



Spring 2014 Retreat



NEW NYSTCE EXAMS

Computer-Based Testing (CBT)

- Transition to computer-based testing is underway
- Several NYSTCE tests will be offered only on computer beginning in the 2013–2014 program year

CBT

Currently offered on computer only:

- Academic Literacy Skills Test (ALST)
- Educating All Students (EAS)
- Elementary Assessment of Teaching Skills–Written
- English Language Arts CST
- Multi-Subject Content Specialty Test (CST)
- Secondary Assessment of Teaching Skills–Written
- Social Studies CST
- Students with Disabilities CST

Available on computer only effective May 2014:

- Biology CST
- Chemistry CST

CBT Tutorial

- ..\..\..\..\Desktop\Evaluation Systems Tutorial.Ink
- https://www.testing.nesinc.com/cbttutorial/tutorial/tutorial_page_1.html

Academic Literacy Skills Test (ALST)

- Selected-response items - 40%
- Two constructed-response items - 60%
- Focused constructed-response items
- Extended writing assignment based on critical analysis of authentic texts and graphic representations of information addressing the same topic.
- Time - 210 minutes.

Academic Literacy Skills Test (ALST)

- Reading
- Writing to Sources
- Sample Questions and Test Framework available on www.nystce.nesinc.com

http://www.nystce.nesinc.com/PDFs/NY202_OBJ_FINAL.pdf

Reading Indicators

- a. determines what a text says explicitly
- b. makes logical inferences based on textual evidence
- c. draws conclusions based on textual evidence
- d. determines the central ideas or themes of a text
- e. analyzes the development of central ideas or themes of a text
- f. recognizes accurate summaries of key supporting details and ideas in a text

Reading Indicators, continued

g. analyzes how and why individuals, events, and ideas develop and interact over the course of a text

h. interprets words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings

i. analyzes how specific word choices shape meaning and tone in a text

j. analyzes how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole

k. determines an author's attitude, opinion, or point of view

l. assesses how point of view and purpose shape the content and style of a text

Writing Indicators

a. delineates and evaluates the argument and specific claims in a text

b. evaluates the validity of reasoning used to support arguments and specific claims in a text

c. evaluates the relevance and sufficiency of evidence used to support arguments and specific claims in a text

d. evaluates the credibility, objectivity, and reliability of an author or sources used by an author

e. analyzes how multiple texts address similar themes or topics to compare the approaches the authors take

f. integrates and evaluates content presented in diverse formats and media, including visually and quantitatively

Writing Indicators, continued

g. introduces a precise, knowledgeable claim

h. uses valid reasoning to support the claim

i. anticipates and addresses a possible counterclaim

j. chooses relevant and sufficient evidence from multiple texts to support the claim and integrates the information while avoiding plagiarism

k. establishes and maintains an appropriate style and tone

l. uses transitional words and phrases and varies syntax to link sections of the text and to clarify relationships between ideas

m. produces a conclusion that follows from and supports the claim

n. chooses precise language for clarity and rhetorical effect

o. uses correct standard English grammar, usage, capitalization, punctuation, and spelling



ALST Sample Questions

LAST	FIRST	Test Date	P/F	Score
A	A	2/12/2014	P	522
A	N	3/14/2014	F	514
A	Z	12/17/2013	F	519
A	Z	4/5/2014	P	548
B	C	3/11/2014	P	522
B	J	2/25/2014	F	503
B	J	3/29/2014	P	532
B	S	2/21/2014	P	542
B	V	4/11/2014	F	494
C	N	12/19/2013	P	536
C	E	3/19/2014	F	515
C	M	4/14/2014	F	505
C	D	1/7/2014	P	536
D	K	3/8/2014	F	509
D	F	12/11/2013	P	530
E	L	3/12/2014	F	485
G	N	1/8/2014	P	534
G	N	4/12/2014	P	554
G	K	2/24/2014	F	480
G	K	4/4/2014	F	499
H	K	2/19/2014	P	542
J	N	2/20/2014	P	560
L	M	3/31/2014	F	505
N	A	2/22/2014	F	495
P	K	3/1/2014	F	493
P	D	3/28/2014	P	551
Q	M	3/27/2014	F	508
S	M	3/15/2014	F	513
S	M	12/17/2013	P	525
S	J	2/6/2014	F	511
S	J	3/26/2014	P	526
W	J	4/12/2014	P	551
Z	S	4/12/2014	F	493

OLD WESTBURY EAS SCORES

POSSIBLE SCORE
RANGE:

400 – 600

PASSING SCORE: 520

OUR STATS

AVERAGE:

520

PASS RATE:

48%

AVERAGE SCORE OF
THOSE PASSING:

538

HIGHEST SCORE:

560

Educating All Students (EAS)

Five Competencies

- Diverse Student Populations
- English Language Learners
- Students with Disabilities and Other Special Learning Needs
- Teacher Responsibilities
- School-Home Relationships

EAS

- Selected-response - 70%
- Constructed-response – 30%
- Constructed-response items share scenario materials with several selected response items
- Total testing time - 135 minutes
- Sample Questions and Test Framework available on www.nystce.nesinc.com

http://www.nystce.nesinc.com/NY_PM.asp?t=201

Indicators - ELLs

- a. identifies stages and patterns of first- and second-language acquisition and analyzes factors that affect students' English language acquisition and development (e.g., cognitive learning styles and strategies; cultural background; exceptionalities; prior experiences with the second language; interrupted, limited, or no formal education; teacher expectations; classroom environment; primary language; literacy in the primary language)
- b. demonstrates an understanding of the types and benefits of bilingualism and bilingual programs and the importance of viewing use of the primary language as a right and as an asset for English Language Learners
- c. applies knowledge of the legal rights of English Language Learners and ethical considerations related to the education of English Language Learners
- d. demonstrates knowledge of effective approaches for promoting English Language Learners' development of oral and written language proficiency in English, including adapting teaching strategies and materials

Indicators – ELLs continued

e. demonstrates an understanding of similarities and differences between English literacy development for native English speakers and for English Language Learners, including how literacy development in the primary language influences literacy development in English, and applies strategies for helping English Language Learners transfer literacy skills in the primary language to English

f. applies knowledge of research-based instructional strategies for promoting literacy for English Language Learners at all stages of literacy development

g. applies knowledge of strategies for supporting English Language Learners' development of content-area literacy skills and for teaching English Language Learners how to use literacy skills as tools for learning

h. applies knowledge of criteria and procedures for evaluating, selecting, creating, and adjusting instructional materials and strategies and assessment systems and practices to meet the learning needs of English Language Learners and to promote their achievement of learning standards in all content areas

i. identifies effective strategies for consulting and collaborating with students' families and support networks and with educators in the English as a Second Language (ESL) and/or bilingual education programs to meet the needs of English Language



EAS Sample Questions



Last	First	P/F	Score	Selected Response	Constructed Response
A	A	P	543	3	3
A	L	P	525	3	3
A	D	P	544	3	3
A	N	F	509	3	2
A	Z	F	512	3	2
B	E	F	513	2	3
B	G	F	465	2	1
B	C	P	541	3	3
B	J	P	520	3	3
B	S	P	543	3	3
B	V	F	519	3	2
C	E	P	541	4	3
C	M	F	514	3	2
C	D	P	525	3	3
D	K	P	553	3	3
D	F	F	495	2	2
E	L	F	499	2	2
F	L	F	464	2	1
G	N	P	537	3	3
G	N	P	572	4	4
G	Y	P	539	3	3
G	K	P	528	3	3
H	A	F	502	2	2
J	N	P	566	3	4
L	M	P	525	3	3
M	C	P	560	3	4
M	D	F	490	3	1
M	B	P	522	3	3
N	A	F	509	3	2
N	J	F	490	3	1

ALST EXAM

SCORE
RANGE: 400 –
600

PASSING
SCORE: 520

OW STATS
AVERAGE:
519

HIGH
SCORE:
553

READ /
WRIT:
2.8 / 2.5

PASS RATE:
52%



Vouchers

- 11 EdTPA (\$300, expire 4/4/15)
- 22 NYSTCE (\$179, expire 10/4/14)
- Still to come
 - Vouchers for ATSW for those who failed EdTPA
 - Vouchers for next academic year

Vouchers

- Given in proportion to number of Pell grant recipients
- Up to us to distribute
- Should not be used for practice
- Should we dispense based on
 - Lottery
 - Essay
 - GPA
 - First-come
 - Attendance at prep workshop?