

# **Framingham Public Schools**

## **Introduction to PARCC: The next generation assessment**

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**November 18, 2014**

MASSACHUSETTS DEPARTMENT OF  
ELEMENTARY AND SECONDARY  
**EDUCATION**

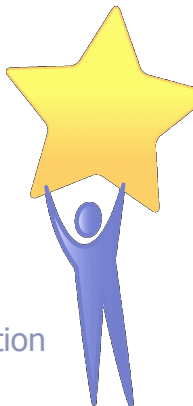
*Slides derived from MA  
DESE, January 2014*



# What Is PARCC?

## **The Partnership for Assessment of Readiness for College and Careers**

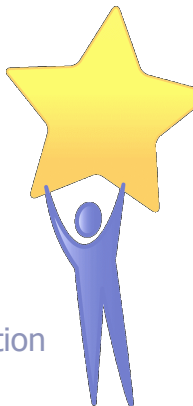
1. Made up of 18 states (plus Washington, DC and US Virgin Islands); Massachusetts has a leading role
2. Developing common, high quality **English language arts and Literacy (ELA)** and **mathematics tests** for **grades 3–11**
  - a) **Linked to what students need to know for college and careers**
  - b) **Computer-based**



# What Is PARCC?

## **The Partnership for Assessment of Readiness for College and Careers**

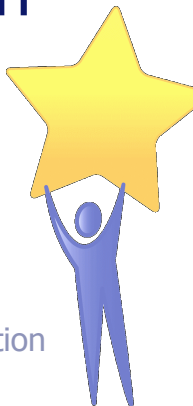
3. Includes two summative assessment components, for use starting in the 2014-15 school year:
  - a) Performance-Based Assessment (PBA)
  - b) End-of-Year Assessment (EOY)



# PARCC in Massachusetts

## 2010 Memorandum of Agreement

- ★ Governor Patrick, Secretary Reville, and Commissioner Chester signed a memorandum of agreement committing to adopt PARCC assessments *"...provided they are at least as comprehensive and rigorous as our current MCAS assessments, if not more so."*
- ★ The Board of Elementary and Secondary Education will make this determination

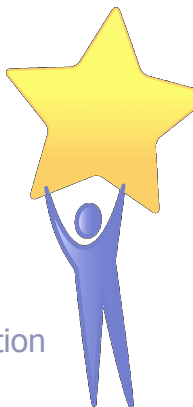




# What's In It for Our Children?

***Why would our state, with such high achieving students and the best assessments in the nation, consider changing to PARCC?***

1. The purpose of the next generation PARCC assessments is different than the purpose of MCAS
  - a) MCAS gauges student proficiency within K-12
  - b) PARCC will assess whether students are *on track for college and career*.



# Higher Expectations

## ELA/Literacy

Read sufficiently complex texts independently

Write effectively to sources

Build and present knowledge through research

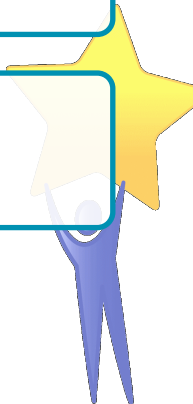
## Math

Solve problems: content and mathematical practice

Reason mathematically

Model real-world problems

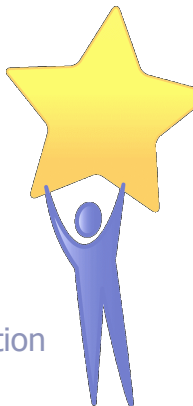
Have fluency with mathematics



# What's In It for Our Children?

***Why would our state, with such high achieving students and the best assessments in the nation, consider changing to PARCC?***

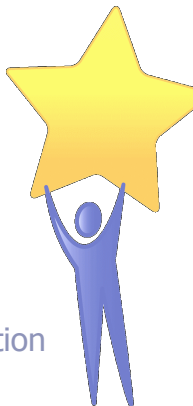
2. Whether we adopt PARCC or not, we need next generation assessments aligned to the Common Core State Standards which have been incorporated into the 2011 Massachusetts Curriculum Frameworks
3. MCAS is entering its 17<sup>th</sup> year. We won't stay in first place by standing still



# What's in it for Our Children?

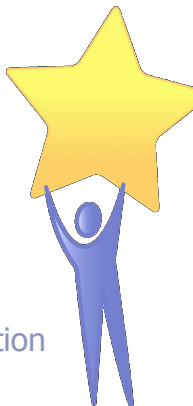
4. MCAS assesses writing in three grades: 4, 7 and 10. PARCC will assess writing in *every grade*, 3-11 with students assessed on three kinds of writing:
- a) Literary Analysis
  - b) Narrative Writing
  - c) Research

PARCC students will be writing in response to reading or writing to a source. In mathematics, students will receive credit for their work and have access to graphing, measuring, and problem solving tools.



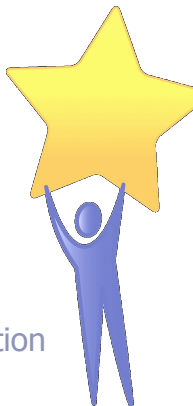
# What's In It for Our Children?

5. PARCC will provide both a formative and summative *system of assessments* that enables educators to gather information about student progress and needs throughout the school year.
6. Massachusetts continues to play key leadership and “hands on” roles in the design and development of the PARCC assessments. All indications to date are that PARCC will be a robust assessment system.



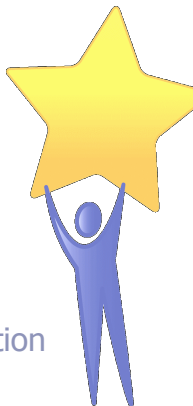
# What's In It for Our Children?

7. The PARCC consortium received \$186M to design a new assessment system. PARCC provides quality *and* economies of scale: **PARCC will cost MA less per student to administer.**
8. PARCC states benefit from a deeper well of content and assessment expertise, plus greater leverage with publishers and testing companies.



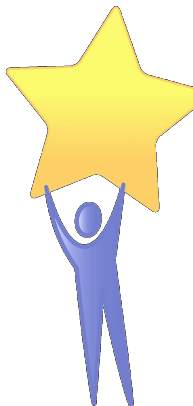
# What's In It for Our Children?

9. Students benefit from better supported transitions as they move across state lines. This feature is especially important for military families.
10. Opportunity to closely partner with higher education institutions and the business community around what future students and future employees need to know.
  - a) Commitment from public institutions of higher education to honor PARCC scores for placement decisions





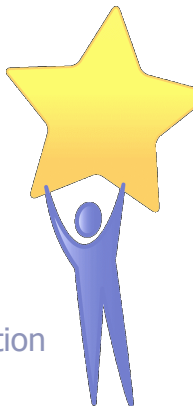
# **Previewing the new Assessment**





# PARCC: A More Comprehensive Assessment *System!*

- ★ PARCC will include:
  - ★ Diagnostic and Midyear Assessments (both optional)
  - ★ Performance based assessments
  - ★ Summative assessments
  - ★ Technology-enhanced items
  - ★ Timely data that will support teachers to meet the needs of their current students



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

BEGINNING  
OF YEAR

END  
OF YEAR

## 2 Optional Assessments/Flexible Administration

### Diagnostic 2-8 / K-1 Formative Assessments

- 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 (EOY)

- Innovative, computer-based items
- Required

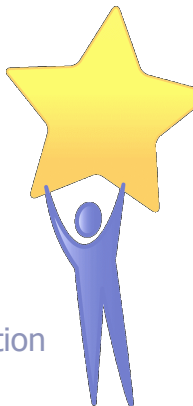
**Speaking & Listening** (*required non-summative assessment*)

# Five Performance Levels

Level 1	Did not demonstrate partial command
Level 2	Partial Command
Level 3	Moderate Command
Level 4	Strong Command
Level 5	Distinguished Command

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Level 4 (Strong Command) is pitched to a level of rigor currently described by NAEP's Proficient level (solid command of the content) and is the proposed level for earning a college-ready determination.

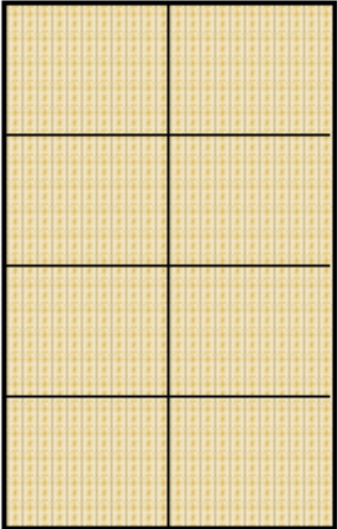



# Math: Grade 3 Sample Item

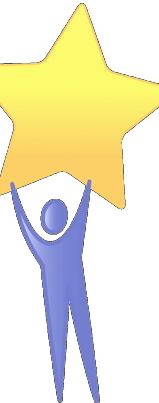
**SAMPLE ITEM**

**Part A**  
A farmer plants  $\frac{3}{4}$  of the field with soybeans.  
Drag the soybean to the field as many times as needed to show the fraction of the field that is planted with soybeans.

**Farmer's Field**





  
Soybean



- 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.

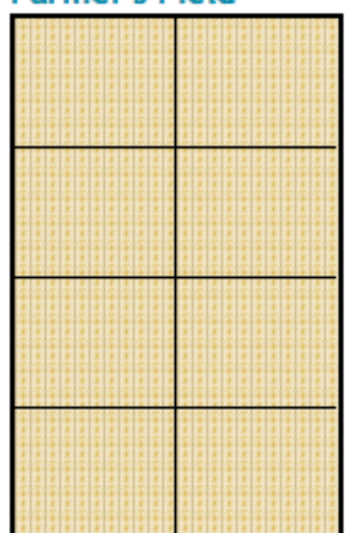
# Math: Grade 3 Sample Item

**SAMPLE ITEM**



**Part B**  
Type a fraction different than  $\frac{3}{4}$  in the boxes that also represents the fractional part of the farmer's field that is planted with soybeans.

<div>3</div>	=	<div></div>
<div>4</div>		<div></div>

**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

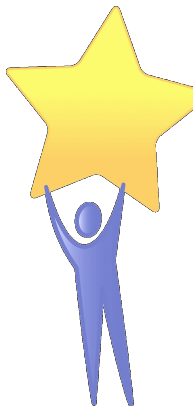
Solve the following equation:

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

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

Solution 1: 


Click + to enter another solution or click Done.



# How PARCC will Assess Grade 7 Analytic Writing *(sample released item)*

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

- “Biography of Amelia Earhart”
- “Earhart’s Final Resting Place Found”
- “Amelia Earhart’s Life and Disappearance”

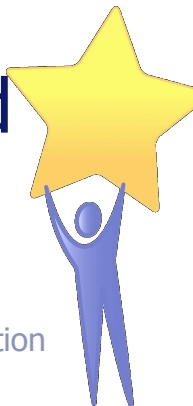
Consider the argument each author uses to demonstrate Earhart’s bravery.

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.



# PARCC will Assess Key Shifts in Mathematics Standards

1. Focuses on fewer standards per grade:
  - a) each standard addressed more deeply
  - b) coherent progression across grades
2. Conceptual understanding of topics is foundational.
3. Students are expected to apply and extend their knowledge to real-life modeling and problem solving.
4. At the high school level, PARCC will be an end of course test.





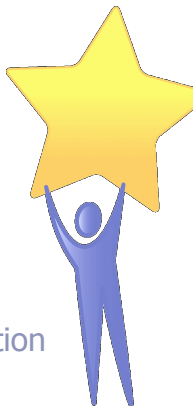
# Graduation Requirement

## ★ Class of 2018:

- ★ Grade 10 students through the **class of 2018** will take MCAS (for competency determination)

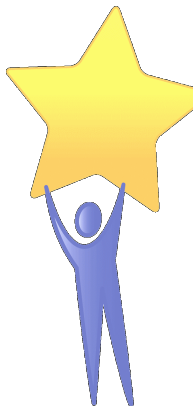
## ★ MCAS Science testing continues

- ★ Science will still be a requirement for the competency determination



# PARCC

## **Accommodations and Accessibility**



# PARCC: Accessibility Features and Accommodations

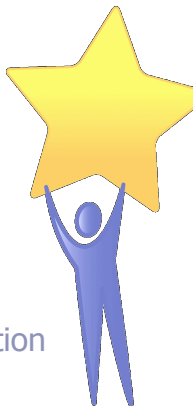
- ★ Many accommodations on MCAS will soon be built into computer-based PARCC tests and will be available to **all students** as “accessibility features.”
- ★ Use of keyboard, audio amplification, highlighter, magnification, spell checker, text-to-speech (Math), and many others
- ★ Other accommodations will be available only to **students with disabilities** and **English language learners**.
- ★ Most Massachusetts accommodations have been adopted by PARCC, including Nonstandard Accommodations.
- ★ Regional training is planned, and video tutorials are being developed, for use prior to the field test.



# PARCC Field Test:

## Accessibility and Accommodations

- ★ The following test administration procedures are available to **any student**, at the discretion of principal:
  - ★ Small group, frequent breaks, separate setting, specified area or seating, adaptive/specialized equipment, furniture, or lighting
- ★ Review PARCC accessibility features and accommodations at [parconline.org/parcc-accessibility-features-and-accommodations-manual](http://parconline.org/parcc-accessibility-features-and-accommodations-manual)



# Timelines for MCAS and PARCC Assessments

## ★ MCAS

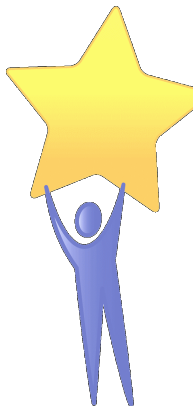
- ★ ELA: March 23-April 6, 2015
- ★ Mathematics and STE (gr. 5 & 8): May 4-19
- ★ HS Science and Tech/Eng: June 2-5

## ★ PARCC Performance-based Assessments (PBA)

- ★ Online ELA/Literacy and Mathematics: March 16-April 10
- ★ Paper ELA/Literacy and Mathematics: March 23-April 3

## ★ PARCC End-of-Year Assessments (EOY)

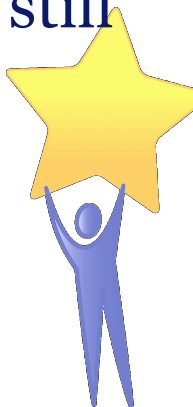
- ★ Online ELA/Literacy and Mathematics: May 4-29
- ★ Paper ELA/Literacy and Mathematics: May 11-22



# PARCC: Accommodations and Accessibility Features

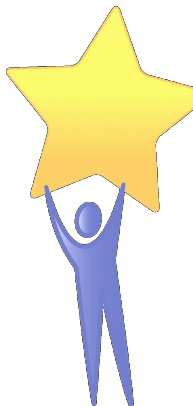
## The Future of MCAS and MCAS-Alt, if PARCC is Adopted:

- ★ All Grade 10 students will still take all **high school** MCAS tests to meet CD requirement (through class of 2019)
- ★ All students in Grades 5, 8, and 9/10 will still take MCAS **Science and Tech/Eng** tests
- ★ All students designated for alternate assessments will still take **MCAS-Alt**.



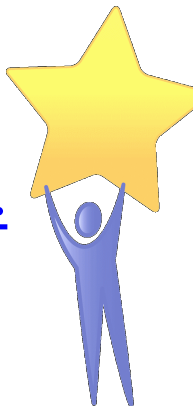
# PARCC: Accommodations and Accessibility Features

- ★ Many accommodations on MCAS will be built into computer-based PARCC tests and be available to **all students** as “accessibility features.”
  - ★ Use of keyboard, audio amplification, highlighter, magnification, spell checker, text-to-speech (Math only), use of blank paper, redirect student to test, repeat/clarify instructions
- ★ Other accommodations will be available only to **students with disabilities** and **English learners**.
- ★ Individual student needs will be documented in a **Personal Needs Profile (PNP)**.
- ★ Most Massachusetts accommodations are available on PARCC, including nonstandard accommodations, but will be delivered differently on computer-based tests.



# PARCC: Accommodations and Accessibility Features

- ★ The following **test administration procedures** are available to *any student*, at the discretion of principal:
  - ★ —Frequent breaks, small group, separate setting, specified area or seating, adaptive/specialized equipment, furniture, or lighting
  - ★ ***PARCC accessibility features and accommodations manual*** is available at [parconline.org/parcc-accessibility-features-and-accommodations-manual](http://parconline.org/parcc-accessibility-features-and-accommodations-manual)
  - ★ ***Overview of PARCC accommodations and accessibility for MA educators*** is posted to [www.doe.mass.edu/parcc/](http://www.doe.mass.edu/parcc/).





# PARCC: Accommodations and Accessibility Features

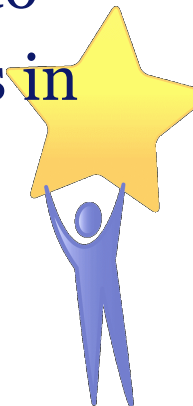
- ★ **PARCC accommodations for students with disabilities include:**

- ★ Extended time, paper-based test, scribe, Braille, ASL, large print, assistive technology

- ★ Nonstandard accommodations under same conditions allowed for MCAS

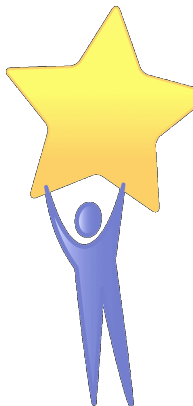
- ★ **PARCC accommodations available to ELLs include:**

- ★ Extended time, scribing Math assessments, word-to-word bilingual dictionary, repeat/clarify directions in English or native language



# PARCC: Accommodations and Accessibility Features

- ★ **PARCC accommodations do not include:**
  - ★ Individualized ELA graphic organizers and Math reference sheets that are allowed for MCAS
  - ★ Untimed testing for all students



# What About Time on Testing?

MCAS	PARCC
<p>Each session has a <b>recommended</b> duration</p>	<p>Each session has a <b>designated</b> duration</p>
<p>However, all sessions are untimed and students may use as much time as they like.</p>	<p>All students may use up to 50% additional time beyond the designated duration.</p>
<p>Most schools give students until the end of the school day.</p>	<p><u>Students with disabilities will receive the extended time accommodation as stipulated in their 504s and IEPs. ELLs are also eligible.</u></p>



# What About Time on Testing?

- ★ There are more testing sessions for PARCC; each student will participate in performance-based *and* end-of-year assessments.
- ★ PBAs at every grade level, which include extended writing and problem solving tasks, account for these additional sessions.
- ★ Because PARCC tests are timed, the overall time devoted to state testing (about 1.5% of the school year) will be less in most schools than it has been for MCAS.
- ★ The field tests will enable PARCC to determine whether the estimated time for each session is appropriate or needs to be adjusted.

