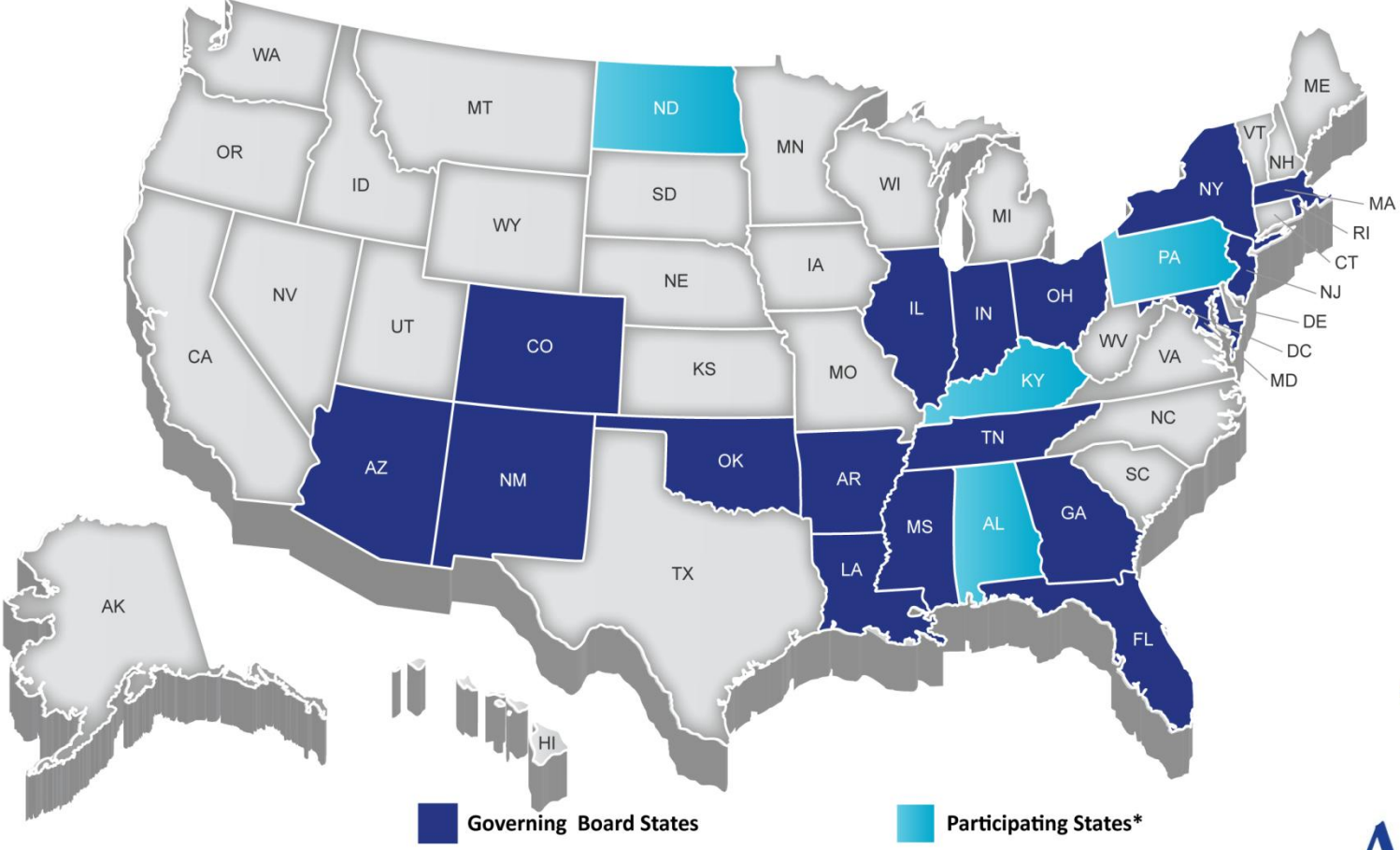# Partnership for Assessment of Readiness for College and Careers (PARCC)

January 2013

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

Governing Board States

Participating States*

*US Virgin Islands is a Participating Territory

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

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

Non-Summative Assessment Components

BEGINNING OF YEAR

END OF YEAR

Flexible

Early Assessment
- Early indicator of student knowledge and skills to inform instruction, supports, and PD

Mid-Year Assessment
- Performance-based
- Emphasis on hard to measure standards
- Potentially summative

Summative assessment for accountability

Non-Summative assessment

- **Diagnostic Assessment** designed to be an indicator of student knowledge and skills so that instruction, supports and professional development can be tailored to meet student needs

- **Mid-Year Assessment** comprised of performance-based items and tasks, with an emphasis on hard-to-measure standards. After study, individual states may consider including as a summative component
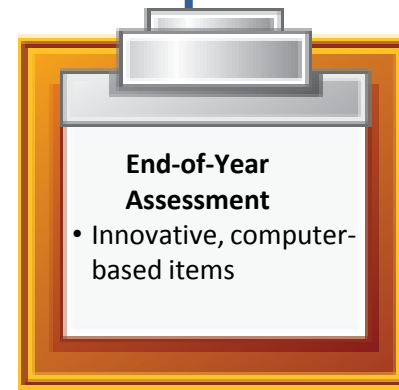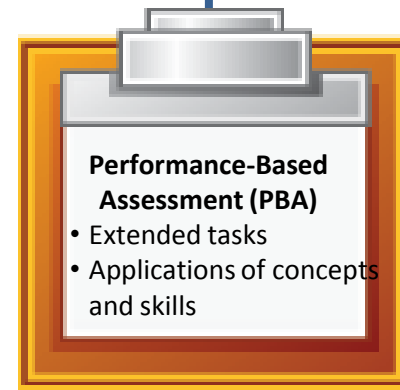
Summative Assessment Components

BEGINNING OF YEAR

END OF YEAR

- **Performance-Based Assessment (PBA)** administered as close to the end of the school year as possible. The ELA/literacy PBA will focus on writing effectively when analyzing text. The mathematics PBA will focus on applying skills, concepts, and understandings to solve multi-step problems requiring abstract reasoning, precision, perseverance, and strategic use of tools

Performance-Based Assessment (PBA)
- Extended tasks
- Applications of concepts and skills

End-of-Year Assessment
- Innovative, computer-based items

- **End-of-Year Assessment (EOY)** administered after approx. 90% of the school year. The ELA/literacy EOY will focus on reading comprehension. The math EOY will be comprised of innovative, machine-scorable items

Summative assessment for accountability

Non-Summative assessment

Shifts in the CCSS Call for Critical Advances in Assessment Quality

- **In ELA/Literacy:**
  - *Texts worth reading*: PARCC will use authentic texts worthy of study instead of artificially produced or commissioned passages.
  - *Questions worth answering:* Sequences of questions that draw students into deeper encounters with texts will be the norm, rather than sets of random questions of varying quality.

- **In Mathematics:**
  - *Problems worth doing:* Multi-step problems, conceptual questions, applications, and substantial procedures will be common.
  - *Focus:* PARCC assessments will have a strong focus where the standards focus to reinforce the concept of "going deep" rather than simply "covering topics."

Three Innovative Item Types That Showcase Students' Command of Evidence with Complex Texts

- **Evidence-Based Selected Response (EBSR)—**Combines a traditional selected-response question with a second selected-response question that asks students to show evidence from the text that supports the answer they provided to the first question. Underscores the importance of Reading Anchor Standard 1 for implementation of the CCSS.

- **Technology-Enhanced Constructed Response (TECR)—**Uses technology to capture student comprehension of texts in authentic ways that have been difficult to score by machine for large scale assessments (e.g., drag and drop, cut and paste, shade text, move items to show relationships).

- **Range of Prose Constructed Responses (PCR)—**Elicits evidence that students have understood a text or texts they have read and can communicate that understanding well both in terms of written expression and knowledge of language and conventions. There are four of these items of varying types on each annual performance-based assessment.

Overview of Mathematics Task Types

PARCC mathematics assessments will include three types of tasks.

Task Type	Description of Task Type
I. Tasks assessing *concepts, skills and procedures*	• Balance of conceptual understanding, fluency, and application • Can involve any or all mathematical practice standards • Machine scorable including innovative, computer-based formats • Will appear on the End of Year and Performance Based Assessment components
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
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

For more information see PARCC Item Development ITN Appendix D.

Build a Pathway to College and Career Readiness for All Students

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**

3-8

High School

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

ONGOING STUDENT SUPPORTS/INTERVENTIONS

Advance Accountability at All Levels

- PARCC assessments will be purposefully designed to generate valid, reliable and timely data, including measures of *growth,* for various accountability uses including:

  - School and district effectiveness

  - Educator effectiveness

  - Student placement into college-credit bearing courses
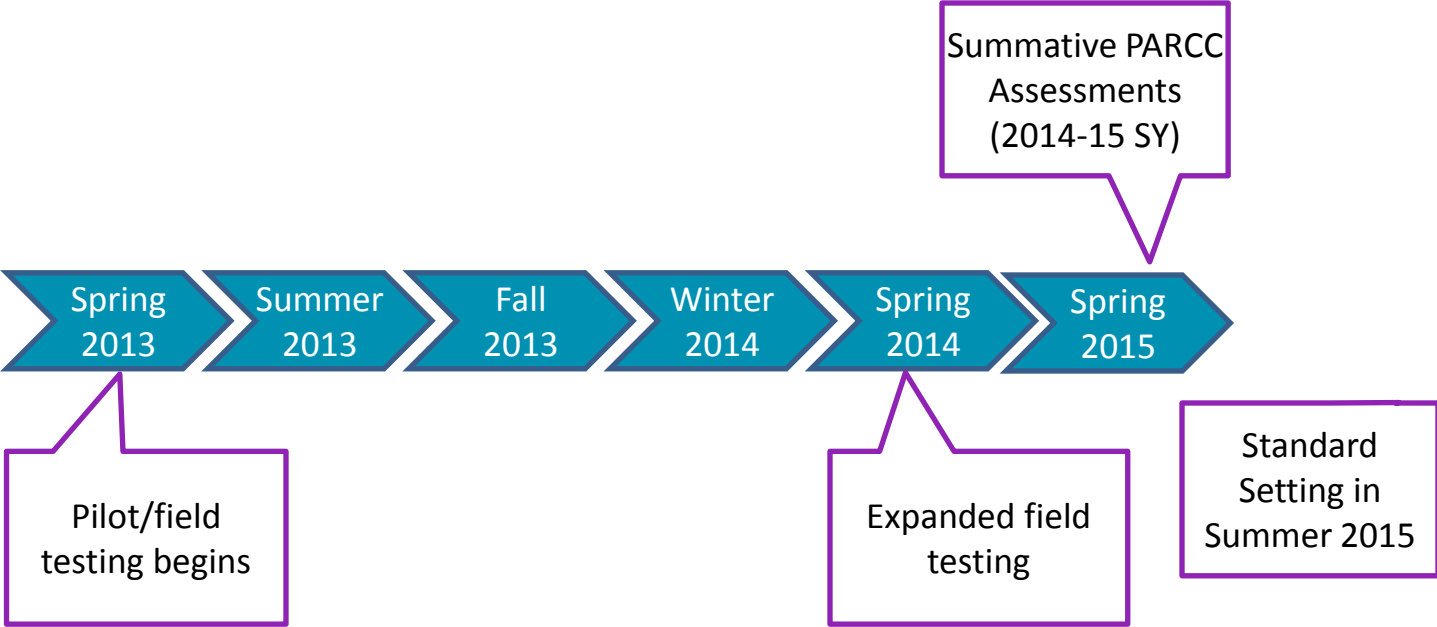
  - Comparisons with other states

21st Century, Technology-Based Assessments

PARCC's assessment will be computer-based and leverage technology in a range of ways:

- Item Development
  - Develop innovative tasks that engage students in the assessment process
- Administration
  - Reduce paperwork, increase security, reduce shipping/receiving & storage
  - Increase access to and provision of accommodations for SWDs and ELLs
- Scoring
  - Make scoring more efficient by combining human and automated approaches
- Reporting
  - Produce *timely* reports of students performance throughout the year to inform instruction, interventions, and professional development

Timeline Through First PARCC Administration in 2014-2015

PARCC Tools & Resources

Summative PARCC Assessments (2014-15 SY)

| Spring 2013 | Summer 2013 | Fall 2013 | Winter 2014 | Spring 2014 | Spring 2015 |

Pilot/field testing begins

Expanded field testing

Standard Setting in Summer 2015

PARCC Assessment Implementation

What's New

- Item Development

- Item Tryout and Field Test

- Performance Level Descriptors

- Technology Guidelines for PARCC Assessments

General Definition of Each Level

- Level 5: **Distinguished** command of the knowledge, skills, and practices embodied by the CCSS assessed at the grade level/ course.

- Level 4: **Strong** command …

- Level 3: **Moderate** command …

- Level 2: **Partial** command …

- Level 1: **Minimal** command …

PLDs for Reporting Results of Assessments used to make College-Ready Determinations

- **Level 5**
  - **Distinguished command** of the knowledge and skills contained in the CCSS assessed
  - **Academically well prepared** to engage successfully in entry-level credit bearing courses in …..
  - **Exempt** from having to take and pass placement tests designed to determine whether they are prepared for entry-level, credit bearing courses without need for remediation
- **Level 4**
  - Strong command …
  - Academically prepared …
  - **Exempt** …
- **Level 3**
  - Moderate command …
  - Will likely need academic support to engage successfully in entry-level, credit-bearing courses
  - **Not exempt** …
- **Level 2**
  - Partial command …
  - Will need academic support …
  - **Not exempt …**
- **Level 1**
  - Minimal command …
  - Will need extensive academic support …
  - **Not exempt …**

- **Level 5**
  - **Distinguished** command …
  - Academically well prepared to engage successfully in further studies in the content area
- **Level 4**
  - Strong command …
  - Academically prepared …
- **Level 3**
  - Moderate command
  - Will likely need academic support to engage successfully …
- **Level 2**
  - Partial command …
  - Will need academic support …
- **Level 1**
  - Minimal command
  - Will need extensive academic support

Partnership for Assessment of Readiness for College and Careers

Sign up for PARCC Place Newsletter and Updates at
www.PARCConline.org

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