



Postsecondary Engagement in PARCC

Mississippi Institutions of Higher Learning

Office of Academic and Student Affairs

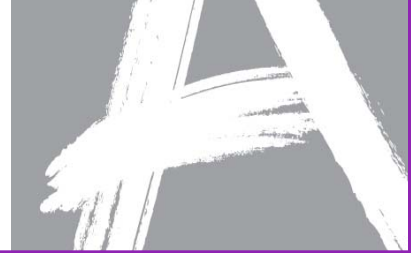
Common Core State Standards and PARCC Assessments

Professional Development Session for Post Secondary Faculty and Deans

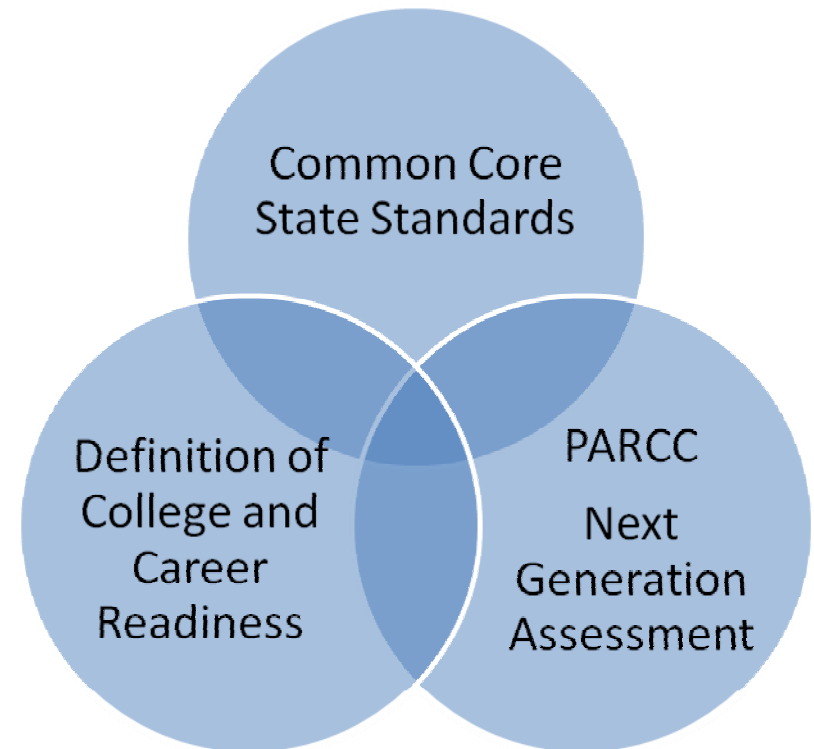
September 26, 2013

Allison Jones, Vice President, Postsecondary Collaboration

Objectives for this Session



- **Identify how the Common Core State Standards and aligned PARCC assessments advance college readiness and completion**
- **Establish the role of state postsecondary educators, faculty, policy makers and institution leaders in PARCC**
- **Describe how PARCC scores will be validated as indicators of college readiness at postsecondary campuses**
- **Discuss strategies for incorporating PARCC scores into postsecondary placement policies**



The College Readiness Disconnect

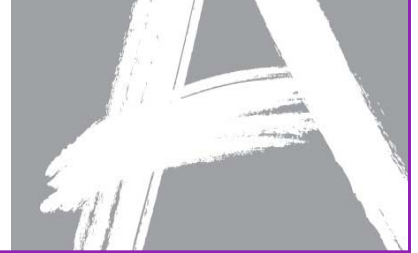
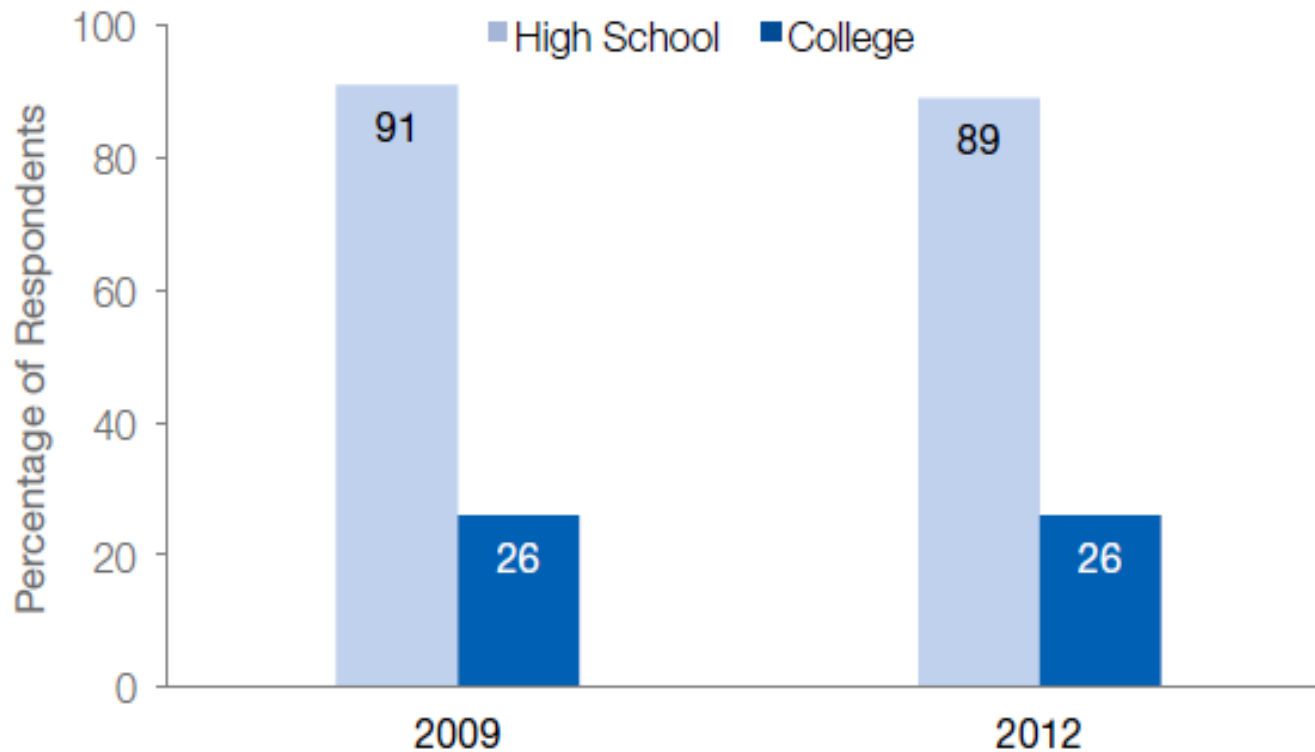


Figure 2: Percentages of Educators Reporting that Their Students Are “Well” or “Very Well” Prepared for College-Level Work in Their Content Area



Note. The data in this chart are from *ACT National Curriculum Survey 2009*, by ACT, 2009, Iowa City: Author, and *ACT National Curriculum Survey 2012*, by ACT, 2013, Iowa City: Author.

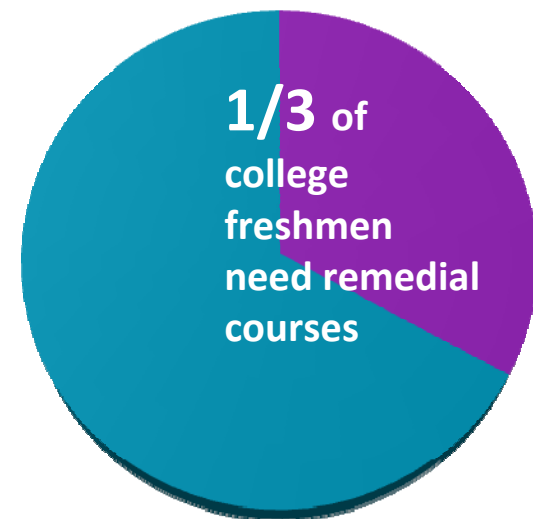
Why Higher Standards and New Assessments *Now*?



By the year 2020, 65% of all jobs will require some postsecondary education or training.

To ensure future economic sustainability, we must prepare all students to access postsecondary opportunities:

- The PARCC assessment system will impact 23 million students. 9 million of these students attend Title I schools.
- CCSS and PARCC have the potential to substantially improve educational equity, postsecondary opportunity, and economic mobility if ***implemented with fidelity by K-12 and embraced by postsecondary institutions.***
- **Our K–12 system is not adequately preparing students for college**



The Goal: College Access and Success

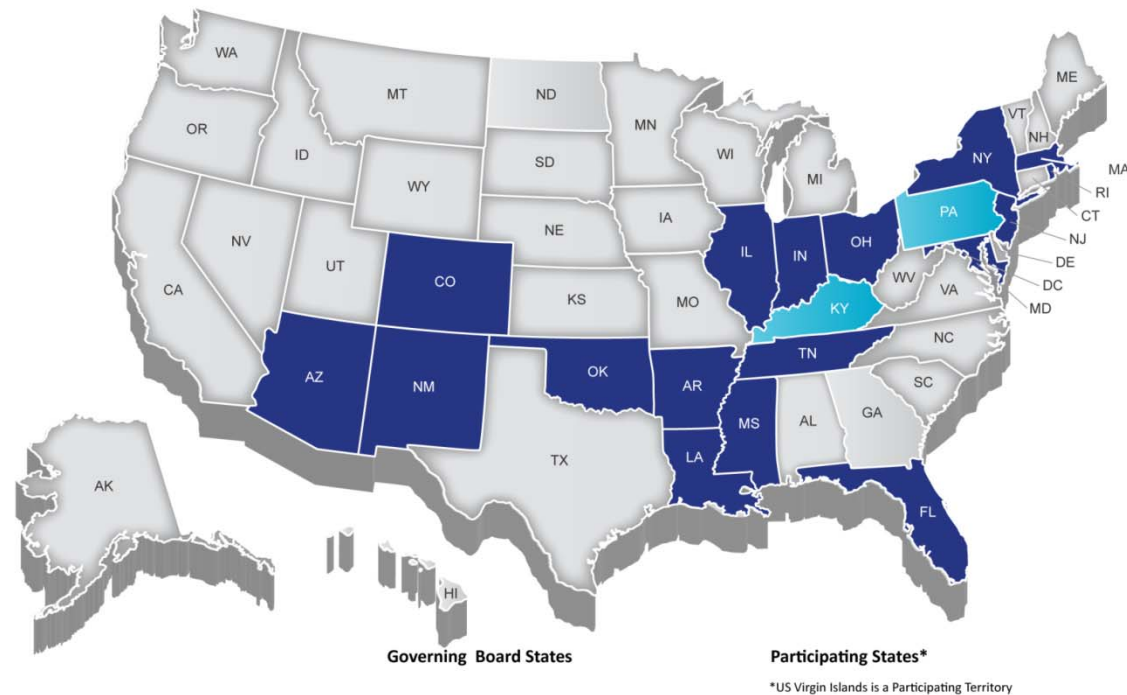


- Identify a set of core competencies that represent a **baseline of college-and career-ready academic standards (CCCSS)**
- Develop an innovative assessment system aligned to the standards:
 - to help ensure new **standards reach every classroom**
 - to **provide clear signals** to educators, parents and students **about college readiness** prior to high school graduation
- Establish a **College- and Career-Ready Determination** accepted and used by postsecondary faculty and administrators that **guarantees student placement into entry-level, credit-bearing college courses without the need for remediation.**
- **Provide early interventions, tools and transition courses to ensure students meet postsecondary goals.**

PARCC: A Better Way of Measuring What Students Know and Can Do



- 20 states
- 15 million students in tested grades
- Aligned to the **Common Core State Standards**
- 2013–14 field testing
- 2014–15 implementation





**The Common Core State Standards
Identify a Set of Core Competencies
that Represent A Baseline for College
and Career Readiness**



Key Advances of the Common Core

ENGLISH LANGUAGE ARTS/LITERACY

Balance of literature and informational texts; focus on text complexity

Emphasis on argument, informative/explanatory writing, and research

Literacy standards for history, science and technical subjects

MATHEMATICS

Focus, coherence and clarity: emphasis on key topics at each grade level and coherent progression across grades

Balance between procedural fluency and understanding of concepts and skills

Promote rigor through mathematical proficiencies that foster reasoning and understanding across discipline



ANCHORED IN COLLEGE AND CAREER READINESS



Claims Driving Design: **ELA/Literacy**

Students are on-track or ready for college and careers

Students read and comprehend a range of sufficiently complex texts independently

Students write effectively when using and/or analyzing sources.

Students build and present knowledge through research and the integration, comparison, and synthesis of ideas.

Reading Literature

Reading Informational Text

Vocabulary Interpretation and Use

Written Expression

Conventions and Knowledge of Language



Important to Higher Education Faculty: **ELA and Literacy Standards**

- **Colleges and universities require students to –**
 - **Analyze** complex text
 - **Conduct** research and apply that research to solve problems or address a particular issue
 - **Identify** areas for research, narrow those topics and adjust research methodology as necessary, and evaluate and synthesize primary and secondary resources as they develop and defend their own conclusions
- **Standards require students to –**
 - **Conduct** short, focused projects and longer term in-depth research
 - **Identify and analyze** credible information
 - **Communicate** research findings both **verbally** and in **writing**



Claims Driving Design: **Mathematics**

Students are on-track or ready for college and careers

Students **solve problems involving the major content** for their grade level with connections to practices

Students **solve problems involving the additional and supporting content** for their grade level with connections to practices

Students **express mathematical reasoning** by constructing mathematical arguments and critiques

Students solve real world problems engaging particularly in the **modeling practice**

Student **demonstrate fluency** in areas set forth in the Standards for Content in grades 3-6



Important to Higher Education Faculty: High School Mathematics Standards

- **The high school mathematics standards:**
 - **Identify** the mathematics that all students should study in order to be college and career ready
 - **Emphasize** mathematical modeling and the use of mathematics and statistics
 - To **analyze** empirical situations,
 - **Understand** them better, and
 - **Improve** decisions
- **The standards require students to:**
 - **Apply** mathematical ways of thinking to real world issues and challenges
 - **Develop** a depth of understanding and ability to apply mathematics to novel situations

The Common Core State Standards Require New Aligned Assessments



- The Common Core State Standards were developed *collaboratively by K-12 and postsecondary content experts and faculty to establish standards of college readiness*
- **Higher education partners in PARCC**—nearly 200 institutions and systems covering over 850 campuses across the country— **committed to work with K-12** partners to **develop assessments** aligned to these standards and set a **college-ready cut score** that will be used to **place incoming freshman** into credit-bearing college courses

Developing the PARCC Assessments:

The Role of Postsecondary Faculty, Leaders and Policy Makers



PARCC Priorities



1. Determine whether students are **college and career ready or on track**
2. Aligned 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 with **timely data**
5. Create innovative **21st century, technology-based assessments**
6. Be **affordable** and **sustainable**
7. Provide **comparable data** from school-to-school and state-to-state

What is Different About PARCC's Development Process?



- PARCC states first developed the Model Content Frameworks to provide guidance on key elements of excellent instruction aligned with the Standards.
- Then, those Frameworks informed the assessment blueprint design.
- Aligned evidence statements and task models followed.

So...

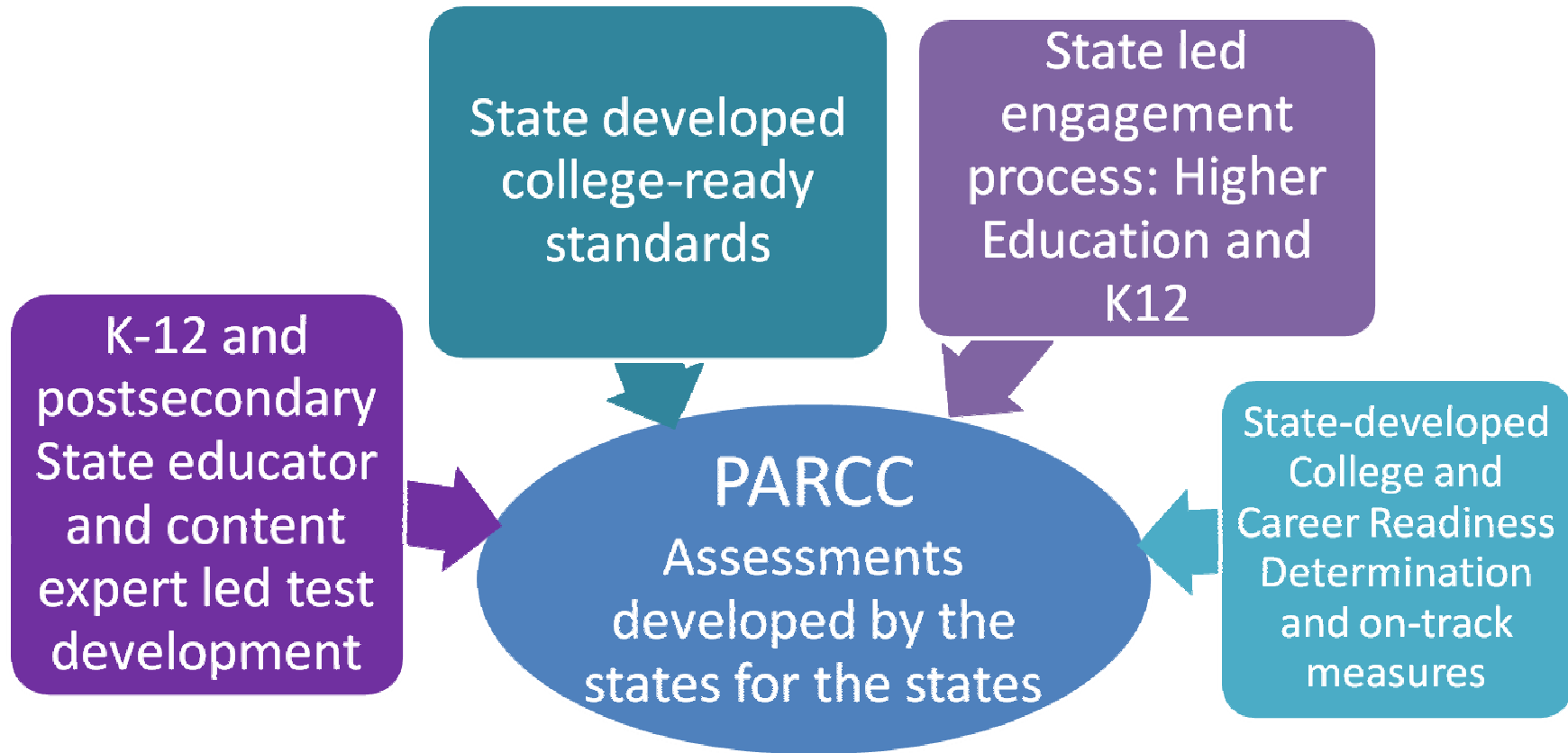
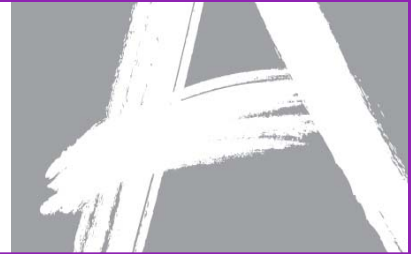
- PARCC is designing the assessments around exactly the same content shifts the standards expect of teachers and students.
- PARCC is communicating in the same voice to teachers as it is to assessment developers

Item Development



- Item development began in fall 2012
- Item and passage reviews take place regularly, with teams of reviewers:
 - K-12 content experts
 - Higher education faculty
 - Local educators
 - Community members
- Item development is on schedule, and the vendors will meet the benchmark to complete all items for field testing.

State Led Design and Development



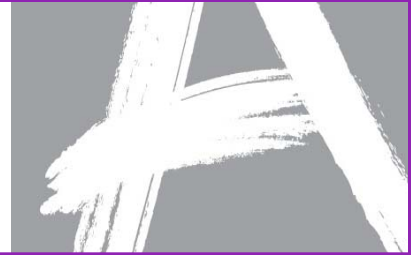
Educators in the PARCC consortium can trust that test items reflect the Common Core State Standards and the quality expectations of teachers in their states

Higher Education Engagement

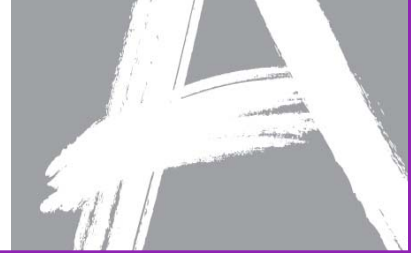


- Through state level engagement efforts, **almost 800 state postsecondary institutions and systems have been involved in the development of the PARCC assessment**
- PARCC ACCR and Higher Education Leadership Team played an integral role in defining and adopting the College and Career Readiness Determination for placement into entry-level, college-credit bearing courses
- Role going forward:
 - Continue to deepen awareness of the postsecondary role in PARCC
 - Develop K-12/postsecondary partnerships and governance plans for using the PARCC assessments for placement
 - Approve and participate in the standard setting and long-term validations processes
 - Engage higher education in supporting full implementation of the CCSS and PARCC assessments

The PARCC Assessment System



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

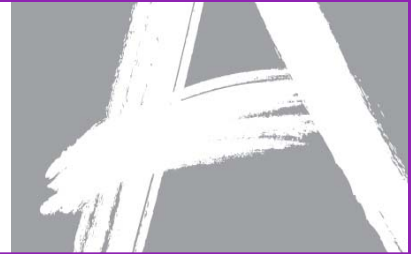
Targeted interventions and supports:

- State-developed 12th-grade bridge courses

Professional development for educators

Assessments

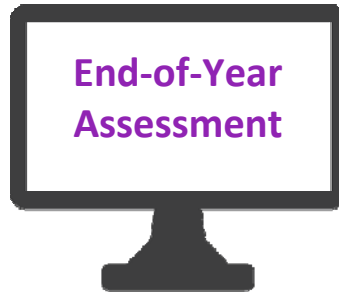
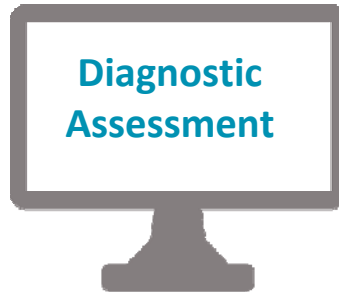
ELA/Literacy and Mathematics, Grades 3–11



Beginning of
School Year

End of
School Year

← Flexible administration →



← Flexible administration →

Key:



From the Student's Perspective



- **Early Spring Performance Based Assessments in Math and Literacy**
 - ELA/Literacy: 3.5 hours to write three essays
 - Math: 2 hours to work through a few short problems and 6-7 extended math problems
- **Late Spring: Short answer/Multiple choice Assessments**
 - ELA/Literacy: 2 hours to work through selected response analytical questions
 - Math: 1.75-2 hours to work through short mathematics problems
- ***Less than 1% of total instructional time***

PARCC Sample Assessment Items:

High School Mathematics and English Language Arts



A Preview of the PARCC Assessments



- **August 2013:** PARCC released **new sample items in Mathematics and ELA/literacy**
- **October 2013:** additional **sample items** released
- **November 2013:** sample items **available on the technology platform**
- **Spring 2014:** **PARCC practice test**, available to students, teachers, parents via PARCCOnline.org

PARCC Algebra I/Math II Sample Item

Myla's swimming pool contains 16,000 gallons of water when it is full. On Thursday, her pool was only partially full. On Friday, Myla decided to fill her pool completely using a hose that flowed at a rate of 10 gallons per minute. It took her 5 hours to completely fill her pool.

Part A

Type a number into each box to complete the sentences.

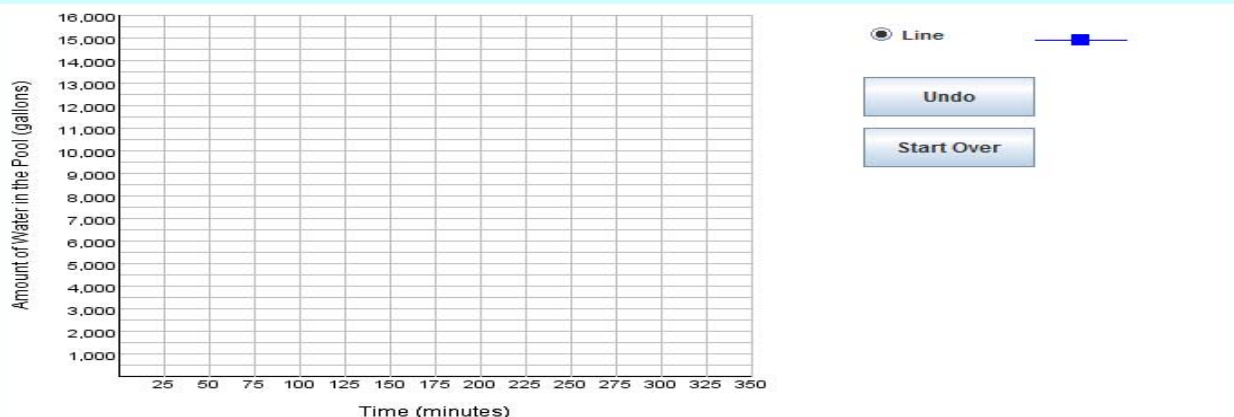
Before Myla started filling the pool, there were gallons of water in the pool.

The rate at which water is being added to the pool is gallons per **hour**.

Part B

On the coordinate plane provided, graph a linear function that represents the number of gallons of water in Myla's pool given the amount of time, in minutes, she spent filling her pool on Friday.

Select two points on the coordinate plane and the line containing the two points will be automatically drawn. You can undo your last step by clicking "Undo". You can reset the tool by clicking "Start Over".



Key Advances



- **Students construct a linear function based on real world facts**
- **Students must think about the context and use the regularity in the linear rate to create a good mental model of the situation**
- **The questions in this item are sequenced to provide students with a deeper understanding of the mathematical concept**
- **Item can be used in the classroom for instructional purposes**
- **Students may receive partial credit**

PARCC Grade 10 English Language Arts/Literacy

Sample Item: Evidence Based Selected Response

Student read an excerpt from "Daedalus and Icarus" from Ovid's Metamorphoses Volume and answer the following questions:

Part A

Which of the following sentences best states an important theme about human behavior as described in Ovid's "Daedalus and Icarus"?

- a. Striving to achieve one's dreams is a worthwhile endeavor.
- b. The thoughtlessness of youth can have tragic results.
- c. Imagination and creativity bring their own rewards
- d. Everyone should learn from his or her mistakes.

Part B

Select three pieces of evidence from Ovid's "Daedalus and Icarus" that support the answer to Part A.

- a. "and by his playfulness retard the work/his anxious father planned" (lines 310-311)
- b. "But when at last/the father finished it, he poised himself" (lines 312-313).
- c. "he fitted on his son the plumed wings/ with trembling hands, while down his withered cheeks/the tears were falling" (lines 327-329).
- d. "Proud of his success/the foolish Icarus forsook his guide" (lines 348-349)."
- e. "and, bold in vanity, began to soar/rising upon his wings to touch the skies"
- f. "and as the years went by the gifted youth/began to rival his instructor's art "
- g. "Wherefore Daedalus/enraged and envious, sought to slay the youth "
- h. "The Partridge hides/in shaded places by the leafy trees...for it is mindful of its former fall "

Key Advances



Part A:

- Requires students to determine one of the themes of the myth as recounted in this version
- Requires synthesis of several parts of the myth to determine the answer
- Lays the foundation for Part B in which students must locate evidence to justify their answer

Part B:

- Students must read carefully to answer both parts correctly
- Student must use textual evidence to justify their answer to Part A.
- Student may receive full or partial credit

PARCC Grade 10 English Language Arts/Literacy

Sample Item: Prose Constructed Response

Students read an excerpt from both "Daedalus and Icarus," from Ovid's *Metamorphoses* Volume Two and "To a Friend Whose Work Has Come to Triumph" by Anne Sexton and respond to the following prompt:

Use what you have learned from reading "Daedalus and Icarus" by Ovid and "To a Friend Whose Work Has Come to Triumph" by Anne Sexton to write an essay that provides an analysis of how Sexton transforms "Daedalus and Icarus."

- As a starting point, you may want to consider what is emphasized, absent, or different in the two texts, but feel free to develop your own focus for analysis.
- Develop your essay by providing textual evidence from both texts. Be sure to follow the conventions of standard English.

Key Advances



- Students must draw evidence from two texts and cite this evidence clearly to analyze how the author draws upon and transforms source materials
- Student must cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- Students are required to demonstrate that they can apply knowledge of language and conventions of writing

PARCC Scores as Indicators of College Readiness

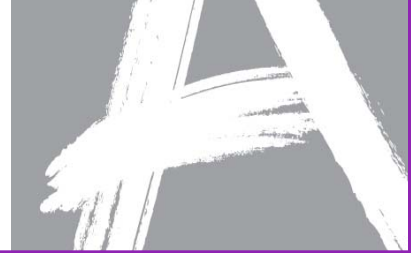


Background: Policy-Level Performance Level Descriptors



- PARCC states will use **5 achievement levels** for grades 3-8 and HS in ELA/literacy and mathematics
- Each of the proposed performance levels includes:
 - **Policy claims**, which describe educational implications for students at a particular performance level.
 - **General content claims**, which describe academic knowledge and skills students across grade levels performing at a given performance level are able to demonstrate.
- **Level 4 will be the threshold for earning the College and Career Ready Determinations on the designated high school assessments**

Standard-Setting/Validation Studies of the CCRD



The following statement was approved for use to inform standard-setting (determining cut scores for PARCC performance levels) and to conduct future studies to validate the efficacy of the CCR Determinations.

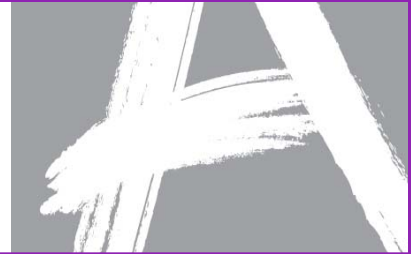
- Students who earn a PARCC College- and Career-Ready Determination by performing at a Level 4 in **Mathematics** and enroll in College Algebra, Introductory Statistics, and technical courses requiring an equivalent level of mathematics have approximately a 0.75 probability of earning college credit by attaining at least a grade of C or its equivalent in those courses.
- Students who earn a PARCC College- and Career-Ready Determination by performing at a Level 4 in **ELA/literacy** and enroll in College English Composition, Literature, and technical courses requiring college-level reading and writing have approximately a 0.75 probability of earning college credit by attaining at least a grade of C or its equivalent in those courses.

Research Strategy for Validation of College and Career Ready Scores



- To set college-ready performance standards on the high school assessments, PARCC will use evidence from research such as:
 - Concurrent** validity studies
 - Compare performance on PARCC with ACT/SAT/COMPASS/Accuplacer
 - Predictive** validity studies
 - Connect success of students on PARCC to performance in first-year courses
 - Judgment** studies
 - Rate importance of CCSS standards and test items in comparison with first-year course content
 - Alignment** studies
 - Examine relationship between first course content and content PARCC measures

Incorporating PARCC into Postsecondary Placement Policies



Background: College- and Career-Ready Determination (CCRD) Policy



- **Two College and Career Ready Determinations:**
 - English language arts/literacy
 - Mathematics
- Students who receive a **CCRD** will have demonstrated the **academic knowledge, skills, and practices** necessary to enter directly into and succeed in entry-level, credit-bearing courses at public postsecondary institutions without the need for remediation.
- Students who achieve the CCRD will be **guaranteed exemption** from remedial course work in that content area.
- *The PARCC Governing Board and ACCR approved the final policies during a special October 25, 2012 session.*
- **Policies are located at www.parcconline.org/parcc-assessment-policies**

CCRD: Placement NOT Admission



A College and Career Ready Determination on the PARCC assessments indicate:

- **Mastery** of the core competencies in the Common Core State Standards identified by postsecondary education faculty as prerequisites for and key to success in entry-level, credit-bearing courses in English and mathematics
- **Readiness** for placement into entry-level, credit-bearing courses in ELA and mathematics

A College and Career Ready Determination will not:

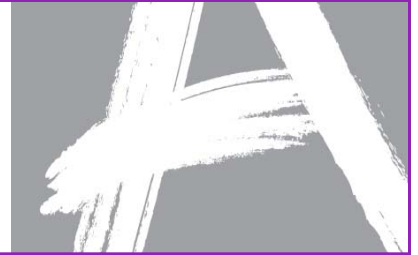
- **Determine** admission to college or university
- **Replace** college/university tests to place students into **higher level mathematics and English courses**
- **Address** non-traditional students who delay enrollment

What Successful Implementation Means for Postsecondary Institutions



- Institutions are **confident in the validity of the PARCC assessments** as a measure of college readiness
- Institutions have **developed and implemented policies and plans for using PARCC** to place students into entry-level credit bearing courses
- Institutions **have developed and implemented a process for assessing the needs of students who do NOT meet the CCRD determination**
- Postsecondary institutions **collaborate with K-12 to provide supports to students during their senior year** who are identified as not college ready in 10th grade.
- Build K-12/postsecondary partnerships **to use PARCC as an early indicator** to:
 - Identify students who would benefit from early college credit/concurrent enrollment programs
 - Provide senior year support courses so that student graduate ready for postsecondary courses

The Role of Postsecondary Going Forward



State Level Strategies



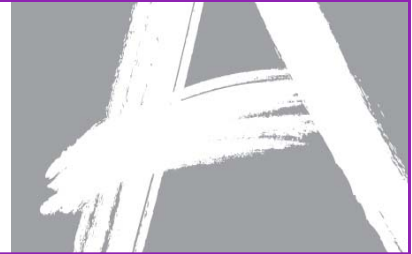
- Increase state level awareness of the role postsecondary institutions, leaders, and faculty have played in the development of the CCSS and PARCC assessments
- Communicate extensively to postsecondary institutions and faculty about the research and validation process
- Work with teacher preparation programs to imbed the Common Core State Standards and PARCC assessment into curriculum
- Assist state leaders in identifying policies and practices that need to be in place to use PARCC for placement into college-credit bearing courses
- Prepare to communicate to students and parents about college readiness and support students who do not meet the CCRD determination
- Build K-12 postsecondary partnerships to support implementation and promote student success

The Work Continues: PARCC Higher Education State Leadership



- Continue to build a strong and committed cadre of higher education advocates within and across states;
- Approve and participate in the standard setting and long-term validations processes
- Collaborate with national college readiness and completion initiatives (e.g., Core to College, Complete College America, Concurrent Enrollment Programs, Early College High School) to ensure that initiatives are complementary
- Support state policy alignment to ensure a smooth transition to the Common Core State Standards;
- Expand engagement and collaboration of K-12 and higher education leaders through communication and interactive opportunities (e.g., vertical alignment).

Progress Update: Key Developments



In the Last Year...



| | |
|-----------------------|---|
| June 2012 | <ul style="list-style-type: none">✓ Minimum Technology Specifications, Version 1.0, Released✓ Item Development Began |
| August 2012 | <ul style="list-style-type: none">✓ First Set of Item and Task Prototypes Released |
| September 2012 | <ul style="list-style-type: none">✓ Adopted Principles for Comparability with SBAC |
| October 2012 | <ul style="list-style-type: none">✓ College- and Career-Ready Determination Policy Adopted |
| December 2012 | <ul style="list-style-type: none">✓ Retest Policy Adopted✓ Minimum Technology Specifications, Version 2.0, Released |

In the Last Year...



| | |
|---------------------|--|
| January 2013 | <ul style="list-style-type: none">✓ Formed Executive Committee For Streamlined Decision Making |
| March 2013 | <ul style="list-style-type: none">✓ Assessment Administration Capacity Planning Tool Released✓ Estimated Time on Task Released✓ Item Development Research with 2,300 Students in 6 states✓ PARCC Non-Profit Formed |
| April 2013 | <ul style="list-style-type: none">✓ Added Project Management & Procurement Capacity✓ Draft Performance Level Descriptors Released for Comment✓ Draft Accommodations Manual Released for Comment✓ Test Blueprints & Evidence Statements Released |
| June 2013 | <ul style="list-style-type: none">✓ Item Tryout Studies with 4,800+ Students in 4 States✓ Guidance on Participation in Field Test and Practice Tests |
| July 2013 | <ul style="list-style-type: none">✓ Final Subject- and Grade-Level Performance Level Descriptors Adopted✓ First Edition of PARCC Accommodations Manual✓ Estimates for Summative Assessment Costs Released |

Looking Ahead: 2013



Fall 2013

- Schools and Districts Notified of Selection for Field Testing
- **Sample Items Re-Released on Technology Platform**
- Design of Student Score Reports Released
- **Minimum Technology Specifications, version 3.0**
- Training Materials for IEP Writing Teams on Accommodations Manual
- Educator Leader Cadre October Convening
- Timeline / Plan for Student Registration for Operational Testing

Winter 2013-2014

- Specifications for Online Testing Portal Released
- Final Information about Field Testing
- Final Information about Timing of Data Return

Looking Ahead: 2014 and Beyond



| | |
|------------------|--|
| Spring 2014 | <ul style="list-style-type: none">• Field Test Administration (May-June)• Practice Test Available• Standard-Setting Methodology Released |
| Summer 2014 | <ul style="list-style-type: none">• Final Information about Methodology for Calculating Student Scores• Final Test Security Policies Released• Final Registration Timeline and Process for Operational Testing Released• Final Technology Specifications Released |
| Fall 2014 | <ul style="list-style-type: none">• Operational Assessment Administration Manual• Forms Construction for Operational Administration Complete |
| Winter 2014-2015 | <ul style="list-style-type: none">• 1st Operational Assessment – Fall 2014 Block Schedule Administration of PBA and EOY |
| Spring 2015 | <ul style="list-style-type: none">• 1st Operational Assessment – Spring 2014 Administration of PBA and EOY |
| Summer 2015 | <ul style="list-style-type: none">• Student Performance Levels and Associated Cut Scores for all Grades and for College- and Career-Ready Determination (Standard-Setting) |



www.parcconline.org

Twitter: @PARCCPlace

Facebook: facebook.com/PARCC

Sept 2013