

# Assessment Results Webinar Series: RICAS

October 24, 2019



# Agenda

- Statewide Assessment and RICAS
- Understanding RICAS Results
- 2019 RICAS Statewide Results for ELA and Math
- Using RICAS Data
- Resources to use with educators and parents

# Statewide Assessment and RICAS

Why are statewide assessments important?  
What is RICAS?



# Why are statewide assessments important?

- Statewide assessments give teachers, students, and families information about student progress, school performance, and how to improve teaching and learning.
- These assessments fulfill federal requirements as well as help us measure how well our state, districts, and schools are doing in English Language Arts/Literacy, Mathematics, Science, and English Language Proficiency.

# What is RICAS?

- The Rhode Island Comprehensive Assessment System (RICAS) is a high-quality assessment that fulfills federal requirements for annual assessments in English Language Arts (ELA) and mathematics for students in grades 3-8
- RICAS assesses the Common Core State Standards for English Language Arts/Literacy and the Common Core State Standards for Mathematics
- Rhode Island version of the MCAS assessment, which allows us to have a direct comparison with our neighboring state, a national leader in education



# Understanding RICAS Results

How can we access results for statewide assessments?

How are results reported?

Key Concepts and Definitions

What information is on the RICAS Individual Student Report?



# How can we access results for statewide assessments?

- RIDE's Assessment Results page: [www.ride.ri.gov/Assessment-Results](http://www.ride.ri.gov/Assessment-Results)
  - Links to the public and confidential data portals
  - Links to interactive student growth charts (filter by school characteristics or performance for ELA and math)
  - Supplemental materials for current statewide assessments
  - Archive of results for current/past statewide assessments
- Public Rhode Island Assessment Data Portal (RI-ADP):
  - Aggregate data downloads and dashboard visualizations
  - In-depth presentation of district, school, and student subgroup data for all Rhode Island state assessments starting with SY 2017-18
- Confidential Educator Access through RIDEmap
  - Access for district leaders, school leaders, and educators to student level data through links created between educators and students from course data submitted by districts
  - If you do not have a RIDEmap account please register for a new account at <https://ridemap.ride.ri.gov> or contact your district data manager



# How are results reported?

RICAS results are reported in a number of ways so that districts, schools, teachers, and parents can see how students performed on each assessment:

- Achievement Levels (and cut-scores)
- Scale Scores
- Growth Scores
- Reporting Category Points
- Individual Item Points

\* Remember that **all assessment data**, scale scores, proficiency levels, and item statistics, should be used in conjunction with other data sources – attendance, local achievement data, observations – when making decisions.

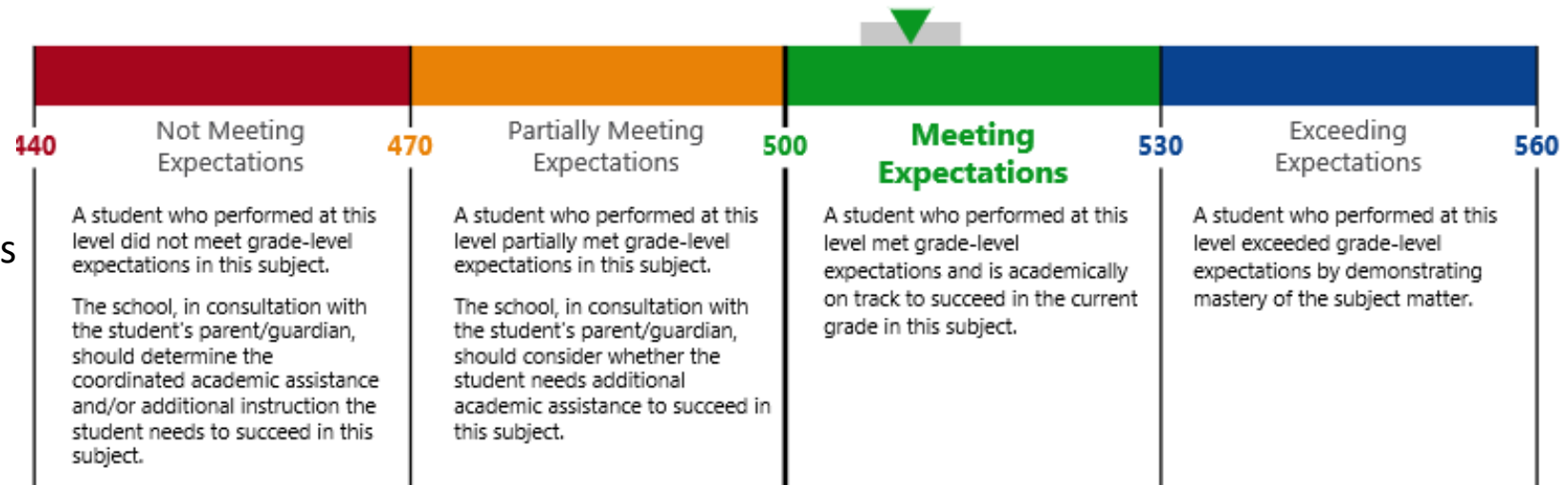




# Key Concepts: Achievement Levels

Broad, categorical levels that describe how well student(s) met the expectations for their grade level

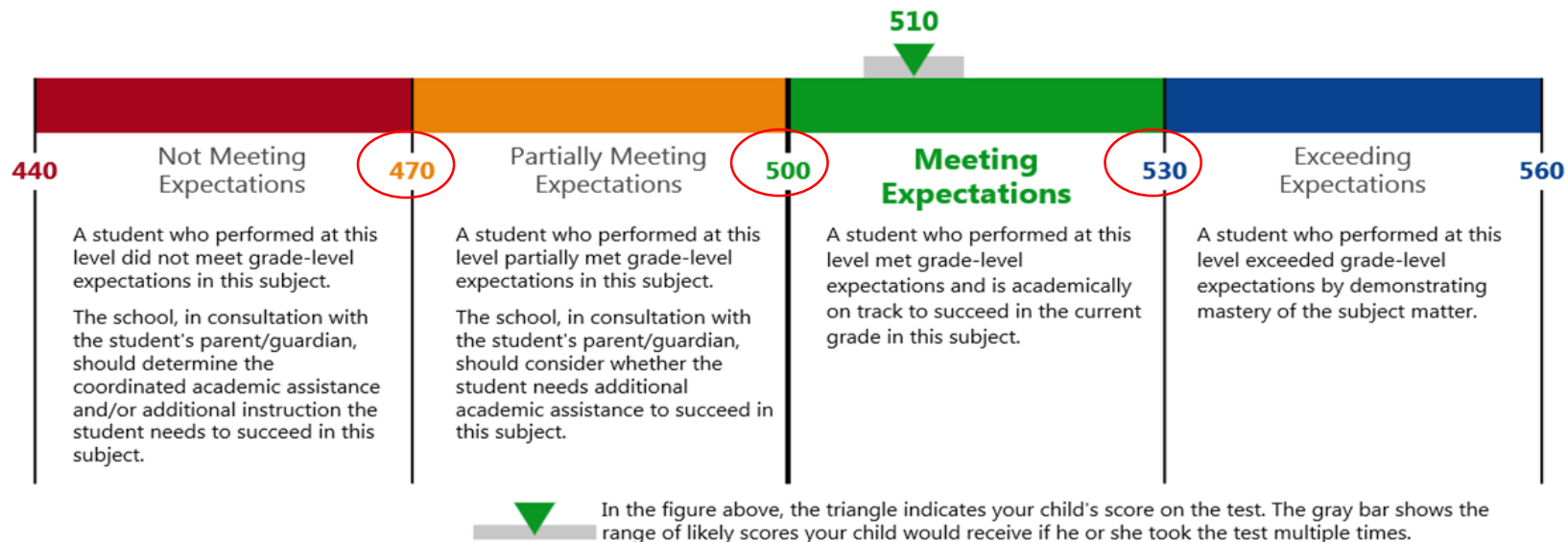
- Four levels of achievement
  - Exceeding Expectations
  - Meeting Expectations
  - Partially Meeting Expectations
  - Not Meeting Expectations



- Meeting Expectations means that students are able to demonstrate grade level expectations while Exceeding Expectations means that students are showing mastery of the grade level expectations
  - [Mathematics Achievement Level Descriptors](#)
  - [English Language Arts Achievement Level Descriptors](#)

# Key Concepts: Scale Scores

- Scale scores are numerical values that summarize the overall level of performance attained
  - RICAS scale ranges from 440 to 560
- Cut-scores are indicated by red circles on the chart and are the same for all grades and for ELA and math



The Standard error of measurement reflects the variability that would be expected in the scores that your student would likely receive if the assessment was taken multiple times.

The probable range of scores differs across forms and across level of performance within forms.

# Key Concepts: What is the RIGM?

- The Rhode Island Growth Model (RIGM) is a statistical model that measures each student's academic growth based on state assessment results
- However, this growth is not expressed in gains or losses on test scores
- Growth is expressed in Student Growth Percentiles (SGP)
  - A student growth percentile describes a student's current achievement relative to his/her academic peers who scored similarly on previous state assessments
  - Percentiles range from 1 to 99 – a higher percentile is better, but a low percentile still signifies growth

Growth Category	Student Growth Percentile (SGP)
Low Growth	1 - 34
Typical Growth	35 - 69
High Growth	70 - 99

# How is growth calculated?

- In order to calculate a SGP, each student's growth is compared to the growth of his/her academic peers (students who scored similarly on previous assessments)
- Academic history is the only factor by which students are grouped
- At least 2 consecutive state assessment scores are needed to calculate a SGP (e.g., RICAS ELA grade 5 to grade 6)



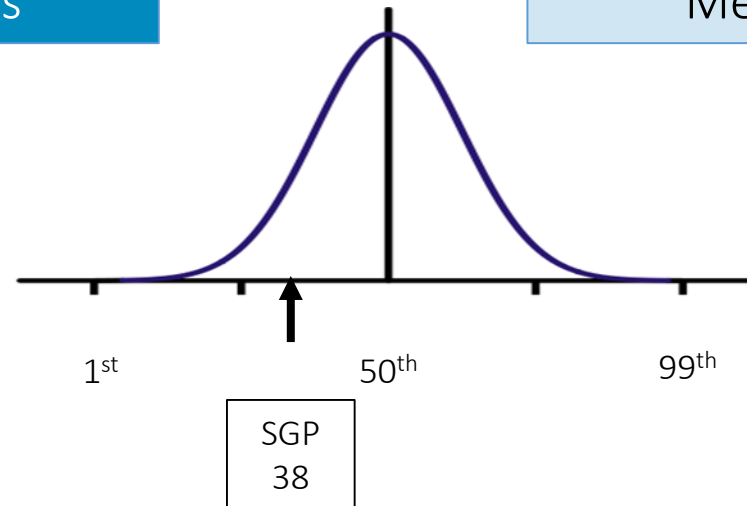
# How is growth calculated?

Grade 5:  
RICAS ELA Assessment

Grade 6:  
RICAS ELA Assessment

Alisha: 505  
Meets Expectations

Alisha: 506  
Meets Expectations



# Why is the RIGM useful?

The Rhode Island Growth Model enables us to look at growth in addition to proficiency to get a fuller picture of student achievement

Currently, RICAS results can tell us whether Alisha has reached proficiency.

But with the growth model, we can also determine how much academic growth Alisha has made relative to her academic peers.

It allows us to ask:

- Are districts, schools, and students making progress?
- What level of progress is being made?
- Are there gaps in growth between subgroups?



# RICAS Student Score Report Spring 2019

- Achievement Level
  - Identifies if student is on-track with grade-level expectations
- Overall Score
  - Articulates Student's Overall Score on ELA and Mathematics test Spring 2019
  - Score Range: 440-560
- Growth Percentile
  - Percent of Rhode Island students who had a similar score to student on the RICAS assessment

## Spring 2019 RICAS Parent/Guardian Report



**RIDE** Rhode Island  
Department  
of Education

**Name:** Last Name, First Name  
**SASID:** 999999999  
**Date of Birth:** 09/01/2008

**District:** Local Education Agency  
**School:** Elementary School  
**Grade:** 4

This report provides your child's results from the 2019 Rhode Island Comprehensive Assessment System (RICAS) tests in English Language Arts and mathematics.

For each subject, the report shows:

- Your child's score between 440 and 560 and their achievement level
- Your child's achievement compared to school, district, and state averages
- How your child performed in reading and mathematics based on the test reporting categories
- A growth score that shows how your child performed compared to last year

**State tests provide valuable information for you and your child's teacher.** These results give you the ability to compare your child's school to schools across the state. They also let you track your child's progress over time. We hope this report can help inform and empower you as you advocate for your child. You know your child best.

For more information on how to understand the results, visit [www.RIDE.ri.gov/Assessment-Results](http://www.RIDE.ri.gov/Assessment-Results).

### Your Child's Overall Results

#### English Language Arts

Achievement Level

#### Meeting Expectations

Score

**509**

(Score range: 440-560)

Growth Percentile

**53**

Details on page 2

#### Mathematics

Achievement Level

#### Meeting Expectations

Score

**505**

(Score range: 440-560)

Growth Percentile

**70**

Details on page 3

#### Did you know that establishing family routines can help your child succeed?

Make a habit of setting up designated times for homework, reading, mealtimes, family conversations, bedtime, and leaving for school each day.

#### What do I do next?

After reviewing this report, it is critical that you attend family-teacher conferences **and discuss with your child's teachers your questions and concerns.** Don't be afraid to speak up. Children whose families stress the value of education are more likely to find it important, as well.

#### How can I support my child's education?

- School attendance matters, *every single day*. Missing just two days of school a month is chronically absent, so make it a priority to get your child to school on time daily.
- Establish daily reading routines, let your child see you read, and encourage your child to read for fun all year long.
- Get involved and stay connected to your child's school, however and whenever you can.
- Share your voice! Help improve your child's school by participating in SurveyWorks every year.
- Start a conversation. Ask questions. Talk to your child about what they're learning, and show an interest in the subjects that excite them.

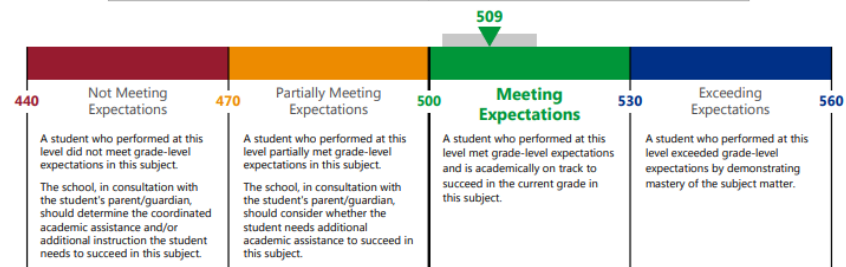


**RIDE** Rhode Island  
Department  
of Education

# English Language Arts & Mathematics Score Information

Name: Last Name, First Name  
 SASID: 9999999999  
**English Language Arts**  
 Grade 4 Spring 2019  
 Computer-based test

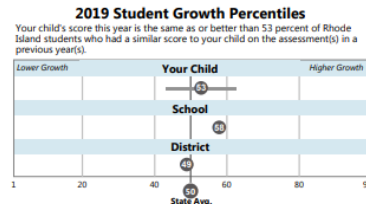
Your Child's Achievement Level: **Meeting Expectations**  
 Your Child's Score: **509**



The horizontal gray bar shown in the graphics above and below show the range of likely scores your child would receive if he or she took the test multiple times.

**Achievement**  
 How your child performed compared to students in their school, district, and state.

Your Child's Grade	Score	Year	Average Score		
			School	District	State
4	509	2019	502	498	493
3	513	2018			



**How your child performed in each reporting category and on each individual test question**

Reporting Category	Points Earned by Your Child	Total Possible Points	Average Points			Average Points Earned by Students Meeting Expectations
			School	District	State	
Reading	19	25	16.6	16.4	15.3	18.4
Language <sup>1</sup>	8	11	6.4	5.8	5.3	6.2
Writing <sup>2</sup>	3	8	3.0	2.5	2.2	2.4

<sup>1</sup> The Language reporting category includes the standard English convention scores.  
<sup>2</sup> The Writing reporting category is based on the idea development scores.

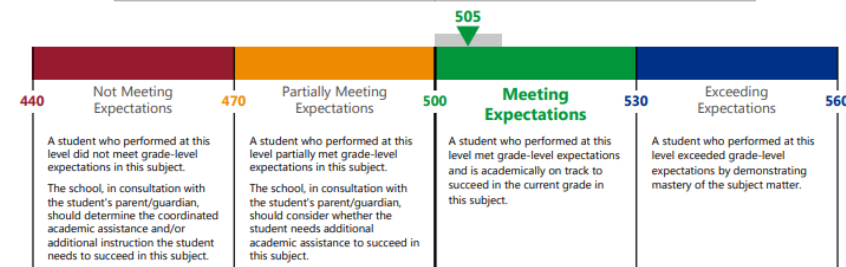
**Individual Test Questions**

Question Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24		
Points Earned	1/1	1/1	1/1	2/2	0/1	1/1	2/2	2/3	2/4	0/1	1/1	1/1	2/2	1/1	1/1	2/2	1/3	1/4	1/1	0/1	1/1	0/1	1/2	2/2	1/1	2/3

Key x/y = x points earned out of y points possible  
 ID = Essay idea development score  
 Blank space = no answer  
 CV = Essay conventions score

Name: Last Name, First Name  
 SASID: 9999999999  
**Mathematics**  
 Grade 4 Spring 2019  
 Computer-based test

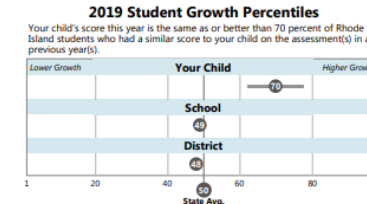
Your Child's Achievement Level: **Meeting Expectations**  
 Your Child's Score: **505**



The horizontal gray bar shown in the graphics above and below show the range of likely scores your child would receive if he or she took the test multiple times.

**Achievement**  
 How your child performed compared to students in their school, district, and state.

Your Child's Grade	Score	Year	Average Score		
			School	District	State
4	505	2019	495	491	489
3	504	2018			



**How your child performed in each reporting category and on each individual test question**

Reporting Category	Points Earned by Your Child	Total Possible Points	Average Points			Average Points Earned by Students Meeting Expectations
			School	District	State	
Operations & Algebraic Thinking	8	11	7.0	6.9	6.4	8.3
Number & Operations in Base Ten	7	11	6.3	6.0	5.7	7.1
Number & Operations-Fractions	12	16	9.4	8.8	8.4	10.6
Measurement & Data	7	10	4.9	4.5	4.3	5.2
Geometry	4	6	3.3	2.9	3.1	3.9

**Individual Test Questions**

Question Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Points Earned	1/1	0/1	2/4	1/1	1/1	4/4	1/1	1/1	2/2	1/1	0/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	0/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	2/4	1/1	1/1	1/1	1/1		

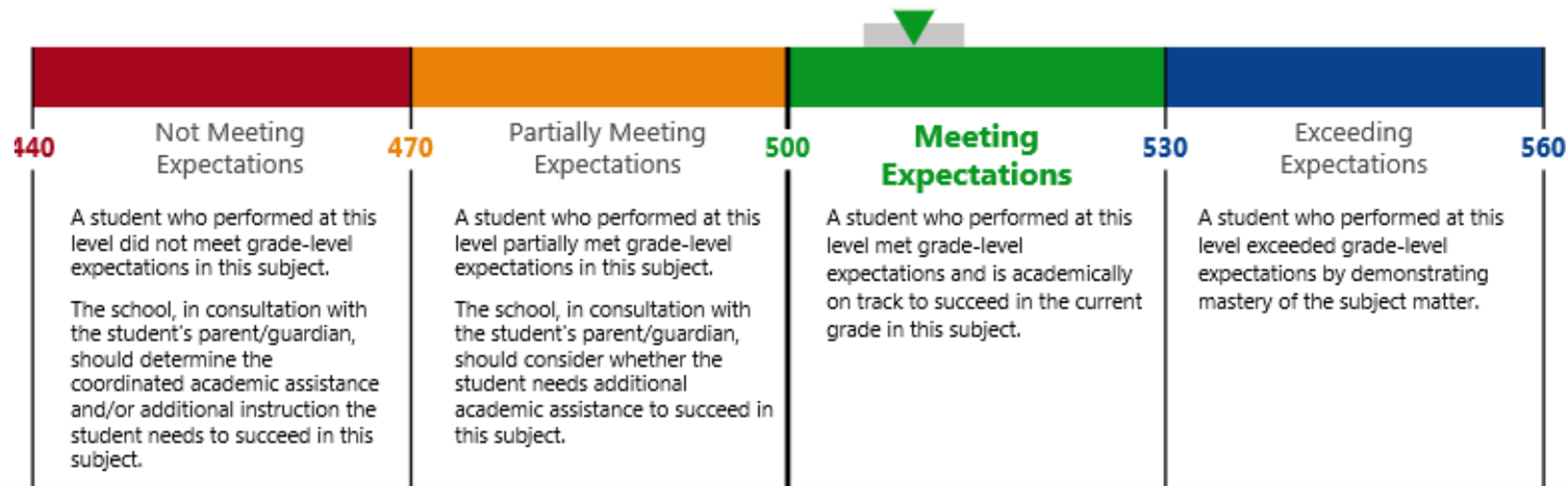
Key x/y = x points earned out of y points possible  
 Blank space = no answer





# What do the scores look like?

- Student's score
  - A student receives a scale score between 440 and 560
  - RICAS uses four performance levels that describe how well student(s) meet the expectations for their grade level: **Not Meeting Expectations**, **Partially Meeting Expectations**, **Meeting Expectations**, and **Exceeding Expectations**
  - Meeting Expectations means that students are able to demonstrate grade level expectations while Exceeding Expectations means that students are showing mastery of the grade level expectations
  - A triangle marks where the student's score falls on the chart, with a gray bar showing the range of scores a student could receive if they took the test multiple times, like in this example:



# What do the scores look like?

- Achievement comparison
  - If the student took RICAS last year, that score is listed
  - Average scores show how the student, their school, and their district compare with the state average
  - Scores are color coded to match the achievement level for quick reference, like in this example:

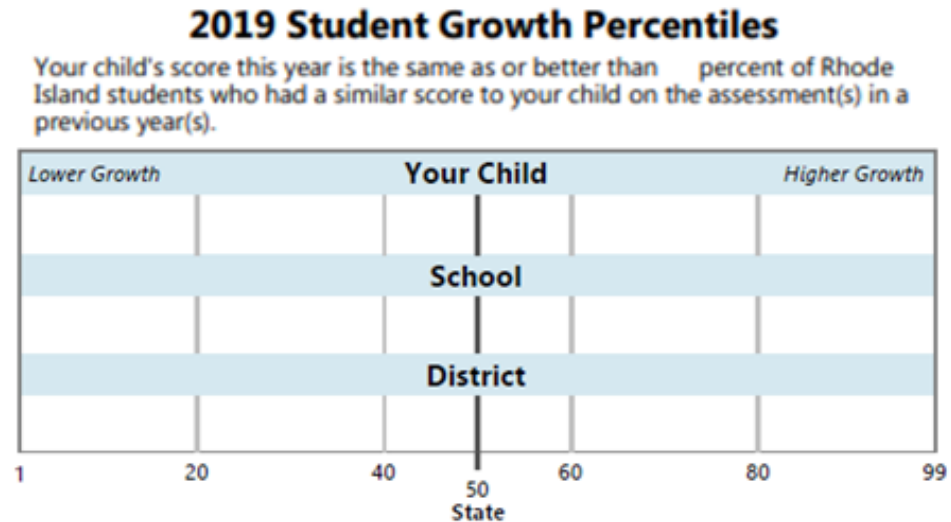
## Achievement

How your child performed compared to students in their school, district, and state.

Your Child's		Year	Average Score		
Grade	Score		School	District	State
4	509	2019	502	498	493
3	513	2018			

# What do the scores look like?

- Student growth percentiles (SGP) compared to average growth at the school, district, and state



*On a scale of 1 (low growth) to 99 (high growth), the SGP describes your child's learning over time compared with their academic peers (other Rhode Island students in the same grade who had similar scores on previous state level tests).*

# What are Reporting Categories and Item Level Information?

- Each content area has multiple reporting categories. This chart shows how many points the student received out of the total for each category, as well as the average statewide for students who performed close to a proficient score.
- This display also shows how many points the student earned on each question on the test.
- This information can be used, in conjunction with released items, item descriptions, and other materials, to see where a student is succeeding and where they may need additional support to enhance specific content area skills needed to master grade-level standards.

## ELA –

three reporting categories for all grades

How your child performed in each reporting category and on each individual test question

Reporting Category	Points Earned by Your Child	Total Possible Points	Average Points			Average Points Earned by Students Meeting Expectations
			School	District	State	
Reading	19	25	16.6	16.4	15.3	18.4
Language+	8	11	6.4	5.8	5.3	6.2
Writing †	3	8	3.0	2.5	2.2	2.4

\* The Language reporting category includes the standard English convention scores.  
 † The Writing reporting category is based on the idea development scores.

### Individual Test Questions

Question Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Points Earned	1/1	1/1	1/1	2/2	0/1	1/1	2/2	2/3	2/4	0/1	1/1	1/1	2/2	1/1	1/1	2/2	1/1	0/1	1/1	0/1	1/2	2/2	1/1	2/3

Key x/y = x points earned out of y points possible Blank space = no answer  
 ID = Essay idea development score CV = Essay conventions score

## Math –

4-5 reporting categories, varies by grade

How your child performed in each reporting category and on each individual test question

Reporting Category	Points Earned by Your Child	Total Possible Points	Average Points			Average Points Earned by Students Meeting Expectations
			School	District	State	
Operations & Algebraic Thinking	8	11	7.0	6.9	6.4	8.3
Number & Operations in Base Ten	7	11	6.3	6.0	5.7	7.1
Number & Operations-Fractions	12	16	9.4	8.8	8.4	10.6
Measurement & Data	7	10	4.9	4.5	4.3	5.2
Geometry	4	6	3.3	2.9	3.1	3.9

### Individual Test Questions

Question Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Points Earned	1/1	0/1	2/4	1/1	1/1	4/4	1/1	1/1	2/2	1/1	0/1	1/1	1/1	0/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	0/1	0/1	1/1	1/1	1/1	1/1	1/1	1/1	2/4	1/1	0/1	1/1	1/2	1/1	0/1			

Key x/y = x points earned out of y points possible Blank space = no answer

# 2019 RICAS Statewide Results for ELA and Math

Participation in RICAS  
RI Performance 2015-2019  
Understanding the Data

Statewide ELA and Math: Achievement levels, 2018-19 grade level comparison,  
performance by subgroup



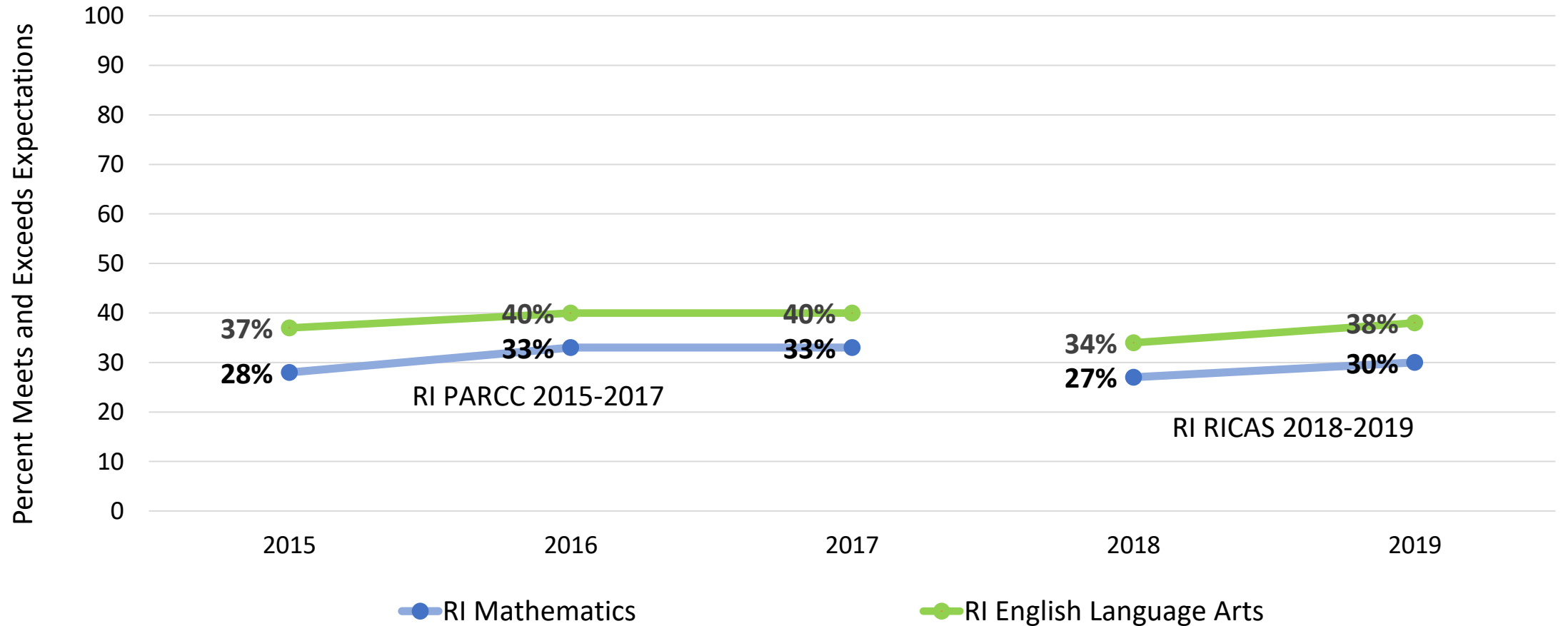
# Participation in RICAS assessment

In grades 3-8, over 98% of students statewide participated in the RICAS English language arts and mathematics assessments



# RI Performance 2015-2019

Grades 3-8 Percent of Students Meeting and Exceeding Expectations



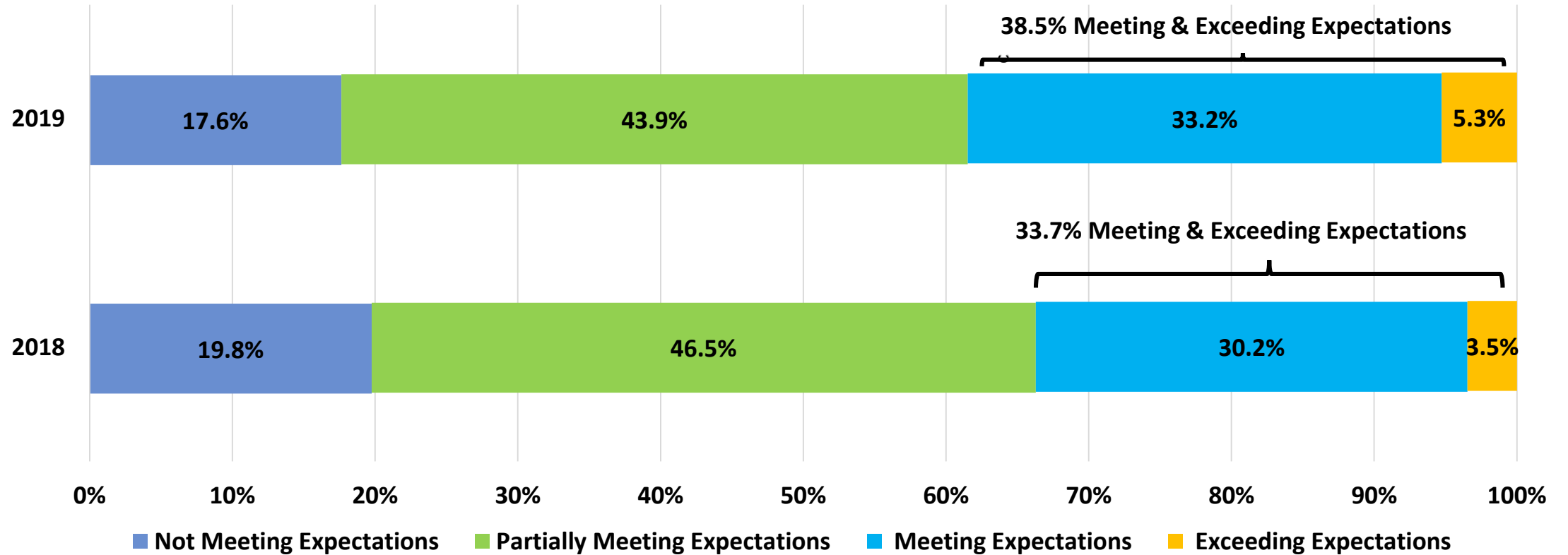
# Understanding the Data

- It is typical, and to be expected, to see a bump in performance in the second year of a test administration.
- Although results are heading in the right direction, **it is too early** to determine trends.
- Rhode Island saw a similar bump in performance in our second year of PARCC.

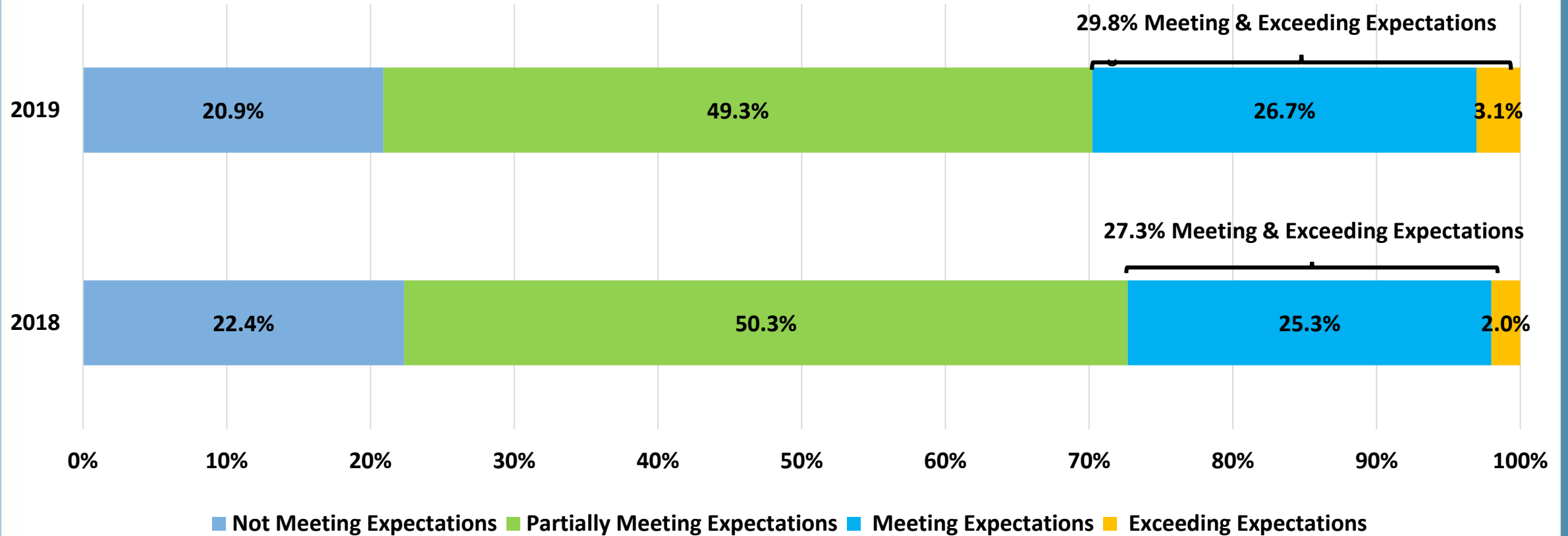




# RICAS English Language Arts improves by 5 percentage points

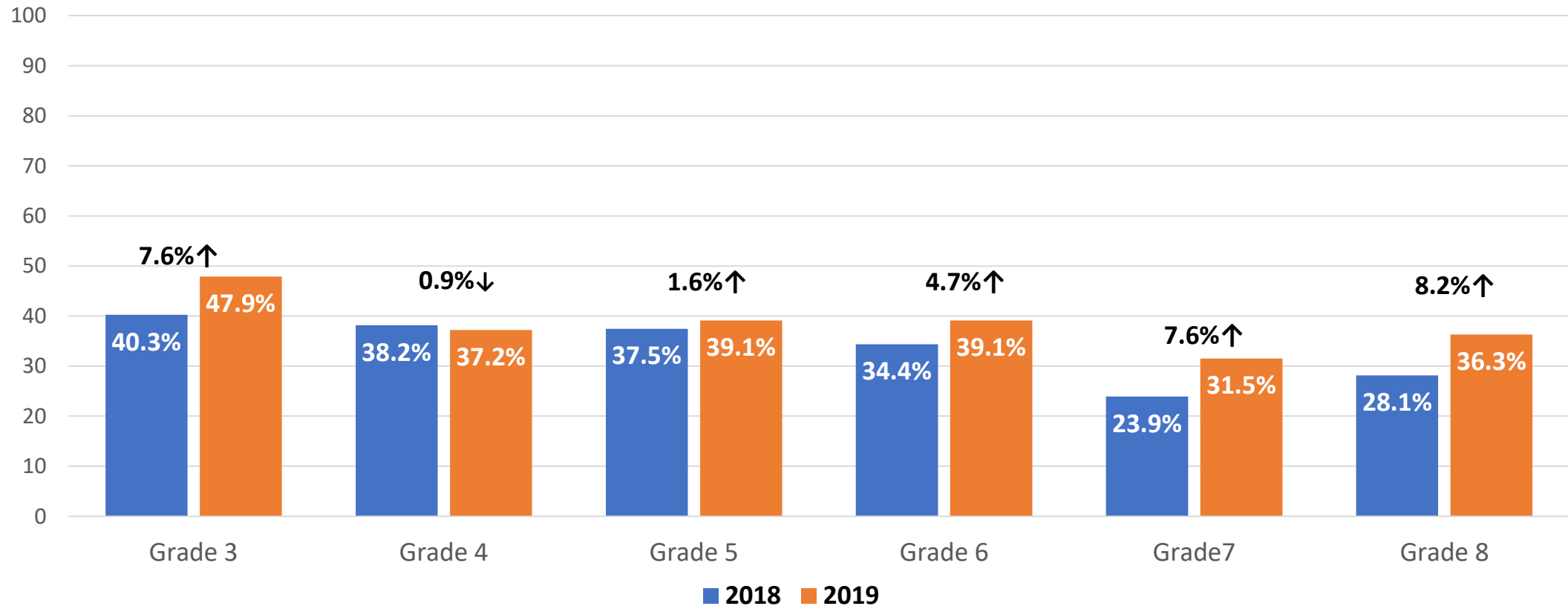


# Mathematics improves, but continues to be area of weakness



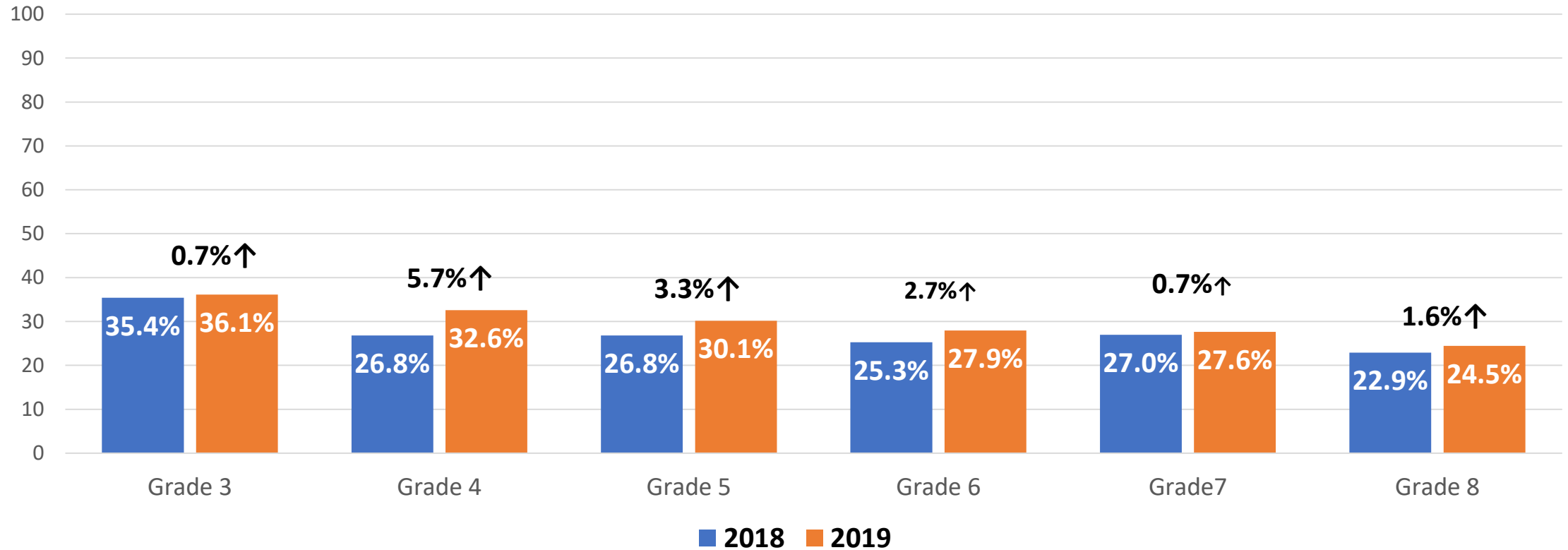
# English Language Arts improves in almost all grades

English Language Arts Percent Meeting and Exceeding Expectations by Grade



# Upward Trend for Mathematics

Mathematics Percent Meeting and Exceeding Expectations  
by **Grade**



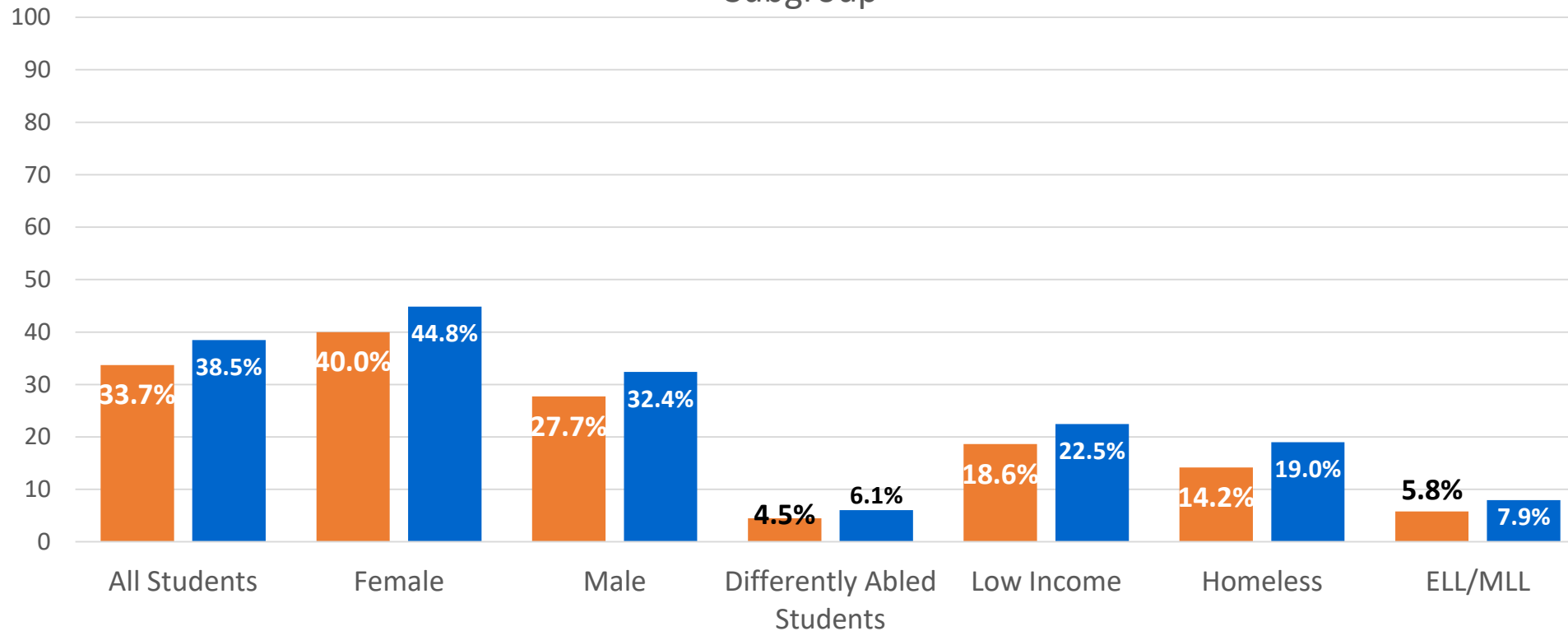
# Equity Gaps Persist

- Persistent equity gaps remain and require sustained attention.
- In particular, we are **significantly underserving** our differently abled and multilingual learners.
- On both ELA and math, differently abled and multilingual learners are performing at **single-digit** proficiency levels.
- It is essential that we call these gaps out and have intentional strategies to serve all students.



# While subgroup performance improved, large gaps persist

English Language Arts Percent Meeting and Exceeding Expectations by Subgroup

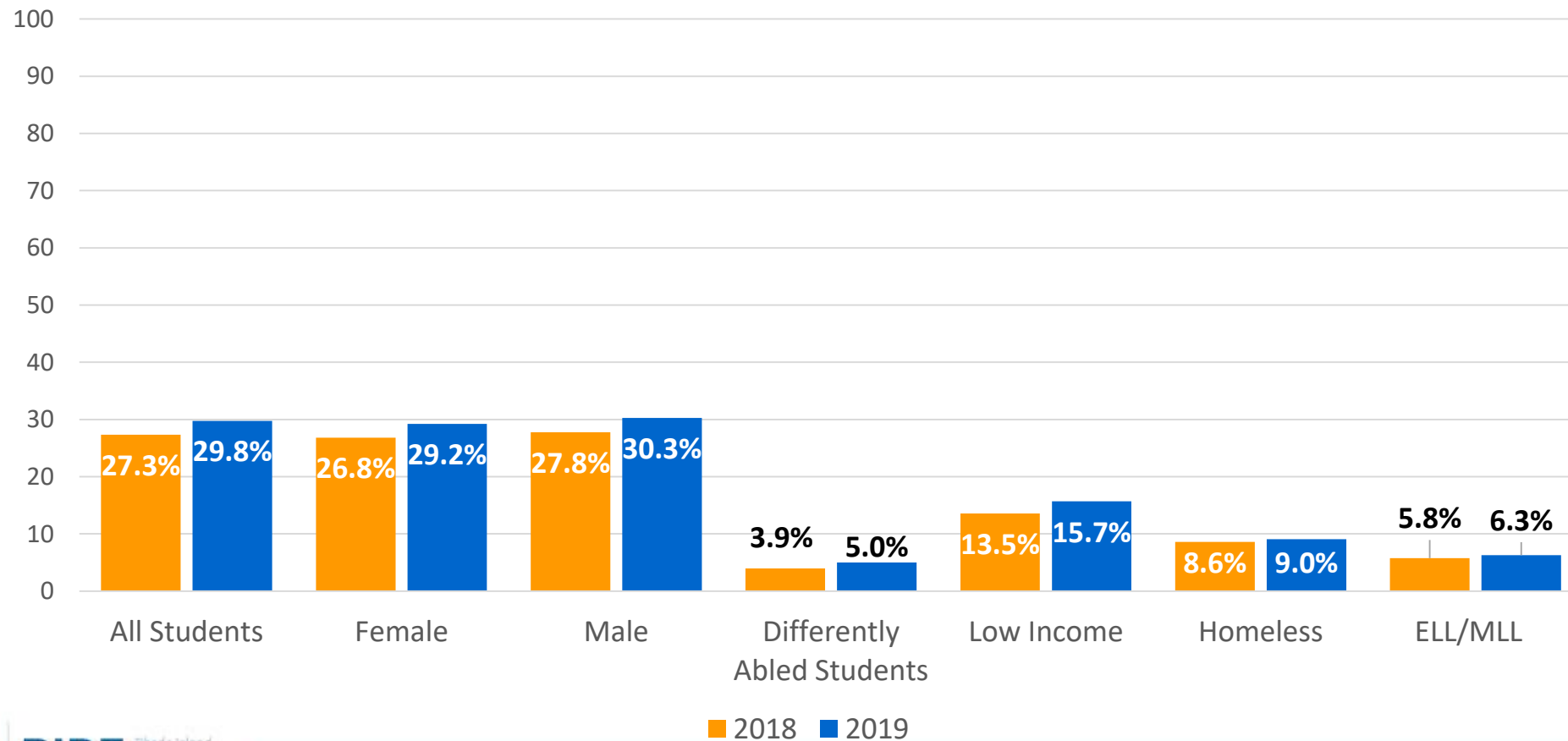


Sub-Group	Number Students Tested 2019
All Students	63,155
Female	30,856
Male	32,299
Differently Abled Students	9,328
Low Income	31,232
Homeless	668
ELL/MLL	6,128

2018 2019

# Gaps Persist in Mathematics Too

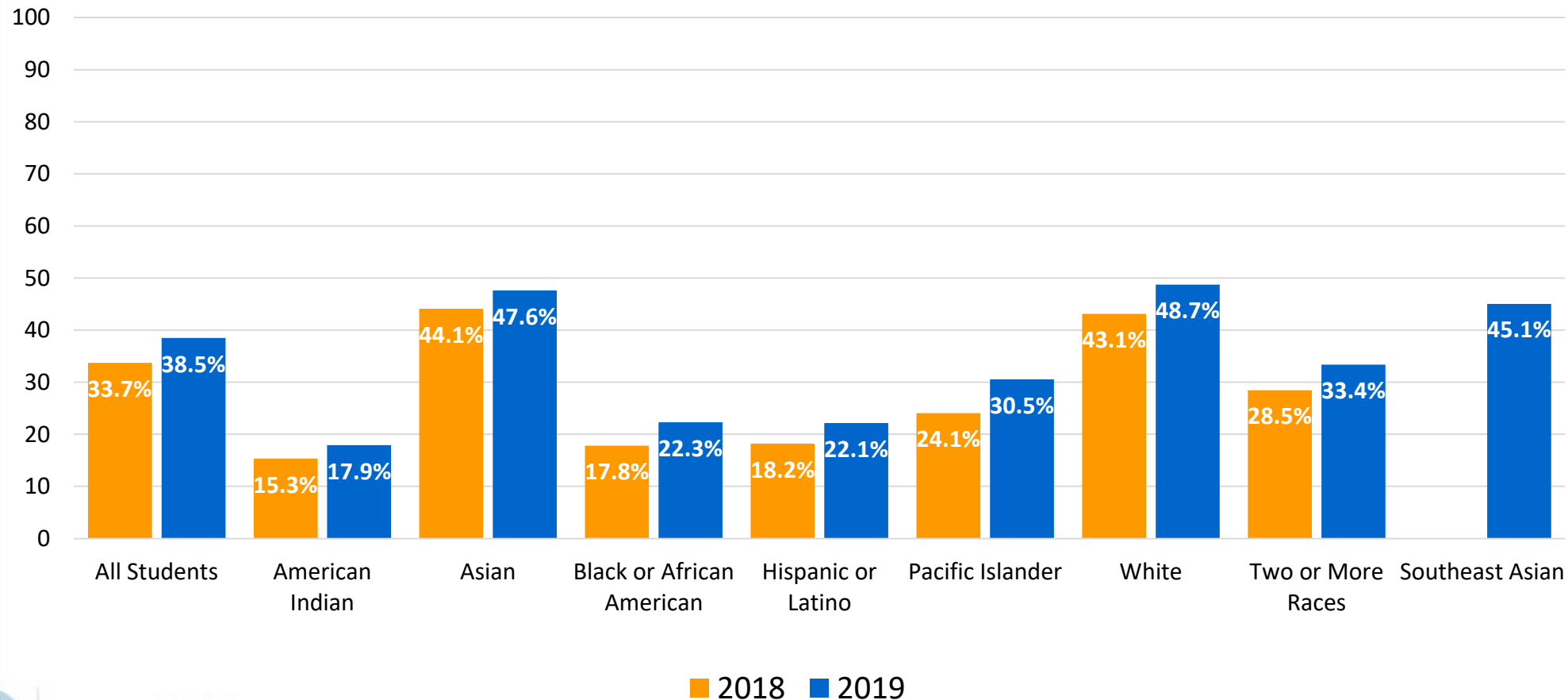
RICAS Mathematics Percent Meeting and Exceeding Expectations by Subgroup



Sub-Group	Number Students Tested 2019
All Students	63,856
Female	31,179
Male	32,677
Differently Abled Students	9,346
Low Income	31,717
Homeless	663
ELL/MLL	6,828

# Gaps Persist for Many Students

English Language Arts Percent Meeting and Exceeding Expectations  
by Race/Ethnicity

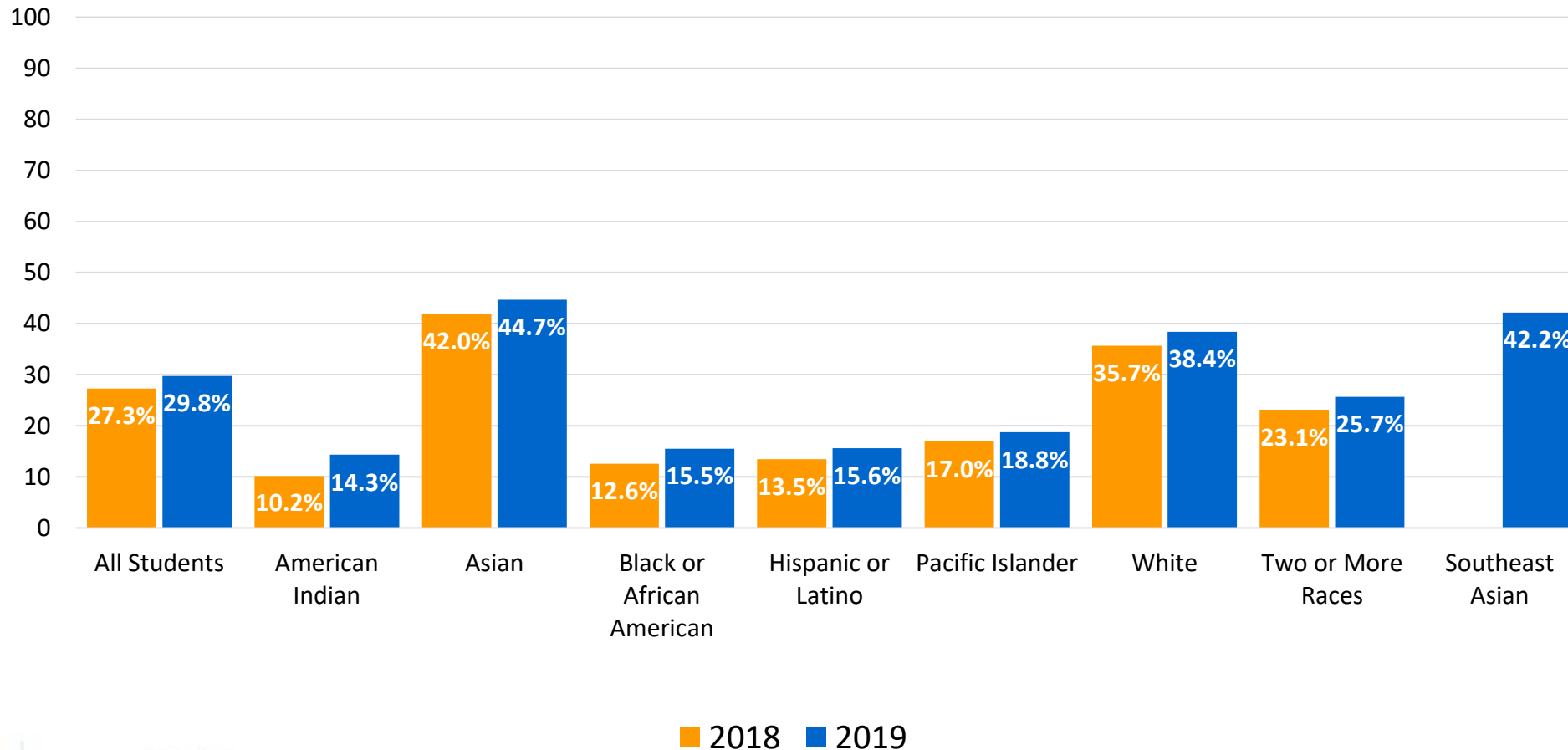


Sub-Group	Number Students Tested 2019
All Students	63,155
American Indian	458
Asian	2,065
Black or African American	5,441
Hispanic or Latino	16,542
Pacific Islander	95
White	35,612
Two or More Races	2,942
Southeast Asian	273



# Mathematics Performance by Race/Ethnicity

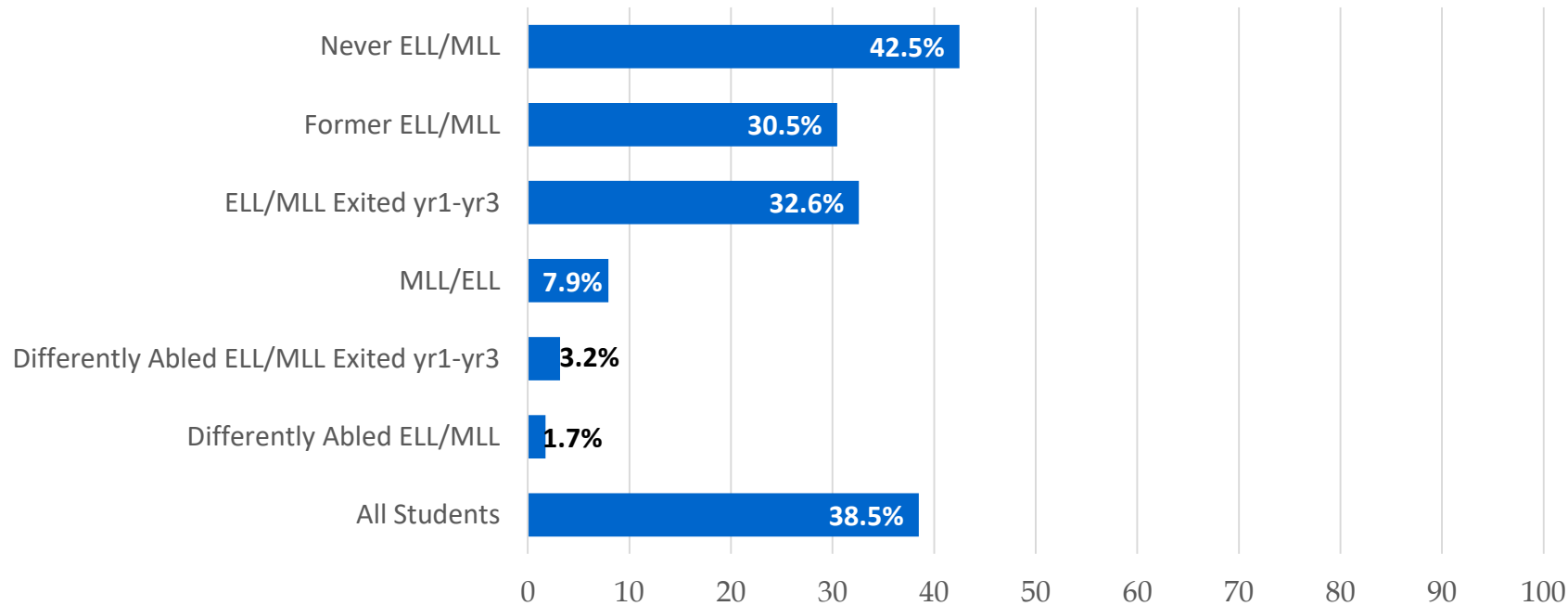
RICAS Mathematics Percent Meeting and Exceeding Expectations by Race/Ethnicity



Sub-Group	Number Students Tested 2019
All Students	63,856
American Indian	460
Asian	2,107
Black or African American	5,520
Hispanic or Latino	17,034
Pacific Islander	96
White	35,692
Two or More Races	2,947
Southeast Asian	273

# Multilingual Learner ELA Performance

RICAS English Language Arts 2019  
Percent Meeting and Exceeding Expectations

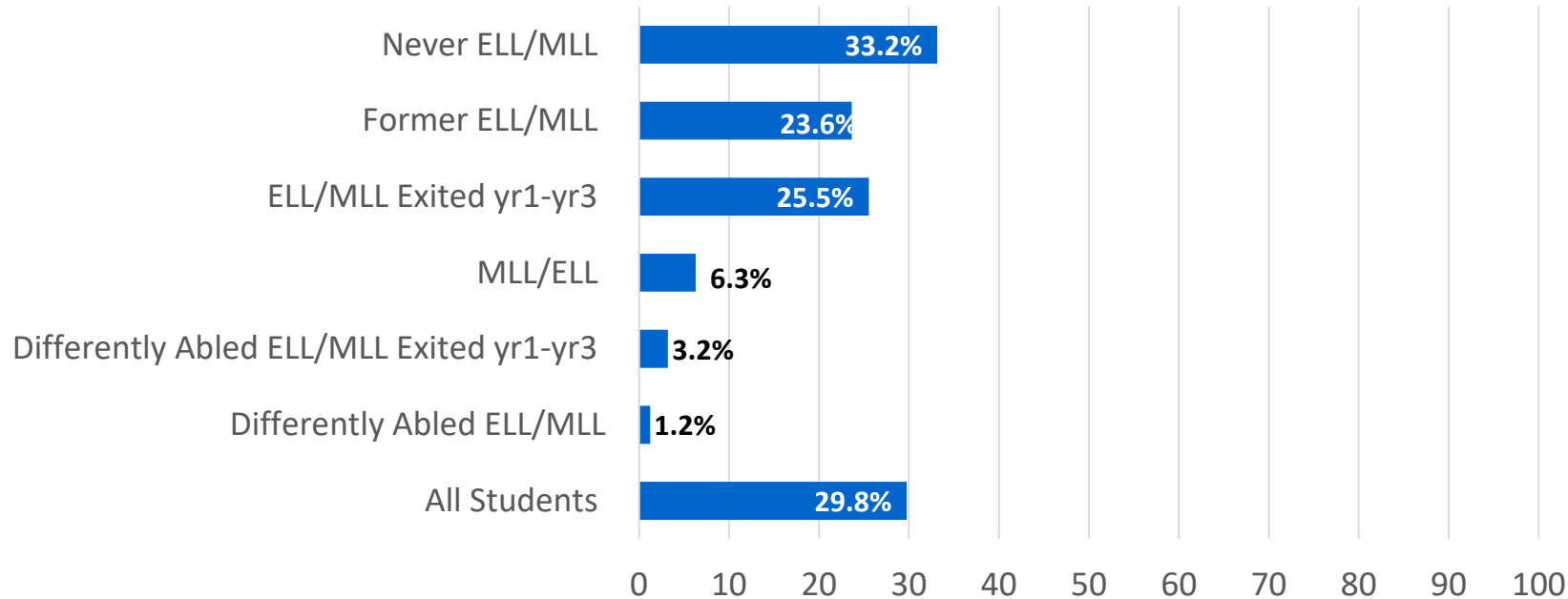


Sub-Group	Number Students Tested 2019
Never ELL	54,905
*Former ELL/MLL	3,574
ELL/MLL Exited yr1-yr3	1,646
MLL/ELL	7,039
Differently Abled ELL/MLL Exited yr1-yr3	173
Differently Abled ELL/MLL	1,323
All Students	65,518

\*Former ELL/MLL exited more than 1 or more years

# Multilingual Learner Mathematics Performance

RICAS Mathematics 2019  
Percent Meeting and Exceeding Expectations

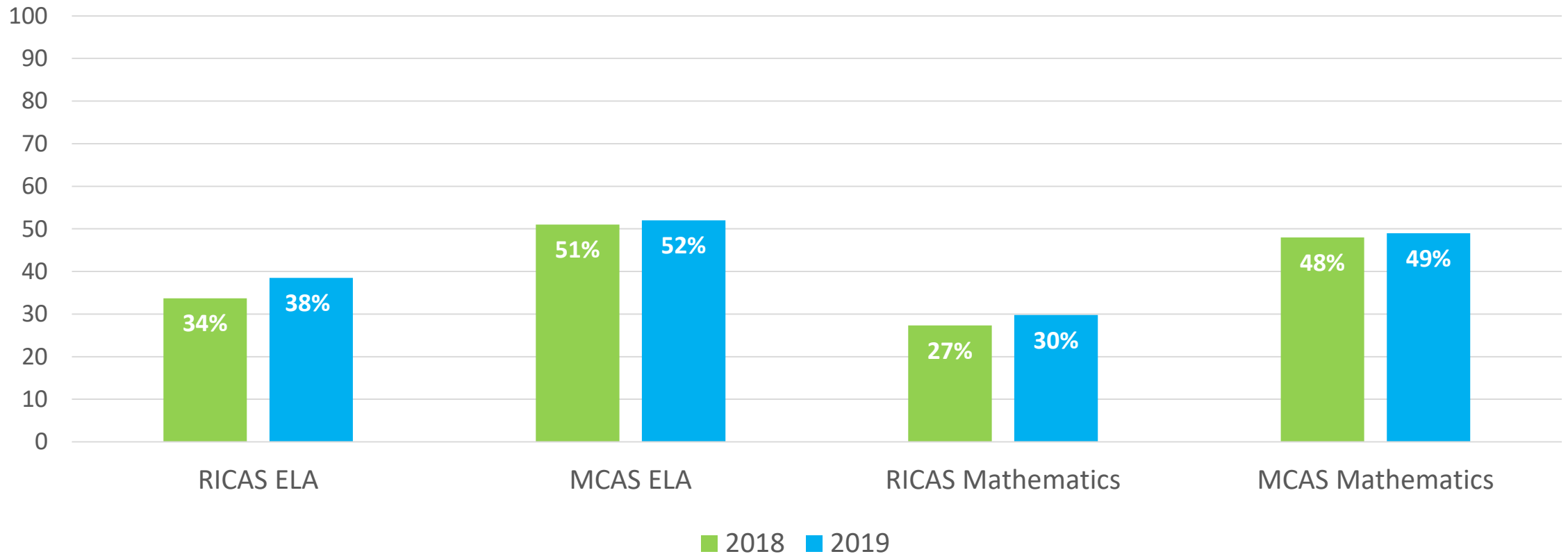


Sub-Group	Number Students Tested 2019
Never ELL/MLL	53,514
*Former ELL/MLL	3,514
ELL/MLL Exited yr1-yr3	1,618
MLL/ELL	6,828
Differently Abled ELL/MLL Exited yr1-yr3	156
Differently Abled ELL/MLL	1,214
All Students	63,856

*\*Former ELL/MLL exited more than 1 or more years*

# Massachusetts Continues to Outperform

Percentage of Students in Grades 3-8 Meeting and Exceeding Expectations  
in Mathematics and English Language Arts



# Using RICAS Data

How can we use this data?

Using RICAS Scores

What other data and resources can we use with RICAS?

Some queries to use with the RI-ADP

Item Analysis



# How can we use this data?

- RICAS data is useful for:
  - Analyzing overall school and district performance on a particular standard or reporting category
  - Indicating areas of strength and areas for growth at the school and district level
  - Measuring individual student performance on a particular set of standards
- Cautions to keep in mind:
  - RICAS data should be used in conjunction with other sources of data to provide a complete picture of student performance, as well as overall teaching and learning – it should not be the sole data used to decide students' supports or coursework
  - Item-level analyses are useful, but need to be undertaken in the context of the instruction and curriculum as actually taught and used in the classroom

# Using RICAS Scores

- Achievement Levels
  - Best measure of whether students met expectations for their grade level
  - Useful to evaluate individual student, subgroup, school, district, and state performance
  - Best statistic: percent of students at each performance level
- Scale Scores
  - Most useful to capture performance changes over time, particularly with relation to the cut points for the achievement levels
  - Best statistic: Average scaled score within a test/grade level
  - Not to be confused or interchanged with “percent correct”



# What other data and resources can we use with RICAS?

- RICAS released items (CBT, PBT; Digital Item Library)
- ACCESS (e.g., comparing achievement levels on ACCESS and RICAS)
- Released student work samples
- Local summative assessments
- Formative and interim assessments
- Attendance data



# Some queries to use with the RI-ADP:

- Subgroup performance (e.g., students without disabilities vs. students with disabilities)
- RICAS by ACCESS ELP level (e.g., RICAS meeting expectations vs. ACCESS bridging or reaching)
- Schools within your district at the same grade level
- Compare achievement level data for your school with local attendance data
- Subscore analysis to identify specific areas of strength and areas for growth



# Item Analysis

- RIDE's item analysis tools can assist schools and districts in utilizing the RICAS assessment data as they review and improve curriculum and instruction
- Excel and Google Sheets include a drop-down menu for school selection – no need for data transfer

Dropdown Menu -->>>				Reporting Category		District		School Performance					School - State Diff.	School - District Diff.	
Item Number	Reporting Category	Standard	Item Type	Item Description	Correct Answer	Release Status	Possible Points	School Average Points	District Average Points	State Average Points	School Percent Correct	District Percent Correct	State Percent Correct	School - State Diff.	School - District Diff.
16	Language, Writing	L.4.1, L.4.2, L.4.3, W.4.3, W.4.4	ES	Write a narrative from the main character's point of view describing what might happen next in the passage.		Not Released	7	2.11	1.81	2.09	30%	26%	30%	0	4
17	Reading	RI.4.5	SR	Determine how a section of the passage is organized.		Not Released	1	0.65	0.66	0.6	65%	66%	60%	5	-1
18	Reading	RI.4.1	SR	Identify a detail related to the topic of the passage.		Not Released	1	0.38	0.43	0.45	38%	43%	45%	-7	-5
19	Reading	RI.4.7	SR	Analyze how a text feature supports an idea presented in the passage.		Not Released	1	0.78	0.62	0.62	78%	62%	62%	16	16
20	Reading	RI.4.7	SR	Determine the importance of a text feature to the reader's understanding of the passage.		Not Released	1	0.62	0.7	0.69	62%	70%	69%	-7	-8
21	Reading	RI.4.3	SR	Select details related to the topic of the passage.		Not Released	2	1.46	1.38	1.38	73%	69%	69%	4	4
22	Reading	RI.4.3	SR	Identify the topic of a section of the poem and choose evidence from the poem that best supports the topic.		Not Released	2	1.38	1.24	1.23	69%	62%	62%	8	7
23	Reading	RI.4.1	SR	Interpret the meaning of a line in the poem.		Not Released	1	0.46	0.44	0.43	46%	44%	43%	3	2
24	Reading	RI.4.9	CR	Write a paragraph that explains an idea from the passage and the poem; use important details from both texts as evidence.		Not Released	3	1.32	1.49	1.51	44%	50%	50%	-6	-6
Idea Score Essay 1							4	1.43	1.28	1.18	36%	32%	30%	6	4
Conventions Essay 1							3	1.27	1.24	1.1	42%	41%	37%	6	1
Idea Score Essay 2							4	1.11	0.92	1.08	28%	23%	27%	1	5
Conventions Essay 2							3	1	0.91	1.05	33%	30%	35%	-2	3
Reading							25	16	15.5	15.35	64%	62%	61%	3	2
Writing							11	5.68	5.64	5.28	52%	51%	48%	4	0
Language							8	2.54	2.15	2.19	32%	27%	27%	4	5

+ ☰ ELA04 State ▾ ELA04 District ▾ ELA04 School ▾ My School ▾ Data - Do Not Use ▾

# How to explain data to families

- Individual Student Reports
  - Go through full score report
  - Include details from curriculum (e.g., how covering topics/skills, how plan to address areas for growth)
- School and District Data
  - What you learned from analyzing data: what you found are areas of strength and areas for growth
- RIDE's "Resources for Families" page: [www.ride.ri.gov/Families](http://www.ride.ri.gov/Families)
  - FAQs about content standards and assessments
  - Guidance and flyers explaining assessment concepts
  - Report shells in various languages for all assessments

# Next Steps...

- As part of RICAS Analysis:
  - Review Data at District, School, and Student level
- Identify areas for improvement:
  - Reporting Category, Standard, and/or Item Type
- Dig into the Released Items, Student Work Samples, & Rubrics
- Calibrate RICAS expectations – both for educators & students
- Review curriculum and current instructional practices
- How might this analysis refocus current standards instruction?

# Resources



# RICAS Resources

- RIDE Assessment Results: [www.ride.ri.gov/Assessment-Results](http://www.ride.ri.gov/Assessment-Results)  
*(includes resources to support interpretation of results: RIGM information, ISR shells and translations)*
- Released Items:
  - RIDE Released Items: [www.ride.ri.gov/Released-Items](http://www.ride.ri.gov/Released-Items)  
*(CBT and PBT for 2018 and 2019; Item Analysis Tool)*
  - Rhode Island Digital Item Library: <https://ricas.digitalitemlibrary.com/home>
- RIDE Resources for Families: [www.ride.ri.gov/Families](http://www.ride.ri.gov/Families)
- RICAS Resource Center: <http://ricas.pearsonsupport.com/>
- RI Assessment Data Portal:
  - Public: <https://lms.backpack.education/public/ride>
  - Confidential: <http://ridemap.ride.ri.gov>
  - September 2019 Test Coordinator Webinar: information about accessing the RI-ADP



# Thank you!

If you have questions about this presentation, please contact [assessment@ride.ri.gov](mailto:assessment@ride.ri.gov)

