



Interim Assessment with Instructional Impact

How to use the formative, low-stakes testing system to support teaching and learning in New York City.



New York City
Interim Assessments





Part 1: Program Overview

- An Introduction to The Princeton Review
- Formative Assessment
- Program Goals

Part 2: Testing

- Online Assessment
- Paper & Pencil Assessment

Part 3: Reporting

- Administrator Reports
- Teacher Reports
- Student Reports

Part 4: Moving Forward

- Additional Information
- Contact Information
- Questions and Answers



Part 1: Program Overview

An Introduction to The Princeton Review

Formative Assessment

Program Goals

A Formidable Partner for NYC Teachers



As an educational organization, The Princeton Review supports student achievement.

- We have a 20+ year history of using formative testing to support teaching and learning.
- We understand how testing affects teacher behavior and student performance.
- We help teachers use data to drive instruction and thus improvement.
- We work with more than 5,000 schools nationwide.

Interim Assessments as a Practice



Our multifaceted program of interim assessments

- aligns state standards, testing, and instructional support
- supports teachers in building students' achievement
- provides information that helps teachers differentiate instruction to each student's needs

Common Testing Complaints



There's too much.

It's not useful.

It's not timely.

It's too intrusive.

We Understand.



Assessment That Serves Teachers



A good program of formative assessment has different priorities from summative programs:

- Very quick turnaround and analysis
- Used to inform and guide teachers
- No negative consequences for students, teachers, or schools
- Direct links to specific professional development for teachers and instructional interventions for students

Assessment FOR learning, not assessment OF learning



- Formative assessment 2-3 times per year for all students in grades 3–8 in math and ELA
- Low-stakes, 20 questions, un-timed
- Aligned to New York State Standards
- Administered online or on paper, depending upon school capacity
- Reports for online assessments will be available one day after testing; reports for paper & pencil testing will be available within five working days
- Reports linked to thousands of instructional resources by specific standard and learning objective
- Data not made public
- Strong professional development within each network, to support the use of data-driven instruction

Test Creation and Alignment



Tests are aligned to the New York State Standards:

- 7 Math Strands
- 3 ELA Strands

All strands will be tested, but not necessarily on every test.

Test Creation and Alignment



Questions cover three levels:

- Review: Teachers can use these questions to evaluate baseline readiness and precursory skills.
- Current: These questions provide an indication of how well students have mastered current material.
- Advanced: These questions help identify students who may be ready for more advanced skills and concepts.

Available Program Materials Include:



- Program Overviews
- Instructions for Paper & Pencil Assessments
- Instructions for Online Assessments
- Quick Guides to Reporting
- Guides to Interim Assessment
(k12.princetonreview.com/nyc)
- Paper & Pencil Testing Materials



	October	December	February
Grade 3	Math	Math ELA	Math ELA
Grades 4 and 8	Math ELA	Math ELA	Math
Grades 5, 6, and 7	Math ELA	Math ELA	Math ELA



Part 2: Testing

Online Assessment

Paper & Pencil Assessment



Web Address for Online Testing:

nyc.princetonreview.com





New York City
Interim Assessments



Sign In

Please enter your NYC ID and last name below, then click **Sign In**.

NYC Student ID:

Last Name:

SIGN IN

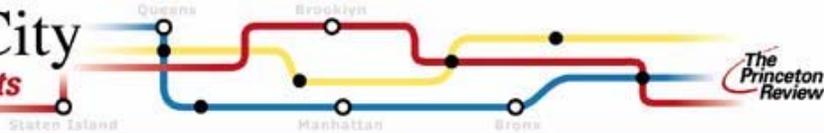


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The
Princeton
Review

Hello, Matthew!

Please check the information below to make sure it is correct. If it is not correct, click the **Back** button, otherwise, enter the Test Key, and click **Begin Test**.

Name: Matthew Smith

School: School Name

Grade: 4th

Test Code:

BACK

BEGIN TEST



How to
take tests!
[click here](#)



New York City
Interim Assessments



The
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Review

TUTORIAL INSTRUCTIONS

NEXT

EXIT TUTORIAL

This sample question looks just like the other questions that you will answer during this online test.

Think about your answer to this question. After you have thought about your answer, click on each button at the bottom of your screen to see how you will use them during the test. After you have clicked on all the buttons below, click **Next** at the top of the page to see the rest of this tutorial.



New York City
Interim Assessments Tutorial



The Princeton Review - Microsoft Inter...

New York City
Interim Assessments Tutorial

Submit Answer

If you have answered a question and are satisfied with your answer, click **Submit Answer**, and it will take you to the next question.

CLOSE WINDOW

Having Fun

Just got home
There is no
Mom says,
"When your
I'll take a look
Then you and
Can start to
And if you're
And get thin
We'll make
And have so

of 1

this poem mainly about?

- A a child who is bored
- B what a child does after school
- C a mother who can't cook
- D how a mother makes dessert

Finish Test

Pause Test

Answer Sheet

Submit Answer

Skip Question



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Interim Assessments





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Test:

Math Grade 4 October 2003
Interim Assessment

HELP

Question 1 of 20

Question ID# 1357



There are 3 baby robins in each nest. How many baby robins are there in total?

- A 6
- B 9
- C 12
- D 13

Finish Test

Pause Test
00

Answer Sheet

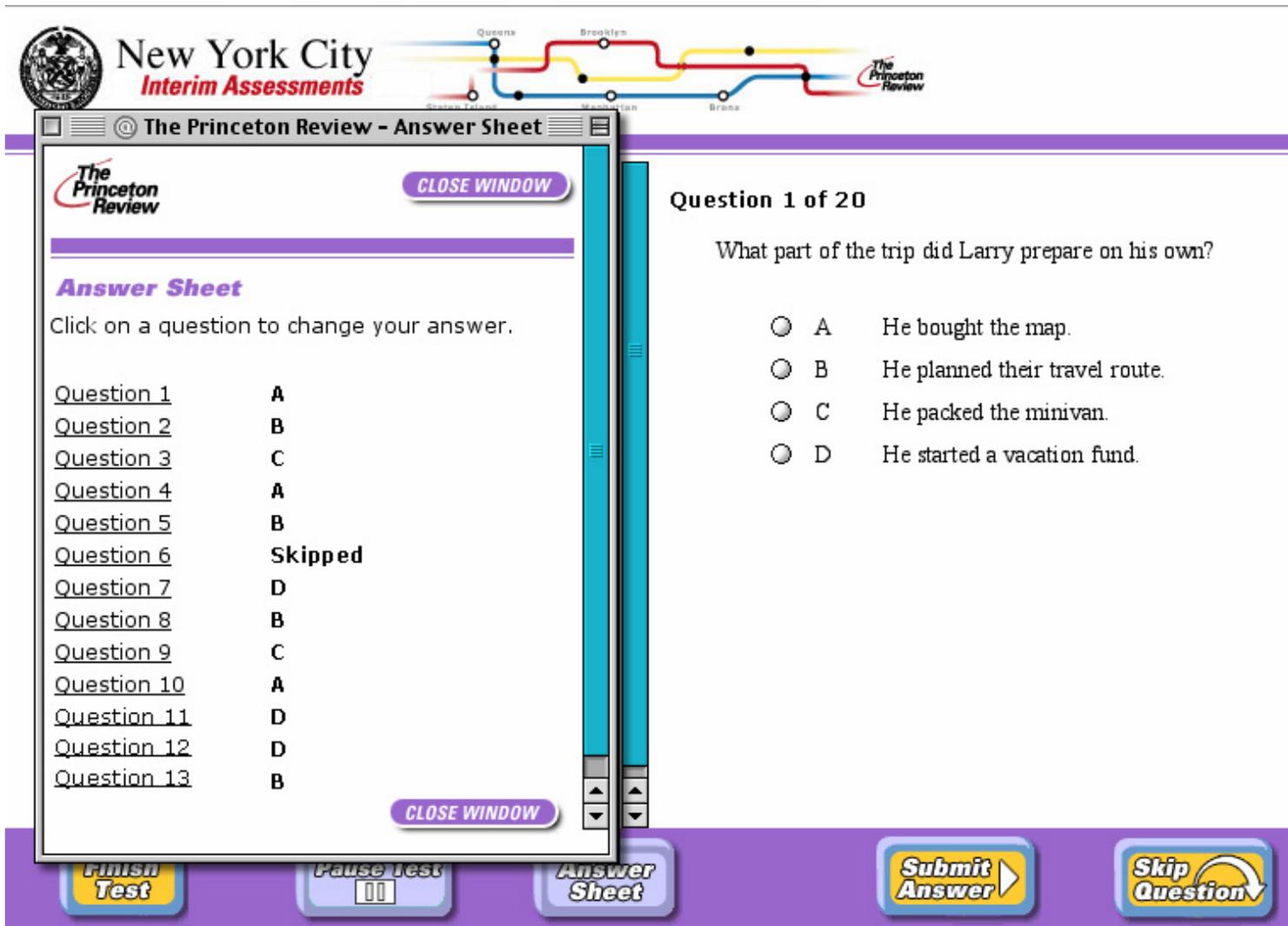
Submit Answer

Skip Question



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The Princeton Review - Answer Sheet

The Princeton Review **CLOSE WINDOW**

Answer Sheet

Click on a question to change your answer.

Question 1	A
Question 2	B
Question 3	C
Question 4	A
Question 5	B
Question 6	Skipped
Question 7	D
Question 8	B
Question 9	C
Question 10	A
Question 11	D
Question 12	D
Question 13	B

CLOSE WINDOW

Question 1 of 20

What part of the trip did Larry prepare on his own?

- A He bought the map.
- B He planned their travel route.
- C He packed the minivan.
- D He started a vacation fund.

Finish Test **Pause Test** **Answer Sheet** **Submit Answer** **Skip Question**



New York City
Interim Assessments



Test:

Math Grade 4 October 2003
Interim Assessment

HELP

Now is your chance to review your answers before you finish this test. If you want to change a specific answer, click on the question number. If you want to review the entire test, click Return to Test, and you will be taken through the questions one by one. Please note, all skipped questions will be counted as incorrect.

When you're done checking your answers, click **Finish Test**.

[Question 01](#) A
[Question 02](#) B
[Question 03](#) C
[Question 04](#) A
[Question 05](#) B
[Question 06](#) Skipped
[Question 07](#) D
[Question 08](#) B
[Question 09](#) C
[Question 10](#) A
[Question 11](#) B
[Question 12](#) C
[Question 13](#) A
[Question 14](#) A
[Question 15](#) B
[Question 16](#) D
[Question 17](#) C
[Question 18](#) B
[Question 19](#) B
[Question 20](#) A

**Finish
Test**

**Return
to Test**



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Congratulations!

You have finished the test.

.....

EXIT



New York City
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Online Materials and Support Documents

Administrator Packet

- Administrator Instructions for Online Assessments
- Teacher Instructions for Online Assessments
- Technical Check Documentation
- Quick Guides to Reporting for Administrators and Teachers
- Extra Paper & Pencil Testing Materials

Separate Shipment

- Class Roster with Student Usernames and Passwords
- Student Account Information for Parents
- Quick Guide to Reporting for Students

Online

- Guides to Interim Assessments (k12.princetonreview.com/nyc)



Administrators

- Schedule computer resources for all students.
- Distribute Class Rosters to teachers and double-check that all students have usernames and passwords.

Teachers

- Create new student accounts if necessary.
- Use the Teacher Instructions to Online Assessment to administer the tests.
- Send student account information home to parents.
- When the test is completed, consult the Quick Guides to Reporting for information on viewing the results.

My Homeroom

Mr. Jones
Market School

- [Your Homepage](#)
- [Your Toolbox](#)
- [Your Information](#)
- [Customer Support](#)
- [E-mail Us](#)

Features

- [Assessment Advisor](#)

Your Homepage Hello, Mr. Jones! [Help](#)

Your Classes

Class Name	Grade
Section 301 ELA	4
Section 301 Math	4

[Click here to create a new class](#)
[Click here to set up a new student account](#)

Your Toolbox

SkillsTutor & Learning MileStones
 A web-based tool designed to help students master core subjects and skills. SkillsTutor maintains a direct focus on students in four key areas: supplemental instruction and tutoring in basic skills diagnostic and prescriptive lesson assignments age-appropriate, researchbased content; and individualized instruction aligned to state and national standardized tests.

Reference Tools
[Encarta Dictionary](#) - This dictionary has audio capability, so after you search for a definition, you can hear the word spoken.
[click here to see more links like this](#)

Classroom Management Tools
[Teachers Helping Teachers](#) - Great classroom management techniques found here: from figuring out grades to overseeing teacher's assistants, and

Professional Development
[Educational Technology Conference Planner](#) - Not sure which educational technology conference to attend? This tool lets you search for a conference by month, region/area, even the size of the conference.
[click here to see more links like this](#)

Teaching Tools
[Skill development exercises for K-6 Language Arts and Math](#) - Educator's Publishing Service provides high-quality supplemental language arts and math materials that support academic standards and build basic skills. These materials are available in traditional workbook form and through our new online subscription service, Lesson Logic, where they can be accessed by grade level and skill.
[click here to see more links like this](#)



Class Settings
& Roster

New Student Accounts

To create a new student account, enter the student's information below and click Create Account.

[Click here to view students already in the school/grade/class](#)

Required

First Name:

Last Name:

NYC ID:

(This is the ID associated with the student, maintained by your school or district. Please contact your school or district to obtain this identifier.)

Grade:

Add Student to: NYC School (School)

Section 301 Math

Section 301 ELA

Optional

General Information

Gender:

E-mail:

Student Characteristics

[Click here to view Student Characteristics](#)



Below are the new student accounts you have created.

New Student(s) Added:

 [Printer-Friendly Format](#)

Last, First Name	NYC Student ID	Password	Add to	Options
Amirh, Jill	145678232	Amirh	1234_Math_6A	Edit / Delete

[Add Another Student](#)

[Done](#)

[Back to Top](#)



Paper & Pencil Materials and Support Documents

Administrator Packet

First Shipment

- Administrator and Teacher Program Overviews
- Administrator and Teacher Instructions for Paper & Pencil Assessments
- Quick Guides to Reporting for Administrators and Teachers
- Envelopes for Student Answer Sheet Return

Second Shipment

- Mathematics Test Booklets
- English Language Arts Test Booklets

Third Shipment

- Preprinted Student Answer Sheets for Math and ELA
- Extra Blank Student Answer Sheets
- School Roster with Student Names and NYC ID Numbers

Fourth Shipment

- Class Rosters with Student Usernames and Passwords
- Quick Guides to Reporting for Students
- Student Account Information for Parents

Paper & Pencil Test Administration Procedure



Administrators

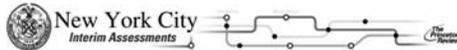
Receive and distribute all materials:

- Teacher Overview
- Teacher Instructions
- Administrator and Teacher Quick Guides
- Math and ELA Test Booklets
- Student Answer Sheets
- Class Header Sheet

Check School Roster and fill out necessary blank answer sheets.

Return all testing forms in the envelope to the Regional Office according to the Interim Assessment Memo.

**Student Answer Sheet
Return Envelope**



Date Returned _____

SCHOOL INFORMATION

School Name _____

School ID _____

Region _____

Contact

Name _____

Phone # _____

Instructions

After collecting the Student Answer Sheets from each teacher, return them to your Regional Office in this envelope. Enter the required information on the envelope. Note that folded Student Answer Sheets, incomplete Student Answer Sheets and/or photocopies of Student Answer Sheets will not be scored. See the New York City Interim Assessment memo for the schedule of Student Answer Sheets return dates. *Note that materials **must** be returned to your Senior Assessment Coordinator at the Regional Office by Friday, October 17th, 2003, at the end of the school day.*

TEST ADMINISTRATION (please check one)

1
 2
 3

MATH			ELA		
Check all that apply	# of classes		Check all that apply	# of classes	
<input type="checkbox"/> Grade 3	_____		<input type="checkbox"/> Grade 3	_____	
<input type="checkbox"/> Grade 4	_____		<input type="checkbox"/> Grade 4	_____	
<input type="checkbox"/> Grade 5	_____		<input type="checkbox"/> Grade 5	_____	
<input type="checkbox"/> Grade 6	_____		<input type="checkbox"/> Grade 6	_____	
<input type="checkbox"/> Grade 7	_____		<input type="checkbox"/> Grade 7	_____	
<input type="checkbox"/> Grade 8	_____		<input type="checkbox"/> Grade 8	_____	

Paper & Pencil Test Administration Procedure



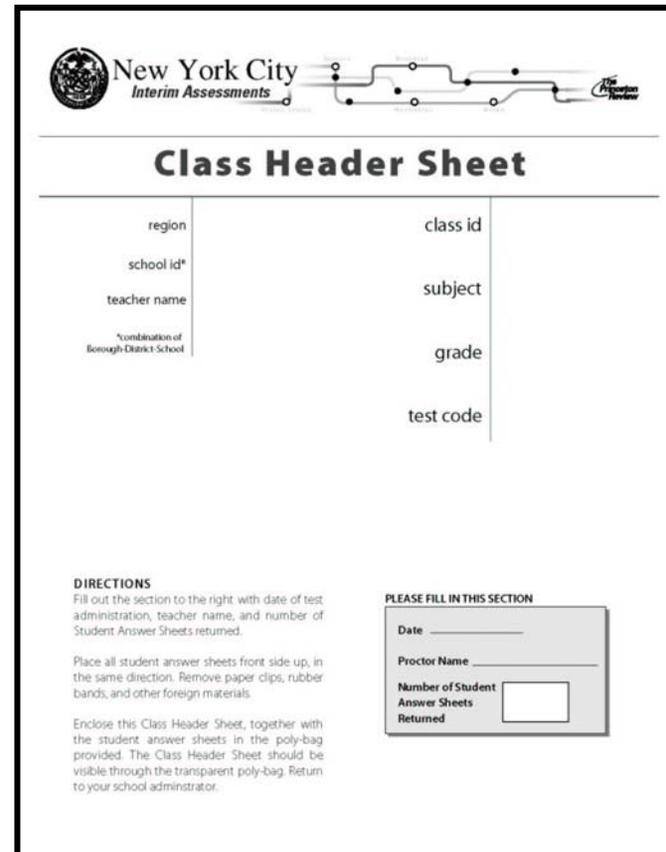
Teachers

Gather all testing materials from administrator.

Use the Teacher Instructions to administer the assessment.

Collect student answer sheets, double-check all student information on answer sheets.

Return all testing forms and the Class Header Sheet in the poly-bag to the school administrator.



New York City Interim Assessments

Class Header Sheet

region	class id
school id*	subject
teacher name	grade
<small>*Combination of Borough District School</small>	test code

DIRECTIONS
Fill out the section to the right with date of test administration, teacher name, and number of Student Answer Sheets returned.

Place all student answer sheets front side up, in the same direction. Remove paper clips, rubber bands, and other foreign materials.

Enclose this Class Header Sheet, together with the student answer sheets in the poly-bag provided. The Class Header Sheet should be visible through the transparent poly-bag. Return to your school administrator.

PLEASE FILL IN THIS SECTION

Date _____

Proctor Name _____

Number of Student Answer Sheets Returned



Part 3: Reporting
Administrator Reports
Teacher Reports
Student Reports



Reporting Web Address:

k12.princetonreview.com/nyc

New York City Interim Assessments Sign Out

This district is: NYC District NY, NY School Selector: [Help](#)

My Homeroom
Trey M. (treym2)
[Your Homepage](#)
[Your Toolbox](#)
[Your Information](#)
[Customer Support](#)
[E-mail Us](#)
[Live Help Chat](#)

Features
[Assessment Adviser](#)

Your Reports
[Click here to create customized reports](#)

Benchmark Tests
[Click here to create and activate or view reporting for benchmark tests](#)

View/Edit/Add Users
[Click here to see a list of all individual accounts in your school district](#)

Your Toolbox

Educational Publications and Databases Online
[The American Journal of Education](#) publishes papers that present research, theoretical statements, philosophical arguments, critical syntheses of a field of educational inquiry, and integrations of educational scholarship, policy, and practice.
[Click here to see more links like this](#)

Professional and Career Development
[Education World](#) takes a comprehensive look at the issues that matter most to school administrators. Features also include recent articles, a reference section, and a career link where you can check out the online education employment center.
[Click here to see more links like this](#)



Your Reports

Your Reports

Click on the type of report you wish to generate.
Please note that all reports are based on data collected daily at 3am ET.

Mastery Reports:

[Benchmark Tests Results](#)

[Overall Skill Performance](#)

Usage Reports:

[Log-In Data](#)

[Number of Tests Taken](#)



Your
Reports

Your Reports

Click below on the type of benchmark test report you wish to generate.



Test Results

[Benchmark test results by skill](#)



Disaggregate Report

[Disaggregate benchmark test results by student characteristics](#)



Your Reports

Benchmark Test Reporting

Review or edit your choice(s) then choose the next Report Criteria below:

Grade & Subject Math 4th [Edit](#)

Choose your Report criteria:

Alignment:

Benchmark Tests

To view test date select one or more benchmark tests, then click Next. To compare test data across schools, classes, or students select only one test. If you do not see the test you were looking for adjust your selections above.

Select	TestName	CreationDate
<input type="checkbox"/>	Math Grade 4 October 2003 Interim Assessment	9/15/2003 6:23:15 PM
<input type="checkbox"/>	Math Grade 4 December 2003 Interim Assessment	10/30/2003 6:57:25 PM
<input type="checkbox"/>	ELA Grade 4 October 2003 Interim Assessment	9/15/2003 7:00:30 PM

Next





Your Reports

Benchmark Test Reporting

Review or edit your choice(s) then choose the next Report Criteria below:

Grade & Subject: Math 4th [Edit](#)

Alignment: New York Mathematics Core Curriculum [Edit](#)

Benchmark Test(s): Math Grade 4 Interim Assessment 1 2003 [Edit](#)

Minimum Score ● 85 % ● 70 % ● 0 % [Edit](#)

School: School by School comparison [Edit](#)

[Explain this Report](#)

[Printer-Friendly Format](#)

School Comparison

Standard/Topic	Region 3	School 2	School 1
Key Idea 1. Mathematical Reasoning [Desc]	● 63%	● 52%	● 70%
1. Students use mathematical reasoning to analyze ... [Desc]	63%	52%	70%
1A. Use models, facts, and relationships to draw co... [Desc / Skill Breakdown]	76%	86%	70%
1C. Justify their answers and solution processes. [Desc / Skill Breakdown]	65%	43%	80%
1D. Use logical reasoning to reach simple conclusions [Desc / Skill Breakdown]	63%	52%	70%





Your Reports

Benchmark Test Reporting

Review or edit your choice(s) then choose the next Report Criteria below:

Grade & Subject: Math 4 [Edit](#)

Alignment: New York Mathematics Core Curriculum [Edit](#)

Benchmark Test(s): Math Grade 4 Interim Assessment 1 2003 [Edit](#)

Minimum Score ● 85 % ● 70 % ● 0 % [Edit](#)

School: School 1
[Edit](#)

Classes: All Classes [Edit](#)

[Explain this Report](#)

[Printer-Friendly Format](#)

Grade-Level Report

Number of Students who have not yet started this test: 0

Standard/Topic	Avg. Score	$\geq 85\%$ ●	70% - 84% ●	$< 70\%$ ●
Key Idea 1. Mathematical Reasoning [Desc]	● 60%	2	0	3
1. Students use mathematical reasoning to analyze ... [Desc]	60%	2	0	3
1A. Apply a variety of reasoning strategies. [Desc] / Skill Breakdown	60%	2	0	3



Your Reports

Benchmark Test Reporting

Review or edit your choice(s) then choose the next Report Criteria below:

Grade & Subject: Math 4th [Edit](#)

Alignment: New York Mathematics Core Curriculum [Edit](#)

Benchmark Test(s): Math Grade 4 Interim Assessment 1 2003 [Edit](#)

Minimum Score ● 85 % ● 70 % ● 0 % [Edit](#)

Class: [Edit](#)

Student(s): Student by Student Comparison [Edit](#)

[Printer-Friendly Format](#)

[Explain this Report](#)

Student Comparison

Standard/Topic	Math Grade 4 Interim Assessment 1 2003 (100% Test Completed)	Gebb, Lisa	Burt, Linda	Smith, John	Jones, Amy
Key Idea 1. Mathematical Reasoning [Desc]	● 8%	● 11%	● 6%	● 15%	● 20%
1. Students use mathematical reasoning to analyze ... [Desc]	8%	11%	6%	15%	18%
1A. Use models, facts, and relationships to draw co... [Desc / Skill Breakdown]	14%	18%	9%	8%	7%
1C. Justify their answers and solution processes. [Desc / Skill Breakdown]	0%	0%	0%	3%	0%
1D. Use logical reasoning to reach simple conclusions [Desc / Skill Breakdown]	8%	11%	6%	10%	15%



Your Reports

Benchmark Reporting

Report Criteria

Grade & Subject: Math 4th [Edit](#)

Benchmark Test: Math Grade 4 Interim Assessment 1 2003 [Edit](#)

Characteristics: Gender [Edit](#)



[Printer-Friendly Format](#)

[Explain this Report](#) 

Disaggregate Report

Gender

Total 4th graders tested on 4th grade Math = 250

Group	# of Students	≥ 85% 	70%-84% 	< 70% 	Not Tested
Male	100	50	25	25	0
Female	150	50	25	25	0
Unspecified	0	0	0	0	0

Class Selector: [Interactive Tutorial](#) [Help](#)

[Your Homepage](#)
[Class Mainpage](#)
[Class Settings & Roster](#)
[Create & Review Assignments](#)
[Your Reports](#)
[Skill Resources](#)



Class Mainpage

Section 301 Math

[Create a Test](#)
[Predefined Test](#)
[Assign an Activity](#)
[Benchmark Test](#)

Pending Assignments

Type	Name	Due Date	Students Completed
TEST 	Math Practice PRINT	9/18/2003 DUE TODAY	13/15

*Scores on activities are not reflected in reporting

[Click here to see all class assignments](#)

[Click here to see benchmark tests](#)

Looking for educational resources? Visit the [Skill Resources area](#) or [Your Toolbox](#).

Your Reports

New York City Interim Assessment Reports

[Cruz, Carlos](#)
[Eden, Moriah](#)
[Feder, Seth](#)
[Ford, Rachel](#)
[Hires, Diane](#)
[Landis, Marni](#)
[Lui, Minner](#)
[Matthews, Isabella](#)
[Meyerer, Irene](#)
[Migliozzi, Vincent](#)
[Perez, Brian](#)
[Rocchio, Joseph](#)
[Spagnoli, Phil](#)
[Tarrats, Mateo](#)
[Tom, Steven](#)

[Add/Remove Students](#)

[View/Print Usernames and Passwords](#)



Your Reports

What type of report are you interested in viewing?

Test Results: How your students did on a particular test.

These reports show you students' performance on the tests you've assigned. The first step for viewing Test Results is to select whether you want to see a report on the whole class or on an individual student.

Who:

Skill Performance: How your students are doing overall.

These reports show students' performance on the skills you are covering in class. The first step to viewing a Skill Performance Report is to select whether you want to see a report on the whole class or on an individual student.

Who:

Teacher Reports: Test Results



Your Reports

Students' Scores

Reports for this Test

- ▶ **Students' Scores**
- [Skill-based Results](#)
- [Question Details](#)
- [Compare Tests](#)
- [Back to Test List](#)

This Students' Scores Report provides you with details on how each student scored on this test. The achievement levels are based on the settings you chose for this class. To view skill-based details on an individual student, click on the student's score.

Test: Math Grade 4 Interim Assessment 1 2003
Class Average: 65%

[Printer-Friendly Format](#)

● ≥85%

● 70%-84%

● <70%

Student	Score	Student	Score	Student	Score
BROWN, JASMINE	100%	CARDWELL, EMMANUEL	60%	BECKETT, REGINALD	20%
CREIGHTON, NYKECIA	80%	COX, DOMINIQUE	60%	COLE, ROBERT	40%
GILBERT, STEPHANIE	80%	DESHIELDS, TIARA	70%	HARPER, ADAM	30%
HAMMOND, LAVETTE	80%	ELLIS, KENYA-AISHA	60%	HARRIS, JASMINE	50%
JARRETT, LESTER	90%	HARCUM, STEPHEN	60%	JOHNSON, LISA	50%
JOHNSON, KATRINA	80%	HOWARD, LORENZO	70%	JONES, KYARA	50%
KENNER, SABRINA	80%	JEFFERSON, JADE	70%	MARROW, BERNARD	40%
LAWRENCE, ANNETTE	80%	JENKINS, CHANTE	60%	MCFADDEN, BRITTANY	30%
LEWIS, JUSTIN	80%	JENKINS, FRANK	60%	RAGLAND, TYLEEM	50%
MILLER, BRYANNA	80%	LOWE, MERCEDES	70%	STANBACK, DENYSE	30%
RAY, BIANCA	90%	MORRIS, WILLIAM	70%	WILEY, JARED	40%
SEVILLE, HARRY	80%	REEVES, MARK	70%		





Your Reports

Question Details

Reports for this Test

[Student Scores](#)
[Skill-based Results](#)
▶ Question Details

[Compare Tests](#)
[Back to Test List](#)

This Question Details Report provides you with an item analysis for this test. A "+" represents a correct answer and a "-" represents a skipped question. To view the skill name for any question, click on the skill number. To view an actual test question click on the question number at the top of the report.

Test: Geometry Test - Due 5/28/2003

Class Average: 65%

 [Printer-Friendly Format](#)

[Next >>](#)

	Student Score	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
Students Correct/ 22 Assigned		13	13	16	18	20	11
Correct Answer		A	D	A	C	B	A
Skill		957	1307	957	1307	957	957
REEVES, MARK	70%	+	+	+	+	+	B
HOWARD, LORENZO	70%	+	+	B	+	+	+
RAGLAND, TYLEEM	50%	D	+	+	A	+	B
STANBACK, DENYSE	30%	C	C	C	+	C	D
JOHNSON, LISA	50%	B	+	+	+	C	B
JENKINS, FRANK	60%	+	A	+	+	+	B
SEVILLE, HARRY	80%	+	A	+	+	+	+
BROWN, JASMINE	100%	+	+	+	+	+	+
MILLER, BRYANNA	80%	+	+	+	+	+	D
SMALL, DANIELLE	80%	+	B	+	+	+	+



Entire Class Skill Based Results

Reports for this Test

[Student Scores](#)

▶ [Skill-based Results](#)

[Question Details](#)

[Compare Tests](#)

[Back to Test List](#)

Test: Math Grade 4 Interim Assessment 1 2003 - Due 9/17/2003 12:00:00 AM

Class Average: 64 %

Number of students who have not yet started this test: 0

[Printer-Friendly](#)

[Explain this Report](#)

Standard/Topic	# Questions	Class Avg.	≥85% 	70%-84% 	<70%
Key Idea 1. Mathematical Reasoning [Desc]	9	67%	<u>4</u>	<u>2</u>	<u>9</u>
1. Students use mathematical reasoning to analyze ... [Desc]	9	67%	<u>4</u>	<u>2</u>	<u>9</u>
1A. Use models, facts, and relationships to draw co... [Desc / Skill Breakdown]	<u>3</u>	64%	<u>4</u>	0	<u>11</u>
1C. Justify their answers and solution processes. [Desc / Skill Breakdown]	<u>2</u>	67%	<u>7</u>	0	<u>8</u>
1D. Use logical reasoning to reach simple conclusions [Desc / Skill Breakdown]	<u>9</u>	67%	<u>4</u>	<u>2</u>	<u>9</u>
Key Idea 2. Number and Numeration [Desc]	13	64%	<u>1</u>	<u>4</u>	<u>10</u>
2. Students use number sense and numeration to dev... [Desc]	13	64%	<u>1</u>	<u>4</u>	<u>10</u>
2A. Use whole numbers and fractions to identify loc... [Desc / Skill Breakdown]	<u>6</u>	64%	<u>3</u>	<u>3</u>	<u>9</u>
2B. Use concrete materials to model numbers and num... [Desc / Skill Breakdown]	<u>8</u>	61%	<u>3</u>	<u>3</u>	<u>9</u>



Entire Class Skill Based Results

Reports for this Test

- [Student Scores](#)
- ▶ [Skill-based Results](#)
- [Question Details](#)
- [Compare Tests](#)
- [Back to Test List](#)

Skill Breakdown for: [1D.] Use logical reasoning to reach simple conclusions
Test: Math Grade 4 Interim Assessment 1 2003 - Due 9/17/2003 12:00:00 AM
Class Average: 64 %

Number of students who have not yet started this test: 0

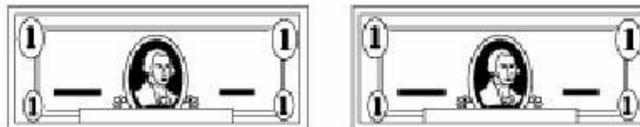
- [Explain this Report](#)
- [Printer-Friendly Format](#)

Standard/Topic	# Questions	Class Avg.	>=85%	70% - 84%	<70%
1D. Use logical reasoning to reach simple conclusions [Desc]	9	67%	<u>4</u>	<u>2</u>	<u>9</u>
Putting Whole Numbers in Order, Using Greater T... [Resources]	<u>4</u>	70%	<u>5</u>	<u>5</u>	<u>5</u>
Estimating Answers [Resources]	<u>2</u>	67%	<u>7</u>	0	<u>8</u>
Organizing Data into Graphs and Pictures [Resources]	<u>3</u>	64%	<u>4</u>	0	<u>11</u>

Question 1

Question ID# 69814

Dylan has 3- \$1.00 bills and 1- \$5.00 bill. Which diagram best represents this information?





Skill Resources
Teacher View

[Back to Previous Screen](#)

Skill: Putting Integers (Positive and Negative Whole Numbers) in Order

Skill description.

This skill is associated with the following standard(s) in your state:

Key Idea 1. Mathematical Reasoning

You can also check out the [parent view](#) and [student view](#) of these skill resources.

The Princeton Review  Lessons & Tips

Teacher Tips

The Princeton Review's Tips on Teaching Students to Read Whole Numbers (Place Value)

[View Tips](#)

Parent Tips

The Princeton Review's Tips for Helping Your Child Read Whole Numbers (Place Value)

[View Tips](#)

Student Lessons

The Princeton Review's Lesson on Reading and Ordering Whole Numbers (Place Value)

[Assign This](#) | [View Lesson](#)

Homeroom.com Student Lesson on Reading Whole Numbers (Spanish Version)

[Assign This](#) | [View Lesson](#)

TeachingResources 

Recommended Resources

[CEC lesson plan on place value](#)

The Columbia Education Center offers a wide variety of lesson plans written by teachers. This is a lesson on place value.

[CEC lesson plan on locating point on a number line- 2](#)

The Columbia Education Center offers a wide variety of lesson plans written by teachers. This is a lesson on locating points on a number line.

[AskERIC lesson plan on understanding place value](#)

AskERIC offers a wide variety of lesson plans written by teachers. This is a great lesson on place value.

[AskERIC lesson plan on place value, time, and record keeping](#)





Skill Resources
Teacher View

Skill: Putting Whole Nu

Compare and

St

You can also check out the [parent view](#) and

The Princeton Review Lessons & Tips

Teacher Tips

The Princeton Review's Worksheet on Great Than

[View Tips](#)

The Princeton Review's Tips on Teaching Students Whole Numbers

[View Tips](#)

[Back to Previous Screen](#)

Homeroom

Lessons & Tips



Close

[Print this Page](#)

Here are more good ideas for helping students **order whole numbers!**

Touch It

Number Line Up

Tools: Large number cards with a number above 1,000 on each card.

Directions: Give one card to each student. Students arrange themselves against a wall from least to greatest.

Six-Box Fill

Tools: Pencils, paper, dice.

Directions: The goal is to make the largest number possible. Each student draws six boxes in a row, rolls one die, places the number in one of the boxes, and repeats until all boxes are filled. Who got the biggest number?





SIGN OUT



homeroom

YOUR HOMEPAGE

Matthew S.

- ▶ YOUR CLASSES
 - ▶ [Section 301 Math](#)
 - ▶ [Section 301 ELA](#)
- ▶ TEST-TAKING TIPS
- ▶ YOUR ACCOUNT



Hi, Matthew!

Click on an assignment, a practice quiz, or a skill resource to get started.

HELP



Assignments

Your assignments are listed below. They are arranged in order by the date they are due.

Name	Class	Teacher	Due Date
Classroom Mathematics Practice	Section 301 Math	Adam	9/11/2003
Classroom Mathematics Practice 2	Section 301 Math	Adam	9/11/2003
Classroom ELA Practice	Section 301 ELA	Adam A.	9/11/2003
Classroom ELA Practice 2	Section 301 ELA	Adam A.	9/11/2003



PRACTICE QUIZZES

Take a practice quiz for one of your classes.

- [Classroom Mathematics Practice](#)
- [Classroom Mathematics Practice 2](#)
- [Classroom ELA Practice](#)
- [Classroom ELA Practice 2](#)



SKILL RESOURCES

Explore websites and activities on class subjects.

- [Classroom Mathematics Practice](#)
- [Classroom Mathematics Practice 2](#)
- [Classroom ELA Practice](#)
- [Classroom ELA Practice 2](#)

[Back to Top](#)



MATH

Section 301 Math
Mr. Jones.

HELP

Test Results

Test Name: Math Grade 4 October 2003 Interim Assessment

Test Completed: 10/8/2003

Score:  70%

View All Questions & Answers 

Key:  **Keep Trying!** 0%-54%

 **Good Job!** 55%-74%

 **Excellent!** 75%-100%

Skill	Score	Questions	Skill Helpers
	Total:  70%	10 (View)	
Putting Whole Numbers in Order, Using Greater Than, Less Than and Equal	 0%	1 (View)	Skill Helpers
Estimating Answers	 100%	2 (View)	Skill Helpers
Use Estimation to Eliminate Unreasonable Answers	 100%	1 (View)	Skill Helpers
Organizing Data into Graphs and Pictures	 67%	3 (View)	Skill Helpers
Fact Families: What are they, and how can I use them?	 0%	1 (View)	Skill Helpers
Counting by Multiples	 100%	1 (View)	Skill Helpers
Factors and Multiples	 100%	1 (View)	Skill Helpers
Test Total	 70%	10	

View All Questions & Answers 

Skill Helpers

SKILL

Putting Whole Numbers in Order, Using Greater Than, Less Than and Equal - Compare and order whole numbers and use the symbols =, >, and <

Skill Progress:

0%  Keep Trying

**Quiz Yourself
on This Skill**

Learn More!



The Princeton Review's worksheets on Greater Than, Lesser Than

[Read More](#)



The Princeton Review's Lesson on Ordering Whole Numbers (Spanish Version)

[Read More](#)



The Princeton Review's Lesson on Ordering Whole Numbers (Spanish Version)

[Read More](#)



The Princeton Review's Lesson on Ordering Whole Numbers

[Read More](#)

Other Resources:



Funbrain.com's "Line Jumper"

Become a line jumper! Learn addition skills (from easy to brainy) on a number line. Watch out--there are negative number questions too!



Megamath's Pick a Number Page

Pick a number from the cards and you go the world of that number. Learn about number patterns, how to multiply by different numbers, and more.



Math Forum - Problem of the Week

The Math Forum's Problems of the Week (POWs) are designed to provide creative and off-beat challenges in all math areas.



Dr. Math's Place Value Page

If you have a question related to math, then it's most likely been answered here. And if it hasn't been, you can submit it. This page lists all the questions ever asked and answered about reading and rounding numbers, and some about estimating.





Part 4: Moving Forward

Additional Information

Contact Information

Questions and Answers



New York City Interim Assessments

Sign Out

Wednesday, August 13, 2003

My Homeroom

Mr. Jones
Market School

- Your Homepage
- Your Toolbox
- Your Information
- Customer Support
- E-mail Us

Features

- Assessment Advisor



Your Homepage

Hello, Mr. Jones!

Interactive Tutorial

Help

Your Classes

Class Name	Grade
Section 301 ELA	4
Section 301 Math	4

[Click here to create a new class](#)

[Click here to set up a new student account](#)

Your Toolbox

SkillsTutor & Learning MileStones
A web-based tool designed to help students master core subjects and skills. SkillsTutor maintains a direct focus on students in four key areas: supplemental instruction and tutoring in basic skills diagnostic and prescriptive lesson assignments age-appropriate, researchbased content; and individualized instruction aligned to state and national standardized tests.

Reference Tools
[Encarta Dictionary](#) - This dictionary has audio capability, so after you search for a definition, you can hear the word spoken.
[click here to see more links like this](#)

Classroom Management Tools
[Teachers Helping Teachers](#) - Great classroom management techniques found here: from figuring out grades to overseeing teacher's assistants and

Professional Development
[Educational Technology Conference Planner](#) - Not sure which educational technology conference to attend? This tool lets you search for a conference by month, region/area, even the size of the conference.
[click here to see more links like this](#)

Teaching Tools
[Skill development exercises for K-6 Language Arts and Math](#) - Educator's Publishing Service provides high-quality supplemental language arts and math materials that support academic standards and build basic skills. These materials are available in traditional workbook form and through our new online subscription service, Lesson Logic, where they can be accessed by grade level and skill.
[click here to see more links like this](#)

[Help](#)

Create a New Class

Select the grade level and subject for this class. Math and Reading are available for all grades, Language Arts is available for grades 3-8 and 10.

Grade Level:

Subject:

[Back](#)

[Next](#)

Name of Class:

State Standard:

Test:

Choose how you want to create tests and view reports:

(Please note, you will only see standards in the language of your state if you choose the state standard option.)

- Based on the State Standard selected above.
- Based on the Test selected above.
- Based on the scope and sequence of your classroom

textbook:

Achievement Levels

Minimum Score for Category 1: %

Minimum Score for Category 2: %

Minimum Score for Category 3: %

Class Period*:

Room Number*:

(NOTE: An asterisk (*) indicates that the information is optional.)

Back

Next



Class Settings & Roster Add/Remove Student

When you see the names of students you'd like to move into or out of the class, highlight the names and use the add and remove buttons. Use the drop-down menu to view a specific group of students in the left box. If you do not see a student's name, you may need to create a new student account. [Click here to set up a new student account.](#)

You have 15 students in this class. For optimal use, please limit your class size to 40 students.

Back

Submit

Choose students to view:

Students in the school

Go

Students in your classes

Cruz, Carlos (3)
Eden, Moriah (3)
Feder, Seth (3)
Ford, Rachel (4)
Hires, Diane (5)
Landis, Marni (4)
Lui, Minner (4)
Matthews, Isabella (5)
Meyerer, Irene (4)
Migliozzi, Vincent (4)
Perez, Brian (4)
Rocchio, Joseph (5)
Spagnoli, Phil (5)
Tarrats, Mateo (3)
Tom, Steven (4)

Add All >>

Add >

< Remove

<< Remove All

Roster for Section 301 Math

Cruz, Carlos (3)
Eden, Moriah (3)
Feder, Seth (3)
Ford, Rachel (4)
Hires, Diane (5)
Landis, Marni (4)

The Ideal Formative Tool



- Optionally, teachers can create their own assignments in 1 to 2 minutes, aligned to summative standards and their curriculum. These can be administered online or on paper.
- If administered on paper, teachers can enter student answers to access the same, useful reporting that they are used to.
- Students can quiz themselves easily, with data reported through the system.
- Question pool of 170,000 items ensures depth without duplication.
- Provides information and context to help teachers differentiate instruction for each student.

Using the Interim Assessment System

Class Selector:

Select..

Interactive Tutorial

Help

Your Homepage

Class Mainpage

Class Settings & Roster

Create & Review Assignments

Your Reports

Skill Resources



Class Mainpage

Section 301 Math

Create a Test

Predefined Test

Assign an Activity

Benchmark Test

Pending Assignments

Type	Name	Due Date	Students Completed
TEST 	Math Practice PRINT	9/18/2003 DUE TODAY	13/15

*Scores on activities are not reflected in reporting

[Click here to see all class assignments](#)

[Click here to see benchmark tests](#)

Looking for educational resources? Visit the [Skill Resources area](#) or [Your Toolbox](#).

Your Reports

New York City Interim Assessment Reports

- [Cruz, Carlos](#)
- [Eden, Moriah](#)
- [Feder, Seth](#)
- [Ford, Rachel](#)
- [Hires, Diane](#)
- [Landis, Marni](#)
- [Lui, Minner](#)
- [Matthews, Isabella](#)
- [Meyerer, Irene](#)
- [Migliozzi, Vincent](#)
- [Perez, Brian](#)
- [Rocchio, Joseph](#)
- [Spagnoli, Phil](#)
- [Tarrats, Mateo](#)
- [Tom, Steven](#)

[Add/Remove Students](#)

[View/Print Usernames and Passwords](#)





Create & Review
Assignments

Create a Test

1. Check the boxes next to the standards you would like to include on this test.

Key Idea 1. Mathematical Reasoning [\[Desc.\]](#)

1. Students use mathematical reasoning to analyze mathematical situations, mak... [\[Desc.\]](#)

Key Idea 2. Number and Numeration [\[Desc.\]](#)

2. Students use number sense and numeration to develop an understanding of the... [\[Desc.\]](#)

Key Idea 3. Operations [\[Desc.\]](#)

3. Students use mathematical operations and relationships among them to unders... [\[Desc.\]](#)

Key Idea 4. Modeling / Multiple Representation [\[Desc.\]](#)

4. Students use mathematical modeling/multiple representation to provide a mea... [\[Desc.\]](#)

Key Idea 5. Measurement [\[Desc.\]](#)

5. Students use measurement in both metric and English measure to provide a ma... [\[Desc.\]](#)

Key Idea 6. Uncertainty [\[Desc.\]](#)

6. Students use ideas of uncertainty to illustrate that mathematics involves m... [\[Desc.\]](#)

Key Idea 7. Patterns / Functions [\[Desc.\]](#)

7. Students use patterns and functions to develop mathematical power, apprecia... [\[Desc.\]](#)



Create & Review Assignments

Create a Test

1. Below are the skills that your test will cover. To change the number of questions per skill, edit the number in the box. The skills below are based on the standards you selected

Topics & Skills	Number of Questions
1. Students use mathematical reasoning to analyze mathematical situations, make conjectures, gather evidence, and construct an argument. [Desc.]	
1A. Use models, facts, and relationships to draw conclusions about mathematics and explain their thinking. [Desc.]	
<i>Organizing Data into Graphs and Pictures</i>	<input type="text" value="2"/>
1C. Justify their answers and solution processes. [Desc.]	
<i>Estimating Answers</i>	<input type="text" value="2"/>
1D. Use logical reasoning to reach simple conclusions [Desc.]	
<i>Putting Whole Numbers in Order, Using Greater Than, Less Than and Equal</i>	<input type="text" value="2"/>
<i>Estimating Answers</i>	<input type="text" value="2"/>
<i>Organizing Data into Graphs and Pictures</i>	<input type="text" value="2"/>



Preview Teacher Version

Name of Assignment: Key Idea 3 Quiz 1

Due Date: 9/22/2003

Test Options

[Confirm & Save](#)

[Edit Details](#)

[Print ReviewScan IDs](#)

[Delete Assignment](#)

Question 1

[Replace Question](#)

Question ID# 49884

What should replace the box in the number sentence below?

$$18 + 7 < \square$$

A 9

[Explain](#)

B 11

[Explain](#)

C 24

[Explain](#)

D 30

[Explain](#)

Professional Development



- The key to useful interim testing is useful Professional Development.
- After each assessment, The Princeton Review can provide trainings with instructional leaders at the region and network levels, to review the test results and discuss using the results in the classroom.



- Grouping students
- 3 levels of achievement
- Changing achievement level settings
- Pinpointing strengths and weaknesses
- Making decisions in the classroom



You can reach Customer Support in three ways:

- Send an email to iasupport@review.com. We will respond within 24 hours (Monday through Friday).
- Call The Princeton Review's K-12 Customer Support Team at 1-888-888-1178 between the hours of 7:00 a.m. and 6:00 p.m. during test administration, and between 9:00 a.m. and 6:00 p.m. at all other times.
- For immediate response between 12:00 p.m. and 3:00 p.m., Monday through Friday, log into the Interim Assessment System and click the Live Help Chat link. The Live Help Chat link appears in a blue box on the left of each screen.

For information online:

- k12.princetonreview.com/nyc (The Interim Assessment System)
- nycenet.edu (The New York City Department of Education)



- Formative assessments are low-stakes.
- Used to inform instruction and support teaching.
- Tests are non-intrusive and easy to administer.
- Data will be available soon after tests are taken.

Assessment FOR learning not assessment OF learning