

This report contains summary information showing how groups of students performed on multiple choice questions on the test. To help you in analyzing the results, instead of organizing the questions on the report the same as the order in which they appear on the test, they are grouped by subskill within Learning Standard. The MC xx designates the Multiple Choice question number on the test. The description after this is the subskill description provided by CTB McGraw Hill, the publishers of the test.

At the top of each page are some statistics to help you in interpreting the group's performance on the Learning Standard related to the questions shown. These show how other (larger) groups of students performed on the Learning Standard and thus provide a context in which to judge the performance of this group of students on questions which make up the subskills that comprise the Learning Standard shown. This is a Standards Performance Index (SPI) score and is provided by CTB. The benchmarks shown here are the average of the SPI scores earned on the Learning Standard shown for the group of students included in the named group (see below for a description of the groups). Since SPI's are provided as a whole number between 1 and 100, we have provided the average as a number between 1 and 100, rounded to 2 decimal places.

This summary is intended to help you understand the importance of how well your students performed on the various questions on the test. The statistical information on this page provides a context in which to judge performance by showing how various groups of students performed. Remember that not all questions are of equal difficulty and not all students are expected to answer all questions correctly. Some questions are deliberately placed on the test that only the best students are expected to be able to answer correctly.

The body of the report provides information on the percent of students (expressed as a decimal; e.g.. 0.83 is 83%) in a particular group who successfully answered each question (the percent is based only on those students who attempted - that is, recorded an answer for - each question). The data for a particular question are on a single row of the report. The groups of students are columns on the report. This decimal expression of how many students answered a particular question correctly is often referred to as p-value or difficulty factor. The difficulty of a question is often measured by what percent of a particular population was able to answer it correctly.

The following is a summary of what comprises each group shown on this report:

- Regional Mean: All students in the region scored to date (see the number of students in the footer of each page).
- Level 2 Low: Only those students who earned a scale score on the test of exactly 616. This is the lowest score possible to be in level 2 (also referred to as level 2 cutpoint).
- Level 2 High: Only those students who earned a scale score on the test of exactly 633. This is a score that places the student just into the top half of those who earned level 2.
- Level 3 Low: Only those students who earned a scale score on the test of exactly 650. This is the lowest score possible to be in level 3 (also referred to as level 3 cutpoint).
- Level 3 High: Only those students who earned a scale score on the test of exactly 690. This is a score that places the student just into the top half of those who earned level 3.
- Level 4 Cutpoint: Only those students who earned a scale score on the test of exactly 730. This is the lowest score possible to be in level 4.
- Your District: All students in your district scored to date (see footer).
- Your BOCES: All students in your BOCES scored to date.

As stated in the 2007-08 Elementary- and Middle-Level ELA Assessments Results Release memo, dated May 6, 2008, "The data are for students whose assessment records were sent from the Level 2 Repository to CTB/McGraw-Hill. School and district aggregated results are embargoed until the Commissioner's press conference, which is scheduled for June 2008. These data cannot be discussed at public meetings or released to the public or the media until after the Commissioner's press conference. Superintendents and principals are encouraged to use the results to make programmatic decisions for individual students. Results for students can be shared with teachers and parents. Individual Student Reports will be produced as they were last year and will be available through nySTART in June."

	Regional Mean	Level 2 Low	Level 2 High	Level 3 Low	Level 3 High	Level 4 Cutpoint	Your District	Your Building	Your BOCES
Learning Standard 1: Information and Understanding	77.47	37.96	54.36	71.49	87.11	98.04	71.80	81.33	78.05
MC 10 - 1A Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources.	.83	.33	.63	.82	.93	.99	.77	.84	.83
MC 20 - 1A Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources.	.65	.23	.30	.54	.76	.96	.57	.71	.66
MC 6 - 1B Identify a conclusion that summarizes the main idea.	.65	.21	.22	.51	.78	.96	.60	.73	.66
MC 9 - 1C Identify main ideas and supporting details in informational texts.	.76	.46	.60	.75	.83	.90	.76	.93	.77
MC 16 - 1D Read and understand written directions.	.71	.19	.37	.61	.84	.97	.61	.69	.72
MC 17 - 1D Read and understand written directions.	.84	.38	.66	.83	.94	.99	.79	.90	.85
MC 7 - 1E Read unfamiliar texts to collect data, facts, and ideas.	.68	.36	.43	.60	.75	.92	.66	.76	.68
MC 8 - 1E Read unfamiliar texts to collect data, facts, and ideas.	.72	.34	.42	.59	.87	.98	.61	.70	.73

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	Regional Mean	Level 2 Low	Level 2 High	Level 3 Low	Level 3 High	Level 4 Cutpoint	Your District	Your Building	Your BOCES
Learning Standard 2: Lit Response and Expression	80.85	51.26	64.10	77.57	87.45	96.47	76.40	83.40	81.32
MC 4 - 2A Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources.	.90	.46	.75	.92	.98	1.00	.80	.87	.88
MC 22 - 2B Identify elements of character, plot, and setting to understand the author's message or intent.	.91	.73	.85	.91	.96	.98	.87	.90	.91
MC 23 - 2B Identify elements of character, plot, and setting to understand the author's message or intent.	.96	.78	.96	.97	.99	1.00	.94	.97	.96
MC 24 - 2B Identify elements of character, plot, and setting to understand the author's message or intent.	.98	.98	.97	.98	.99	1.00	.99	1.00	.98
MC 25 - 2B Identify elements of character, plot, and setting to understand the author's message or intent.	.89	.77	.80	.88	.94	.98	.87	.91	.90
MC 2 - 2C Make predictions, draw conclusions, and make inferences about events and characters.	.87	.63	.70	.86	.95	.99	.82	.89	.88
MC 3 - 2C Make predictions, draw conclusions, and make inferences about events and characters.	.58	.24	.37	.44	.62	.88	.53	.47	.59
MC 11 - 2D Summarize main ideas and supporting details from imaginative texts.	.82	.24	.50	.81	.97	1.00	.71	.84	.82
MC 12 - 2E Use graphic organizers to record significant details about characters and events in stories.	.88	.43	.69	.89	.98	1.00	.82	.94	.88
MC 13 - 2F Use knowledge of story structure, story elements, and key vocabulary to interpret stories.	.68	.29	.36	.55	.79	.96	.60	.74	.70
MC 14 - 2F Use knowledge of story structure, story elements, and key vocabulary to interpret stories.	.94	.64	.89	.97	.99	1.00	.93	.99	.94

	Regional Mean	Level 2 Low	Level 2 High	Level 3 Low	Level 3 High	Level 4 Cutpoint	Your District	Your Building	Your BOCES
Learning Standard 3: Critical Analysis and Eval	76.17	38.32	53.76	70.74	84.97	94.44	69.42	77.89	76.64
MC 1 - 3A Evaluate the content by identifying important and unimportant details.	.88	.49	.68	.88	.97	.99	.81	.90	.88
MC 18 - 3A Evaluate the content by identifying important and unimportant details.	.55	.24	.34	.39	.59	.87	.47	.43	.56
MC 19 - 3A Evaluate the content by identifying important and unimportant details.	.77	.30	.45	.73	.88	.96	.69	.79	.77
MC 5 - 3B Evaluate the content by identifying whether events, actions, characters, and/or settings are realistic.	.87	.39	.67	.89	.97	.99	.79	.90	.87
MC 15 - 3B Evaluate the content by identifying whether events, actions, characters, and/or settings are realistic.	.82	.33	.51	.83	.94	.99	.69	.84	.82