2

Students performing at this level are **below proficient** in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for English Language Arts that are considered **partial but insufficient** for the expectations at this grade.

New York State (NYS) Level 1

Students performing at this level are **well below proficient** in standards for their grade. They demonstrate limited knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for English Language Arts that are considered **insufficient** for the expectations at this grade.

School Name
School DBN
Student ID
Assessment Grade

More about the English Language Arts score for *Student name*

About ELA Common Core Standards and your child's results:

The New York State Common Core Learning Standards (CCLS) for English Language Arts & Literacy describe what your child should know and be able to do at each grade level. This section shows the number of points earned on the Reading and Writing from Sources test sections. Reading points are earned on multiple-choice questions that measure Common Core Reading and Language Standards. Writing from Sources points are earned on short- and extended-response questions that measure Common Core Reading, Language and Writing Standards. For comparison, you will also find the average number of points earned by students across the State on each of the two sections of the test.

Additional information about your child's performance See following page for grade-level descriptions of the topics.	Points Earned By Your Child	Number of Possible Points	Average Points Earned Across NY
<i>Reading</i>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<i>Writing from Sources</i>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Where can I get more information?

To help your child succeed, schedule a conference with your child's English Language Arts teacher to learn more about what your child needs to work on and how you can help at home. You can visit the websites below to find additional information about the Common Core Learning Standards and New York State Common Core Assessments, as well as resources for interpreting your child's score and supporting your child's learning.

- ARIS Parent Link (view your child's State test results): <https://arisparentlink.org/parentlink>
- NYCDOE Common Core Library: <http://schools.nyc.gov/Academics/CommonCoreLibrary/ForFamilies/default.htm>
- EngageNY: <http://www.engageny.org/parent-and-family-resources>

Translated versions of these reports are available here:

<http://schools.nyc.gov/Academics/CommonCoreLibrary/ForFamilies/UnderstandingCC/default.htm>

Descriptions for **Reading** and **Writing** English Language Arts Common Core Standards

Grade(s)	Reading	Writing from Sources
3	<p>Students comprehend the key ideas and details present in grade-level text, recognizing how details support plot development, describe characters, and connect ideas and events.</p> <p>Students also determine the meaning of words and phrases as used in the text, understand how the text is organized, and identify point of view.</p> <p>Additionally, students integrate the knowledge and ideas conveyed in text using illustrations and logical connections between parts of the text.</p>	<p>Students read grade-level text and make statements that they support using details.</p> <p>Students write about characters, describing how they relate to each other in the text.</p> <p>Students analyze events and actions in a text, determine the effect of language on aspects of a text, and describe the importance of story elements.</p> <p>Students also communicate their understanding by producing coherent writing that demonstrates grade-level English grammar and use.</p>
4	<p>Students comprehend the key ideas and details present in grade-level text, recognizing how details support plot development, describe characters, and connect ideas and events.</p> <p>Students also determine the meaning of words and phrases as used in the text, understand how the text is organized, and identify point of view.</p> <p>Additionally, students integrate the knowledge and ideas conveyed in text using illustrations and logical connections between parts of the text.</p>	<p>Students read grade-level text and make statements that they support using details.</p> <p>Students write about characters, describing how they relate to each other in the text, and compare and contrast point of view and themes in texts.</p> <p>Students analyze events and actions in a text, determine the effect of language on aspects of a text, and describe the importance of story elements.</p> <p>Students also communicate their understanding by producing coherent writing that demonstrates grade-level English grammar and use.</p>
5	<p>Students comprehend the key ideas and details present in grade-level text, recognizing how details support plot development, describe characters in depth, and connect ideas and events.</p> <p>Students also determine the meaning of words and phrases as used in the text, understand how the text is organized, and describe how point of view influences the description of events.</p> <p>Additionally, students integrate the knowledge and ideas conveyed in text using illustrations and logical connections between parts of the text.</p>	<p>Students read grade-level text and make statements that they support using details.</p> <p>Students write about characters, describing how they relate to each other in the text, and compare and contrast point of view and themes in texts.</p> <p>Students analyze events and actions in a text, determine the effect of language on aspects of a text, and describe the importance of story elements.</p> <p>Students also communicate their understanding by producing coherent writing that demonstrates grade-level English grammar and use.</p>
6-8	<p>Students comprehend the explicit and implicit ideas present in grade-level text, recognizing how they develop over the course of the text, describe characters in depth, and connect ideas and events.</p> <p>Students also understand the meaning and effects of words and figurative and connotative phrases, analyze the text's structure and organization, and identify how point of view is developed.</p> <p>Additionally, students integrate the knowledge and ideas conveyed in text using illustrations and logical connections between parts of the text.</p>	<p>Students read grade-level text and make claims that show valid reasoning and sufficient textual evidence.</p> <p>Students write about characters, describing how they relate to each other in the text, and compare and contrast points of view and themes in texts.</p> <p>Students analyze events and actions in a text, determine the effect of language on aspects of a text, and describe the importance of story and structural elements of the text.</p> <p>Students also communicate their understanding by producing coherent writing that demonstrates grade-level English grammar and use.</p>