

A New Vision of Assessment

Texts Worth Reading

Problems Worth Solving

Tests Worth Taking

March 2013

What Is PARCC?

The Partnership for Assessment of Readiness for College and Careers:

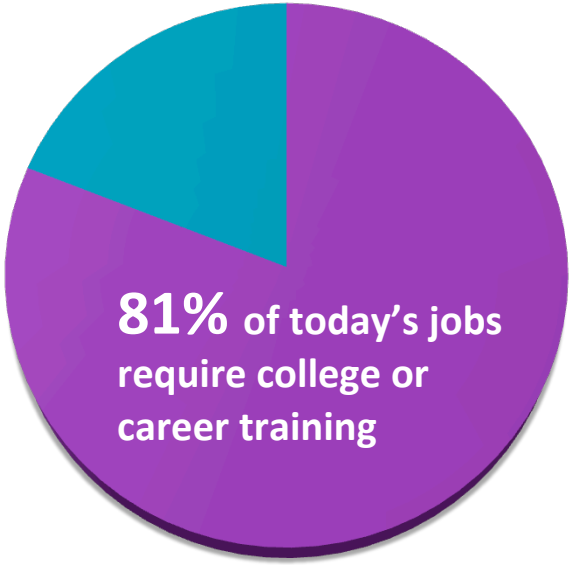
- Made up of **22 states**
- Developing common, high-quality **math** and **English language arts (ELA) tests** for **grades 3–11**
  - Computer-based and linked to what students need to know for college and careers
  - For use starting in the 2014–15 school year

PARCC
Partnership for Assessment of Readiness for College and Careers

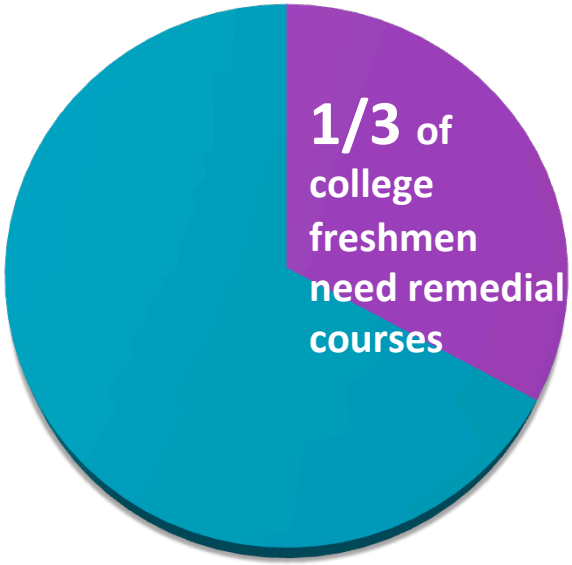
Why New Assessments *Now*?

We have to prepare all students for college or other postsecondary opportunities:

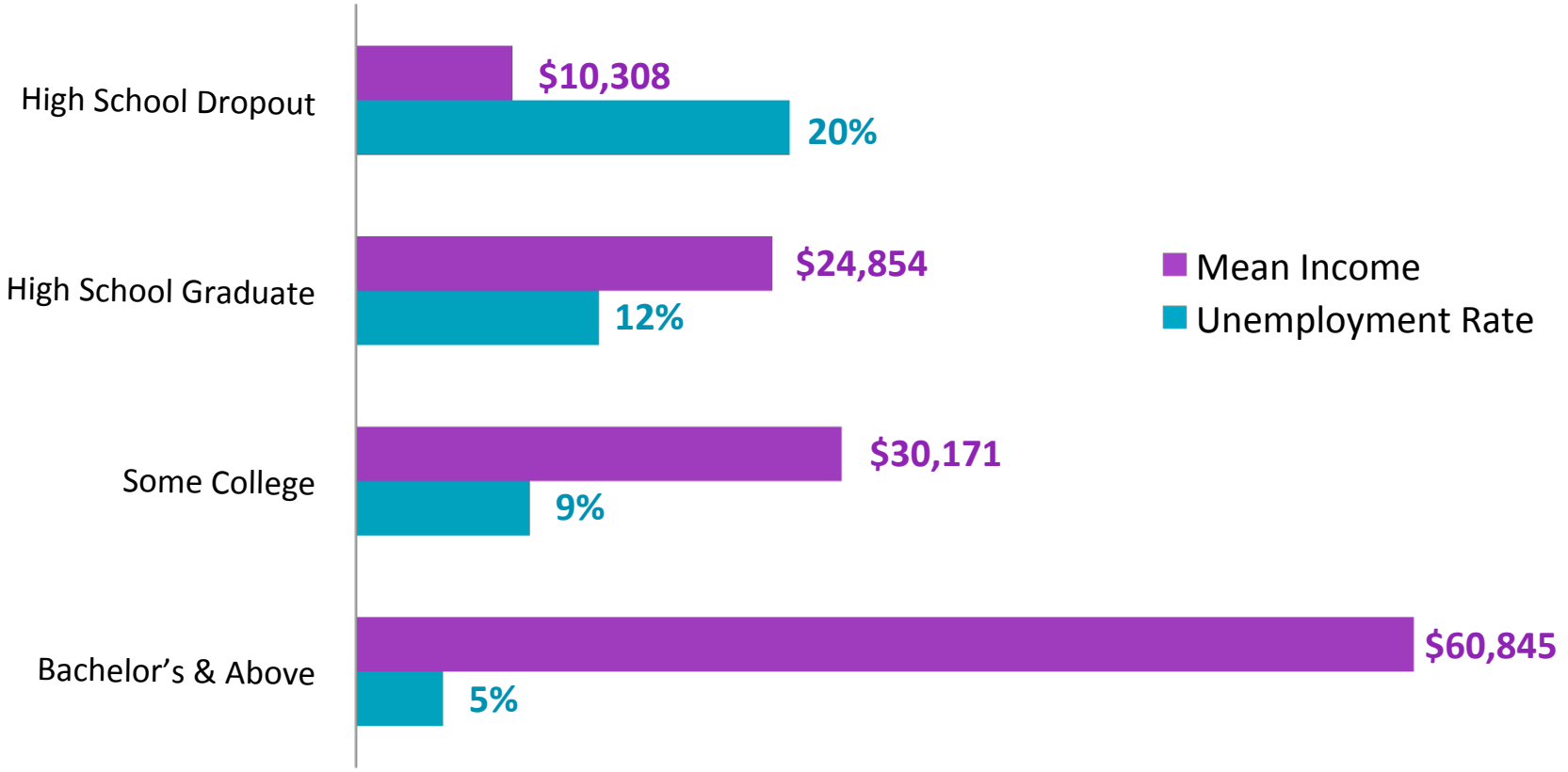
- A high school diploma isn't enough in our 21st century economy



- Our K–12 system is not adequately preparing students for college



Personal Benefits: Higher Earnings and Higher Employment Rates



Source: U.S. Census Bureau (2011). *Current Population Survey*. Figures are based on the total persons in the civilian labor force. http://www.census.gov/cps/data/cpstablecreator.html

Why New Assessments *Now*?

Current state assessments were not designed to:

- Assess and signal whether students are on track for success in college or careers
- Produce timely, actionable data for students, teachers and parents
- Test key skills, such as critical thinking and ability to problem solve

Why New Assessments *Now*?

The Common Core State Standards are here:

- States are implementing these standards for **ELA/literacy** and **math**



- Better standards **require better tests**
- High-quality tests **improve and inform instruction** — they don't detract from it

Why New Assessments *Now*?

Unlike many current tests,
PARCC tests will be ***engaging***
and will test the ***critical-thinking***
and ***problem-solving skills***
students need to succeed
in school and life.







PARCC Priorities

1. Determine whether students are **college and career ready or on track**
2. Connect to the **Common Core State Standards**
3. Measure the **full range of student performance,** including that of high- and low-achieving students
4. Provide educators **data throughout the year** to inform instruction
5. Create innovative **21st century, technology-based assessments**
6. Be **affordable** and **sustainable**

How Will PARCC Be Different?

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

How Will PARCC Be Different?

For students:

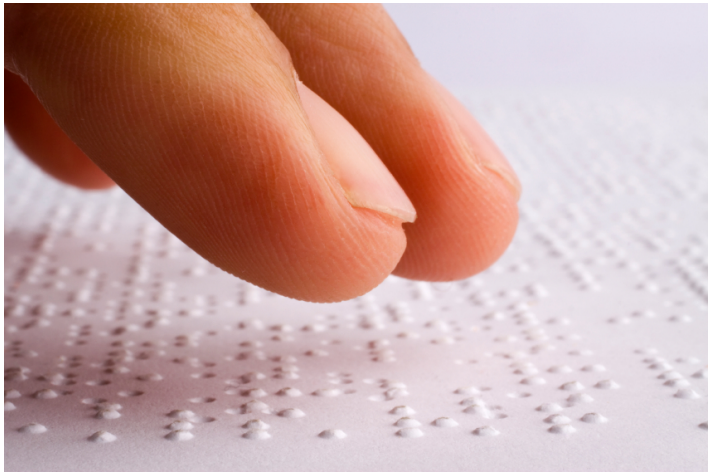


- Test quality will mirror **high-quality coursework**
- Is **computer-based, interactive, engaging**
- Measures the **skills and knowledge students need** to succeed in college and careers
- Produces **timely information,** allowing teachers to tailor instruction to students' needs
- Includes **embedded supports** for English language learners, students with disabilities

Embedded Supports Being Discussed

Some examples include:

- Highlighting
- Customized colors
- Graphic organizers or representations
- Captions for audio
- Home language supports/ tools
- Braille (tactile/refreshable)
- Signing supports (ASL)
- Assistive technology





How Will PARCC Be Different?

For teachers and schools:



- Computer-based testing will **boost student engagement and access**
- More **efficient** than pencil-and-paper tests
- Timely data during the year will **aid instruction, professional development**
- Tests will **assess** the **full range of student performance,** not just students in the middle
- Tests will **measure student growth at all levels** as well as focusing on proficiency

How Will PARCC Be Different?

Help advance our goals:



- **Increased competitiveness** in a global economy
- **Higher achievement levels** and more opportunities for all students
- **Greater comparability** between states
- **Higher college completion,** lower remedial rates
- **Better educated citizens**

Getting All Students College and Career Ready

Ongoing student support/interventions

K–2 | Grades 3–8 | High School

Success In first-year, credit-bearing, postsecondary coursework

Voluntary K–2 assessment being developed, aligned to the Common Core State Standards

Timely data showing whether ALL students are on track for college and career readiness

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

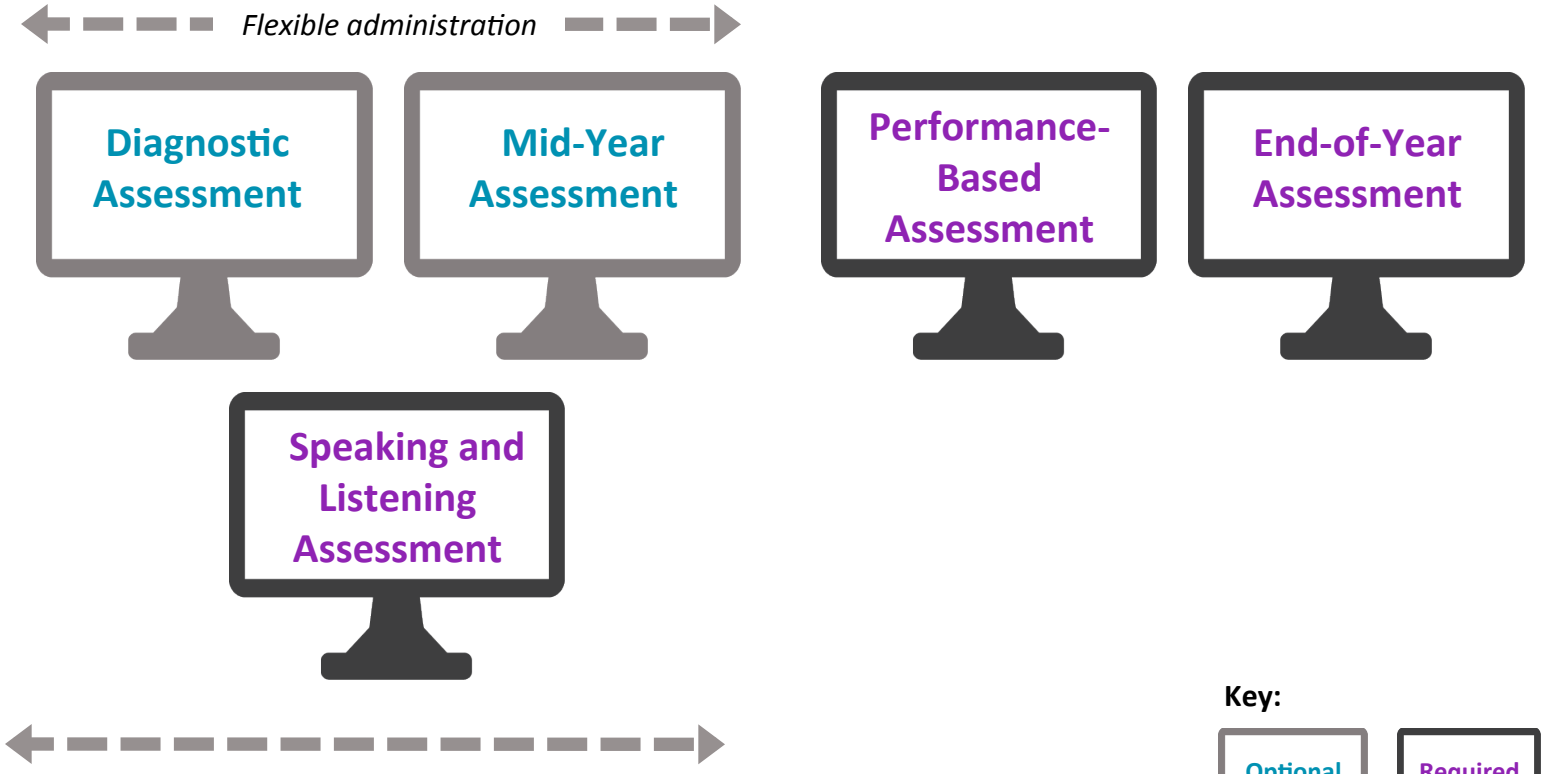
Targeted interventions and supports:
- State-developed 12th-grade bridge courses

Professional development for educators

Assessments

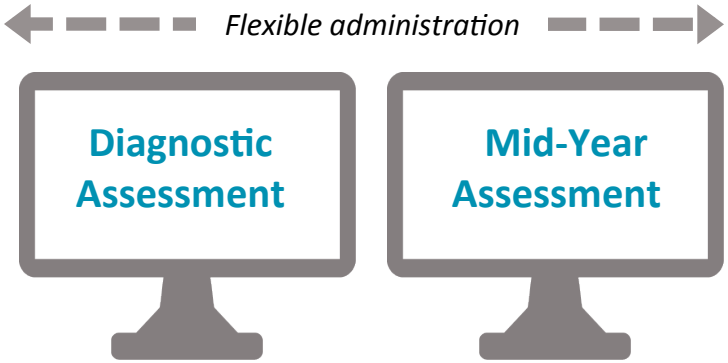
ELA/Literacy and Mathematics, Grades 3–11

Beginning of School Year — *End of School Year*



Optional Assessments During the Year

Beginning of School Year — *End of School Year*



- Flexible indicator of student knowledge and skills
- Allows instruction, supports and professional development to be tailored to improve student learning
- Performance-based items and tasks
- Emphasis on hard-to-measure standards
- Individual states may consider including as a summative component

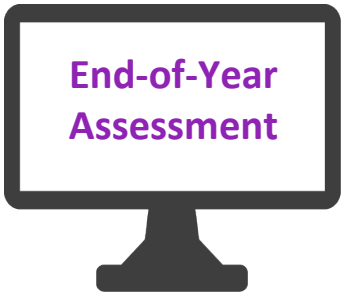
Two Required Assessments Yield Overall Score

Beginning of School Year

End of School Year



- After 75 percent of the school year
- Extended tasks, applications of concepts and skills
  - **ELA/literacy:** Writing effectively when analyzing text, research simulation
  - **Math:** Solving multistep problems requiring abstract reasoning, precision, perseverance and strategic use of tools



- After 90 percent of the school year
- Innovative, short-answer items
  - **ELA/literacy:** Reading comprehension
  - **Math**: Short items that address both concepts and skills

Higher Expectations

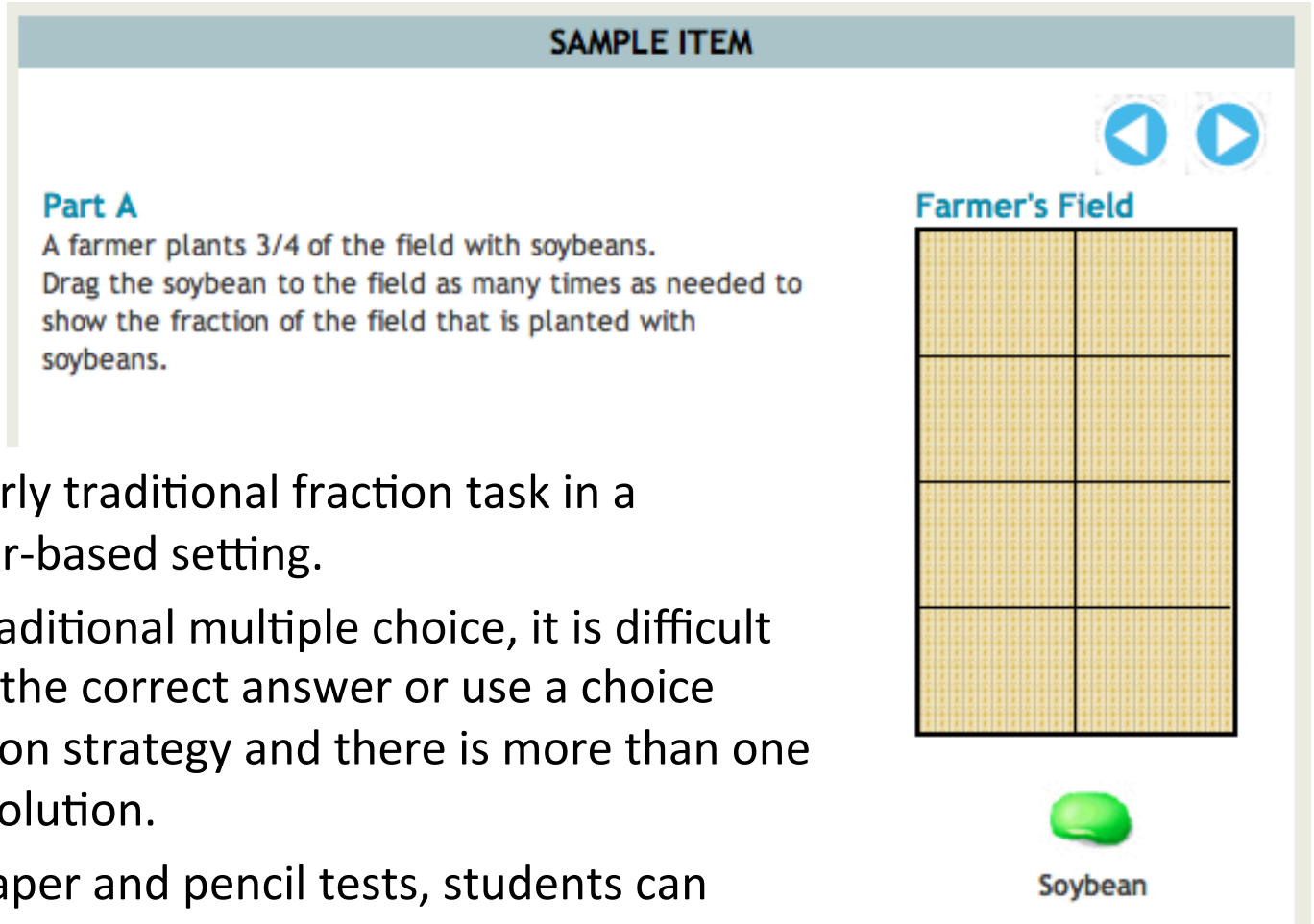
ELA/Literacy

- Read sufficiently complex texts independently
- Write effectively to sources
- Build and present knowledge through research

Math

- Solve problems: content and mathematical practice
- Reason mathematically
- Model real-world problems
- Have fluency with mathematics

Math: Grade 3 Sample Item



- This a fairly traditional fraction task in a computer-based setting.
- Unlike traditional multiple choice, it is difficult to guess the correct answer or use a choice elimination strategy and there is more than one correct solution.
- Unlike paper and pencil tests, students can create a visual representation even though the task is scored automatically.

Math: Grade 3 Sample Item

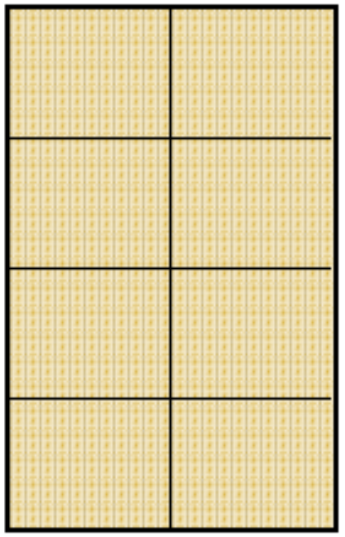
SAMPLE ITEM

Part B

Type a fraction different than 3/4 in the boxes that also represents the fractional part of the farmer's field that is planted with soybeans.

$$\frac{3}{4} = \frac{\square}{\square}$$

Farmer's Field



Reset

Explain why the two fractions above are equal.

- Second part of multi-step problem, and, unlike traditional multiple choice, it is difficult to guess the correct answer or use a choice elimination strategy.

Math: High School Sample Item

- Item has two possible solutions
- Students have to recognize the nature of the equation to know how to solve
- Technology prevents guessing and working backward

Solve the following equation:

$$(3x - 2)^2 = 6x - 4.$$

When you are finished, enter the solution(s) below.

Solution 1: $\frac{\square}{\square}$

Click + to enter another solution or click Done .

ELA/Literacy: Grade 7 Sample Item

- Students read the text that introduces the topic
- Items are designed to help students gather information from the texts to lead to the final writing prompt
- Items require different types of responses to allow students to demonstrate a command of evidence with complex texts

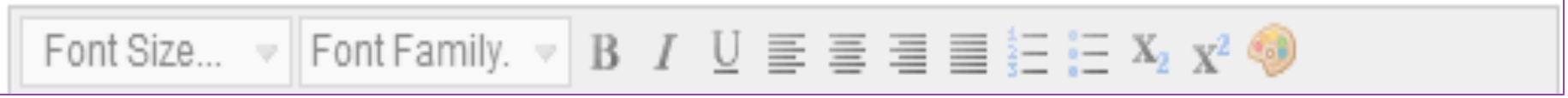
SAMPLE ITEM

Student Directions

Based on the information in the text "Biography of Amelia Earhart," write an essay that summarizes and explains the challenges Earhart faced throughout her life.

Remember to use textual evidence to support your ideas.

Answer:



ELA/Literacy: Grade 7 Sample Item

SAMPLE ITEM

Below are three claims that one could make based on the article "Earhart's Final Resting Place Believed Found."

Claims	Earhart and Noonan lived as castaways on Nikumaroro Island.
	Earhart and Noonan's plane crashed into the Pacific Ocean
	People don't really know where Earhart and Noonan died.

Part A: Highlight the claim that is supported by the most relevant and sufficient facts within "Earhart's Final Resting Place Believed Found."

Part B: Click on two facts within the article that best provide evidence to support the claim selected in Part A.

ELA/Literacy: Grade 7 Sample Item

SAMPLE ITEM

STUDENT DIRECTIONS

You have read three texts describing Amelia Earhart. All three include the claim that Earhart was a brave, courageous person. The three texts are:

- "Biography of Amelia Earhart"
- "Earhart's Final Resting Place Believed Found"
- "Amelia Earhart's Life and Disappearance"

Consider the argument each author uses to demonstrate Earhart's bravery.

Write an essay that analyzes the strength of the arguments about Earhart's bravery in at least two of the texts. Remember to use textual evidence to support your ideas.

Conclusion

- College or postsecondary career and technical training is essential to earning sustainable wages
- All high school graduates should be ready to enroll in college courses or similar technical coursework without remediation
- PARCC assessments will aid student learning, not detract from it
- We must measure what children learn in school, but we must measure with meaningful assessments
- In PARCC, students will engage with texts worth reading, problems worth solving, and tests worth taking

PARCC

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www.PARCConline.org