

New York Curriculum Matrix Summary

Introduction

The Curriculum Matrix data in this resource kit is provided as a guide to help educators in planning curriculum and instruction. All interpretations of state standards, Common Core [State Standards](#), and state assessment program data that were needed to construct the correlations in this Matrix were conducted by content area specialists in each discipline and reviewed by research managers. Where and if necessary, interpretations of the learning statements used in the correlations were verified by third-party reviewers and/or officials of the state's department of education. Every effort has been made to ensure the accuracy of the crosswalk and summary data. However, some learning outcome statements are, by their nature, subject to interpretation and determination of intent by content area specialists. Educators should always exercise their own best judgment in determining how to apply the data.

Care was taken to ensure that all data used in the analyses was current at the time of publication, but all standards and assessment data remain subject to updates as states revise or update their state standards or assessment programs. The International Center welcomes your feedback, advice, and suggestions about the data provided. The Center also eagerly encourages users to help us keep the data current for all educators in their state by advising us of any such updates. Please address all comments to: International Center for Leadership in Education, 1587 Route 146, Rexford, NY 12148 or info@LeaderEd.com.

New York Assessment

The New York State Testing Program (NYSTP) administers tests in English language arts (ELA) and mathematics in grades 3-8 and science in grades 4 and 8. High school students are required to take the Regents Comprehensive Examination in ELA, mathematics, and science.

English Language Arts

The New York English Language Arts Core Curriculum includes learning standards and performance indicators assessed by the NYSTP in grades 3-8, as well as through the Regents Examination for Comprehensive English Language Arts in high school, which tests learning standards and performance indicators for grades 9-11.

Testing Priority Designation

Information necessary to make priority designations relative to assessments was obtained from the New York State Department of Education website. Test specifications for each assessment are available at this site and were used to determine testing priority designations. Each test specification reveals the number of test items for each test-eligible standard. Priority designations were determined by averaging the number of ELA test items per test-eligible standard for each grade level. Standard deviations (STD) were calculated for each grade level and subtracted from the mean. This number established the cut-off point between Medium (M) priority designations and High (H) priority designations. Please note that the NYSTP reveals that each test item is aligned to one content performance indicator and to one or more process performance indicators. The assessment of process indicators is subsumed in the content indicator testing process and process indicator test results are not reported. Therefore, each process performance indicator has been assigned a Low (L) priority designation. The NYSTP and the Regents Examination for Comprehensive English Language Arts priority designation results can be found in Table 1.

Table 1. New York English Language Arts Priority Designation Data

	Mean	STD	Mean – STD	Designations		
				L = Low	M = Medium	H = High
Grade 3	17.00	5.62	11.38	0	1-11	>11
Grade 4	19.67	6.12	13.55	0	1-14	>14
Grade 5	17.00	4.68	13.32	0	1-12	>12
Grade 6	19.00	5.92	13.08	0	1-13	>13
Grade 7	19.00	4.57	14.43	0	1-14	>14
Grade 8	19.00	4.57	14.43	0	1-14	>14
High School	1.58*	0.66	0.92	0	1	>1

*Outliers were not used in this calculation.

New York English language arts test designations are presented in Table 2.

Table 2. New York English Language Arts Assessment Data Summary

English Language Arts			NY State Assessment			NESS ⁱ		
Grade/ Course	Standards	Performance Indicators	H	M	L	H 1-19	M 20-38	L 39-50
3	4	115	71	30	14	57	49	9
4	4	116	77	26	13	64	46	6
5	4	101	64	20	17	55	40	6
6	4	121	77	28	16	57	57	7
7	4	113	67	25	21	67	37	9
8	4	94	72	0	22	58	31	5
9	4	102	52	10	40	60	33	9
10	4	90	51	10	29	51	32	7
11	4	74	37	10	27	43	27	4
Totals	36	926	568	159	199	512	352	62

Mathematics

The New York Mathematics Core Curriculum includes learning standards and performance indicators assessed by the NYSTP in grades 3-8, as well as through the Regents Examinations for Integrated Algebra, Geometry, and Algebra 2/Trigonometry.

Testing Priority Designation

Information necessary to make priority designations relative to assessments was obtained from the New York State Department of Education website. Test specifications for each assessment are available at this site and were used to determine testing priority designations. Each test specification reveals the number of test items for each test-eligible standard. Priority designations were determined by averaging the number of mathematics test items per test-eligible standard for each grade level. Standard deviations (STD) were calculated for each grade level and subtracted from the mean. This number established the cut-off point between Medium (M) priority designations and High (H) priority designations. Please note that the NYSTP reveals that each test item is aligned to one content performance indicator and to one or more process performance indicators. The assessment of process indicators is subsumed in the content indicator testing process and process indicator test results are not reported. Therefore, each process performance indicator has been assigned a Low (L) priority designation. The NYSTP and Regents Examination for Comprehensive Mathematics priority designation results can be found in Table 3.

Table 3. New York Mathematics Priority Designation Data

Grade/Course	Mean	STD	Mean – STD	Designations		
				L = Low	M = Medium	H = High
3	5.00*	0.00	5.00	0	1-5	>5
4	7.84*	1.66	7.84	0	1-8	>8
5	5.33*	0.47	4.86	0	1-5	>5
6	9.80	4.21	5.58	0	1-6	>6
7	10.00	4.10	5.90	0	1-6	>6
8	17.25	9.98	7.27	0	1-7	>7
Integrated Algebra	8.75	6.78	1.97	0	1-2	>2
Geometry	4.20*	2.56	1.64	0	1-2	>2
Algebra 2/Trigonometry	3.67*	2.03	1.61	0	1-2	>2

*Outliers were not used in this calculation.

New York mathematics test designations are presented in Table 4.

Table 4. New York Mathematics Assessment Data Summary

Mathematics					NY State Assessment			NESS ¹		
Grade /Course	Strands	Performance Indicators			H	M	L	H 1-16	M 17-42	L 43-70
		Process	Content	Totals						
3	10	62	52	114	27	25	62	75	36	3
4	10	63	56	119	48	8	63	94	25	0
5	10	60	67	127	46	21	60	100	24	3
6	10	61	64	125	55	9	61	96	29	0
7	10	56	64	120	54	10	56	86	33	1
8	10	56	48	104	47	1	56	73	19	12
Integrated Algebra	10	51	89	140	86	3	51	81	42	17
Geometry	7	47	74	121	67	7	47	99	14	8
Algebra 2/Trigonometry	10	51	105	156	103	2	51	73	53	30
Totals	87	507	619	1126	533	86	507	777	275	74

Science

The New York Science Core Curriculum includes learning standards and performance indicators assessed by the NYSTP in grades 4 and 8, as well as through the Regents Examinations for Earth Science, Living Environment, Chemistry, and Physics.

Testing Priority Designation

Information necessary to make priority designations relative to assessments was obtained from the New York State Department of Education website. Test specifications for each assessment are available at this site and were used to determine testing priority designations. Each test specification reveals the number of test items for each test-eligible standard. Priority designations were determined by averaging the number of science test items per test-eligible standard for each grade level. Standard deviations (STD) were calculated for each grade level and subtracted from the mean. This number established the cut-off point between Medium (M) priority designations and High (H) priority designations. Performance indicators not tested were assigned a Low (L) priority designation. The NYSTP and Regents Examination for Comprehensive Science priority designation results can be found in Table 5.

Table 5. New York Science Priority Designation Data

	Mean	STD	Mean – STD	Designations		
				L = Low	M = Medium	H = High
Grade 4	9.17	7.58	1.59	0	1-2	>2
Grade 8	12.62	8.96	3.66	0	1-4	>4
Earth Science	3.61*	2.85	0.76	0	1	>1
Living Environment	8.40*	3.58	4.18	0	1-4	>4
Chemistry	3.33*	2.00	1.33	0	1	>1
Physics	33.20	27.10	6.12	0	1-6	>6

*Outliers were not used in this calculation.

New York science test designations are presented in Table 6.

Table 6. New York Science Assessment Data Summary

Science			NY State Assessment			NESS ¹		
Grade	Standards	Performance Indicators	H	M	L	H 1-32	M 33-50	L 51-85
4	5	94	23	9	62	92	0	2
8	5	112	34	27	51	86	17	9
Earth Science	5	58	37	18	3	43	8	7
Living Environment	2	30	28	2	0	26	4	0
Chemistry	5	56	28	6	22	50	3	3
Physics	5	48	21	3	24	38	6	4
Totals	27	398	171	65	162	335	38	25

Totals for English Language Arts, Mathematics, and Science

Table 7 presents the number of state assessed performance indicators compared to the number of state assessed performance indicators tested. Using this data, the percentage of state assessed performance indicators tested was calculated.

Table 7. Totals and Percentages for English Language Arts, Mathematics, and Science

	# Performance Indicators	# Performance Indicators Tested	% Performance Indicators Tested
English Language Arts	926	727	78.51
Mathematics	1,126	619	54.98
Science	398	236	59.30
Totals	2,450	1,582	64.58

Common Core State Standards (CCSS) to Performance Indicators Alignment Data

International Center content area specialists have crosswalked English language arts and mathematics CCSS to the New York English language arts and mathematics New York learning standards and performance indicators. The purpose of this study was to determine the number and percent of the CCSS that are aligned/non-aligned to the learning standards and core curriculum. The same process was also used to determine the number and percent of the learning standards and core curriculum that are aligned/non-aligned to the CCSS.

The results that follow provide New York teachers, curriculum planners, and administrators with information relevant to the status of the New York learning standards and performance indicators compared to the CCSS. Considerations the New York Department of Education will make include whether to adjust the current