



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

PARCC: A New Vision of Assessment

How will PARCC be different?

Students: Will know if they are **on track** to graduate ready for college/careers

Teachers: Will have access to **timely data** to guide learning and instruction

Parents: Will have **clear and timely information** about student progress

States: Will have **valid results** that are comparable across state borders



How will PARCC be different?

For students:

- Tests will mirror **high-quality coursework**
- Is **computer-based, interactive, engaging**
- Measures the **skills and knowledge students need** to succeed in college and careers
- Produces **timely information**, allowing teachers to tailor instruction to students' needs
- Includes **embedded supports** for English language learners, students with disabilities



How will PARCC be different?

For teachers and schools:

- Computer-based testing will **boost student engagement and access**
- More **efficient** than paper-based tests
- Timely data will **aid instruction, professional development**
- Tests will **assess the full range of student performance**, not just students in the middle
- Tests will **measure student growth at all levels** as well as focusing on proficiency

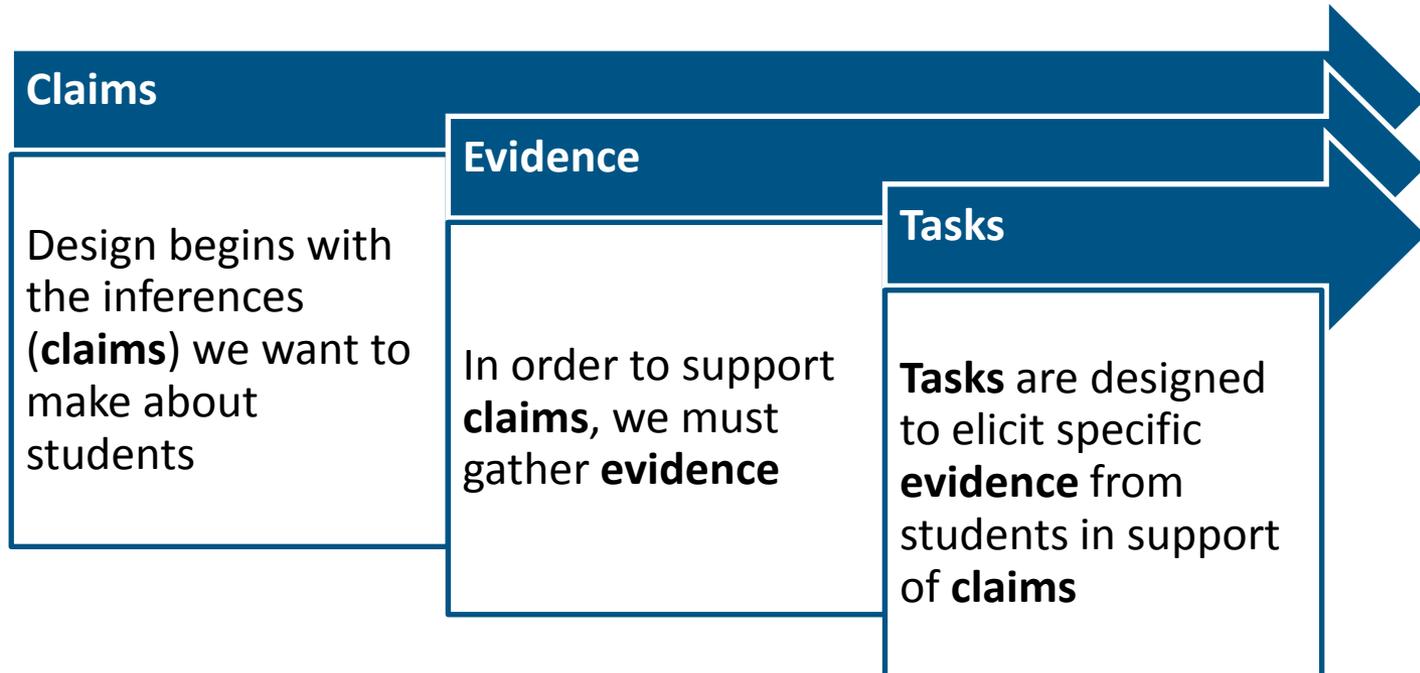


Why now?

Nationwide, current state assessments were not designed to:

- Measure the key advancements in the Common Core
- Assess and signal whether students are on track for success in college or careers
- Produce timely, actionable data for students, teachers and parents
- Test key skills, such as critical thinking and ability to problem solve
- Play a key role in the improvement of instruction

Basic Design Principle

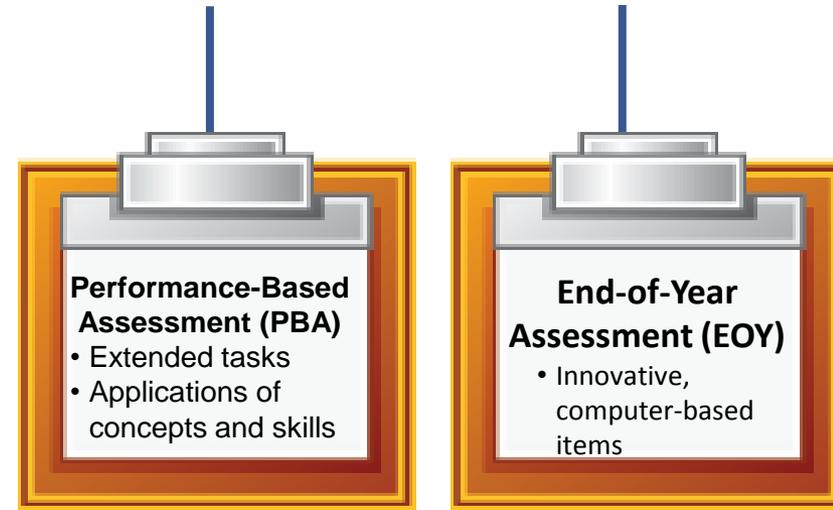


Summative Assessment

BEGINNING
OF YEAR

END
OF YEAR

- **Performance-Based Assessment (PBA)** administered as close to the end of the school year as possible. The ELA/literacy PBA will focus on writing effectively when analyzing text. The mathematics PBA will focus on applying skills, concepts, and understandings to solve multi-step problems requiring abstract reasoning, precision, perseverance, and strategic use of tools
- **End-of-Year Assessment (EOY)** administered after approx. 90% of the school year. The ELA/literacy EOY will focus on reading comprehension. The math EOY will be comprised of innovative, machine-scorable items



Summative Assessments

Measure and report achievement and growth

Performance-Based Component (PBA)

ELA/Literacy

Writing essays drawing evidence from sources, including multi-media, some comprehension

Math

Solving multi-step problems that require reasoning and address real world situations

End-of-Year Component (EOY)

ELA/Literacy

Demonstrating comprehension of literary and informational texts

Math

Demonstrating understanding of concepts, procedures and short applications

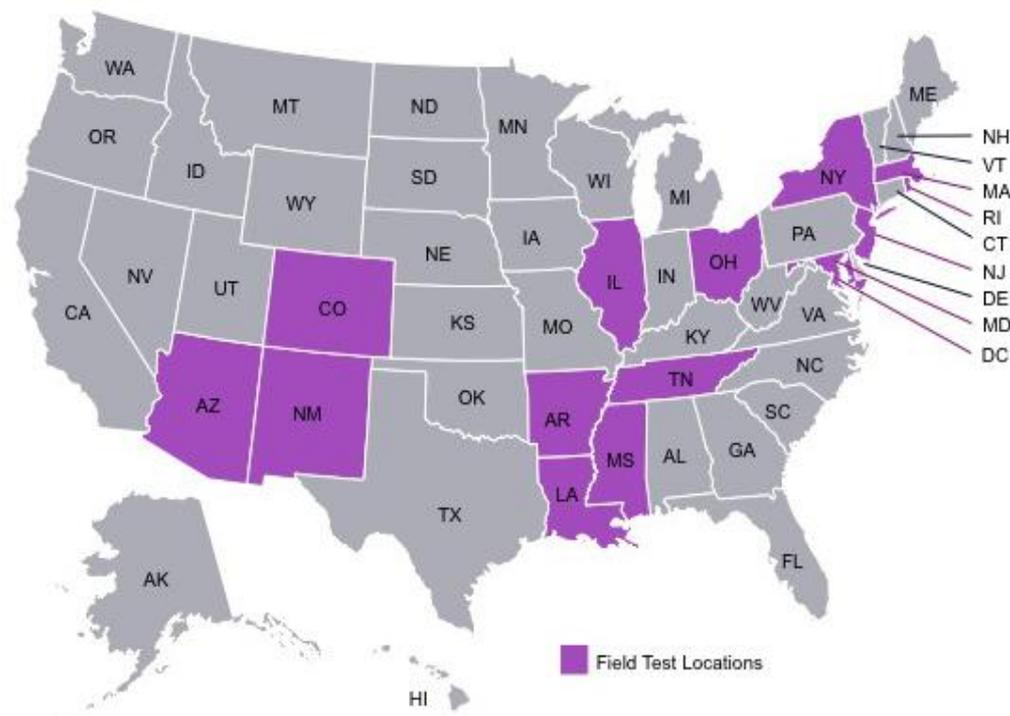
Overall Score = Combination of PBA + EOY

Performance Levels

- Level 5: **Distinguished** command of the knowledge, skills, and practices embodied by the CCSS assessed at the grade level/course.
- Level 4: **Strong** command ...
- Level 3: **Moderate** command ...
- Level 2: **Partial** command ...
- Level 1: **Very Limited** command ...

Participation in the Field Tests

- Over 1 million students participated
- Nearly 16,000 schools
- In most cases , 1-3 grades per school, 2 classrooms per grade
- Most student took one component in one content area



Field Test: Item review

- Across all grade levels and courses, the PARCC consortium field tested more than 11,000 items
 - Approximately 6,600 mathematics items and 4,600 ELA items, embedded in more than 400 ELA tasks and text sets.
 - On average, more than 1,100 students responded to each item during the field test.
- These responses were scored and generated item-level statistics such as difficulty, percentage of students who answered correctly, and whether the item seemed to advantage or disadvantage any particular subgroup of students.
- During a week-long review meeting, 80 educators from all of the PARCC states determined whether items should be considered for use in the 2014–15 administration.
- Approximately 89 percent of the English language arts questions and 78 percent of the mathematics questions were found eligible for the 2014–15 administration.

Field Test: Student Experience

- Based on the student survey results from the spring 2014 PARCC field test and observations by test administrators, students found the assessments more engaging than previous tests and had a generally positive experience with the field test.
- They liked the computer-based platform and found it easy to use.
- They also did not have difficulty keyboarding, a concern that had been raised by some educators and parents, especially for students at lower grade levels.
- Students indicated that they were generally able to understand the directions.
- Most students finished within the time allotted.
- Many found the test content familiar, but more challenging than their schoolwork, especially in mathematics.

Field Test: Technology Preparedness

- Based on survey feedback, the majority of test administrators and test coordinators took advantage of the technology preparedness tools and activities.
 - 69 percent of test coordinators and test administrators conducted an infrastructure trial.
 - 62 percent of test coordinators and test administrators used data from the TRT to evaluate whether the number of devices and bandwidth were sufficient to administer the test.
 - 60 percent of test coordinators and test administrators used proctor caching.
- Even with the high use of the available technology preparedness tools, some schools indicated that they experienced local technology issues, for example devices that stopped working, devices that worked slowly, or cases where internet connection was lost during administration.

Proctor Caching

- Proctor caching allows schools with limited bandwidth to administer PARCC's computer-based assessments by greatly reducing the amount of data being transmitted over the internet during testing.
- **Caching** involves downloading the test content to a local server (computer) prior to testing, then distributing the test to student test-taking computers through the school's internal network.
- Caching will be available to all PARCC schools as part of the Technology Platform (TestNav 8) and only requires 5 kbps per simultaneous test-taker.

PARCC Field Test: Lessons Learned

- Report can be found: <http://parcconline.org/parcc-states-release-lessons-learned-report>

Current Graduation Requirements

For the class of 2015:

English Language Arts	Mathematics
HSPA Score ≥ 200 <i>or</i>	HSPA Score ≥ 200 <i>or</i>
Passing AHSA performance tasks <i>or</i>	Passing AHSA performance tasks <i>or</i>
Meet the Criteria of the NJDOE Portfolio Appeal	Meet the Criteria of the NJDOE Portfolio Appeal

Transitioning Graduation Requirements

Classes of 2016, 2017, and 2018, meet ONE of the following in each subject:

English Language Arts	Mathematics
Passing score on a PARCC ELA 9 <i>or</i>	Passing score on PARCC Algebra I <i>or</i>
Passing score on a PARCC ELA 10 <i>or</i>	Passing score on PARCC Geometry <i>or</i>
Passing score on a PARCC ELA 11 <i>or</i>	Passing score on PARCC Algebra II <i>or</i>
SAT \geq 400 <i>or</i>	SAT \geq 400 <i>or</i>
ACT \geq 16 <i>or</i>	ACT \geq 16 <i>or</i>
Accuplacer Write Placer \geq 6 <i>or</i>	Accuplacer Elem Algebra \geq 76 <i>or</i>
PSAT \geq 40 <i>or</i>	PSAT \geq 40 <i>or</i>
ACT Aspire \geq 422 <i>or</i>	ACT Aspire \geq 422 <i>or</i>
ASVAB-AFQT \geq 31 <i>or</i>	ASVAB-AFQT \geq 31 <i>or</i>
Meet the Criteria of the NJDOE Portfolio Appeal	Meet the Criteria of the NJDOE Portfolio Appeal