RICAS 2018-2019

RICAS Testing: 2018-2019
Who takes this test?

- Only 7\textsuperscript{th} and 8\textsuperscript{th} Graders take this test.
- The high school students are evaluated, from a state-wide perspective, with PSATs and SATs.
## How is the RICAS Scored?

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL 1</td>
<td>Not meeting expectations</td>
</tr>
<tr>
<td>LEVEL 2</td>
<td>Partially meeting expectations</td>
</tr>
<tr>
<td>LEVEL 3</td>
<td>Meeting expectations</td>
</tr>
<tr>
<td>LEVEL 4</td>
<td>Exceeding expectations</td>
</tr>
</tbody>
</table>

Green is good... Level 3 and 4 are both “proficient”
<table>
<thead>
<tr>
<th></th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>April 2^{nd}</td>
<td>May 7^{th}</td>
</tr>
<tr>
<td></td>
<td>(2 sessions, 120 min each)</td>
<td>(2 sessions, 90 min each)</td>
</tr>
<tr>
<td>Make-ups</td>
<td>April 3^{rd}-5^{th}</td>
<td>Make-ups: May 8^{th}-10^{th}</td>
</tr>
</tbody>
</table>

*EACH TEST ONLY TAKES A DAY! So give it your all on that day!*
EVERY STUDENT CAN USE EXTENDED TIME!
Grade 7 and 8 Reading and Writing

- **Major multi-disciplinary focus on writing stamina**
  - We had a notable gap between reading and writing scores.
  - Students will need to focus on writing 5000 characters/1.5-2 page responses in one session.
  - Some students are still not use to writing this length in one sitting, so we will need to build writing stamina.

- **Additional focuses:**
  - Comprehension within Informational Texts
  - Revisiting basics of writing (grammar, punctuation) to build confidence and skills
  - Determining central idea
  - Citation of evidence
  - Distinguishing point-of-view
In addition to March Madness tutoring, Ms. Hum and Ms. Cortese have dedicated a significant amount of class time in ELA seminar to RICAS practice.

Ms. Hum has done several lessons tailored specifically to writing stamina.
Grade 7 and 8 Math

• Across all subjects, a greater emphasis on:
  • Timelines
  • Number lines
  • Positives and Negatives
  • Absolute Value
  • Expressions and Equations” standards

How can we address the outcomes gap between English-speakers and Spanish-speakers?
Grade 7 and 8 Math – Action Steps

• In addition to March Madness tutoring, Ms. Sweeney-Ashby and Ms. Almeida have dedicated a significant amount of class time in math seminar to RICAS practice.
Goals

<table>
<thead>
<tr>
<th>Reading</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Last year proficiency = 15.3%</td>
<td>• Last year proficiency = 1%</td>
</tr>
<tr>
<td>• Goal for RICAS</td>
<td>• We recognize this score, and know it is simply not acceptable moving forward.</td>
</tr>
<tr>
<td>• At least 30% proficiency school-wide</td>
<td>• Goal for RICAS</td>
</tr>
<tr>
<td></td>
<td>• At least 15% proficiency school-wide</td>
</tr>
</tbody>
</table>
# The role of parents and community

- Parent and Board Hosted Breakfasts and Snack Deliveries
  - **Any volunteers?**
    - **April 2\(^{nd}\) and May 7th**
  - Use a Parent Ensemble Meeting to answer questions about RICAS, and provide advice on how to help at home, and why to the test is important to us
    - Parent e-mails emphasizing the importance of eating on testing day, getting a good night of sleep, and practicing at home.
    - This is the focus on the March 13th Parent Ensemble
Why is RICAS important for TAPA?

- *** Increased chance of expansion and renewal ***
  - Parent volunteers needed on Charter Renewal Days: March 28th, 11:30am

  - Get our school noticed
  - Sense of pride in your accomplishments
  - Prove that TAPA is amazing
  - Better scores mean better grants and fundraising opportunities, which means more money for TAPA
Accommodations

• Every student is allowed extended time.
  • Students with this as a documented accommodation will also be testing in a small testing environment

• Every student can and SHOULD use the math reference sheets.

• Every student can use a handheld calculator if preferred.
  • It can’t be a cell phone.
Incentives for Success

• Last year we offered a pizza party to the March Madness group (and $50 to the teacher) that hit the most amount of it’s individual student goals.
  • The winner was... Mr. Cordeiro’s Tutoring Group!

• **THIS YEAR’S GOALS: TBD, but could be similar**

• **THIS YEAR’S INCENTIVES: TBD, but could be similar**
  • Any ideas???
The 8-Prong Approach to Success on the RICAS test at TAPA

1. Create Staff Buy-In
   - RICAS Tutoring Sessions = MARCH MADNESS
   - Teachers are teaching each other how to do the lessons

2. At tutoring sessions, use Data for Conversations

3. Emphasize the Role of Parents and the Board

4. Create and Cultivate Student Buy-In and Investment
   - This is just as important at tutoring sessions as the content itself.
The 8-Prong Approach to Success on the RICAS test at TAPA

5. Utilize Specific Reading and Writing Strategies/Address Specific Standards
   • Dive into standards identified in meetings with staff.
   • Work into the Seminar programming in 7th and 8th Grade

6. Utilize Specific Math Strategies/Address Specific Standards
   • Dive into standards identified in meetings with staff.
   • Work into the Seminar programming in 7th and 8th Grade

7. Establish Practical Testing Day Logistics and Student Groupings

8. Incentivize Success, Drive Student Motivation
ELA Test Design

Released Items (RICAS)

ELA Test Information

Grade 7 Released Items Standards and Info (MCAS), Grade 8 Released Items Standards and Info (MCAS)

- Two sessions in one day.
- Each session is 120 minutes, but all students are eligible for extended time.
- 5 minute break allowed during each session.

- Total points= 51
  - 12-21 one-point multiple choice questions
  - 3-6 two-point questions (multiple select and technology-enhanced)
  - 3 essays in response to texts (8 points each)
    - Essay character limit 5000 characters
  - 45% of test is reading
  - 25% of test is language
  - 30% of test is writing
A student’s RICAS ELA experience:
• Read passage sets
  • Respond to questions measuring reading and language standards
• Write in response to reading
  • The constructed responses are embedded within the passage sets

Reading Passage Sets
• Text types include:
  • Literary and Informational
• “Sets” include:
  • Single passage, pairs of passages, or three passages
  • May include any combinations of literary/informational
<table>
<thead>
<tr>
<th>Item Type</th>
<th>Point Value</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Choice:</td>
<td>1</td>
<td>3 - 8</td>
</tr>
<tr>
<td>Students select one correct answer from among several answer options.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple Select:</td>
<td>2</td>
<td>3 - 8</td>
</tr>
<tr>
<td>Students select more than one correct answer from among several answer options. These items include two-part questions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology Enhanced:</td>
<td>2</td>
<td>3 - 8</td>
</tr>
<tr>
<td>Students taking the computer-based test, answer questions using technology such as drag-and-drop or hot spot.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short Response:</td>
<td>3</td>
<td>3 &amp; 4 only</td>
</tr>
<tr>
<td>Students construct a short written response, approximately the length of a paragraph.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Narrative and Text-Based Essays:</td>
<td>7</td>
<td>3 - 5</td>
</tr>
<tr>
<td>Students write an essay in response to text(s) they have read.</td>
<td>8</td>
<td>6 - 8</td>
</tr>
</tbody>
</table>
Read the poem and the article, which describe what it was like to be an immigrant to the United States around 1900. Then answer the questions that follow.

The poem “Steerage,” which was inspired by the accompanying photograph, imagines the feelings that European immigrants had as they took the journey by ship to America.

Steerage

*The part of a passenger ship reserved for those traveling at the cheapest rate*

*by David Citino*

<table>
<thead>
<tr>
<th>What is the purpose of the lines in italics underneath the title of the poem?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. to define a term</td>
</tr>
<tr>
<td>B. to create an image</td>
</tr>
<tr>
<td>C. to present an opinion</td>
</tr>
<tr>
<td>D. to highlight a point of view</td>
</tr>
</tbody>
</table>
Read the two excerpts in which two young people describe experiences during the Great Depression, a time of widespread economic difficulty. Then answer the questions that follow.

**To Kill a Mockingbird**

In the excerpt from *To Kill a Mockingbird*, Jean Louise "Scout" Finch speaks to her teacher, Miss Caroline.
What is the main purpose?

Read the poem and the article, which describe what it was like to be an immigrant to the United States around 1900. Then answer the questions that follow.

Read the article “Voyage of Hope, Voyage of Tears,” which describes the journey many immigrants made from Europe to America by ship.

Voyage of Hope, Voyage of Tears

by Mimi Boelter

1 Hope was the one guiding star that led millions of people to immigrate to America. But those people had to endure a lot even before they arrived on this country’s shores. Their journey began when they said goodbye to their ancestral homes and set out—by

What is the main purpose of paragraphs 4–8 of the article?

A. to compare the voyages of the time with the voyages of today

B. to explain why many passengers lost their lives during the voyages

C. to describe what the immigrants’ experience on the voyage was like

D. to show that the immigrants’ spirits remained high during the voyage
In the box below, the total space provided is equal to about two pages.
Which statement **best** reflects a theme of the excerpt from *To Kill a Mockingbird*?

- A. It is important to stand by your relatives even if they are wrong.
- B. It is best to be kind in your dealings with other people.
- C. It is better to be cautious when there is danger.
- D. It is advisable to avoid challenging the laws.
Math Test Design

- Released Items (RICAS)
  - Grade 7 Math Facts, Grade 7 Released Items Standards and Info (MCAS)
  - Grade 8 Math Facts, Grade 8 Released Items Standards and Info (MCAS)

- Two sessions in one day.
- There is a non-calculator and a calculator session.
- Each session is 90 minutes, but all students are eligible for extended time.

- Total points= 54
- Total number of questions= 40
  - 34 one-point questions
  - 2 two-point questions
  - 4 four-point Constructed response questions

- Uses Pearson TestNav8
  - Includes: Eighth-inch ruler, centimeter ruler, pointer highlighter, answer eliminator, magnifier, and life reader, five-function calculator, reference sheet
## Math: Item Types

<table>
<thead>
<tr>
<th>Item Type</th>
<th>Point Value</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Multiple Choice (MC):</strong> Students select one correct answer from several answer options.</td>
<td>1</td>
<td>3 - 8</td>
</tr>
<tr>
<td><strong>Multiple Select (MS):</strong> Students select more than one correct answer from among several answer options.</td>
<td>1</td>
<td>3 – 8</td>
</tr>
<tr>
<td><strong>Short Answer/Fill-in-the-Blank (SA/FIB):</strong> Students construct a short written response, typically only a word or number.</td>
<td>1</td>
<td>3 – 8</td>
</tr>
<tr>
<td><strong>Technology Enhanced (TE):</strong> Students answer questions using technology such as drag-and-drop or hot spots (on the computer-based test only).</td>
<td>1 or 2</td>
<td>4 - 8</td>
</tr>
<tr>
<td><strong>Constructed Response (CR):</strong> Students write a response to a multi-part item that includes calculations and explanations to a problem or set of problems.</td>
<td>4</td>
<td>4 - 8</td>
</tr>
</tbody>
</table>
Math: Reporting Categories Grades 6-7

- Align to the domains for each grade level, not sub-claims
- Reasoning and modeling are not specifically called out as reporting categories

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Grade 6</th>
<th>Grade 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ratios &amp; Proportional Reasoning</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>The Number System</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Expressions &amp; Equations</td>
<td>30%</td>
<td>25%</td>
</tr>
<tr>
<td>Geometry</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>Statistics &amp; Probability</td>
<td>15%</td>
<td>20%</td>
</tr>
</tbody>
</table>
Math: Reporting Categories Grade 8

- Align to the domains for each grade level, not sub-claims
- Reasoning and modeling are not specifically called out as reporting categories

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Number System and Equations &amp; Expressions</td>
<td>40%</td>
</tr>
<tr>
<td>Functions</td>
<td>20%</td>
</tr>
<tr>
<td>Geometry</td>
<td>30%</td>
</tr>
<tr>
<td>Statistics &amp; Probability</td>
<td>10%</td>
</tr>
</tbody>
</table>
What you may see on the testing screen

Students will need to click on these symbols in order for them to be a part of the answer!
Frantz must buy a minimum of $25 of art supplies to qualify for free shipping. He bought 10 tubes of paint and an easel.

- Each tube of paint cost the same amount.
- The easel cost $15.

Which of the following number lines shows all the possible costs, in dollars, of one tube of paint if Frantz qualified for free shipping?

A.  
```
     0 1 2 3 4 5 6
```

B.  
```
     0 1 2 3 4 5 6
```

C.  
```
     2 3 4 5 6 7 8
```

D.  
```
     2 3 4 5 6 7 8
```
A lot of “enter answer in the box” as opposed to strictly multiple-choice.

Rae made a table of $x$ and $y$ values. The relationship between the $x$ and $y$ values in Rae’s table is **not** a function. One of the values of $x$ is missing from Rae’s table, as shown.

<table>
<thead>
<tr>
<th>$x$</th>
<th>$y$</th>
</tr>
</thead>
<tbody>
<tr>
<td>-3</td>
<td>-8</td>
</tr>
<tr>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>-1</td>
<td>6</td>
</tr>
<tr>
<td>0</td>
<td>-4</td>
</tr>
<tr>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

What is one value of $x$ that Rae could use to complete her table to show that the relationship between $x$ and $y$ is **not** a function?

Enter your answer in the box.


Click on “Exhibits” = Reference Sheet
On-screen Calculator

Grade 7

Grade 8
RICAS and Testing Resources

- RICAS Resource Center
- RIDE’s RICAS Site, which includes documents for Graphic Organizers and Reference Sheets for students
- Released Items and Examples of Student Work
- Tutorials and Practice Tests
Thank You!