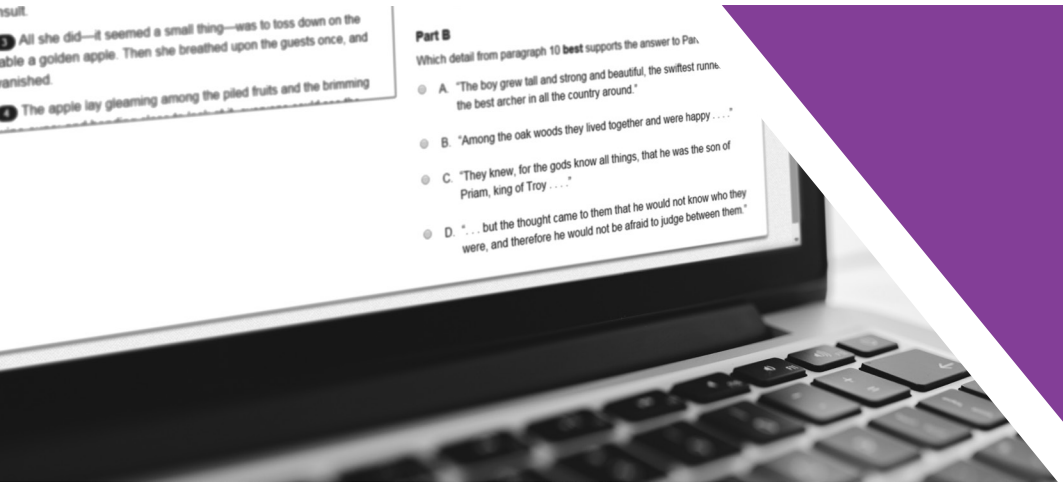
Spring 2016

PARCC

Partnership for Assessment of Readiness for College and Careers



Score Report Interpretation Guide

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1.0 General Information for Parents and Educators

1.1 Background

The Partnership for Assessment of Readiness for College and Careers (PARCC) is a consortium of states developing assessments to measure student achievement in English language arts/literacy (ELA/L) and mathematics based on the learning standards expressed by the Common Core State Standards (CCSS) for grades 3–8 and high school.

1.2 PARCC Assessment

The primary purpose of PARCC is to provide high-quality assessments to measure students' progress toward college and career readiness.

The Spring 2016 PARCC assessments were administered in either computer-based or paper-based format. English language arts/literacy (ELA/L) assessments focused on writing effectively when analyzing text. Mathematics assessments focused on applying skills and concepts, understanding multi-step problems that require abstract reasoning, and modeling real-world problems with precision, perseverance, and strategic use of tools. In both content areas, students also demonstrated their acquired skills and knowledge by answering selected-response items and fill-in-the-blank items.

To access information about Fall 2015 Score Reports, please reference the *Fall 2014-Spring 2015 Score Report Interpretation Guide*.

1.3 Confidentiality of Reporting Results

Individual student performance results on PARCC assessments are confidential and may be released only in accordance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g). Aggregated student performance data are made available to the public and do not contain the names of individual students or teachers.

1.4 Purpose of this Guide

This guide provides information on the individual student reports, school reports, and district reports provided for PARCC assessment results. Section 2.0, which outlines and explains elements of the individual student report, may be shared with parents. This section will help parents understand their child's test results. Section 3.0 outlines and explains elements of the school and district reports. Individual state policies and calculations for accountability reporting may differ from the policies and calculations used for assessment reports. **Note:** Educators in Washington, DC should refer to LearnDC.org to access the DC score reports.

Sample reports included in this guide are for illustration purposes only. They are provided to show the basic layout of the reports and the information they provide. Sample reports do not include actual data from any administration.

2.0 Understanding the PARCC Individual Student Report (ISR)

2.1 Types of Scores on the PARCC ISR

Student performance on PARCC assessments is described on the individual student report using scale scores, performance levels, and subclaim performance indicators. Cross-state*, state, district, and school average results are included in relevant sections of the report to help parents understand how their child's performance compares to that of other students. In some instances, a dash (–) will appear in place of average results for a school and/or district. This indicates that there are too few students to maintain student privacy and therefore results are not reported.

2.1.1 Scale Score

A scale score is a numerical value that summarizes student performance. Not all students respond to the same set of test items, so each student's raw score (actual points earned on test items) is adjusted for the slight differences in difficulty among the various forms and administrations of the test. The resulting scale score allows for an accurate comparison across test forms and administration years within a grade or course and content area. PARCC reports provide overall scale scores for English language arts/literacy and mathematics, which determine a student's performance level. PARCC scale scores range from 650 to 850 for all tests. Additionally, PARCC English language arts/literacy reports provide separate scale scores for both Reading and Writing. PARCC Reading scale scores range from 10 to 90 and PARCC Writing scale scores range from 10 to 60.

For example, a student who earns an overall scale score of 800 on one form of the grade 8 mathematics assessment would be expected to earn an overall scale score of 800 on any other form of the grade 8 mathematics assessment. Furthermore, the student's overall scale score and level of mastery of concepts and skills would be comparable to a student who took the same assessment the previous year or following year.

2.1.2 Performance Level

Each performance level is a broad, categorical level defined by a student's overall scale score and is used to report overall student performance by describing how well students met the expectations for their grade level/course. Each performance level is defined by a range of overall scale scores for the assessment. There are five performance levels for PARCC assessments:

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

Students performing at levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers.

Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each performance level in each content area (ELA/L and mathematics), and at each grade level/course. PLDs are available at http://avocet.pearson.com/PARCC/Home.

2.1.3 Subclaim Performance Indicators

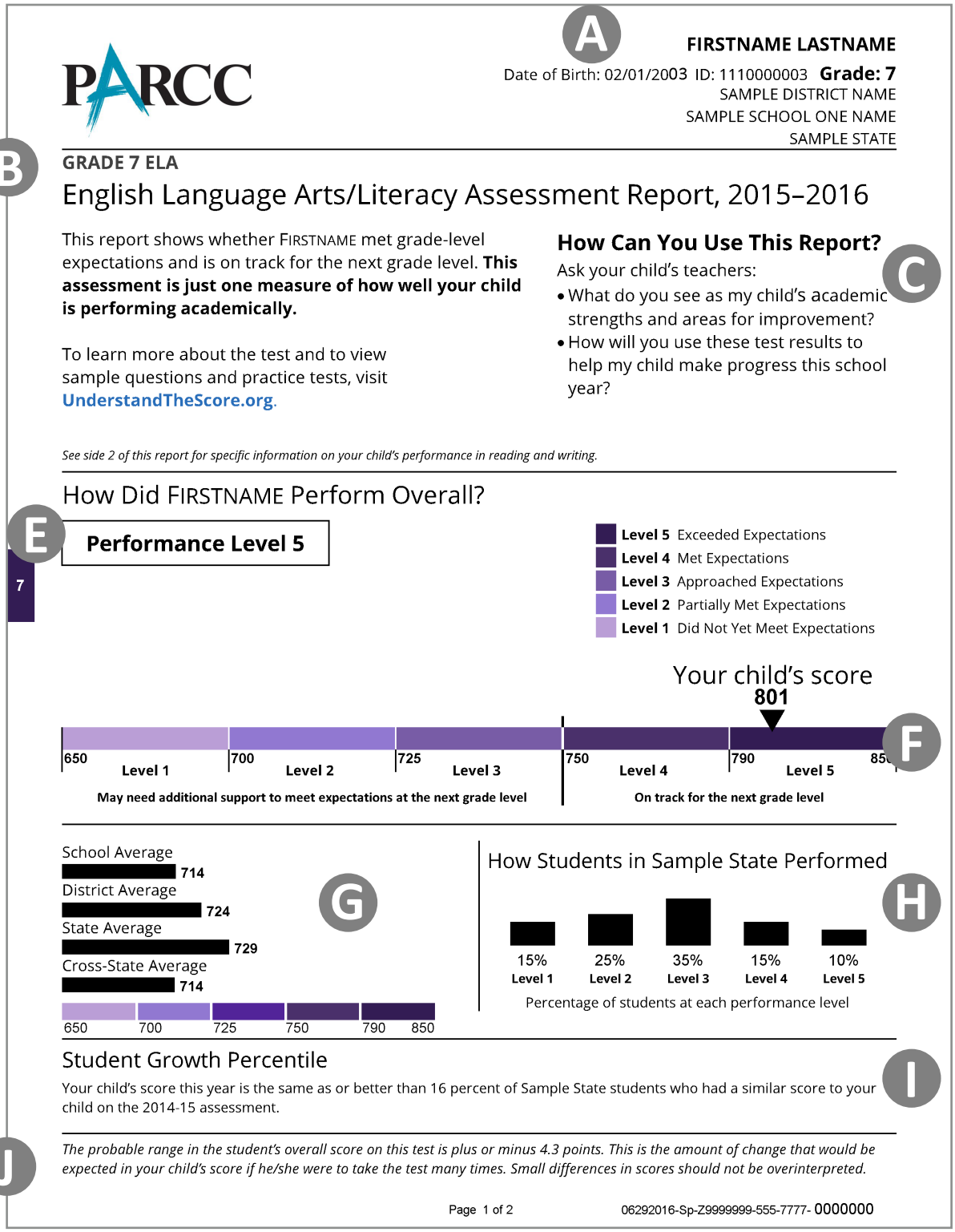
Subclaim performance for PARCC assessments is reported using graphical representations that indicate how the student performed relative to the overall performance of students who met or nearly met expectations for the content area.

* Cross-state is defined as the aggregation of all states in the consortium.

Students may have subclaim performance indicators of:

- Met or Exceeded Expectations – represented by an up arrow
- Approached Expectations – represented by a bidirectional arrow
- Did Not Yet Meet or Partially Met Expectations – represented by a down arrow

2.2 Sample ISR (ELA/L)



PARCC

A

FIRSTNAME LASTNAME
Date of Birth: 02/01/2003 ID: 1110000003 **Grade: 7**
SAMPLE DISTRICT NAME
SAMPLE SCHOOL ONE NAME
SAMPLE STATE

B

GRADE 7 ELA

English Language Arts/Literacy Assessment Report, 2015–2016

This report shows whether FIRSTNAME met grade-level expectations and is on track for the next grade level. **This assessment is just one measure of how well your child is performing academically.**

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

How Can You Use This Report?

C

Ask your child's teachers:

- What do you see as my child's academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

See side 2 of this report for specific information on your child's performance in reading and writing.

How Did FIRSTNAME Perform Overall?

E

Performance Level 5

7

Level 5 Exceeded Expectations
Level 4 Met Expectations
Level 3 Approached Expectations
Level 2 Partially Met Expectations
Level 1 Did Not Yet Meet Expectations

Your child's score
801

F

650 **Level 1** | 700 **Level 2** | 725 **Level 3** | 750 **Level 4** | 790 **Level 5** | 850

May need additional support to meet expectations at the next grade level | **On track for the next grade level**

School Average **714**
District Average **724**
State Average **729**
Cross-State Average **714**

G

650 700 725 750 790 850

How Students in Sample State Performed

H

15%	25%	35%	15%	10%
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**

Percentage of students at each performance level

Student Growth Percentile

I

Your child's score this year is the same as or better than 16 percent of Sample State students who had a similar score to your child on the 2014-15 assessment.

J

The probable range in the student's overall score on this test is plus or minus 4.3 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 overinterpreted.

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FIRSTNAME LASTNAME

How Did Your Child Perform in Reading and Writing?

K

READING

Your child's score **77**

10 — 50 — 90

Met expectations

School Average **46**

District Average **42**

State Average **52**

Cross-State Average **42**

L

WRITING

Your child's score **55**

0 — 35 — 60

Met expectations

School Average **32**

District Average **22**

State Average **39**

Cross-State Average **37**

N

LITERARY TEXT

Your child performed about the same as students who **met or exceeded expectations.** Students meet expectations by showing they can read and analyze fiction, drama, and poetry.

INFORMATIONAL TEXT

Your child performed about the same as students who **did not yet meet or partially met expectations.** Students meet expectations by showing they can read and analyze nonfiction, history, science, and the arts.

VOCABULARY

Your child performed about the same as students who **met or exceeded expectations.** Students meet expectations by showing they can use context to determine what words and phrases mean.

M

WRITING EXPRESSION

Your child performed about the same as students who **met or exceeded expectations.** Students meet expectations by showing they can compose well-developed writing, using details from what they have read.

KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS

Your child performed about the same as students who **approached expectations.** Students meet expectations by showing they can compose writing using rules of standard English.

O

LEGEND

Your child performed about the same as students who:

- **Met or Exceeded Expectations**
- **Approached Expectations**
- **Did Not Yet Meet or Partially Met Expectations**

D

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 or course 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.

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.

For information on how to help your child, and access to actual PARCC test questions and the GreatKids Test Guide for Parents, visit **UnderstandTheScore.org.**

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2.3 Sample ISR (Mathematics)

PARCC

A

FIRSTNAME LASTNAME
Date of Birth: 01/03/2001 ID: 8120426003 **Grade: 9**
SAMPLE DISTRICT NAME
SAMPLE SCHOOL ONE NAME
SAMPLE STATE

B

ALGEBRA I

Mathematics Assessment Report, 2015–2016

This report shows whether FIRSTNAME met course-level expectations and is on track to be college and career ready. **This assessment is just one measure of how well your child is performing academically.**

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

How Can You Use This Report?

C

Ask your child's teachers:

- What do you see as my child's academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

See side 2 of this report for specific information on your child's performance in mathematics.

How Did FIRSTNAME Perform Overall?

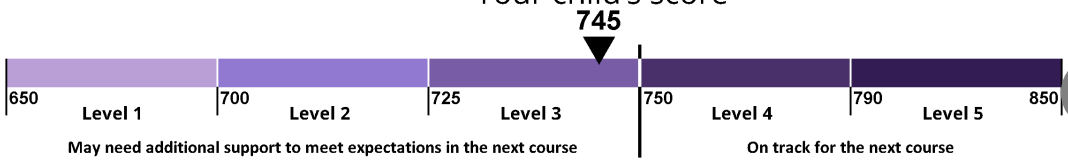
E

Performance Level 3

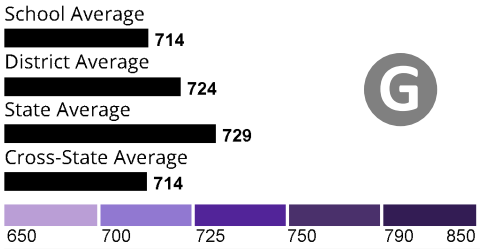
- **Level 5** Exceeded Expectations
- **Level 4** Met Expectations
- **Level 3** Approached Expectations
- **Level 2** Partially Met Expectations
- **Level 1** Did Not Yet Meet Expectations

9

Your child's score

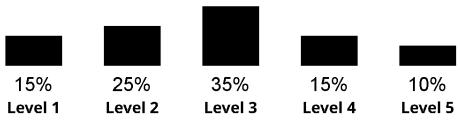


F



G

How Students in Sample State Performed



Percentage of students at each performance level

H

Student Growth Percentile

I

Your child's score this year is the same as or better than 16 percent of Sample State students who had a similar score to your child on the 2014-15 assessment.

J

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FIRSTNAME LASTNAME

How Did Your Child Perform in Areas of Mathematics?

N

MAJOR CONTENT

Your child performed about the same as students who **did not yet meet or partially met expectations.** Students meet expectations by solving problems involving arithmetic operations on polynomials, linear, quadratic, and exponential equations, an understanding of functions, and interpreting algebraic expressions, functions, and linear models.

M

EXPRESSING MATHEMATICAL REASONING

Your child performed about the same as students who **met or exceeded expectations.** Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.

ADDITIONAL & SUPPORTING CONTENT

Your child performed about the same as students who **met or exceeded expectations.** Students meet expectations by solving problems involving properties of rational and irrational numbers, writing algebraic expressions in equivalent forms, systems of equations, interpreting data, and linear, quadratic, and exponential models.

MODELING & APPLICATION

Your child performed about the same as students who **approached expectations.** Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively, and strategically using appropriate tools.

LEGEND

Your child performed about the same as students who:

- Met or Exceeded Expectations
- Approached Expectations
- Did Not Yet Meet or Partially Met Expectations

O

D

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 or course 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.

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.

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2.4 Description of Individual Student Reports

2.4.1 General Information

A. Identification Information

An Individual Student Report lists the student's name, date of birth, state student ID, grade level when assessed, district name, school name, and state. The grade level when assessed is also shown in a colored box on the left side of the report.

B. Description of Report

The description of the report provides the content area (English language arts/literacy or mathematics) assessed, grade level/course assessed, and assessment year. It also provides a general overview of the assessment and score report. This section may vary by state.

C. How to Use the Report

This section provides direction for how parents can use the report to start a discussion with their child's teacher(s). It is important for parents and educators to have regular check-ins to ensure students are learning the necessary skills to stay on track. Parents can use the information in the report to understand their child's strengths and needs and to work with educators to identify resources to support his or her education. This section may vary by state.

D. Description of PARCC Assessments

This section provides a brief description of the PARCC English Language Arts/literacy and Mathematics assessments and how the results indicate students' readiness for college and careers. It also includes information on how teachers, schools, and districts use the reports to make improvements to educational programming.

Note: This section varies by state. Translated Individual Student Reports will have the language depicted on page 6 as the translated text.

2.4.2 Overall Assessment Scores

E. Overall Scale Score and Performance Level

This section of the report provides the student's overall scale score and performance level (refer to Section 2.1). Students receive an overall scale score and, based on that score, are placed in one of five performance levels, with Level 5 indicating the student exceeded expectations and Level 1 indicating the student did not yet meet expectations.

F. Graphical Representation of Overall Performance: Overall Scale Score and Performance Level

This graphic provides an illustration of the five performance levels and where the student's overall scale score is positioned along the performance scale. The student's score is indicated by the black triangle positioned along the range of overall scale scores that define each performance level. The ranges of overall scale scores are indicated underneath the graphic. The scale score needed to reach Performance Level 2 is 700, for Performance Level 3 it is 725, and for Performance Level 4 it is 750 for all grade levels/courses in both ELA/L and mathematics. The scale score needed to reach Performance Level 5 varies. Refer to **Appendix A** for the full list of scale score ranges for each performance level.

G. Average of School, District, State, and Cross-State

The average overall scale scores of the school, district, state, and cross-state are shown below the overall scale score and performance level graphic. This allows for comparing a student's overall scale score to the average overall scale score of students at the school, district, state, and cross-state levels for the same grade level/course and content area.

Note: Not all states will include the Cross-State Average on Individual Student Reports.

H. Percentage of Students at Each Performance Level
This section provides a bar graph showing the percentage of students within the state who performed at each of the five performance levels.

I. Student Growth Percentile
Student growth percentiles measure individual student progress by tracking student scores from one year to the next. With a range of 1 to 99, higher numbers represent higher growth and lower numbers represent lower growth.

Student growth percentiles compare a student's performance to that of his or her academic peers within the state. "Academic peers" are students in the state who took the same PARCC assessment as the student in 2014-2015 and achieved a similar score. The student growth percentile indicates the percentage of academic peers above whom the student scored higher.

For example, a student growth percentile of 16 on Grade 7 ELA/L means that the student scored better than 16 percent of the students in the state who took Grade 7 ELA/L in spring 2016 and who had achieved a similar score as this student on the Grade 6 ELA/L assessment in 2014-2015. A student growth percentile of 50 represents the typical, or average, student growth percentile for the state.

Individual Student Reports for students in grade 3 will not include student growth percentile, as these students did not participate in the PARCC assessments during 2014-2015.

Note: Not all states will include Student Growth Percentile on Individual Student Reports.

J. Probable Range
The probable range of scores is based on the standard error of measurement, which reflects the variability that would be expected in the scores that your student would likely receive if the same form of the assessment was taken multiple times. The probable range of scores differs across forms and across level of performance within forms.

Note: Not all states will include Probable Range on Individual Student Reports.

2.4.3 Performance by Reporting Category
Note: For mathematics, reporting categories are not included. For this reason, there are no markers for K and L on the sample Mathematics ISR.

K. Reporting Category
For English language arts/literacy, there are two reporting categories, Reading and Writing, indicated by a bold heading.

L. Performance by Reporting Category Scale Score

For the English language arts/literacy Individual Student Reports, student performance for each reporting category is provided as a scale score (refer to Section 2.1.1) on a different scale from the overall scale score. For this reason, the sum of the scale scores for each reporting category will not equal the overall scale score. For reference, this section includes the range of possible scale scores for each reporting category (i.e., 10–90 for Reading and 10–60 for Writing).

As with the overall (or “summative”) scale scores, a measure of student proficiency in each reporting category is estimated on a common, underlying measurement scale. For reading, the Level 4 performance standard is set to a scale score of 50. For writing, the Level 4 performance standard is set to a scale score of 35. Thus, a student could be considered as meet-

ing expectations in a claim by attaining 50 in reading or 35 in writing. A student could be considered as partially meeting expectations in a claim by attaining 30 in reading or 25 in writing.

2.4.4 Performance by Subclaim Category

M. Subclaim Category

Within each reporting category for English language arts/literacy are specific skill sets (subclaims) students demonstrate on the PARCC assessments. Subclaims are provided for mathematics but are not listed under reporting categories as they are for English language arts/literacy. Each subclaim category includes the header identifying the subclaim, an explanatory icon representing the student's performance, and an explanation of whether the student has met the expectations of the subclaim.

N. Subclaim Performance Indicators

A student's subclaim category represents how well the student performed in a subclaim. As with overall and reporting category scores, a measure of student proficiency for each subclaim is estimated on a common, underlying measurement scale. Performance in the Level 1–2 range of that scale is categorized as "Did Not Yet Meet or Partially Met Expectations," performance in the Level 3 range is categorized as "Approached Expectations," and performance in the Level 4–5 range is categorized as "Met or Exceeded Expectations."

Subclaim performance is reported using categories rather than scale scores or performance levels.

- Met or Exceeded Expectations – represented by an up arrow
- Approached Expectations – represented by a bidirectional arrow
- Did Not Yet Meet or Partially Met Expectations – represented by a down arrow

O. Description of Subclaim Performance Indicator Graphics

Student performance for each subclaim is marked with a subclaim performance indicator.

- **An up arrow** for the specified subclaim indicates that the student "Met or Exceeded Expectations," meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 4 or 5. Students in this subclaim category are likely academically well prepared to engage successfully in further studies in the subclaim content area and may need instructional enrichment.
- **A bidirectional arrow** for the specified subclaim indicates that the student "Approached Expectations," meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 3. Students in this subclaim category likely need academic support to engage successfully in further studies in the subclaim content area.
- **A down arrow** for the specified subclaim indicates that the student "Did Not Yet Meet or Partially Met Expectations," meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 1 or 2. Students in this subclaim category are likely not academically well prepared to engage successfully in further studies in the subclaim content area. Such students likely need instructional interventions to increase achievement in the subclaim content area.

3.0 Understanding the PARCC School and District Reports

3.1 Purpose and Use of PARCC Results

The primary purpose of PARCC is to provide high-quality assessments to measure students' progress toward college and career readiness. PARCC results are a helpful tool in evaluating educational programs and student progress. These reports:

- Summarize student achievement
- Describe student performance relative to meeting standards
- Support improvement planning (e.g., prioritize professional learning and resource decisions, advise program alignment with academic standards, reflect on the effectiveness of school initiatives)

3.2 PARCC School and District Reports

In addition to Individual Student Reports, schools will receive a Student Roster Report, and districts will receive a District Summary of Schools Report. These reports summarize how students in the school or district performed and are described later in this section.

3.2.1 Types of Scores on the PARCC School and District Reports

Performance on PARCC assessments is described on the school and district reports using scale scores, performance levels, and subclaim performance indicators. Information about cross-state, state, district, and school average results is included in relevant sections of the report to help schools and districts understand how student and school performance compares to other students and schools. In some instances, a dash (–) will appear in place of average results for a school and/or district. This indicates that there are too few students to maintain student privacy and therefore results are not reported.

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A scale score is a numerical value that summarizes student performance. Not all students respond to the same set of test items, so each student's raw score (actual points earned on test items) is adjusted for the slight differences in difficulty among the various forms and administrations of the test. The resulting scale score allows for an accurate comparison across test forms and administration years within a grade or course and content area. PARCC reports provide overall scale scores for English language arts/literacy and mathematics, which determine a student's performance level. PARCC scale scores range from 650 to 850 for all tests. Additionally, PARCC English language arts/literacy reports provide separate scale scores for both Reading and Writing. PARCC Reading scale scores range from 10 to 90 and PARCC Writing scale scores range from 10 to 60.

For example, a student who earns an overall scale score of 800 on one form of the grade 8 mathematics assessment would be expected to earn an overall scale score of 800 on any other form of the grade 8 mathematics assessment. Furthermore, the student's overall scale score and level of mastery of concepts and skills would be comparable to a student who took the same assessment the previous year or following year.

3.2.3 Performance Level

Each performance level is a broad, categorical level defined by a student's overall scale score and is used to report overall student performance by describing how well students met the expectations for their grade level/course. Each performance level is defined by a range of overall scale scores for the assessment. There are five performance levels for PARCC assessments:

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Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each performance level in each content area (ELA/L and mathematics), and at each grade level/course. PLDs are available at http://avocet.pearson.com/PARCC/Home.

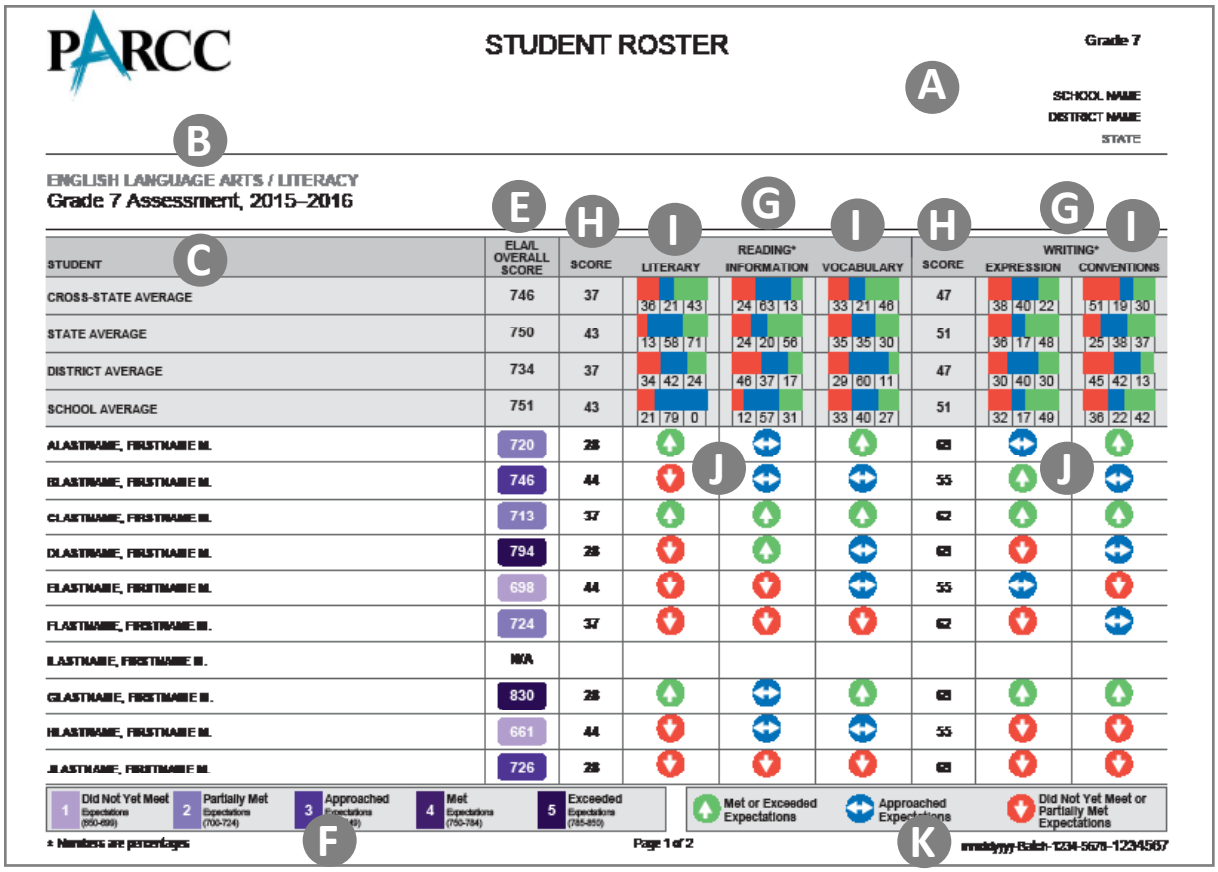
3.2.4 Subclaim Performance Indicators

Subclaim performance for PARCC assessments is reported using graphical representations that indicate how the student performed relative to the overall performance of students who met or nearly met expectations for the content area.

Students may have subclaim performance indicators of:

- Met or Exceeded Expectations – represented by an up arrow
- Approached Expectations – represented by a bidirectional arrow
- Did Not Yet Meet or Partially Met Expectations – represented by a down arrow

3.3 Sample Student Roster Report (ELA/L)



PARCC

STUDENT ROSTER

Grade 7

SCHOOL NAME
DISTRICT NAME
STATE

ENGLISH LANGUAGE ARTS / LITERACY
Grade 7 Assessment, 2015–2016

STUDENT	ELA/L OVERALL SCORE	SCORE	LITERARY	READING* INFORMATION	VOCABULARY	SCORE	WRITING* EXPRESSION	CONVENTIONS
CROSS-STATE AVERAGE	746	37	36 21 43	24 63 13	33 21 46	47	38 40 22	51 19 30
STATE AVERAGE	750	43	13 58 71	24 20 56	35 35 30	51	36 17 48	25 38 37
DISTRICT AVERAGE	734	37	34 42 24	46 37 17	29 60 11	47	30 40 30	45 42 13
SCHOOL AVERAGE	751	43	21 79 0	12 57 31	33 40 27	51	32 17 49	36 22 42
ALASTNAME, FIRSTNAME M.	720	28	↑	↔	↑	62	↔	↑
BLASTNAME, FIRSTNAME M.	746	44	↓	↔	↔	55	↑	↔
CLASTNAME, FIRSTNAME M.	713	37	↑	↑	↑	62	↑	↑
DLASTNAME, FIRSTNAME M.	794	28	↓	↑	↔	62	↓	↔
ELASTNAME, FIRSTNAME M.	698	44	↓	↓	↔	55	↔	↓
FLASTNAME, FIRSTNAME M.	724	37	↓	↓	↓	62	↓	↔
ILASTNAME, FIRSTNAME M.	N/A							
GLASTNAME, FIRSTNAME M.	830	28	↑	↔	↑	62	↑	↑
HLASTNAME, FIRSTNAME M.	661	44	↓	↔	↔	55	↓	↓
JLASTNAME, FIRSTNAME M.	726	28	↓	↓	↓	62	↓	↓

1 Did Not Yet Meet Expectations (650-699) 2 Partially Met Expectations (700-724) 3 Approached Expectations (725-749) 4 Met Expectations (750-784) 5 Exceeded Expectations (785-850)

↑ Met or Exceeded Expectations ↔ Approached Expectations ↓ Did Not Yet Meet or Partially Met Expectations

* Numbers are percentages

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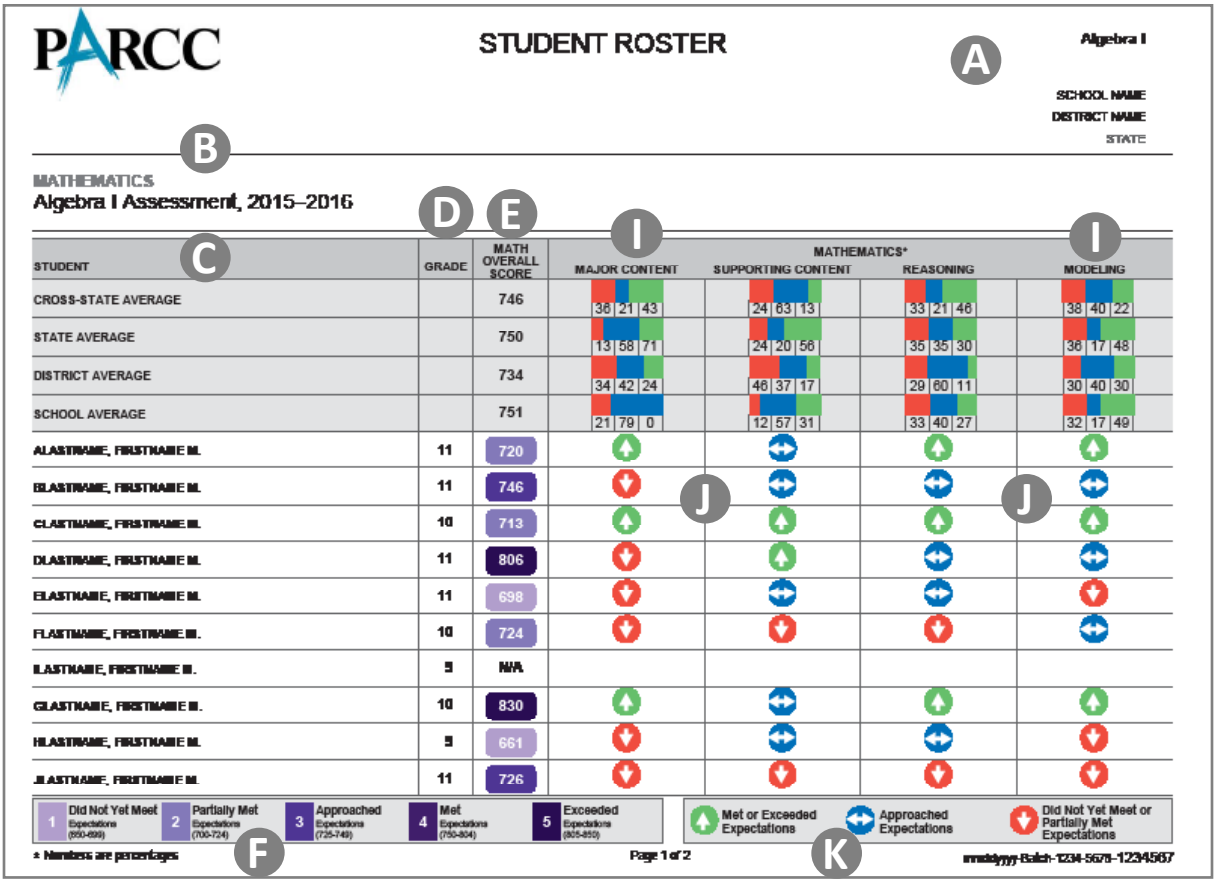
3.4 Sample Student Roster Report (Mathematics)



PARCC

STUDENT ROSTER

A

Algebra I

SCHOOL NAME
DISTRICT NAME
STATE

B

MATHEMATICS
Algebra I Assessment, 2015–2016

D E I I

STUDENT C	GRADE	MATH OVERALL SCORE	MATHEMATICS* MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
CROSS-STATE AVERAGE		746	36 21 43	24 63 13	33 21 46	38 40 22
STATE AVERAGE		750	13 58 71	24 20 56	35 35 30	36 17 48
DISTRICT AVERAGE		734	34 42 24	46 37 17	29 60 11	30 40 30
SCHOOL AVERAGE		751	21 79 0	12 57 31	33 40 27	32 17 49
A.LASTNAME, FIRSTNAME M.	11	720	↑	↔	↑	↑
B.LASTNAME, FIRSTNAME M.	11	746	↓	↔	↔	↔
C.LASTNAME, FIRSTNAME M.	10	713	↑	↑	↑	↑
D.LASTNAME, FIRSTNAME M.	11	806	↓	↑	↔	↔
E.LASTNAME, FIRSTNAME M.	11	698	↓	↔	↔	↓
F.LASTNAME, FIRSTNAME M.	10	724	↓	↓	↓	↔
I.LASTNAME, FIRSTNAME M.	9	N/A				
G.LASTNAME, FIRSTNAME M.	10	830	↑	↔	↑	↑
H.LASTNAME, FIRSTNAME M.	9	661	↓	↔	↔	↓
J.LASTNAME, FIRSTNAME M.	11	726	↓	↓	↓	↓

J J

1 Did Not Yet Meet Expectations (650-699) | 2 Partially Met Expectations (700-724) | 3 Approached Expectations (725-749) | 4 Met Expectations (750-804) | 5 Exceeded Expectations (805-850)

↑ Met or Exceeded Expectations | ↔ Approached Expectations | ↓ Did Not Yet Meet or Partially Met Expectations

* Numbers are percentages F

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3.5 Description of Student Roster Reports

3.5.1 General Information

A. Identification Information

Student Roster Reports list the grade level or course assessed, school name, district name, and state.

B. Assessment Information

The report heading provides the content area (English language arts/literacy or mathematics) assessed, grade level/course assessed, and assessment year.

C. Roster of Students

The first column of the Student Roster Report lists all the students in the school at the specified grade level/course who took the assessment for the specified content area. The first four rows include the cross-state, state, district, and school averages.

D. Grade Level

For PARCC course-based assessments, the grade level of the student at the time of the assessment is listed in the second column of the report.

3.5.2 Overall Assessment Scores

E. Overall Scale Score and Performance Level

This column of the report provides the student's overall scale score and color-coded performance level (refer to Section 3.2). Students receive a numerical score and, based on that score, are placed in

one of five performance levels, with Level 5 indicating the student exceeded expectations and Level 1 indicating the student has not yet met expectations. Performance levels are indicated by the color highlighting behind the number. Refer to F for the color key.

Note: The first four rows contain cross-state, state, district, and school averages.

F. Description of Performance Level Graphics
This graphic provides a colored illustration of the five performance levels and helps to quickly show the performance level for each student's scale score.

3.5.3 Performance by Reporting Category
Note: For mathematics, reporting categories are not included. For this reason, there are no markers for G and H on the sample Mathematics Student Roster Report.

G. Reporting Category
For English language arts/literacy, there are two reporting categories, Reading and Writing, indicated by a bold heading.

H. Performance by Reporting Category Scale Score
For English language arts/literacy, student performance for each reporting category is provided as a scale score (refer to Section 2.1.1) on a different scale from the overall scale score. For this reason, the sum of the scale scores for each reporting category will not equal the overall scale score.

Important to the PARCC assessments is the ability to compare student performance to a variety of reference points. By reviewing each column, student scores can quickly be compared to the averages.

Note: The first four rows contain cross-state, state, district, and school averages.

3.5.4 Performance by Subclaim Category

I. Subclaim Category
Within each reporting category for English language arts/literacy are specific skill sets (subclaims) students demonstrate on the PARCC assessments. Subclaims are provided for mathematics but are not listed under reporting categories as they are for English language arts/literacy. Each subclaim category includes the header identifying the subclaim; cross-state, state, district, and school averages; and an explanatory icon representing the student's performance.

J. Subclaim Performance Indicators
A student's subclaim category represents how well the student performed in a subclaim. As with overall and reporting category scores, a measure of student proficiency for each subclaim is estimated on a common, underlying measurement scale. Performance in the Level 1–2 range of that scale is categorized as "Did Not Yet Meet or Partially Met Expectations," performance in the Level 3 range is categorized as "Approached Expectations," and performance in the Level 4–5 range is categorized as "Met or Exceeded Expectations."

Subclaim performance is reported using categories rather than scale scores or performance levels.

- Met or Exceeded Expectations – represented by an up arrow
- Approached Expectations – represented by a bidirectional arrow
- Did Not Yet Meet or Partially Met Expectations – represented by a down arrow

Cross-state, state, district, and school subclaim performance in the first four rows is reported by the percentage (both graphically and numerically) of students who did not yet meet or partially met, approached, or met/exceeded expectations. The numerical values appearing below the graph

indicate the percentage of students performing at the Did Not Yet Meet or Partially Met Expectations, Approached Expectations, and Met or Exceeded Expectations levels from left to right, respectively. Due to rounding, percentages may not total 100%.

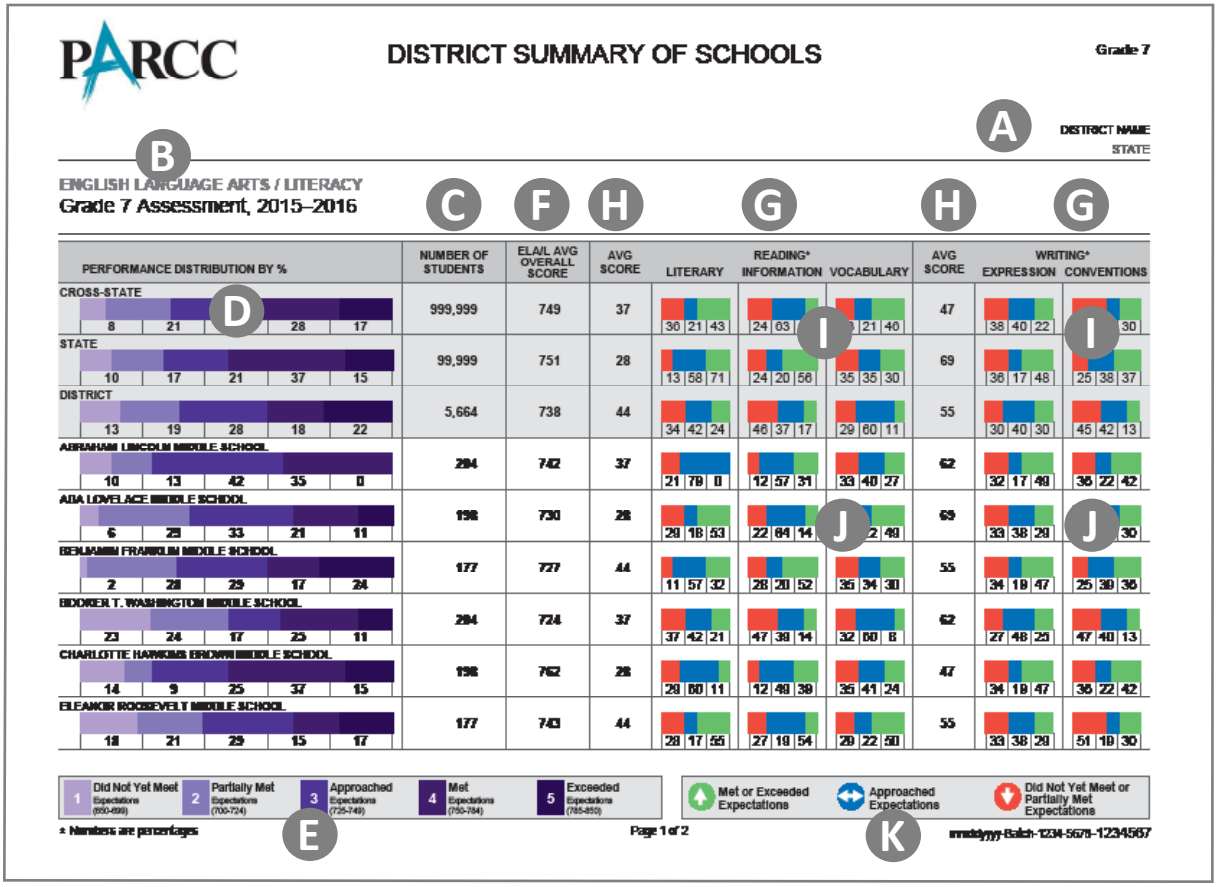
Note: In most cases, numbers will NOT appear centered under each color.

K. Description of Subclaim Performance Indicator Graphics

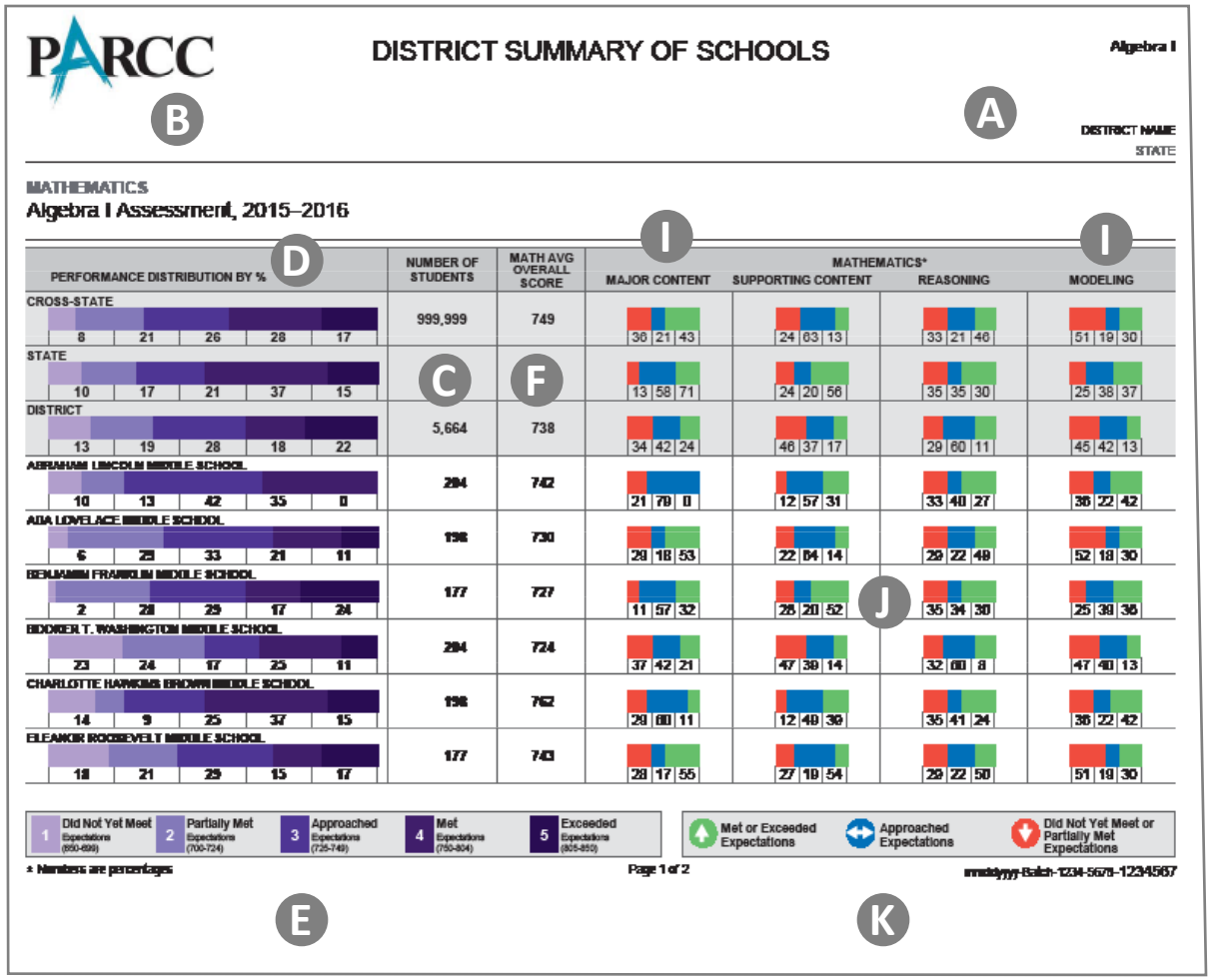
Student performance for each subclaim is marked with a subclaim performance indicator.

- **An up arrow** for the specified subclaim indicates that the student "Met or Exceeded Expectations," meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 4 or 5. Students in this subclaim category are likely academically well prepared to engage successfully in further studies in the subclaim content area and may need instructional enrichment.
- **A bidirectional arrow** for the specified subclaim indicates that the student "Approached Expectations," meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 3. Students in this subclaim category likely need academic support to engage successfully in further studies in the subclaim content area.
- **A down arrow** for the specified subclaim indicates that the student "Did Not Yet Meet or Partially Met Expectations," meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 1 or 2. Students in this subclaim category are likely not academically well prepared to engage successfully in further studies in the subclaim content area. Such students likely need instructional interventions to increase achievement in the subclaim content area..

3.6 Sample District Summary of Schools Report (ELA/L)



3.7 Sample District Summary of Schools Report (Mathematics)



PARCC

DISTRICT SUMMARY OF SCHOOLS

Algebra I

DISTRICT NAME
STATE

MATHEMATICS
Algebra I Assessment, 2015–2016

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	MATH AVG OVERALL SCORE	MATHEMATICS* MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
CROSS-STATE 8 21 26 28 17	999,999	749	36 21 43	24 63 13	33 21 46	51 19 30
STATE 10 17 21 37 15			13 58 71	24 20 56	35 35 30	25 38 37
DISTRICT 13 19 28 18 22	5,664	738	34 42 24	46 37 17	29 60 11	45 42 13
ABRAHAM LINCOLN MIDDLE SCHOOL 10 13 42 35 0	204	742	21 79 0	12 57 31	33 40 27	36 22 42
ADA LOVELACE MIDDLE SCHOOL 6 29 33 21 11	198	730	29 18 53	22 64 14	29 22 49	52 18 30
BENJAMIN FRANKLIN MIDDLE SCHOOL 2 28 29 17 24	177	727	11 57 32	28 20 52	35 34 30	25 39 36
BOOKER T. WASHINGTON MIDDLE SCHOOL 23 24 17 25 11	204	724	37 42 21	47 39 14	32 60 8	47 40 13
CHARLOTTE HAWKINS BROWN MIDDLE SCHOOL 14 9 25 37 15	198	762	29 60 11	12 49 39	35 41 24	36 22 42
ELEANOR ROOSEVELT MIDDLE SCHOOL 18 21 29 15 17	177	743	28 17 55	27 19 54	29 22 50	51 19 30

1 Did Not Yet Meet Expectations (650-699) | 2 Partially Met Expectations (700-724) | 3 Approached Expectations (725-749) | 4 Met Expectations (750-804) | 5 Exceeded Expectations (805-850)

Met or Exceeded Expectations | Approached Expectations | Did Not Yet Meet or Partially Met Expectations

* Numbers are percentages

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A B C D E F I I J K

3.8 Description of District Summary of Schools Reports

3.8.1 General Information

A. Identification Information

District Summary of Schools Reports list the grade level/course, district name, and state.

B. Assessment Information

The report heading provides the content area (English language arts/literacy or mathematics) assessed, grade level/course, and assessment year.

C. Number of Students

The first three rows contain the number of students included in reporting at the cross-state, state, and district levels. Subsequent rows contain the number of students included in reporting at each school within the district.

3.8.2 Overall Assessment Scores

D. Percentage of Students at Each Performance Level

The first column of the report shows the distribution of students achieving each performance level—indicated both graphically and numerically. Each colored section of the graph represents a performance level, beginning with Level 1 on the left through Level 5 on the right. The numerical values appearing

below the graph indicate the percentage of students in Performance Levels 1 through 5, left to right respectively. Due to rounding, percentages may not total 100%.

The name of the school is listed in each row above the graph.

Note: In most cases, numbers will NOT appear centered under each color.

E. Description of Performance Level Graphics

This graphic provides a colored illustration of the five performance levels and helps to quickly show the percentage of students in each performance level.

F. Average Overall Scale Score

This column of the report provides the average overall scale score (refer to Section 3.2) for all students assessed at the school for the specified assessment on the report.

Note: The first three rows contain cross-state, state, and district averages.

3.8.3 Performance by Reporting Category

Note: For mathematics, reporting categories are not included. For this reason, there are no markers for G and H on the sample Mathematics District Summary of Schools Report.

G. Reporting Category

For English language arts/literacy, there are two reporting categories, Reading and Writing, indicated by a bold heading.

H. Performance by Reporting Category Scale Score

For English language arts/literacy, student performance for each reporting category is provided as a scale score (refer to Section 3.2) on a different scale from the overall scale score. For this reason, the sum of the average scale scores for each reporting category will not equal the average overall scale score. The first three rows contain cross-state, state, and district averages. The remaining rows contain the school averages.

Important to the PARCC assessments is the ability to compare performance across many levels. By reviewing the average overall scale score column, school data can quickly be compared to the district, state, and cross-state averages.

3.8.4 Performance by Subclaim Category

I. Subclaim Category

Within each reporting category for English language arts/literacy are specific skill sets (subclaims) students demonstrate on the PARCC assessments. Each subclaim category includes the column header identifying the subclaim, as well as cross-state, state, district, and school averages.

J. Subclaim Performance Indicators

A student's subclaim category represents how well the student performed in a subclaim. As with overall and reporting category scores, a measure of student proficiency for each subclaim is estimated on a common, underlying measurement scale. Performance in the Level 1–2 range of that scale is categorized as "Did Not Yet Meet or Partially Met Expectations," performance in the Level 3 range is categorized as "Approached Expectations," and performance in the Level 4–5 range is categorized as "Met or Exceeded Expectations."

Subclaim performance is reported using categories rather than scale scores or performance levels.

- Met or Exceeded Expectations – represented by a green up arrow

- Approached Expectations – represented by a blue bidirectional arrow
- Not Yet Met or Partially Met Expectations – represented by a red down arrow

On District Summary of Schools Reports, subclaim performance for cross-state, the state, district, and schools is reported by the percentage (both graphically and numerically) of students who did not yet meet or partially met, approached, or met/exceeded expectations. The numerical values appearing below the graph indicate the percentage of students performing at the Did Not Yet Meet or Partially Met Expectations, Approached Expectations, and Met or Exceeded Expectations levels from left to right, respectively. Due to rounding, percentages may not total 100%.

Note: In most cases, numbers will NOT appear centered under each color.

K. Description of Subclaim Performance Indicator Graphics

Student performance for each subclaim is illustrated with an explanatory icon. **For District Summary of Schools Reports only the colors of the icons are used in the graphical representation under each subclaim.**

- The green section (right section) of the graph for the specified subclaim indicates that the student "Met or Exceeded Expectations," meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 4 or 5. Students in this subclaim category are likely academically well prepared to engage successfully in further studies in the subclaim content area and may need instructional enrichment.
- The blue section (middle section) of the graph for the specified subclaim indicates that the student "Approached Expectations," meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 3. Students in this subclaim category likely need academic support to engage successfully in further studies in the subclaim content area.
- The red section (left section) of the graph for the specified subclaim indicates that the student "Did Not Yet Meet or Partially Met Expectations," meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 1 or 2. Students in this subclaim category are likely not academically well prepared to engage successfully in further studies in the subclaim content area. Such students likely need instructional interventions to increase achievement in the subclaim content area.

Appendix A

Scale Score Ranges

Grade 3 ELA/L			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-809
Level 5 Cut	810	Level 5 Range	810-850

Grade 4 ELA/L			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-789
Level 5 Cut	790	Level 5 Range	790-850

Grade 5 ELA/L			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-798
Level 5 Cut	799	Level 5 Range	799-850

Grade 6 ELA/L			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-789
Level 5 Cut	790	Level 5 Range	790-850

Grade 7 ELA/L			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-784
Level 5 Cut	785	Level 5 Range	785-850

Grade 8 ELA/L			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-793
Level 5 Cut	794	Level 5 Range	794-850

Grade 3 Mathematics			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-789
Level 5 Cut	790	Level 5 Range	790-850

Grade 4 Mathematics			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-795
Level 5 Cut	796	Level 5 Range	796-850

Grade 5 Mathematics			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-789
Level 5 Cut	790	Level 5 Range	790-850

Grade 6 Mathematics			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-787
Level 5 Cut	788	Level 5 Range	788-850

Grade 7 Mathematics			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-785
Level 5 Cut	786	Level 5 Range	786-850

Grade 8 Mathematics			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-800
Level 5 Cut	801	Level 5 Range	801-850

Algebra I			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-804
Level 5 Cut	805	Level 5 Range	805-850

Algebra II			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-807
Level 5 Cut	808	Level 5 Range	808-850

Geometry			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-782
Level 5 Cut	783	Level 5 Range	783-850

Integrated Mathematics I			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-798
Level 5 Cut	799	Level 5 Range	799-850

Integrated Mathematics II			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-784
Level 5 Cut	785	Level 5 Range	785-850

Integrated Mathematics III			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-803
Level 5 Cut	804	Level 5 Range	804-850

Grade 9 ELA/L			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-790
Level 5 Cut	791	Level 5 Range	791-850

Grade 10 ELA/L			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-793
Level 5 Cut	794	Level 5 Range	794-850

Grade 11 ELA/L			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-791
Level 5 Cut	792	Level 5 Range	792-850

Appendix B

Performance Level Descriptors

Performance Level Descriptors

Grades 3–11 English Language Arts/Literacy
PLDs for grades 3–11 English language arts/literacy are available at http://avocet.pearson.com/PARCC/Home.

Grades 3–8 Mathematics
PLDs for grades 3–8 mathematics are available at http://avocet.pearson.com/PARCC/Home.

Algebra I, Algebra II, Geometry, Integrated Mathematics I, II, and II
PLDs for high school mathematics courses are available at http://avocet.pearson.com/PARCC/Home.