

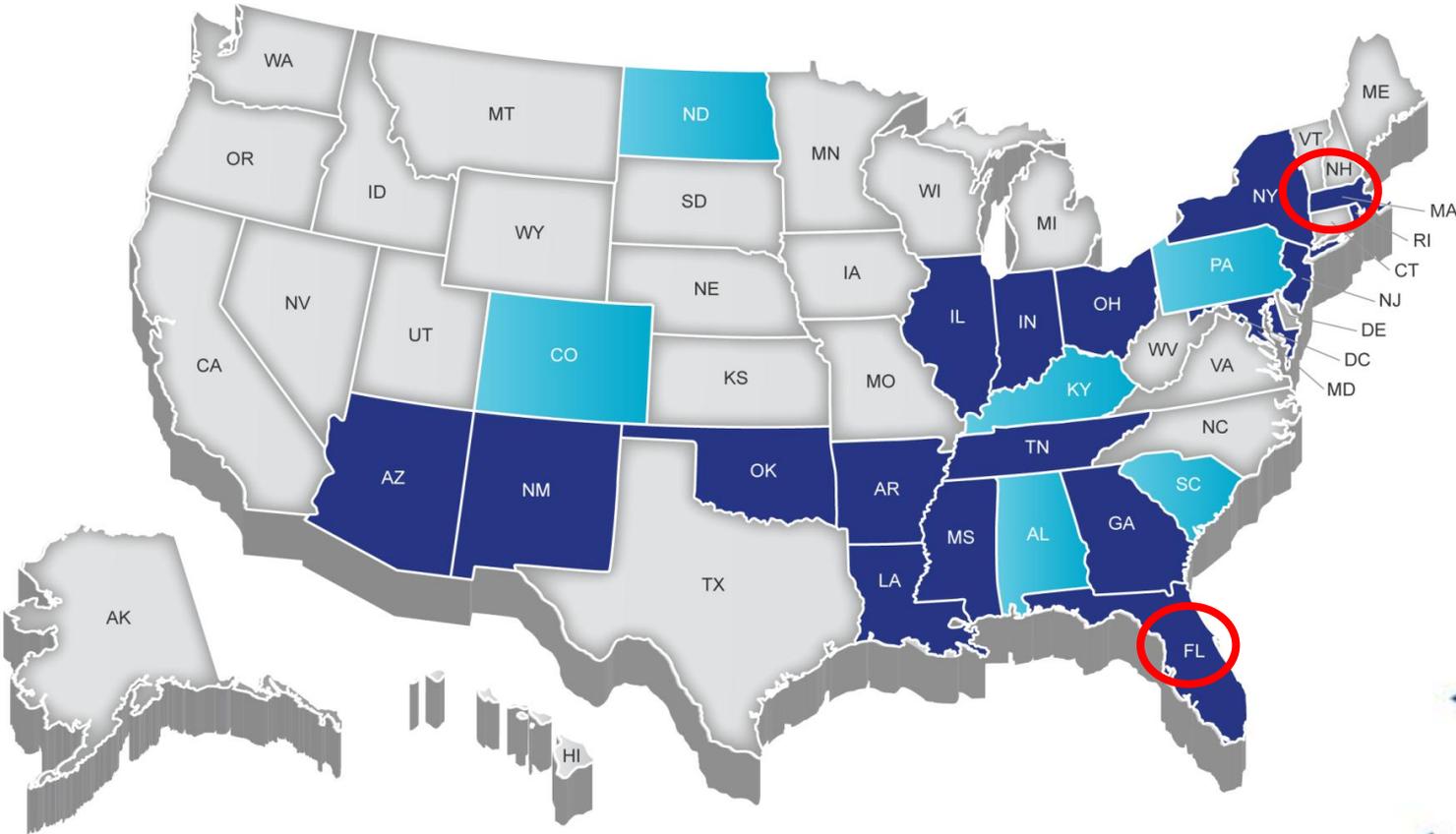


Oklahoma REAC³H Summit

Laura McGiffert Slover

April 4, 2012

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



■ Governing Board States ■ Participating States





Goals of the PARCC System

1. Create high-quality assessments
2. Build a pathway to college and career readiness for *all* students
3. Support educators in the classroom
4. Develop 21st century, technology-based assessments
5. Advance accountability at all levels
6. Build an assessment that is sustainable and affordable

Building a Pathway to College and Career Readiness for All Students

Optional K-2 formative assessment being developed, aligned to the PARCC system

Timely student achievement data showing students, parents and educators whether ALL students are on-track to college and career readiness

College readiness score to identify who is ready for college-level coursework

Targeted interventions & supports:
• 12th-grade bridge courses
• PD for educators

K-2

3-8

High School

SUCCESS IN FIRST-YEAR, CREDIT-BEARING, POSTSECONDARY COURSEWORK

ONGOING STUDENT SUPPORTS/INTERVENTIONS



Developing the PARCC Assessment System



Key Advances of the Common Core

ENGLISH LANGUAGE ARTS/LITERACY

Balance of literature and informational texts; focus on text complexity

Emphasis on argument, informative/explanatory writing, and research

Literacy standards for history, science and technical subjects

MATHEMATICS

Focus, coherence and clarity: emphasis on key topics at each grade level and coherent progression across grades

Balance between procedural fluency and understanding of concepts and skills

Promote rigor through mathematical proficiencies that foster reasoning and understanding across discipline



ANCHORED IN COLLEGE AND CAREER READINESS



PARCC Assessment Design

- To address the priority purposes, PARCC states are developing an assessment system comprised of **four components**. Each component will be computer-delivered and will leverage technology to incorporate innovations.
 - Two ***summative, required assessment components*** designed to
 - Make “college- and career-readiness” and “on-track” determinations
 - Measure the full range of standards and full performance continuum
 - Provide data for accountability uses, including measures of growth
 - Two ***interim, optional assessment components*** designed to
 - Generate *timely* information for informing instruction, interventions, and professional development during the school year
 - In English language arts/literacy, an additional required, non-summative component will assess students’ speaking and listening skills

PARCC Assessment Design

English Language Arts/Literacy and Mathematics, Grades 3-11

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



Claims Driving Design: ELA/Literacy

Students are on-track or ready for college and careers

Students read and comprehend a range of sufficiently complex texts independently

Students write effectively when using and/or analyzing sources.

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

Reading Literature

Reading Informational Text

Vocabulary Interpretation and Use

Written Expression

Conventions and Knowledge of Language



ELA/Literacy End-of-Year Assessment Grades 3-11

- Students read approximately 6 texts, including multimedia texts
- The percentage of literature to informational/disciplinary literacy texts changes to reflect the shift in text emphasis in the standards
- Students answer approximately 50 machine-scorable questions



Examples of what we ask students to write about from today's tests

- *Example #1:* Most people have a special activity or hobby that they enjoy. Some people collect things while others like to read or play games. What activity do you like to do? **Write a composition describing what you enjoy doing. Explain why that activity is special to you.** (*Grade 3-5, New Jersey*)
- *Example #2:* Think about what a perfect day would be for you. What would you do? Where would you be? Who would be with you? **In a well-developed composition, describe your perfect day and explain why it would be perfect for you.** (*Grade 7, Massachusetts*)
- *Example #3:* Who are our heroes? The media attention given to celebrities suggests that these people are today's heroes. Yet ordinary people perform extraordinary acts of courage every day that go virtually unnoticed. Are these people the real heroes? **Write an essay in which you define heroism and argue who you think our heroes really are—mass media stars, ordinary people, or maybe both.** Be sure to use examples of specific celebrities, other people you have heard or read about, or people from your own community to support your position. (*Grade 12, NAEP*)



Claims Driving Design: Mathematics

Students are on-track or ready for college and careers

Students **solve problems involving the major content** for their grade level with connections to practices

Students **solve problems involving the additional and supporting content** for their grade level with connections to practices

Students **express mathematical reasoning** by constructing mathematical arguments and critiques

Students solve real world problems engaging particularly in the **modeling practice**

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

Higher Demands for the Same Content...

Topic: Number—Numerical Reasoning		
	Massachusetts	Hong Kong
Item	<p>Maria is thinking of a number. The clues for her number are shown below:</p> <ul style="list-style-type: none"> • It is a multiple of 5. • It is an even number • It is less than 18. <p>Which of these could be Maria's number? a. 5 b. 20 c. 8 d. 10</p>	<p>Fill in the boxes with the correct numbers.</p> $ \begin{array}{r} \square 7 \\ 6 \overline{) \square 8 2} \\ \underline{5 \square} \\ \square 2 \\ \underline{4 2} \end{array} $ <p>NOTE: This item is from an alternate form of the test and is not included in Exhibits 3 or 6.</p>
Item Format	Multiple choice	Short closed constructed-response
Computational Difficulty	Low (two-digit numbers)	High (three-digit by one-digit long division)
Cognitive Complexity	Level 2 (requires identifying the number that satisfies three conditions and an understanding of "multiple," "even," and "less than")	Level 3 (requires an in-depth understanding of the division algorithm and significant reasoning skills (6 × <u>a</u> 7 = <u>b</u> 8 2 and <u>a</u> × 6 = 5 <u> </u>).
Comments		<p>Solution: 17 × 6 = 102, 27 × 6 = 162, 37 × 6 = 222, 47 × 6 = 282, but 4 × 6 cannot be 5 <u> </u>. However, 97 × 6 is 582 and 9 × 6 = 54. Alternatively, students might start with the lower box having to be a 4 since there is no remainder and then work backward to fill in the numbers</p>

...With a Much Sharper Focus

Exhibit 13. Number: Estimation

Massachusetts	Hong Kong
<p>Brianna bought 4 shirts. Each shirt cost \$8.95. Which estimate is closest to the total cost of the shirts that Brianna bought?</p> <p>a. \$32 b. \$36 c. \$38 d. \$40</p>	<p>The Hong Kong test includes no estimation items.</p>

Exhibit 34. Patterns, Relations and Algebra—Patterns

Massachusetts	Hong Kong
<p>Ms. Mackey wrote the number pattern below using the rule "subtract 8."</p> <p>187, 179, 171, __?__, 155, 147, 139</p> <p>What is the missing number in Ms. Mackey's pattern?</p> <p>a. 163 b. 168 c. 170 d. 177</p>	<p>The Hong Kong test includes no algebra pattern items.</p>
<p>Massachusetts</p> <p>Zoey is using bananas and oranges to make the pattern shown below. The rule for her pattern is ABBB.</p>  <p>Zoey will follow the rule for her pattern a total of 4 times.</p> <p>How many oranges will Zoey use in all? Show or explain how you got your answer?</p>	

Exhibit 35. Patterns, Relations and Algebra—Number Sentences

Massachusetts	Hong Kong
<p>Which number sentence is true?</p> <p><input type="radio"/> A $5 + 0 = 5 \times 1$</p> <p><input type="radio"/> B $5 + 1 = 5 \times 1$</p> <p><input type="radio"/> C $5 + 0 = 5 \times 0$</p> <p><input type="radio"/> D $5 + 1 = 5 \times 0$</p>	<p>The Hong Kong test includes no algebra number sentence items.</p>
<p>Massachusetts</p> <p>Candace wrote the number sentence below.</p> $15 \div 3 = \square$ <p>Which of these is another way to write Candace's number sentence?</p> <p><input type="radio"/> A $15 + \square = 3$</p> <p><input type="radio"/> B $15 \times \square = 3$</p> <p><input type="radio"/> C $3 + \square = 15$</p> <p><input type="radio"/> D $3 \times \square = 15$</p>	



Implementation of the CCSS and Transition to PARCC



PARCC: More Than Just Another Test

To support state efforts to **implement and transition** to the Common Core and next generation assessments, PARCC will facilitate:

- ***Strategic planning and collective problem solving*** for the implementation of CCSS and PARCC assessments
- Collaborative efforts to develop the highest priority ***instructional and support tools***
- Multi-state support to build ***leadership cadres of educators***
- Multi-state support to engage the ***postsecondary community*** around the design and use of the assessments
- ***Technology transition*** support for state and district

Planning and Problem-solving

- Host two **Transition and Implementation Institutes** each year to help state and district leaders tackle implementation challenges collaboratively over the next four years.
- Convene **Technical Issue and Policy Working Groups (TIPS)** to focus on high-priority issues



Instructional Supports and Tools

Model Content Frameworks

- Support implementation of the CCSS; support development of assessment blueprints; provide guidance to state, district- and school-level curriculum leaders in the development of aligned instructional materials
- Released November 9, 2011
www.parcconline.org/parcc-content-frameworks

Model Instructional Units

- Provide educators with examples of ways to implement the CCSS in the classroom; allow for the development and sharing of ideas for instructional implementation of the CCSS; encourage development of additional PARCC tools
- Expected Spring 2013



Supports and Tools (*continued*)

Item and Task Prototypes

- Develop models of innovative, online-delivered items and rich performance tasks proposed for use in the PARCC assessments.
- Expected Summer 2012

Partnership Resource Center

- One-stop shop for PARCC resources; provide an online warehouse for all PARCC tools and resources as well as other instructional material being developed by PARCC states and districts and national organizations
- Expected Spring 2013

Professional Development Modules

- Develop professional development modules focused on assessments to help teachers, school and district leaders, and testing coordinators understand the new assessment system and use of the data
- Expected Fall 2013



K-12 Engagement

Educator Leader Cadres

- Develop expertise on the CCSS and PARCC; develop state and peer leaders; build and expand the number of educators who understand and feel ownership for implementing the CCSS and PARCC Assessments
- State teams of K-12 teachers, school and district leaders, local and state curriculum directors, and postsecondary representatives
- Annual meetings beginning in Summer 2012



Postsecondary Tools

Post- secondary Engagement

- Ensure development of college-ready assessments; strengthen alignment between K-12 and postsecondary; prepare students for postsecondary opportunities
- Ongoing

College- Ready Tools

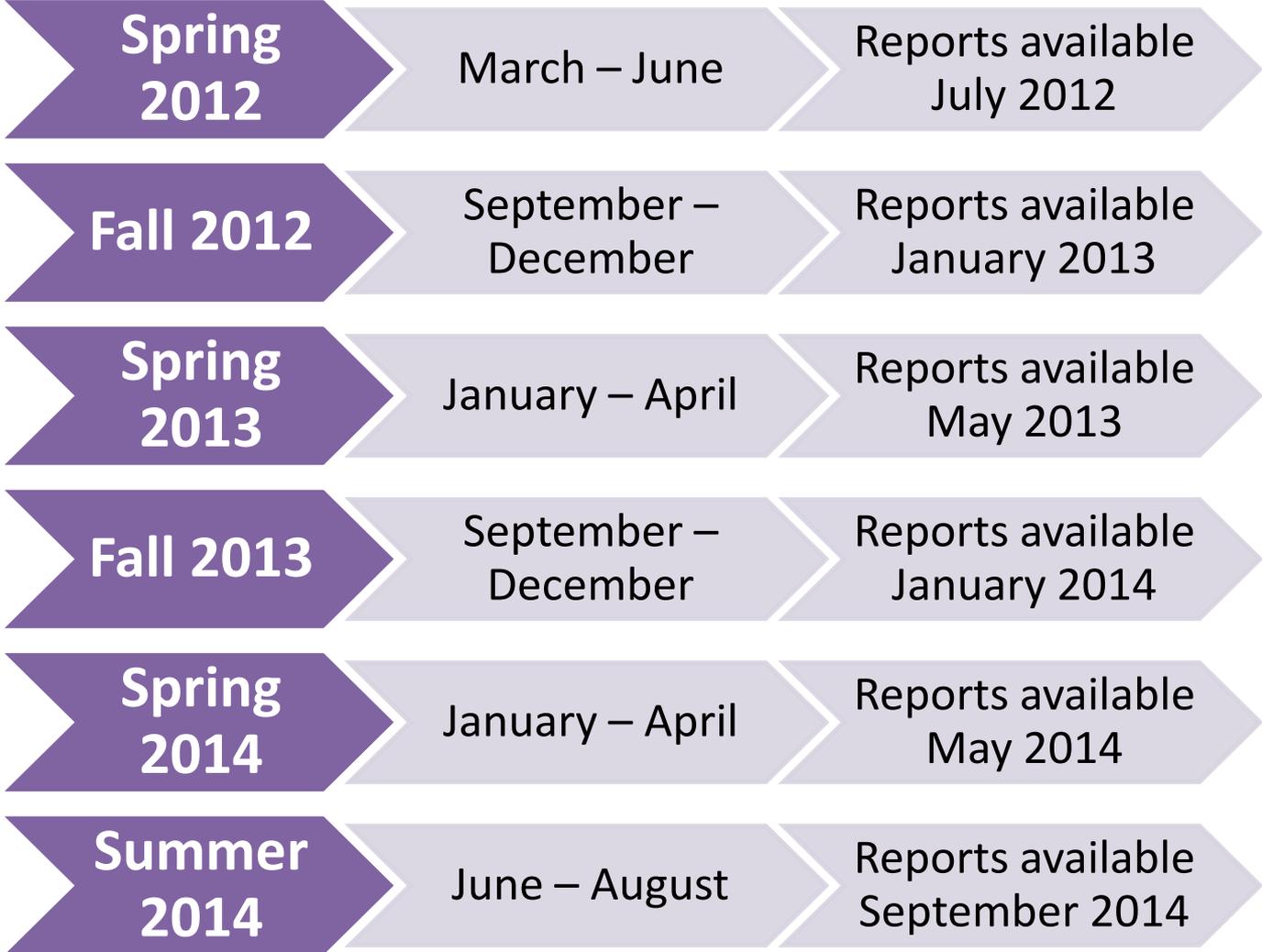
- Develop a set of college readiness tools aligned to the CCSS and PARCC assessments; strengthen alignment between K-12 and postsecondary; prepare students for postsecondary opportunities
- Expected Summer 2014



Technology Transition

- Technology Readiness Tool
 - Six data collection windows between spring 2012 and summer 2014
 - Contains data to support local/state planning for the transition to consortia assessment systems
- Release of Technology Minimum Device Specifications

Technology Transition (continued)





PARCC Timeline

PARCC Timeline Through 2011-12

PARCC Tools & Resources

Model Content Frameworks released
(Nov 2011)

Educator Leader Cadres launched

Item & task prototypes released

Fall 2011

Winter 2012

Spring 2012

Summer 2012

Fall 2012

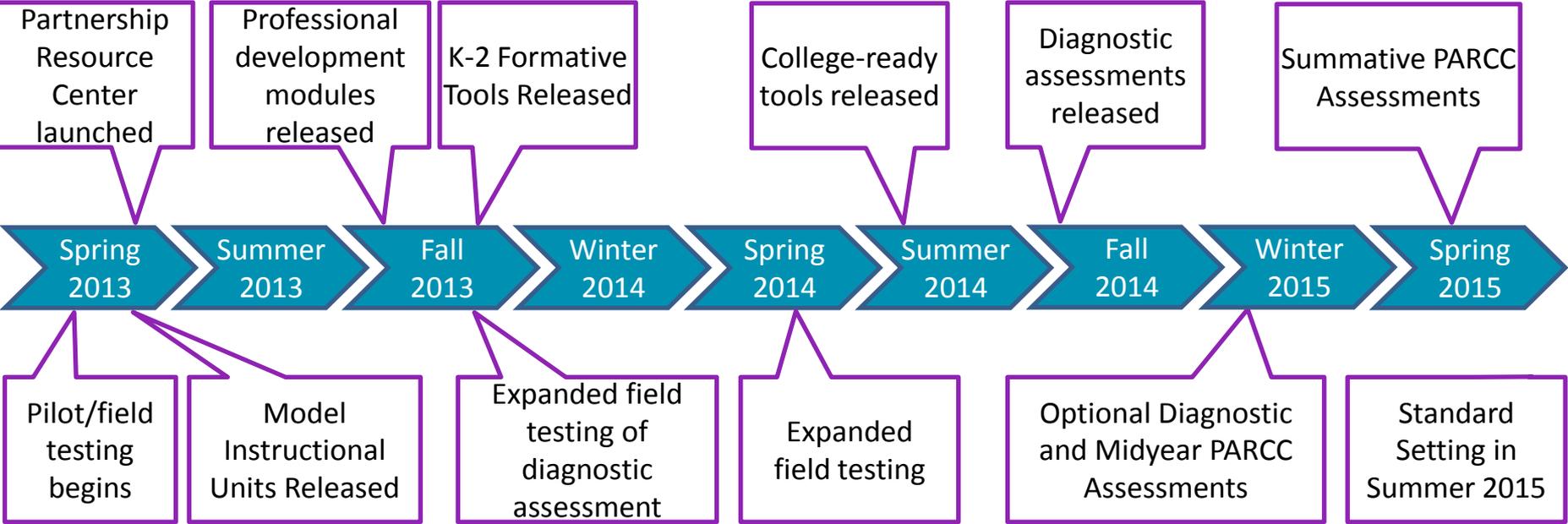
Item development begins

Updated Model Content Frameworks Released

PARCC Assessment Implementation

Timeline Through First PARCC Administration in 2014-2015

PARCC Tools & Resources



PARCC Assessment Implementation

Sign up for PARCC Information at www.parcconline.org



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College Readiness

One-third of freshmen must take and pay for remedial courses in math and/or English at two- and four-year colleges before they can even begin their chosen course of study.

1 2 3

Enter your email to receive the newsletter and updates.

About PARCC



PARCC is a 24-state consortium working together to develop next-generation K-12 assessments in English and math. PARCC benefits:

Students who will know if they are on track to graduate ready for college and careers

Teachers with regular results available to guide learning and instruction

Parents with clear and timely information about the progress of their children

States with valid results that are comparable across the member states

The nation as it is based on college- and career-ready, internationally-benchmarked CCSS

[Learn more about PARCC](#)

PARCC Place



We are very excited to share the new website for the Partnership for Assessment of Readiness for College and Careers!

Whether you are an educator, policymaker, parent, student or simply an engaged member of the public, this website offers useful information on the Common Core State Standards and PARCC assessments.

[Read more](#)

What's new

NEWS ITEM

[District Ready for New State Standards](#)
Officials in Oswego Community Unit School District 308 do not anticipate their staff will have... >>

NEWS ITEM

[Creating Tests to Assess Students' Knowledge](#)
States are cooperating to develop tests that will assess how well students have grasped the Common... >>

PRESS RELEASE

[New Jersey And Oklahoma Join Governing Board](#)
New Jersey And Oklahoma Become Governing Board States In The PARCC Assessment ConsortiumNew Jersey... >>

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The Partnership for Assessment of Readiness for College and Careers

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