PARCC Score Reports

Today's Agenda

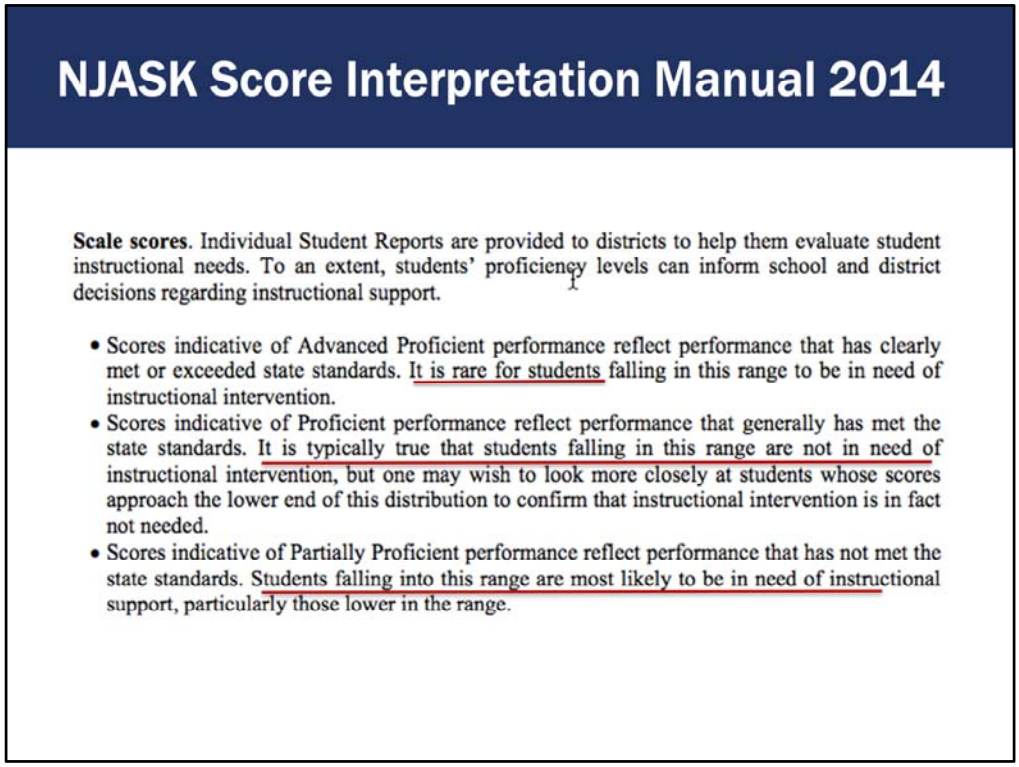
- Describing the change in how we're supporting student learning.
- Describing the change in how parents will know how their children are doing.
- Describing the change in how educators can use data to inform curricular and instructional improvements.

All assessments should inform student learning!

The objective for today is to understand how PARCC score reporting will be different from both NJASK and HSPA. And how those changes will:

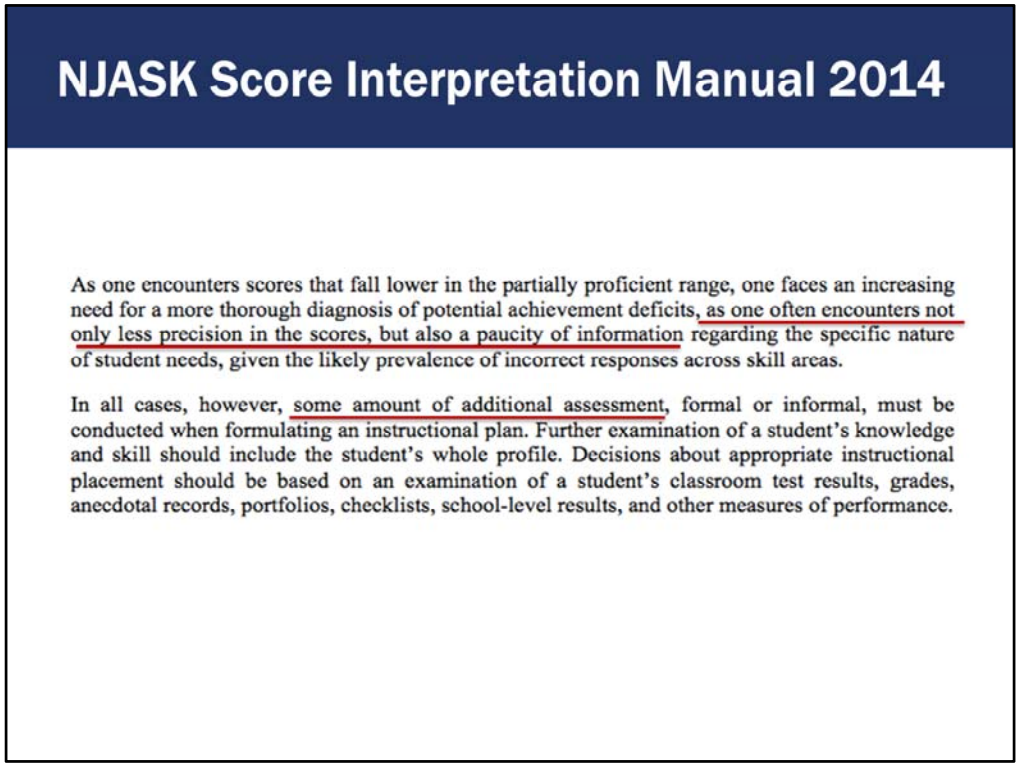
- Support student learning
- Help parents know how their children are doing.
- Inform curricular and instructional improvements.

Today's presentation will illustrate how PARCC assessments will inform student learning.



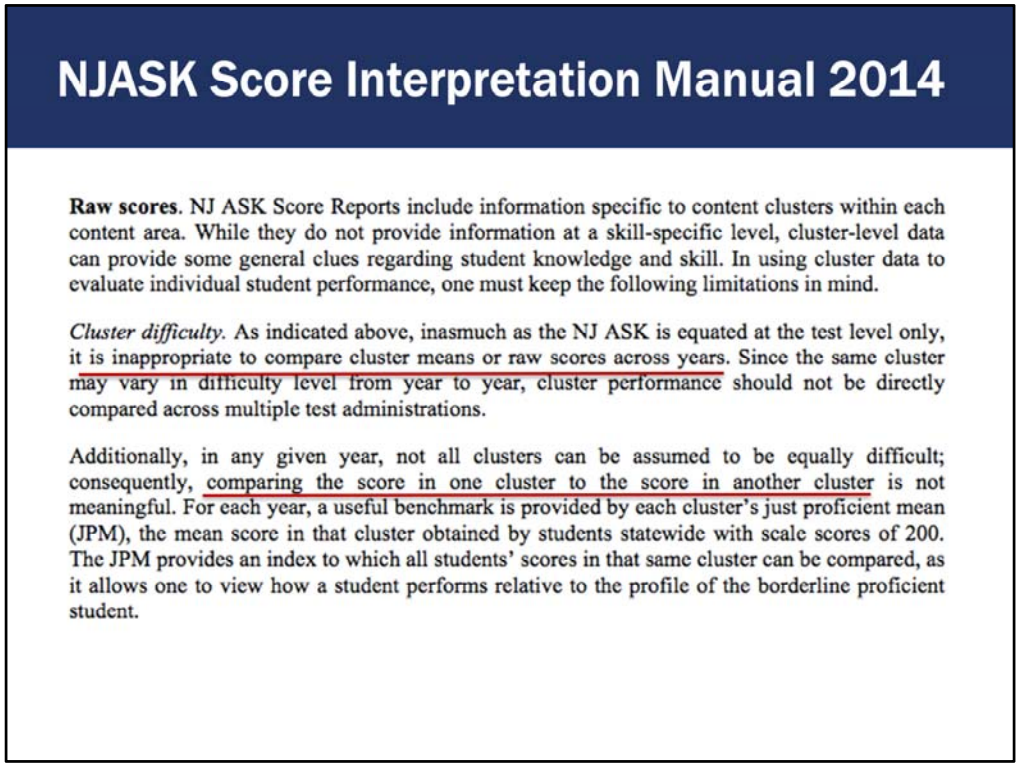
The next few slides show language that has been included in the NJASK Score Interpretation Manual posted on the NJDOE website.

This slide shows the guidance for interpreting the scale scores from NJASK. There are three performance levels in NJASK: Advanced proficient, Proficient, and Partially proficient. And statements about student supports are also included and are underlined in red. The manual says that "It is rare for students" who are Advanced Proficient to need instructional improvement; that it is "typically true" that Proficient students do not need instructional improvements; and that students are Partially Proficient are "most likely" to be in need of instructional supports.



But this slide illustrates one of the key limitations of NJASK. As the test itself was short, there were fewer test questions at the lower range and students who were partially proficient were likely to have more incorrect responses overall. Thus, for partially proficient students who were most likely to need instructional supports, NJASK wasn't informative as to what the student's strengths and weaknesses were.

So, the recommendation above in the second paragraph is to use an additional assessment to formulate an instructional plan.



This slide illustrates another important weakness of NJASK: the test sample standards within clusters each year rather than test the full range of grade level standards. Thus, it was not possible to compare cluster means year to year as the difficulty of the cluster could change each year depending on what part of the standards were selected to be assessed. This made it inappropriate to track improvements or declines in clusters, preventing schools and districts from using cluster scores to demonstrate growth or effectiveness of instructional programs and/or supports.

NJASK Sample Letter to Parent

Figure 1–Sample Parent/Guardian (Grade 6) Form Letter—NJ ASK 3–8

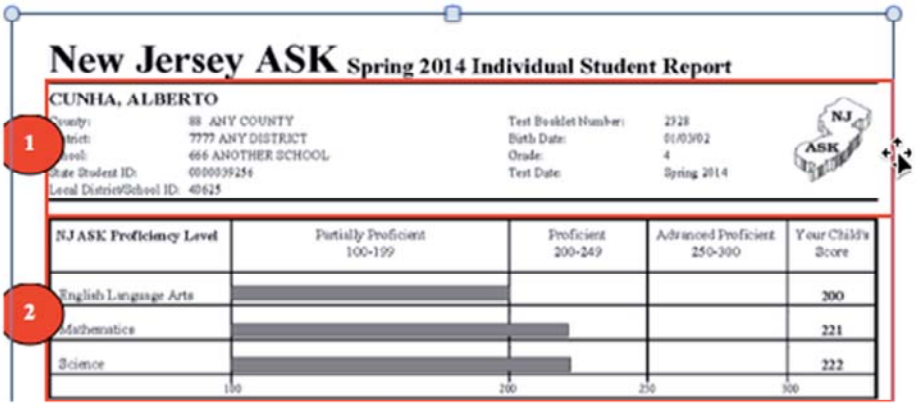
Test Title: New Jersey Assessment of Skills and Knowledge
Test Dates: May 5–8, 2014 (regular) May 12–16, 2014 (make-up)
Test Report: Individual Student Report

Dear Parent/Guardian:

Your child's Individual Student Report for the 2014 New Jersey Assessment of Skills and Knowledge (NJ ASK 3–8) is attached. The NJ ASK was administered over a four-day period within a two-week window for grades 3–8 in May 2013. This report presents your child's English Language Arts and Mathematics scores on this test. The NJ ASK English Language Arts and Mathematics scores are reported as scale scores with a range of 100 to 300. Scores at or above 250 indicate "Advanced Proficient" performance. Scores from 200 to 249 indicate "Proficient" performance. If your child is in the "Advanced Proficient" or "Proficient" level, he/she has met the state standards for that content area. Scores below 200 indicate your child performed at the "Partially Proficient" level and has not met the state minimum level of proficiency, based on this test administration, and may need some type of additional instructional support.

This slide shows the sample NJASK parent letter, which describes the performance levels.

NJASK Student Report



New Jersey ASK Spring 2014 Individual Student Report

CUNHA, ALBERTO

County:	88 ANY COUNTY	Test Booklet Number:	2328
District:	7777 ANY DISTRICT	Birth Date:	01/03/02
School:	666 ANOTHER SCHOOL	Grade:	4
State Student ID:	0000039256	Test Date:	Spring 2014
Local District/School ID:	40625		

1

NJ ASK Proficiency Level	Partially Proficient 100-199	Proficient 200-249	Advanced Proficient 250-300	Your Child's Score
English Language Arts				200
Mathematics				221
Science				222

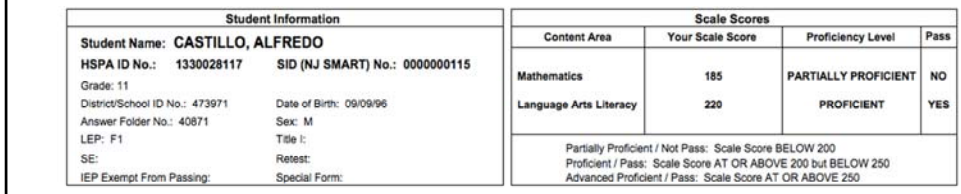
100 200 250 300

2

This is an example of a NJASK Individual Student report (ISR). It shows the scale score of the student in each of the three subjects and which performance level the scale score falls into.

NOTE: This is not real student data.

HSPA Student Report



Student Information

Student Name: CASTILLO, ALFREDO

HSPA ID No.: 1330028117 **SID (NJ SMART) No.: 0000000115**

Grade: 11

District/School ID No.: 473971 Date of Birth: 09/09/96

Answer Folder No.: 40871 Sex: M

LEP: F1 Title I:

SE: Retest:

IEP Exempt From Passing: Special Form:

Scale Scores

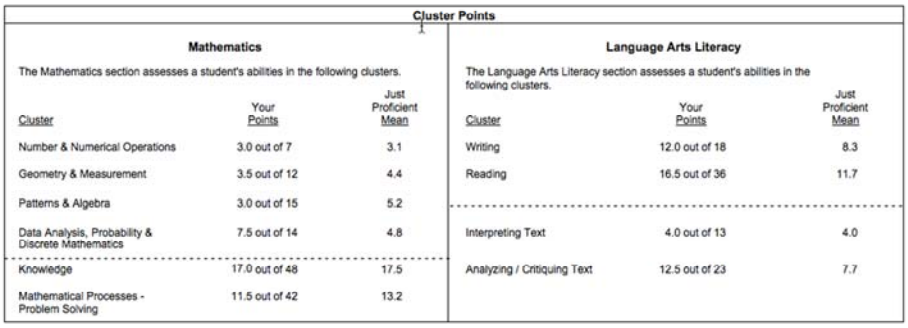
Content Area	Your Scale Score	Proficiency Level	Pass
Mathematics	185	PARTIALLY PROFICIENT	NO
Language Arts Literacy	220	PROFICIENT	YES

Partially Proficient / Not Pass: Scale Score BELOW 200
Proficient / Pass: Scale Score AT OR ABOVE 200 but BELOW 250
Advanced Proficient / Pass: Scale Score AT OR ABOVE 250

This is a HSPA Individual Student Report (ISR). In addition to showing the scale score and the performance level, it also indicates whether the student 'passed' the section of the exam and met state statutory requirements for a demonstration of minimum competency required for graduation.

NOTE: This is not real student data.

HSPA Student Report



Cluster Points

Mathematics

The Mathematics section assesses a student's abilities in the following clusters.

Cluster	Your Points	Just Proficient Mean
Number & Numerical Operations	3.0 out of 7	3.1
Geometry & Measurement	3.5 out of 12	4.4
Patterns & Algebra	3.0 out of 15	5.2
Data Analysis, Probability & Discrete Mathematics	7.5 out of 14	4.8
Knowledge	17.0 out of 48	17.5
Mathematical Processes - Problem Solving	11.5 out of 42	13.2

Language Arts Literacy

The Language Arts Literacy section assesses a student's abilities in the following clusters.

Cluster	Your Points	Just Proficient Mean
Writing	12.0 out of 18	8.3
Reading	16.5 out of 36	11.7
Interpreting Text	4.0 out of 13	4.0
Analyzing / Critiquing Text	12.5 out of 23	7.7

This is the second page of the HSPA ISR which shows cluster outcomes for the student. It shows how many points in each cluster a student earned compared to the total possible points.

NOTE: This is not real student data.

NJASK District's Roster Reports

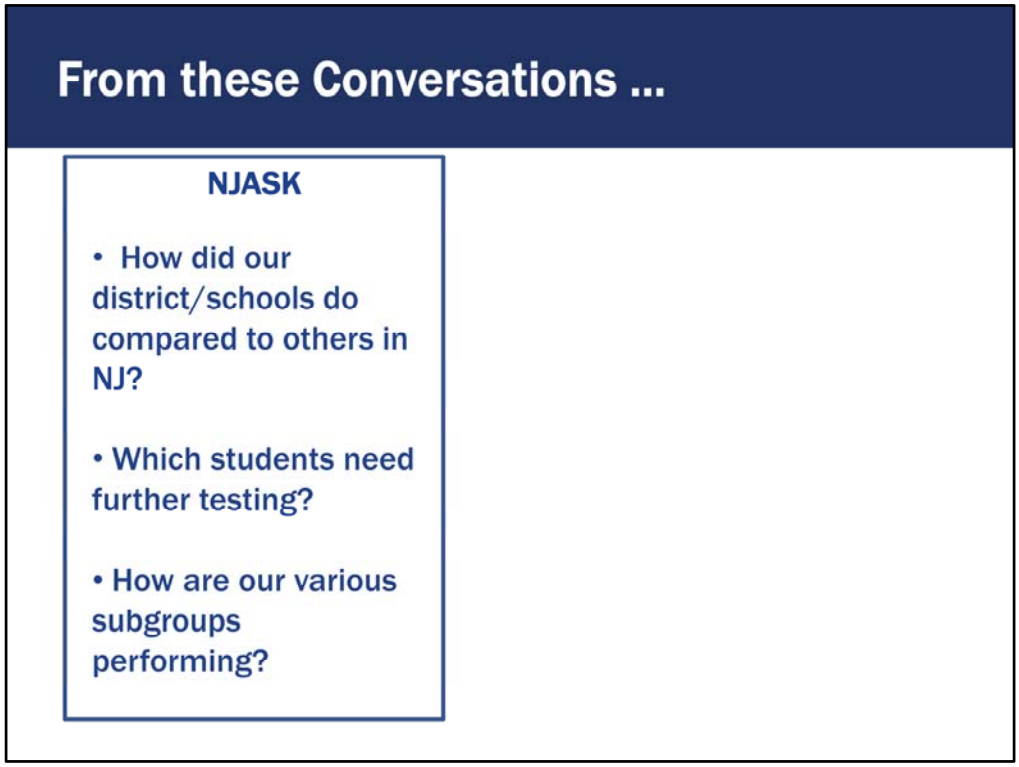
CHOOL: 666 ANOTHER SCHOOL

TUDENTS PROCESSED: 35

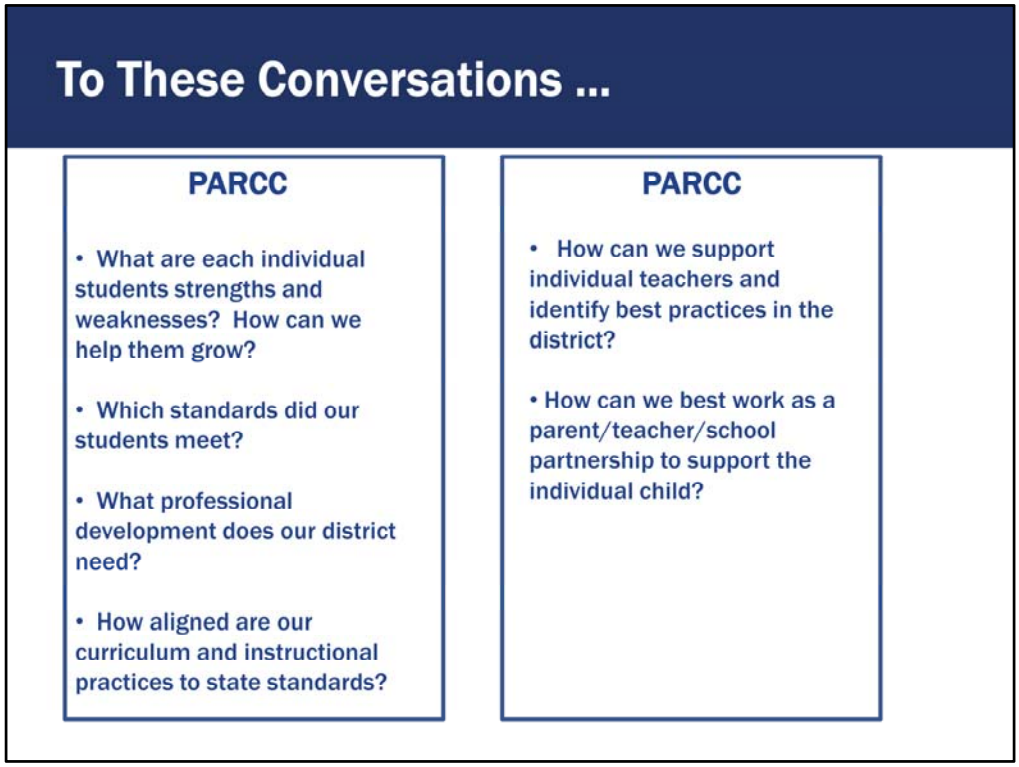
STUDENT NAME NJASK ID NUMBER / SID	DOB	SEX	LEP	SE	504	ACCOM	OUT OF DIST	OUT OF RES	SPEC FORM	SCALE SCORE	POINTS EARNED BY CLUSTER [3] WRITING	ARGUMENT	NARRATIVE	READING	LITERATURE	INFORMATIONAL TEXT	TOTAL
											10.0 [1] 9.6 [2]	12.0 6.5	6.0 3.1	52.0 29.5	26.0 0.0	26.0 29.5	70.0 38.0
ATA, EUF 6190091105 / 0000012391	07/14/00	F	1							275	17.0	12.0	5.0	44.0	14.0	30.0	61.0
AKINLABI, KEITH L 6190091113 / 0000012427	08/18/00	M								244	12.0	8.0	4.0	42.0	14.0	28.0	54.0
ALADE, JASON 6190091121 / 0000012449	11/05/00	M		08						241	12.0	8.0	4.0	41.0	15.0	26.0	53.0
AGUILAR, MARISHA 6190091071 / 0000012323	01/16/00	F								237	12.0	8.0	4.0	40.0	12.0	28.0	52.0
AGUILAR, THOMAS 6190091089 / 0000012349	03/26/00	M								227	12.0	8.0	4.0	37.0	13.0	24.0	49.0
HOOPER, WILLY 6191039530 / 0000012808	08/26/00	M	<							218	10.0	6.0	4.0	36.0	13.0	23.0	46.0
ABOAGYE, SHAKIM 6190091006 / 0000012151	01/25/00	M								215	10.0	6.0	4.0	35.0	12.0	23.0	45.0
ADAMS, APRIL L 6190091022 / 0000012221	11/03/00	F								215	9.0	6.0	3.0	36.0	9.0	27.0	45.0
ADJEI, ALEX 6190091048 / 0000012283	07/16/00	M								215	9.0	6.0	3.0	36.0	12.0	24.0	45.0
AGUILAR, NIKOS 6190091063 / 0000012322	01/10/00	M								215	9.0	6.0	3.0	36.0	11.0	25.0	45.0

This is an example of the report that schools and districts were able to download that contained all students tested, their scale and cluster scores.

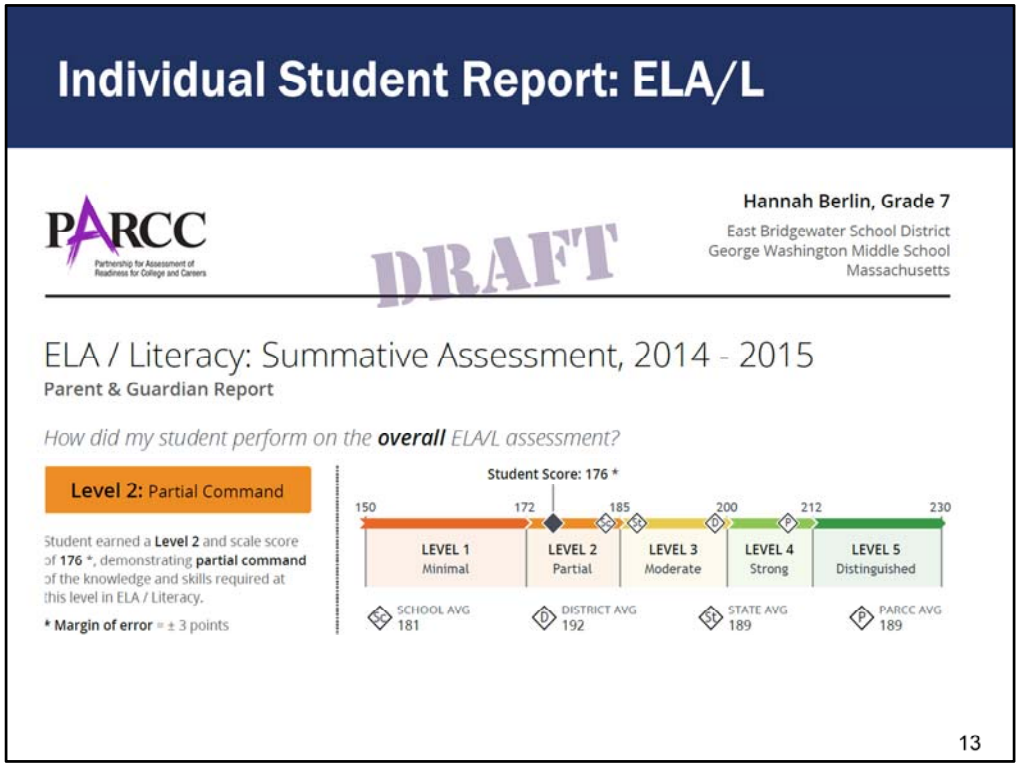
NOTE: This is not real student data.



So using NJASK and HSPA, schools and districts could engage in conversations that were about comparing their performance to other schools, could determine which students needed additional testing and how various subgroups were performing. It was not possible to reflect on the success of particular instructional and curricular programs.



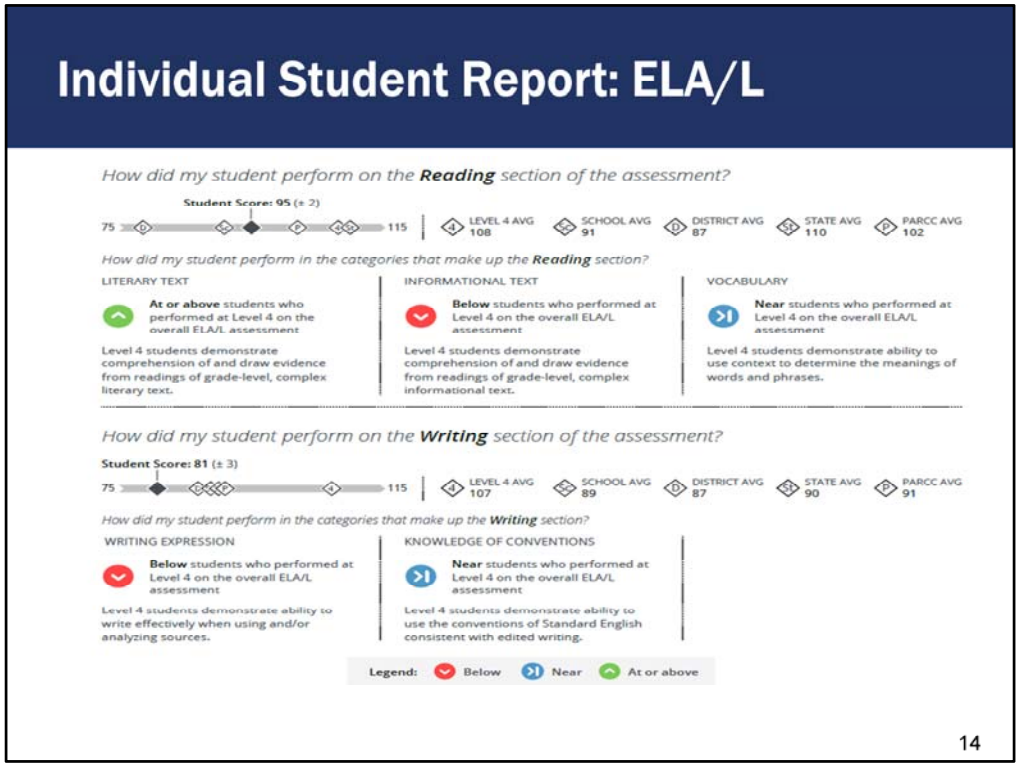
PARCC data can be used to drive more meaningful conversations around students, standards, instructional improvements, and family engagement.



As with NJASK and HSPA, two copies of a student's score report will be mailed to the district for distribution to families and to be placed in the student's educational record.

This is an example of the PARCC student score report. This page addresses the question: "How did my student perform on the English Language Arts/Literacy assessment?" This student received a score of 176 and demonstrated partial command of the standards associated with grade 7 ELA/L. The chart allows parents to understand this student's performance relative to the school average, the district's average, the state's average and the PARCC consortium average.

NOTE: This is not real student data.



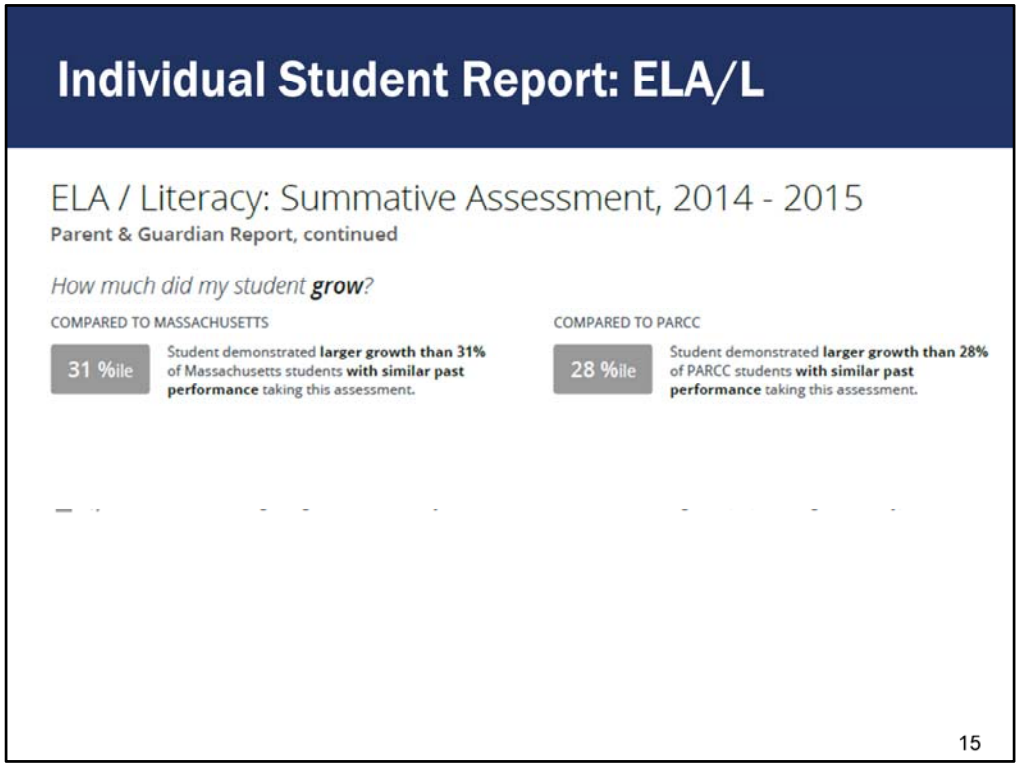
This page continues the student report.

Two additional scores are present – one in reading and one in writing. These are sub-scale scores that can be used longitudinally to track progress of a student in both reading and writing. Again, the student's score is placed in context with scores from the school, district, state and PARCC consortium.

But also, the major categories of both the reading and writing sections are displayed. A green arrow indicates that the student is demonstrating strong command of that category. A blue arrow indicates that the student's performance in near a strong command. A red arrow indicates that the student's performance is below a strong command of that category.

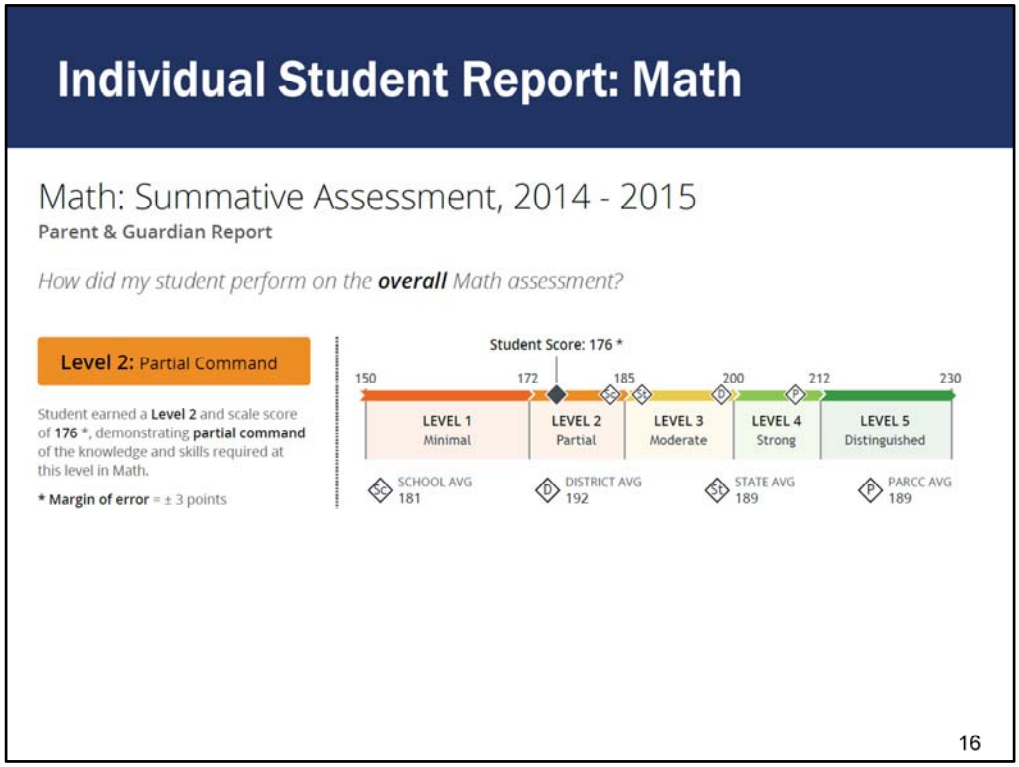
This student is demonstrating a strong command of Literary Text, near a strong command of vocabulary and knowledge of conventions, and below a strong command of informational text and writing expressions.

NOTE: This is not real student data.



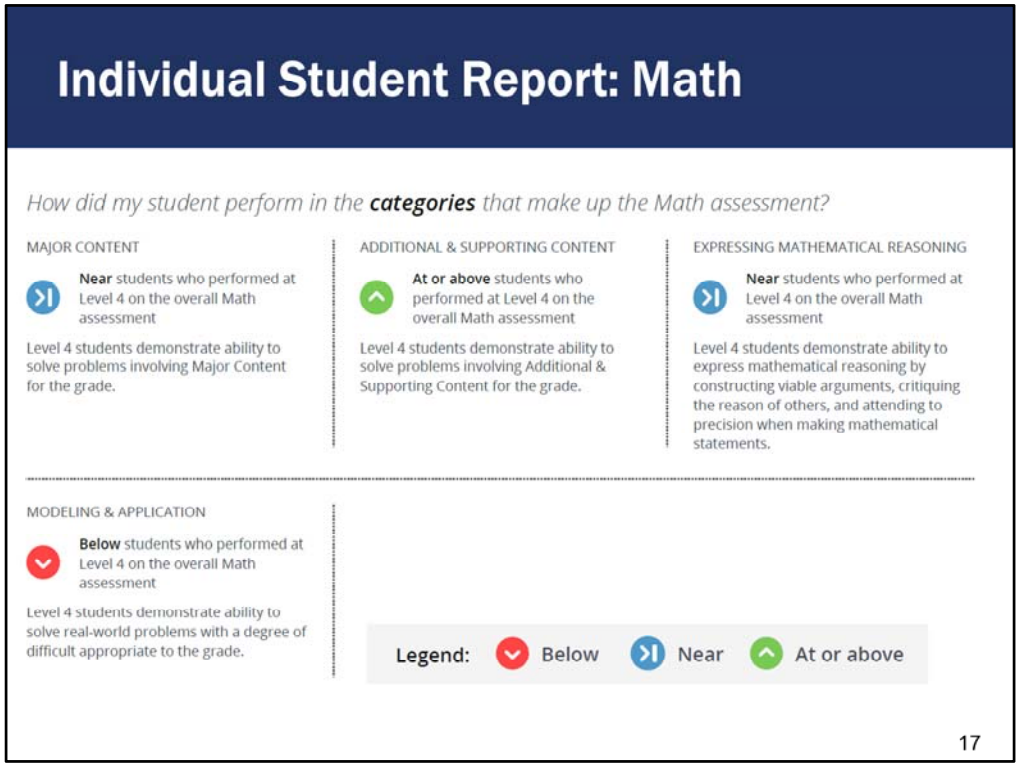
And the student's report will – beginning in 2016 – also show how a student grew relative to their academic peer group in New Jersey and also across the PARCC consortium. As we know that students do not begin each academic year in the same place, measuring a student's growth year over year is a really important measure.

NOTE: This is not real student data.



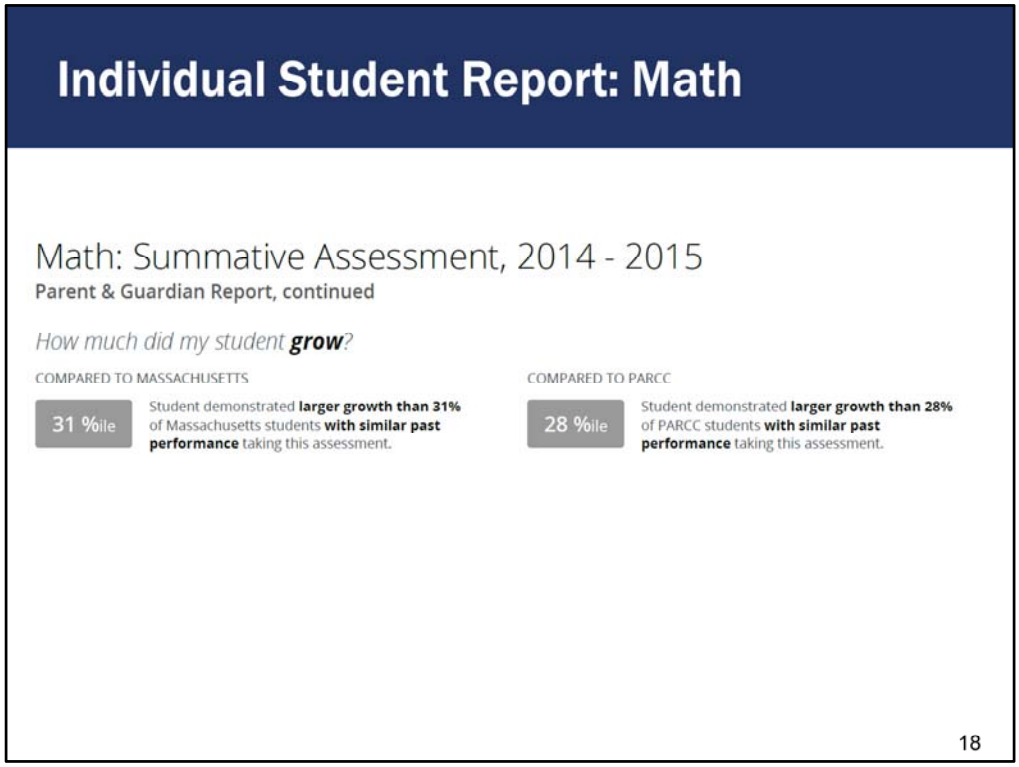
A second part of the student's report will show the student's performance in math.

NOTE: This is not real student data.



… and the student's performance in all of the categories that make up the math assessment.

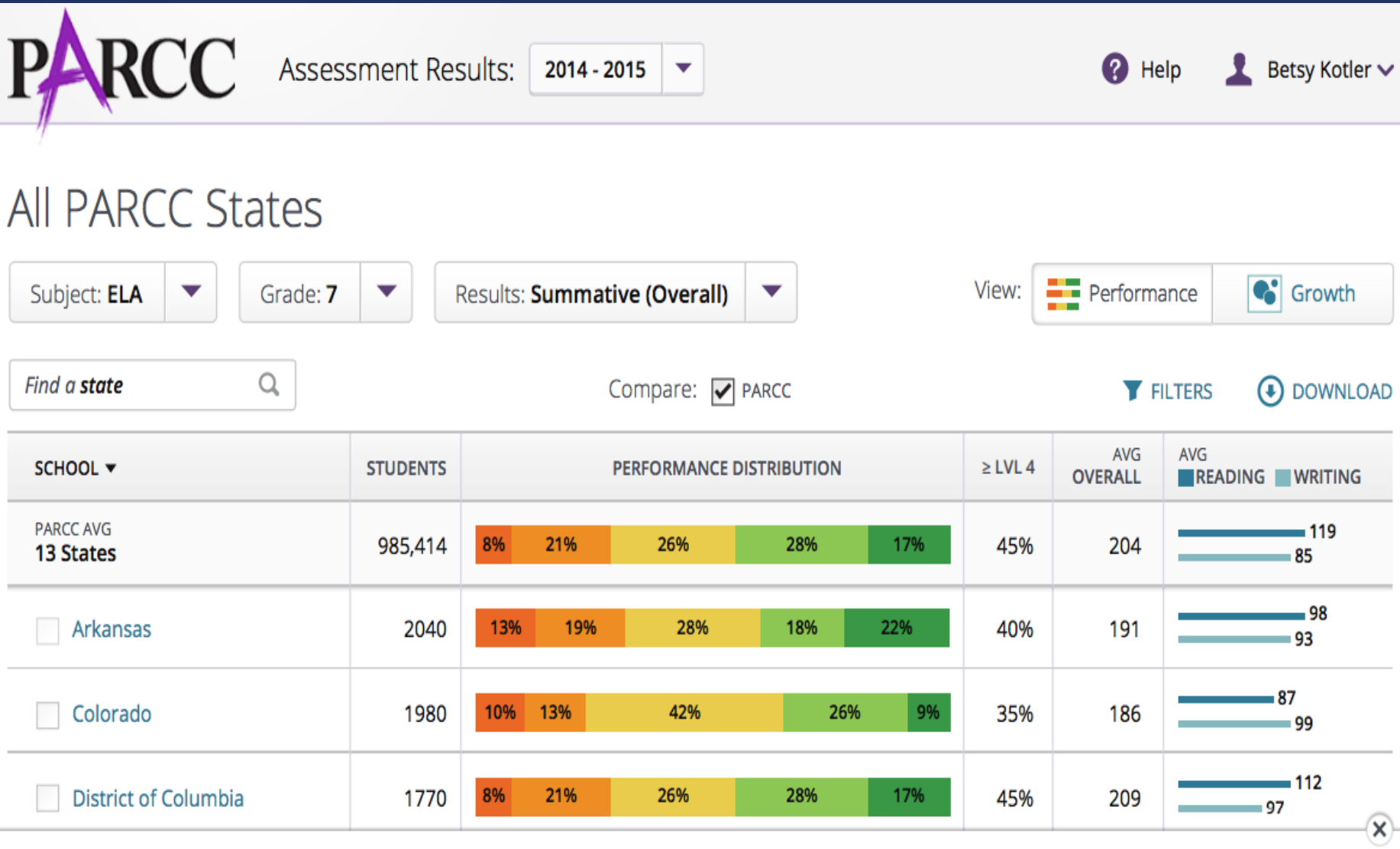
NOTE: This is not real student data.



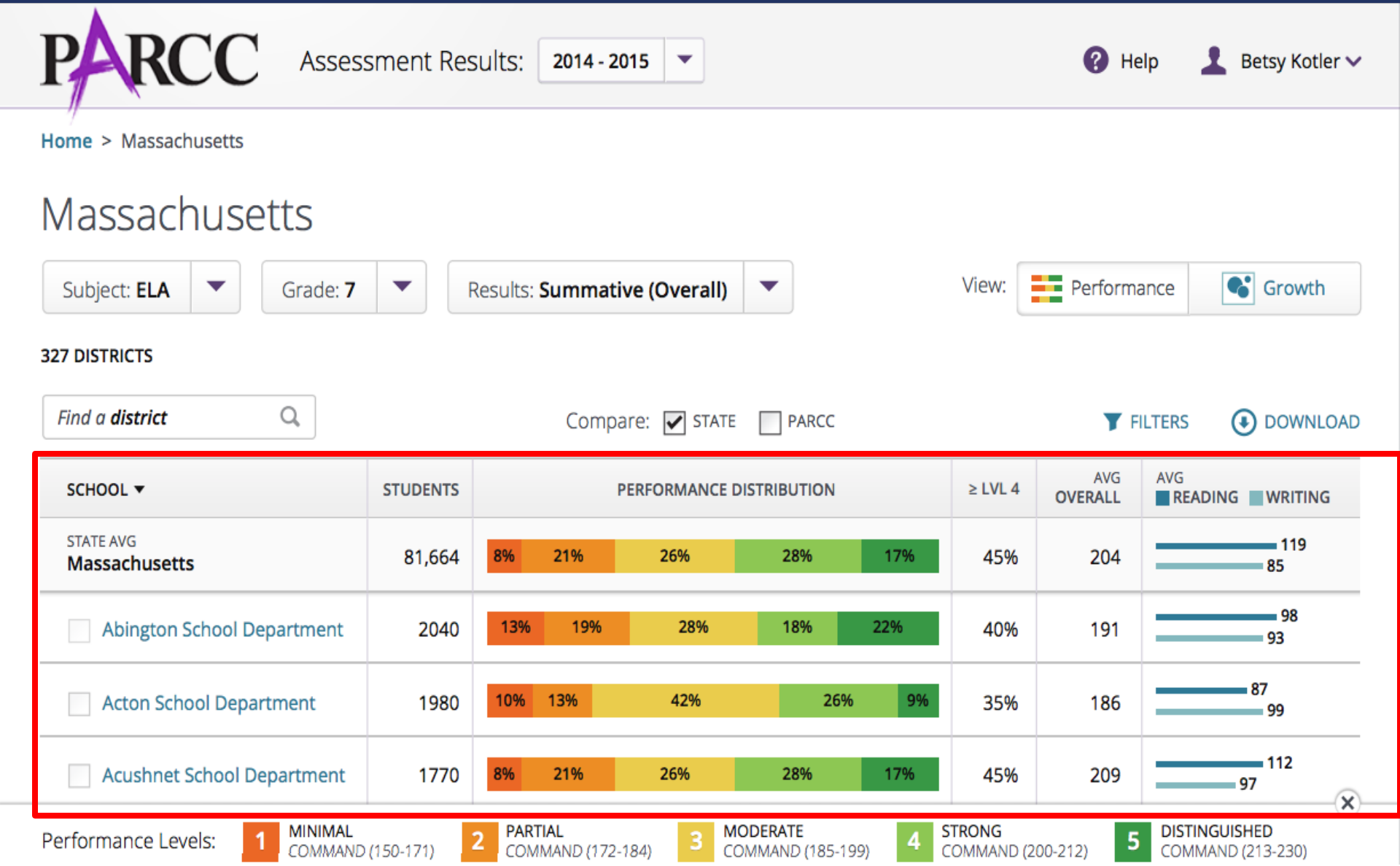
… and a student's growth in math as well.

NOTE: This is not real student data.

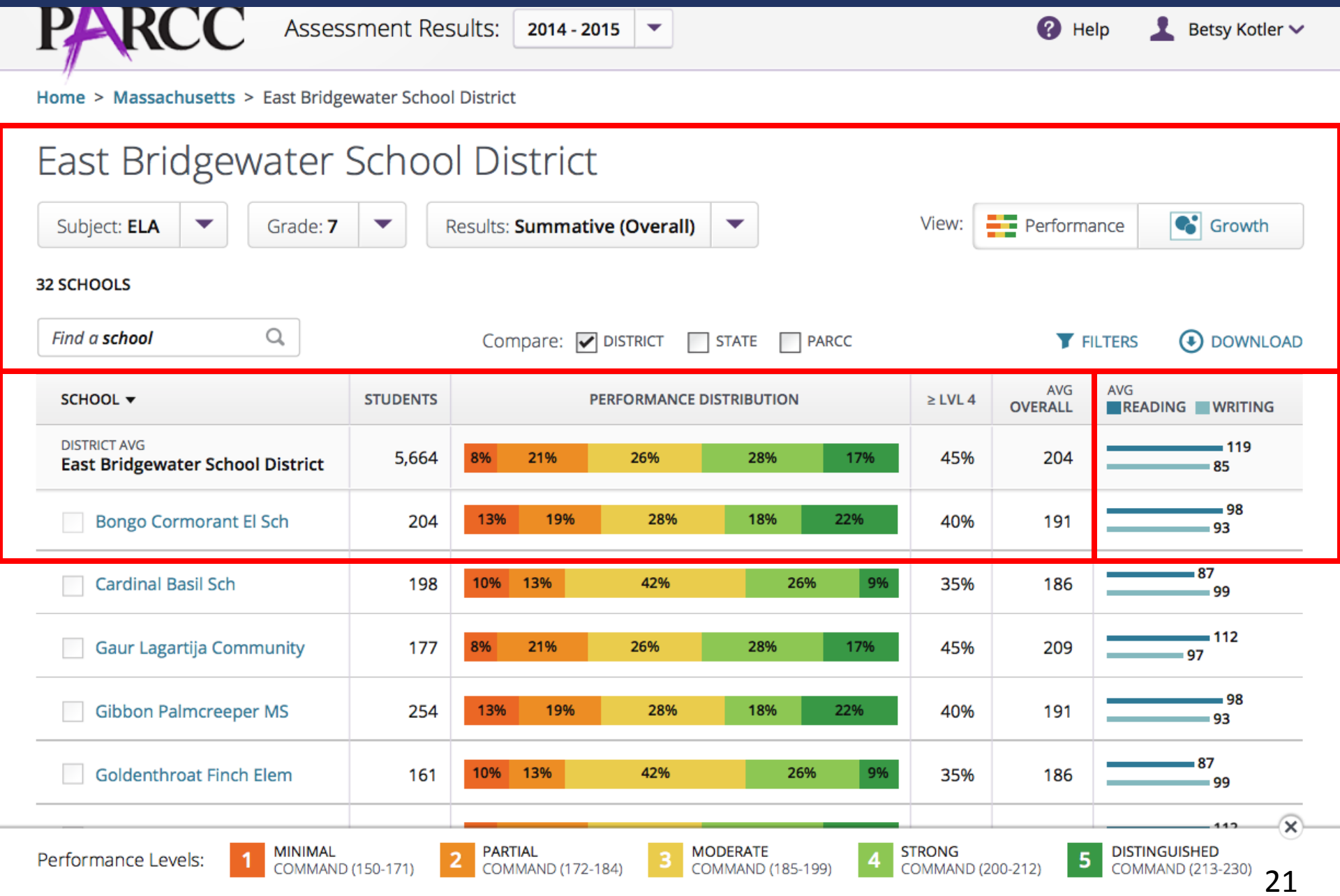
PARCC by State Summary Report



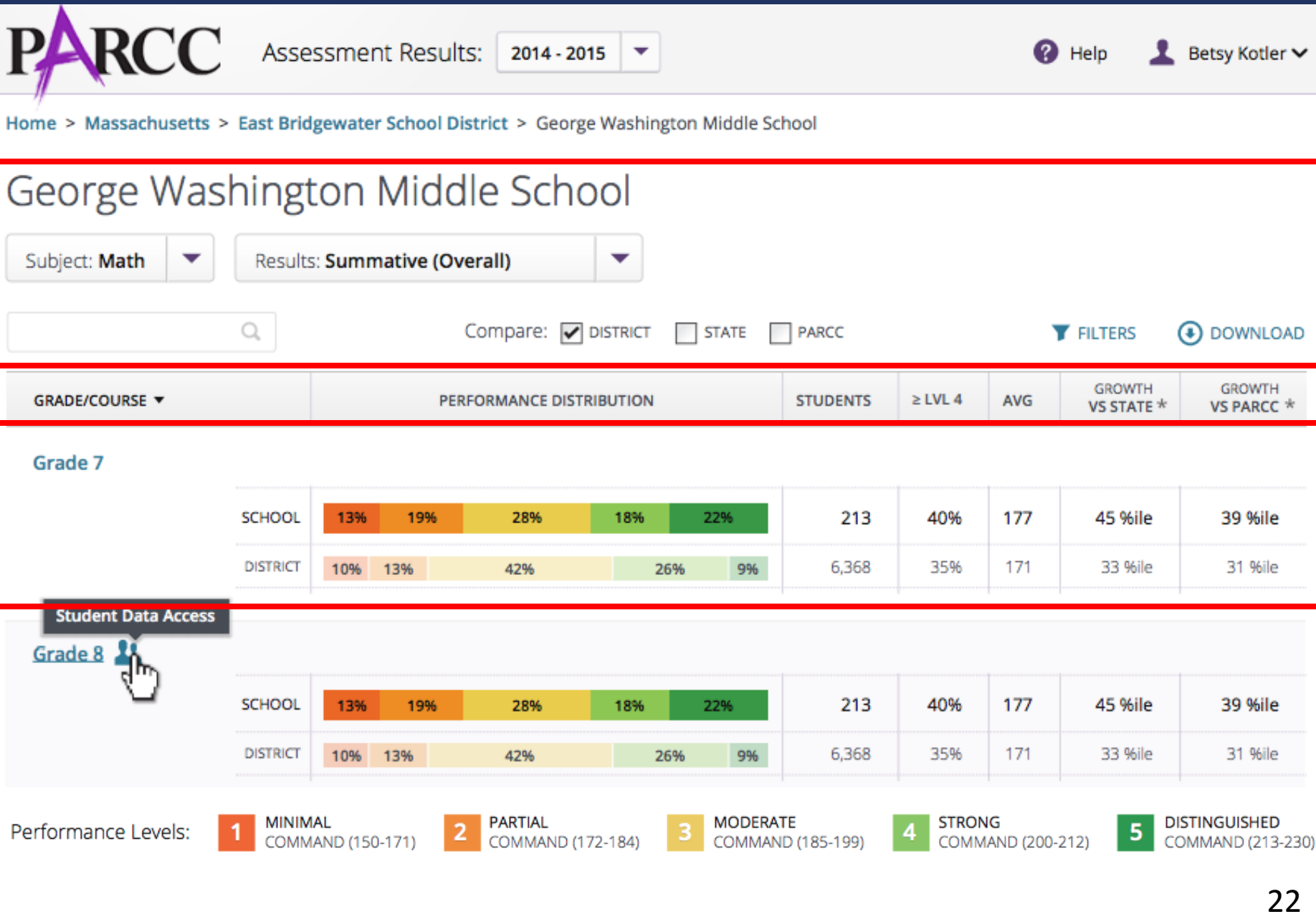
State by District Summary Report



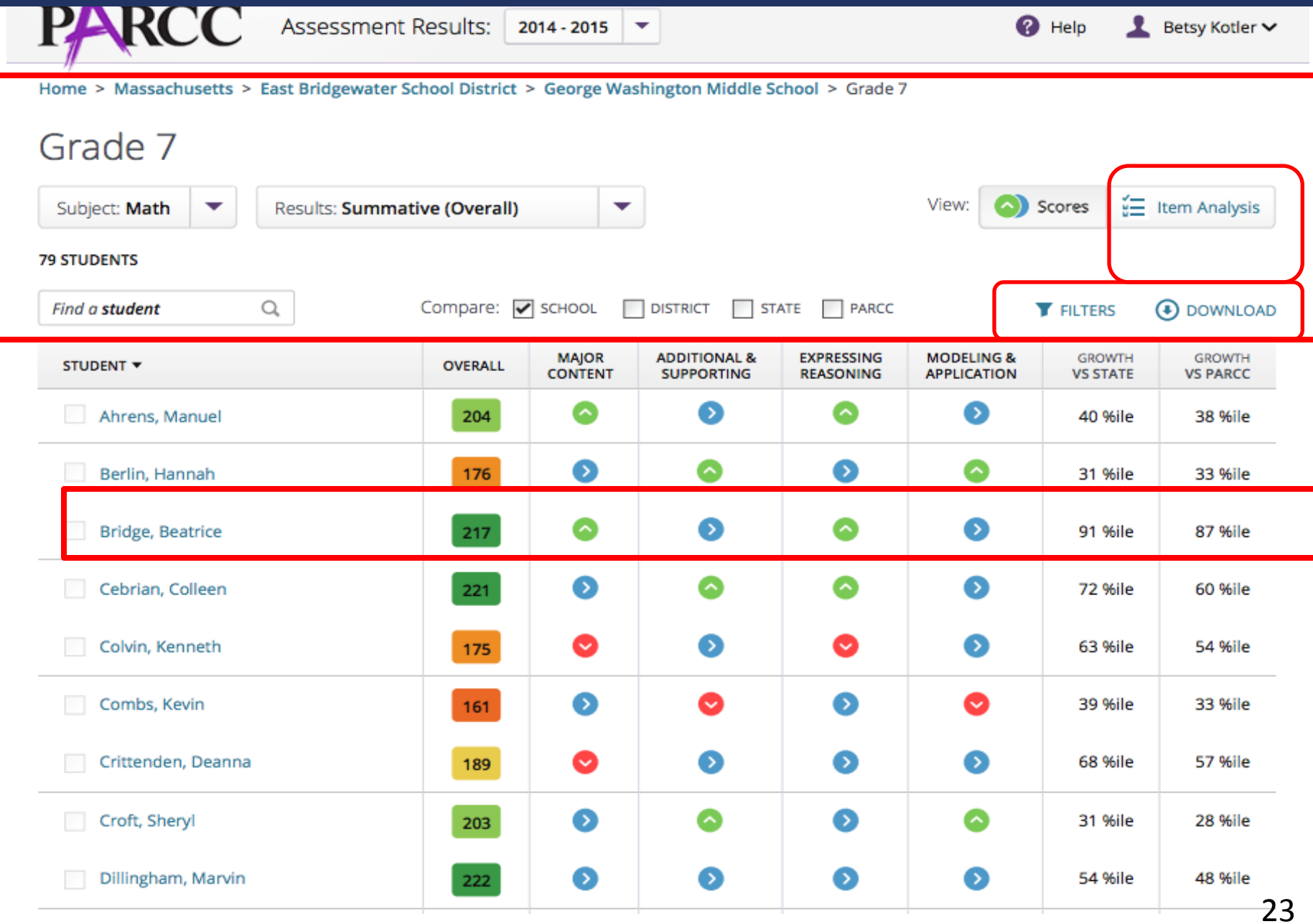
District by School Summary Report



School by Grade Summary Report

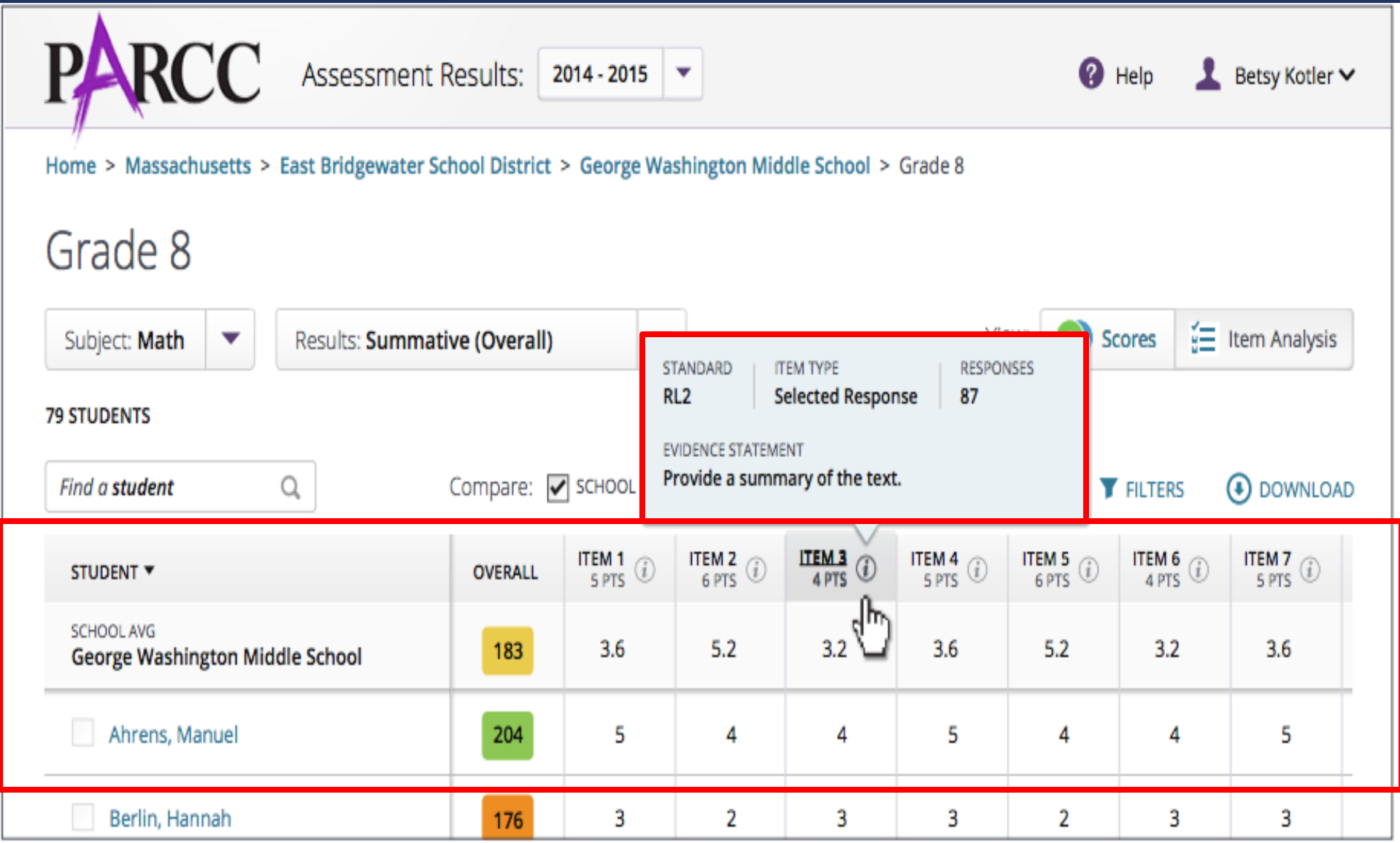


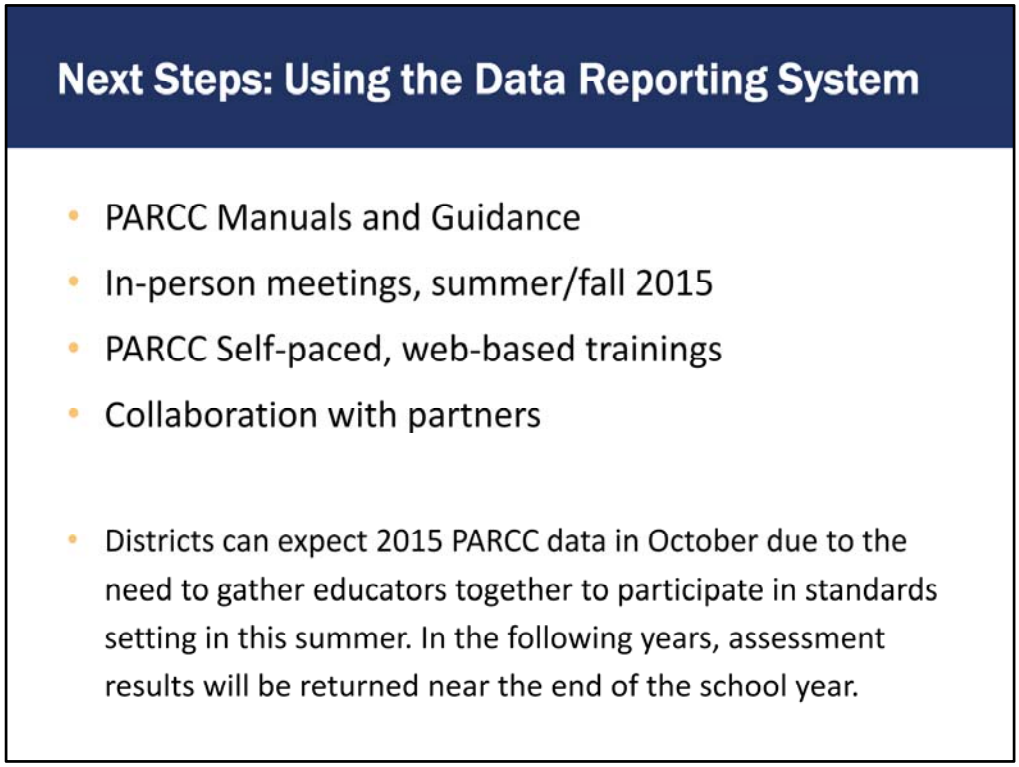
Student Roster - Sub-Scores



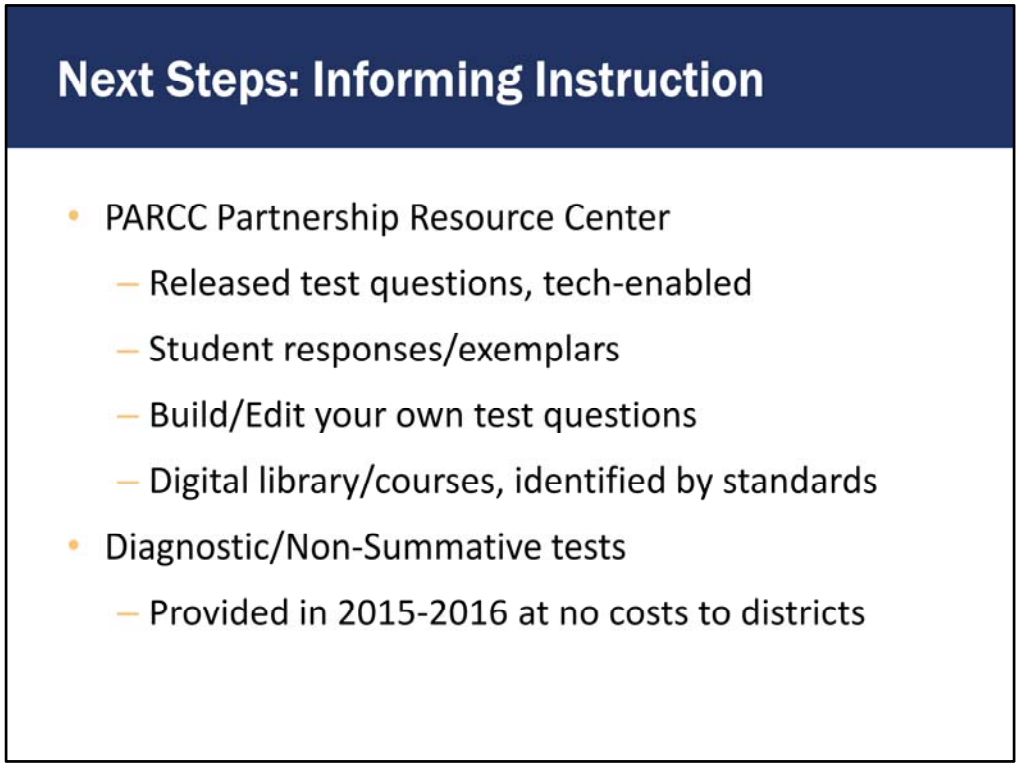
STUDENT	OVERALL	MAJOR CONTENT	ADDITIONAL & SUPPORTING	EXPRESSING REASONING	MODELING & APPLICATION	GROWTH VS STATE	GROWTH VS PARCC
Ahrens, Manuel	204	↑	→	↑	→	40 %ile	38 %ile
Berlin, Hannah	176	→	↑	→	↑	31 %ile	33 %ile
Bridge, Beatrice	217	↑	→	↑	→	91 %ile	87 %ile
Cebrian, Colleen	221	→	↑	↑	→	72 %ile	60 %ile
Colvin, Kenneth	175	↓	→	↓	→	63 %ile	54 %ile
Combs, Kevin	161	→	↓	→	↓	39 %ile	33 %ile
Crittenden, Deanna	189	↓	→	→	→	68 %ile	57 %ile
Croft, Sheryl	203	→	↑	→	↑	31 %ile	28 %ile
Dillingham, Marvin	222	→	→	→	→	54 %ile	48 %ile

Student Roster – Item Scores





This is a list of supports that PARCC and NJDOE is developing to support the use of these reports.



The PARCC partnership resource center will have the following:

- Released test questions from the actual assessments on a tech-enabled platform so that teachers can continue to explore them and use within a classroom setting.
- Student responses to actual test questions with scoring rubrics to allow teacher-level discussions about student work and expectations.
- A tool that allows users to build new test questions or edit exiting ones.
- A digital library or courses, identified by standards, of teachers discussion and teaching.

Finally, the resource center will also contain PARCC's diagnostic and non-summative tests, provided next year at no-cost to the districts. These tools will allow teachers to select assessment modules to use in classroom instruction, as both a pre- or post-test.