PARCC 101: What Educators Need To Know

Callie Riley, Senior Policy Associate, PARCC, Inc.

@Callie_DC and @PARCCPlace
#askPARCC  #CE14
I. What is PARCC?

II. How did the field test go? And what’s next?

III. What type of PARCC resources are available for educators?

IV. How can I contact PARCC?
What is PARCC?
PARCC Membership

- PARCC members: 12 states + DC
- 5 million students in 2014-15
PARCC Tests: Developed by States

• Measure **problem-solving and critical thinking skills** and the **full range of standards**

• Give **timely feedback to teachers and students** on strengths and weaknesses, allowing teachers to better meet student needs

• Determine whether students are **on track for college or career**

• Include a **writing component at every grade level**

• Use **Universal Design principles** to create accessible tests

• **Allow comparison** across schools, districts and states
Summative Assessments
ELA/Literacy, grades 3-11
Math, grades 3-8
HS: Algebra I, II, Geometry,
Integrated Math I, II, III
Performance-Based & End-of-Year
Computer-Based & Paper-Based

Measures
Reading
Writing
Critical Thinking
Mathematics
Math Reasoning & Problem-Solving

Computer-Based
Items Engage Students
Results Teachers Can Use
Cost-effective

Assessment System

Formative Tools
Designed to inform instruction
during the school year

Diagnostic Assessments

Mid-Year / Interim Assessments

Speaking & Listening Assessments

End-of-Year Assessment
• ELA/L – reading, vocabulary
• Math – concepts & short applications

Performance-Based Assessment
• ELA/L - writing to sources
• Math - reasoning & modeling

Summative Assessments
PBA and EOY results are combined to report student achievement and growth
## Summative Assessments

<table>
<thead>
<tr>
<th>Performance-Based Component (PBA)</th>
<th>End-of-Year Component (EOY)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA/Literacy</strong></td>
<td><strong>ELA/Literacy</strong></td>
</tr>
<tr>
<td>Writing essays drawing evidence</td>
<td>Demonstrating comprehension</td>
</tr>
<tr>
<td>from sources, including multi-</td>
<td>of literary and informational</td>
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<tr>
<td>media</td>
<td>texts</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td><strong>Math</strong></td>
</tr>
<tr>
<td>Solving multi-step problems that</td>
<td>Demonstrating understanding</td>
</tr>
<tr>
<td>require reasoning and address</td>
<td>of concepts, fluency, and</td>
</tr>
<tr>
<td>real world situations</td>
<td>application of knowledge</td>
</tr>
</tbody>
</table>

PBA and EOY Combined = Total Score
Formative Tools

**Diagnostic Assessments**
- Grades 2-8
- Reading, Writing, Math
- Computer-based, adaptive
- Designed to pinpoint students’ strengths and weaknesses

**Mid-Year / Interim Assessments**
- Grades 3-11
- ELA/Literacy and Math
- Computer- and paper-based test modules
- Designed to mirror summative assessments and to use for instructional purposes

*K-1 formative tools and Speaking and Listening assessments also available*
How did the field test go?
And what’s next?
The Stats

★ > 1,000,000 Students

★ 16,000 Schools

★ 14 + D.C. States

★ Technology system platform worked well

★ Students took less time than anticipated

★ Practice tests and tutorials set students up for success

★ Test administration manuals need refinement
What We Heard

“I like this test so much more than [the state test] because it makes you think.”
(from media interview)

“Something about the test was that there were questions that you had to go back in the story to look for the answer”
(from student survey)

“...yes there was hard parts but there's always gonna be hard questions in life.”
(from student survey)

“The language used in the [test manual] directions was unnecessarily complex and could have been simplified.”
(from school/district survey)

“...Time seemed just right. Students really enjoyed the movies, and seemed more engaged in their writing.”
(from test administrator survey)
What’s Next?

Field Tests/Practice Tests
Field Test Lessons Learned Report
Fall Block Administration Dec. 1-Jan. 16
Score Report Design
Performance Level Standard Setting
Release Test Results

2014
SPRING
SUMMER
FALL

Online Practice Tests
Research From Field Test Results
Additional Practice tests Including PBA for math
First Full Scale PARCC Assessment Feb. 16-June 5
Diagnostic Assessments & Formative Tools Optional
Cut Scores for College & Career Readiness Determination

2015
WINTER
SPRING
SUMMER
FALL

PARCC Partnership for Assessment of Readiness for College and Careers
What type of PARCC resources are available for educators?
Professional Learning Modules

Available online: http://www.parcconline.org/professional-learning-modules-parcc-assessments
PBS Learning Media CLOs

Available online: http://www.pbslearningmedia.org/search/?q=PARCC&selected_facets=
Educator Leader Cadre Portal: A public portal for educator resources

Available online: http://parcc.nms.org
Top 12 Resources for Educators Guide

Professional Development Modules

PARCC is developing online training modules to help teachers, school leaders, and school site testing coordinators understand the new PARCC assessment system and put the high quality assessments to work for them and their students. The tools will help educators learn how to read results from the assessments, make inferences about the results and identify learning gaps.

The first two are completed – PARCC Common Assessments Overview and the PARCC Accessibility System. Future topics include introductions to the PARCC Mid-Year Assessment, PARCC Diagnostic Assessment, and the PARCC Speaking and Listening Assessment.

Educator Leader Cadre Portal

PARCC’s Educator Leader Cadre meet throughout the year to build expertise in the Common Core and PARCC by engaging in deep analysis of the CCSS and aligned materials such as the PARCC Model Content Frameworks, sample items, assessment blueprints and more.

The ELC portal is a collection of resources from the ELC meetings, such as presentations, videos, and instructional tools related to curriculum tools, instruction, diverse student populations, and more.

Educators can use these resources to build their own expertise.

Model Content Frameworks

Model Content Frameworks are voluntary resources meant to be used as a companion to the Common Core State Standards to help educators and those developing aligned curricula and instructional materials.

The MCFs help clarify the standards by illustrating how key content shifts from grade to grade. They also serve as an example of how teachers and curriculum writers may frame instruction using the standards across the academic year.

Available online: http://www.parcconline.org/top-12-resources-educators
Use the PARCC Frameworks Browsers for **English Language Arts/Literacy** and **Mathematics** to access and search online versions of the Model Content Frameworks.

Available online: [www.parcconline.org/parcc-model-content-frameworks](http://www.parcconline.org/parcc-model-content-frameworks)
### Performance-Level Descriptors – Grade 7 Mathematics

**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.

<table>
<thead>
<tr>
<th>Proportional Relationships</th>
<th>Level 5: Distinguished Command</th>
<th>Level 4: Strong Command</th>
<th>Level 3: Moderate Command</th>
<th>Level 2: Partial Command</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.RP.1</td>
<td>Analyzes and uses proportional relationships to solve real-world and mathematical problems, including multi-step ratio/percent problems.</td>
<td>Analyzes and uses proportional relationships to solve real-world and mathematical problems, including multi-step ratio/percent problems.</td>
<td>Analyzes and uses proportional relationships to solve real-world and mathematical problems, including simple ratio/percent problems.</td>
<td>Uses proportional relationships to solve real-world and mathematical problems, including simple ratio/percent problems.</td>
</tr>
<tr>
<td>7.RP.2b</td>
<td>Decides whether two quantities are in a proportional relationship and identifies the constant of proportionality (unit rate) in tables, equations, diagrams, verbal descriptions and graphs.</td>
<td>Decides whether two quantities are in a proportional relationship and identifies the constant of proportionality (unit rate) in tables, equations, diagrams, verbal descriptions and graphs.</td>
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</tr>
<tr>
<td>7.RP.2c</td>
<td>Interprets a point ((x, y)) on the graph of a proportional relationship in terms of the situation, with special attention to the points ((0, 0)) and ((1, r)) where (r) is the unit rate.</td>
<td>Interprets a point ((x, y)) on the graph of a proportional relationship in terms of the situation, with special attention to the points ((0, 0)) and ((1, r)) where (r) is the unit rate.</td>
<td>Interprets a point ((x, y)) on the graph of a proportional relationship in terms of the situation, with special attention to the points ((0, 0)) and ((1, r)) where (r) is the unit rate.</td>
<td>Interprets a point ((x, y)) on the graph of a proportional relationship to solve simple mathematical and real-world problems, including simple ratio and percent problems.</td>
</tr>
<tr>
<td>7.RP.2d</td>
<td></td>
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<tr>
<td>7.RP.3-1</td>
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<tr>
<td>7.RP.3-2</td>
<td></td>
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</tbody>
</table>

Available online: [http://parcconline.org/plds](http://parcconline.org/plds)
Text Complexity Worksheets

Informational Complexity Analysis Worksheet

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Very Complex</th>
<th>Mark (green)</th>
<th>Moderately Complex</th>
<th>Mark (green)</th>
<th>Readily Accessible</th>
<th>Mark (green)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PURPOSE</td>
<td>The text contains multiple layers, and the primary purpose is subtle, implicit, or abstract.</td>
<td></td>
<td>The primary purpose is clear, and the text may have multiple perspectives.</td>
<td></td>
<td>The primary purpose is clear, and the text is explicitly stated.</td>
<td></td>
</tr>
<tr>
<td>TEXT STRUCTURE</td>
<td>Connections are among an expanded range of ideas, processes, or events, or it is more elliptical, subtle, or personal to the author, and it may require an active reader for comprehension of content.</td>
<td></td>
<td>Connections between ideas, processes, and events are evident and explicit, and the organization is chronological, sequential, or in a linear pattern.</td>
<td></td>
<td>Connections between ideas are not evident and explicit, and the organization is abstract, non-sequential, or in a random pattern.</td>
<td></td>
</tr>
<tr>
<td>LANGUAGE FEATURES</td>
<td>The language is generative, complex, and abstract, and it requires an active reader for comprehension of content.</td>
<td></td>
<td>The language is often explicit and simple, and it includes some advanced vocabulary and text-specific words.</td>
<td></td>
<td>The language is simple, repetitive, and transparent, and it includes simple vocabulary and text-specific words.</td>
<td></td>
</tr>
<tr>
<td>KNOWLEDGE DEMANDS</td>
<td>The subject matter of the text is obscure, and it requires an active reader for comprehension of content.</td>
<td></td>
<td>The subject matter of the text is clear, and it requires only basic comprehension of content.</td>
<td></td>
<td>The subject matter of the text is stated directly and is easily understood by a reader.</td>
<td></td>
</tr>
<tr>
<td>USE OF GRAPHICS</td>
<td>Students are encouraged to use textbooks, charts, graphs, and tables to enhance their understanding of the text.</td>
<td></td>
<td>Students may use textbooks, charts, graphs, and tables to enhance their understanding of the text.</td>
<td></td>
<td>Students are not encouraged to use textbooks, charts, graphs, and tables to enhance their understanding of the text.</td>
<td></td>
</tr>
<tr>
<td>AUDIO STIMULUS</td>
<td>Oral language includes some academic and concrete language, and the points made are often implicit.</td>
<td></td>
<td>Oral language includes some technical and abstract language, and the points made are often explicit.</td>
<td></td>
<td>Oral language is non-technical, and the points made are highly explicit and direct the student to active comprehension of content.</td>
<td></td>
</tr>
<tr>
<td>VISUALIZED STIMULUS</td>
<td>The text provides visual representation of the text and includes multiple text references, including text-only references.</td>
<td></td>
<td>The text provides visual representation of the text and includes multiple text references, including text-only references.</td>
<td></td>
<td>The text provides visual representation of the text and includes multiple text references, including text-only references.</td>
<td></td>
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</tbody>
</table>

Final Placement Recommendation:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Complexity Level</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Readily Accessible</td>
<td>The text is well-structured and includes multiple references, making it readily accessible at grade 5.</td>
</tr>
</tbody>
</table>

For more information about text selection:

# Blueprints

Math item counts per form

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Items</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Algebra I</th>
<th>Math I</th>
<th>Geometry</th>
<th>Math II</th>
<th>Algebra II</th>
<th>Math III</th>
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</thead>
<tbody>
<tr>
<td>EOY</td>
<td>Type 1</td>
<td>34</td>
<td>28</td>
<td>28</td>
<td>26</td>
<td>24</td>
<td>26</td>
<td>21</td>
<td>19</td>
<td>19</td>
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<tr>
<td></td>
<td>Type 2</td>
<td>5</td>
<td>8</td>
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<td>Type 4</td>
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<tr>
<td>EOY TOTAL</td>
<td>Type 1</td>
<td>39</td>
<td>36</td>
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<tr>
<td>PBA/MYA</td>
<td>Type 1</td>
<td>8</td>
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<tr>
<td></td>
<td>Type 2</td>
<td>2</td>
<td>2</td>
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<td>Type 3</td>
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<td>Type 4</td>
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</tr>
<tr>
<td>PBA/MYA TOTAL</td>
<td>Type 1</td>
<td>10</td>
<td>10</td>
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<td></td>
<td>Type 2</td>
<td>4</td>
<td>4</td>
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<td>Type 3</td>
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</tbody>
</table>

### Overview of Task Types

- The PARCC assessments for mathematics will involve three primary types of tasks: Type I, II, and III.
- Each task type is described on the basis of several factors, principally the purpose of the task in generating evidence for certain sub claims.

#### Task Type

<table>
<thead>
<tr>
<th>Task Type</th>
<th>Description of Task Type</th>
</tr>
</thead>
</table>
| I. Tasks assessing concepts, skills and procedures | - Balance of conceptual understanding, fluency, and application  
- Can involve any or all mathematical practice standards  
- Machine scoreable including innovative, computer-based formats  
- Will appear on the End of Year and Performance Based Assessment components  
- Sub-claims A, B and E |
| II. Tasks assessing expressing mathematical reasoning | - Each task calls for written arguments / justifications, critique of reasoning, or precision in mathematical statements (MP.3, 6).  
- Can involve other mathematical practice standards  
- May include a mix of machine scored and hand scored responses  
- Included on the Performance Based Assessment component  
- Sub-claim C |
| III. Tasks assessing modeling / applications | - Each task calls for modeling/application in a real-world context or scenario (MP.4)  
- Can involve other mathematical practice standards  
- May include a mix of machine scored and hand scored responses  
- Included on the Performance Based Assessment component  
- Sub-claim D |

Sample Items

Try out test questions on the technology platform that students will use when taking PARCC. Engage with the different types of items (drag-and-drop, multiple select, etc.) that will be available. Sample Items will not be scored.

The PARCC ELA/Literacy summative assessments will include one prose constructed response (PCR) item for each assessment component of the PARCC summative assessments. PARCC draft generic rubrics are available to score. See Grades 6-11.

Click here for more information on rubrics.
Click here for PDF versions of the sample items.

Wait! Before you start, does your computer, laptop, or tablet have what it takes? The PARCC assessment works best on the technology guidelines here.


Technology Tutorial

Instructional Leaders Toolkit

Available November 2014

A TOOLKIT TO HELP YOU GET READY

This toolkit is a resource that can help guide you and your school community as you prepare for the first administration of the PARCC assessments this spring.

Learn More About PARCC

It's important to remember that PARCC test items mirror the kind of educational content you see in great classrooms every day, so the most important thing educators can do to prepare students for PARCC is simply to provide strong teaching aligned to the Common Core State Standards. However, as a school leader there are specific steps you can take to make sure your staff, students, and families understand the new standards, are knowledgeable about PARCC, and are comfortable with the new test format.

You will find on this site:

Overview

Learn about the PARCC assessment system and the PARCC consortium of states.

To Do

Steps you may want to take before your students take the PARCC summative tests this spring.

Resources

FAQs
Take the Test Website

Available November 2014

• Guided practice test experience
• See the difference:

Pre: Common Core Grade 4

Justine is using the stickers below to decorate a picture frame.

1. What fraction of Justine’s stickers are hearts? Which of the numbers in your fraction represents the whole set of stickers?
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.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

PARCC- Common Core Grade 4

Ava and Mia are comparing the fractions $\frac{3}{2}$ and $\frac{5}{6}$.

Part A
Ava created this number line to graph $\frac{3}{2}$. Select the correct point on the number line to represent $\frac{3}{2}$.

Mia created this number line to graph $\frac{5}{6}$. Select the correct point on the number line to represent $\frac{5}{6}$. 
How can I contact PARCC?
Updates and More Information

Sign up for the PARCC Updates Newsletter

@PARCCPlace
www.parcconline.org

criley@parcconline.org