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**SUMMER CONFERENCE
OKLAHOMA STATE DEPARTMENT OF EDUCATION**

Transitioning to Common Core Assessments

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

- PARCC is a 24-state consortium working together to develop next-generation K-12 assessments in English and math.
 - PARCC received a grant through the U.S. Department of Education's Race to the Top assessment competition to support the development and design of the next-generation assessment system.
 - PARCC is state-led, and a subset of PARCC states make up its Governing Board.

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PARCC Governance

Governing Board States	AZ, AR, DC, FL, GA, IL, IN, LA, MD, MA, NJ, NY, OH, OK, RI, TN
Governing Board Chair	Massachusetts Commissioner Mitchell Chester
Fiscal Agent States	Florida and Indiana
Project Management Partner	Achieve Achieve is a bipartisan, non-profit organization that helps states raise academic standards, improve assessments, and strengthen accountability to prepare all young people for postsecondary education, work, and citizenship .

Advisory Committee on College Readiness

Purpose and charge:

The Advisory Committee on College Readiness (ACCR) works with the PARCC Governing Board to shape the consortium's strategy for working with postsecondary education systems, institutions, and K-12 to ensure the successful development of college readiness assessments that will be accepted as an indicator of readiness for first-year, credit-bearing courses by all colleges and universities across PARCC consortium states.

Committee members: Members of the ACCR include state higher education executive officers and other state- and nationally-recognized leaders in the postsecondary community.



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PARCC

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 anchored in what it takes to be ready for college and careers.

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The PARCC Design

The PARCC design will incorporate four features designed to significantly improve the quality and usefulness of large-scale assessments.

1. Anchored in college and career readiness
2. Enable deeper and richer assessments
3. Measure learning and provide information on student progress throughout the school year
4. Provide timely results

The design is intended to model the kinds of activities and assignments students should be doing throughout the year.

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PARCC Goals

To build a K-12 assessment system that:

1. Creates high-quality assessments that measure the full range of the Common Core State Standards (CCSS).
2. Builds a pathway to college and career readiness for all students.
3. Supports educators in the classroom.
4. Makes better use of technology in assessments.
5. Advances accountability at all levels.

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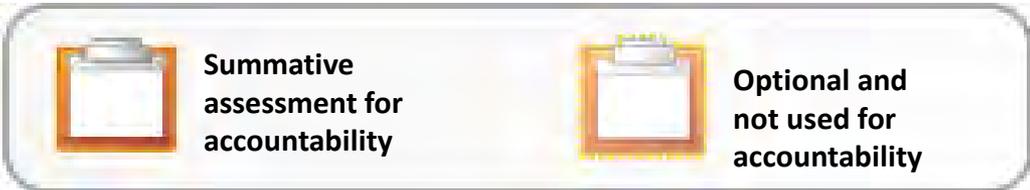
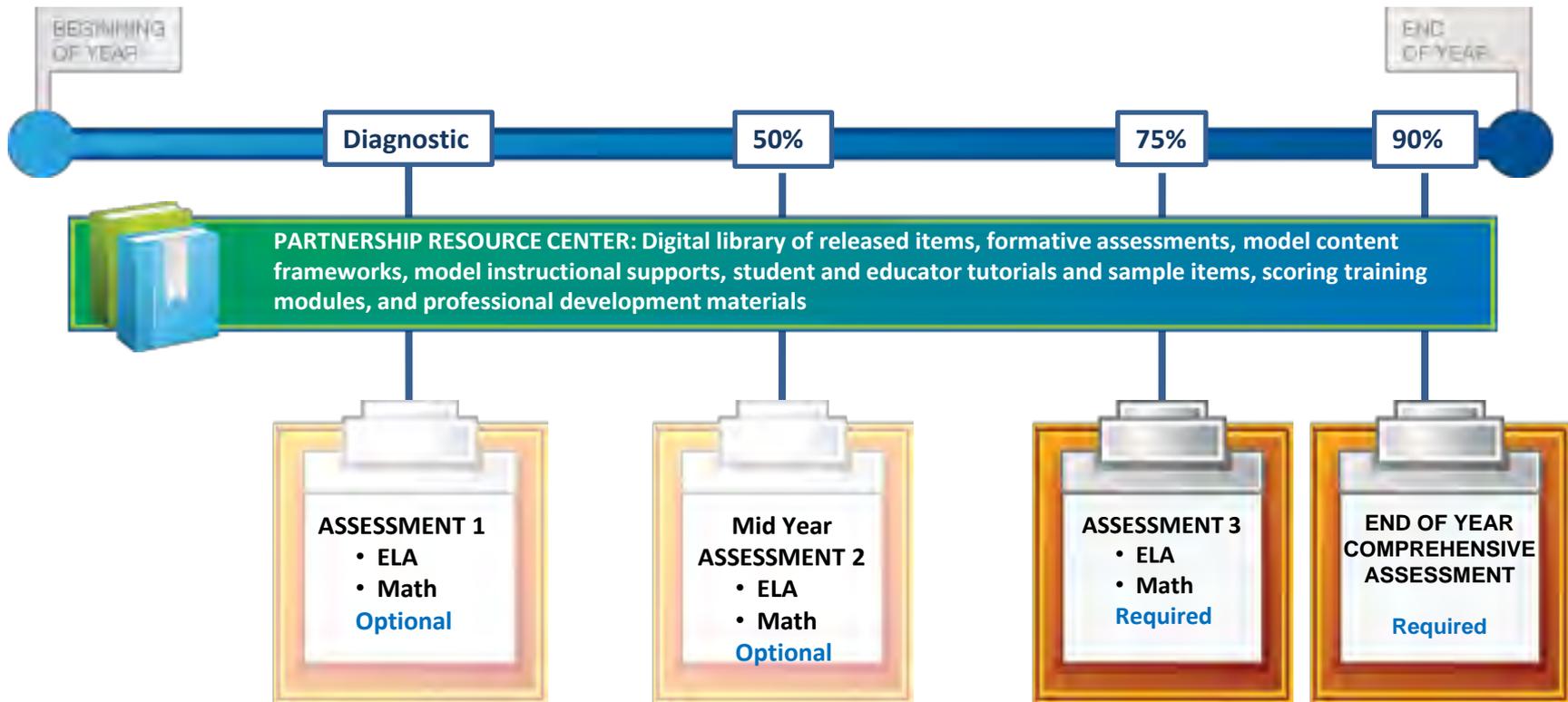
Goal 1: Create High-Quality Assessments



Through-course ASSESSMENT

- Speaking
- Listening

English Language Arts and Mathematics, Grades 3 - 11



 **Summative assessment for accountability**

 **Optional and not used for accountability**

Goal #2: Build a Pathway to College and Career Readiness for All Students

K-2 formative assessment 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

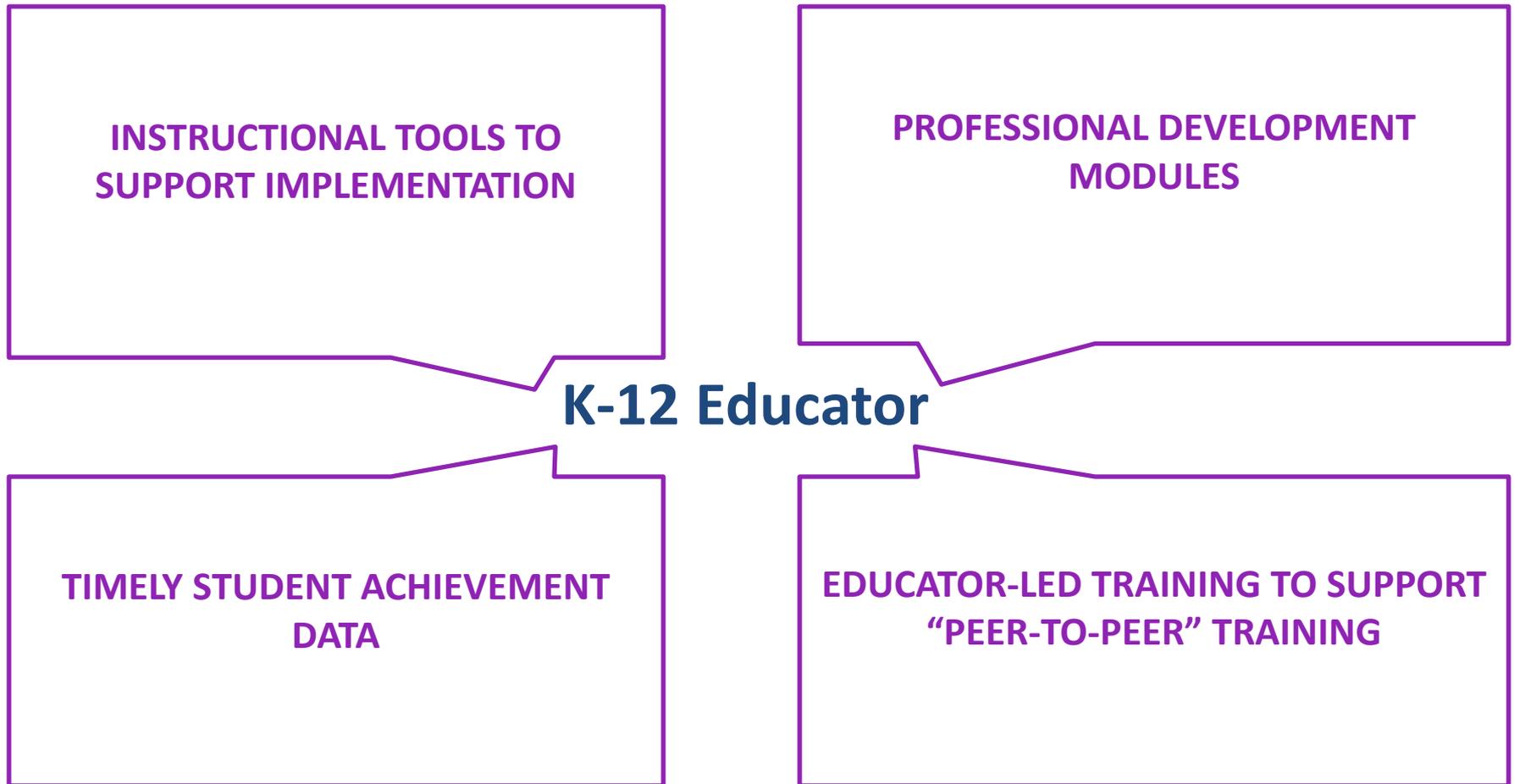
3-8

High School

SUCCESS IN FIRST-YEAR, CREDIT-BEARING, POST SECONDARY COURSEWORK

ONGOING STUDENT SUPPORTS/INTERVENTIONS

Goal #3: Support Educators in the Classroom



Goal #4: Make Better Use of Technology in Assessments

- Technology will be central to PARCC, providing cutting edge solutions to innovative item types, administration, scoring, and reporting.
- PARCC is committed to selecting secure, open source, and interoperable technology platforms that allow for ongoing updates and improvements to match advances in technology over time.

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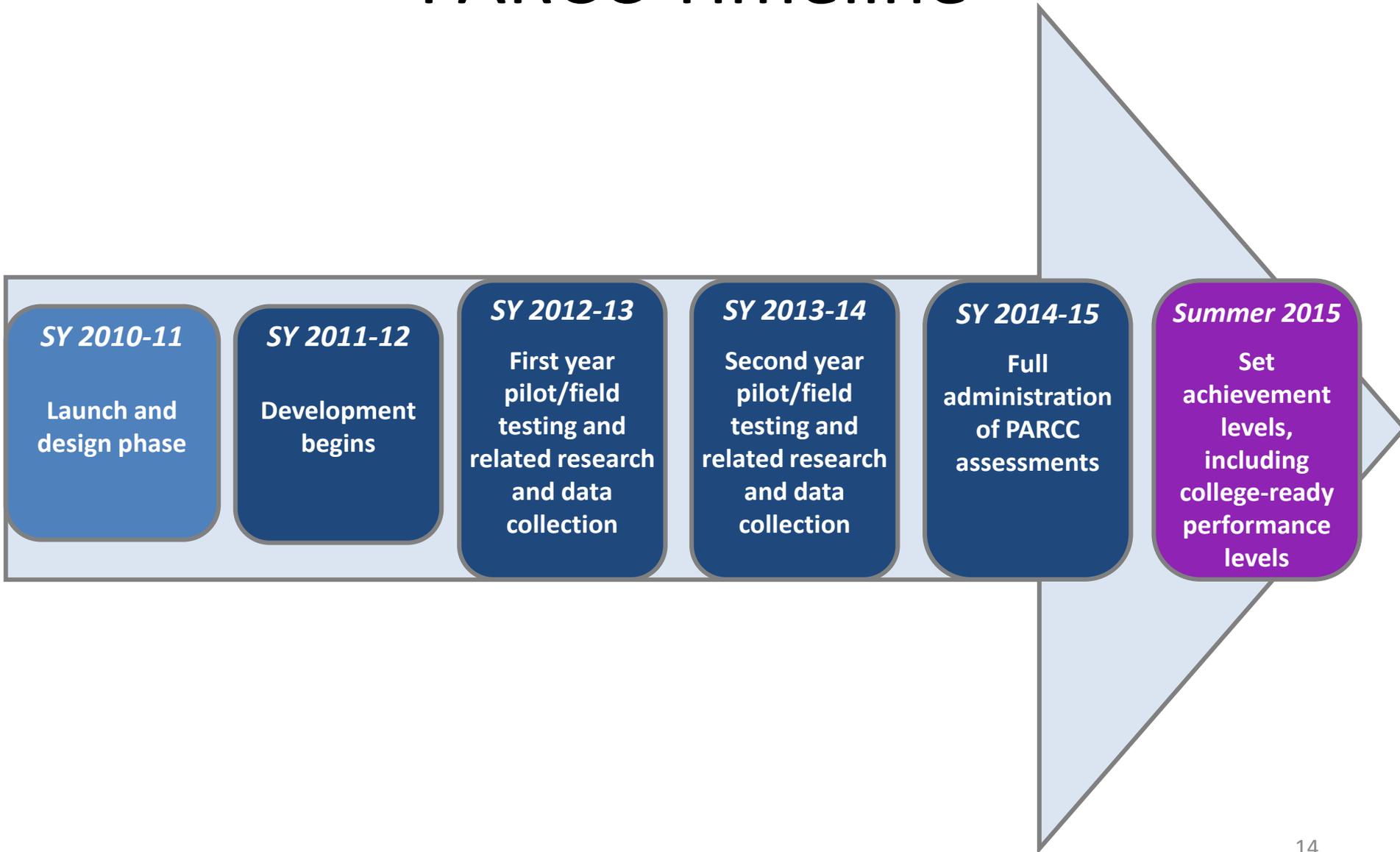
Goal #5: Advance Accountability at all Levels

- Many PARCC states intend to use the next generation assessments to inform accountability in a way neither possible nor effective now by providing indicators of:
 - College and career readiness for all students,
 - Growth in student achievement,
 - Educator effectiveness, and
 - Student achievement compared with other states and international benchmarks.

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PARCC Timeline



PARCC Tools and Resources on the Horizon

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PARCC's Implementation Support: *Curricular & Instructional Tools*

PARCC is developing a robust set of high-quality *instructional tools* to help the education community transition to the next generation assessment system.

- ***Content Frameworks*** are being developed through a state-led process that has included mathematics and ELA/literacy content experts in PARCC member states and the members of the CCSS's writing team.
 - The purpose of these frameworks is to help curriculum developers and teachers as they work to implement the standards in their states and districts.
- ***Model instructional units*** are intended to be used as a compliment to the PARCC content frameworks to provide additional guidance as districts develop curriculum and curricular materials.



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PARCC's Implementation Support: *Curricular & Instructional Tools*

- **Sample assessment tasks** will mirror the tasks that will be included on the PARCC assessments.
- **Professional development** modules will help teachers, counselors, school leaders, and school site testing coordinators maximize generated data.
- **College-ready tools** will be developed, such as model 12th-grade bridge courses to help students who do not score college ready on the high school assessments or online tools to help diagnosis students' gaps in college-ready skills.

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PARCC's Implementation Support: *Supporting Tools*

PARCC also has tools planned to support the new assessment system including:

- ***Text Complexity Diagnostic Tool***: a computer-adaptive tool to identify students' reading levels and supply suggestions for appropriate texts for students to read to stretch their reading and put them on a growth path.
- ***K-2 Formative Assessments*** in ELA/Literacy and Mathematics, which will be optional for states to administer
- ***Partnership Resource Center*** will house the model content frameworks' sample assessment tasks, released items with item data, student work, and rubrics.



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PARCC's Implementation Support:

Supporting Tools

- ***Technology Readiness Tool (TRT)*** supports states as they transition to next-generation assessments. This tool assesses current district/site capacity and compares that to the technology that will be needed to administer the new online assessments.
 - Districts submit data during two collection windows a year over the next three years.
 - A summary report identifies participation and readiness status.
 - The windows provide time to implement technology enhancements, and the summary reports can be used to illustrate progress towards readiness.
 - Data will remain in the system between data collection windows to allow organizations to update existing data.

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PARCC's Implementation Support:

Supporting Tools

- Evaluating technology readiness will be an iterative process, and as more information is known about PARCC's technology architecture, the hardware specifications will be updated in the TRT for use in future data collection windows.
- The Technology Readiness Tool can be found at the following location: www.Techreadiness.net.

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PARCC's Implementation Support: *Supporting Tools*

- Instructional technology purchase guidance is available to inform schools as they make technology purchases to best meet the instructional needs of students.
- Guidance can be accessed by going to the following location: www.parcconline.org.

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PARCC's Testing Design

- Two summative assessment components will be administered during two testing windows to comprise a student's overall score.
 - First assessment will include performed-based tasks for both ELA and Math.
 - ELA will include a Writing research task, a Writing literary analysis task, and a Writing narrative task. Multiple-choice and computer scored items will be included as well.
- Second assessment will be a multiple-choice and computer scored format for quicker reporting.

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PARCC's Testing Decisions

- Read-aloud accommodations will be allowed for ELA a limited number of students on an Individualized Education Program (IEP).
 - Students with visual impairments who have not learned Braille
 - Students diagnosed with a disability that does not allow them to decode

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Oklahoma School Testing Program (OSTP) Plans for Transitioning

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Future Plans for the OSTP Transition to the Common Core

- Align OCCT Reading and Math items to the C³/CCSS.
- Field test C³/CCSS items on EOI English II/III and all EOI Math tests as well as grades 3-8 Reading and Math tests.
 - Grades 3-8 Reading field test items will include four multiple-choice items and one short, constructed response from students based on a 0-2 point rubric scored by readers.
 - Students in grades 6-8 will complete the constructed response item on an online format.
 - Grades 3-8 Math field test items will include five multiple-choice items in grades 3-5 and five technology enhanced items for online testers in grades 6-8.

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Future Plans for the OSTP Transition to the Common Core

- Beginning in Spring 2013, grades 5 and 8 Writing assessments will be passage-based prompts.
 - Students will first read a selected passage and will then respond to a question that relates to the selection.
 - Students may be asked to write a narrative text, an informative text, an opinion piece, (grade 5) or an argument (grade 8).
 - Teachers should focus instruction on the C³/CCSS Writing standards with mode specific requirements and with an emphasis on using text-based evidence as support.

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Future Plans for the OSTP Transition to the Common Core

- New five-trait analytic rubrics will be released at the beginning of the school year.
 - Analytic trait rubrics will be specific for the writing mode (narrative, informational, opinion/argument).

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Future Plans for the OSTP Transition to the Common Core

- Report district level feedback on Spring 2012 Reading and Math C³/CCSS test items for grades 3-8.
- Release Spring 2012 Reading and Math C³/CCSS field test items for grades 3-8 along with the scoring rubric for the ELA short, constructed response items and exemplar papers.

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Future Plans for the OSTP Transition to the Common Core

2012-2013

- Create two Benchmark tests a year for grades 3-8 in Reading and Math and for End-of-Instruction in English II, English III, Algebra I, Algebra II, and Geometry.
- Administer grade 6 Reading and Math tests online.

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Technology Guidelines for PARCC Assessments Version 1.0

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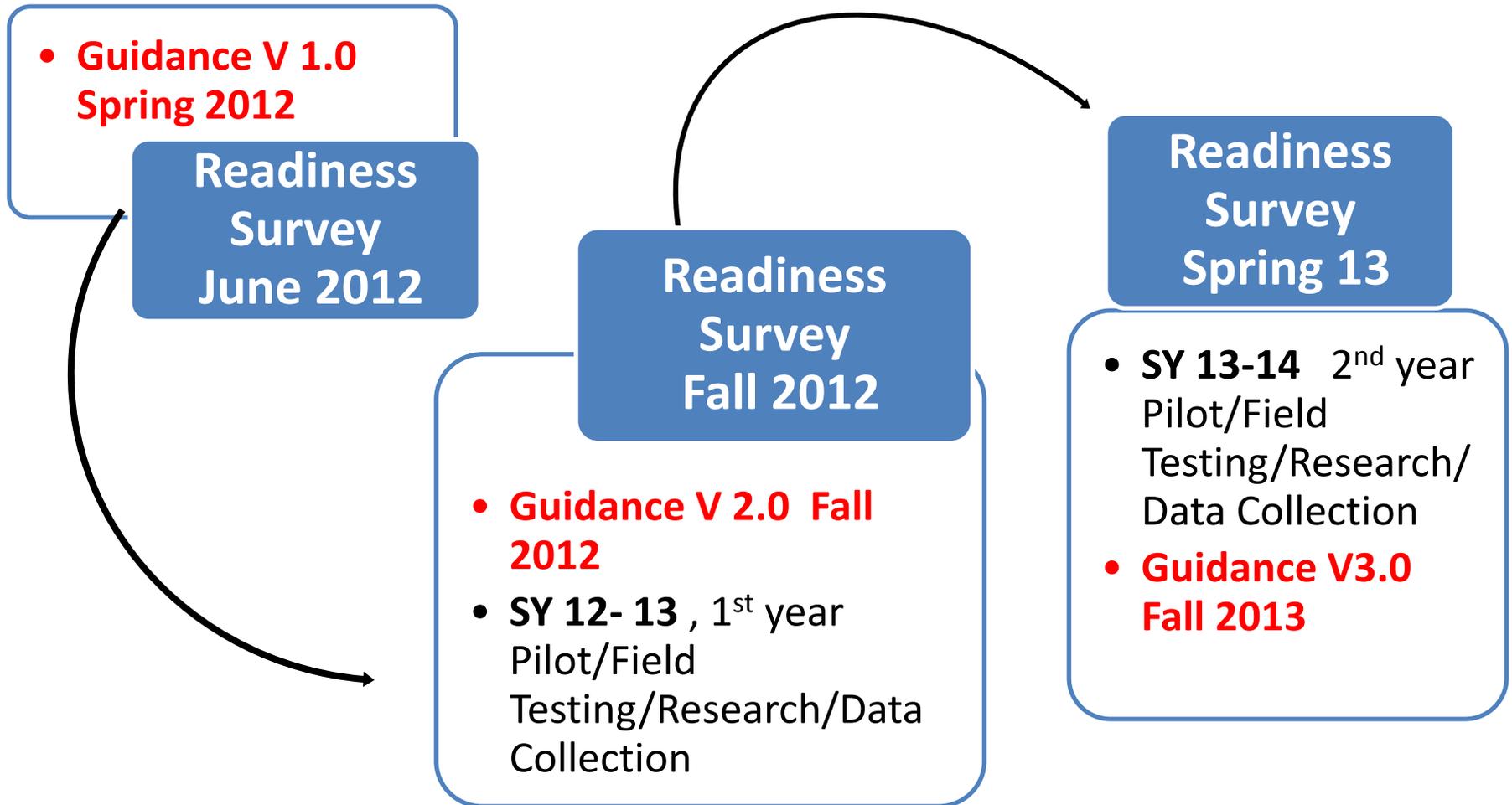
INITIAL GUIDANCE – Version 1.0

- Information intended to answer questions about whether new instructional hardware that schools may purchase to implement Common Core State Standards (CCSS), will also meet PARCC's 2014-15 requirements for the online test.
- Information does NOT yet constitute full list of technical requirements that will be necessary.

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Technology Guidance/Decisions



Technology Decision Timeline

	HARDWARE	SECURITY	BANDWIDTH
FALL 2012 Version 2.0	Identify oldest systems that will be supported for 2014- 15 assessments	Update security considerations	Will define minimum bandwidth guidelines
FALL 2013 Version 3.0	Final guidelines for 2014-15 assessments	Final guidelines for 2014-15 assessments	Final bandwidth specifications for 2014-15 assessments

Technology Decision Timeline

	SOFTWARE	INPUT DEVICES (Keyboard, Mouse, and Other Accessories)
FALL 2012 Version 2.0	Will NOT define specification for testing software	Will NOT define specification for testing input devices
FALL 2013 Version 3.0	Final guidelines for 2014-15 assessments	Final guidelines for keyboards and other input accessories for the 2014-15 assessments

Technology Readiness Tool (TRT)

- **Required** district participation
- Measures local readiness for online assessments and has multiple different dimensions:
 - 1. Computers & other devices**
 - Minimum system requirements
 - 2. Ratio of devices to test-takers**
 - Including testing window and session scheduling
 - 3. Network and infrastructure**
 - Bandwidth, network utilization, size of content
 - 4. Personnel (staffing & training)**

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Submission Status, Oklahoma Schools

- 18% of School Districts in the State have a completed status indicating:
“Data are Submitted and Ready for Review and Verification”.
- Deadline for submission of Technology Readiness Survey information is June 30th, 2012

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Troubleshooting the TRT

1. Never received notice to complete the survey, check spam mail. no-reply@pearsonaidevelopment.com or email subject line:
Common Core Assessment Technology Readiness Tool
2. What is the website? www.techreadiness.net
3. Forgot the [password to system](#)
4. Has it saved or uploaded my information?
5. How do I know if my status is [“Data are Submitted and Ready for Review and Verification”](#)

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Help?

If you require help in submitting the survey information:

- On the TRT page Help
(Question mark icon located in upper right corner of screen)
- On the TRT page Home
(Support Information, Quick Start Guide, etc.)
- Website: www.techreadiness.net
- Email: technologyreadinesstool@pearson.com

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Additional Resources

Current updates and additional information are available at:

<http://www.parcconline.org/technology>

Technology Guidelines for PARCC Assessments
– V1.0 and the FAQ

Register for PARCC Technology Updates

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Contact Information

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TechReadinessTool

Sign In

Username

Password

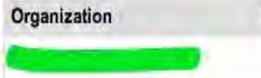
[Retrieve Username](#) | [Reset Password](#) | [Request Account](#)

[Help & Resources](#)



Partnership for Assessment of
Readiness for College and Careers





Organization

Details

Data Entry Submission Status

Data Entry Submitted and Eligible for Review

Network Information (Estimate)

Internet Bandwidth

Internet Bandwidth Utilization (%)

Internal Network Bandwidth

Internal Network Bandwidth Utilization (%)

Wireless Access Points Count

Testing Information

Max # of Simultaneous Test-Takers

Est Test-Taker Count (2014-2015)

Testing Window (# school days)

Sessions per Day

Staff / Personnel Issues & Roadblocks

Why is this information needed?

The information derived from this survey will assist the consortia and individual states in understanding the 'readiness' of each district and school(s) from a staff and personnel standpoint. **Please take the survey once for each school in the district or allow one person in each school to take the survey.**

Who should answer these survey questions?

The following questions should be answered by a person at the district level (once for each school) or the school level, who has knowledge or the knowledge and capabilities of the staff and personnel responsible for installing, configuring, and using technology to administer student tests.

How to answer these survey questions?

Please rank the following items from 0-10 in regards to level of concern; 0 being of no concern and 10 being of extreme concern. If you are uncertain whether or not it will be a roadblock for your school, please answer Don't Know.

Test Administrators

1. Having a sufficient number of test administrators to support online testing.
2. Test administrators having sufficient technical understanding to support online testing.
3. Providing all appropriate training needed for test administrators.

Technology Support Staff

4. Having a sufficient number of technology support staff to support online testing.
5. Technology support staff having sufficient technical understanding to support online testing.
6. Providing all appropriate training needed for technology support staff.