

Instructional Data Warehouse News

December 14, 2023

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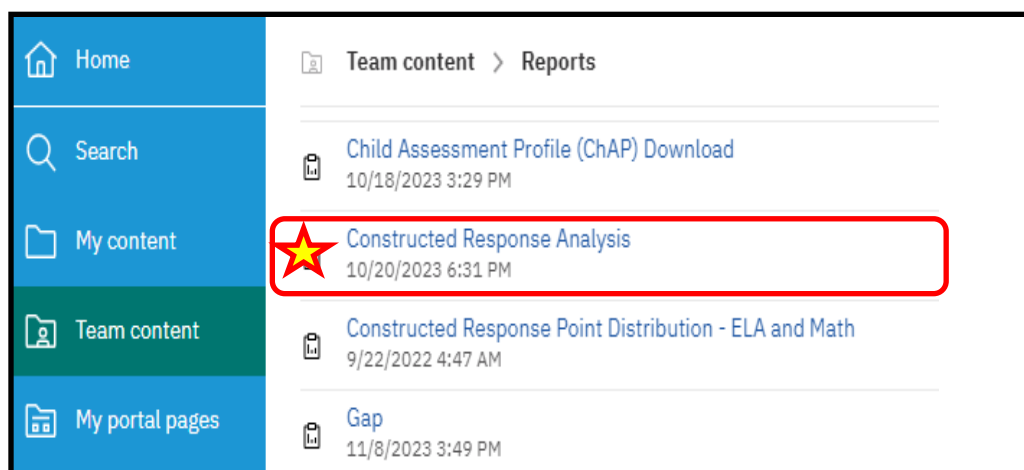
The IDW Constructed Response Reports: Empowering Tools

by Wanda Toledo, Ph.D.

The New York State assessments in English Language Arts and mathematics require students to respond to multiple-choice and open-ended questions. Several of our IDW reports provide us with data that reveal student answer choices (i.e., Wrong Answer Summary Analysis—WASA, and Item Analysis) when they are presented with four possible answers. The answers are either correct or incorrect—period. This, however, is not the case with open-ended questions. The responses constructed by students when answering this type of question illustrate their ability to analyze and synthesize text. The answers are not either right or wrong—there is a range of points that can be attained.

Let's take a closer look at the constructed response (CR) questions for students in grades 3-8 and higher. Students in grades 3-8 can earn anywhere between 0 and 4 points, depending on the point value assigned to each CR question. High school students can earn up to 24 points on the English Regents exam. So, what information can one glean from looking at these numerical values? Very little, unless one digs deeper to understand exactly what they mean.

One can gain much insight into a student's thought process by exploring the IDW **Constructed Response Analysis Report**. To access the reports, click on **Team Content**, select the **Reports** folder and select the **Constructed Response Analysis** folder.



Upcoming IDW Events

IDW Trainings

**1/11/24 IDW
NWEA Third Party
Reports Training
9:00am-10:30am**

**1/17/24 IDW
STAR Third Party
Reports Training
1:00pm-2:30pm**

**1/31/24 IDW
i-READY Third
Party
Reports Training
9:00am-10:30am**

Register on MLP.

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



Department of Curriculum, Instruction and Technology

Questions? Contact: Stephanie Witt, Supervisor II, Instructional Data Warehouse
Phone: 516-608-6623 • Email: switt1@nasboces.org

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You will be prompted to select the assessment you want to analyze by district, building or teacher.

CONSTRUCTED RESPONSE ANALYSIS

Purpose: This report examines the number and percent of students receiving full credit, partial credit and no credit on all constructed response questions for the selected assessment. Comparisons to the region (if available) are included.

Report Options
 Select Assessment from the dropdown list (required). If 'By Building' is chosen, the user must provide a Building. If 'By Teacher' is chosen, the user must provide both a building and a teacher.

Select Report Type
☒ District
☐ By Building
☐ By Teacher

Optional Demographic Filters may be used to select only certain students based on ethnicity, LEP eligibility, disability status, poverty status and gender. Only one option in each filter may be selected, but you may use all five filters at the same time. To remove a filter, select the first option in each list (e.g. "All Ethnicities")

Click the Finish button at the bottom of the screen to accept the options and run the report.

Select Assessment
 2022/2023 Grade 5 ELA

Optional Demographic Filters
 All Ethnicities | ELL and Non-ELL | All Abilities/Disabilities | All Income Groups | Male and Female

Once the content area and grade level are selected, the IDW will supply a report as the one depicted below. This report can be sorted by **Question Number**, **Learning Standard**, **Maximum Points Descending**, etc. It can also be filtered by **Performance Level**.

CONSTRUCTED RESPONSE ANALYSIS

NOTE: Links to the actual assessment booklet are only available for released questions. "NR" indicates the question was not released.
Demographic filters only affect district or building results. Regional values represent all students in Nassau County.

Sort Report By:

- Full Credit Descending
- Learning Standard
- Max Points Descending
- No Credit Descending
- Partial Credit Descending
- Question Number (Q#)

Filter Performance Level:

- All Performance Levels
- All Performance Levels
- Level 4
- Level 3
- Level 1
- Level 2

Q#	Learning Standard	Max Points Available	District				Regional (All Perf. Levels)						
			Full Credit	Partial Credit	No Credit	Average Pts. Earned	Full Credit	Partial Credit	No Credit	Average Pts. Earned			
36-CR	CCSS.ELA-Literacy.RL.5.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	2	107	36.5%	175	59.7%	11	3.8%	1.33	56.7%	37.5%	5.8%	1.51
37-CR	CCSS.ELA-Literacy.RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	2	178	60.8%	108	36.9%	7	2.4%	1.58	63.7%	31.3%	5.0%	1.59
38-CR	CCSS.ELA-Literacy.RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	2	130	44.4%	30	44.4%	33	11.3%	1.33	40.9%	48.9%	10.1%	1.31
39-CR	CCSS.ELA-Literacy.RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	2	105	35.8%	142	48.5%	46	15.7%	1.20	51.8%	40.0%	8.2%	1.44
40-CR	CCSS.ELA-Literacy.RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	2	93	31.7%	179	61.1%	21	7.2%	1.25	46.5%	45.6%	8.0%	1.38
41-CR	CCSS.ELA-Literacy.RI.5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	2	120	41.0%	137	46.8%	36	12.3%	1.29	49.7%	41.4%	8.8%	1.41
42-CR	CCSS.ELA-Literacy.RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	4	9	3.1%	257	87.7%	27	9.2%	1.90	9.3%	85.1%	5.6%	2.19

When examining this report, one can see that 36.5% of the students in this district received the maximum points available for Q36 as compared to 56.7% of the fifth graders across Nassau County. One can also see that, with the exception of Question 38, the majority of fifth grade students in this district did not receive full

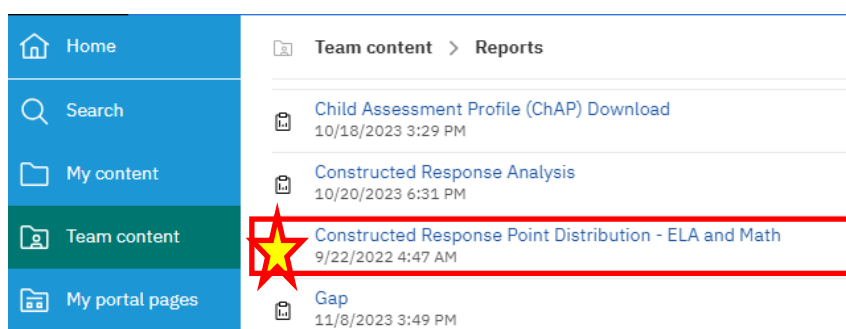
credit when compared to their grade level peers across the county. This generates a host of questions—Where did the students lose points? Did they neglect to state a claim? Was a detail missing? In the case of math-related constructed responses, did students forget to show their work or did they miss a step in a multi-step problem? For those districts that have not made the full transition to computer-based testing, the answers to these questions are sitting in paper-based exams located in the school vault. For those districts administering Computer-Based Tests in grades 3-8, these can be accessed on NEXTERA ADMIN in the **Student Responses** tab.



To further highlight the impact of CR response scores, let's revisit the blueprint of the English Regents exam. Students can earn a maximum of 24 points. Why not equip both teachers and students with the ability to do so? Having the ability to identify strategies and skills that students can improve upon will have a significant impact on scores. The IDW **Constructed Response Analysis Report** will spark conversations among educators that will help them gain insight into students' skillset and thought processes. This report can be used during PLC (Professional Learning Community) and professional development sessions with the intention of developing targeted lessons. To use this tool effectively, teachers can click on the hyperlinks appearing in the **Q#**, **Full Credit #**, **Partial Credit #** and **No Credit #** columns to access the test questions and the names of students receiving full, partial or no credit, respectively. Coupling this IDW report with student work samples will lead to an in-depth analysis of areas of strength and areas in need of targeted instruction.

			DISTRICT							Regional (All Perf. Levels)			
			Full Credit		Partial Credit		No Credit		Average Pts. Earned	Full Credit	Partial Credit	No Credit	Average Pts. Earned
Q#	Learning Standard	Max Points Available	#	%	#	%	#	%	%	%	%	%	%
2-25	MULTIPLE: This item is aligned to multiple Common Core Learning Standards. -- MULTIPLE	24	2	2.4%	75	91.5%	5	6.1%	13.29	16.7%	82.4%	0.9%	17.83
3-26	MULTIPLE: This item is aligned to multiple Common Core Learning Standards. -- MULTIPLE	8	10	12.2%	58	70.7%	14	17.1%	3.87	32.4%	64.3%	3.2%	6.08

Another variation of this report is the **Constructed Response Point Distribution - ELA and Math** which can be accessed via **Team Content**.



This report provides the specific breakdown of the percentage of students obtaining scores of 1 - 4 on the constructed response section of the Grade 3-8 assessments as compared to their peers across Nassau County.

Standard/Key Idea	Question	Max Points	% 0 Dist	% 0 Region	% 1 Dist	% 1 Region	% 2 Dist	% 2 Region	% 3 Dist	% 3 Region	% 4 Dist	% 4 Region	% Pts Earned District	% Pts Earned Region
NGLS.ELA.Content.NY-5.RI.4	28-CR	2	12.2%	10.9%	56.1%	51.8%	31.7%	37.3%					59.7%	63.2%
NGLS.ELA.Content.NY-5.RI.8	27-CR	2	4.4%	5.3%	60.6%	48.3%	35.0%	46.5%					65.3%	70.6%
NGLS.ELA.Content.NY-5.RL.2	39-CR	4	19.4%	9.4%	36.7%	27.0%	34.4%	37.8%	7.2%	20.2%	2.2%	5.6%	34.0%	46.4%
NGLS.ELA.Content.NY-5.RL.4	37-CR	2	2.8%	4.3%	51.1%	31.8%	46.1%	63.9%					71.7%	79.8%
NGLS.ELA.Content.NY-5.RL.6	36-CR	2	12.2%	7.3%	54.4%	42.0%	33.3%	50.7%					60.6%	71.7%
NGLS.ELA.Content.NY-5.RL.8	38-CR	2	11.7%	9.2%	49.4%	43.7%	38.9%	47.1%					63.6%	68.9%

The IDW *Constructed Response Analysis* and *Constructed Response Point Distribution—ELA and Math* reports, along with students' actual test responses and scoring rubrics, will empower educators to be more targeted when offering student feedback. Engaging students in analyzing their own constructed responses will foster the development of analytical and critical thinking skills. After all, isn't this the goal of state assessments and data reports?

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, Tammy Mazza at (516) 608-6633, Barbara Dwyer at (516) 608-6695, Fred Cohen at (516) 608-6640 or Dr. Wanda Toledo at (516) 608-6648.

What's New in the IDW?

- ◆ Check out our new Comparison Reports based on the NYS Report Card Database.
- ◆ Check our IDW Training Schedule. Attend a workshop and book a professional development session for staff.
- ◆ Our Third-Party Navigation Training sessions have been posted. Register on My Learning Plan.