



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

PARCC Update February 4, 2015

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!*

NJASK Score Interpretation Manual 2014

Scale scores. Individual Student Reports are provided to districts to help them evaluate student instructional needs. To an extent, students' proficiency levels can inform school and district decisions regarding instructional support.

- Scores indicative of Advanced Proficient performance reflect performance that has clearly met or exceeded state standards. It is rare for students falling in this range to be in need of instructional intervention.
- Scores indicative of Proficient performance reflect performance that generally has met the state standards. It is typically true that students falling in this range are not in need of instructional intervention, but one may wish to look more closely at students whose scores approach the lower end of this distribution to confirm that instructional intervention is in fact not needed.
- Scores indicative of Partially Proficient performance reflect performance that has not met the state standards. Students falling into this range are most likely to be in need of instructional support, particularly those lower in the range.

NJASK Score Interpretation Manual 2014

As one encounters scores that fall lower in the partially proficient range, one faces an increasing need for a more thorough diagnosis of potential achievement deficits, as one often encounters not only less precision in the scores, but also a paucity of information regarding the specific nature of student needs, given the likely prevalence of incorrect responses across skill areas.

In all cases, however, some amount of additional assessment, formal or informal, must be conducted when formulating an instructional plan. Further examination of a student's knowledge and skill should include the student's whole profile. Decisions about appropriate instructional placement should be based on an examination of a student's classroom test results, grades, anecdotal records, portfolios, checklists, school-level results, and other measures of performance.

NJASK Score Interpretation Manual 2014

Raw scores. NJ ASK Score Reports include information specific to content clusters within each content area. While they do not provide information at a skill-specific level, cluster-level data can provide some general clues regarding student knowledge and skill. In using cluster data to evaluate individual student performance, one must keep the following limitations in mind.

Cluster difficulty. As indicated above, inasmuch as the NJ ASK is equated at the test level only, it is inappropriate to compare cluster means or raw scores across years. Since the same cluster may vary in difficulty level from year to year, cluster performance should not be directly compared across multiple test administrations.

Additionally, in any given year, not all clusters can be assumed to be equally difficult; consequently, comparing the score in one cluster to the score in another cluster is not meaningful. For each year, a useful benchmark is provided by each cluster's just proficient mean (JPM), the mean score in that cluster obtained by students statewide with scale scores of 200. The JPM provides an index to which all students' scores in that same cluster can be compared, as it allows one to view how a student performs relative to the profile of the borderline proficient student.

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.

NJASK Student Report

New Jersey ASK Spring 2014 Individual Student Report

CUNHA, ALBERTO

County: 88 ANY COUNTY
District: 7777 ANY DISTRICT
School: 666 ANOTHER SCHOOL
State Student ID: 0000039256
Local District/School ID: @625

Test Booklet Number: 2328
Birth Date: 01/03/02
Grade: 4
Test Date: Spring 2014



1

2

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

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			

HSPA Student Report

Cluster Points

Mathematics

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

<u>Cluster</u>	<u>Your Points</u>	<u>Just Proficient Mean</u>
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.

<u>Cluster</u>	<u>Your Points</u>	<u>Just Proficient Mean</u>
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

NJASK District's Roster Reports

SCHOOL: 666 ANOTHER SCHOOL

STUDENTS PROCESSED: 35

POINTS EARNED BY CLUSTER ³

STUDENT NAME NJASKID NUMBER / SID	DOB	SEX	LEP	SE	504	ACCOM	OUT OF DIST	OUT OF RES	SPEC. FORM	SCALE SCORE	POINTS EARNED BY CLUSTER ³					TOTAL		
											WRITING	ARGUMENT	NARRATIVE	READING	LITERATURE		INFORMATIONAL TEXT	
											18.0 ¹ 9.6 ²	12.0	6.0	52.0	26.0	26.0	70.0	
												12.0	6.5	3.1	28.5	8.0	20.5	38.0
ATA, EIJF 6190891105 / 0000012391	07/14/00	F	1							275	17.0	12.0	5.0	44.0	14.0	30.0	61.0	
AKINLABI, KETH L 6190891113 / 0000012427	08/18/00	M								244	12.0	8.0	4.0	42.0	14.0	28.0	54.0	
ALADE, JASON 6190891121 / 0000012449	11/05/00	M		08						241	12.0	8.0	4.0	41.0	15.0	26.0	53.0	
AGUILAR, MARSHA 6190891071 / 0000012323	01/16/00	F								237	12.0	8.0	4.0	40.0	12.0	28.0	52.0	
AGUILAR, THOMAS 6190891089 / 0000012349	03/26/00	M								227	12.0	8.0	4.0	37.0	13.0	24.0	49.0	
HOOPER, WILLY 6191039530 / 0000012008	06/26/00	M	<							218	10.0	6.0	4.0	36.0	13.0	23.0	46.0	
ABOAGYE, SHAKIM 6190891006 / 0000012151	01/25/00	M								215	10.0	6.0	4.0	35.0	12.0	23.0	45.0	
ADAMS, APRILL 6190891022 / 0000012221	11/03/00	F								215	9.0	6.0	3.0	36.0	9.0	27.0	45.0	
ADJB, ALEX 6190891048 / 0000012283	07/16/00	M								215	9.0	6.0	3.0	36.0	12.0	24.0	45.0	
AGUILAR, NIKOS 6190891063 / 0000012322	01/10/00	M								215	9.0	6.0	3.0	36.0	11.0	25.0	45.0	

From these Conversations ...

NJASK

- How did our district/schools do compared to others in NJ?
- Which students need further testing?
- How are our various subgroups performing?

To These Conversations ...

PARCC

- What are each individual students strengths and weaknesses? How can we help them grow?
- Which standards did our students meet?
- What professional development does our district need?
- How aligned are our curriculum and instructional practices to state standards?

PARCC

- How can we support individual teachers and identify best practices in the district?
- How can we best work as a parent/teacher/school partnership to support the individual child?

Individual Student Report: ELA/L



DRAFT

Hannah Berlin, Grade 7

East Bridgewater School District
George Washington Middle School
Massachusetts

ELA / Literacy: Summative Assessment, 2014 - 2015

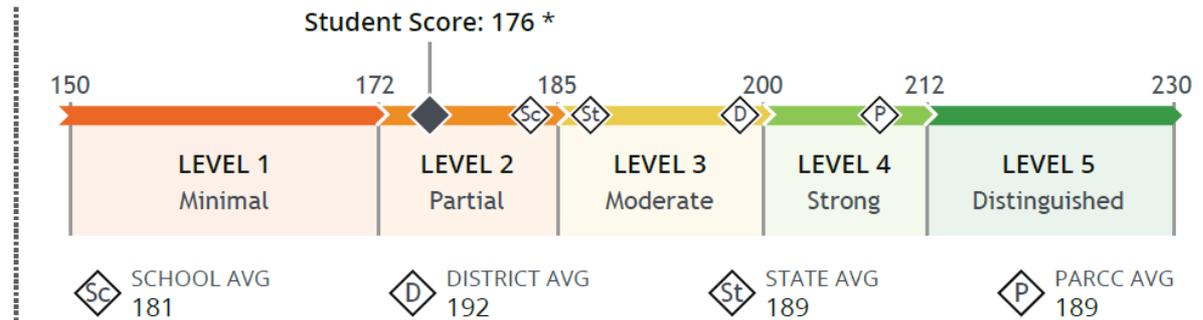
Parent & Guardian Report

How did my student perform on the **overall** ELA/L assessment?

Level 2: Partial Command

Student earned a **Level 2** and scale score of **176 ***, demonstrating **partial command** of the knowledge and skills required at this level in ELA / Literacy.

* Margin of error = ± 3 points



Individual Student Report: ELA/L

How did my student perform on the **Reading** section of the assessment?



How did my student perform in the categories that make up the **Reading** section?

LITERARY TEXT



At or above students who performed at Level 4 on the overall ELA/L assessment

Level 4 students demonstrate comprehension of and draw evidence from readings of grade-level, complex literary text.

INFORMATIONAL TEXT



Below students who performed at Level 4 on the overall ELA/L assessment

Level 4 students demonstrate comprehension of and draw evidence from readings of grade-level, complex informational text.

VOCABULARY



Near students who performed at Level 4 on the overall ELA/L assessment

Level 4 students demonstrate ability to use context to determine the meanings of words and phrases.

How did my student perform on the **Writing** section of the assessment?

Student Score: 81 (± 3)



How did my student perform in the categories that make up the **Writing** section?

WRITING EXPRESSION



Below students who performed at Level 4 on the overall ELA/L assessment

Level 4 students demonstrate ability to write effectively when using and/or analyzing sources.

KNOWLEDGE OF CONVENTIONS



Near students who performed at Level 4 on the overall ELA/L assessment

Level 4 students demonstrate ability to use the conventions of Standard English consistent with edited writing.

Legend: Below Near At or above

Individual Student Report: ELA/L

ELA / Literacy: Summative Assessment, 2014 - 2015

Parent & Guardian Report, continued

*How much did my student **grow**?*

COMPARED TO MASSACHUSETTS

31 %ile

Student demonstrated **larger growth than 31%** of Massachusetts students **with similar past performance** taking this assessment.

COMPARED TO PARCC

28 %ile

Student demonstrated **larger growth than 28%** of PARCC students **with similar past performance** taking this assessment.

Individual Student Report: Math

Math: Summative Assessment, 2014 - 2015

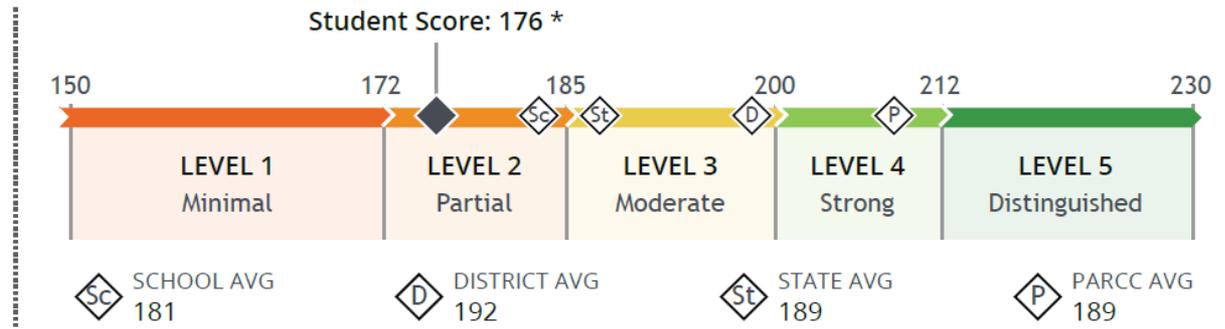
Parent & Guardian Report

How did my student perform on the **overall** Math assessment?

Level 2: Partial Command

Student earned a **Level 2** and scale score of **176 ***, demonstrating **partial command** of the knowledge and skills required at this level in Math.

* Margin of error = ± 3 points



Individual Student Report: Math

How did my student perform in the **categories** that make up the Math assessment?

MAJOR CONTENT



Near students who performed at Level 4 on the overall Math assessment

Level 4 students demonstrate ability to solve problems involving Major Content for the grade.

ADDITIONAL & SUPPORTING CONTENT



At or above students who performed at Level 4 on the overall Math assessment

Level 4 students demonstrate ability to solve problems involving Additional & Supporting Content for the grade.

EXPRESSING MATHEMATICAL REASONING



Near students who performed at Level 4 on the overall Math assessment

Level 4 students demonstrate ability to express mathematical reasoning by constructing viable arguments, critiquing the reason of others, and attending to precision when making mathematical statements.

MODELING & APPLICATION



Below students who performed at Level 4 on the overall Math assessment

Level 4 students demonstrate ability to solve real-world problems with a degree of difficult appropriate to the grade.

Legend:



Below



Near



At or above

Individual Student Report: Math

Math: Summative Assessment, 2014 - 2015

Parent & Guardian Report, continued

*How much did my student **grow**?*

COMPARED TO MASSACHUSETTS

31 %ile

Student demonstrated **larger growth than 31%** of Massachusetts students **with similar past performance** taking this assessment.

COMPARED TO PARCC

28 %ile

Student demonstrated **larger growth than 28%** of PARCC students **with similar past performance** taking this assessment.

PARCC by State Summary Report



Assessment Results:

2014 - 2015

Help

Betsy Kotler

All PARCC States

Subject: ELA

Grade: 7

Results: Summative (Overall)

View:

Performance

Growth

Find a state



Compare: PARCC

FILTERS

DOWNLOAD

SCHOOL	STUDENTS	PERFORMANCE DISTRIBUTION	≥ LVL 4	AVG OVERALL	AVG READING WRITING
PARCC AVG 13 States	985,414	8% 21% 26% 28% 17%	45%	204	119 85
<input type="checkbox"/> Arkansas	2040	13% 19% 28% 18% 22%	40%	191	98 93
<input type="checkbox"/> Colorado	1980	10% 13% 42% 26% 9%	35%	186	87 99
<input type="checkbox"/> District of Columbia	1770	8% 21% 26% 28% 17%	45%	209	112 97

Performance Levels:

- 1 MINIMAL
COMMAND (150-171)
- 2 PARTIAL
COMMAND (172-184)
- 3 MODERATE
COMMAND (185-199)
- 4 STRONG
COMMAND (200-212)
- 5 DISTINGUISHED
COMMAND (213-230)



State by District Summary Report



Assessment Results: 2014 - 2015

Help

Betsy Kotler

Home > Massachusetts

Massachusetts

Subject: ELA Grade: 7 Results: Summative (Overall)

View: Performance Growth

327 DISTRICTS

Find a district

Compare: STATE PARCC

FILTERS

DOWNLOAD

SCHOOL	STUDENTS	PERFORMANCE DISTRIBUTION	≥ LVL 4	AVG OVERALL	AVG READING	AVG WRITING
STATE AVG Massachusetts	81,664	8% 21% 26% 28% 17%	45%	204	119	85
<input type="checkbox"/> Abington School Department	2040	13% 19% 28% 18% 22%	40%	191	98	93
<input type="checkbox"/> Acton School Department	1980	10% 13% 42% 26% 9%	35%	186	87	99
<input type="checkbox"/> Acushnet School Department	1770	8% 21% 26% 28% 17%	45%	209	112	97

Performance Levels: 1 MINIMAL COMMAND (150-171) 2 PARTIAL COMMAND (172-184) 3 MODERATE COMMAND (185-199) 4 STRONG COMMAND (200-212) 5 DISTINGUISHED COMMAND (213-230)

District by School Summary Report



Assessment Results: 2014 - 2015

Help

Betsy Kotler

Home > Massachusetts > East Bridgewater School District

East Bridgewater School District

Subject: ELA

Grade: 7

Results: Summative (Overall)

View: Performance

Growth

32 SCHOOLS

Find a school



Compare: DISTRICT STATE PARCC

FILTERS

DOWNLOAD

SCHOOL	STUDENTS	PERFORMANCE DISTRIBUTION	≥ LVL 4	AVG OVERALL	AVG READING WRITING
DISTRICT AVG East Bridgewater School District	5,664	8% 21% 26% 28% 17%	45%	204	119 85
<input type="checkbox"/> Bongo Cormorant El Sch	204	13% 19% 28% 18% 22%	40%	191	98 93
<input type="checkbox"/> Cardinal Basil Sch	198	10% 13% 42% 26% 9%	35%	186	87 99
<input type="checkbox"/> Gaur Lagartija Community	177	8% 21% 26% 28% 17%	45%	209	112 97
<input type="checkbox"/> Gibbon Palmcreeper MS	254	13% 19% 28% 18% 22%	40%	191	98 93
<input type="checkbox"/> Goldenthrroat Finch Elem	161	10% 13% 42% 26% 9%	35%	186	87 99

Performance Levels:

1 MINIMAL COMMAND (150-171)

2 PARTIAL COMMAND (172-184)

3 MODERATE COMMAND (185-199)

4 STRONG COMMAND (200-212)

5 DISTINGUISHED COMMAND (213-230)

School by Grade Summary Report



Assessment Results: 2014 - 2015

Help

Betsy Kotler

Home > Massachusetts > East Bridgewater School District > George Washington Middle School

George Washington Middle School

Subject: **Math** Results: **Summative (Overall)**

Compare: DISTRICT STATE PARCC

FILTERS

DOWNLOAD

GRADE/COURSE	PERFORMANCE DISTRIBUTION	STUDENTS	≥ LVL 4	AVG	GROWTH VS STATE *	GROWTH VS PARCC *
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Grade 7

SCHOOL		213	40%	177	45 %ile	39 %ile
DISTRICT		6,368	35%	171	33 %ile	31 %ile

Student Data Access

Grade 8



SCHOOL		213	40%	177	45 %ile	39 %ile
DISTRICT		6,368	35%	171	33 %ile	31 %ile

Performance Levels:

- 1** MINIMAL COMMAND (150-171)
- 2** PARTIAL COMMAND (172-184)
- 3** MODERATE COMMAND (185-199)
- 4** STRONG COMMAND (200-212)
- 5** DISTINGUISHED COMMAND (213-230)

Student Roster - Sub-Scores



Assessment Results: 2014 - 2015

Help

Betsy Kotler

Home > Massachusetts > East Bridgewater School District > George Washington Middle School > Grade 7

Grade 7

Subject: Math

Results: Summative (Overall)

View: Scores

Item Analysis

79 STUDENTS

Find a student

Compare: SCHOOL DISTRICT STATE PARCC

FILTERS

DOWNLOAD

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

Student Roster – Item Scores



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

Find a student



Compare: SCHOOL

STANDARD	ITEM TYPE	RESPONSES
RL2	Selected Response	87
EVIDENCE STATEMENT		
Provide a summary of the text.		

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

Next Steps: Using the Data Reporting System

- PARCC Manuals and Guidance
 - In-person meetings, summer/fall 2015
 - PARCC Self-paced, web-based trainings
 - Collaboration with partners
-
- Districts can expect 2015 PARCC data in October due to the need to gather educators together to participate in standards setting in this summer. In the following years, assessment results will be returned near the end of the school year.

Next Steps: Informing Instruction

- PARCC Partnership Resource Center
 - Released test questions, tech-enabled
 - Student responses/exemplars
 - Build/Edit your own test questions
 - Digital library/courses, identified by standards
- Diagnostic/Non-Summative tests
 - Provided in 2015-2016 at no costs to districts