

PARCC Reports Preview for Teachers

November 3, 2015



RIDE Rhode Island
Department
of Education

What are the primary objectives of the PARCC Assessment System?



- ✓ **Determine whether students are college- and career-ready or “on track”**
- ✓ **Report growth in performance as well as absolute achievement**
- ✓ **Report comparable results across schools, districts and member states**
- ✓ **Generate valid and reliable information to inform instruction and accountability decisions**

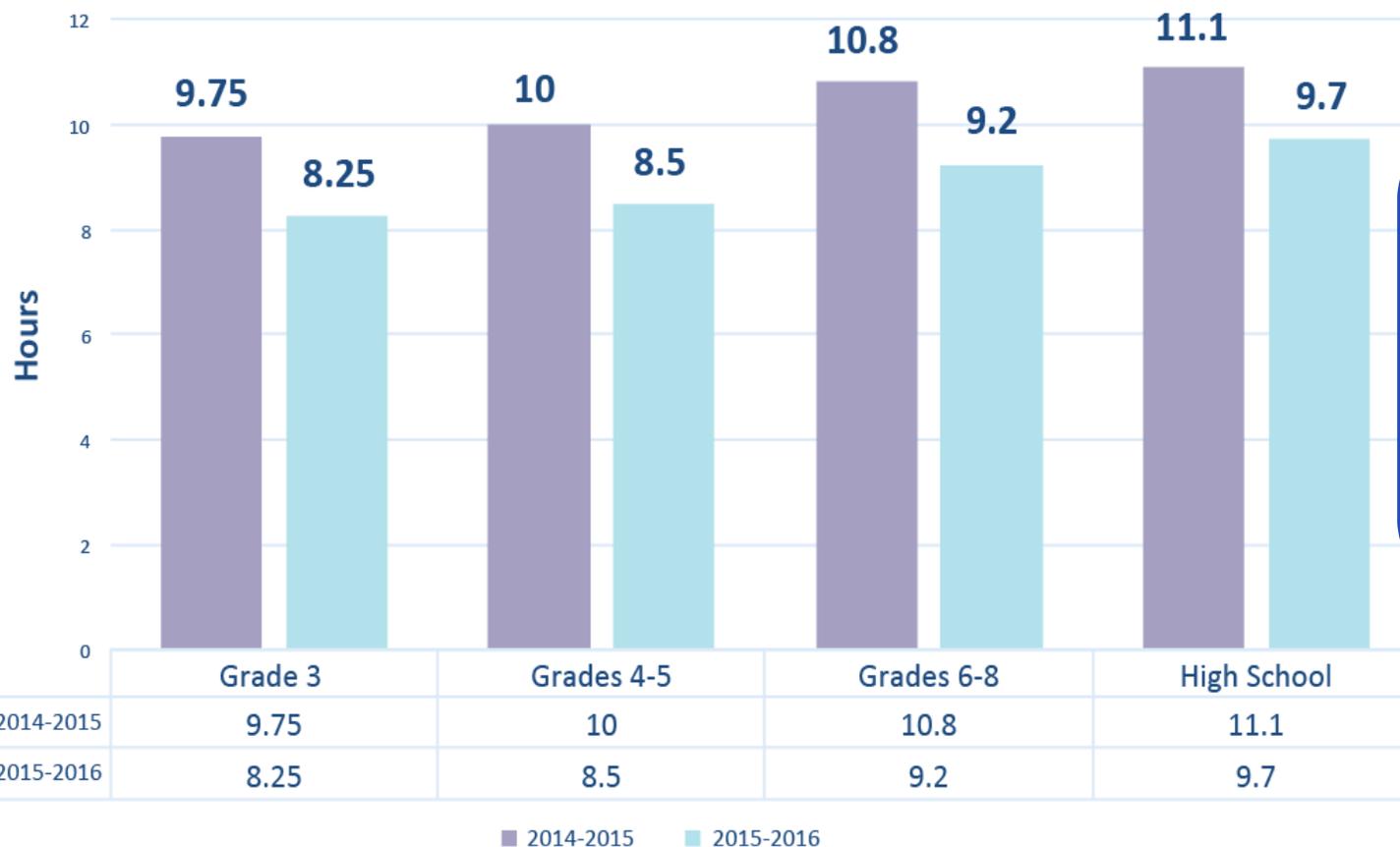


- ✓ **Use technology for a range of purposes including increasing student access, providing accommodations, engaging students, and creating efficiencies in administration, scoring and reporting**

Test Design Changes - 90 Minute Reduction



Total Testing Time: 2014-15 v. 2015-16



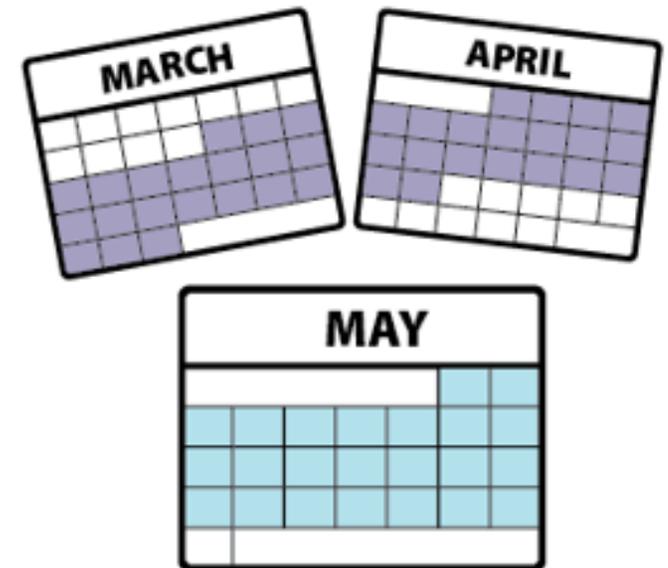
Overall times include Reading/Writing and Mathematics across all test units per grade

Test Design Changes – One Testing Window

Consolidate Testing Into One Window

The PARCC assessments are changing! In 2015-16, the assessment will be given during one window. States and schools will have up to 30 school days in which to test, but most can/will complete all testing in a week to two weeks, depending on their schedule and availability of laptops/devices.

The new single window will end at the 90% mark of the school year. Gone are the separate early spring performance-based (PBA) and late spring end-of-year (EOY) windows.



Test Design Changes – Fewer Test Units



With the changes, students in all grades will participate in fewer test units.

The redesigned ELA/L tests are composed of 3 units. The math tests are composed of 3 or 4 units.

	2014-2015			2015-2016		
Grades	ELA	Math	Total	ELA	Math	Total
3	4	4	8	3	4	7
4-5	4	4	8	3	4	7
6-8	5	4	9	3	3	6
High School	5	4	9	3	3	6

Performance Level Setting: What is it?



- This summer, educators and experts determined what score each student must earn on the assessment in order to achieve a particular **performance level**.
- States nominated a variety of stakeholders to participate in 12 in-person panels to review the assessments.
- Recommendations go to PARCC Governing Board for approval

K-12 educators

Postsecondary faculty

Grade-Span Panels

Five 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
--------------------------------------------------------	--------------------------------------------------	-----------------------------------------------	----------------------------------------	---------------------------------------------

The Road to the First Score Report



Spring

Administration
of PARCC
assessments

July/August

Performance level
setting for high school
and grades 3-8

August/September

State K-12 and Higher Ed
chiefs review/vote on
recommended cut scores

Fall

Rhode Island plans to
release results
November 17, 2015

Student reports will be shipped to districts November 16-18 for high school and November 30 through December 4 for grades 3-8.

What will Student Reports Look Like?



FIRSTNAME4 M. LASTNAME4

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

SAMPLE DISTRICT NAME

SAMPLE SCHOOL ONE NAME

RHODE ISLAND

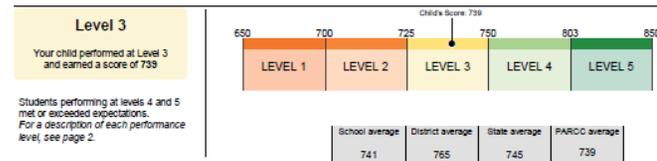
ENGLISH LANGUAGE ARTS / LITERACY Grade 6 Assessment Report, 2014–2015

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



READING

Reading score range: 10 to 90	Average of students just meeting expectations: 50	School average: 52
Your child's score: 44	District average: 48	State average: 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: 35	School average: 39
Your child's score: 30	District average: 35	State average: 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

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

6

English Language Arts/Literacy Student Report



RIDE Rhode Island Department of Education



Rhode Island Department of Education

FIRSTNAME4 M. LASTNAME4

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

SAMPLE DISTRICT NAME

SAMPLE SCHOOL ONE NAME

RHODE ISLAND

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.

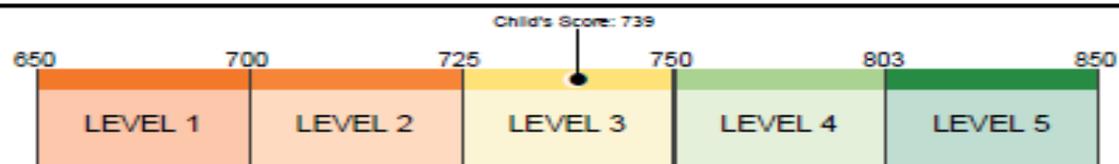
To learn more about the test, and to view sample questions and practice tests, visit understandthescore.org.

ENGLISH LANGUAGE ARTS / LITERACY PERFORMANCE

Level 3

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

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

English Language Arts/Literacy Student Report



RIDE Rhode Island Department of Education

READING

Reading score range: 10 to 90	Average of students just meeting expectations 50	School average 52
Your child's score 44	District average 48	State average 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 35	School average 39
Your child's score: 30	District average 35	State average 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

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

English Language Arts/Literacy Student Report



RIDE Rhode Island
Department
of Education



**Rhode Island
Department
of Education**

FIRSTNAME4 M. LASTNAME4

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

SAMPLE DISTRICT NAME

SAMPLE SCHOOL ONE NAME

RHODE ISLAND

ENGLISH LANGUAGE ARTS / LITERACY

Grade 6 Assessment Report, 2014–2015

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

Mathematics Student Report



FIRST NAME LAST NAME

Date of Birth: _____ ID: _____ Grade: _____

DISTRICT NAME

SCHOOL NAME

RHODE ISLAND

MATHEMATICS

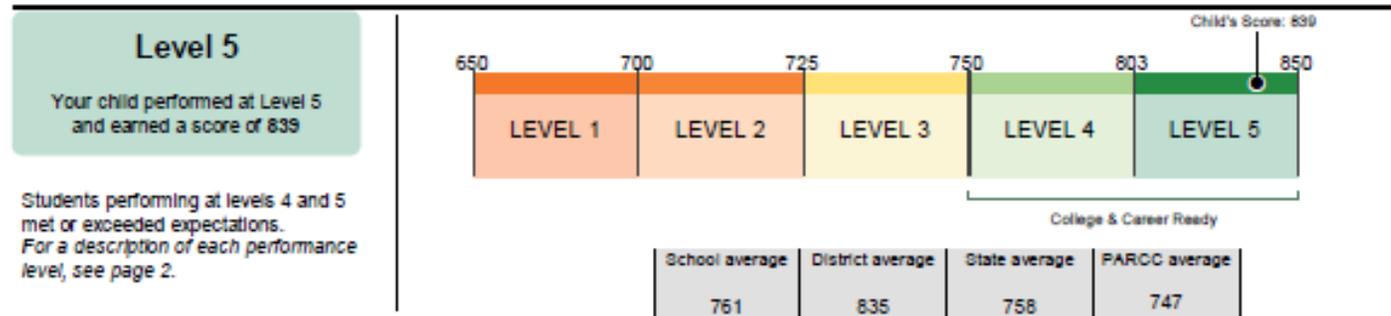
Algebra I Assessment Report, 2014–2015

This report provides information about how your child performed on the PARCC mathematics assessment. It shows whether your child met grade-level expectations and if your child is on track for college and careers.

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.

MATHEMATICS PERFORMANCE



Mathematics Student Report



ADDITIONAL INFORMATION ABOUT YOUR CHILD'S MATHEMATICS SCORE

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.

MATHEMATICS

Algebra II Assessment Report, 2014–2015

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.

For information and resources, including sample PARCC test questions and the PTA's Guide to Student Success, visit understandthescore.org.

Where will RI Teachers Access PARCC Data & Supports



- The Instructional Support System will provide teachers access to the PARCC results for you class and how they compared to your school, district, and the state
- The RIDE website will provide public reports on state, district, and school performance on the PARCC assessments
(<http://ride.ri.gov/InstructionAssessment/Assessment/AssessmentResults.aspx>)
- Individual student reports will be sent districts between November, 16 2015 and November 20, 2015 for High School tests and between November 30, 2015 and January 8, 2016 for grade 3-8 tests.
- Released items are available on the PARCC Partnership Resource Library
(<https://prc.parcconline.org/>)

Accessing PARCC Teacher Reports: ISS



- Prior to release:
 - o Confirm username and passwords in RIDEmap
 - If not able to access RIDEmap:
 - Create an account AND/OR
 - Contact your principal to assign the proper role
 - o Review Step-By-Step guide (released week of Nov. 9th)

PARCC Results: ISS Teacher Dashboard



Click on any roster link for class results

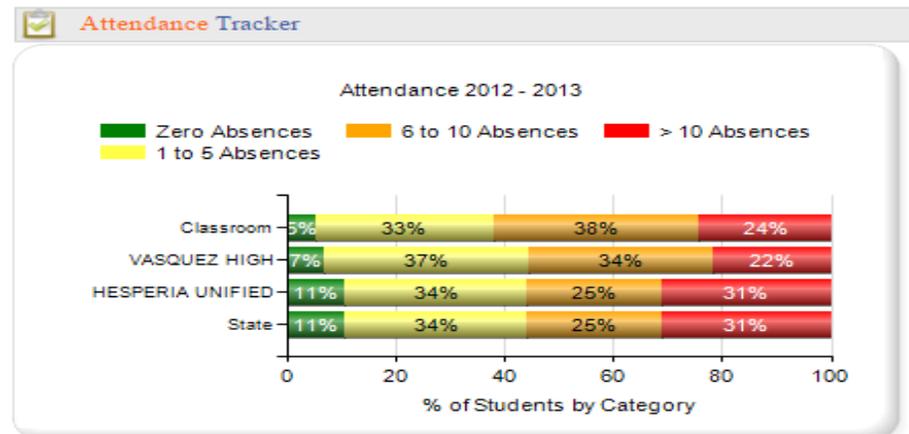
Click on Inactive roster for last year's students.

Welcome Zheng [Name] - VASQUEZ HIGH - HESPERIA UNIFIED [About](#) Monday, October 26, 2015

My Schedule | 2013-2014 Active | [2013-2014 Inactive](#)

2013-2014 Active Schedule Students Enrolled

Full Year	Students Enrolled
Mathematics	60
Mathematics - Section Math-7-001 (52000)	12
Mathematics - Section Math-7-002 (52000)	12
Mathematics - Section Math-8-001 (52000)	18
Mathematics - Section Math-8-002 (52000)	18



To access the Step By Step Guide: (available Nov. 9th)

www.ride.ri.gov/InstructionAssessment/InstructionalResources/InstructionalSupportSystem.aspx

What Parents Need to Know When Reviewing the Score Reports



- **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.
- **The score reports are a valuable tool for parents and teachers.** The report provides 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 When Reviewing the Score Reports



- **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.



Home > Resources > Educator Resources

Educator Resources

TOOLS AND TUTORIALS FOR EDUCATORS

The PARCC consortium of states has a wealth of resources for educators, covering issues from test design to technology tutorials.

Professional Development Modules

The PARCC consortium is developing [online training modules](#) to help teachers, school leaders, and testing coordinators understand the new

<http://www.parcconline.org/resources/educator-resources>

Share This Page:



Educator Resources

[Online Professional Learning](#)



Understanding your child's state test results

FIRSTNAME9 M. LASTNAME9
 Date of Birth: 01/14/2000 ID: 99999999 Grade: 10
 SAMPLE DISTRICT NAME
 SAMPLE SCHOOL ONE NAME

MATHEMATICS
Geometry Assessment Report, 2014–2015
 This report provides information about how your child performed on the PARCC mathematics assessment. It shows whether your child met grade-level expectations and if your child is on track for college and careers.

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.

MATHEMATICS PERFORMANCE

Level 2
 Your child performed at Level 2 and earned a score of 720

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
761	835	758	747

SCORE REPORT GUIDE: STEP ONE Overall Score

Your student's overall score (out of a possible 850) and performance level (1-5) gives a quick glimpse of whether he or she is on-track with grade-level expectations. Level 1 indicates the greatest need for improvement and Level 5 indicates the strongest performance.

[Continue Guide](#)

Resources and Upcoming Events



- **November 9, 2015** – Confidential PARCC Data Files Review for School and District Administrators – Data Embargoed until public release
- **November 2015** – Accessing PARCC data in the Instructional Support System Step By Step Guide
- **December 2015** - School and District Leadership Team Data Analysis workshops
- **January through March 2016** – Using PARCC Information to Inform Instruction workshops for Teachers