

PARCC

Understanding the Score Report

Presented by:

Dr. Cynthia Pritchett and Myra Aaronson

December 7, 2015

What are the primary objectives of the PARCC Assessment System?

- ✓ Determine whether students are college- and career-ready or “on track”
- ✓ Provide tools to assess student learning and support instruction *during* the school year
- ✓ 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

5 million students



12 states

Key Stats

1.2 million students in one day

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

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

What Parents Need to Know About 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.

Click below to link for video “What Parents Should Know About PARCC”

[Bari Erlichson](#)

The Score Report

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



FIRSTNAME4 M. LASTNAME4

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

SAMPLE DISTRICT NAME

SAMPLE SCHOOL ONE NAME

COLORADO

ENGLISH LANGUAGE ARTS / LITERACY

Grade 6 Assessment Report, 2014–2015

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.

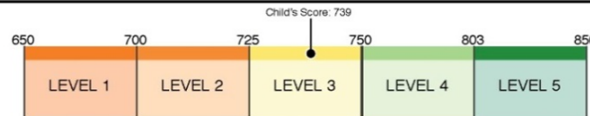
To learn more about the test, and to view sample questions and practice tests, visit understandthescore.org.

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

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

Below Expectations 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

Nearly Meets Expectations 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

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

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

WRITING

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

WRITING EXPRESSION

Below Expectations 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

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

Students meet expectations by showing they can 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.

- Is the student meeting grade level expectations?
- What does this data say about the student?



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

SAMPLE DISTRICT NAME

SAMPLE SCHOOL ONE NAME

COLORADO

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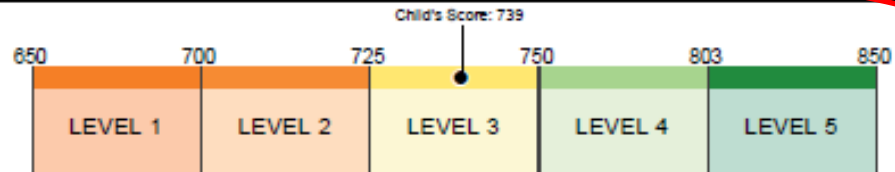
ENGLISH LANGUAGE ARTS / LITERACY PERFORMANCE

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10 to 90
Your child's score

44

Average of students just meeting expectations	School average
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District average	State average
48	45

WRITING

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10 to 60

Your child's score:
30

Average of students just meeting expectations	School average
35	39
District average	State average
35	31

LITERARY TEXT



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LEGEND



Below Expectations



Nearly Meets Expectations



Meets or Exceeds Expectations

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



State of New Jersey
Department of Education

FIRSTNAME8 M. LASTNAME8

Date of Birth: 05/15/2000 ID: 99999999 Grade: 9

SAMPLE DISTRICT NAME

SAMPLE SCHOOL ONE NAME

NEW JERSEY

MATHEMATICS

Algebra II 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.

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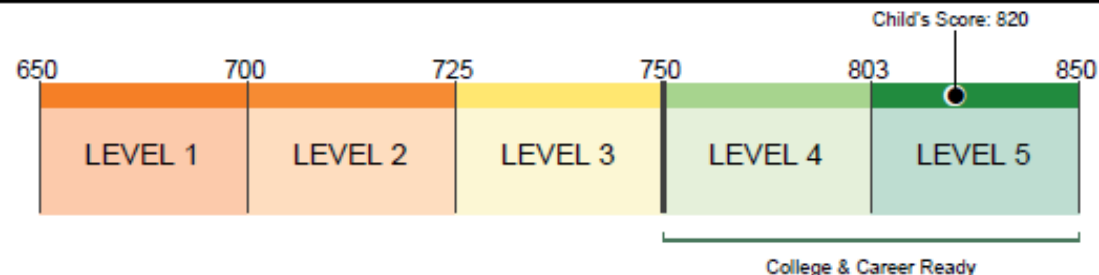
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MATHEMATICS PERFORMANCE

Level 5

Your child performed at Level 5
and earned a score of 820

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	759	758	747

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, parconline.org/math.

EXPRESSING MATHEMATICAL REASONING



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

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

MODELING & APPLICATION



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

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

LEGEND



Below Expectations



Nearly Meets Expectations



Meets or Exceeds Expectations

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

HOW CAN I USE THIS REPORT TO HELP MY CHILD?

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

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

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

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

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

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

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

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

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

Click below for video

Understanding the Score Report

Changes for 2016

State Testing Windows

PARCC – Regular Administration Grades 3-8

Administration Dates

April 4, 2016 – May 13, 2016

(Paper-based administration: April 11, 2016 – April 22, 2016)

PARCC – Regular Administration High School

Administration Dates

April 11 – May 20, 2016

(Paper-based administration: April 11 – 22, 2016)

NJASK Science: Grades 4 and 8

Regular Administration Date

May 25, 2016

NJ Biology Competency Test (NJBCT)

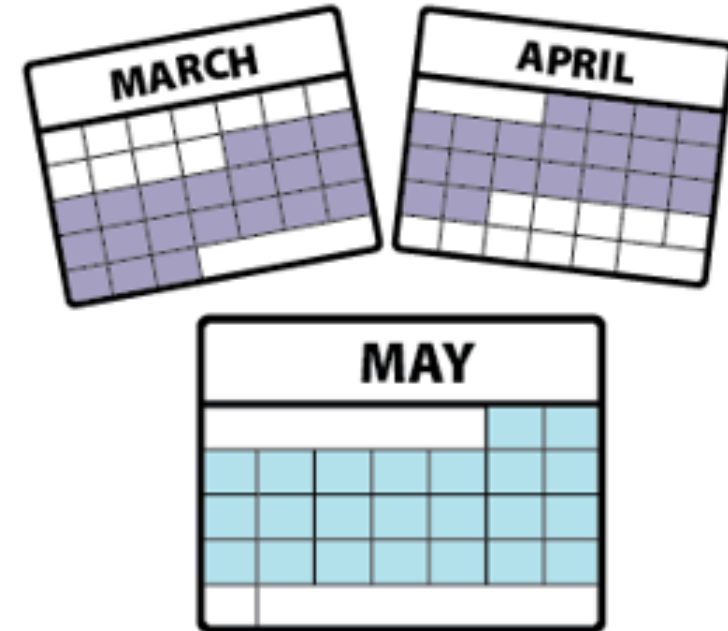
Regular Administration Dates

May 25-26, 2016

WEST MILFORD PROJECTED TEST DATES**MACOPIN****MAY 2 – MAY 9, WITH MAKE UP TESTS MAY 10 - 13****HIGH SCHOOL****APRIL 19 – 29****WITH MAKE UP TESTS IN EARLY MAY**

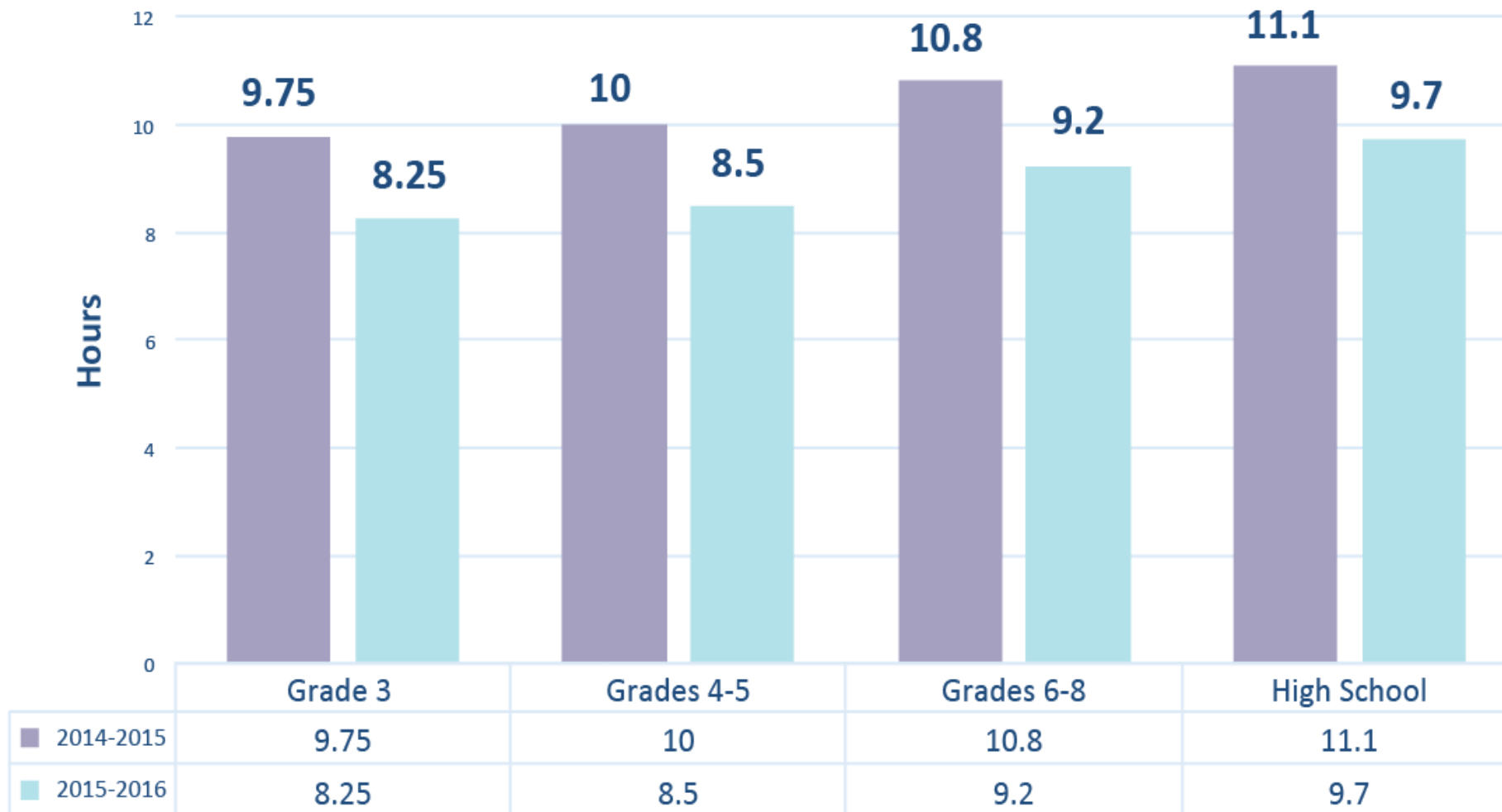
Consolidate Testing Into One Window

Gone are the separate early spring performance-base (PBA) and late spring end-of year (EOY) testing windows.



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

■ 2014-2015 ■ 2015-2016

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

Grades 6-8

- ELA Unit 1: 110 minutes
- ELA Unit 2: 110 Minutes
- ELA Unit 3: 90 Minutes
- Math Units 1-3: 80 Minutes Each

Grades 9-11

- ELA Unit 1: 110 Minutes
- ELA Unit 2: 110 Minutes
- ELA Unit 3: 90 Minutes
- Math Units 1-3: 90 Minutes Each



Understanding your child's state test results

FIRSTNAME M. LASTNAME
Date of Birth: 01/14/2000 ID: 99066999 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.

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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](#)



GreatKids State Test Guide for Parents

Understanding your child's test scores

The test results are in! Wonder what they mean? We break down the details — and give you powerful ways to help your child succeed.

ELA/Literacy Math 3rd 4th 5th 6th 7th 8th



4TH GRADE ELA/Literacy Skills

Fourth graders should read smoothly and with expression. Instead of skipping unknown words, they should use context, root words, or a dictionary to figure them out.

> Reading

What it means How to help

✔ What they're learning

Fourth graders should be independently reading increasingly challenging books, such as *The Black Stallion*, and poems, such as Shel Silverstein's *Whatif*. They will discover a range of sentence structures and vocabulary words (like *descended*) that make them flex their reading muscles. As students discuss what they've read, they should be able to point to several examples in the text (also called *evidence*) to back up their ideas.

Kids need to explain their thinking, use details, and make connections between what they read and what they already know.

Fourth graders begin to make sense of information presented in maps, timelines, and charts in history or science readings. Students are expected to work independently, even on challenging assignments that require research.

NJ: New Graduation Requirements

English Language Arts		Mathematics	
PARCC ELA Grade 9 \geq 750 (Level 4)	<i>OR</i>	PARCC Algebra 1 \geq 750 (Level 4)	<i>OR</i>
PARCC ELA Grade 10 \geq 750 (Level 4)	<i>OR</i>	PARCC Geometry \geq 725 (Level 3)	<i>OR</i>
PARCC ELA Grade 11 \geq 725 (Level 3)	<i>OR</i>	PARCC Algebra 2 \geq 725 (Level 3)	<i>OR</i>
SAT Critical Reading \geq 400*	<i>OR</i>	SAT Math \geq 400*	<i>OR</i>
ACT or ACT PLAN Reading \geq 16	<i>OR</i>	ACT or ACT PLAN Math \geq 16	<i>OR</i>
PSAT Reading \geq 40**	<i>OR</i>	PSAT Math \geq 40**	<i>OR</i>
ACT Aspire Reading \geq 422	<i>OR</i>	ACT Aspire Math \geq 422	<i>OR</i>
ACCUPLACER Write Placer \geq 6	<i>OR</i>	ACCUPLACER Elementary Algebra \geq 76	<i>OR</i>
ASVAB-AFQT Composite \geq 31	<i>OR</i>	ASVAB-AFQT Composite \geq 31	<i>OR</i>
Meet the criteria of the NJDOE Portfolio Appeal		Meet the criteria of the NJDOE Portfolio Appeal	

* SAT taken prior to March 2016; ** PSAT taken prior to October 2015. The College Board will establish new 'cut scores' in December 2015 for the new PSAT and in May 2016 for the new SAT.

Questions?