

Instructional Data Warehouse News

July 31, 2024

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2024 Grade 3-8 Test Results Are Now Available Preliminary Reports Give Us Key Data for Analysis

by Fred Cohen

NYSED has released preliminary data for the 2024 ELA and Math Grade 3-8 assessments. Scale Scores and the Level Scores are still unavailable. What can be viewed, however, are **Gap Reports, Wrong Answer Reports, and Item Analysis reports**. One caveat, of course, is that these reports are preliminary, and therefore not official. In previous years, these data have looked very much like the “official” data which will not be released for a number of months.

Five reports are listed in the “Preliminary 3-8 Reports.” See below.

← [icon] > Reports > Preliminary 3-8 Reports > Prior to Official Scoring

[icon] [Preliminary ELA and Math Raw Scores with Last Year's Performance iReport](#)
6/27/2024 3:47 PM

[icon] [Preliminary Item Analysis](#)
6/27/2024 2:33 PM

[icon] [Preliminary Regional Gap Analysis](#)
6/26/2024 9:23 AM

[icon] [Preliminary Student Assessment Raw Scores](#)
6/27/2024 3:47 PM

[icon] [Preliminary Wrong Answer Summary Analysis \(WASA\)](#)
6/26/2024 9:22 AM

All but the first report should be familiar to regular Instructional Data Warehouse (IDW) users. The first report will be described at the end of the newsletter.

Because the Gap and WASA reports are so essential in understanding district, school, and teacher instructional strengths and weaknesses, this newsletter will begin with a brief analysis of a typical assessment using the Gap and WASA Preliminary Reports.

We encourage districts to do similar analyses while the previous school year is still fresh in the mind of teachers and administrators. We also recognize that some districts may instead prefer to use the “Common Data Views” folder, which has similar reports using 2024 preliminary assessment data. Common Data Views are available statewide and offer the same data presented in a slightly different format. Common Data View reports can be viewed on the next page.



Upcoming IDW Events

IDW Trainings:
The training schedule for the 2024-25 school year will be announced shortly.

Register on MLP

To book an in-district training, please call Stephanie Witt 516-608-6623



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- ← Reports > Common ... Views > Common Data Views - N ... 3-8 Assessments +
- Common View #1 - Individual Performance
12/18/2023 10:18 AM
- Common View #2 - Performance Report with Gap Analysis by Course-Section
12/21/2023 9:46 AM
- Common View #2 - Performance Report with Gap Analysis by District
1/2/2024 12:10 PM
- Common View #2 - Performance Report with Gap Analysis by Location
1/2/2024 10:47 AM
- Common View #2 - Performance Report with Gap Analysis by Teacher
1/10/2024 4:09 PM
- Common View #3 Released Questions Performance by Course-Section
12/18/2023 10:37 AM
- Common View #3 Released Questions Performance by District
1/4/2024 2:34 PM
- Common View #3 Released Questions Performance by Location
6/28/2024 1:51 PM
- Common View #3 Released Questions Performance by Teacher
6/27/2024 1:21 PM
- Common View #4 - Constructed Response Distribution of Points Awarded by Course-Section
6/13/2023 2:37 PM
- Common View #4 - Constructed Response Distribution of Points Awarded by District
12/18/2023 2:06 PM
- Common View #4 - Constructed Response Distribution of Points Awarded by Location
6/24/2024 12:07 PM
- Common View #4 - Constructed Response Distribution of Points Awarded by Teacher
3/8/2024 10:39 AM
- Common View #5 - P Value Report for Common Data Views - NYS
1/4/2024 2:40 PM

These **Common Data View** reports are presented in similar fashion Statewide, but may be less familiar to Nassau BOCES IDW users.

Because IDW users are most familiar with IDW report format, the analysis below is from one district's IDW Preliminary Reports, which **have direct links to the released questions** and allow for a number of other options once the report is created.

We do, therefore recommend the "Preliminary Reports" folder, but we present the Common Data Views folder listing for those who may like to see them.

As a rule, all **Gap Reports show how a district's, school's, or teacher's students performed on each question compared to how other students in the Nassau County Region performed on that question.** The Preliminary Gap report below is for **one teacher's Math 6 students**. The teacher had 63 students take the Math 6 assessment in 2024. Let's see what we might learn from this section of the Gap report shown below.

Note that the Gap Report is sorted by Standard and shows results for the **Region** (about 10,000 students), the **Teacher** (n=63), and the **School** (n=181). The teacher's overall gap on all questions was 5% above the Region. The school's overall gap was 2% above the Region.

Sort By:

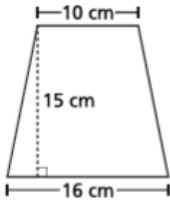
Standard/Key Idea	Subskill/Performance Indicator	Question #	MC/CR	Teacher%	School%	Region%	Teacher Gap	School Gap
Geometry	Find volumes of right rectangular prisms with fractional edge lengths in the context of solving real world and mathematical problems.	20-MC	MC	60.3%	49.4%	52.1%	8.2%	-2.8%
Geometry	Find area of triangles, trapezoids, and other polygons by composing into rectangles or decomposing into triangles and quadrilaterals. Apply these techniques in the context of solving real-world and mathematical problems.	28-MC	MC	33.3%	44.2%	49.3%	-16.0%	-5.2%
Geometry	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real world and mathematical problems.	32-MC	MC	66.7%	63.0%	61.1%	5.5%	1.9%
Geometry	Find volumes of right rectangular prisms with fractional edge lengths in the context of solving real world and mathematical problems.	35-MC	MC	88.9%	83.8%	66.2%	22.7%	17.6%
Geometry	Draw polygons in the coordinate plane given coordinates for the vertices. Use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real world and mathematical problems.	37-CR	CR	3.2%	11.0%	25.8%	-22.6%	-14.8%
Geometry	Find area of triangles, trapezoids, and other polygons by composing into rectangles or decomposing into triangles and quadrilaterals. Apply these techniques in the context of solving real-world and mathematical problems.	40-CR	CR	69.0%	61.0%	49.7%	19.4%	11.4%
Geometry	Use area and volume models to explain perfect squares and perfect cubes.	44-CR	CR	44.4%	42.2%	36.6%	7.9%	5.6%



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What is often evident in Gap Reports sorted by Standard (in this case, “Geometry”) is that student success **varies within a Standard** and even **within a Key Idea** (“**Find area of triangles, trapezoids...**”). Note the two questions within the black ovals on Page 2. Both the school and teacher **underperformed** the Region on multiple-choice question 28, **yet outperformed** the region on constructive response question 40. The Standard and Key Idea were identical. Why are the results so different? That is why we recommend going to the questions to see how they differ. Fortunately, the IDW Preliminary Reports have hyperlinks to the actual questions (see below). Note too, that the Region had identical percents correct of **49% on both questions**.

28 An isosceles trapezoid is shown below.

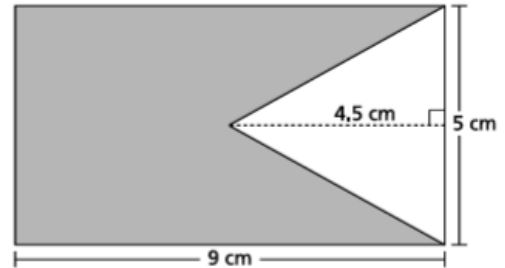


What is the area, in square centimeters, of the isosceles trapezoid?

- A 120
- B 150
- C 195
- D 240

40 This question is worth 2 credits.

A diagram of a rectangular flag, with a shaded section, is shown below.



What is the area, in square centimeters, of the shaded section of the flag?

Show your work.

A key to understanding student thought processes is to view the Preliminary Wrong Answer Summary Analysis (WASA) for any multiple choice question. Below are the WASA results for question 28.

Sort Report By: Question Number (Q#)				Resp 1		Resp 2		Resp 3		Resp 4	
Q#	Skill Tested	Region %	Correct Resp	#	%	#	%	#	%	#	%
28-MC	NGLS.Math.Content.NY-6.G.1: Find area of triangles, trapezoids, and other polygons by composing into rectangles or decomposing into triangles and quadrilaterals. Apply these techniques in the context of solving real-world and mathematical problems.	49.3%	3	3	5%	18	29%	21	33%	21	33%

Note that three of the four answers were chosen with approximately equal frequency. Students knew to eliminate incorrect “Resp 1,” but they were confused, rather than being distracted, by a single wrong answer. They clearly did not know how to calculate the area of a trapezoid. Their great success on question 40 indicated that they knew how to calculate area when analyzing rectangles and triangles, but were confused by a question of the same difficulty when dealing with trapezoids. Likely, the teachers will have the greatest insight in making changes for next year’s scope and sequence, if necessary. A full analysis of the Gap and WASA reports can reveal great insights about curriculum strengths and weaknesses.

The one new Preliminary Report for this year is called “Preliminary ELA and Math Raw Scores with Last Year’s Performance iReport.” It is called an “i” report, because it has a number of exciting new features, especially the ability to sort and filter without having to translate into Excel.



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After choosing an exam to analyze, the table below will appear. **Performance Levels** for this year cannot be shown because Performance Levels have yet to be determined by SED. Instead, the table shows each student's **Raw Score** on the left near the student's name. **Last year's Performance Level** scores are shown in the right hand column.

Maximum Raw Score Points Available: 47

Raw Score	Performance Level*	Last Year Final Score <small>* Does NOT indicate or predict this year's score</small>	Last Year Performance Level <small>* Does NOT indicate or predict this year's level</small>
A 39	Not available	499	Level 4
B 30	Not available	487	Level 4
C	Refusal	423	Level 1
D	Refusal	999	Refusal
E 18	Not available	460	Level 3
F 25	Not available	473	Level 3
G 38	Not available	460	Level 3

Note that the **Maximum Raw Score** for this year's test is indicated at the top of the table. This score is key in interpreting each student's performance. **Student A**, for example, had a **score of 39** on this year's assessment, and it is not surprising that last year he/she was Level 4.

Student E, however, earned a **Level 3 last year**, but his **raw score of only 18** this year is not very likely to be a Level 3 score this year since there were 47 raw score points available. By reviewing each student's raw score, the user can pick out students who might unexpectedly need immediate assistance, especially seeing a high previous Performance Level last year and a low current raw score. Finally, since this is an **iReport**, users can put the cursor on the top score in the "Raw Score" column ("39") and then use the **tool bar that appears to sort the column in ascending order to see the lowest scores first**.

The column will then be sorted from lowest raw score to the highest to see which students show major drops in performance.



As always, IDW personnel are available to provide telephone assistance, as well as virtual and in-district training for any district seeking to learn more about this newsletter, or about other best data practices. To schedule a training session or ask any IDW-related questions, please call Stephanie Witt at (516) 608-6623, Fred Cohen at (516) 608-6640, Tammy Mazza at (516) 608-6633, or Dr. Wanda Toledo at (516) 608-6648.

What's New in the IDW?

- Preliminary Reports and Common Data Views are now available for the 2024 ELA and Math Grade 3-8 Assessments.
- Don't forget to check out our IDW training schedule and schedule a training opportunity for all staff members.



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