

PARCC: Overview of Score Reports

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What is PARCC?

The Partnership for Assessment of Readiness for College and Careers (PARCC) is:

- The next generation of math and English Language Arts state assessment for students in Grade 3 through 11, which;
 - Are computer based
 - Are aligned with the Common Core State Standards
 - Measure higher order thinking skills
 - Were administered in March and May 2015 in two parts, PBA and EOY.

Why PARCC?

PARCC was designed to:

- Better measure students' critical thinking and problem solving skills, as well as the ability to communicate clearly.
- Produce timely, actionable data for educators, parents, and students.
- Allow students to obtain information about whether they are performing on grade level/on track for post-secondary success.
- Allow teachers to obtain more timely and useful data to help tailor instruction.
- Allow parents to receive clear and timely information about the progress their children are making.

Benefits of the PARCC Assessment

- Assesses both writing and critical thinking skills.
- Assesses students' ability to not only solve real math problems, but show how they solved them.
- Assesses whether or not students are on track for college or careers.
- Most assessments require students to fill in the blanks, PARCC's is more interactive and engaging.
- Creates comparability among states and equity for the students who reside in them. Preparedness should not vary from state to state.

PARCC Assessments Explained

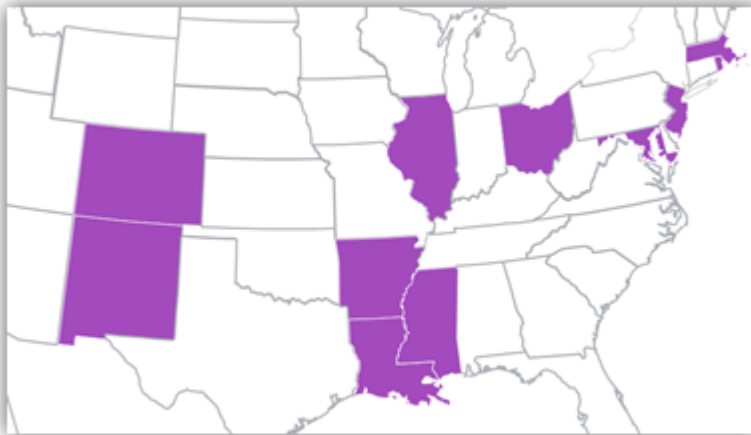


<http://bealearninghero.org/classroom/parcc>

Setting a New Baseline

PARCC Administration in 2015

5 million students



12 states

Key Stats

1.2 million students in one day

204,000 students in one hour

**Peak: 1million testers per day x
5 days**

**Thousands of hours contributed by
thousands of educators to develop the
test**

What to expect....

PARCC was designed to:

- Measure the state standards that are guiding instruction in mathematics and English Language Arts.
- Focus on the skills students need in today's world, including critical thinking, problem solving, and reasoning.

Because PARCC tests measure these complex skill, which are different from previous state test, scores will look lower than in the past.

It is important to note that low score does not mean your child did not improve or learned less. It simply means that the expectations have been raised for students. These scores cannot be compared to previous test scores since they are focusing on different skills.

Scoring the PARCC Assessment

Who are the scorers?

- Scorers for the mathematics portion of the PARCC assessments hold at least a 4-year degree in a related field and have demonstrated knowledge needed to effectively score responses to math questions.
- Scorers for the English Language Arts and Literacy portions of the PARCC assessments hold at least a 4 year degree in English, education, history, psychology, journalism or a related field, and/or a teacher certification or other work experience that will enable them to effectively score the literacy analysis, research simulation, or narrative writing tasks found in the PARCC Assessments.

How are the scorers trained?

- The process of training and scoring PARCC exams on a question-by-question basis ensures that all scorers are well-versed in the subjects and skills that they are scoring. Rather than score an entire portion of a student's assessment, they will instead score the same question on hundreds of students' exams to ensure that scoring is fair and unbiased.
- During training, scorers and their instructors discuss the question and rubric and analyze several pre-scored sample answers to understand why the answers received certain grades.
- Scorers then must score two sets of practice answers, which they must pass in order to be deemed eligible to score that set of specific questions.

Performance Level Setting

The Process

- Panelists used PARCC - **Performance Level Descriptors** to determine grade level mastery
- **Performance Level Descriptors** were used with actual test results and empirical studies to review individual assessment items
- At least three item review rounds occurred to determine cut scores for **Performance Levels**

Performance Levels

PARCC uses five performance levels that delineate the knowledge, skills, and practices students are able to demonstrate.

Level 1:

Did Not Yet Meet
Expectations

Level 2:

Partially Met
Expectations

Level 3:

Approached
Expectations

Level 4:

Met
Expectations

Level 5:

Exceeded
Expectations

Individual Student Reports

The Score Report



<https://www.youtube.com/watch?v=67G12fhSXmA&feature=youtu.be>

NJASK Individual Score Report vs PARCC Individual Score Report

New Jersey ASK Spring 2013 Individual Student Report

KNUTELSKY, TIMOTHY

County: 37 SUSSEX Answer Folder Number: 6502762
District: 1630 FREEDON TWP Birth Date: 05/13/01
School: 050 FREEDON TWP Grade: 6
State Student ID: 2078470231 Test Date: Spring 2013
Local District/School ID: 1012

NJ ASK Proficiency Level

	Partially Proficient 100-199	Proficient 200-249	Advanced Proficient 250-300	Your Child's Score
English Language Arts				211
Mathematics				236

Understanding Your Child's Performance

Test Subject	Points Earned	Total Points Possible	Just Proficient Mean*
ENGLISH LANGUAGE ARTS			9.8
Writing	9.0	18.0	4.5
Persuasive	6.0	12.0	3.3
Informative/Explanatory	3.0	6.0	
Reading	34.0	52.0	28.2
Literature	4.0	13.0	6.7
Informational Text	26.0	39.0	21.5
Total for English Language Arts	43.0	70.0	28.9
MATHEMATICS			5.5
Number & Numerical Operations	9.0	13.0	5.7
Geometry & Measurement	10.0	14.0	6.2
Patterns & Algebra	9.0	14.0	3.6
Data Analysis, Probability & Discrete Mathematics	7.0	8.0	
Total for Mathematics	35.0	49.0	23.8

State of New Jersey Department of Education

FIRSTNAME4 M. LASTNAME4
Date of Birth: 09/19/2000 ID: 99999999 **Grade: 6**
SAMPLE DISTRICT NAME
SAMPLE SCHOOL ONE NAME
NEW JERSEY

ENGLISH LANGUAGE ARTS / LITERACY
Grade 6 Assessment Report, 2014–2015

This report provides information about how your child performed on the PARCC English language arts/literacy assessment. It shows whether your child met grade-level expectations and if your child is on track for the next grade level.

This test is just one measure of how well your child is performing academically. Other information, such as grades, teacher feedback and scores on other tests will help determine your child's academic strengths and needs.

To learn more about the test, and to view sample questions and practice tests, visit understandthescore.org.

ENGLISH LANGUAGE ARTS / LITERACY PERFORMANCE

Level 3
Your child performed at Level 3 and earned a score of 739

Child's Score: 739

650 700 725 750 803 850

LEVEL 1 LEVEL 2 LEVEL 3 LEVEL 4 LEVEL 5

Students performing at levels 4 and 5 met or exceeded expectations. For a description of each performance level, see page 2.

School average	District average	State average	PARCC average
741	765	745	739

READING

Reading score range: 10 to 50	Average of students just meeting expectations	School average
Your child's score	50	52
44	48	45

LITERARY TEXT

In this area, your child did not do as well as students who met the expectations.

Students meet expectations by showing they can read and analyze grade appropriate fiction, drama and poetry.

INFORMATIONAL TEXT

In this area, your child did almost as well as students who met the expectations.

Students meet expectations by showing they can read and analyze grade-appropriate non-fiction, including texts about history, science, art, and music.

VOCABULARY

In this area, your child did as well as or better than students who met the expectations.

Students meet expectations by showing they can use context to determine what words and phrases mean in grade-appropriate texts.

WRITING

Writing score range: 10 to 60	Average of students just meeting expectations	School average
Your child's score	35	39
30	35	31

WRITING EXPRESSION

In this area, your child did not do as well as students who met the expectations.

Students meet expectations by showing they can compose well-developed, organized, and clear writing, using details from what they have read.

KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS

In this area, your child did as well as or better than students who met the expectations.

Students meet expectations by showing they can compose writing using the rules of standard English, including those for grammar, spelling, and usage.

LEGEND

Below Expectations **Nearly Meets Expectations** **Meets or Exceeds Expectations**

Sample Report



FIRSTNAME4 M. LASTNAME4

Date of Birth: 09/19/2000 ID: 99999999 **Grade: 6**
SAMPLE DISTRICT NAME
SAMPLE SCHOOL ONE NAME
COLORADO

ENGLISH LANGUAGE ARTS / LITERACY Grade 6 Assessment Report, 2014–2015

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ENGLISH LANGUAGE ARTS / LITERACY PERFORMANCE



READING

Reading score range: 10 to 90	Average of students just meeting expectations 50	School average 52
Your child's score	District average 48	State average 45
44		

LITERARY TEXT

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Students meet expectations by showing they can read and analyze grade appropriate fiction, drama and poetry.

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Students meet expectations by showing they can read and analyze grade-appropriate non-fiction, including texts about history, science, art, and music.

VOCABULARY

Meets or Exceeds Expectations In this area, your child did as well as or better than students who met the expectations.
Students meet expectations by showing they can use context to determine what words and phrases mean in grade-appropriate texts.

WRITING

Writing score range: 10 to 60	Average of students just meeting expectations 35	School average 39
Your child's score:	District average 35	State average 31
30		

WRITING EXPRESSION

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LEGEND		
Below Expectations	Nearly Meets Expectations	Meets or Exceeds Expectations

To see selected questions from the test, visit understandthescore.org.

Closer Look



FIRSTNAME4 M. LASTNAME4

Date of Birth: 09/19/2000 ID: 99999999 Grade: 6

SAMPLE DISTRICT NAME

SAMPLE SCHOOL ONE NAME

COLORADO

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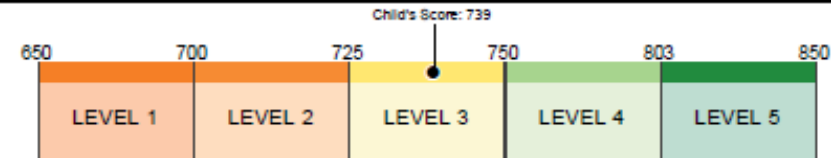
ENGLISH LANGUAGE ARTS / LITERACY PERFORMANCE

Level 3

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6

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Reading score range:
10 to 90

Your child's score

44

Average of students
just meeting expectations
50

School average
52

District average
48

State average
45

WRITING

Writing score range:
10 to 60

Your child's score:
30

Average of students
just meeting expectations
35

School average
39

District average
35

State average
31

Language Arts

LITERARY TEXT



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INFORMATIONAL TEXT



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LEGEND



Below
Expectations



Nearly Meets
Expectations



Meets or Exceeds
Expectations

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Math

ADDITIONAL INFORMATION ABOUT YOUR CHILD'S MATHEMATICS SCORE

9

MAJOR CONTENT



In this area, your child did as well as or better than students who met the expectations.

Students meet expectations by solving problems involving rational exponents, writing and interpreting algebraic expressions, rational and radical equations, graphs of functions, creating linear, quadratic, and exponential functions, and making inferences and justifying conclusions from data.

ADDITIONAL & SUPPORTING CONTENT



In this area, your child did almost as well as students who met the expectations.

Students meet expectations by solving problems involving the complex number system, rational expressions and functions, systems of equations, trigonometric functions, interpreting data, and probability.

For a list of the major and additional content at each grade level see, parcconline.org/math.

EXPRESSING MATHEMATICAL REASONING



In this area, your child did as well as or better than students who met the expectations.

Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.

MODELING & APPLICATION



In this area, your child did as well as or better than students who met the expectations.

Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively and strategically using appropriate tools.

LEGEND



Below
Expectations



Nearly Meets
Expectations



Meets or Exceeds
Expectations

To see selected questions from the test visit, understandthescore.org.

HOW CAN I USE THIS REPORT TO HELP MY CHILD?

Use the report to start a discussion with your child's teacher(s) about his/her academic strengths and areas for improvement. You could ask:

- What can we do at home, in class and at school to help continue building my child's knowledge and skills in areas where he/she exceeds the expectations?
- What can we do at home, in class and at school to help support my child, where the expectations of the grade level were not met?

What are the PARCC tests? The tests measure how well students have learned grade-level material in English language arts/literacy and mathematics. Students who meet or exceed expectations are on track for the next grade level and, ultimately, for college and careers. The tests include questions that measure your child's fundamental skills and knowledge, and require students to think critically, solve problems and support or explain their answers. The test is one of several ways to help parents and teachers understand how well children are learning.

What do the performance levels mean? The performance levels listed below describe how well students met the academic expectations for their grade level.

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

How do the test scores this year compare to those in past years? The knowledge and skills tested this year are different - and in some cases more rigorous - than in the past. If your child's score is different than you expected, meet with your child's teacher to understand what that means and how you can help your child improve his or her performance.

How will my child's school use the test results? Results from the test give your child's teacher information about his/her academic performance. The results also give your school and school district important information to make improvements to the education program and to teaching.

How can I use the mathematics scores? The best way to make sense of these scores is to compare them to the average for students who met the expectations and the average for students in your child's school, district, and state. Also, look at the information below the scores. How is your child doing in each area of mathematics? Ask your child's teacher how you can give your child more opportunities to be challenged and how you can support his/her academic needs.

Probable range. The probable range in the score on this test is plus or minus 3 points. This is the amount of change that would be expected in your child's score if he/she were to take the test many times. Small differences in scores should not be over interpreted.

Sample Performance Level Descriptors: ELA

PARCC

Grade 5 PARCC English Language Arts/Literacy Performance Level Descriptors

Reading Sub-Claims	Reading Literature Students demonstrate comprehension and draw evidence from readings of grade-level, complex literary text.	Reading Information Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational text.	Vocabulary Interpretation and Use Students use context to determine the meaning of words and phrases.
EVIDENCES: Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.	See Literary Evidence Table http://www.parcconline.org/assessments/test-design/ela-literacy/test-specifications-documents	See Informational Evidence Table http://www.parcconline.org/assessments/test-design/ela-literacy/test-specifications-documents	See Vocabulary Evidence Table http://www.parcconline.org/assessments/test-design/ela-literacy/test-specifications-documents

Level 5	Level 4	Level 3	Level 2
A student who achieves at Level 5 exceeds expectations for the assessed standards.	A student who achieves at Level 4 meets expectations for the assessed standards.	A student who achieves at Level 3 approaches expectations for the assessed standards.	A student who achieves at Level 2 partially meets expectations for the assessed standards.
<p>In reading, the pattern exhibited by student responses indicates:</p> <ul style="list-style-type: none"> With <u>very complex text</u>, students demonstrate the ability to be <u>mostly accurate</u> when quoting or referencing, showing understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. With <u>moderately complex text</u>, students demonstrate the ability to be <u>mostly accurate</u> when quoting or referencing, showing <u>general</u> understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. With <u>readily accessible text</u>, students demonstrate the ability to be <u>accurate</u> when quoting or referencing, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. 	<p>In reading, the pattern exhibited by student responses indicates:</p> <ul style="list-style-type: none"> With <u>very complex text</u>, students demonstrate the ability to be <u>generally accurate</u> when quoting or referencing, showing <u>general</u> understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. With <u>moderately complex text</u>, students demonstrate the ability to be <u>generally accurate</u> when quoting or referencing, showing <u>general</u> understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. With <u>readily accessible text</u>, students demonstrate the ability to be <u>mostly accurate</u> when quoting or referencing, showing understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. 	<p>In reading, the pattern exhibited by student responses indicates:</p> <ul style="list-style-type: none"> With <u>very complex text</u>, students demonstrate the ability to be <u>minimally accurate</u> when quoting or referencing, showing <u>minimal</u> understanding of the text when referring to explicit details and examples in the text. With <u>moderately complex text</u>, students demonstrate the ability to be <u>generally accurate</u> when quoting or referencing, showing <u>basic</u> understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. With <u>readily accessible text</u>, students demonstrate the ability to be <u>mostly accurate</u> when quoting or referencing, showing understanding of the text when referring to explicit details and examples in the text <u>and</u> when explaining inferences drawn from the text. 	<p>In reading, the pattern exhibited by student responses indicates:</p> <ul style="list-style-type: none"> With <u>very complex text</u>, students demonstrate the <u>inability</u> to be accurate when quoting or referencing, showing <u>limited</u> understanding of the text when referring to explicit details and examples in the text. With <u>moderately complex text</u>, students demonstrate the ability to be <u>minimally accurate</u> when quoting or referencing, showing <u>minimal</u> understanding of the text when referring to explicit details and examples in the text. With <u>readily accessible text</u>, students demonstrate the ability to be <u>partially accurate</u> when quoting or referencing, showing <u>partial</u> understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.

Sample Performance Level Descriptors: Math

PARCC

Performance Level Descriptors – Grade 6 Mathematics

	Grade 6 Math: Sub-Claim B			
	The student solves problems involving the Additional and Supporting Content for the grade/course with connections to the Standards for Mathematical Practice.			
	Level 5: Exceeds Expectations	Level 4: Meets Expectations	Level 3: Approaches Expectations	Level 2: Partially Meets Expectations
Factors and Multiples 6.NS.4-1 6.NS.4-2	Finds greatest common factors and least common multiples. Uses the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor.	Finds greatest common factors and least common multiples. Uses the distributive property to rewrite a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor.	Identifies greatest common factors and least common multiples.	Identifies greatest common factors or least common multiples.
Geometry 6.G.1 6.G.2-1 6.G.2-2 6.G.3 6.G.4	Solves real-world and mathematical problems involving area of polygons by composing into rectangles or decomposing into triangles and other shapes. Determines measurements of polygons in the coordinate plane. Determines and uses nets of three-dimensional figures to find surface area. Determines volume of right rectangular prisms with fractional edge lengths by packing them with unit cubes and using formulas.	Solves real-world and mathematical problems involving area of polygons by either composing into rectangles or decomposing into triangles and other shapes. Determines measurements of polygons in the coordinate plane. Determines and uses nets of three-dimensional figures to find surface area. Determines volume of right rectangular prisms with fractional edge lengths by packing them with unit cubes and using formulas.	Solves mathematical problems involving area of polygons by either composing into rectangles or decomposing into triangles and other shapes. Determines measurements of polygons in the coordinate plane. Uses nets of three-dimensional figures to find surface area. Determines volume of right rectangular prisms with fractional edge lengths by packing them with unit cubes and using formulas.	Solves mathematical problems involving area of polygons by composing into rectangles.

What Parents Need to Know About PARCC....Recap

- **The PARCC tests replace the old state tests. They measure how well students are performing against the new state standards that guide math and English language arts instruction.**
- **The PARCC tests are only one of several measures, including report card grades and in-class performance, that are used to determine a student's academic achievement. They do not impact a student's GPA.**
- **The score reports are a valuable tool for parents and teachers. The report provides a deeper level of information that can be used to better understand where students are doing well and where they need additional support. This helps teachers and parents support students.**

What Parents Need to Know About PARCC....Recap

- **The PARCC tests moves away from multiple choice questions to ones that allow students to demonstrate a real understanding of what they know and can do by writing essays, solving real world problems, and reading and analyzing complex text—all critical skills in the real-world.**
- **Your child's score may look lower this year because the tests measured more complex skills. A low score does not mean your child did not improve or learned less, but instead that the expectations have been raised for students.**
- **The first year's scores are a new baseline from which to progress from and measure against moving forward.**

Parent Resources

- New Jersey Department of Education
 - <http://www.nj.gov/education/sca/parcc/>
- PARCC
 - <http://www.parconline.org/resources/parent-resources>
 - Performance Level Descriptors
 - <http://www.parconline.org/news-and-video/230-performance-level-descriptors>
- Understand the Score
 - <http://understandthescore.org/>
- Be a Learning Hero
 - <http://bealearninghero.org/>