

# Parent Report

## SULLIVAN WEST CENTRAL SCHOOL DIST

Grade 8 Science May 2018

New York State Testing Program (NYSTP)

### Your Child's Science Results

For the parent or guardian of:

**Charles Simon**

Student ID 000220105

Assessment Grade 8

School SULLIVAN WEST HS

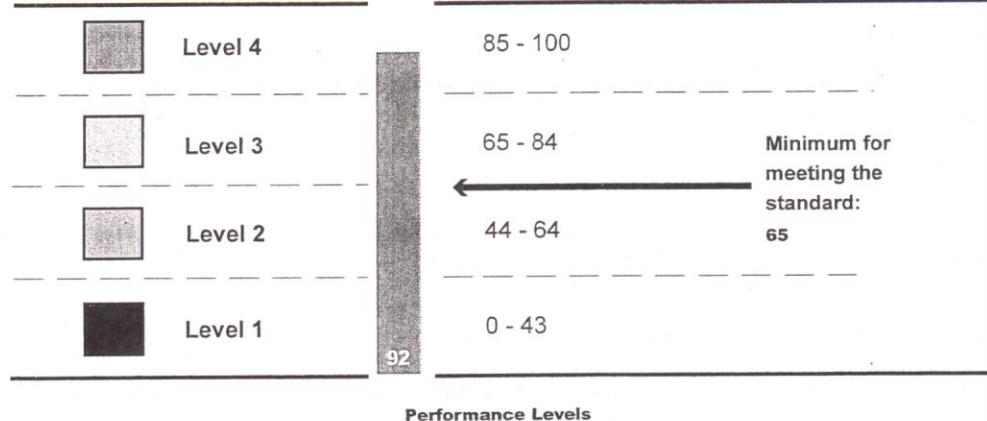
District SULLIVAN WEST CENTRAL SCHOOL DIST

Course/Section 41Sci8-4

Dear Parent/Guardian,

### Your Child's Score and Performance Level

Performance Level (1-4)	<b>4</b>
Final Score (From NYSED Conversion Chart)	<b>92</b>



#### Meeting the Standards with Distinction



Level 4

Student demonstrates superior understanding of science content and concepts for each of the learning standards and key ideas assessed. Demonstrates superior science skills related to each of the learning standards and key ideas assessed. Demonstrates superior understanding of science content, concepts, and skills required for an academic environment.

#### Meeting the Standards



Level 3

Student demonstrates understanding of science content and concepts for each of the learning standards and key ideas assessed. Demonstrates science skills required for achievement in each of the learning standards and key ideas assessed. Demonstrates understanding of the science content, concepts, and skills required for an academic environment.

#### Not Fully Meeting the Standards



Level 2

Student demonstrates only minimal proficiency in science content and concepts in most of the learning standards and key ideas assessed. Demonstrates only minimal proficiency in the skills required for achievement in most of the learning standards and key ideas assessed. Demonstrates marginal understanding of science content, concepts, and skills required for an academic environment.

#### Not Meeting the Standards



Level 1

Student is unable to demonstrate understanding of science content and concepts in most of the learning standards and key ideas assessed. Student is unable to demonstrate science skills required for achievement in most of the learning standards and key ideas assessed. Student is unable to demonstrate evidence of the basic science knowledge and skills required for an academic environment.

<u>Exam Components</u>		<u>Score</u>
MULTIPLE CHOICE		34 of 36
WRITTEN TEST		36 of 40
PERFORMANCE STATION 1	- Sorting Creatures	12 of 15
PERFORMANCE STATION 2	- Ramp and Golf Ball	15 of 17
PERFORMANCE STATION 3	- Woods and Water	18 of 18

Learning Standard DescriptionsMultiple Choice Item Performance**Standard 1 Analysis, Inquiry & Design**

4 of 4

Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

**Standard 4a Physical Setting**

18 of 20

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and recognize the historical development of ideas in science.

**Standard 4b Living Environment**

11 of 11

Students will understand and apply scientific concepts, principles, and theories pertaining to the living environment and recognize the historical development of ideas in science.

**Standard 6 Interconnectedness: Common Themes**

1 of 1

Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

**What's Next?**

To meet the New York State Learning Standards, students need to perform at **Level 3** or above.

Your child's performance on this test in the 2017-2018 school year: **Level 4: Meeting the Learning Standards With Distinction**

**Discuss your child's test performance with the teacher.**

To gain a complete and accurate picture of your child's strengths and needs, review classroom work, other test results, and progress reports with your child's teacher.

**Build an action plan to challenge your child.**

Talk with your child and your child's teacher about how to improve his or her performance. Take into account your child's strengths and needs as well as his or her interests and after school activities.

Dear Parent/Guardian of Charles,

This report summarizes Charles' performance on the New York State Testing Program English Language Arts Assessment, administered in the spring of 2018. The test score provides one way to understand student performance; **however, this score does not tell the whole story about what Charles knows and can do.** The results from the Grade 3-8 ELA and Mathematics Tests are being provided for diagnostic purposes and will not be included in Charles' official transcript or permanent student record.

TRANSLATIONS



[www.engageny.org/translate](http://www.engageny.org/translate)

CHARLES'  
SCORE

THIS YEAR

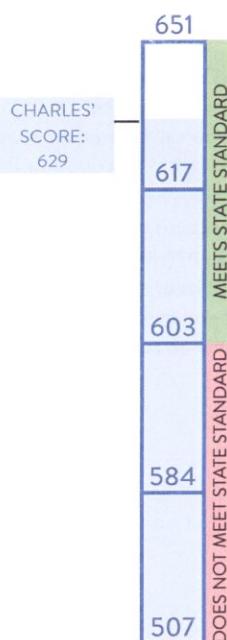
**629**

LEVEL 4

LAST YEAR

LEVEL 3

Last year Charles received a Level 3 score on the Grade 7 ELA test.



PERFORMANCE LEVELS

**LEVEL 4**

Students performing at this level excel in standards for their grade.

**LEVEL 3**

Students performing at this level are proficient in standards for their grade.

**LEVEL 2**

Students performing at this level are partially proficient in standards for their grade.

**LEVEL 1**

Students performing at this level are well below proficient in standards for their grade.

CHARLES MET THE STATE STANDARD

HOW CHARLES DID IN COMPARISON WITH OTHER STUDENTS



92%

Charles did the same or better than 92% of students in this grade in the district.



95%

Charles did the same or better than 95% of students in this grade in the state.

The New York State Learning Standards for English Language Arts & Literacy describe what Charles should know and be able to do at each grade level. This section shows the number of points earned on the Reading and Writing from Sources test sections.



### READING

In this section, students were asked to:

- comprehend the explicit and implicit ideas present in grade-level text and recognize how they develop over the course of the text;
- describe characters in depth, and connect ideas and events;
- understand the meaning and effects of words and figurative and connotative phrases;
- analyze the text's structure and organization and identify how point of view is developed;
- integrate the knowledge and ideas conveyed in text using illustrations and logical connections between parts of the text.

### WRITING FROM SOURCES

In this section, students were asked to:

- make claims that show valid reasoning and sufficient textual evidence;
- write about characters and describe how they relate to each other in the text;
- compare and contrast points of view and themes in texts;
- analyze events and actions in a text;
- determine the effect of language on aspects of a text and describe the importance of story and structural elements of the text;
- communicate their understanding by producing coherent writing that demonstrates grade-level English grammar and use.

Please note that students with an Individualized Education Program (IEP) or Section 504 Accommodation Plan (504 Plan) that indicates that tests be read aloud should have been provided this testing accommodation, in accordance with the specifications in the IEP/504 Plan.

### SUPPORTING CHARLES' SUCCESS

 Contact Charles' teacher and ask which skills are the most challenging for Charles.

 Ask your school how you will receive regular reports on Charles' progress.

 If appropriate, seek student support services such as counseling or school guidance to help Charles be most successful.

 Review classwork and homework with Charles to see how Charles' skills are progressing.

For more information about this test, the New York State standards, and how you can help Charles, go to: [www.engageny.org/parent-and-family-resources](http://www.engageny.org/parent-and-family-resources)