

PARCC: NEXT STEPS

NJ STATE BOARD OF EDUCATION
NOVEMBER 4, 2015

Measuring
College and
Career
Readiness

END-OF-COURSE MATH OUTCOMES, % MEETING/EXCEEDING EXPECTATIONS

	ADP Algebra I (2011)		PARCC Algebra I (2015)		PARCC Geometry (2015)		PARCC Algebra II (2015)	
	Count	%	Count	%	Count	%	Count	%
Grade 6	39	79%	66	92%				
Grade 7	3,001	94%	3,536	93%				
Grade 8	29,715	70%	27,498	72%	2,973	92%	459	73%
Grade 9	61,177	21%	53,656	18%	20,279	47%	4,720	70%
Grade 10	8,969	5%	5,542	4%	41,930	8%	20,710	39%
Grade 11	2,182	4%	1,398	4%	5,895	2%	32,092	7%

ALGEBRA I PARCC OUTCOMES AND COURSE GRADES

	PARCC Algebra I (2015)		Percent "C" or higher in Algebra I course AY1415	
	Count	% Meeting or Exceeding	Count*	% \geq C
Grade 6	66	92%	62	100%
Grade 7	3,536	93%	3,305	94%
Grade 8	27,498	72%	24,944	89%
Grade 9	53,656	18%	44,923	67%
Grade 10	5,542	4%	3,170	48%
Grade 11	1,398	4%	623	46%

Looking for mismatches between outcomes and expectations is an important first step, i.e., roughly 18% of freshman met or exceeded expectations in PARCC Algebra I yet 75% received Cs or better in their course.

* Based on an overall 84% match rate at a student-level between NJSMART course roster collection and PARCC Algebra I assessment data.

PARCC RELEASED TEST QUESTIONS

PARCC Released Items

The states that make up the PARCC consortium are taking the exceptional step of releasing test items from this year's PARCC assessment to give teachers a powerful tool to inform and improve classroom teaching and learning. The test items were built with robust mathematics problems and authentic reading passages selected and reviewed extensively by dozens of educators from PARCC states. [Learn more about the first release of PARCC test items.](#)

How to use the PARCC Released Items

The catalog below includes scoring rubrics and guides to the scoring, as well as released item sets, answer keys, standards alignment, and sample student responses – scored and annotated. [Learn more about how to use the catalog of released items.](#)

NOTE: Some of the passages you will see are in a very small font. This is due to the process of rendering an online item into a PDF format. Please zoom in for better viewing.

Guides to Understanding the Scoring

- [Guide to Understanding Scoring: English Language Arts/Literacy Released Items](#)
- [Guide to Understanding Scoring: Mathematics Released Items](#)

Resource Name

Subject

Grade Level

PARCC ITEM SAMPLE – GRADE 4

A student uses tubes of paint to draw on 1 poster and 2 shirts.

- The student uses 6 tubes of paint to draw on the poster.
- The number of tubes used for the poster is 3 times the number of tubes used for each shirt.
- Each tube contains $\frac{1}{3}$ ounce of paint.

How many ounces of paint does the student use for 1 shirt? How many ounces of paint does the student use to make 1 poster and 2 shirts?

Show your work or explain your answers.

The student uses 2 tubes of paint for the shirt and each tube has $\frac{1}{3}$ of paint in them so $\frac{1}{3} + \frac{1}{3}$ is $\frac{2}{3}$. In all the student uses $\frac{10}{3}$ of paint. I know this because $\frac{2}{3} + \frac{2}{3} + \frac{6}{3} \square = \frac{10}{3}$.

ITEM SAMPLE, SCORING ANNOTATION

Annotations

Anchor Paper 1

Score Point 3

This response receives full credit. The response includes all of the three required elements:

- The response provides the correct amount of paint used for 1 shirt ($\frac{2}{3}$)
- The response provides the correct amount of paint used for the poster and 2 shirts ($\frac{10}{3}$)
- The response provides valid work or explanation for the amount of paint used for 1 shirt ($\frac{1}{3} + \frac{1}{3}$ is $\frac{2}{3}$) and for the amount of paint used for the poster and two shirts ($\frac{2}{3} + \frac{2}{3} + \frac{6}{3} = \frac{10}{3}$)

Note: Work does not need to be shown for how to determine the number of ounces of paint used for the poster ($\frac{6}{3}$)

PARCC ITEM RELEASE SAMPLE

The Great Depression was a time in American History that is looked upon with a grim sort of dark remembrance and quiet triumphant pride by all those who remember it. Stimulating the economy was not easy, but President Franklin D. Roosevelt had many ideas and propositions as to how this should be accomplished. President Roosevelt believed that some of the biggest challenges during these dark days were to remain calm and realize that this could be overcome, and the vast numbers of citizens that remained unemployed; he believed that his solutions differed from those previously presented because they would have permanent results and were not based on fleeting desire for relief.

In his first inaugural address, President Roosevelt stated, "the only thing we have to fear is fear itself..". This powerful idea insinuates that the greatest enemy that the nation currently has is loss of faith in itself. For if this happens, all sense of organization is lost along with any chance of recovery. President Roosevelt also points out that "Happiness lies not in the mere possession of money; it lies in the joy of achievement, in the thrill of creative effort. The joy and moral stimulation of work no longer must be forgotten in the mad chase of evanescent profits." In other words, he is reminding the people of the United States that if they remember that material possessions and wealth are not what should be valued. He is expressing his firm belief that they must remember the value of family, hard work, and "that our true destiny is not to be ministered unto but to minister to ourselves and to our fellow men..." in order to overcome these gray days.

The President also expresses his sorrow for the numbers of people left unemployed and belief that jobs can and should be created in order to begin resolving this mountainous economic problem. The video about his New Deal economic plan plainly demonstrated this idea. It showed thousands of people laboring to improve road systems, reservoirs, and sewage systems. This New Deal plan allowed improvement of infrastructure while creating jobs, killing two birds with one stone. While creating jobs was not President Roosevelt's only idea to improve the economy, it was one of his biggest and most supported.

Roosevelt stated why he believed his proposals differed from others in his speech "The Forgotten Man". He says it is because other solutions "sought temporary relief from the top down rather than permanent relief from the bottom up." He says that he does not think the country should raise billions of dollars towards public works because this "would only be a stopgap." He continues on saying, "A real economic cure must go to the killing of the bacteria in the system rather than to the treatment of external symptoms." In short, he believes that his ideas will truly bring the country out of its economic crisis for good.

Franklin D. Roosevelt was a strong and influential president. He encouraged the people of the United States to not lose hope and sense and he made effective plans and put them in action. He believed his propositions provided permanent solutions. Roosevelt truly aided a crippled nation in getting back on its feet.

Annotations

Anchor Paper 1 Reading Score Point 4

The response demonstrates full comprehension of ideas through a substantial exploration of Roosevelt's views (*He is expressing his firm belief that they must remember the value of family, hard work, and "that our true destiny is not to be ministered unto but to minister to ourselves and to our fellow men..."*) and of how his proposed solutions differed from those attempted by others (*He says. . . other solutions 'sought temporary relief from the top down rather than permanent relief from the bottom up.'* *He says that he does not think the country should raise billions of dollars towards public works because this 'would only be a stopgap'*). The response references all three texts, selecting quotations effectively to support the analysis (*President Roosevelt stated. . . "the only thing we have to fear is fear itself..". This powerful idea insinuates that the greatest enemy that the nation currently has is loss of faith in itself*).

Written Expression Score Point 4

The response introduces a claim (*some of the biggest challenges during these dark days were to remain calm and realize that this could be overcome. . . he believed that his solutions differed from those previously presented because they would have permanent results and were not based on fleeting desire for relief*) and provides effective and comprehensive development of these ideas. Relevant textual evidence promotes clarity and corroborates the writer's reasoning. The progression of ideas builds to a succinct but satisfying conclusion that delivers a sense of completeness (*Roosevelt truly aided a crippled nation in getting back on its feet*). Precise vocabulary (*looked upon with a grim sort of dark remembrance and quiet triumphant pride. . . This powerful idea insinuates. . . expressing his firm belief*), and varied sentence structures contribute to an effective style.

STUDENT ROSTER ITEM ANALYSIS

PARCC Assessment Results: 2014 - 2015 Help Betsy Kotler

Home > Massachusetts > East Bridgewater School District > George Washington Middle School > Grade 8

Grade 8

Subject: **Math** Results: **Summative (Overall)** Scores Item Analysis

79 STUDENTS

Find a student Compare: SCHOOL FILTERS DOWNLOAD

STUDENT	OVERALL	ITEM 1 5 PTS	ITEM 2 6 PTS	ITEM 3 4 PTS	ITEM 4 5 PTS	ITEM 5 6 PTS	ITEM 6 4 PTS	ITEM 7 5 PTS
SCHOOL AVG George Washington Middle School	183	3.6	5.2	3.2	3.6	5.2	3.2	3.6
<input type="checkbox"/> Ahrens, Manuel	204	5	4	4	5	4	4	5
<input type="checkbox"/> Berlin, Hannah	176	3	2	3	3	2	3	3

STANDARD: RL2 | ITEM TYPE: Selected Response | RESPONSES: 87

EVIDENCE STATEMENT: Provide a summary of the text.

PROFESSIONAL LEARNING OPPORTUNITIES

- Extensive work is underway with our partners to support their efforts with schools and districts.
- November 9th – NJ Educator Leader Cadre PARCC Conference
- Online Blended Learning Modules Release
 - One module is on Assessment literacy and data use (using PLCs to hold conversations around the data and how to use it to inform instruction)
- December 2015 & January 2016 – minimum of 8 sessions held regionally in each month for educators to learn how to use the item release to inform instruction

TRANSITIONAL GRADUATION REQUIREMENTS – CLASSES OF 2016, 2017, 2018 AND 2019

English Language Arts/Literacy	Mathematics
PARCC ELA 9 \geq 750 <i>or</i>	PARCC Algebra I \geq 750 <i>or</i>
PARCC ELA 10 \geq 750 <i>or</i>	PARCC Geometry \geq 725 <i>or</i>
PARCC ELA 11 \geq 725 <i>or</i>	PARCC Algebra II \geq 725 <i>or</i>
SAT* Reading \geq 400 <i>or</i>	SAT* Math \geq 400 <i>or</i>
ACT or ACT PLAN Reading \geq 16 <i>or</i>	ACT Math \geq 16 <i>or</i>
Accuplacer Write Placer \geq 6 <i>or</i>	Accuplacer Elem Algebra \geq 76 <i>or</i>
PSAT 10 or PSAT/NMSQT Reading** \geq 40 <i>or</i>	PSAT10 or PSAT/NMSQT Math** \geq 40 <i>or</i>
ACT Aspire Reading \geq 422 <i>or</i>	ACT Aspire Math \geq 422 <i>or</i>
ASVAB-AFQT \geq 31 <i>or</i>	ASVAB-AFQT \geq 31 <i>or</i>
Meet Criteria of the NJDOE Portfolio Appeal	Meet Criteria of the NJDOE Portfolio Appeal

Note: * SAT taken prior to March 2016; ** PSAT taken prior to October 2015. The College Board will establish new 'cut scores' in December 2015 for the new PSAT and in May 2015 for the new SAT.

NEXT STEPS FOR GRADUATION REQUIREMENTS

- **The Study Commission on the Use of Statewide Assessments is completing its work and will move recommendations for the class of 2020 and thereafter.**
- **The New Jersey Department of Education will immediately turn the recommendations into a regulatory proposal for State Board of Education consideration.**