# DRAFT

**PARCC**

PARCC Presentation

Tuesday, September 23, 2014

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DISTRICT 97 OAK PARK ELEMENTARY SCHOOL

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

PARCC is a common set of computer-based K–12 assessments in English Language Arts/Literacy and Math linked to the new, more rigorous Illinois Learning Standards.

PARCC is based on the core belief that assessment should work as a tool for enhancing teaching and learning.

1. Determine whether students are **college- and career-ready** or on track

2.  **Compare performance** across states and internationally

3. Assess the **full range of the Common Core Standards**, including standards that are difficult to measure

4. Measure the **full range of student performance**, including the performance of high and low performing students

5. Provide **data *during* the academic year** to inform instruction, interventions and professional development

6. Provide **data for accountability**, including measures of growth

7. Incorporate **innovative approaches** throughout the system

**Students:** Will know if they are **on track** to graduate, ready for college/careers

**Teachers:** Will have access to **timely data** to guide learning and instruction

**Parents:** Will have **clear and timely information** about student progress

**States:** Will have **valid results** that are comparable across borders

**1** • Create high-quality 21st century, technology-based assessments.

**2** • Support educators in the classroom.

**3** • Build a pathway to college and career readiness for all students and advance accountability at all levels.

Go beyond the traditional paper-pencil, fill-in-the-bubble tests

Use new innovative technology-enhanced items

Include more extensive constructed response items

Employ assessment tasks that will better resemble students' classroom work

Create high-quality 21st century, technology-based assessments.

BEGINNING OF YEAR

END OF YEAR

← - - - **2 Optional Assessments/Flexible Administration** - - →

**Diagnostic Assessment**
- Early indicator of student knowledge and skills to inform instruction, supports, and PD
- Non-summative

**Mid-Year Assessment**
- Performance-based
- Emphasis on hard-to-measure standards
- Potentially summative

**Performance-Based Assessment (PBA)**
- Extended tasks
- Applications of concepts and skills
- Required

**End-of-Year Assessment**
- Innovative, computer-based items
- Required

← - - - **Speaking And Listening Assessment**
- Locally scored
- Non-summative, required - - →

- <u>Claims</u>:  A statement about student performance based on how students respond to test questions.
- Claims are measured twice a year:
  - Performance-Based Assessment (PBA): Performance-based assessment will be administered approximately 75% of the way through the academic study of the grade or course content.
  - End of Year Assessment (EOY): End-of-year assessments are administered after approximately 90% of the school year.

## ELA/Literacy for Grades 3-11

## "On Track" Master Claim/Reporting Category:

## Students are "on track" to college and career readiness in ELA/Literacy.

### Major Claim: Reading Complex Text

Students read and comprehend a range of sufficiently complex texts independently.

### Major Claim: Writing

Students write effectively when using and/or analyzing sources.

**SC: Vocabulary Interpretation and Use**

**(RL/RI.X.4 and L.X.4-6)**

Students use context to determine the meaning of words and phrases.

**SC: Reading Literature**

**(RL.X.1-10)**

Students demonstrate comprehension and draw evidence from readings of grade-level, complex literary text.

**SC: Reading Informational Text**

**(RI.X.1-10)**

Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational texts.

**SC: Written Expression (W.X.1-10)**

Students produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

**SC: Conventions and Knowledge of Language**

**(L.X.1-3)**

Students demonstrate knowledge of conventions and other important elements of language.

**SC: Research**

**(data taken from Research Simulation Task)**

Students build and present knowledge through integration, comparison, and synthesis of ideas

## Task Types

- Students read extended literature text

- Students respond to 1 item measuring reading sub-claim for vocabulary

- Evidence-based Selected Response (EBSR) items

- Technology-Enhanced Constructed-Response (TECR) items

- Prose Constructed Response (PCR)

- 4 EBSR/TECR items tied to 1 short/medium literary text

- 6 EBSR/TECR items tied to 1 medium/long length literary text

- 6 EBSR/TECR items tied to 1 medium/long information text

# CLAIMS FOR MATHEMATICS

**Master Claim: Students are on-track or ready for college and careers**

**Sub-claim A:** Students **solve problems involving the major content** for their grade level with connections to practices

**Sub-Claim B:** Students **solve problems involving the additional and supporting content** for their grade level with connections to practices

**Sub-claim C:** Students **express mathematical reasoning** by constructing mathematical arguments and critiques

**Sub-Claim D:** Students solve real world problems engaging particularly in the **modeling practice**

# CLAIMS FOR MATHEMATICS

**Sub-Claim E:** Student **demonstrate fluency** in areas set forth in the Standards for Content in grades 3-6

**\* Sub-Claim E** was deleted as tests only measure accuracy, *not* fluency.

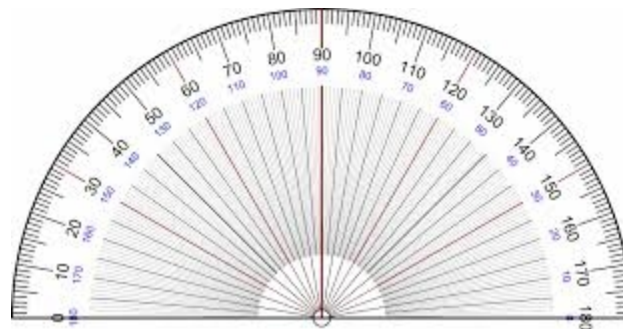| PARCC Sub-claim | % of Items on 3-8 assessments | Task Types |
|---|---|---|
| A: Solve problems with major content | ~50% | • Balance of conceptual understanding, fluency, and application<br>• Can involve any or all mathematical practice standards |
| B: Solve problems with additional and supporting content | ~19% | • Balance of conceptual understanding, fluency, and application<br>• Can involve any or all mathematical practice standards |
| C: Express mathematical reasoning | ~17% | • Each task calls for written arguments / justifications, critique of reasoning, or precision in mathematical statements<br>• Can involve other mathematical practice standards |
| D: Solve real-world problems engaging in modeling | ~14% | • Each task calls for modeling/application in a real-world context or scenario<br>• Can involve other mathematical practice standards |

What are the **ELA** **Shifts** at the Heart of the **Standards** & **PARCC's** design?

1. **Complexity**: Regular practice with complex text and its academic language.

2. **Evidence**: Reading and writing grounded in evidence from text, literary and informational.

3. **Knowledge**: Building knowledge through content-rich nonfiction.

What are the **Math** **Shifts** at the Heart of the **Standards** & **PARCC's** design?

1. **Focus**: The PARCC assessment will focus strongly where the Standards focus.

2. **Coherence**: Think across grads and link to major topics within grades

3. **Rigor**: In major topics, pursue conceptual understanding, procedural skill and fluency, and application.

**Grade** ————→

**Claim** ————→

| Grade 3 | |
|---|---|
| Claim: Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text | |
| Items designed to measure this claim may address the standards and evidences listed below: | |
| Standards: | Evidences to be measured on the PARCC Summative Assessment The student's response: |
| **RL 1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | • Provides questions and answers that show understanding of a text. (1)<br>• Provides explicit references to the text as the basis for the answers. (2) |
| **RI 2:** Determine the main idea of a text; recount the key details and explain how they support the main idea. | •Provides a statement of the main idea of a text. (1)<br>•Provides a recounting of key details in a text. (2)<br>•Provides an explanation of how key details in a text support the main idea. (3) |
| **RI 3:** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | •Provides a description of the relationship between a series of historical events, using language that pertains to time, sequence and/or cause/effect. (1)<br>•Provides a description of the relationship between scientific ideas or concepts, using language that pertains to time, sequence and/or cause/effect. (2)<br>•Provides a description of the relationship between steps in technical procedures in a text, using language that pertains to time, sequence and/or cause/effect. (3) |

**Standards:**
**RL** –Reading Literary
**RI** – Reading Information

Evidences

| Evidence Statement Key | Evidence Statement Text | Clarifications | MP |
|---|---|---|---|
| 3.OA.1 | Interpret products of whole numbers, e.g., interpret 5X7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5X7.* | *example, describe a context in w[...] number of objects can be expres[...]* i) Tasks involve interpreting prod[...] equal groups, arrays, area, and/o[...] quantities. See CCSS Table 2, p. [...] ii) Tasks do not require students [...] products in terms of repeated ad[...] counting, or jumps on the number line. iii) The italicized example refers to describing a context. But describing a context is not the only way to meet the standard. For example, another way to meet the standard would be to identify contexts in which a total can be expressed as a specified product. | 4,2 |
| 3.OA.2 | Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.* | i) Tasks involve interpreting quotients in terms of equal groups, arrays, area, and/or measurement quantities. See CCSS Table 2, p. 89. ii) Tasks do not require students to interpret quotients in terms of repeated subtraction, skip-counting, or jumps on the number line. iii) The italicized example refers to describing a context. But describing a context is not the only way to meet the standard. For example, another way to meet the standard would be to identify | 4,2 |

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- Performance levels are the broad, categorical levels used to report student performance on an assessment.
- Some assessment systems refer to performance levels as "achievement levels."

◉The ELA/Literacy PLDs are organized in two areas: reading and writing

—**For reading**, the levels are differentiated by three factors:
1. <u>text complexity (standard 10)</u> (accessible, moderately complex, very complex)
2. <u>accuracy</u> in student responses
3. <u>evidence cited</u> (explicit, implied) from sources read (standard 1)

At each performance level, the degree to which students are able to demonstrate command of standards 2-9 (e.g. main idea, point of view, setting, plot, character, structure) is described in terms of the three factors.

—**For writing**, the levels are differentiated by:
1. idea development, including when drawing evidence from sources
2. organization
3. use of conventions (grammar, capitalization, etc.)
4. language usage

- The Math PLDs are organized into four areas
  - Major content
  - Additional and supporting content
  - Mathematical reasoning
  - Mathematical modeling
- Levels are differentiated by
  - Relative complexity of standards (evidence statements) for mathematical content and practice
  - Extent to which student can make effective use of stimulus materials such as graphs, tables, tools
  - Extent to which student can <u>construct</u> solutions to problems, solve scaffolded and unscaffolded problems

# BUILDING ON WORK TO DATE

In October 2012 PARCC established 5 performance levels

- **Level 5**: Students performing at this level demonstrate a **distinguished** command of the knowledge, skills, and practices embodied by the Common Core State Standards assessed at their grade level.
- **Level 4**: Students performing at this level demonstrate a **strong** command …
- **Level 3**: Students performing at this level demonstrate a **moderate** command …
- **Level 2**: Students performing at this level demonstrate a **partial** command …
- **Level 1**: Students performing at this level demonstrate a **minimal** command …

## Performance Level Descriptors – Grade 7 Mathematics

Performance level ranging from 2 - 5

Gives the Sub-Claim

Concept and Standards

| | Grade 7 Math : Sub-Claim A | | | |
|---|---|---|---|---|
| | The student solves problems involving the Major Content for grade/course with connections to the Standards for Mathematical Practice. | | | |
| | **Level 5: Distinguished Command** | **Level 4: Strong Command** | **Level 3: Moderate Command** | **Level 2: Partial Command** |
| **Proportional Relationships**<br><br>7.RP.1<br>7.RP.2a<br>7.RP.2b<br>7.RP.2c<br>7.RP.2d<br>7.RP.3-1<br>7.RP.3-2 | Analyzes and uses proportional relationships to solve real-world and mathematical problems, including multi-step ratio/percent problems.<br><br>Computes unit rates of quantities associated with ratios of fractions. | Analyzes and uses proportional relationships to solve real-world and mathematical problems, including multi-step ratio/percent problems.<br><br>Computes unit rates of quantities associated with ratios of fractions. | Analyzes and uses proportional relationships to solve real-world and mathematical problems, including simple ratio/percent problems.<br><br>Computes unit rates of quantities associated with ratios of fractions. | Uses proportional relationships to solve real-world and mathematical problems, including simple ratio/percent problems.<br><br>Computes unit rates of quantities associated with ratios of fractions. |

THE PARCC ASSESSMENT SYSTEM WILL TEST STUDENTS THROUGH THE USE OF SUMMATIVE AND OPTIONAL INTERIM AND DIAGNOSTIC ASSESSMENTS.

**Grades 3 – 5 Calculator Policy**

🕐 PARCC mathematics assessments for Grades 3 – 5 will not allow for calculator usage. (AAF will consider an accommodation policy)

**Grades 6 – 8 Calculator Policy**

🕐 PARCC mathematics assessments for Grades 6-7 will allow for an online four function calculator with square root.

🕐 PARCC mathematics assessments for Grade 8 will allow for an online scientific calculator.

🕐 PARCC mathematics assessments are to be divided into calculator and non-calculator sessions, provided that the other sessions of the assessment are locked.

🕐 The same calculator with maximum functionality is to be used for all items on calculator sessions.

◉ PARCC determined that no reference sheet is necessary for grade 3 and grade 4.

- Students in grade 3 will measure lengths using rulers and measure and estimate volumes of objects.
- Students in grade 3 will be developing conceptual understanding of area and perimeter and will not need conversions or formulas to do so.

- Students in grade 4 will be required to know relative sizes of measurement units within one system of units.
- The following requisite knowledge is necessary in grade 4 and will not be provided in a reference sheet for the grade 4 PARCC Assessment.

1 meter = 100 centimeters
1 kilometer = 1000 meters
1 kilogram = 1000 grams
1 liter = 1000 milliliters
1 minute = 60 seconds
1 hour = 60 minutes
1 pound = 16 ounces

- The Common Core State Standards for grade 4 mathematics requires students to apply the area and perimeter formulas for rectangles.
- The intent of the Common Core State Standards at this grade level is to extend the conceptual understanding and discovery of area and perimeter by using models in real world and mathematical problems. Therefore, the area and perimeter formulas for rectangles are considered requisite knowledge.

# Grades 6

1 inch = 2.54 centimeters
1 meter = 39.37 inches 1
mile = 5,280 feet
1 mile = 1,760 yards
1 mile = 1.609 kilometers

1 kilometer = 0.62 mile
1 pound = 16 ounces
1 pound = 0.454 kilograms
1 kilogram = 2.2 pounds
1 ton = 2,000 pounds

1 cup = 8 fluid ounces
1 pint = 2 cups
1 quart = 2 pints
1 gallon = 4 quarts
1 gallon = 3.785 liters
1 liter = 0.264 gallons
1 liter = 1000 cubic centimeters

| Triangle | $A = \frac{1}{2} bh$ |
|---|---|
| Right Rectangular Prism | $V = Bh$ or $V = lwh$ |

Regular Administration Windows:

| School/District START DATE | Spring Regular Administration of Computer-Based Testing *Paper/Pencil administration should occur during the first two weeks of each designated testing window | |
|---|---|---|
| On or before September 1 | **PBA** | March 9 - April 3, 2015 **(Dist. 97 Window)** |
| After September 1 | | March 16 - April 10, 2015 |
| On or before September 1 | **EOY** | April 27 - May 22, 2015 **(Dist. 97 Window)** |
| After September 1 | | May 4 - 29, 2015 |

| | |
|---|---|
| Grade 3 | 8 hours total over 2 test windows |
| Grades 4-5 | 9.5 hours total over 2 test windows |
| Middle School | 9.5 hours total over 2 test windows |

**<u>Minimum State Testing Requirements</u>**
Yearly in Grade 3 through 8

## March 9 – April 3  |  April 27 – May 22

### Grade 3

| Grade | | Performance-Based Component | | | | | | End-of-Year Component | | | | | Summative Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | ELA/Literacy | | | Math | | Total | ELA/Literacy | | Math | | Total | |
| | | Literary Analysis | Research | Narrative | Session 1 | Session 2 | | Session 1 | Session 2 | Session 1 | Session 2 | | |
| 3 | Estimated Time on Task (minutes) | 50 | 60 | 40 | 50 | 50 | 250 | 60 | 60 | 55 | 55 | 230 | 8 hours |

### Grades 4-5

| Grades | | Performance-Based Component | | | | | | End-of-Year Component | | | | | Summative Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | ELA/Literacy | | | Math | | Total | ELA/Literacy | | Math | | Total | |
| | | Literary Analysis | Research | Narrative | Session 1 | Session 2 | | Session 1 | Session 2 | Session 1 | Session 2 | | |
| 4-5 | Estimated Time on Task (minutes) | 80 | 80 | 50 | 50 | 50 | 310 | 70 | 70 | 55 | 55 | 250 | 9 hours, 20 minutes |

### Grades 6-8

| Grades | | Performance-Based Component | | | | | | End-of-Year Component | | | | | Summative Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | ELA/Literacy | | | Math | | Total | ELA/Literacy | | Math | | Total | |
| | | Literary Analysis | Research | Narrative | Session 1 | Session 2 | | Session 1 | Session 2 | Session 1 | Session 2 | | |
| 6-8 | Estimated Time on Task (minutes) | 80 | 85 | 50 | 50 | 50 | 315 | 70 | 70 | 55 | 55 | 250 | 9 hours, 25 minutes |

*\* Available to all participating students*
*\*\*For students with disabilities, English learners, and English learners with disabilities*

- Tool, support, scaffold, or preference activated by _any student_
- Universal Design features
- Onscreen, in a toolbar or a menu

| Accessibility Features for All Students |
|:---:|
| Audio Amplification |
| Blank Paper (provided by test administrator) |
| Eliminate Answer Choices |
| Flag Items for Review |
| General Administration Directions Clarified (by test administrator) |
| General Administration Directions Read Aloud and Repeated (by test administrator) |
| Highlight Tool |
| Headphones |
| Magnification/Enlargement Device |
| NotePad |
| Pop-Up Glossary |
| Redirect Student to Test (by test administrator) |
| Spell Checker |
| Writing Tools |

| Accessibility Features for All Students **Identified in Advance w/PNP** |
| --- |
| Answer Masking |
| Background/Font Color (Color Contrast) |
| General Masking |
| Line Reader Tool |

PNP = Personal Needs Profile
Created based on student's
education-related needs &
preferences.

| Features for students with disabilities **Must have IEP or 504 Plan prior to testing** |
|---|
| Presentation Accommodations |
| Response Accommodations |
| Timing & Scheduling Accommodations |

- Alter the method or format of the test administration

| Content Area | Presentation Accommodations | | |
|---|---|---|---|
| ELA/Literacy | Text-to-Speech or Video of a Human Interpreter for the ELA/Literacy Assessments, including items, response options, and passages* | | |
| | Braille Edition of ELA/Literacy Assessments (Hard-copy braille tests and refreshable braille displays for ELA/Literacy) | | |
| | Closed-Captioning of Multimedia Passages on the ELA/Literacy Assessments | | |
| | Descriptive Video | | |
| Mathematics | Video of a Human Interpreter for the Mathematics Assessments for a Student Who is Deaf or Hard of Hearing | | |
| | Braille Edition of Mathematics Assessments (Hard-copy braille tests for Mathematics) | | |
| Both Content Areas | Additional Assistive Technology  (Guidelines available fall 2013) | | |
| | Tactile Graphics | | |
| | Video of a Human Interpreter for Test Directions for a Student Who is Deaf or Hard of Hearing | | |
| | Paper-and-Pencil Edition | | |

#### • Allow use of alternative methods to provide answers to test items
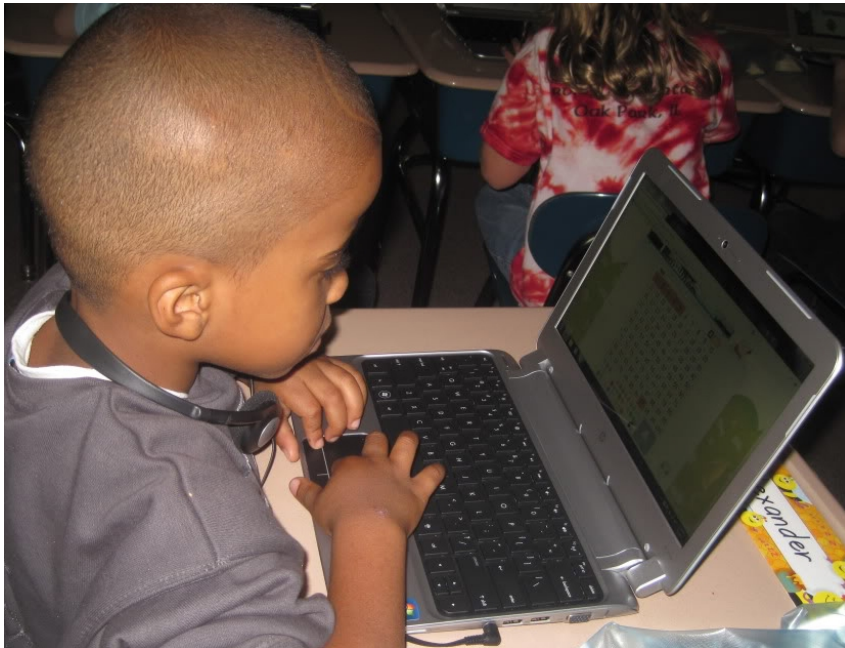
| Content Area | Presentation Accommodations |
| --- | --- |
| ELA/Literacy | Scribing or Speech-to-Text (i.e., Dictation/Transcription or Signing) for constructed responses on the English Language Arts/Literacy Assessments* |
| | Word prediction on the ELA/Literacy Performance-Based Assessment* |
| Mathematics | Calculation Device and Mathematics Tools*<br>(on Non-calculator Sessions of Mathematics Assessments) |
| Both Content Areas | Additional Assistive Technology<br>(Guidelines available fall 2013) |
| | Braille note-taker |
| | Scribing or Speech-to-Text (i.e., Dictation/Transcription or Signing) for the Mathematics assessments, and for selected response items on the English Language Arts/Literacy assessments |

| Category | Accommodation |
|---|---|
| Timing & Scheduling | Extended Time |
| Setting | Many settings that were once considered accommodations are now consider accessibility features for all students and will be included in the test administrator manual. These include – separate location, small group testing, specified area or seating, time of day, and frequent breaks. |

**When selecting accommodations for English learners, consider the student's:**

1. **Level of English language proficiency (ELP) on the state ELP test**

   o Beginning, Intermediate, or Advanced

2. **Literacy development in the native language**

   o Native language literacy

   o Interrupted schooling/literacy background

3. **Background factors that impact effective accommodations use**

   o Grade/age

   o Affective filter (i.e., level of student anxiety/comfort with English)

   o Time in U. S. schools

# June 5, 2014

**Mary O'Brien, ISBE's Director of Assessment, visited the district to share information with districts 97, 90 and 200.**

# June 19, 2014

**Several district administrators attended a PARCC Presentation provided by West 40.**

# July 31, 2014

**T&L Dept. provided a PARCC PowerPoint presentation to Building Principals.**

- The principals have received PARCC binders compiled by the Teaching & Learning Department.
- An abundance of information has also been placed on the intranet for district access.
- PowerPoint presentations were provided to the principals and shared with staff on the first Institute Day.

- Teachers will use PLDs to develop classroom-based tools to gauge student learning against the expectations of the PARCC assessments.
- Teachers will take on-line practice test to familiarize themselves with the process.
- Teaching & Learning will provide ongoing updated to keep principals informed.
- We are currently working to ensure that the district is technologically prepared.
- Institute Day, 10/10/2014, teachers will review PLD, CCSS and ELA & Math Calendars for alignment to curriculum, teaching practices and instructional delivery.

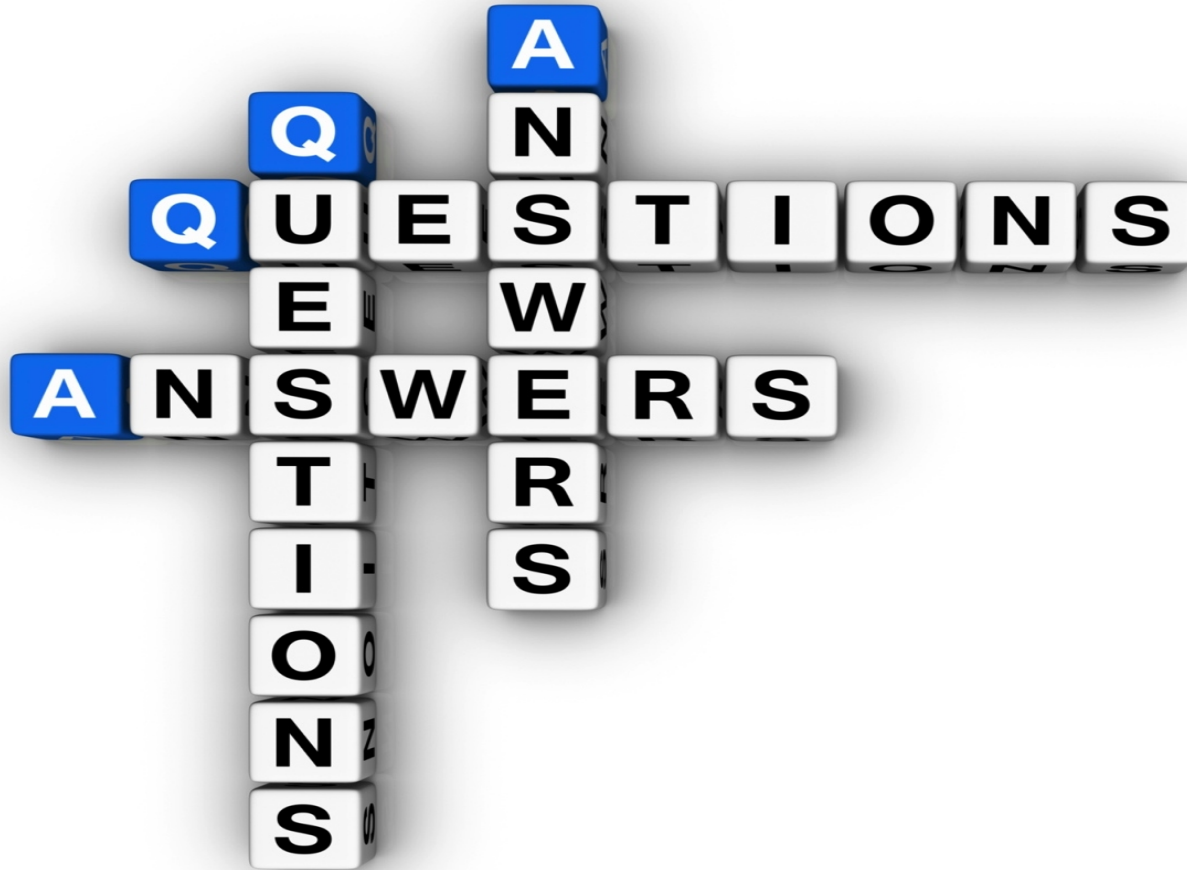# Illinois State Board of Education

## November 19, 2013

## Guidance Document 13-21

## Non-Regulatory Guidance on the use of Code 15 in Student Assessments

From the Illinois School Code:

105 ILCS 5/2-3.64, Paragraph 3

- "Beginning no later than the 2005-2006 school year, the State Board of Education shall annually test: (i) all pupils enrolled in the 3rd, 4th, 5th, 6th, 7th, and 8th grades in reading and mathematics and (ii) all pupils enrolled in the 4th and 7th grades in the biological and physical sciences."

- School staff is required by Illinois School Code to present the state assessment (currently PARCC or DLM) to all students present in school at any time during the testing window.

PARCC
  www.parcconline.org