



# PARCC and Pleasantdale 107

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Spring 2015 Information and Results



# PARCC Background:

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PARCC in Illinois came to be as a result of:

- New standards were adopted.
- Illinois joined a group of states to develop a new assessment.
- By administering an assessment such as PARCC, Illinois is meeting a requirement.



# How does PARCC differ from ISAT?

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| ISAT                                                                                          | PARCC                                                                                                                                       |
|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Assessment utilizes pencil/ paper format.                                                     | Assessment taken on a computer.                                                                                                             |
| Offers one-step problems.                                                                     | Presents multi-tiered problems.                                                                                                             |
| Tests students' rote learning.                                                                | Assesses students' abilities to read carefully, communicate clearly, and problem solve.                                                     |
| Primarily uses multiple choice format that emphasizes memorization, "test prep" and guessing. | Allows students to submit answers and detailed responses, eliminating guesswork and allowing students to show their thinking and knowledge. |


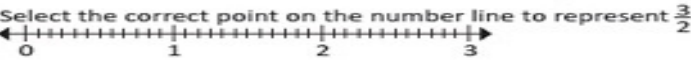
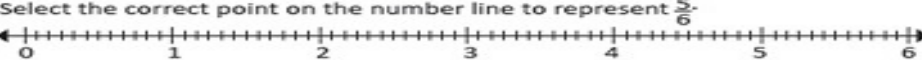
# Sample Questions

## ELA, Grade 5

|  OLD TEST ITEM                   |  PARCC TEST ITEM                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Which two words are synonyms for heap?</p> <p>A. pile<br/>B. row<br/>C. corner<br/>D. mound<br/>E. pattern</p> | <p><b>PART A</b><br/>What is the meaning of the word <b>dictate</b> as it is used in paragraph 23?</p> <p>a. Hint<br/>b. Fix<br/>c. Understand<br/>d. Decide</p> <p><b>PART B</b><br/>Which phrase helps the reader understand the meaning of dictate?</p> <p>a. "...recreate the tree house..."<br/>b. "...determine the shape..."<br/>c. "...is less expensive to build..."<br/>d. "...has all the time in the world..."</p> |
| WHAT'S DIFFERENT?                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p>Students must memorize vocabulary words without context.</p>                                                   | <p>At first, this may look like the multiple choice questions of the past. But note that in Part A students have the advantage of the reading passage to gather meaning and, in Part B, students are asked to support their response with evidence from the text. PARCC focuses attention on vocabulary, particularly academic language, which is emphasized in the standards.</p>                                             |

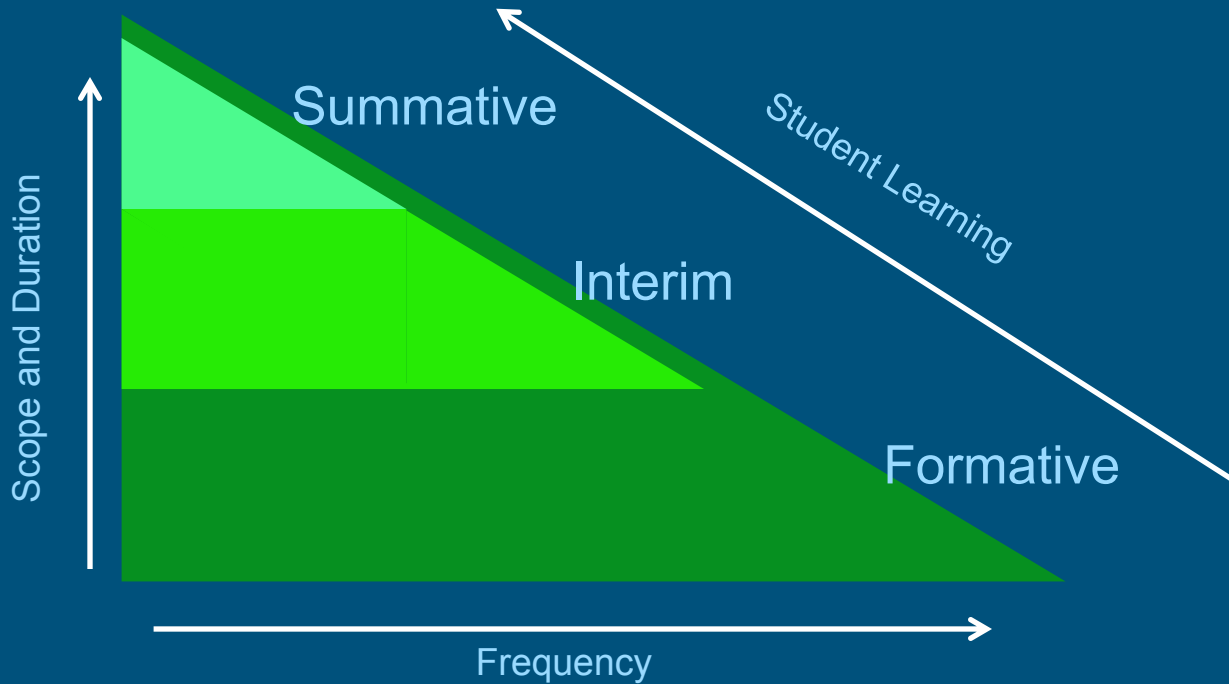
# Sample Questions

## Math, Grade 4

| OLD TEST ITEM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | PARCC TEST ITEM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Justine is using the stickers below to decorate a picture frame.</p>  <p>1. What fraction of Justine's stickers are hearts? Which of the number in your fraction represents the whole set of stickers?</p> <p>2. Draw and label a number line and mark an X on the number line to show the location of the fraction of Justine's stickers that are ladybugs.</p> <p>BE SURE TO LABEL YOUR RESPONSES 1 AND 2.</p> | <p>Ava and Mia are comparing the fractions <math>\frac{3}{2}</math> and <math>\frac{5}{6}</math>.</p> <p><b>PART A:</b> Ava created this number line to graph <math>\frac{3}{2}</math>.</p> <p>Select the correct point on the number line to represent <math>\frac{3}{2}</math>.</p>  <p>Mia created this number line to graph <math>\frac{5}{6}</math>.</p> <p>Select the correct point on the number line to represent <math>\frac{5}{6}</math>.</p>  <p><b>PART B:</b> Is <math>\frac{3}{2}</math> greater than or less than <math>\frac{5}{6}</math>? Explain how you know.</p> <div data-bbox="647 513 1690 606" style="border: 1px solid black; height: 85px;"></div> <p><b>PART C:</b> Write a fraction that is between <math>\frac{3}{2}</math> and <math>\frac{5}{6}</math>.</p> <div data-bbox="1246 611 1294 655" style="border: 1px solid black; width: 25px; height: 40px; display: inline-block; vertical-align: middle;"></div> <p>Explain how you know your fraction is between <math>\frac{3}{2}</math> and <math>\frac{5}{6}</math>.</p> <div data-bbox="647 704 1690 769" style="border: 1px solid black; height: 60px;"></div> |
| <p><b>WHAT'S DIFFERENT?</b></p> <p>Notice the focus on procedure only (counting in this case). You can also see that it's a simple, static item. In other words, students aren't engaging with the material.</p>                                                                                                                                                                                                                                                                                     | <p>The PARCC item is in several parts. Part A asks students to demonstrate they know that a fraction is a number, rather than just a ratio (like heart stickers to total number of stickers), which puts the focus on understanding the concept. Students will interact with the problem by placing fractions on the number line, an example of using technology to enhance the question.</p> <p>In Part B, students are asked to make sense of the fractions as numbers by comparing them — taking a step beyond just putting them on the number line.</p> <p>In Part C, students apply their understanding by creating a fraction that is between <math>\frac{3}{2}</math> and <math>\frac{5}{6}</math>. You can see that the tasks build upon one another and ask students to do more than just procedures. They have to demonstrate understanding and apply and explain their knowledge.</p>                                                                                                                                                                                                                                                                                                                                                                                                                        |



# Balanced Assessment, knowledge trajectory Leading to student Learning



# How are PARCC scores reported?

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

# Sample English Language Arts Report

## ENGLISH LANGUAGE ARTS / LITERACY

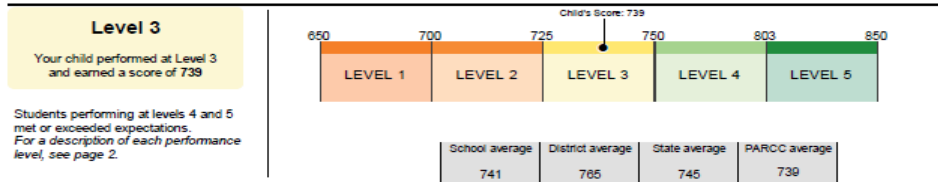
### Grade 4 Assessment Report, 2014–2015

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](http://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](http://understandthescore.org).



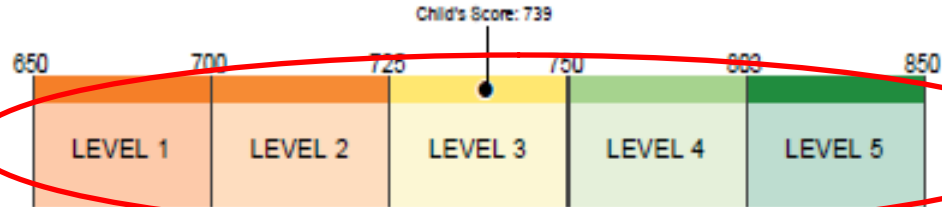
# Sample English Language Arts Report

## 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           |

## READING

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

## WRITING

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

# Sample English Language Arts Report

## READING

|                                  |                                                        |                      |
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| Your child's score<br><br>44     | District average<br>48                                 | State average<br>45  |

### LITERARY TEXT



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### INFORMATIONAL TEXT



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### VOCABULARY



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## WRITING

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### WRITING EXPRESSION



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

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### 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

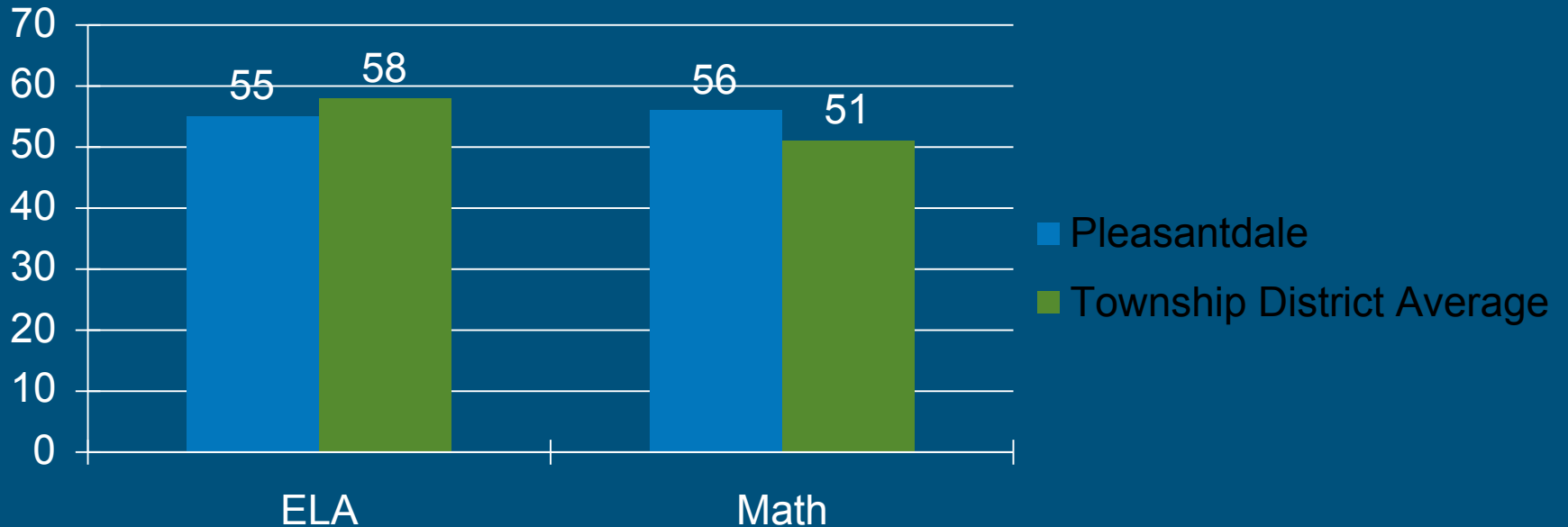


Meets or Exceeds Expectations

To see selected questions from the test, visit [understandthescore.org](http://understandthescore.org).

# How do our scores compare?

\*\*Percentage of students included in Performance Levels 4 and 5



# How PARCC design has changed for Spring 2016

|        | 2014-2015 |      |       | 2015-2016 |      |       |
|--------|-----------|------|-------|-----------|------|-------|
| Grades | ELA       | Math | Total | ELA       | Math | Total |
| 3-5    | 4*        | 4    | 8     | 3         | 4    | 7     |
| 6-8    | 5         | 4    | 9     | 3         | 3    | 6     |

\*Numerals represent the amount of sessions of the assessment.

# Moving Forward

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In order to keep progressing, we will continue to:

- find new ways to analyze and use data,
- incorporate the instructional shifts of the Common Core, and
- challenge students in ways that are appropriate to their needs.

Questions:

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