

PARCC DATA: USING EVIDENCE STATEMENT ANALYSIS TO INFORM CURRICULUM AND INSTRUCTION

**Data to Drive
Instruction**



OVERVIEW

- Where can the school Evidence Statement Analysis reports be found?
- What are evidence statements and tables?
- What resources can be used to inform this work?
- How can the evidence statements and tables be used to inform instruction?



GUIDING YOUR PRACTICE

- Strengths and weaknesses in the data
- Instructional practices or shifts that link to the PARCC data
- Other data points that link to the same findings confirmed in the PARCC data
- Additional professional resources that are available



PARCC DATA ANALYSIS PLAN

District and School Level Data: Math, ELA, reading and writing, and also by grade levels

Disaggregated data, by subgroups

Disaggregated data by categories, (i.e., standards sub-claims)

Item analysis using Evidence Statements

Student-level analysis



PEARSON ACCESS NEXT!

The screenshot shows the Pearson Access Next web application interface. At the top, there is a navigation bar with the Pearson logo, a flag icon, and the text "PARCC > 2014 - 2015 > PARCC Op Spring EOY 2015" followed by "NEW JERSEY DEPARTMENT OF EDUCATION". Below the navigation bar, there are three main menu items: "Testing" (with a checkmark icon), "Reports" (with a list icon), and "Support" (with a question mark icon). The main content area is divided into three columns, each with a large blue banner and a corresponding icon: "SETUP" (gear icon), "TESTING" (checkmark icon), and "REPORTS" (clipboard icon). Each banner has a "Select an action" dropdown menu. The "REPORTS" dropdown menu is open, showing options for "Operational Reports" and "Published Reports", along with "PARCC Customer Support" information including a phone number (1-888-493-9888), a selection of "1", and operating hours (Monday - Friday, 5:30 am - 6:30 pm (CT)). Below the "REPORTS" dropdown, there is a "PARCC E-mail" section with the email address "parcc@support.pearson.com".

next

PARCC > 2014 - 2015 > PARCC Op Spring EOY 2015 NEW JERSEY DEPARTMENT OF EDUCATION

Testing Reports Support

SETUP TESTING REPORTS

Select an action Select an action Select an action

Operational Reports
Published Reports

PARCC Customer Support
1-888-493-9888
Select 1
Monday - Friday
5:30 am - 6:30 pm (CT)

PARCC E-mail
Email
parcc@support.pearson.com

ation

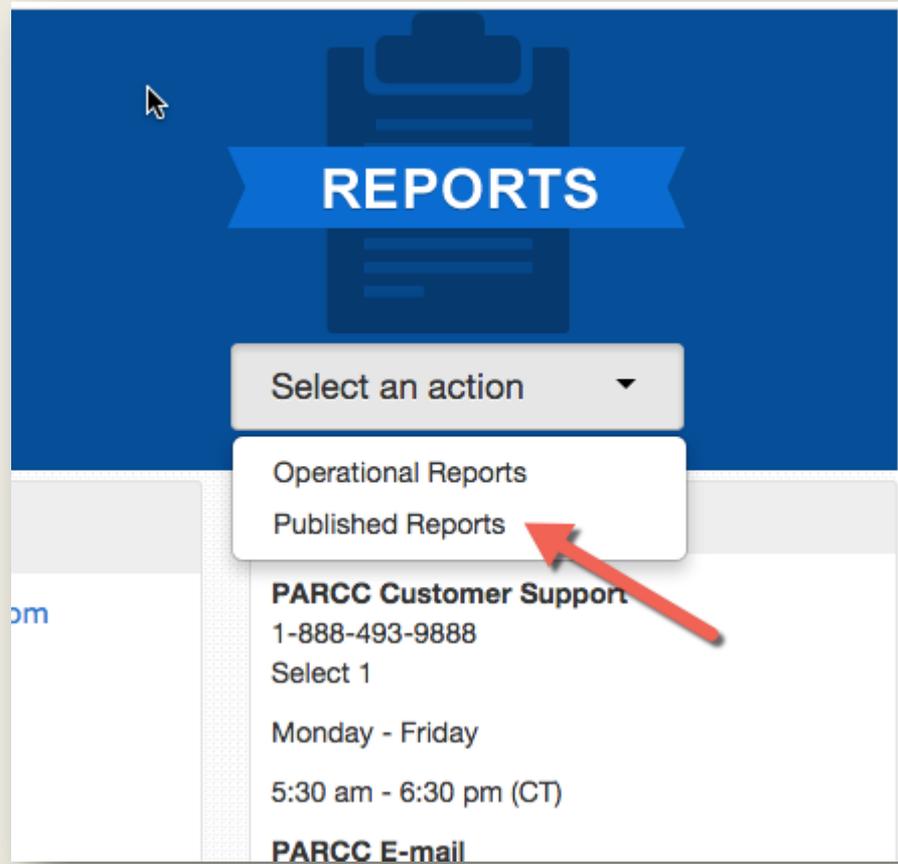
ersonAccess^{next}. To access training modules on how to use PearsonAccess^{next}, please visit <http://parcc.pearson.com>

ific tasks in the action drop down menus to learn more about their function.

ks to:
port data files
nizations, participation, and enrollment
accounts (excluding your own)
ents including demographic data and test registrations



PEARSON ACCESS NEXT!



REPORTS

Select an action ▼

- Operational Reports
- Published Reports

PARCC Customer Support
1-888-493-9888
Select 1
Monday - Friday
5:30 am - 6:30 pm (CT)
PARCC E-mail



PEARSON ACCESS NEXT!

performance level summary

Filters Clear Hide

Organization Type

× System/District |

Organization Name

Select one or more

Published Report Date Range

mm/dd/yyyy

to

mm/dd/yyyy

8,744 Results

<input type="checkbox"/>	File Name	S
<input type="checkbox"/>	PARCC District Performance Level Summary Spring Grade 4 English Language Arts Literacy	
<input type="checkbox"/>	PARCC District Performance Level Summary Spring Algebra I	
<input type="checkbox"/>	PARCC District Performance Level Summary Spring Grade 5 English Language Arts Literacy	
<input type="checkbox"/>	PARCC District Performance Level Summary Spring Grade 4 Mathematics	



DISTRICT EVIDENCE STATEMENT ANALYSIS READING



State of New Jersey
Department of Education

District Evidence Statement Analysis

Grade 4

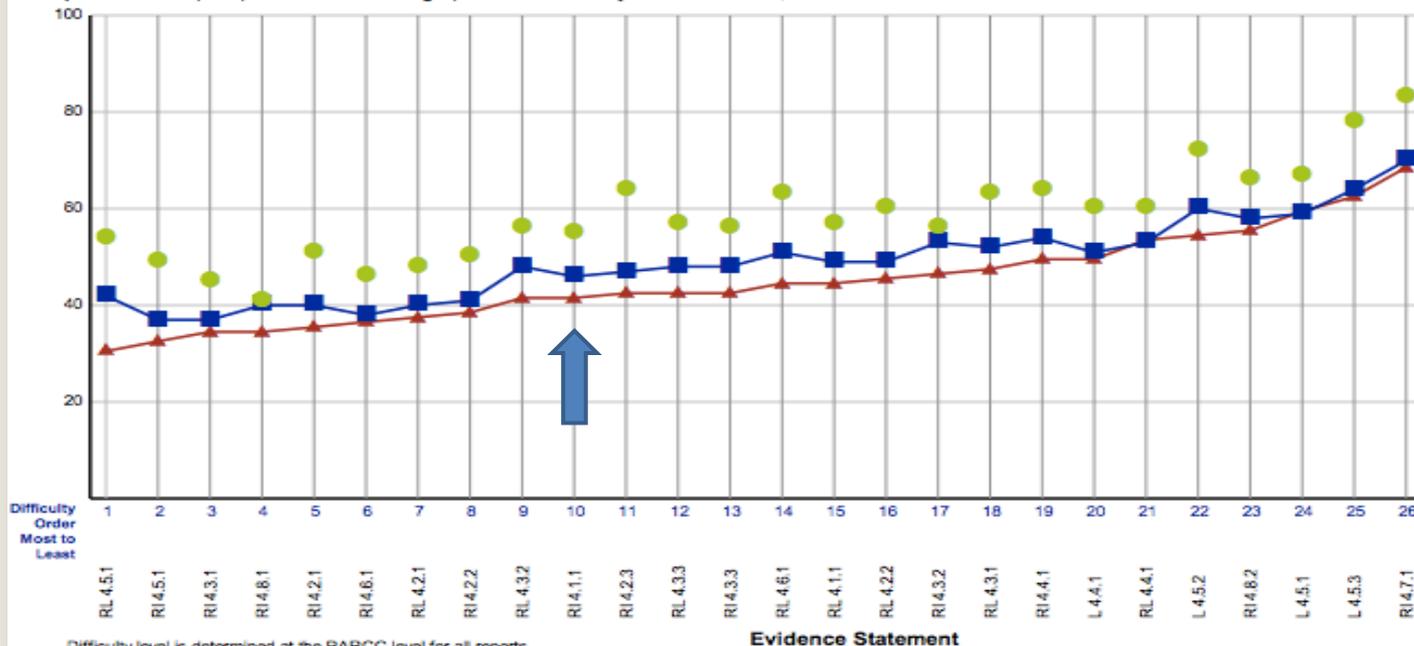
CONFIDENTIAL - DO NOT DISTRIBUTE

ENGLISH LANGUAGE ARTS / LITERACY
Grade 4 Assessment, Spring 2015

PARCC
 State
 District

Students with Valid Scores (522)

Purpose: This report presents the average percent correct by item for district, state and PARCC.



Difficulty level is determined at the PARCC level for all reports.



EVIDENCE STATEMENT ANALYSIS REPORT

Evidence Statement Analysis

Grade 4

This report shows the operational Evidence Statements for the given grade and subject sorted by difficulty

ENGLISH LANGUAGE ARTS / LITERACY Grade 4 Assessment, Spring 2015

Difficulty Order Most to Least	Evidence Statement	Common Core State Standard(s)	Domain
1	RL 4.5.1	RL.4.05	Reading: Literature
2	RI 4.5.1	RI.4.05	Reading: Informational Text
3	RI 4.3.1	RI.4.03	Reading: Informational Text
4	RI 4.8.1	RI.4.08	Reading: Informational Text
5	RI 4.2.1	RI.4.02	Reading: Informational Text
6	RI 4.6.1	RI.4.06	Reading: Informational Text
7	RL 4.2.1	RL.4.02	Reading: Literature
8	RI 4.2.2	RI.4.02	Reading: Informational Text
9	RL 4.3.2	RL.4.03	Reading: Literature
10	RI 4.1.1	RI.4.01	Reading: Informational Text
11	RI 4.2.3	RI.4.02	Reading: Informational Text
12	RL 4.3.3	RL.4.03	Reading: Literature
13	RI 4.3.3	RI.4.03	Reading: Informational Text
14	RL 4.6.1	RL.4.06	Reading: Literature
15	RL 4.1.1	RL.4.01	Reading: Literature
16	RL 4.2.2	RL.4.02	Reading: Literature
17	RI 4.3.2	RI.4.03	Reading: Informational Text
18	RL 4.3.1	RL.4.03	Reading: Literature
19	RI 4.4.1	RI.4.04	Reading: Informational Text
20	L 4.4.1	L.4.04	Language
21	RL 4.4.1	RL.4.04	Reading: Literature
22	L 4.5.2	L.4.05	Language
23	RI 4.8.2	RI.4.08	Reading: Informational Text
24	L 4.5.1	L.4.05	Language
25	L 4.5.3	L.4.05	Language
26	RI 4.7.1	RI.4.07	Reading: Informational Text



DISTRICT EVIDENCE STATEMENT ANALYSIS MATHEMATICS



State of New Jersey
Department of Education

District Evidence Statement Analysis

Grade 3

CONFIDENTIAL - DO NOT DISTRIBUTE

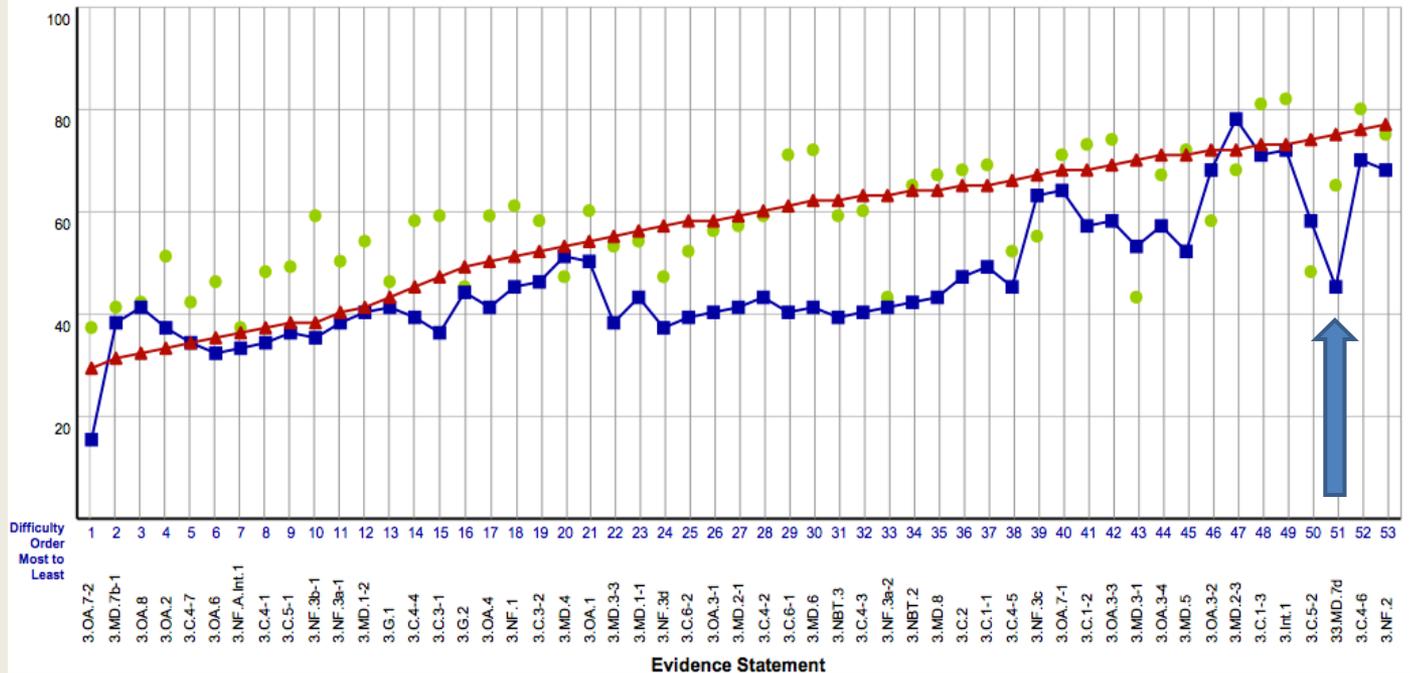
MATHEMATICS
Grade 3 Assessment, Spring 2015

SAMPLE DISTRICT NAME
SAMPLE STATE

▲ PARCC
■ State
● District

Students with Valid Scores (999)

Purpose: This report presents the average percent correct by item for district, state and PARCC.



EVIDENCE STATEMENT ANALYSIS REPORT

MATHEMATICS

Grade 3 Assessment, Spring 2015

Difficulty Order Most to Least	Evidence Statement	Common Core State Standard(s)	Domain
36	3.C.2	3.OA.B.06	Operations and Algebraic Thinking
37	3.C.1-1	3.OA.B.05	Operations and Algebraic Thinking
38	3.C.4-5	3.MD.C.07	Measurement and Data
39	3.NF.3c	3.NF.A.03.c	Numbers and Operations - Fraction
40	3.OA.7-1	3.OA.C.07	Operations and Algebraic Thinking
41	3.C.1-2	3.OA.D.09	Operations and Algebraic Thinking
42	3.OA.3-3	3.OA.A.03	Operations and Algebraic Thinking
43	3.MD.3-1	3.MD.B.03	Measurement and Data
44	3.OA.3-4	3.OA.A.04	Operations and Algebraic Thinking
45	3.MD.5	3.MD.C.05	Measurement and Data
46	3.OA.3-2	3.OA.A.03	Operations and Algebraic Thinking
47	3.MD.2-3	3.MD.A.02	Measurement and Data
48	3.C.1-3	3.MD.C.07	Operations and Algebraic Thinking
49	3.Int.1	Multiple	Multiple
50	3.C.5-2	3.MD.C.07.b 3.MD.C.07.d	Measurement and Data
51	3.MD.7d	3.MD.C.07.d	Measurement and Data
53	3.C.4-6	3.OA.D.09	Operations and Algebraic Thinking
53	3.NF.2	3.NF.A.02	Numbers and Operations - Fraction



MATERIALS NEEDED TO DO THIS WORK

1. District Evidence Statement Analysis from PearsonAccess Next!
2. Evidence Tables found [here](#) to view the standards and the evidence statements
3. Access the Partnership Resource Center to review released items of the PARCC assessment found [here](#) (access code to create an ID is NJ1787)
4. Current district or school curriculum and/or pacing maps for a particular grade level



EVIDENCE STATEMENT TABLES AND EVIDENCE STATEMENTS

Evidence Statement Tables and Evidence Statements describe the knowledge and skills that an assessment item or a task elicits from students. These are aligned directly to the Common Core State Standards.



GRADE 4 EVIDENCE TABLE ELA

Grade: 4	
Claim: Reading Information: Students read and demonstrate comprehension of grade-level complex informational texts.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	Evidences to be measured on the PARCC Summative Assessment The student's response:
RI 1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> Provides references to details and/or examples in a text when explaining what the text says explicitly and/or text when explaining inferences drawn from the text. (1)²
RI 2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none"> Provides a statement of the main idea of a text. (1) Provides an explanation of how the main idea is supported by key details. (2) Provides a summary of the text. (3)



CONSIDERING THE STANDARD

Task: Informational M-L		Item: VF561248
Passage(s): Butterflies		Associated Text: "Butterflies"
Item Code	Answer(s)	
VF561248	Item Type: EBSR Part A: D Part B: B	
VF561249	Item Type: EBSR Part A: C Part B: A	
VF561252	Item Type: EBSR Part A: A Part B: D	

Part A

How is the information in paragraph 2 mainly organized?

- A. comparison and contrast
- B. problem and solution
- C. chronological order
- D. cause and effect

Part B

Which phrase from paragraph 2 **best** supports the answer to Part A?

- A. "... flowers produce new seeds ..."
- B. "... which in turn become new plants ..."
- C. "... stage of what will become a butterfly ..."



CONNECTING TO RELEASED TEST QUESTIONS

Each test question in the PARCC assessments is identified by a Unique Identifier Number (UIN).

The released items can then be searched by the UIN to find a released test question that is representative of a particular Evidence Statement/Standard or by the sequence number.

Released test questions from the 2015 PARCC assessments can be found at the PARCC Partnership Resource Center. In the guidance to the released items, a chart links PARCC evidence statements to the UINs.

<https://prc.parcconline.org/assessments/parcc-released-items>

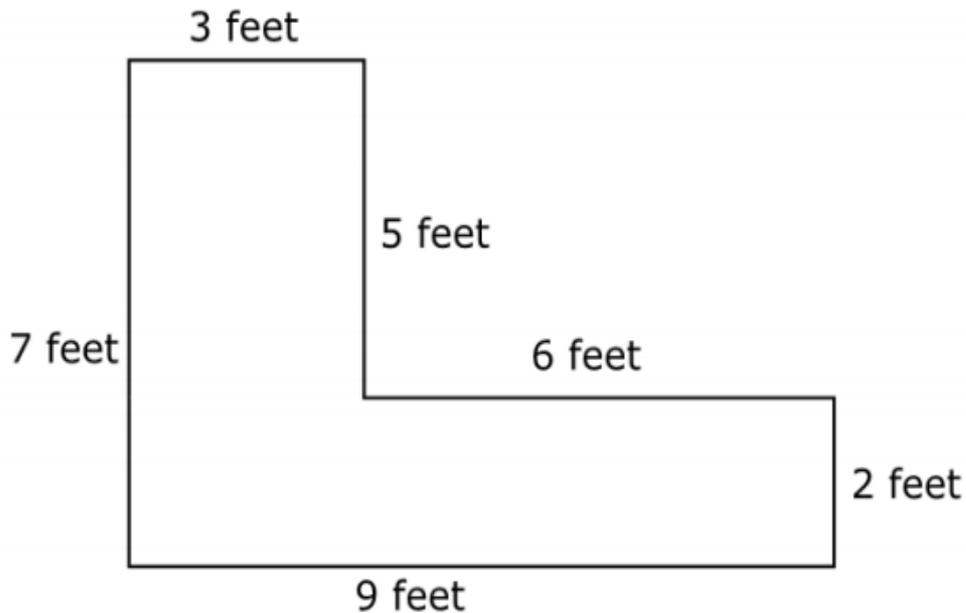
	Sequence	UIN (Insequence)	Task Type	Evidence Statements	Sub-Claims
End Of Year Grade 3	1	VF888777	Type I	3.OA.3-1	A
	2	VF656717	Type I	3.Int.1	A
	3	VF906869	Type I	3.OA.7-2	A
	4	M01071	Type I	3.MD.7b-1	A
	5	VF564965	Type I	3.NF.3b-1	A
	6	M02369	Type I	3.OA.7-2	A
	7	VF525281	Type I	3.NBT.3	B
	8	VF885478	Type I	3.NF.3a-1	A
	9	M01188	Type I	3.NF.1	A
	10	VH034734	Type I	3.MD.3-1	B
	11	VF822882	Type I	3.OA.3-3	A
	12	VH000905	Type I	3.NF.3d	A
	13	VF442827	Type I	3.MD.1-2	A
	14	VF563153	Type I	3.NF.2	A
	15	VF657436	Type I	3.Int.3	A
	16	M00887	Type I	3.NBT.2	B
	17	VH011663	Type I	3.OA.7-2	A
	18	M02022	Type I	3.MD.8	B
	19	M02035	Type I	3.OA.1	A
	20	VH011929	Type I	3.G.1	B
	21	VH011893	Type I	3.OA.7-2	A
	22	M01877	Type I	3.MD.2-2	A
	23	VF647226	Type I	3.G.2	B
	24	VH000998	Type I	3.MD.4	B
	25	VH003125	Type I	3.MD.8	B
	26	M02037	Type I	3.OA.2	A
	27	VF906806	Type I	3.OA.4	A
	28	M01400	Type I	3.NBT.2	B
	29	VH012290	Type I	3.NBT.3	B
	30	VF647323	Type I	3.Int.5	A
	31	VF906751	Type I	3.G.1	B
	32	M00189	Type I	3.OA.8	A
	33	VH009537	Type I	3.G.2	B
	34	VF556343	Type I	3.NBT.2	B
	35	0530-M00067	Type I	3.MD.3-3	B
	36	M01197	Type I	3.MD.2-1	A
	37	VF525289	Type I	3.MD.7d	A
	38	VF524247	Type I	3.NF.3c	A
	39	0487-M02026	Type I	3.NF.A.Int.1	A



RELEASED TEST QUESTION

VF525289

37. Rex's garden is made from two rectangles as shown.



What is the area of Rex's garden?

Enter your answer in the box.

 square feet

QUESTIONS TO GUIDE YOUR PRACTICE

- When comparing PARCC data to your existing curriculum, where can you denote strengths and weakness?
- What instructional practices or shifts are prevalent that link to the PARCC data? Where might you now shift instructional practices?
- Are there other assessments that link to the same findings confirmed in the PARCC data?
- What additional professional resources are available?



UPCOMING CURRICULUM COORDINATOR MEETINGS

County	Date	County	Date
Atlantic	March 18	Middlesex	April 20
Bergen	March 29	Monmouth	April 13
Burlington	March 15	Morris	March 9
Camden	March 17	Ocean	March 16
Cape May	March 18	Passaic	March 4
Cumberland	April 5	Salem	April 5
Essex	March 30	Somerset	April 4
Gloucester	April 15	Sussex	April 6
Hudson	March 22	Union	March 9
Hunterdon	April 4	Warren	April 6
Mercer	March 2		



UPCOMING CONVERSATIONS

Title:

PARCC Data: Conversations That Drive the Cycle of Teaching and Learning (12 sessions)

Description:

This work session will focus on using PARCC score reports to evaluate state, district and school trends to shape best curricular and instructional practices that drive the cycle of teaching and learning. Collaborative conversations will be centered around determining significant data points as well as targeting standards for focused work in curriculum, instruction and lesson implementation. Educators are welcome to bring school level data to these highly interactive and hands-on work sessions.

