



# Using BOCES Assessment Reporting System

## Planning for Upcoming NYS Assessments

Presented by James Dentel, Staff Developer/Shared Data Expert



# INTRODUCTION ACTIVITY

- Name
- District
- Role
- Focusing on NYS 3-8, Regents, or Both?
- What would you be doing if you weren't in education?

## In Today's Training You Will...

- Develop proficiency in interpreting BARS reports to identify trends, strengths, and areas for growth.
- Strengthen data analysis skills that guide evidence-based instructional planning and decision-making
- Reflect together on how data insights can inform next steps



## What is BARS?

- BARS is a dynamic tool for teachers and administrators to use in the process of data analysis, to inform differentiation, and instructional decision making.
- BARS provides the end user with the ability to filter New York State Student Assessment data by subgroups, export data, and generate reports with learning standards and visualizations.
- Available reports provide annual and longitudinal data for preview and analysis of assessments including NYSITELL, NYSESLAT, NYSAA, and Regents exams.
- BARS is one of the many resources you may use to aid in making informed decisions relating to student performance, instruction, and curriculum.

# Where To Find BARS: <https://datacentral.esboces.org/> or [bars.esboces.org](https://bars.esboces.org)



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## Welcome to DataCentral



Click the "Important Links" then click "BARS" on the next page

Announcements

Data Deadlines

**BEDS DAY**  
**OCTOBER 1, 2025**

**February 26, 2026 - NYSESLAT Final Pull**

LEAs must have all 0231-ELL Eligible students corrected reported in Level 0.

**Infinite Campus - End of Semester Process - In Person**

9:00 AM - 10:30 AM  
Westhampton Beach  
DeFeo Building

[Register Here](#)

**Feb 6 2026**

# Reports Page - Top

Top of the Reports page where you choose the year, exam type, subject/Exam, Report to be run, the Sequence for the report, the school, room and how to view the report.

<b>Year</b> July 1, 2024 - June 30, 2025 <input checked="" type="radio"/> Public Schools <input type="radio"/> Non-Public Schools <input type="radio"/> Providers District Name	<b>Exam</b> <input type="radio"/> NYS/NYSAA/NYSESLAT <input checked="" type="radio"/> Regents <input type="radio"/> Score Projection <input type="radio"/> Benchmarks	<b>Subjects/Exams</b> ELA Regents Common Core ELA - Aug Regents Common Core ELA - Jan Regents Common Core ELA - Jun	<b>Reports</b> Group Item Analysis All Tested Individual Extended Response Individual Item Analysis Individual Student Performance Report Longitudinal Trend Analysis Percent at All Levels Percent at All Levels for 5 Years Percent at All Levels Teacher Summary Performance Report with Gap Analysis	<b>Additional Criteria</b> <b>Comparison:</b> <input checked="" type="radio"/> Region <input type="radio"/> Level 4 Cutpoint <input type="radio"/> Level 3 Cutpoint	
<b>Sequence</b> <input type="radio"/> District <input type="radio"/> District, School <input checked="" type="radio"/> District, School, Teacher <input type="radio"/> District, School, Room <input type="radio"/> Region Totals	<b>Schools</b> Elementary School High School Middle School Out Of District Primary School A Primary School B	<b>Rooms</b> <input checked="" type="radio"/> Course-Section <input type="radio"/> Home Room Student Re-sort	<b>Additional Criteria</b>	<b>Additional Criteria</b> Sort Order: <input type="radio"/> Item Number <input type="radio"/> Standards/Sub Skill <input checked="" type="radio"/> Difficulty Hard/Easy <input type="radio"/> Difficulty Easy/Hard	<b>Preview Settings</b> <input type="radio"/> PDF <input checked="" type="radio"/> Viewer (Drill Down) <input type="radio"/> XML

[View Report](#)

## Reports Page - Bottom

Bottom of the Reports screen where you can choose filters to run the report.

The screenshot displays the bottom section of a reports interface, featuring six filter panels and a 'Clear Filters' button. The panels are:

- Accountability Filters (Panel 1):** Includes checkboxes for SWD, Former SWD, Not SWD, Economically Disadvantaged, Not Econ Disadvantaged, ELL, Former ELL (4yr), Former ELL (2yr), Ever ELL (Past Years Only), and Never ELL.
- Accountability Filters (Panel 2):** Includes checkboxes for Continuously Enrolled in Bldg, Continuously Enrolled Diff Bldg., Not Continuously Enrolled, Migrant, Not Migrant, Homeless, Not Homeless, Immigrant, and Not Immigrant.
- Accountability Filters (Panel 3):** Includes checkboxes for Neglected, Not Neglected, Section 504, Not Section 504, Male, and Female. It also has input fields for 'Years in U.S. school:' (From: [ ] To: [ ]) and 'LEP Duration:' (From: [ ] To: [ ]).
- Race/Ethnicity:** Includes checkboxes for American Indian/Alaskan Native, Asian, Black or African American, Hawaiian/Other Pacific Islander, Multiracial (2 or more races), White, w/ Hispanic Indicator, and w/o Hispanic Indicator.
- Levels/Ranges:** Features dropdown menus for 'Performance Levels:' (01-05) and 'Grade Levels:' (K-03), along with a 'Scale Score Range:' input (From: [ ] To: [ ]).
- Additional Criteria:** An empty panel for further filtering options.

A blue 'Clear Filters' button is located at the bottom center of the filter area.

- So, what are they asking?



# Longitudinal Trend Analysis

- The Longitudinal Trend Analysis identifies trends in standards/subskills appearing on assessments over a 6-year period, as well as providing links to each assessment item.

## Longitudinal Trend Analysis

### Regents Common Core ELA 2025

Standard #	Regents Common Core ELA		Item #'s 2020 Jan	Item #'s 2021 Jun	Item #'s 2022 Jun	Item #'s 2023 Jan	Item #'s 2023 Jun	Item #'s 2024 Jan	Item #'s 2024 Jun	Item #'s 2025 Jan	Item #'s 2025 Jun
<b>Language</b>											
L.11.12.4	4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.					5,12					
<b>Language / Production and Distribution of Writing</b>											
L.11-12.4	4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.		13,18	6,13, 20	5,12	17,19	16	6,17, 21	3,9, 11,16	5,7, 10,22	15,20
L.11-12.5	5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		5,14	2,11, 23		14	5,12, 14,20	12	12,15	3,11	8,10, 14
<b>Reading - Informational / Key Ideas and Details</b>											
RI.11-12.2	2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.		19,23	16,21	22,24	18,24	17,24	23,24	17,21, 24	18,24	17,21, 22,23
RI.11-12.3	3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.		16,17, 20,21	17,18, 19	16,18, 19	16,20	15,19, 21,22	15,16, 19,20	18	16,19, 23	18,19
<b>Reading - Informational / Craft Structure</b>											
RI.11-12.4	4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison		22	22	17,20, 21	15,21	23	18	19,22	15,21	16
RI.11-12.5	5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.		15,24	15	15,23	22	18		20	17,20	24
RI.11-12.6	6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly			24		23		14,22	23		

# LONGITUDINAL TREND ANALYSIS – QUESTIONS TO CONSIDER (ACTIVITY SHEET #1 – 5 MINUTES)

- What do you notice about the number and frequency of items asked?
- Are all performance indicators / key ideas assessed each year? Do you see any patterns emerging?

- What are we doing well, and what are our areas of possible focus?



## Performance With Gap Analysis Report

- The Performance with Gap Analysis is designed to provide an overview of a population's performance by question.
- Determined by the sequence chosen, comparisons can be made between Room, School, District, BOCES, and Region. This report can be generated by region or level cut points to make comparisons between different populations in the chosen sequence.
- The assessment data is visualized as a line graph leading into an expanded view of aggregated student performance.

## Performance Report with Gap Analysis

Regents Common Core ELA - Jun 2025

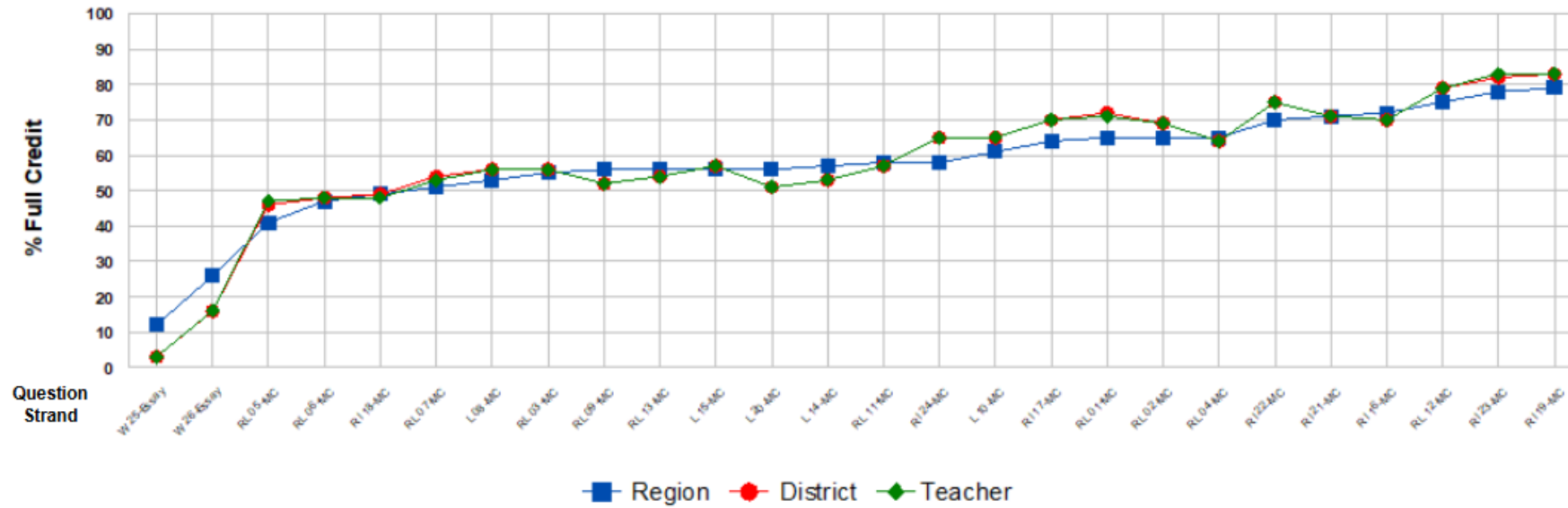
Teacher - N/A

District Name

High School

Sorted By: **Teacher**

Sort Order: **HardEasy**



Student Counts			
Region	District	School	Teacher
11,822	364	361	361

This example is sorted by difficulty, showing the hardest questions first. In this sample, the essay questions were the most difficult.

Hyperlink to Regents exam

## Performance Report with Gap Analysis

Regents Common Core ELA - Jun 2025

District Name

High School

Sorted By: **Teacher**

Sort Order: **Standards**

Teacher - N/A

Question Number	Strand	Max Points	Teacher n = 361		School n = 361		District n = 364		ESB n = 7,653		Region n = 11,822		Distractor by Teacher ( <i>Bold denotes correct answer</i> )				
			% Points Earned	% Full Credit	% Full Credit	Gap to School	% Full Credit	Gap to District	% Full Credit	Gap to ESB	% Full Credit	Gap to Region	A/F	B/G	C/H	D/J	Other
<b>Language</b>																	
<b>Production and Distribution of Writing</b>																	
4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.																	
<a href="#">15-MC</a>	<a href="#">L</a>	1	57%	57%	57%	0%	57%	0%	54%	3%	56%	1%	<b>57%</b>	15%	8%	20%	0%
<a href="#">20-MC</a>	<a href="#">L</a>	1	51%	51%	51%	0%	51%	0%	54%	<b>-3%</b>	56%	<b>-5%</b>	11%	19%	19%	<b>51%</b>	0%
5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.																	
<a href="#">08-MC</a>	<a href="#">L</a>	1	56%	56%	56%	0%	56%	0%	52%	4%	53%	3%	10%	<b>56%</b>	20%	14%	0%
<a href="#">10-MC</a>	<a href="#">L</a>	1	65%	65%	65%	0%	65%	0%	60%	5%	61%	4%	<b>65%</b>	6%	11%	19%	0%
<a href="#">14-MC</a>	<a href="#">L</a>	1	53%	53%	53%	0%	53%	0%	55%	<b>-2%</b>	57%	<b>-4%</b>	16%	<b>53%</b>	22%	9%	1%
<b>Reading Informational</b>																	
<b>Craft Structure</b>																	
4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison																	
<a href="#">16-MC</a>	<a href="#">RI</a>	1	70%	70%	70%	0%	70%	0%	71%	<b>-1%</b>	72%	<b>-2%</b>	4%	12%	14%	<b>70%</b>	1%
5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.																	
<a href="#">24-MC</a>	<a href="#">RI</a>	1	65%	65%	65%	0%	65%	0%	56%	9%	58%	7%	7%	18%	<b>65%</b>	10%	0%
<b>Key Ideas and Details</b>																	
2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text																	

Hyperlink to Strand and previous exam questions on that strand

# PERFORMANCE WITH GAP ANALYSIS – QUESTIONS TO CONSIDER

## ACTIVITY SHEET #2 – 6-8 MINUTES

- What areas seem to be problematic for your district/school/class?
- Based on this assessment data, which three performance indicators/key ideas do you feel you should select as your focus?

\* Standard/Strand information available through Performance with Gap Analysis

**District Name**  
**Regents Common Core ELA - Jun 2025**  
**High School**  
**Standard**

L.11-12.5 - 5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

*See questions related to this standard by clicking on the Question Number links below:*

Question Number	Correct Answer	District % Correct	School % Correct
<b>School Year 2024-25</b>			
<b>Regents Common Core ELA - Aug</b>			
<a href="#">16</a>	3	33.33%	33.33%
<b>Regents Common Core ELA - Jan</b>			
<a href="#">03</a>	1	28.36%	24.19%
<a href="#">11</a>	1	28.36%	27.42%
<b>Regents Common Core ELA - Jun</b>			
<a href="#">08</a>	2	55.77%	55.96%
<a href="#">10</a>	1	64.56%	64.82%
<a href="#">14</a>	2	52.75%	52.63%
<b>School Year 2023-24</b>			
<b>Regents Common Core ELA - Aug</b>			
<a href="#">10</a>	4	40.00%	40.00%
<a href="#">20</a>	4	73.33%	73.33%
<b>Regents Common Core ELA - Jan</b>			
<a href="#">12</a>	1	33.33%	33.33%
<b>Regents Common Core ELA - Jun</b>			
<a href="#">12</a>	2	69.10%	69.01%
<a href="#">15</a>	1	66.67%	66.67%

This is a hyperlink that brings up the exam question described.

- What about those Constructed Response Questions?



# Constructed Response Distribution Of Points Awarded Report

- The *Constructed Response Distribution of Points Awarded Report* is designed to provide a more complete picture of a population's performance on constructed response questions. This report shows the number and percent of students who received full or partial credit on each question.
- It also shows the percentage of students who received full credit on the question and the percentage of points earned (the total points awarded divided by the total number of points possible).
- Determined by the sequence chosen, comparisons can be made between Room, School, District, BOCES, and Region. Additional parameters are available on the *Report Selection Screen* which can highlight a population's performance compared to other groups.

## Constructed Response Distribution of Points Awarded

Regents Common Core ELA - Jun 2025

District Name

Out Of District

Sorted By: **School**

Question Number	% Points Earned	% Full Credit	Distribution of Points Earned: School n = 3																								District n = 364	ESB n = 7,653		Region n = 11,822			
			#												%													% Full Credit	% Full Credit	Gap to BOCES	% Full Credit	Gap to Region	
			6	5.5	5	4.5	4	3.5	3	2.5	2	1.5	1	.5	0	6	5.5	5	4.5	4	3.5	3	2.5	2	1.5	1							.5
<b>Strand: Writing</b>																																	
<b>1 Write arguments to support claims in an analysis of substantive topics or texts, using valid</b>																																	
2-25	47%	0%	0	0	0	0	0	0	2	1	0	0	0	0	0	0%	0%	0%	0%	0%	0%	67%	33%	0%	0%	0%	0%	3%	11%	-11%	12%	-12%	
<b>2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information</b>																																	
3-26	46%	0%	-	-	-	-	0	0	0	0	2	1	0	0	0	-	-	-	-	0%	0%	0%	0%	67%	33%	0%	0%	0%	16%	26%	-26%	26%	-26%

# EDUCATOR GUIDES

Remember to refer to the test questions (if released), and the Educator’s Guide or Rating Guide for the exam.

<https://www.nysed.gov/state-assessment>



## ***New York State Testing Program***

### **Educator Guide to the Regents Examination in English Language Arts**

Next Generation English Language Arts Learning Standards

Updated August 2025

SDBS@ESBOCES.ORG

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# CONSTRUCTED RESPONSE DISTRIBUTION OF POINTS AWARDED— QUESTIONS TO CONSIDER –ACTIVITY SHEET #3 – 6 MINUTES

- Are there questions where a significant portion of your students received zero points?
- Do you notice anything that questions that were difficult may have in common?

- Other Helpful Reports



# Individual Student Performance Report

- The Individual Student Performance Report is designed to provide a more complete picture of an individual student's performance on both multiple choice and constructed response questions.
- The report shows the strengths and areas of opportunities; organized by strand then grouped by standard. Comparisons can be made between District, BOCES, and Region. Additional parameters are available on the *Report Selection Screen* which can highlight an individual's performance compared to like groups of students. Multiple-choice and constructed response questions are represented in separate sections of the report.
- This report can be generated by *Individual Questions - Detail* or *Grouped by Standard - Summary*.
- *Individual Questions - Detail*: Data results are based on **each** question within the standard
- *Grouped by Standard Summary*: Data results are based on the number of questions that pertain to a specific standard.

# Individual Student Performance Report

Regents Common Core ELA - Jun 2025

Course/Section - N/A  
Teacher - N/A

*Agosto, Garland*  
Student ID - 960026119  
Scale Score **86**  
Performance Level **5**

District Name

High School

Sorted by: **School**

Report by: **Standard - Summary**

## Multiple Choice

	Number of Questions	Questions	Incorrectly Answered	Student # Correct	Student % Correct		District % Correct	ESB % Correct	Region % Correct
<b>Language</b>	<b>5</b>			<b>3</b>			<b>0%</b>		
4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.	2	15,20	15	1	50 %		0 %	54 %	56 %
5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	3	08,10,14	14	2	67 %		0 %	56 %	57 %
<b>Reading Informational</b>	<b>8</b>			<b>7</b>			<b>0%</b>		
4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison	1	16		1	100 %		0 %	71 %	72 %
5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	1	24	24	0	0 %		0 %	56 %	58 %
2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	4	17,21,22, 23		4	100 %		0 %	69 %	71 %
3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	2	18,19		2	100 %		0 %	63 %	64 %
<b>Reading Literature</b>	<b>11</b>			<b>7</b>			<b>0%</b>		
SDI 4 Determine the meaning of words and phrases as they are used in the text,	2	03 11	03 11	0	0 %		0 %	54 %	56 %

# The Frequency Distribution Report

- The *Frequency Distribution Report* shows the percentage and number of students scoring at each Performance Level on a given assessment. This report offers a snapshot of student progress towards mastery.



# Frequency Distribution Report

Frequency Distribution

This number is a hyperlink that takes you to the Rank List report.

<b>Regents Common Core ELA - Jun 2025</b>	<b>District Name</b> High School Sorted by: <b>School</b>
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## SCHOOL TOTALS

			RANGE	COUNT	PERCENT
% at Level 3 & Level 4 & Level 5  79.78%	Level 5 85-100	<a href="#">115</a> 31.86%	85-100	115	31.86%
	Level 4 79-84	<a href="#">71</a> 19.67%	79-84	71	19.67%
	Level 3 65-78	<a href="#">102</a> 28.25%	65-78	102	28.25%
	Level 2 55-64	<a href="#">30</a> 8.31%	55-64	30	8.31%
	Level 1 40-54	<a href="#">43</a> 11.05%	40-54	43	11.05%

Use this report to find the number and percent of students at each Performance Level.

# Additional Questions ?



## To Continue The Conversation...

- Contact Vanessa Biagioli-Dittrich at 631-419-1688 or reach out via email at [vdittric@esboces.org](mailto:vdittric@esboces.org)

# Feedback

- Please take the following survey on today's presentation:
- <https://edu.sogolytics.com/r/ThCF2Q>





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[www.esboces.org](http://www.esboces.org)

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