

# GLOUCESTER TOWNSHIP PARCC PARENT NIGHT

PARCC  
assessment  
revisions

Utilizing the  
PARCC score  
reports for  
parents and  
educators

Using PARCC  
data to inform  
instruction

# GOALS FOR TONIGHT

- Understanding PARCC/Standardized Test history
- PARCC assessment revisions
- Standardized Test/PARCC Future
- Utilizing the PARCC score reports for parents and educators
- Impact on students and using PARCC data to inform instruction
- What questions do you have?

# STANDARDIZED TESTING IN NEW JERSEY: A HISTORICAL PERSPECTIVE

- New Jersey has been committed to standards-based assessments for almost forty years. In 1975, the New Jersey Legislature passed the *Public School Education Act (PSEA)* "to provide to all children of New Jersey, regardless of socioeconomic status or geographic location, the educational opportunity which will prepare them to function politically, economically and socially in a democratic society." One year later, the *PSEA* was amended to establish uniform standards of minimum achievement in basic communication and computational skills. This amendment also included the legal basis for the use of a test as a graduation requirement. From 1978 through 1982, third-, sixth- and ninth-grade students participated in the *Minimum Basic Skills (MBS)* testing program for reading and mathematics.
- Beginning in 1981-82, ninth-grade students were required to pass the *Minimum Basic Skills Test* as one of the requirements for a high school diploma. Students failing either the reading or mathematics section of the MBS test were provided several retesting opportunities through the eleventh grade to pass both sections.

## VISION FOR PUBLIC EDUCATION IN NEW JERSEY

*“New Jersey will educate all students to prepare them to lead productive, fulfilling lives. Through a public education system that is seamlessly aligned from pre-school to college, students will gain the requisite academic knowledge and technical and critical thinking skills for life and work in the 21<sup>st</sup> century.”*



## College and Career Ready Standards

*“Align New Jersey high school standards and graduation requirements to college and workforce entry requirements.”* – NJ High School Redesign Steering Committee (HSRSC - 2008)

*New Jersey has adopted standards that “are widely recognized as appropriate standards for college and career readiness.”* - College and Career Ready Taskforce (CCRT - 2012)

## RAISING STANDARDS

2009: New Jersey adopted higher course taking requirements for all students.

2010: New Jersey adopted the Common Core State Standards in English Language Arts and Mathematics.



The New Jersey High School  
Redesign Steering Committee

***“Currently the New Jersey High School Proficiency Assessment (HSPA) does not measure college or work readiness... Further, New Jersey colleges and universities do not use scores from the HSPA for admissions or placement, because the test does not reflect postsecondary placement requirements.” (HSRSC - 2008)***

**NEXT STEPS:  
REPLACE  
HSPA**



**The New Jersey High School  
Redesign Steering Committee**

## **A System of Aligned Assessments**

*“Replace HSPA with a series of end of course assessments in math... and a proficiency exam in language arts literacy that are aligned with the expectations of higher education and the workplace.” (HSRSC - 2008)*

*Current tests should be “replaced with a system of end-of-course assessments.” (CCRT - 2012)*

## **IMPROVING STUDENT ASSESSMENT**

2015: New Jersey adopted the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments in English Language Arts/Literacy and Mathematics.



**The New Jersey High School  
Redesign Steering Committee**

# NEW JERSEY'S STATEWIDE ASSESSMENT PROGRAM

- In 2015, New Jersey adopted the Partnership for Assessment of Readiness for College and Careers (PARCC) to replace HSPA and previous assessments in the elementary and middle school in language arts and mathematics.
- Students took PARCC English Language Arts and Literacy Assessments (ELA/L) in grades 3 – 11.
- Students took PARCC Mathematics Assessments in grades 3 – 8 and End of Course Assessments in Algebra I, Geometry, and Algebra II.



# EVERY CHILD SUCCEEDS ACT

- Requires that states develop accountability systems with federally required testing in grades 3-8 and in high school.
  - The specific tests are NOT required by federal government. States may decide which standards and tests are used.
  - Requirements are virtually the same as NCLB, but states ultimately make decisions with the parameters established by the federal government.

# STUDY COMMISSION ON THE USE OF STUDENT ASSESSMENTS IN NEW JERSEY

## ■ Final Report – November 30, 2015

- Recommendation 23 – Recommends continuing participation in the PARCC consortium
- Recommendation 47 – Recommends that the class of 2020 (current 8<sup>th</sup> grade students) should be required to take the PARCC EOC –without having to achieve a prescribed score – before they can access alternative assessments for high school graduation. Further recommends that beginning in 2021 (current 7<sup>th</sup> grade students) that students must pass the appropriate PARCC assessments as a condition for high school graduation.

# NJASK RELEASED ITEMS



# PARCC ITEM STUDENT 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.

# PARCC ITEM RELEASE SAMPLE

7. Drag and drop the **three** fractions that are equivalent to  $\frac{1}{2}$  to the box.

$\frac{5}{10}$     $\frac{4}{6}$     $\frac{8}{12}$     $\frac{4}{8}$     $\frac{2}{4}$



Released Test Answer and Alignment Document

Mathematics – Grade 4

End of Year Assessment

Item Number	Answer Key	Evidence Statement Key
7.	<p><math>\frac{5}{10}</math>   <math>\frac{4}{8}</math>   <math>\frac{2}{4}</math></p>	4.NF.1-2

# SETTING A NEW BASELINE WITH PARCC

- Designed to measure the state standards that are guiding instruction in mathematics and English language arts.
- Focus on the skills students need in today's world, including critical thinking, problem solving, and reasoning.
- Because the PARCC tests measure these complex skills, which are different from previous state tests, scores on the PARCC test will look lower.

# TEST DESIGN CHANGES ONE TESTING WINDOW

## Consolidate Testing Into One Window

The PARCC assessments are changing! In 2015-16, the assessment will be given during one window. States and schools will have up to 30 school days in which to test, but most can/will complete all testing in a week to two weeks, depending on their schedule and availability of laptops/devices.

The new single window will end at the 90% mark of the school year. Gone are the separate early spring performance-based (PBA) and late spring end-of-year (EOY) windows.



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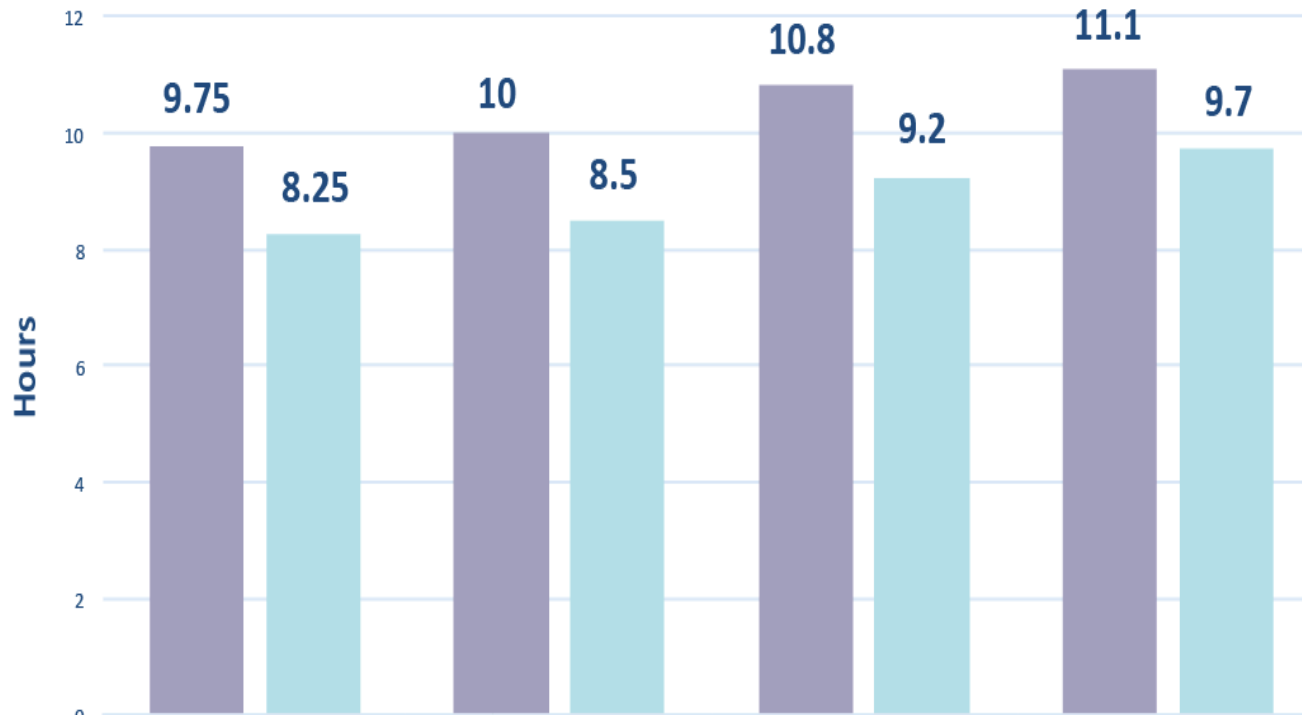
# GLOUCESTER TOWNSHIP 2016 TESTING SCHEDULE

	4/11/2016	4/12/2016	4/13/2016	4/14/2016	4/15/2016
Elementary	Grade 3 Testing				
Middle	Grade 6, Grade 7, and Half of Grade 8 Testing				
	4/18/2016	4/19/2016	4/20/2016	4/21/2016	4/22/2016
Elementary	Grade 4 Testing				
Middle	Gr. 6, 7, & 1/2 Gr. 8	Remaining Grade 8 Testing			
	4/25/2016	4/26/2016	4/27/2016	4/28/2016	4/29/2016
Elementary	Grade 5 Testing				
Middle	Remaining Grade 8 Testing		Make up Testing		



# TEST DESIGN CHANGES - 90 MINUTE REDUCTION

Total Testing Time: 2014-15 v. 2015-16



	Grade 3	Grades 4-5	Grades 6-8	High School
■ 2014-2015	9.75	10	10.8	11.1
■ 2015-2016	8.25	8.5	9.2	9.7

■ 2014-2015   ■ 2015-2016

Overall times include Reading/ Writing and Mathematics across all test units per grade

# STATEWIDE ASSESSMENTS ALLOTTED TESTING TIMES

	PARCC ELA and Math Combined	Science	Total	% of Instructional Year*
Grade 3	8.25	N/A	8.25	0.73%
Grade 4	8.50	1.25	9.75	0.87%
Grade 5	8.50	N/A	8.50	0.76%
Grade 6	9.20	N/A	9.20	0.82%
Grade 7	9.20	N/A	9.20	0.82%
Grade 8	9.20	2.0	11.20	1.00%
Grade 9	9.70	4.4	14.30	1.27%
Grade 10	9.70	N/A	9.70	0.86%
Grade 11	9.70	N/A	9.70	0.86%

\* Calculated using a 6.25 hour instructional day.

## PERFORMANCE LEVEL SETTING: THE PROCESS

- **Panelists used PARCC - Performance Level Descriptors to determine grade level mastery**
- **Performance Level Descriptors were used with actual test results and empirical studies to review individual assessment items**
- **At least three item review rounds occurred to determine cut scores for Performance Levels**

# FIVE PERFORMANCE LEVELS

PARCC uses five performance levels that delineate the knowledge, skills, and practices students are able to demonstrate:

**Level 1:**  
Did Not Yet  
Meet  
Expectations

**Level 2:**  
Partially Met  
Expectations

**Level 3:**  
Approached  
Expectations

**Level 4:**  
Met  
Expectations

**Level 5:**  
Exceeded  
Expectations

# PERFORMANCE LEVEL DESCRIPTORS - ELA

PARCC

## Grade 5 PARCC English Language Arts/Literacy Performance Level Descriptors

Reading Sub-Claims	Reading Literature Students demonstrate comprehension and draw evidence from readings of grade-level, complex literary text.	Reading Information Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational text.	Vocabulary Interpretation and Use Students use context to determine the meaning of words and phrases.
<b>EVIDENCES:</b> Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.	<b>See Literary Evidence Table</b> <a href="http://www.parcconline.org/assessments/test-design/ela-literacy/test-specifications-documents">http://www.parcconline.org/assessments/test-design/ela-literacy/test-specifications-documents</a>	<b>See Informational Evidence Table</b> <a href="http://www.parcconline.org/assessments/test-design/ela-literacy/test-specifications-documents">http://www.parcconline.org/assessments/test-design/ela-literacy/test-specifications-documents</a>	<b>See Vocabulary Evidence Table</b> <a href="http://www.parcconline.org/assessments/test-design/ela-literacy/test-specifications-documents">http://www.parcconline.org/assessments/test-design/ela-literacy/test-specifications-documents</a>

Level 5	Level 4	Level 3	Level 2
A student who achieves at <b>Level 5 exceeds expectations</b> for the assessed standards.	A student who achieves at <b>Level 4 meets expectations</b> for the assessed standards.	A student who achieves at <b>Level 3 approaches expectations</b> for the assessed standards.	A student who achieves at <b>Level 2 partially meets expectations</b> for the assessed standards.
<p>In <b>reading</b>, the pattern exhibited by student responses indicates:</p> <ul style="list-style-type: none"> <li>With <b>very complex text</b>, students demonstrate the ability to be <b>mostly accurate</b> when quoting or referencing, showing understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.</li> <li>With <b>moderately complex text</b>, students demonstrate the ability to be <b>mostly accurate</b> when quoting or referencing, showing understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.</li> <li>With <b>readily accessible text</b>, students demonstrate the ability to be <b>accurate</b> when quoting or referencing, showing <b>full</b> understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.</li> </ul>	<p>In <b>reading</b>, the pattern exhibited by student responses indicates:</p> <ul style="list-style-type: none"> <li>With <b>very complex text</b>, students demonstrate the ability to be <b>generally accurate</b> when quoting or referencing, showing <b>general</b> understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.</li> <li>With <b>moderately complex text</b>, students demonstrate the ability to be <b>generally accurate</b> when quoting or referencing, showing <b>general</b> understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.</li> <li>With <b>readily accessible text</b>, students demonstrate the ability to be <b>mostly accurate</b> when quoting or referencing, showing understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.</li> </ul>	<p>In <b>reading</b>, the pattern exhibited by student responses indicates:</p> <ul style="list-style-type: none"> <li>With <b>very complex text</b>, students demonstrate the <b>inability</b> to be accurate when quoting or referencing, showing <b>limited</b> understanding of the text when referring to explicit details and examples in the text.</li> <li>With <b>moderately complex text</b>, students demonstrate the ability to be <b>minimally accurate</b> when quoting or referencing, showing <b>minimal</b> understanding of the text when referring to explicit details and examples in the text.</li> <li>With <b>readily accessible text</b>, students demonstrate the ability to be <b>partially accurate</b> when quoting or referencing, showing <b>partial</b> understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.</li> </ul>	

# PERFORMANCE LEVEL DESCRIPTORS - MATH

PARCC

## Performance Level Descriptors – Grade 6 Mathematics

	Grade 6 Math: Sub-Claim B The student solves problems involving the Additional and Supporting Content for the grade/course with connections to the Standards for Mathematical Practice.			
	Level 5: Exceeds Expectations	Level 4: Meets Expectations	Level 3: Approaches Expectations	Level 2: Partially Meets Expectations
<b>Factors and Multiples</b>  6.NS.4-1 6.NS.4-2	Finds greatest common factors and least common multiples.  Uses the distributive property to <b>express</b> a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor.	Finds greatest common factors and least common multiples.  <b>Uses the distributive property to rewrite a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor.</b>	Identifies greatest common factors <b>and</b> least common multiples.	Identifies greatest common factors or least common multiples.
<b>Geometry</b>  6.G.1 6.G.2-1 6.G.2-2 6.G.3 6.G.4	Solves real-world and mathematical problems involving area of polygons by composing into rectangles or decomposing into triangles and other shapes.  Determines measurements of polygons in the coordinate plane.  Determines and uses nets of three-dimensional figures to find surface area.  Determines volume of right rectangular prisms with fractional edge lengths by packing them with unit cubes and using formulas.	Solves <b>real-world</b> and mathematical problems involving area of polygons by either composing into rectangles or decomposing into triangles and other shapes.  Determines measurements of polygons in the coordinate plane.  <b>Determines</b> and uses nets of three-dimensional figures to find surface area.  Determines volume of right rectangular prisms with fractional edge lengths by packing them with unit cubes and using formulas.	Solves mathematical problems involving area of polygons by either composing into rectangles <b>or decomposing into triangles and other shapes.</b>  <b>Determines measurements of polygons in the coordinate plane.</b>  <b>Uses nets of three-dimensional figures to find surface area.</b>  <b>Determines volume of right rectangular prisms with fractional edge lengths by packing them with unit cubes and using formulas.</b>	Solves mathematical problems involving area of polygons by composing into rectangles.

# RESOLUTION: ELA/L AND MATH MINIMUM SCORES FOR EACH PERFORMANCE LEVEL

	<b>Partially Meeting (Level 2)</b>	<b>Approaching Expectations (Level 3)</b>	<b>Meeting Expectations (Level 4)</b>	<b>Exceeding Expectations (Level 5)</b>
Grade 3 ELA & Math	700	725	750	790
Grade 4 ELA & Math	700	725	750	790
Grade 5 ELA & Math	700	725	750	790
Grade 6 ELA & Math	700	725	750	790
Grade 7 ELA & Math	700	725	750	790
Grade 8 ELA & Math	700	725	750	790
Grade 9 ELA/Algebra I	700	725	750	790
Grade 10 ELA/Geometry	700	725	750	790
Grade 11 ELA/Algebra II	700	725	750	790

# SAMPLE ENGLISH LANGUAGE ARTS REPORT

## ENGLISH LANGUAGE ARTS / LITERACY

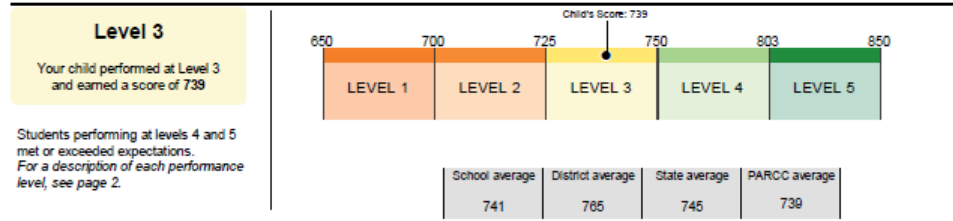
### Grade 4 Assessment Report, 2014–2015

This report provides information about how your child performed on the PARCC English language arts/literacy assessment. It shows whether your child met grade-level expectations and if your child is on track for the next grade level.

This test is just one measure of how well your child is performing academically. Other information, such as grades, teacher feedback and scores on other tests will help determine your child's academic strengths and needs.

To learn more about the test, and to view sample questions and practice tests, visit [understandthescore.org](http://understandthescore.org).

## ENGLISH LANGUAGE ARTS / LITERACY PERFORMANCE



## READING

Reading score range: 10 to 90	Average of students just meeting expectations 50	School average 52
Your child's score: 44	District average 48	State average 45

### LITERARY TEXT

**↓** In this area, your child did not do as well as students who met the expectations.  
Students meet expectations by showing they can read and analyze grade appropriate fiction, drama and poetry.

### INFORMATIONAL TEXT

**↔** In this area, your child did almost as well as students who met the expectations.  
Students meet expectations by showing they can read and analyze grade-appropriate non-fiction, including texts about history, science, art, and music.

### VOCABULARY

**↑** In this area, your child did as well as or better than students who met the expectations.  
Students meet expectations by showing they can use context to determine what words and phrases mean in grade-appropriate texts.

## WRITING

Writing score range: 10 to 60	Average of students just meeting expectations 35	School average 39
Your child's score: 30	District average 35	State average 31

### WRITING EXPRESSION

**↓** In this area, your child did not do as well as students who met the expectations.  
Students meet expectations by showing they can compose well-developed, organized, and clear writing, using details from what they have read.

### KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS

**↑** In this area, your child did as well as or better than students who met the expectations.  
Students meet expectations by showing they can compose writing using the rules of standard English, including those for grammar, spelling, and usage.

## LEGEND

<b>↓</b> Below Expectations	<b>↔</b> Nearly Meets Expectations	<b>↑</b> Meets or Exceeds Expectations
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To see selected questions from the test, visit [understandthescore.org](http://understandthescore.org).



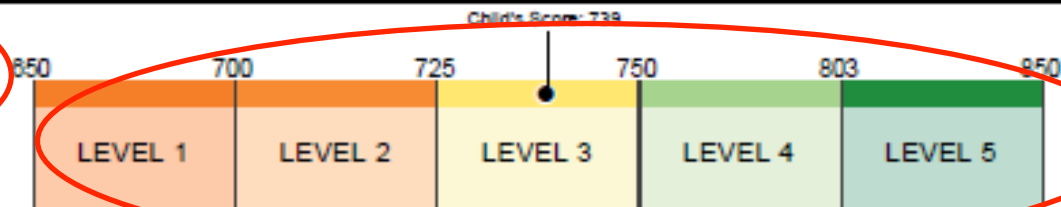
# SAMPLE ENGLISH LANGUAGE ARTS REPORT

## ENGLISH LANGUAGE ARTS / LITERACY PERFORMANCE

### Level 3

Your child performed at Level 3 and earned a score of 739

Students performing at levels 4 and 5 met or exceeded expectations. For a description of each performance level, see page 2.



School average	District average	State average	PARCC average
741	765	745	739

## READING

Reading score range: 10 to 90	Average of students just meeting expectations 50	School average 52
Your child's score 44	District average 48	State average 45

## WRITING

Writing score range: 10 to 60	Average of students just meeting expectations 35	School average 39
Your child's score 30	District average 35	State average 31

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# SAMPLE ENGLISH LANGUAGE ARTS REPORT

## READING

Reading score range: 10 to 90	Average of students just meeting expectations 50	School average 52
Your child's score  44	District average 48	State average 45

### LITERARY TEXT



In this area, your child did not do as well as students who met the expectations.

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### INFORMATIONAL TEXT



In this area, your child did almost as well as students who met the expectations.

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### KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS



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Students meet expectations by showing they can compose writing using the rules of standard English, including those for grammar, spelling, and usage.

### LEGEND



Below Expectations



Nearly Meets Expectations



Meets or Exceeds Expectations

To see selected questions from the test, visit [understandthescore.org](http://understandthescore.org).

Your logo here

# Sample Math Report

## MATHEMATICS

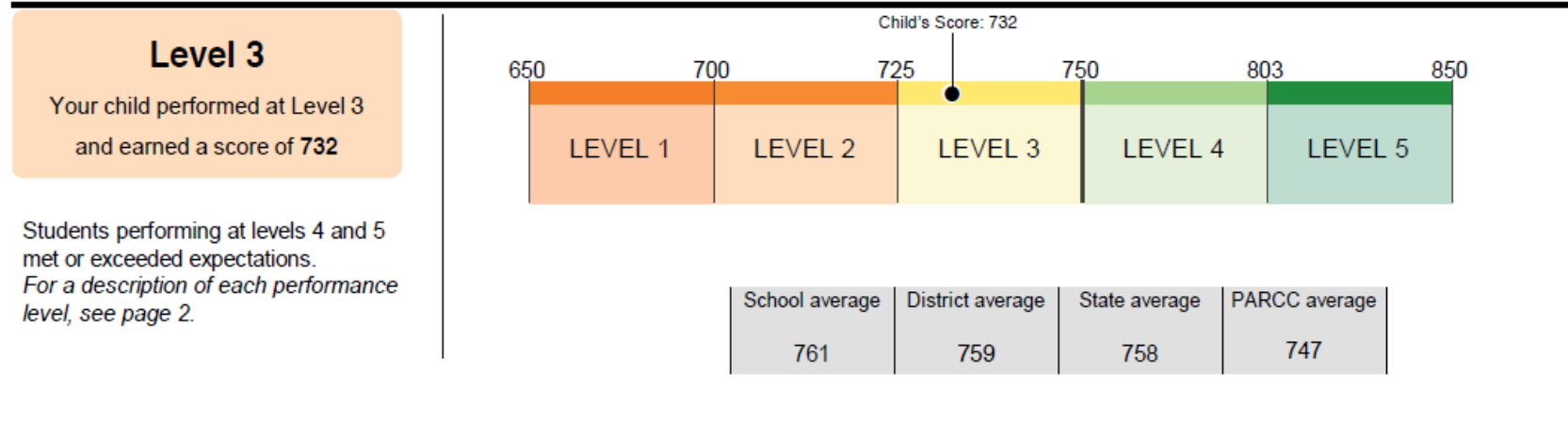
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### MATHEMATICS PERFORMANCE



Your logo here

# SAMPLE MATH REPORT

## ADDITIONAL INFORMATION ABOUT YOUR CHILD'S MATHEMATICS SCORE

### MAJOR CONTENT



In this area, your child did almost as well as students who met the expectations.

Students meet expectations by solving problems involving addition, subtraction, multiplication and division, place value, fraction comparisons, and addition and subtraction of fractions with same denominators.

### EXPRESSING MATHEMATICAL REASONING



In this area, your child did as well as or better than students who met the expectations.

Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.

### ADDITIONAL & SUPPORTING CONTENT



In this area, your child did not do as well as students who met the expectations.

Students meet expectations by solving problems involving number and shape patterns, simple measurement conversions, angle measurements, geometric shapes classification, and representations of data.

### MODELING & APPLICATION



In this area, your child did not do as well as students who met the expectations.

Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively and strategically using appropriate tools.

For a list of the major and additional content at each grade level, see [parconline.org/math](http://parconline.org/math).

### LEGEND



Below Expectations



Nearly Meets Expectations



Meets or Exceeds Expectations

To see selected questions from the test, visit [understandthescore.org](http://understandthescore.org).

your logo here

# 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  Compare:  SCHOOL FILTERS DOWNLOAD

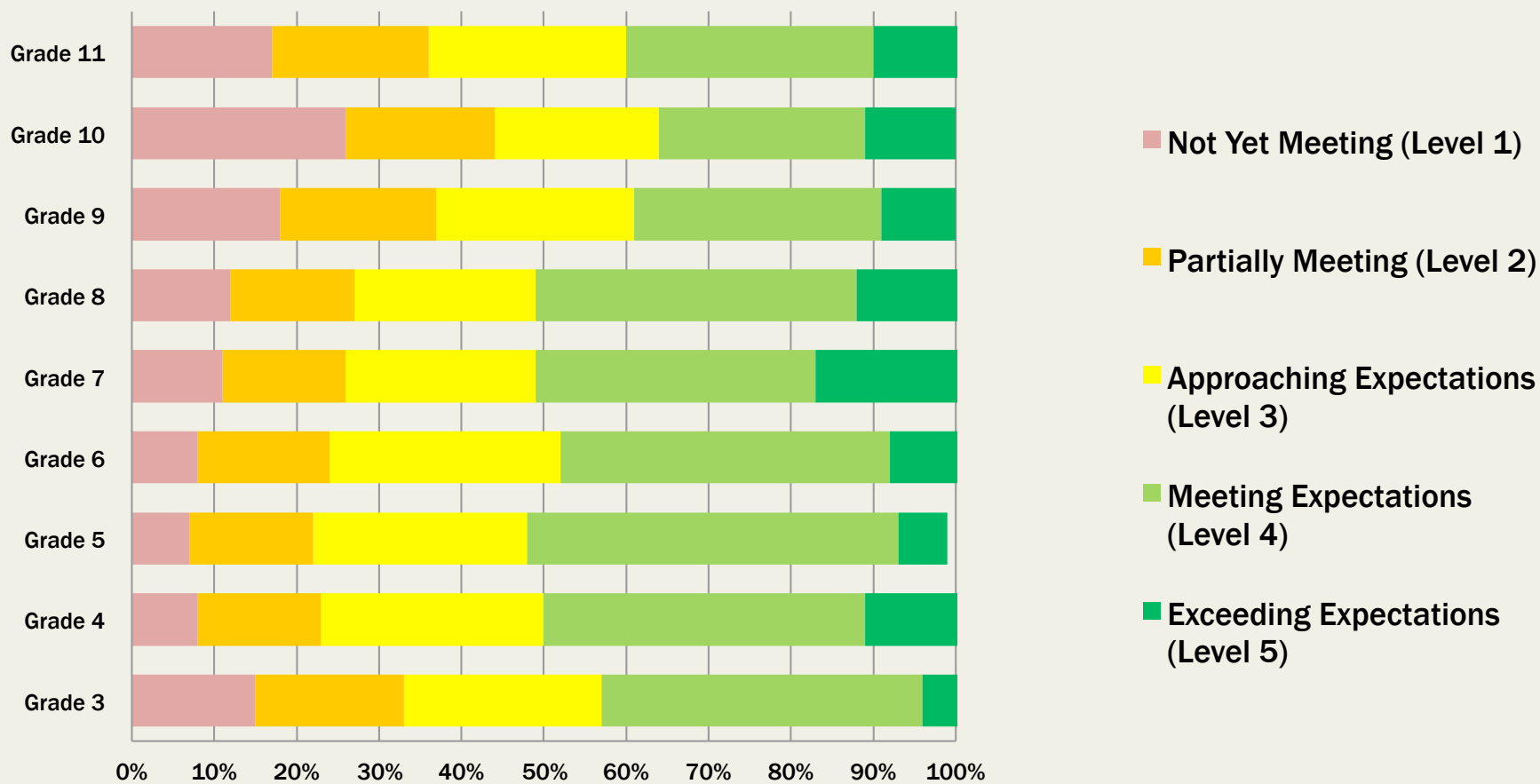
STUDENT	OVERALL	ITEM 1 5 PTS	ITEM 2 6 PTS	ITEM 3 4 PTS	ITEM 4 5 PTS	ITEM 5 6 PTS	ITEM 6 4 PTS	ITEM 7 5 PTS
SCHOOL AVG George Washington Middle School	183	3.6	5.2	3.2	3.6	5.2	3.2	3.6
<input type="checkbox"/> Ahrens, Manuel	204	5	4	4	5	4	4	5
<input type="checkbox"/> Berlin, Hannah	176	3	2	3	3	2	3	3

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

EVIDENCE STATEMENT: Provide a summary of the text.

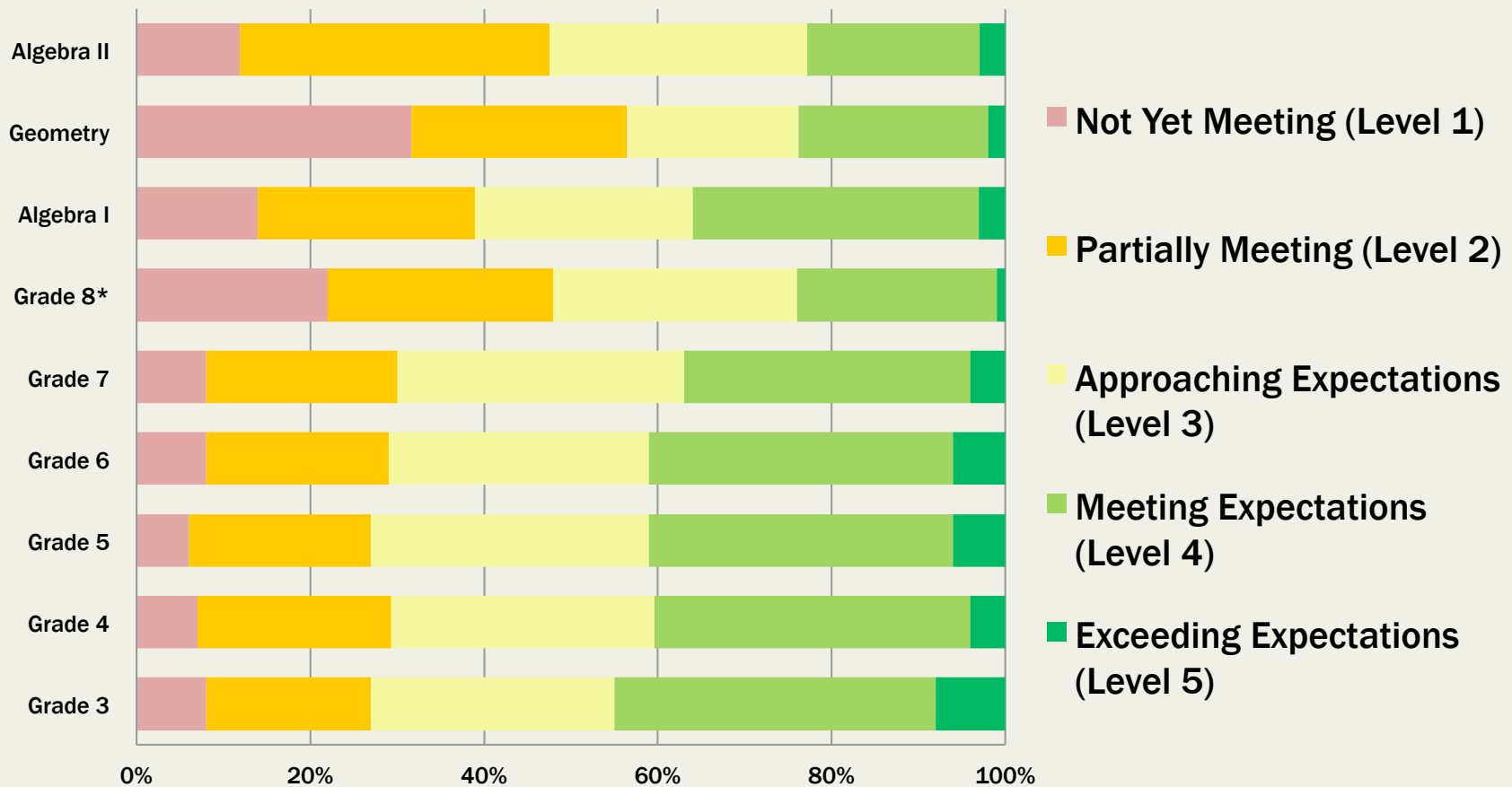
# WHAT CONVERSATION MIGHT YOU HAVE ABOUT THIS DATA?

## New Jersey 2015 PARCC ELA Outcomes



# WHAT QUESTIONS MIGHT YOU HAVE THAT LEAD TO A DIFFERENT CONVERSATION?

## New Jersey PARCC 20 15 Mathematics Outcomes



2015 PARCC ELA/L Grade 4	51%
2013 NAEP Reading Grade 4	42%

2015 PARCC Math Grade 4	41%
2013 NAEP Math Grade 4	49%

2015 PARCC ELA/L Grade 8	52%
2013 NAEP Reading Grade 8	46%

2015 PARCC ELA/L Grade 11	41%
2013 NAEP Reading Grade 12	41%

2015 PARCC Algebra I	36%
2011 ADP Algebra I	35%

NAEP: National Assessment of Educational Progress <https://nces.ed.gov/nationsreportcard/>  
ADP: American Diploma Project <http://www.achieve.org/adp-network>

## PARCC OUTCOMES IN CONTEXT

2015 SAT: 44%  
met College  
and Career  
Ready  
Benchmark

2015 ACT: 43%  
met College  
and Career  
Ready  
Benchmark.



# GLOUCESTER TOWNSHIP'S 2015 PARCC GRADE-LEVEL OUTCOMES ENGLISH LANGUAGE ARTS/LITERACY

	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % >= Level 4	PARCC % >= Level 4	NJ % >= Level 4
Grade 3	656	16	16	30	37	1	38%	38%	44%
Grade 4	699	10	15	27	40	8	48%	42%	51%
Grade 5	690	9	17	31	41	3	44%	40%	52%
Grade 6	704	13	24	36	26	2	28%	39%	49%
Grade 7	714	22	21	27	24	6	30%	42%	52%
Grade 8	741	18	19	28	31	4	35%	42%	52%

# GLOUCESTER TOWNSHIP'S 2015 PARCC GRADE-LEVEL OUTCOMES MATHEMATICS

	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % >= Level 4	PARCC % >= Level 4	NJ % >= Level 4
Grade 3	657	7	24	33	32	4	36%	38%	45%
Grade 4	703	10	27	31	32	1	33%	32%	40%
Grade 5	690	7	29	38	25	1	26%	32%	41%
Grade 6	706	6	29	37	27	1	28%	32%	41%
Grade 7	713	10	27	38	25	1	26%	29%	37%
Grade 8*	543	18	32	33	17	0	17%	27%	24%
Algebra I	204	0	3	23	68	6	74%	31%	36%

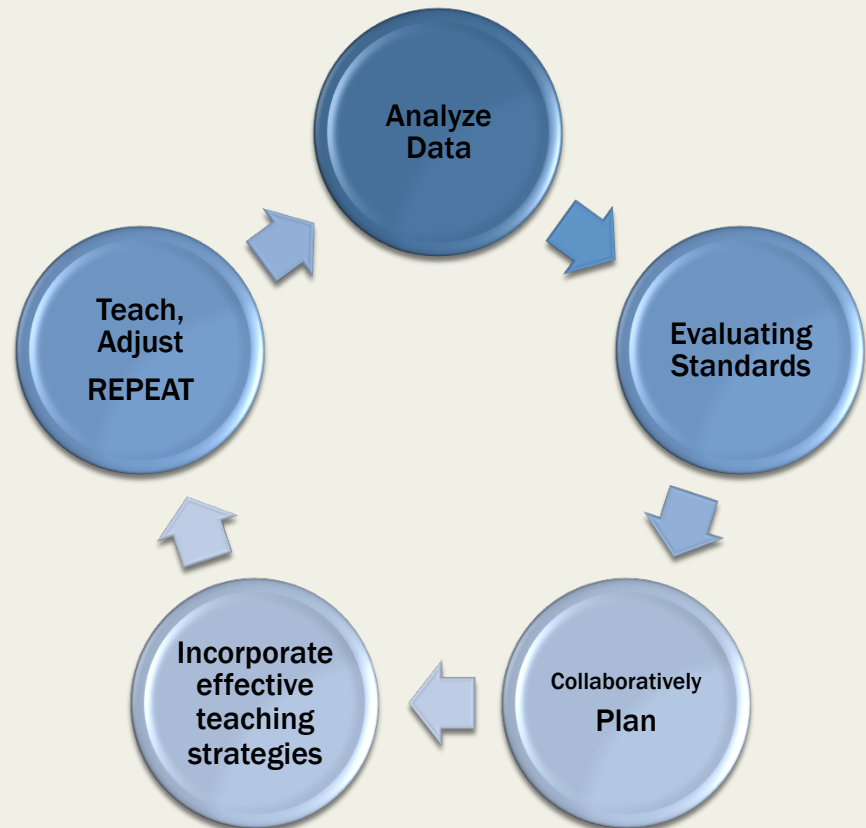
# PARCC OUTCOMES USING APPROACHING

ELA	PARCC % ≥ Level 3	NJ % ≥ Level 3	District% ≥ Level 3
Grade 3	61%	68%	68%
Grade 4	71%	78%	75%
Grade 5	69%	77%	75%
Grade 6	70%	77%	64%
Grade 7	68%	75%	57%
Grade 8	68%	73%	63%

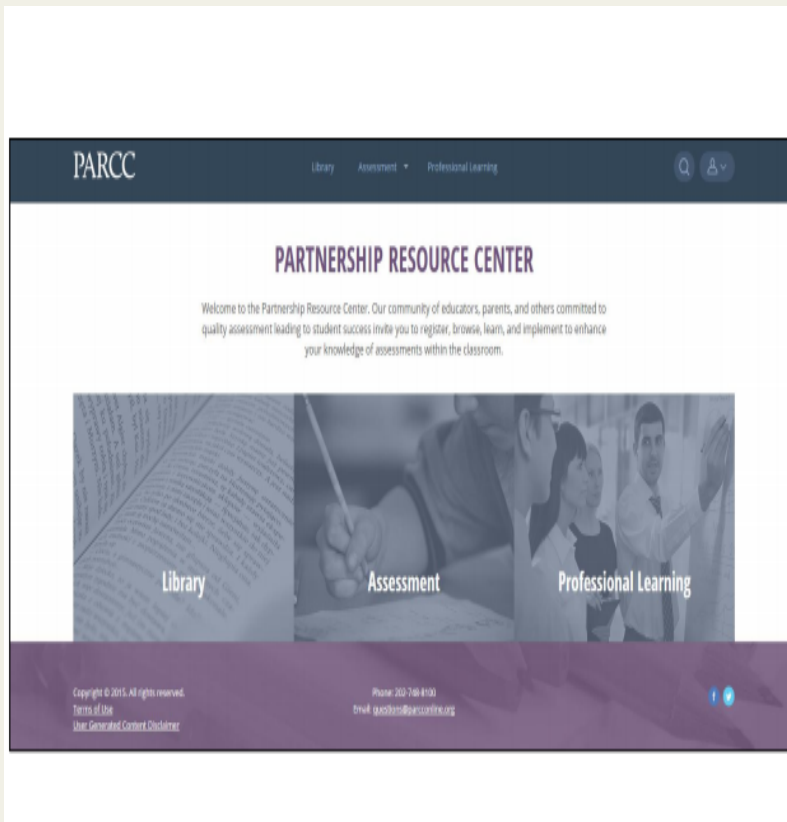
Math	PARCC % ≥ Level 3	NJ % ≥ Level 3	District% ≥ Level 3
Grade 3	66%	73%	69%
Grade 4	62%	70%	64%
Grade 5	62%	73%	64%
Grade 6	62%	71%	65%
Grade 7	63%	70%	64%
Grade 8*	52%	52%	50%
Algebra I	59%	61%	97%

# CONVERSATION

- When we think about teaching and learning, how is assessment part of the cycle?
- What supports do educators, parents and the community need?



# PARTNER RESOURCE CENTER



- PARCC's Partnership Resource Center is a portal to a wide range of resources at [www.PARCCResources.org](http://www.PARCCResources.org)
  - Library
  - Assessment
  - Professional Learning
- There are three levels of access available
  - Public
  - Registered
  - PARCC Member

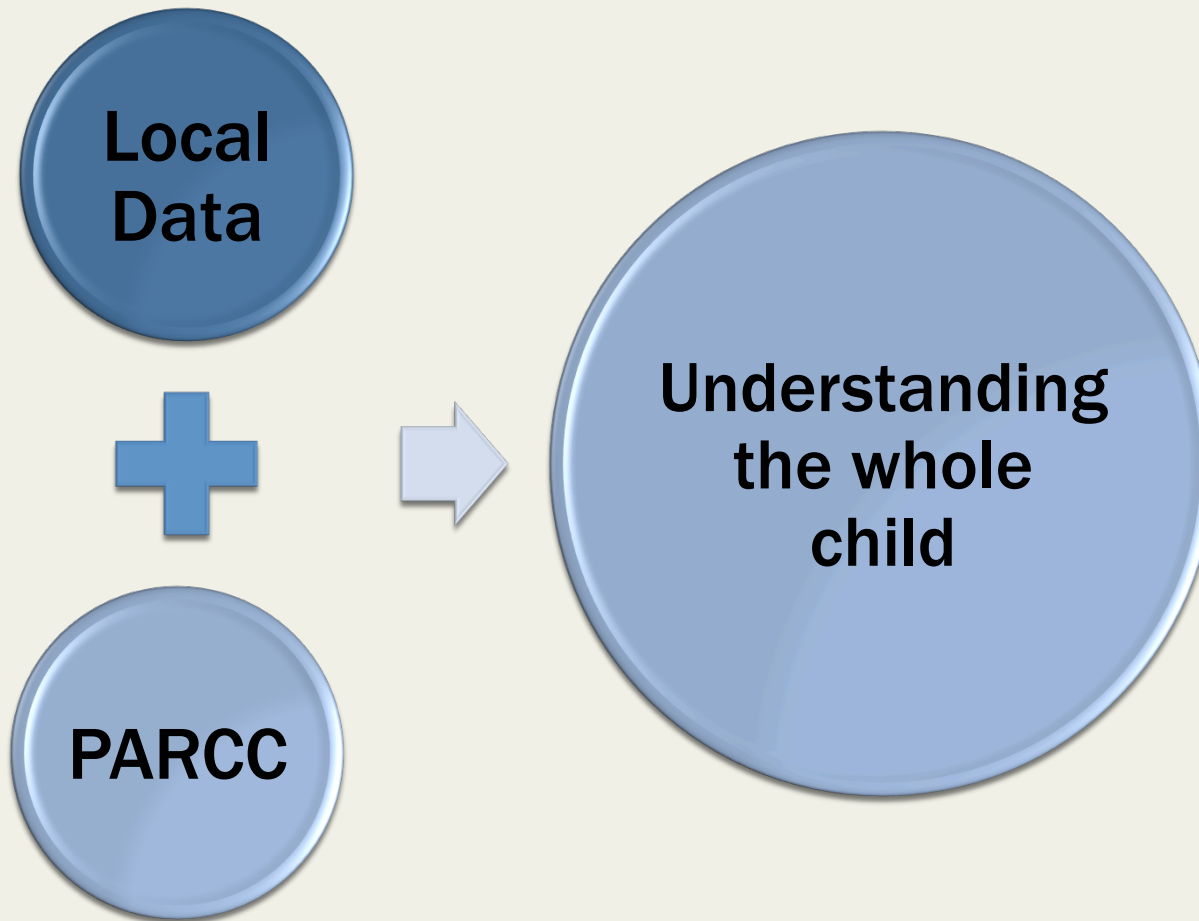
# PUBLIC ACCESS TO THE PRC

- Access to PARCC's released items
- Access to most resources in the "Library"
- Use of the "Ad Hoc" Technology Readiness Tool
- Use of some social sharing features of the Digital Library
- Opportunities to participate in open access Professional Learning Courses.
- Access to select S&L and K-2 resources

# GLOUCESTER TOWNSHIP'S RESPONSE

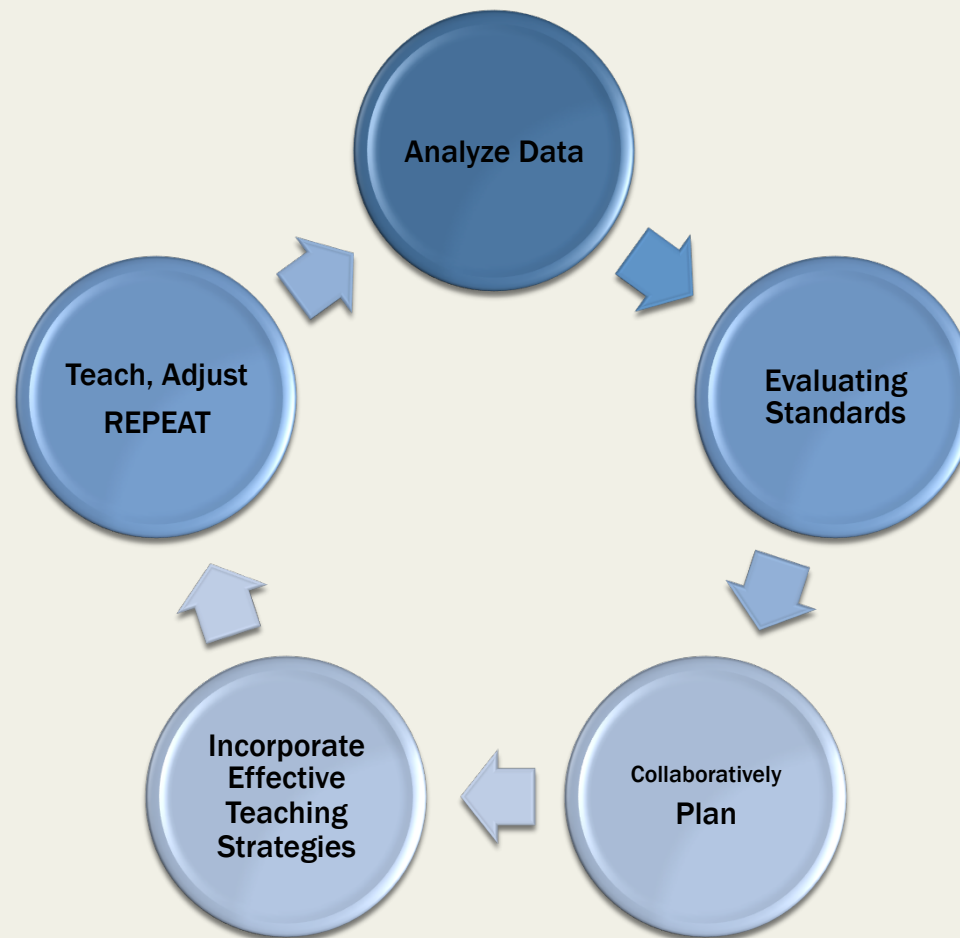
- Curriculum aligned to standards
- Increased use of technology in the classroom
- Learning more about the assessment/standards
- Reviewing results – Combining with own data and observations
- Focus on systematic improvement of instruction

# OVERALL, WHAT DO WE KNOW?





# CONVERSATIONS ARE INTEGRAL TO THE CYCLE



**QUESTIONS/COMMENTS/CONCERNS?**