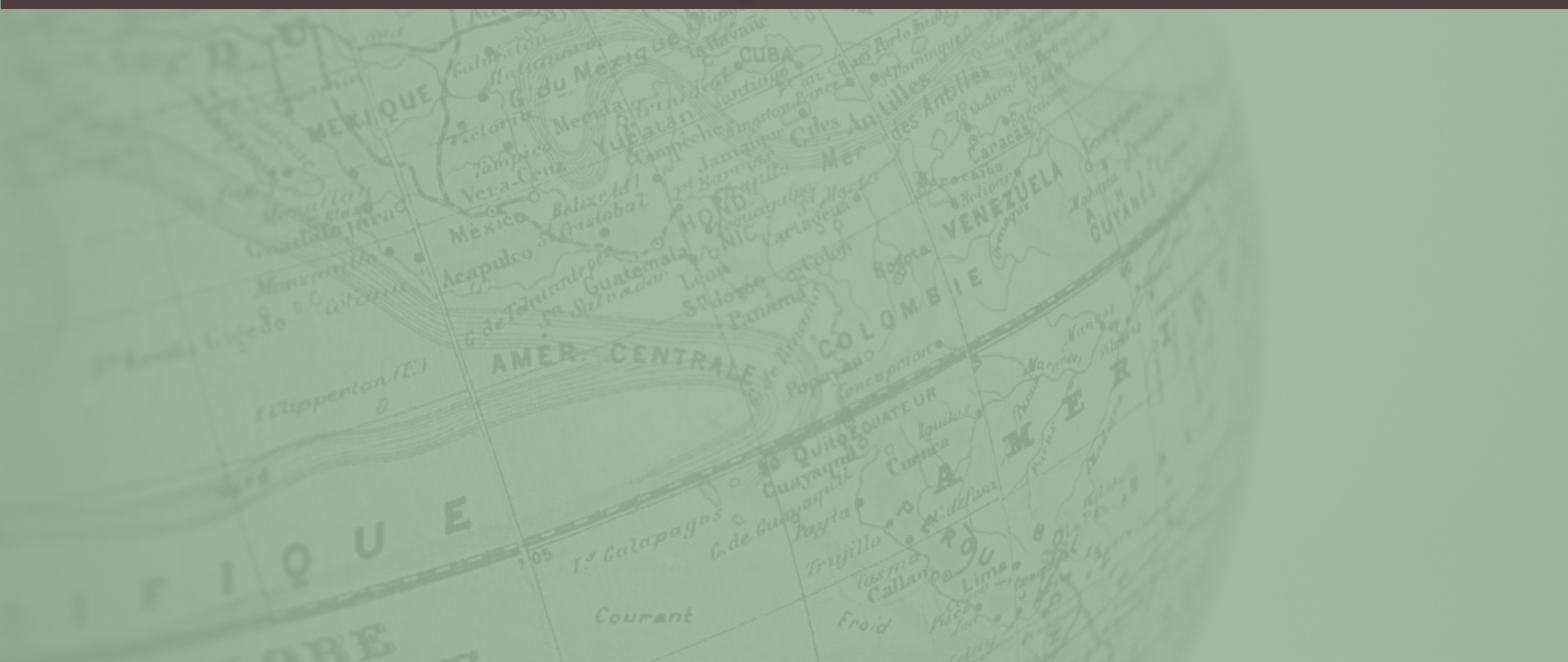


# CONVERSATIONS AROUND PARCC: YEAR ONE TEST RESULTS

Harrison Township School District

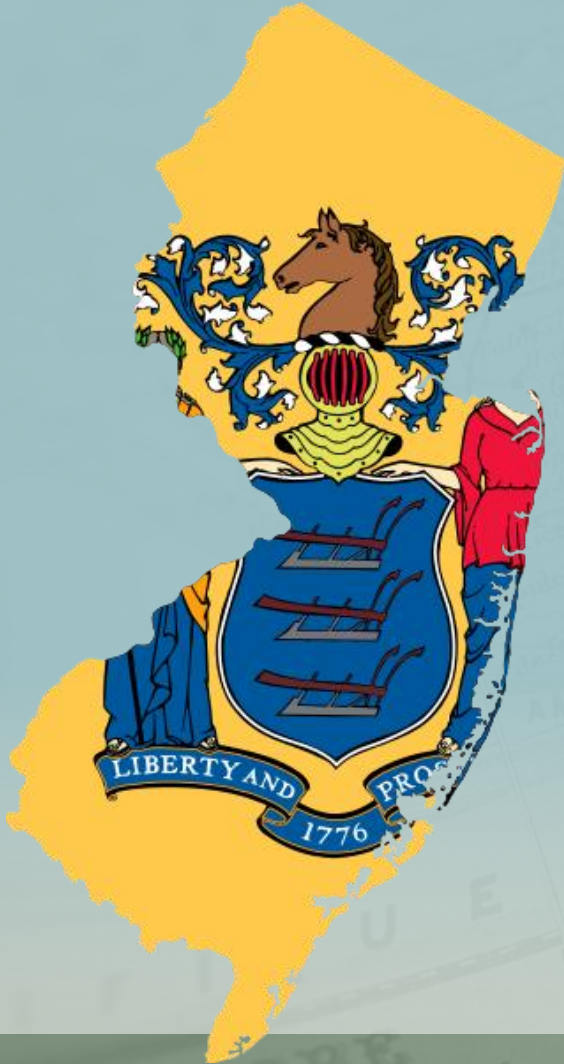
January 11, 2016



# GOALS FOR THIS EVENING

- Using Data to Inform Teaching & Learning

- District Test Results
- Student Score Reports
- Assessment Revisions
- Parent Resources



## VISION FOR PUBLIC EDUCATION IN NEW JERSEY

*“New Jersey will educate all students to prepare them to lead productive, fulfilling lives. Through a public education system that is seamlessly aligned from pre-school to college, students will gain the requisite academic knowledge and technical and critical thinking skills for life and work in the 21<sup>st</sup> century.”*





# NEW JERSEY'S STATEWIDE ASSESSMENT PROGRAM

- In 2015, New Jersey adopted the Partnership for Assessment of Readiness for College and Careers (PARCC) to replace HSPA and previous assessments in the elementary and middle school in language arts and mathematics.
- Students took PARCC English Language Arts and Literacy Assessments (ELA/L) in grades 3 – 11.
- Students took PARCC Mathematics Assessments in grades 3 – 8 and End of Course Assessments in Algebra I, Geometry, and Algebra II.

# PERFORMANCE LEVEL SETTING: THE PROCESS

- Panelists used PARCC - **Performance Level Descriptors** to determine grade level mastery
- **Performance Level Descriptors** were used with actual test results and empirical studies to review individual assessment items
- At least three item review rounds occurred to determine cut scores for **Performance Levels**

# PERFORMANCE LEVEL DESCRIPTORS: ENGLISH LANGUAGE ARTS

PARCC

## Grade 5 PARCC English Language Arts/Literacy Performance Level Descriptors

Reading Sub-Claims	Reading Literature Students demonstrate comprehension and draw evidence from readings of grade-level, complex literary text.	Reading Information Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational text.	Vocabulary Interpretation and Use Students use context to determine the meaning of words and phrases.
<b>EVIDENCES:</b> Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.	<b>See Literary Evidence Table</b> <a href="http://www.parcconline.org/assessments/test-design/ela-literacy/test-specifications-documents">http://www.parcconline.org/assessments/test-design/ela-literacy/test-specifications-documents</a>	<b>See Informational Evidence Table</b> <a href="http://www.parcconline.org/assessments/test-design/ela-literacy/test-specifications-documents">http://www.parcconline.org/assessments/test-design/ela-literacy/test-specifications-documents</a>	<b>See Vocabulary Evidence Table</b> <a href="http://www.parcconline.org/assessments/test-design/ela-literacy/test-specifications-documents">http://www.parcconline.org/assessments/test-design/ela-literacy/test-specifications-documents</a>

Level 5	Level 4	Level 3	Level 2
A student who achieves at <b>Level 5 exceeds expectations</b> for the assessed standards.	A student who achieves at <b>Level 4 meets expectations</b> for the assessed standards.	A student who achieves at <b>Level 3 approaches expectations</b> for the assessed standards.	A student who achieves at <b>Level 2 partially meets expectations</b> for the assessed standards.
<p>In <b>reading</b>, the pattern exhibited by student responses indicates:</p> <ul style="list-style-type: none"> <li>With <b>very complex text</b>, students demonstrate the ability to be <u>mostly accurate</u> when quoting or referencing, showing understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.</li> <li>With <b>moderately complex text</b>, students demonstrate the ability to be <u>mostly accurate</u> when quoting or referencing, showing understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.</li> <li>With <b>readily accessible text</b>, students demonstrate the ability to be <u>accurate</u> when quoting or referencing, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.</li> </ul>	<p>In <b>reading</b>, the pattern exhibited by student responses indicates:</p> <ul style="list-style-type: none"> <li>With <b>very complex text</b>, students demonstrate the ability to be <u>generally accurate</u> when quoting or referencing, showing <u>general</u> understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.</li> <li>With <b>moderately complex text</b>, students demonstrate the ability to be <u>generally accurate</u> when quoting or referencing, showing <u>general</u> understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.</li> <li>With <b>readily accessible text</b>, students demonstrate the ability to be <u>mostly accurate</u> when quoting or referencing, showing understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.</li> </ul>	<p>In <b>reading</b>, the pattern exhibited by student responses indicates:</p> <ul style="list-style-type: none"> <li>With <b>very complex text</b>, students demonstrate the <u>inability</u> to be accurate when quoting or referencing, showing <u>limited</u> understanding of the text when referring to explicit details and examples in the text.</li> <li>With <b>moderately complex text</b>, students demonstrate the ability to be <u>minimally accurate</u> when quoting or referencing, showing <u>minimal</u> understanding of the text when referring to explicit details and examples in the text.</li> <li>With <b>readily accessible text</b>, students demonstrate the ability to be <u>partially accurate</u> when quoting or referencing, showing <u>partial</u> understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.</li> </ul>	<p>In <b>reading</b>, the pattern exhibited by student responses indicates:</p> <ul style="list-style-type: none"> <li>With <b>very complex text</b>, students demonstrate the <u>inability</u> to be accurate when quoting or referencing, showing <u>limited</u> understanding of the text when referring to explicit details and examples in the text.</li> <li>With <b>moderately complex text</b>, students demonstrate the ability to be <u>minimally accurate</u> when quoting or referencing, showing <u>minimal</u> understanding of the text when referring to explicit details and examples in the text.</li> <li>With <b>readily accessible text</b>, students demonstrate the ability to be <u>partially accurate</u> when quoting or referencing, showing <u>partial</u> understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.</li> </ul>



# PERFORMANCE LEVEL DESCRIPTORS: MATHEMATICS

PARCC

## Performance Level Descriptors – Grade 6 Mathematics

	Grade 6 Math: Sub-Claim B			
	The student solves problems involving the Additional and Supporting Content for the grade/course with connections to the Standards for Mathematical Practice.			
	Level 5: Exceeds Expectations	Level 4: Meets Expectations	Level 3: Approaches Expectations	Level 2: Partially Meets Expectations
<b>Factors and Multiples</b>  6.NS.4-1 6.NS.4-2	Finds greatest common factors and least common multiples.  Uses the distributive property to <b>express</b> a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor.	Finds greatest common factors and least common multiples.  <b>Uses the distributive property to rewrite a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor.</b>	Identifies greatest common factors <b>and</b> least common multiples.	Identifies greatest common factors or least common multiples.
<b>Geometry</b>  6.G.1 6.G.2-1 6.G.2-2 6.G.3 6.G.4	Solves real-world and mathematical problems involving area of polygons by composing into rectangles or decomposing into triangles and other shapes.  Determines measurements of polygons in the coordinate plane.  Determines and uses nets of three-dimensional figures to find surface area.  Determines volume of right rectangular prisms with fractional edge lengths by packing them with unit cubes and using formulas.	Solves <b>real-world</b> and mathematical problems involving area of polygons by either composing into rectangles or decomposing into triangles and other shapes.  Determines measurements of polygons in the coordinate plane.  <b>Determines</b> and uses nets of three-dimensional figures to find surface area.  Determines volume of right rectangular prisms with fractional edge lengths by packing them with unit cubes and using formulas.	Solves mathematical problems involving area of polygons by either composing into rectangles <b>or decomposing into triangles and other shapes.</b>  <b>Determines measurements of polygons in the coordinate plane.</b>  <b>Uses nets of three-dimensional figures to find surface area.</b>  <b>Determines volume of right rectangular prisms with fractional edge lengths by packing them with unit cubes and using formulas.</b>	Solves mathematical problems involving area of polygons by composing into rectangles.

# PARCC PERFORMANCE LEVELS

**Level 1: Not yet meeting grade-level expectations**

**Level 2: Partially meeting grade-level expectations**

**Level 3: Approaching grade-level expectations**

**Level 4: Meeting grade-level expectations**

**Level 5: Exceeding grade-level expectations**



# HARRISON TOWNSHIP: 2014-2015 DISTRICT TEST RESULTS

## ELA

	PARCC Average	NJ Average	Harrison Twp. Average
<b>Grade 3</b>	736	743	754
<b>Grade 4</b>	742	750	756
<b>Grade 5</b>	741	750	758
<b>Grade 6</b>	740	747	756



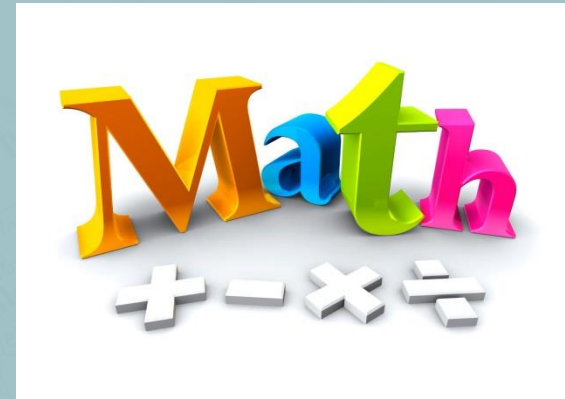
## Math

	PARCC Average	NJ Average	Harrison Twp. Average
<b>Grade 3</b>	738	745	756
<b>Grade 4</b>	736	743	747
<b>Grade 5</b>	736	743	754
<b>Grade 6</b>	735	742	757



# HARRISON TOWNSHIP: PARCC LEVELS OF PROFICIENCY

ELA					
	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Grade 3</b> n=214	650-699 13	700-724 21	725-749 62	750-809 107	810-850 13
<b>Grade 4</b> n=214	650-699 6	700-724 26	725-749 54	750-789 103	790-850 26
<b>Grade 5</b> n=218	650-699 0	700-724 15	725-749 61	750-798 129	799-850 13
<b>Grade 6</b> n=199	650-699 4	700-724 12	725-749 64	750-789 107	790-850 14



Math					
	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Grade 3</b> n=213	650-699 6	700-724 23	725-749 58	750-789 98	790-850 26
<b>Grade 4</b> n=212	650-699 8	700-724 28	725-749 83	750-795 85	796-850 8
<b>Grade 5</b> n=218	650-699 2	700-724 26	725-749 72	750-789 92	790-850 24
<b>Grade 6</b> n=199	650-699 6	700-724 20	725-749 48	750-787 91	788-850 32

# SAMPLE PARCC ELA PARENT REPORT

## ENGLISH LANGUAGE ARTS / LITERACY

### Grade 4 Assessment Report, 2014–2015

This report provides information about how your child performed on the PARCC English language arts/literacy assessment. It shows whether your child met grade-level expectations and if your child is on track for the next grade level.

This test is just one measure of how well your child is performing academically. Other information, such as grades, teacher feedback and scores on other tests will help determine your child's academic strengths and needs.

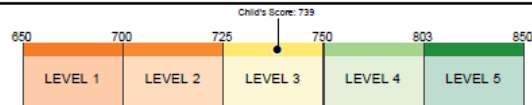
To learn more about the test, and to view sample questions and practice tests, visit [understandthescore.org](http://understandthescore.org).

## ENGLISH LANGUAGE ARTS / LITERACY PERFORMANCE

### Level 3

Your child performed at Level 3  
and earned a score of 739

Students performing at levels 4 and 5  
met or exceeded expectations.  
For a description of each performance  
level, see page 2.



School average	District average	State average	PARCC average
741	765	745	739

## READING

Reading score range: 10 to 90	Average of students just meeting expectations	School average
Your child's score	50	52
44	District average 48	State average 45

### LITERARY TEXT



In this area, your child did not do as well as students who met the expectations.

Students meet expectations by showing they can read and analyze grade appropriate fiction, drama and poetry.

### INFORMATIONAL TEXT



In this area, your child did almost as well as students who met the expectations.

Students meet expectations by showing they can read and analyze grade-appropriate non-fiction, including texts about history, science, art, and music.

### VOCABULARY



In this area, your child did as well as or better than students who met the expectations.

Students meet expectations by showing they can use context to determine what words and phrases mean in grade-appropriate texts.

## WRITING

Writing score range: 10 to 60	Average of students just meeting expectations	School average
Your child's score:	35	39
30	District average 35	State average 31

### WRITING EXPRESSION



In this area, your child did not do as well as students who met the expectations.

Students meet expectations by showing they can compose well-developed, organized, and clear writing, using details from what they have read.

### KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS



In this area, your child did as well as or better than students who met the expectations.

Students meet expectations by showing they can compose writing using the rules of standard English, including those for grammar, spelling, and usage.

### LEGEND



Below  
Expectations



Nearly Meets  
Expectations



Meets or Exceeds  
Expectations

To see selected questions from the test, visit [understandthescore.org](http://understandthescore.org).



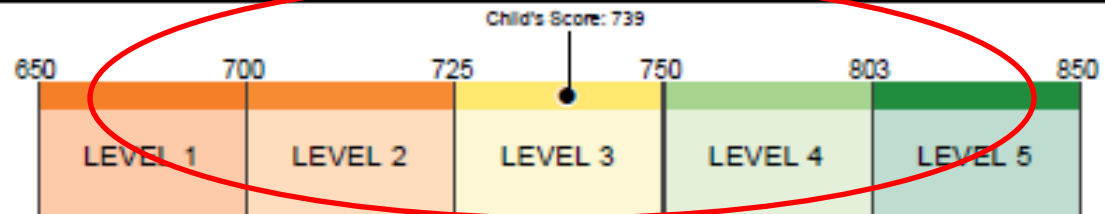
# PARCC COMPARATIVE DATA

## ENGLISH LANGUAGE ARTS / LITERACY PERFORMANCE

### Level 3

Your child performed at Level 3 and earned a score of 739

Students performing at levels 4 and 5 met or exceeded expectations.  
For a description of each performance level, see page 2.



School average	District average	State average	PARCC average
741	765	745	739

## READING

Reading score range:  
10 to 90  
Your child's score:

44

Average of students just meeting expectations	School average
50	52
District average	State average
48	45

## WRITING

Writing score range:  
10 to 60  
Your child's score:

30

Average of students just meeting expectations	School average
35	39
District average	State average
35	31

# STUDENT SPECIFIC PARCC ELA RESULTS: READING AND WRITING

## READING

Reading score range:  
10 to 90  
Your child's score  
  
44

Average of students  
just meeting expectations  
50

School average  
52

District average  
48

State average  
45

### LITERARY TEXT



In this area, your child did not do as well as students who met the expectations.

Students meet expectations by showing they can read and analyze grade appropriate fiction, drama and poetry.

### INFORMATIONAL TEXT



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## WRITING

Writing score range:  
10 to 60  
Your child's score:  
  
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Average of students  
just meeting expectations  
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School average  
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District average  
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State average  
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### WRITING EXPRESSION



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### LEGEND



Below  
Expectations



Nearly Meets  
Expectations



Meets or Exceeds  
Expectations

To see selected questions from the test, visit [understandthescore.org](http://understandthescore.org).

# SAMPLE PARCC MATH PARENT REPORT

## MATHEMATICS

### Grade 4 Assessment Report, 2014–2015

This report provides information about how your child performed on the PARCC mathematics assessment. It shows whether your child met grade-level expectations and if your child is on track for the next grade level.

This test is just one measure of how well your child is performing academically. Other information, such as grades, teacher feedback and scores on other tests will help determine your child's academic strengths and needs.

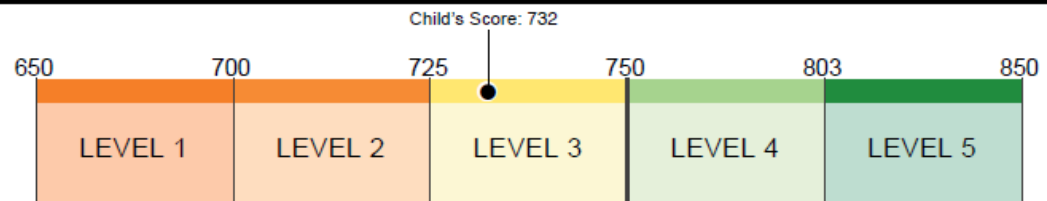
To learn more about the test, and to view sample questions and practice tests, visit [understandthescore.org](http://understandthescore.org).

## MATHEMATICS PERFORMANCE

### Level 3

Your child performed at Level 3  
and earned a score of **732**

Students performing at levels 4 and 5  
met or exceeded expectations.  
*For a description of each performance  
level, see page 2.*



School average	District average	State average	PARCC average
761	759	758	747



# STUDENT SPECIFIC PARCC MATH RESULTS: READING AND WRITING

## ADDITIONAL INFORMATION ABOUT YOUR CHILD'S MATHEMATICS SCORE

### MAJOR CONTENT



In this area, your child did almost as well as students who met the expectations.

Students meet expectations by solving problems involving addition, subtraction, multiplication and division, place value, fraction comparisons, and addition and subtraction of fractions with same denominators.

### EXPRESSING MATHEMATICAL REASONING



In this area, your child did as well as or better than students who met the expectations.

Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.

### ADDITIONAL & SUPPORTING CONTENT



In this area, your child did not do as well as students who met the expectations.

Students meet expectations by solving problems involving number and shape patterns, simple measurement conversions, angle measurements, geometric shapes classification, and representations of data.

### MODELING & APPLICATION



In this area, your child did not do as well as students who met the expectations.

Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively and strategically using appropriate tools.

For a list of the major and additional content at each grade level, see [parconline.org/math](http://parconline.org/math).

### LEGEND



Below  
Expectations



Nearly Meets  
Expectations



Meets or Exceeds  
Expectations

To see selected questions from the test, visit [understandthescore.org](http://understandthescore.org).



# STUDENT ROSTER: SUBSCORES



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	v	>	v	>	63 %ile	54 %ile
<input type="checkbox"/> Combs, Kevin	161	>	v	>	v	39 %ile	33 %ile
<input type="checkbox"/> Crittenden, Deanna	189	v	>	>	>	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: STUDENT SCORES

**PARCC** 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)** ▼ View Scores Item Analysis

79 STUDENTS

Find a student  Q Compare: ☒ SCHOOL

**STANDARD** RL2 **ITEM TYPE** Selected Response **RESPONSES** 87

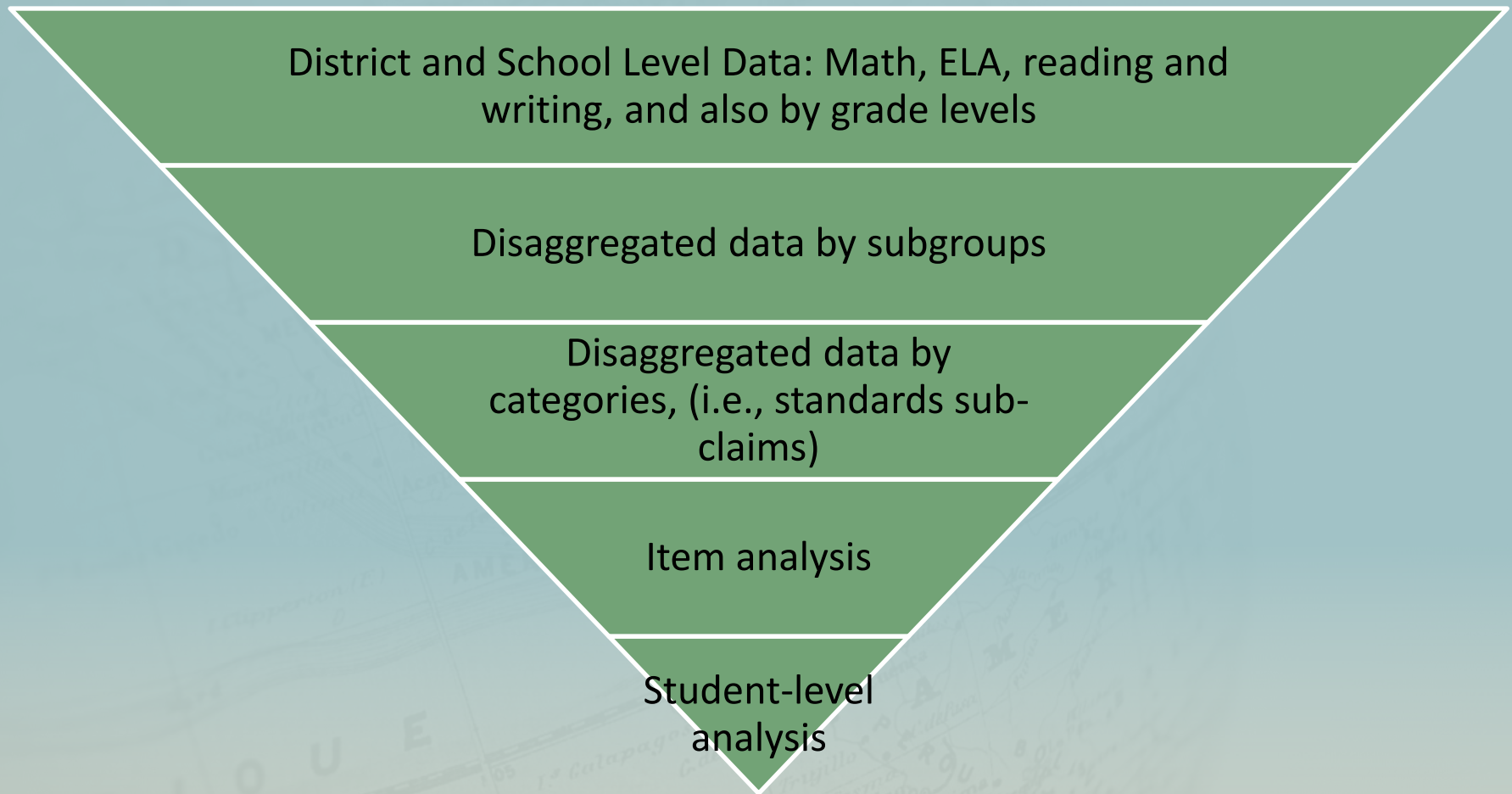
**EVIDENCE STATEMENT**  
Provide a summary of the text.

**FILTERS** **DOWNLOAD**

STUDENT <span>▼</span>	OVERALL	ITEM 1 5 PTS <span>i</span>	ITEM 2 6 PTS <span>i</span>	ITEM 3 4 PTS <span>i</span>	ITEM 4 5 PTS <span>i</span>	ITEM 5 6 PTS <span>i</span>	ITEM 6 4 PTS <span>i</span>	ITEM 7 5 PTS <span>i</span>
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



# YEAR ONE DATA ANALYSIS PLAN: DRILLING DOWN



# PARCC ITEM STUDENT SAMPLE



The Great Depression was a time in American History that is looked upon with a grim sort of dark remembrance and quiet triumphant pride by all those who remember it. Stimulating the economy was not easy, but President Franklin D. Roosevelt had many ideas and propositions as to how this should be accomplished. President Roosevelt believed that some of the biggest challenges during these dark days were to remain calm and realize that this could be overcome, and the vast numbers of citizens that remained unemployed; he believed that his solutions differed from those previously presented because they would have permanent results and were not based on fleeting desire for relief.

In his first inaugural address, President Roosevelt stated, "the only thing we have to fear is fear itself." This powerful idea insinuates that the greatest enemy that the nation currently has is loss of faith in itself. For if this happens, all sense of organization is lost along with any chance of recovery. President Roosevelt also points out that "Happiness lies not in the mere possession of money; it lies in the joy of achievement, in the thrill of creative effort. The joy and moral stimulation of work no longer must be forgotten in the mad chase of evanescent profits." In other words, he is reminding the people of the United States that if they remember that material possessions and wealth are not what should be valued. He is expressing his firm belief that they must remember the value of family, hard work, and "that our true destiny is not to be ministered unto but to minister to ourselves and to our fellow men..." in order to overcome these gray days.

The President also expresses his sorrow for the numbers of people left unemployed and belief that jobs can and should be created in order to begin resolving this mountainous economic problem. The video about his New Deal economic plan plainly demonstrated this idea. It showed thousands of people laboring to improve road systems, reservoirs, and sewage systems. This New Deal plan allowed improvement of infrastructure while creating jobs, killing two birds with one stone. While creating jobs was not President Roosevelt's only idea to improve the economy, it was one of his biggest and most supported.

Roosevelt stated why he believed his proposals differed from others in his speech "The Forgotten Man". He says it is because other solutions "sought temporary relief from the top down rather than permanent relief from the bottom up." He says that he does not think the country should raise billions of dollars towards public works because this "would only be a stopgap." He continues on saying, "A real economic cure must go to the killing of the bacteria in the system rather than to the treatment of external symptoms." In short, he believes that his ideas will truly bring the country out of its economic crisis for good.

Franklin D. Roosevelt was a strong and influential president. He encouraged the people of the United States to not lose hope and sense and he made effective plans and put them in action. He believed his propositions provided permanent solutions. Roosevelt truly aided a crippled nation in getting back on its feet.

## Annotations

### Anchor Paper 1 Reading Score Point 4

The response demonstrates full comprehension of ideas through a substantial exploration of Roosevelt's views (*He is expressing his firm belief that they must remember the value of family, hard work, and "that our true destiny is not to be ministered unto but to minister to ourselves and to our fellow men..."*) and of how his proposed solutions differed from those attempted by others (*He says. . . other solutions 'sought temporary relief from the top down rather than permanent relief from the bottom up.'* He says that he does not think the country should raise billions of dollars towards public works because this 'would only be a stopgap'). The response references all three texts, selecting quotations effectively to support the analysis (*President Roosevelt stated. . . "the only thing we have to fear is fear itself..."*). This powerful idea insinuates that the greatest enemy that the nation currently has is loss of faith in itself).

### Written Expression Score Point 4

The response introduces a claim (*some of the biggest challenges during these dark days were to remain calm and realize that this could be overcome. . . he believed that his solutions differed from those previously presented because they would have permanent results and were not based on fleeting desire for relief*) and provides effective and comprehensive development of these ideas. Relevant textual evidence promotes clarity and corroborates the writer's reasoning. The progression of ideas builds to a succinct but satisfying conclusion that delivers a sense of completeness (*Roosevelt truly aided a crippled nation in getting back on its feet*). Precise vocabulary (*looked upon with a grim sort of dark remembrance and quiet triumphant pride. . . This powerful idea insinuates. . . expressing his firm belief*), and varied sentence structures contribute to an effective style.

# PARCC ITEM RELEASE SAMPLE



7. Drag and drop the **three** fractions that are equivalent to  $\frac{1}{2}$  to the box.

$$\frac{5}{10}$$

$$\frac{4}{6}$$

$$\frac{8}{12}$$

$$\frac{4}{8}$$

$$\frac{2}{4}$$



Released Test Answer and Alignment Document

Mathematics – Grade 4

End of Year Assessment

Item Number	Answer Key	Evidence Statement Key
7.	<div> <math>\frac{5}{10}</math> <math>\frac{4}{8}</math> <math>\frac{2}{4}</math> </div>	4.NF.1-2

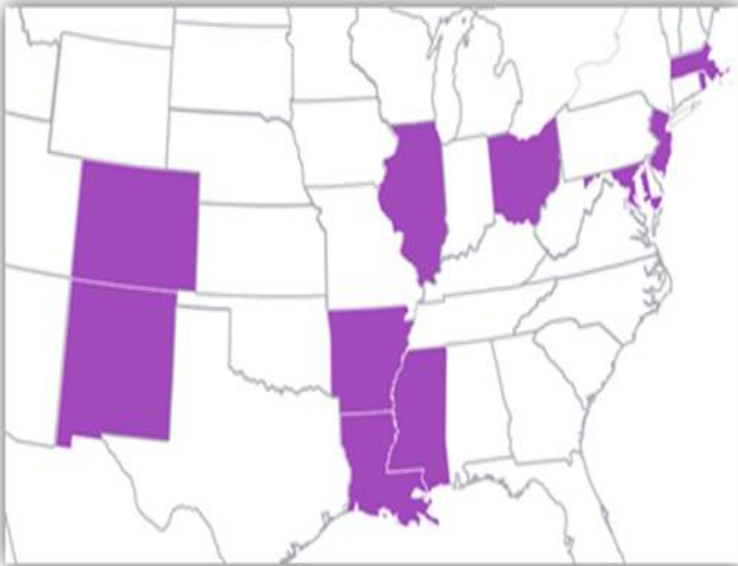


# SETTING A NEW BASELINE WITH PARCC

- Designed to measure the state standards that are guiding instruction in mathematics and English language arts.
- Focus on the skills students need in today's world, including critical thinking, problem solving, and reasoning.
- Because the PARCC tests measure these complex skills, which are different from previous state tests, scores on the PARCC test will look lower.

# TEST ADMINISTRATION IN 2015

**5 million students**



**12 states**

## Key Stats

**1.2 million students in one day**

**204,000 students in one hour**

**Peak: 1million testers per day x  
5 days**

**Thousands of hours contributed by  
thousands of educators to develop  
the test**

# TEST DESIGN CHANGES – ONE TESTING WINDOW

## Consolidate Testing Into One Window

The PARCC assessments are changing! In 2015-16, the assessment will be given during one window. States and schools will have up to 30 school days in which to test, but most can/will complete all testing in a week to two weeks, depending on their schedule and availability of laptops/devices.

The new single window will end at the 90% mark of the school year. Gone are the separate early spring performance-based (PBA) and late spring end-of-year (EOY) windows.





# THE NEW JERSEY WINDOW

## PARCC – Regular Administration Grades 3-8

### Administration Dates

April 4, 2016 – May 13, 2016

(Paper-based administration: April 11, 2016 – April 22, 2016)

### NJASK Science: Grades 4 and 8

Regular Administration Date

May 25, 2016

### NJ Biology Competency Test (NJBCT)

Regular Administration Dates

May 25-26, 2016

## PARCC – Regular Administration High School

### Administration Dates

April 11 – May 20, 2016

(Paper-based administration: April 11 – 22, 2016)

### Note:

AP Exams to occur  
May 2-13

# CHANGES IN TEST DESIGN

## Test Design Changes – Fewer Test Units

PARCC

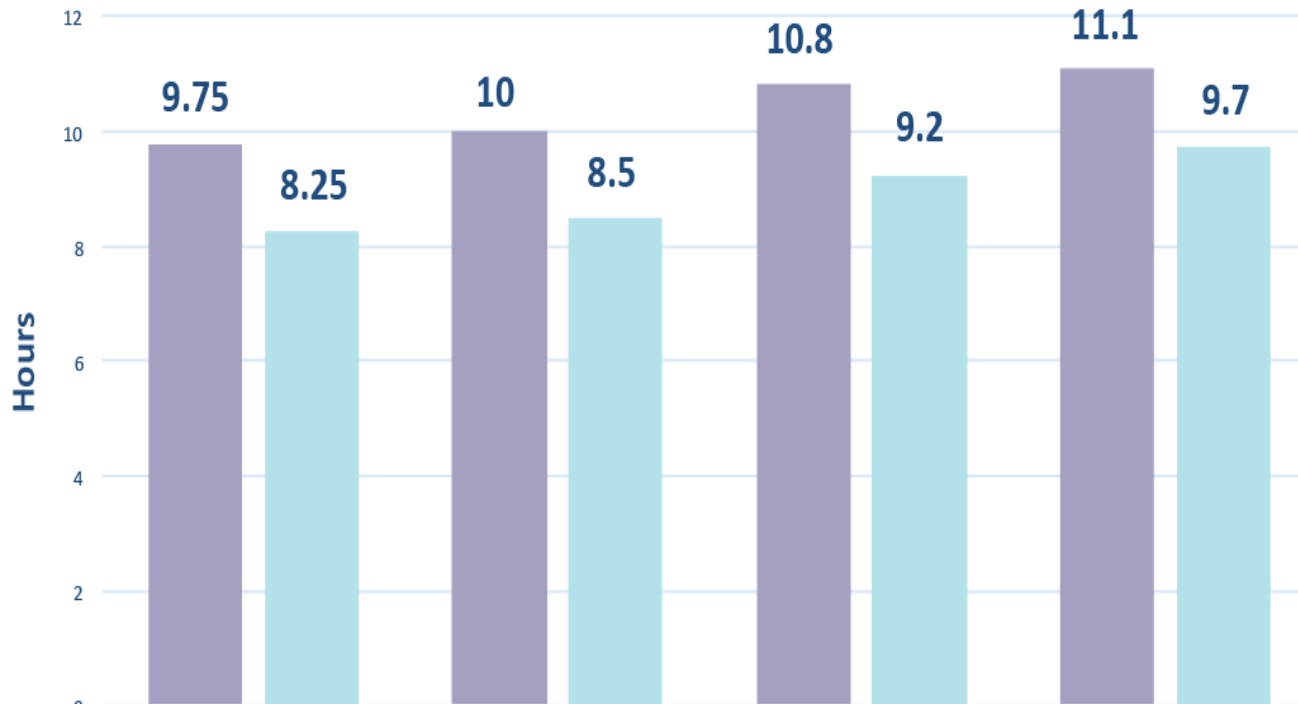
With the changes, students in all grades will participate in fewer test units.

The redesigned ELA/L tests are composed of 3 units. The math tests are composed of 3 or 4 units.

	2014-2015			2015-2016		
Grades	ELA	Math	Total	ELA	Math	Total
3	4	4	8	3	4	7
4-5	4	4	8	3	4	7
6-8	5	4	9	3	3	6
High School	5	4	9	3	3	6

# TEST DESIGN CHANGES: 90 MINUTE REDUCTION

Total Testing Time: 2014-15 v. 2015-16



Overall times include Reading/Writing and Mathematics across all test units per grade

■ 2014-2015 ■ 2015-2016



# STATEWIDE ASSESSMENTS ALLOTTED TESTING TIMES

	PARCC ELA and Math Combined	Science	Total	% of Instructional Year*
Grade 3	8.25	N/A	8.25	0.73%
Grade 4	8.50	1.25	9.75	0.87%
Grade 5	8.50	N/A	8.50	0.76%
Grade 6	9.20	N/A	9.20	0.82%
Grade 7	9.20	N/A	9.20	0.82%
Grade 8	9.20	2.0	11.20	1.00%
Grade 9	9.70	4.4	14.30	1.27%
Grade 10	9.70	N/A	9.70	0.86%
Grade 11	9.70	N/A	9.70	0.86%

\* Calculated using a 6.25 hour instructional day.



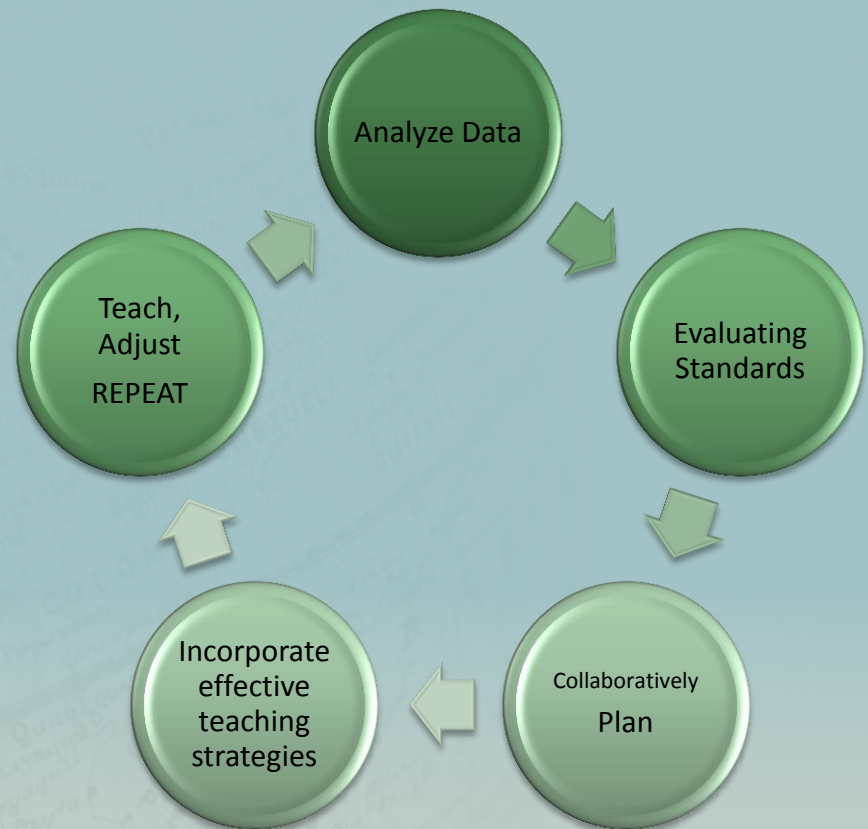
# TENTATIVE HARRISON TOWNSHIP TESTING TIMELINES



May 2	May 3	May 4	May 5	May 6
<u>ELA Unit 1</u>  Grade 3-5 (90 min) Grade 6 (90 min)	<u>ELA Unit 2</u>  Grade 3 (75 min) Grade 4-5 (90 min) Grade 6 (110 min)	<u>ELA Unit 3</u>  Grade 3-5 (90 min) Grade 6 (110 min)	<u>Math Unit 1</u>  Grade 3-5 (60 min) Grade 6 (80 min)	<u>Math Unit 2</u>  Grade 3-5 (60 min) Grade 6 (80 min)
May 9	May 10	May 11	May 12	May 13
<u>Math Unit 3</u>  Grade 3-5 (60 min) Grade 6 (80 min)	<u>Math Unit 4</u>  Grade 3-5 (60 min) Grade 6 (NA)	Make-ups	Make-ups	

# FURTHERING THE CONVERSATION

- When we think about teaching and learning, how is assessment part of the cycle?
- What supports do educators, parents, and the community need?

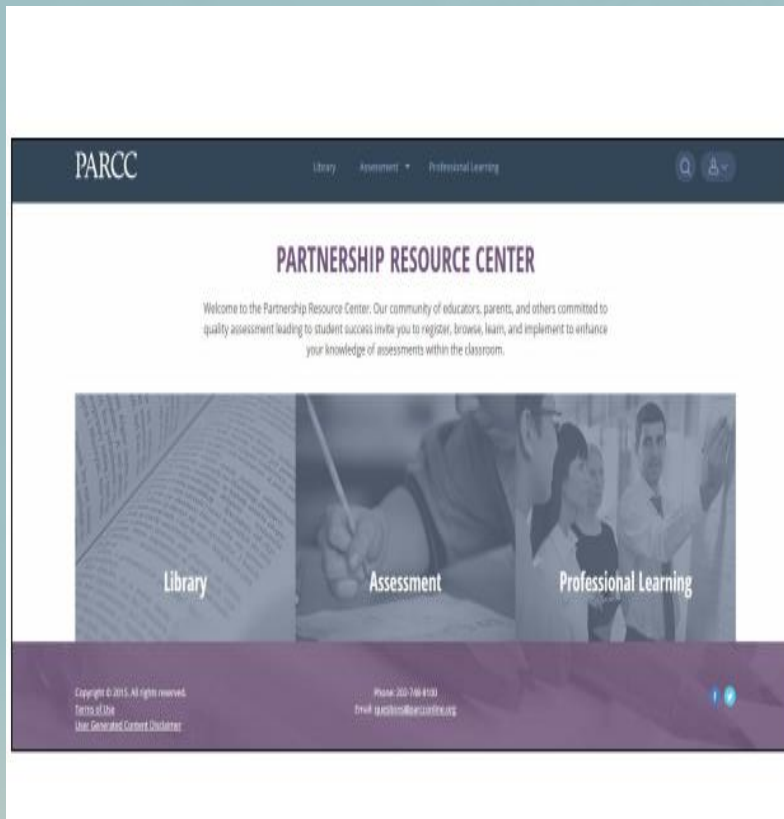




# USING PARCC DATA TO INFORM INSTRUCTION

- Conversations with educators about support
  - PARCC Parent Resources
  - Partnership Resource Center
  - Educator Leader Cadre
  - Blended Online Learning Modules
  - NJ Collaborative Online Resource Exchange
- Data and feedback in the past and the future and thinking about student learning

# PARTNER RESOURCE CENTER



- PARCC's Partnership Resource Center is a portal to a wide range of resources at [www.PARCCResources.org](http://www.PARCCResources.org)
  - Library
  - Assessment
  - Professional Learning
- There are three levels of access available
  - Public
  - Registered
  - PARCC Member

# PUBLIC ACCESS TO THE PRC

- Access to PARCC's released items
- Access to most resources in the "Library"
- Use of the "Ad Hoc" Technology Readiness Tool
- Use of some social sharing features of the Digital Library
- Opportunities to participate in open access Professional Learning Courses.
- Access to select S&L and K-2 resources



# PARCC PARENT RESOURCES

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS

SEARCH

[ABOUT](#) [ASSESSMENTS](#) [INSTRUCTIONAL TOOLS](#) [RESOURCES](#) [NEWS & VIDEO](#) [CONTACT](#)

[Home](#) > [Resources](#) > [Parent Resources](#)

## Parent Resources

**INFORMATION TO ENCOURAGE STRONG PARENT ENGAGEMENT**

The PARCC assessments serve as an "educational GPS system," assessing students' current performance, and pointing the way to what students need to learn to be ready for the next grade level and, by high school graduation, for college and/or a career.

The PARCC assessments are designed to give schools and teachers more information to improve instruction. Moreover, PARCC is designed to let parents know how their child is progressing academically. This more detailed information can lead to strong engagement between parents and teachers.

### Resources

- [Take a practice test](#)
- [What's different about the PARCC tests?](#)
- [Glossary of PARCC assessment terms](#)
- [Learn about accommodations](#)
- [ELA Parent Guide for Score Report](#)
- [ELA Parent Guide for Score Report \(Spanish\)](#)

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[Educator Resources](#)

[Parent Resources](#)

[Glossary of Terms](#)

[Student Resources](#)

[UnderstandTheScore.org](#)

A New Kind of Academic Checkup

# PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS (PARCC) RESOURCES

## **Parents:**

- [Guide to Score Reports](#)
- [Practice Tests](#)
- [Released Test Items](#)
- [Understand the Score Report](#)
- [Great! Kids \(Great Schools\)](#)
- [How to Help Your Child \(USTS\)](#)
- [Be a Learning Hero Learning Tools](#)

## **Educators:**

- [Partnership Resource Center](#)
- [NJ Score Reports for Educators](#)
- [Released Test Items](#)
- [PARCC Guide for Teacher Conversations](#)
- [Video for Principals](#)
- [Teacher Videos](#)
- [ELA Tools for Teachers](#)
- [Math Tools for Teachers](#)

A faded, historical-style map of the Americas, showing North and South America with various city names and geographical features. The map is overlaid with a dark horizontal band containing text.

# THANK YOU

Andrew P. Davis, Ed.D.

Harrison Township School District

120 North Main Street

Mullica Hill, NJ 08062

856.478.2016 extension 7169

[davisa@harrisontwp.k12.nj.us](mailto:davisa@harrisontwp.k12.nj.us)