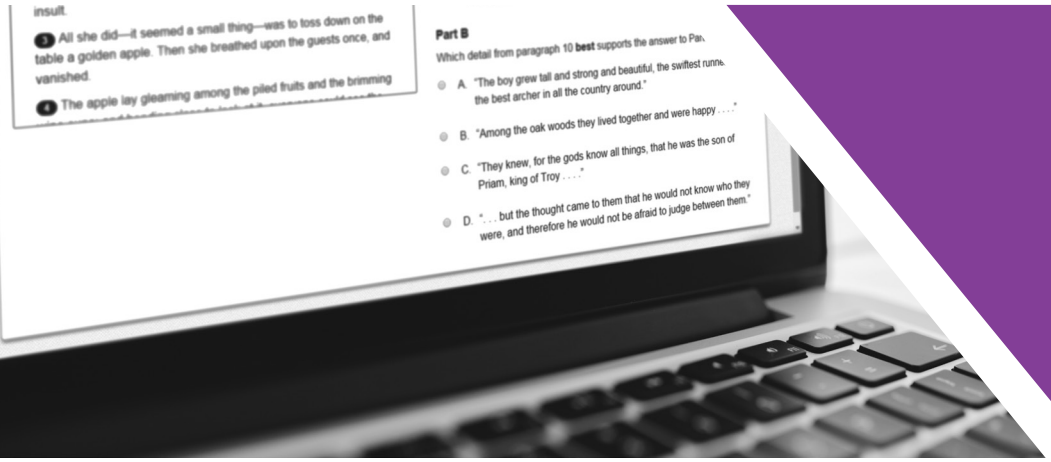
Spring 2016

PARCC

Partnership for Assessment of Readiness for College and Careers



Score Report Interpretation Guide *For Parents*

1.0 General Information for Parents and Educators

1.1 Background

The Partnership for Assessment of Readiness for College and Careers (PARCC) is a consortium of states developing assessments to measure student achievement in English language arts/literacy (ELA/L) and mathematics based on the learning standards expressed by the Common Core State Standards (CCSS) for grades 3–8 and high school.

1.2 PARCC Assessment

The primary purpose of PARCC is to provide high-quality assessments to measure students' progress toward college and career readiness.

The Spring 2016 PARCC assessments were administered in either computer-based or paper-based format. English language arts/literacy (ELA/L) assessments focused on writing effectively when analyzing text. Mathematics assessments focused on applying skills and concepts, understanding multi-step problems that require abstract reasoning, and modeling real-world problems with precision, perseverance, and strategic use of tools. In both content areas, students also demonstrated their acquired skills and knowledge by answering selected-response items and fill-in-the-blank items.

To access information about Fall 2015 Score Reports, please reference the *Fall 2014-Spring 2015 Score Report Interpretation Guide*.

1.3 Confidentiality of Reporting Results

Individual student performance results on PARCC assessments are confidential and may be released only in accordance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g). Aggregated student performance data are made available to the public and do not contain the names of individual students or teachers.

1.4 Purpose of this Guide

This guide provides information on the individual student reports, school reports, and district reports provided for PARCC assessment results. Section 2.0, which outlines and explains elements of the individual student report, may be shared with parents. This section will help parents understand their child's test results. Section 3.0 outlines and explains elements of the school and district reports. Individual state policies and calculations for accountability reporting may differ from the policies and calculations used for assessment reports. **Note:** Educators in Washington, DC should refer to LearnDC.org to access the DC score reports.

Sample reports included in this guide are for illustration purposes only. They are provided to show the basic layout of the reports and the information they provide. Sample reports do not include actual data from any administration.

2.0 Understanding the PARCC Individual Student Report (ISR)

2.1 Types of Scores on the PARCC ISR

Student performance on PARCC assessments is described on the individual student report using scale scores, performance levels, and subclaim performance indicators. Cross-state*, state, district, and school average results are included in relevant sections of the report to help parents understand how their child's performance compares to that of other students. In some instances, a dash (–) will appear in place of average results for a school and/or district. This indicates that there are too few students to maintain student privacy and therefore results are not reported.

2.1.1 Scale Score

A scale score is a numerical value that summarizes student performance. Not all students respond to the same set of test items, so each student's raw score (actual points earned on test items) is adjusted for the slight differences in difficulty among the various forms and administrations of the test. The resulting scale score allows for an accurate comparison across test forms and administration years within a grade or course and content area. PARCC reports provide overall scale scores for English language arts/literacy and mathematics, which determine a student's performance level. PARCC scale scores range from 650 to 850 for all tests. Additionally, PARCC English language arts/literacy reports provide separate scale scores for both Reading and Writing. PARCC Reading scale scores range from 10 to 90 and PARCC Writing scale scores range from 10 to 60.

For example, a student who earns an overall scale score of 800 on one form of the grade 8 mathematics assessment would be expected to earn an overall scale score of 800 on any other form of the grade 8 mathematics assessment. Furthermore, the student's overall scale score and level of mastery of concepts and skills would be comparable to a student who took the same assessment the previous year or following year.

2.1.2 Performance Level

Each performance level is a broad, categorical level defined by a student's overall scale score and is used to report overall student performance by describing how well students met the expectations for their grade level/course. Each performance level is defined by a range of overall scale scores for the assessment. There are five performance levels for PARCC assessments:

- Level 5: Exceeded expectations
- Level 4: Met expectations
- Level 3: Approached expectations
- Level 2: Partially met expectations
- Level 1: Did not yet meet expectations

Students performing at levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers.

Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each performance level in each content area (ELA/L and mathematics), and at each grade level/course. PLDs are available at http://avocet.pearson.com/PARCC/Home.

2.1.3 Subclaim Performance Indicators

Subclaim performance for PARCC assessments is reported using graphical representations that indicate how the student performed relative to the overall performance of students who met or nearly met expectations for the content area.

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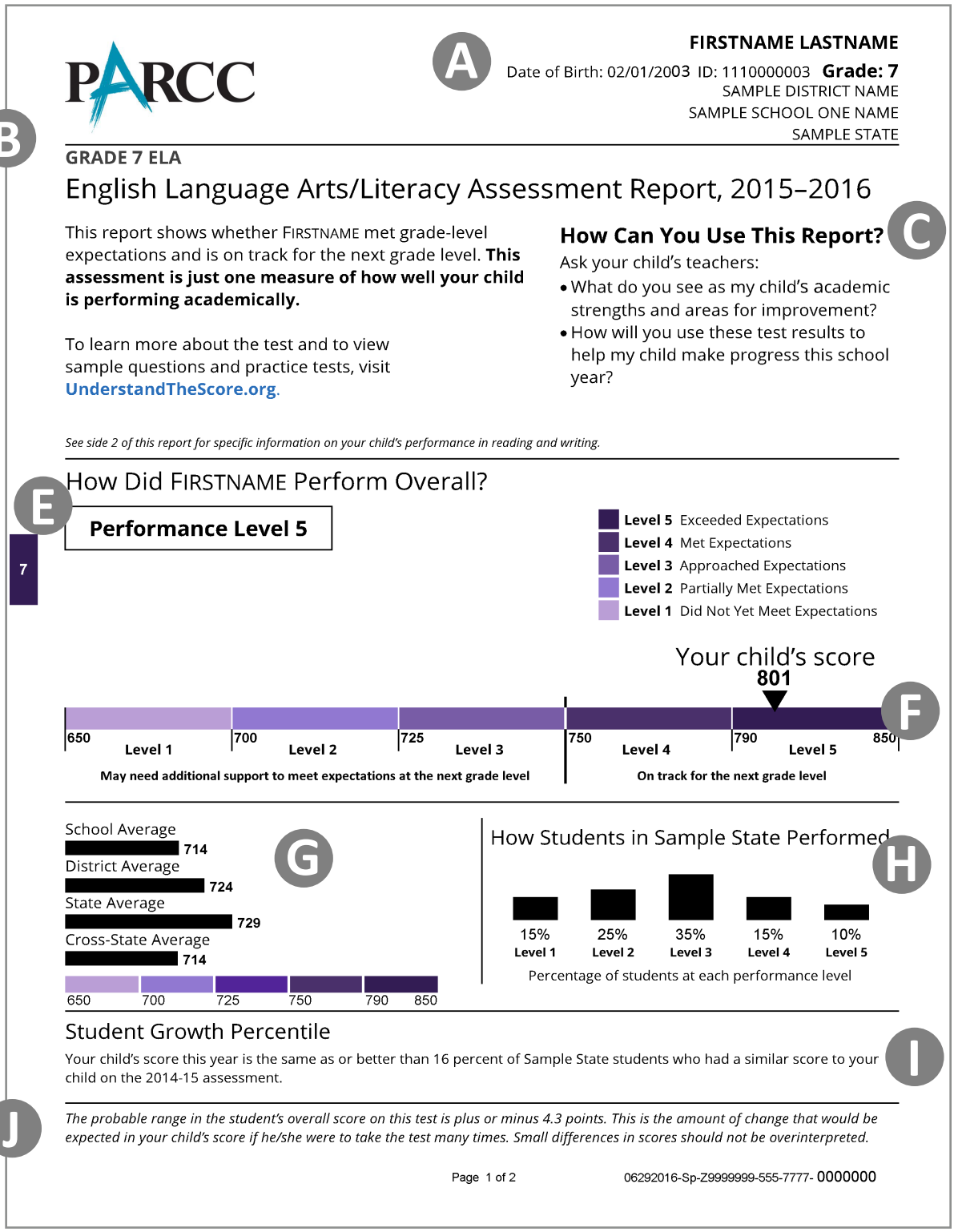
* Cross-state is defined as the aggregation of all states in the consortium.

Students may have subclaim performance indicators of:

- Met or Exceeded Expectations – represented by an up arrow
- Approached Expectations – represented by a bidirectional arrow
- Did Not Yet Meet or Partially Met Expectations – represented by a down arrow

2.2 Sample ISR (ELA/L)



PARCC

A

FIRSTNAME LASTNAME
Date of Birth: 02/01/2003 ID: 1110000003 **Grade: 7**
SAMPLE DISTRICT NAME
SAMPLE SCHOOL ONE NAME
SAMPLE STATE

B

GRADE 7 ELA

English Language Arts/Literacy Assessment Report, 2015–2016

This report shows whether FIRSTNAME met grade-level expectations and is on track for the next grade level. **This assessment is just one measure of how well your child is performing academically.**

To learn more about the test and to view sample questions and practice tests, visit **UnderstandTheScore.org**.

C

How Can You Use This Report?

Ask your child's teachers:

- What do you see as my child's academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

See side 2 of this report for specific information on your child's performance in reading and writing.

E

How Did FIRSTNAME Perform Overall?

Performance Level 5

7

Level 5 Exceeded Expectations
Level 4 Met Expectations
Level 3 Approached Expectations
Level 2 Partially Met Expectations
Level 1 Did Not Yet Meet Expectations

Your child's score
801

F

650 Level 1 | 700 Level 2 | 725 Level 3 | 750 Level 4 | 790 Level 5 | 850

May need additional support to meet expectations at the next grade level | On track for the next grade level

G

School Average 714
District Average 724
State Average 729
Cross-State Average 714
650 700 725 750 790 850

H

How Students in Sample State Performed

15% Level 1 | 25% Level 2 | 35% Level 3 | 15% Level 4 | 10% Level 5

Percentage of students at each performance level

I

Student Growth Percentile

Your child's score this year is the same as or better than 16 percent of Sample State students who had a similar score to your child on the 2014-15 assessment.

J

The probable range in the student's overall score on this test is plus or minus 4.3 points. This is the amount of change that would be expected in your child's score if he/she were to take the test many times. Small differences in scores should not be overinterpreted.

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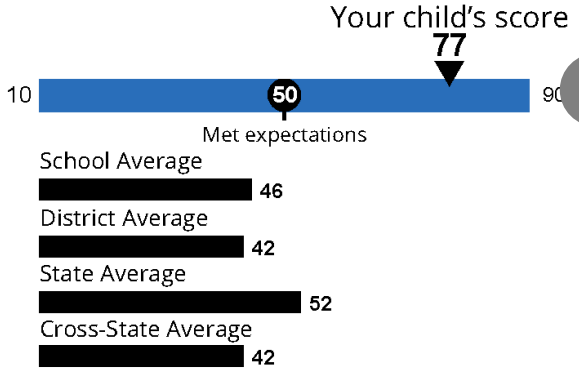
FIRSTNAME LASTNAME

How Did Your Child Perform in Reading and Writing?

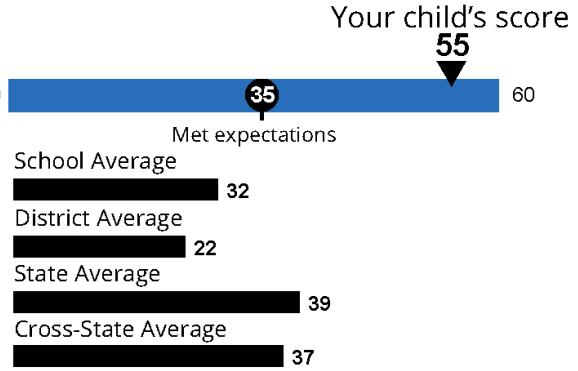
K

READING



L

WRITING



N

LITERARY TEXT

Your child performed about the same as students who **met or exceeded expectations.** Students meet expectations by showing they can read and analyze fiction, drama, and poetry.

INFORMATIONAL TEXT

Your child performed about the same as students who **did not yet meet or partially met expectations.** Students meet expectations by showing they can read and analyze nonfiction, history, science, and the arts.

VOCABULARY

Your child performed about the same as students who **met or exceeded expectations.** Students meet expectations by showing they can use context to determine what words and phrases mean.

M

WRITING EXPRESSION

Your child performed about the same as students who **met or exceeded expectations.** Students meet expectations by showing they can compose well-developed writing, using details from what they have read.

KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS

Your child performed about the same as students who **approached expectations.** Students meet expectations by showing they can compose writing using rules of standard English.

O

LEGEND

Your child performed about the same as students who:

- **Met or Exceeded Expectations**
- **Approached Expectations**
- **Did Not Yet Meet or Partially Met Expectations**

D

What are the PARCC tests? The tests measure how well students have learned grade-level material in English language arts/literacy and mathematics. Students who meet or exceed expectations are on track for the next grade or course and, ultimately, for college and careers. The tests include questions that measure your child' s fundamental skills and knowledge, and require students to think critically, solve problems, and support or explain their answers. The test is one of several ways to help parents and teachers understand how well children are learning.

How will my child' s school use the test results? Results from the test give your child's teacher information about his/her academic performance. The results also give your school and school district important information to make improvements to the education program and to teaching.

For information on how to help your child, and access to actual PARCC test questions and the GreatKids Test Guide for Parents, visit **UnderstandTheScore.org.**

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2.3 Sample ISR (Mathematics)

PARCC

A

FIRSTNAME LASTNAME

Date of Birth: 01/03/2001 ID: 8120426003 **Grade: 9**
SAMPLE DISTRICT NAME
SAMPLE SCHOOL ONE NAME
SAMPLE STATE

B

ALGEBRA I

Mathematics Assessment Report, 2015–2016

This report shows whether FIRSTNAME met course-level expectations and is on track to be college and career ready. **This assessment is just one measure of how well your child is performing academically.**

To learn more about the test and to view sample questions and practice tests, visit **UnderstandTheScore.org**.

How Can You Use This Report?

C

Ask your child's teachers:

- What do you see as my child's academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

See side 2 of this report for specific information on your child's performance in mathematics.

How Did FIRSTNAME Perform Overall?

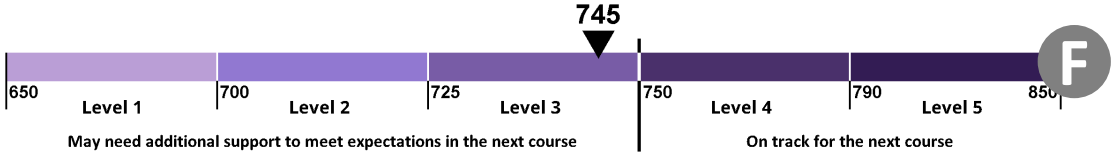
E

Performance Level 3

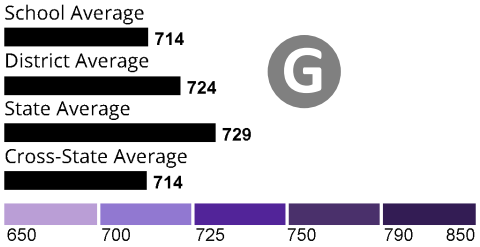
- **Level 5** Exceeded Expectations
- **Level 4** Met Expectations
- **Level 3** Approached Expectations
- **Level 2** Partially Met Expectations
- **Level 1** Did Not Yet Meet Expectations

Your child's score

9

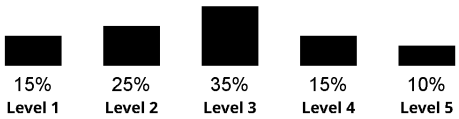


F



G

How Students in Sample State Performed



Percentage of students at each performance level

H

Student Growth Percentile

I

Your child's score this year is the same as or better than 16 percent of Sample State students who had a similar score to your child on the 2014-15 assessment.

J

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FIRSTNAME LASTNAME

How Did Your Child Perform in Areas of Mathematics?

N

MAJOR CONTENT

Your child performed about the same as students who **did not yet meet or partially met expectations.** Students meet expectations by solving problems involving arithmetic operations on polynomials, linear, quadratic, and exponential equations, an understanding of functions, and interpreting algebraic expressions, functions, and linear models.

M

EXPRESSING MATHEMATICAL REASONING

Your child performed about the same as students who **met or exceeded expectations.** Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.

ADDITIONAL & SUPPORTING CONTENT

Your child performed about the same as students who **met or exceeded expectations.** Students meet expectations by solving problems involving properties of rational and irrational numbers, writing algebraic expressions in equivalent forms, systems of equations, interpreting data, and linear, quadratic, and exponential models.

MODELING & APPLICATION

Your child performed about the same as students who **approached expectations.** Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively, and strategically using appropriate tools.

LEGEND

Your child performed about the same as students who:

- Met or Exceeded Expectations
- Approached Expectations
- Did Not Yet Meet or Partially Met Expectations

O

D

What are the PARCC tests? The tests measure how well students have learned grade-level material in English language arts/literacy and mathematics. Students who meet or exceed expectations are on track for the next grade or course and, ultimately, for college and careers. The tests include questions that measure your child' s fundamental skills and knowledge, and require students to think critically, solve problems, and support or explain their answers. The test is one of several ways to help parents and teachers understand how well children are learning.

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2.4 Description of Individual Student Reports

2.4.1 General Information

A. Identification Information

An Individual Student Report lists the student's name, date of birth, state student ID, grade level when assessed, district name, school name, and state. The grade level when assessed is also shown in a colored box on the left side of the report.

B. Description of Report

The description of the report provides the content area (English language arts/literacy or mathematics) assessed, grade level/course assessed, and assessment year. It also provides a general overview of the assessment and score report. This section may vary by state.

C. How to Use the Report

This section provides direction for how parents can use the report to start a discussion with their child's teacher(s). It is important for parents and educators to have regular check-ins to ensure students are learning the necessary skills to stay on track. Parents can use the information in the report to understand their child's strengths and needs and to work with educators to identify resources to support his or her education. This section may vary by state.

D. Description of PARCC Assessments

This section provides a brief description of the PARCC English Language Arts/literacy and Mathematics assessments and how the results indicate students' readiness for college and careers. It also includes information on how teachers, schools, and districts use the reports to make improvements to educational programming.

Note: This section varies by state. Translated Individual Student Reports will have the language depicted on page 6 as the translated text.

2.4.2 Overall Assessment Scores

E. Overall Scale Score and Performance Level

This section of the report provides the student's overall scale score and performance level (refer to Section 2.1). Students receive an overall scale score and, based on that score, are placed in one of five performance levels, with Level 5 indicating the student exceeded expectations and Level 1 indicating the student did not yet meet expectations.

F. Graphical Representation of Overall Performance: Overall Scale Score and Performance Level

This graphic provides an illustration of the five performance levels and where the student's overall scale score is positioned along the performance scale. The student's score is indicated by the black triangle positioned along the range of overall scale scores that define each performance level. The ranges of overall scale scores are indicated underneath the graphic. The scale score needed to reach Performance Level 2 is 700, for Performance Level 3 it is 725, and for Performance Level 4 it is 750 for all grade levels/courses in both ELA/L and mathematics. The scale score needed to reach Performance Level 5 varies. Refer to **Appendix A** for the full list of scale score ranges for each performance level.

G. Average of School, District, State, and Cross-State

The average overall scale scores of the school, district, state, and cross-state are shown below the overall scale score and performance level graphic. This allows for comparing a student's overall scale score to the average overall scale score of students at the school, district, state, and cross-state levels for the same grade level/course and content area.

Note: Not all states will include the Cross-State Average on Individual Student Reports.

H. Percentage of Students at Each Performance Level
This section provides a bar graph showing the percentage of students within the state who performed at each of the five performance levels.

I. Student Growth Percentile
Student growth percentiles measure individual student progress by tracking student scores from one year to the next. With a range of 1 to 99, higher numbers represent higher growth and lower numbers represent lower growth.

Student growth percentiles compare a student's performance to that of his or her academic peers within the state. "Academic peers" are students in the state who took the same PARCC assessment as the student in 2014-2015 and achieved a similar score. The student growth percentile indicates the percentage of academic peers above whom the student scored higher.

For example, a student growth percentile of 16 on Grade 7 ELA/L means that the student scored better than 16 percent of the students in the state who took Grade 7 ELA/L in spring 2016 and who had achieved a similar score as this student on the Grade 6 ELA/L assessment in 2014-2015. A student growth percentile of 50 represents the typical, or average, student growth percentile for the state.

Individual Student Reports for students in grade 3 will not include student growth percentile, as these students did not participate in the PARCC assessments during 2014-2015.

Note: Not all states will include Student Growth Percentile on Individual Student Reports.

J. Probable Range
The probable range of scores is based on the standard error of measurement, which reflects the variability that would be expected in the scores that your student would likely receive if the same form of the assessment was taken multiple times. The probable range of scores differs across forms and across level of performance within forms.

Note: Not all states will include Probable Range on Individual Student Reports.

2.4.3 Performance by Reporting Category
Note: For mathematics, reporting categories are not included. For this reason, there are no markers for K and L on the sample Mathematics ISR.

K. Reporting Category
For English language arts/literacy, there are two reporting categories, Reading and Writing, indicated by a bold heading.

L. Performance by Reporting Category Scale Score

For the English language arts/literacy Individual Student Reports, student performance for each reporting category is provided as a scale score (refer to Section 2.1.1) on a different scale from the overall scale score. For this reason, the sum of the scale scores for each reporting category will not equal the overall scale score. For reference, this section includes the range of possible scale scores for each reporting category (i.e., 10–90 for Reading and 10–60 for Writing).

As with the overall (or “summative”) scale scores, a measure of student proficiency in each reporting category is estimated on a common, underlying measurement scale. For reading, the Level 4 performance standard is set to a scale score of 50. For writing, the Level 4 performance standard is set to a scale score of 35. Thus, a student could be considered as meet-

ing expectations in a claim by attaining 50 in reading or 35 in writing. A student could be considered as partially meeting expectations in a claim by attaining 30 in reading or 25 in writing.

2.4.4 Performance by Subclaim Category

M. Subclaim Category

Within each reporting category for English language arts/literacy are specific skill sets (subclaims) students demonstrate on the PARCC assessments. Subclaims are provided for mathematics but are not listed under reporting categories as they are for English language arts/literacy. Each subclaim category includes the header identifying the subclaim, an explanatory icon representing the student's performance, and an explanation of whether the student has met the expectations of the subclaim.

N. Subclaim Performance Indicators

A student's subclaim category represents how well the student performed in a subclaim. As with overall and reporting category scores, a measure of student proficiency for each subclaim is estimated on a common, underlying measurement scale. Performance in the Level 1–2 range of that scale is categorized as "Did Not Yet Meet or Partially Met Expectations," performance in the Level 3 range is categorized as "Approached Expectations," and performance in the Level 4–5 range is categorized as "Met or Exceeded Expectations."

Subclaim performance is reported using categories rather than scale scores or performance levels.

- Met or Exceeded Expectations – represented by an up arrow
- Approached Expectations – represented by a bidirectional arrow
- Did Not Yet Meet or Partially Met Expectations – represented by a down arrow

O. Description of Subclaim Performance Indicator Graphics

Student performance for each subclaim is marked with a subclaim performance indicator.

- **An up arrow** for the specified subclaim indicates that the student "Met or Exceeded Expectations," meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 4 or 5. Students in this subclaim category are likely academically well prepared to engage successfully in further studies in the subclaim content area and may need instructional enrichment.
- **A bidirectional arrow** for the specified subclaim indicates that the student "Approached Expectations," meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 3. Students in this subclaim category likely need academic support to engage successfully in further studies in the subclaim content area.
- **A down arrow** for the specified subclaim indicates that the student "Did Not Yet Meet or Partially Met Expectations," meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 1 or 2. Students in this subclaim category are likely not academically well prepared to engage successfully in further studies in the subclaim content area. Such students likely need instructional interventions to increase achievement in the subclaim content area.