



Understanding Grades 3-8 Acuity Reports

Components of Acuity

Type of Assessment	Description	Level of Customization
Predictive Assessments	Mirror NY State tests & Regents exams	Not customized
Instructionally Targeted Assessments (ITAs)	Match NYC instructional approaches	May be customized
Item Bank	Available to make customized classroom assignments	Customized

Acuity Reports Track Student Performance

- **Assessment Reports** display student performance by NYS standard and divide students into performance “tiers” for grouping purposes
- **Item Analysis Reports** break down student performance to item and skill levels and provide distractor analysis to pinpoint common errors
- **Classroom Matrix Reports** provide an at a glance view of student performance and skills level analysis
- **Roster Reports** list scores for each student within a class or each class within a school
- **AYP Reports** disaggregate student performance by NCLB subgroups at the school level

View Trends in a Class or Grade: Assessment Report

- Class or School Assessment Report displays student performance on each NY State ELA and math standard by “tiers”
- Click any standard to see specific skills and items
- Click any % to see which students fell into that “tier” and assign targeted instructional activities to students
- Click **Assign** to assign targeted instructional activities to students

Test Performance						
The score ranges for each performance tier are as follows: Tier 1 (0-25%), Tier 2 (26-50%), Tier 3 (51-75%), and Tier 4(76-100%).						
Grade Subject Standard Level 1	% of students who scored in each Performance Tier (Based on % Points Obtained)				Average % Points Obtained	Assign Instruction
	(0-25) Tier 1	(26-50) Tier 2	(51-75) Tier 3	(76-100) Tier 4		
Assessment Totals:	0%	8%	88%	4%	63%	
Grade 7	0%	8%	88%	4%	63%	
ELA	0%	8%	88%	4%	63%	
Standard 1: Listening: What students do for information and understanding;	12%	8%	44%	36%	62%	
Standard 1: Reading: What students do for information and understanding;	0%	24%	60%	16%	62%	Assign
Standard 1: Writing for information and understanding	0%	8%	44%	48%	75%	Assign

Pinpoint Common Student Errors: Item Analysis Report

- Class or School Item Analysis Report displays students' performance on each item, organized by performance indicator
- Click any item number to view the specific item
- Click any % to see which students selected each answer choice and assign instructional activities

Multiple-Choice Items		% of students that selected answer Correct Answer: ###				
		Omitted	A	B	C	D
Grade 7						
ELA						
Draw conclusions and make inferences on the basis of explicit information						
2	Identify an example of a cause/effect relationship--explicitly stated in text - 70197			28%	20%	36%
23	Draw conclusions from passage details - 80815	0%	16%	64%	12%	8%
Recall significant ideas and details, and describe the relationships between and among them						
1	Identify a supporting detail--explicitly stated in text - 85322	0%	16%	60%	20%	4%
Determine the meaning of unfamiliar words by using context clues, a dictionary, a glossary, and structural analysis (i.e., looking at roots, prefixes, and suffixes of words)						
15	Use context clues to determine the meaning of unknown words - 92705	0%	12%	24%	8%	56%
22	Use context clues to determine the meaning of phrases using unknown words - 28395	0%	4%	88%	8%	0%

Pinpoint Common Student Errors: Item Analysis Report

Item # 2

Here is an article about rock climbing. Read the article. Then answer the questions.

Rock Climbing

One person's adventure is another person's folly. For instance, consider the sport of rock climbing. How many people would intentionally spend money to dangle, with sweaty hands, from a cliff 500 feet above ground? Apparently quite a few, because rock climbing has taken America by storm in the past twenty years.

Why Climb?

Despite its obvious risks, there is something about rock climbing that appeals to people. In fact, much of the lure is the risk itself—some people enjoy facing obstacles and challenges. Rock climbing pushes the climbers both physically and mentally.

But another part of the lure may be nature itself. Rock climbing takes people out of their busy routines and takes them to beautiful mountains and cliffs, to places where the only noise may be the screech of an eagle.



Which of these is an example of a cause and effect relationship in the article?

- A A good climber trains on boulders before climbing a dangerous cliff.
 - B When strong winds blow across a mountain, a climber must analyze the situation.
 - C When climbers wear the wrong kind of shoes, they might slip when climbing a cliff.
 - D When climbers are in poor physical shape, they may experience fatigue and cramping.
- The correct answer is: **D**

P-values for this item are displayed below. P-value represents the proportion of students answering an item correctly. Number of respondents falling into each category is shown in parenthesis following the P-value.

Statistics for class level are updated real time while school and higher levels are refreshed every 24 hours.

Item Statistics

	Class	School	District	
P-Value	0.36 (25)	0.36 (25)	0.36 (25)	
Answer Choice Distribution	A	B	C	<input checked="" type="checkbox"/> D
Class	16% (4)	28% (7)	20% (5)	36% (9)
School	16% (4)	28% (7)	20% (5)	36% (9)
District	16% (4)	28% (7)	20% (5)	36% (9)



Department of
Education

Joel I. Klein, Chancellor

Pinpoint Common Student Errors: Distractor Analysis Report

ELA Grade 7 Fall Predictive Assessment: Multiple-Choice and Constructed-Response				
Item#	ResponseA	ResponseB	ResponseC	ResponseD
1	Incorrect Response: The student chose a response that is a detail from the passage that best supports a different concept or idea.	Correct Response: The student chose the correct response, demonstrating that the student can identify a supporting detail.	Incorrect Response: The student chose a response that is a detail from the passage that has some relationship to the specified concept, but is too minor to be considered the best supporting detail.	Incorrect Response: The student chose a response that is a colorful, but minor detail from the passage that is unrelated to the specified concept.
2	Incorrect Response: The student chose a response that does not involve any cause/effect relationships.	Incorrect Response: The student chose a response that describes a problem/solution relationship from the passage.	Incorrect Response: The student chose a response that describes a cause/effect relationship that is not explicitly stated in the passage, and that may be based on prior knowledge.	Correct Response: The student chose the correct response, demonstrating that the student can identify an example of a cause/effect relationship as it is explicitly stated in the passage.
3	Incorrect Response: The student chose a response that is a topic that does not clearly fit in the passage, based on content.	Correct Response: The student chose the correct response, demonstrating that the student can identify unclear information in a passage.	Incorrect Response: The student chose a response that is a topic that does not clearly fit in the passage, based on content.	Incorrect Response: The student chose a response that is a topic that does not clearly fit in the passage, based on content.
7	Correct Response: The student chose the correct response, demonstrating that the student can determine how a passage is organized.	Incorrect Response: The student chose a response that indicates a type of organizational structure that is used in a portion of the passage, but that is not the overall structure.	Incorrect Response: The student chose a response that indicates a type of organizational structure that is often confused with the correct structure.	Incorrect Response: The student chose a response that indicates a type of organizational structure that is often confused with the correct structure.
8	Incorrect Response: The student chose a response that describes an event or situation that is the cause of a different action in the passage.	Incorrect Response: The student chose a response that describes a different event or situation from the passage that is related to the specified action, but that is not the cause	Correct Response: The student chose the correct response, demonstrating that the student can infer the cause or effect of a situation or event.	Incorrect Response: The student chose a response that describes an event or situation that is a logical cause for the specified action, but that is not supported by the

Classroom Matrix Report

- Displays item and skill-level assessment results for each student, organized by class
 - > Item type and skill for each question
 - > Correct answers highlighted
 - > Most commonly-selected incorrect answer
- Includes detailed roster and assessment report information for each student
 - > Predicted proficiency level
 - > Scale score
 - > Tier (0-25%, 26-50%, 51-75%, or 76-100%)
 - > Percent correct by item type
- Automatically opens as an Excel spreadsheet that can be saved, sorted, and/or printed

Classroom Matrix Report

	A	B	C	D	E	F	G	H	I	J	K	L	
1													
2	Subject		Mathematics										
3	Grade of Assessment		6th Grade										
4	Dates Test Completed		01/13/2009-01/16/2009										
5	Test Name		Math Grade 6 Fall Predictive Assessment: Multiple-Choice and Constructed Response										
6	Report Date		04/10/2009										
7	Class		Official Class 604										
8	School		12k890 - IS 890										
9	District		Acuity NYC Training District 2008										
10	Performance Indicator												
11	Question Number (Item Type)												
12	Most Commonly Selected Incorrect Answer												
13											5.C.G.VS.SH.1 Calculate the perimeter of regular and irregular polygons	5.C.N.RN.NS.8 Read, write, and order decimals to thousandths	5.C.G.AC.CG.1 Identify and plot points in the first quadrant
14											1 (MC)	2 (MC)	3 (MC)
15											C	D	C
16	Correct Answer												
17	Student	Student ID	Acuity Scale Score (SEM)	Predicted Proficiency Level	Tier	Pts Obtained (All Items)	% Correct (All Items)	Pts Obtained (MC only)	% Correct (MC only)	D	B	D	
18	Allan, Jaurice	2342344	613 (34)	Level 4	Tier 4	53	96%	48	96%	D	B	D	
19	Bend, Benicia	7689738	488 (17)	Level 3	Tier 3	34	62%	29	58%	A	C	B	
20	Fare, Yolanda	3743837	531 (17)	Level 3	Tier 3	41	75%	38	76%	C	B	D	
21	Forn, Micheal	37348376	531 (17)	Level 3	Tier 3	40	73%	38	76%	C	B	D	
22	Garcia, Lucinda	123890768	525 (17)	Level 3	Tier 3	37	67%	37	74%	C	B	D	
23	Garcia, Mercedes	890786753	525 (17)	Level 3	Tier 3	40	73%	37	74%	C	B	D	
24	Grace, Rosa	278984637	531 (17)	Level 3	Tier 3	39	71%	38	76%	C	B	D	
25	Grey, Kimani	123908909	413 (39)	Level 2	Tier 2	20	36%	17	34%	B	D	C	
26	Hernandez, Juan	890898989	425 (33)	Level 2	Tier 2	22	40%	19	38%	B	D	C	
27	Hernandez, Kwami	672876456	436 (29)	Level 2	Tier 2	25	45%	21	42%	B	D	C	
28	Jacobs, Samantha	789027897	425 (33)	Level 2	Tier 2	23	42%	20	40%	B	D	C	

Question number, item type and most commonly selected incorrect answer.

Predicted proficiency level, tier, and % correct for each student

Correct answer choices highlighted in green for easy-to-see performance trends

Compare Performance Among Classes or Students: Roster Report

- Lists scores for each student within a class or each class within a school
- Provides breakdown of performance by “tier”
- Scores lower than 50% are highlighted in blue
- Sort scores from high to low or low to high

Test Performance

The score ranges for each performance tier are as follows: Tier 1 (0-25%), Tier 2 (26-50%), Tier 3 (51-75%), and Tier 4 (76-100%).

Class Name	Average Scaled Score	% of students who scored in each Performance Tier (based on % Points Obtained)				Average % Points Obtained	Number of students completed/assigned in Class	Number of students partially scored
		(0-25%) Tier 1	(26-50%) Tier 2	(51-75%) Tier 3	(76-100%) Tier 4			
Ms Mullins	492	0%	30%	40%	30%		10/ 10	0
STRICKLAND MS	492	0%	30%	40%	30%	63%	10/ 25	0

View Performance Trends Across Subgroups: AYP Report

- View performance breakdown by NCLB subgroup:
 - > Gender
 - > Ethnic/Racial
 - > Socioeconomically Disadvantaged
 - > Limited English Proficiency
 - > Students with Disabilities

Test Performance							
<i>The score ranges for each performance tier are as follows : Tier 1 (0-25%), Tier 2 (26-50%), Tier 3 (51-75%) and Tier 4 (76-100%).</i>							
AYP Subgroup	Number of students	Number of students completed/assigned	% of students who scored in each Performance Tier (based on % Points Obtained)				Average % Points Obtained
			(0-25%) Tier 1	(26-50%) Tier 2	(51-75%) Tier 3	(76-100%) Tier 4	
Assessment Totals:			33%	67%	0%	0%	28%
Gender							
Male	7	1/7	0%	100%	0%	0%	39%
Female	7	2/7	50%	50%	0%	0%	22%
Unknown	0	-	-	-	-	-	-
Ethnic/Racial Groups							
Multi-Ethnic/More than one race	0	-	-	-	-	-	-
Unknown	0	-	-	-	-	-	-
Asian/Pacific Islander	1	0/1	-	-	-	-	-
Native American/Alaskan Native	3	1/3	100%	0%	0%	0%	14%
African American/Black	5	1/5	0%	100%	0%	0%	31%
Hispanic	2	0/2	-	-	-	-	-
White	3	1/3	0%	100%	0%	0%	39%

Overview of Predictive Assessment Scores

- **Overall Score:** % correct on an assessment
- **Prediction:** forecast of a student's performance level on the New York State tests
- **Scaled Score:** level of achievement that can be used to show growth within and across years

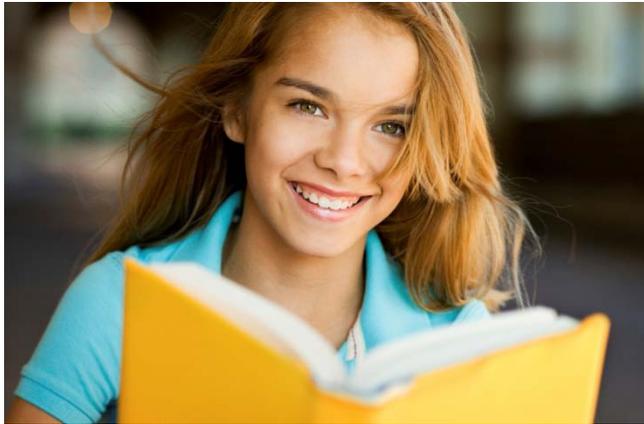
How Are Acuity Predictions Determined?

- Data Used:
 - > Predictive Assessment scores
 - > NY State test results

Acuity Prediction Example

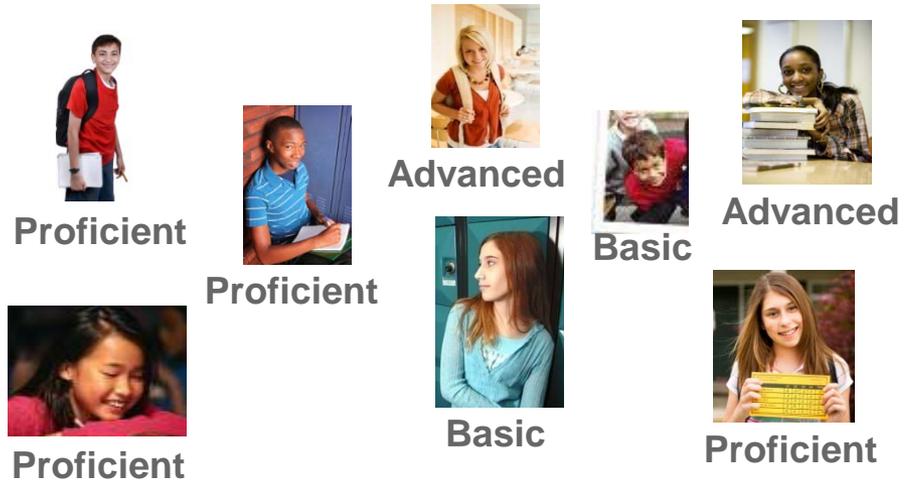
2009-2010 7th Grader

Hannah: 15 out of 19 correct

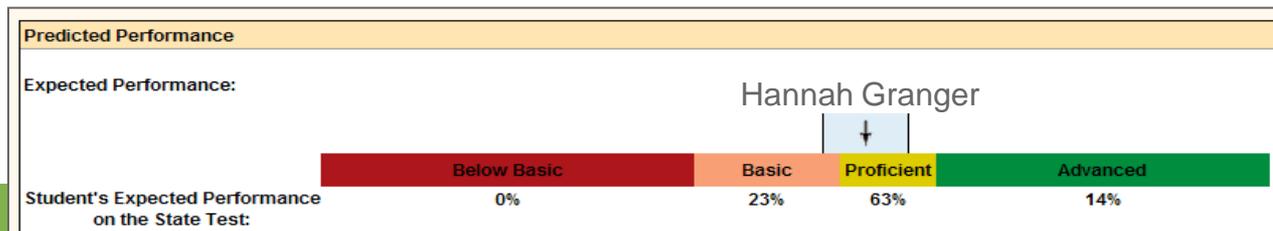


Former 7th Graders

Other Students: 15 out of 19 correct

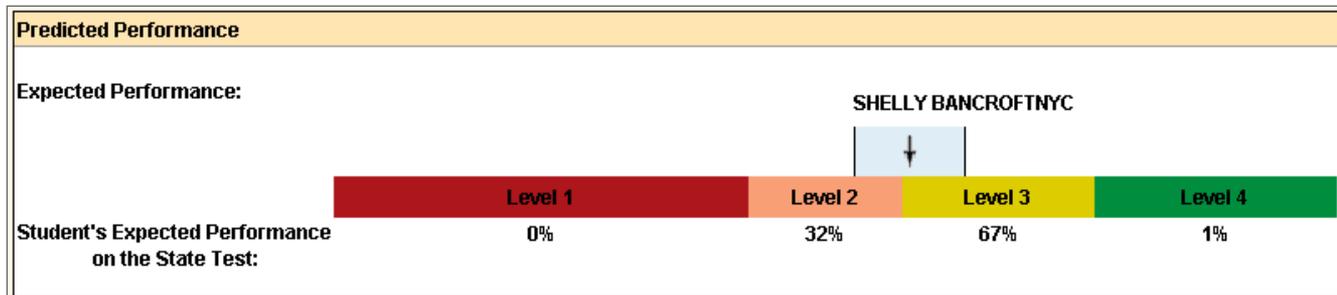


Acuity predicts that Hannah will score in the **Proficient** performance level category.



The Student Assessment Report – Predicted Performance

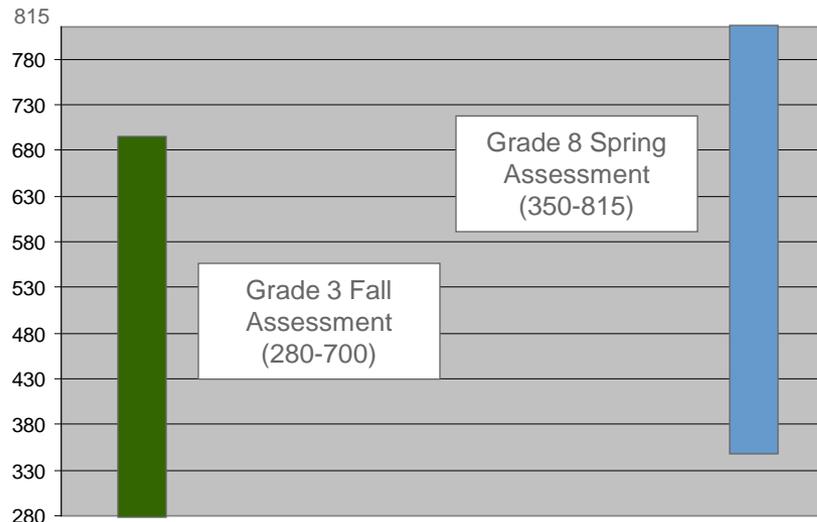
■ The Student Assessment Report



- > ↓ - represents the student's expected performance level on the NY State test if the student continues on the same learning path
 - > [] - represents the standard error of prediction
- Changes in instruction between the administration of the Acuity Predictive Assessment and the NY State test can improve a student's actual score on the State test

Acuity Predictive Vertical Scale

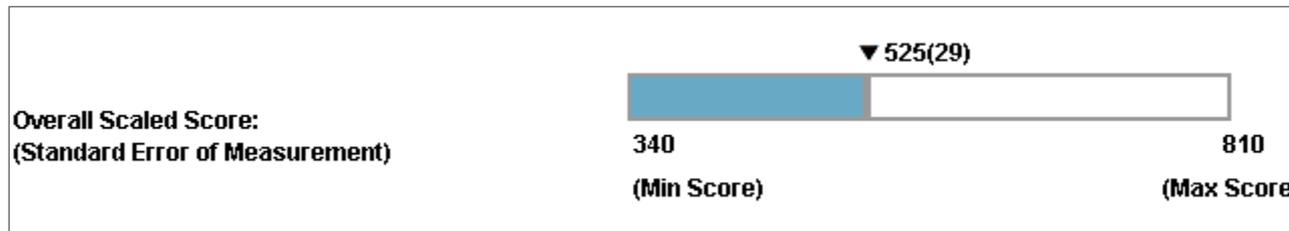
- The **scaled score** can be applied across all grades of Acuity Predictive Assessments
 - > The minimum of the scale is the lowest a student can perform on a 3rd grade fall assessment (280)
 - > The maximum of the scale is the highest a student can perform on an 8th grade spring assessment (815)



- Each assessment has a unique scale range that is contained within the overall scale

The Student Assessment Report – Vertical Scaled Score

- The Student Assessment Report displays the student's Acuity scaled score



- > The min and max scores represent the lowest and highest scores possible and are different for each assessment
 - > The number in parentheses is the standard error of measurement and represents the possible variation in the student's scaled score
- The Acuity vertical scale is not the same as the scales provided on the NY State ELA and Math tests
 - Unlike with State test scaled scores, you can use Acuity scaled scores to measure student progress over time

Navigation/Demo

- Log into Acuity:
 - > Periodic Assessment Web site:
<http://schools.nyc.gov/Accountability/ResourcesforEducators/PeriodicAssessments>
 - > Click “Acuity”
 - > User Names are DOE Outlook email addresses (e.g., emullins5)
 - > Passwords are 6-digit file numbers

- Class Assessment report –[Review key components]

- Drill into an Item Analysis report–[Review key components]

- Classroom Matrix report

- Class Roster report – [Point out the overall percentage points obtain and scale score]

Instructional Next Steps

- Use Acuity reports for your school, classes, or individual students to identify areas of strength and weakness
- Assign Instructional Resources in areas of student need (grades 3-8 in ELA, 3-9 in math)
- Create custom assignments using the Acuity Item Banks to assess progress on particular skills

Acuity Educator Support

- Visit <http://schools.nyc.gov/Accountability/ResourcesforEducators> and click “Periodic Assessments”:
 - > Details on professional development opportunities and registration links
 - > Recorded videos and presentations
 - > Program updates
 - > Information about assessment administrations
- Contact the NYC Acuity Helpdesk for technical support:
 - > Phone: 866- NYC-6550
 - Hours of operation – 7am to 7pm
 - > Email: nycacuity@ctb.com
 - 24-hour response time for all questions submitted
- Contact the DOE’s Periodic Assessment Team with policy questions or suggestions:
 - > 212-374-5162
 - > periodicassessment@schools.nyc.gov



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Look for more helpful resources in ARIS on using assessment data to drive instruction