

# The PARCC Supplemental Application

The Partnership for Assessment of Readiness for College and Careers (PARCC) Consortium was awarded a four-year supplemental grant of \$15.8 million to help member states make a successful transition to the implementation of the Common Core State Standards (CCSS) and the aligned PARCC assessments. All member states, both Governing and Participating, will be provided with support in three major areas:<sup>1</sup>

- A. Support for the development and execution of each state’s **strategic transition and implementation plan**, including training of educator leadership cadres (\$7.6 M);
- B. Collaborative development of voluntary **instructional tools** to support quality teaching and student learning (\$4.23M); and
- C. Support for state and local **technology transitions** (\$0.5 M).

This supplemental grant also provides support for a short-term planning process for the 10 states in PARCC that won Race to the Top (RTTT) state grants<sup>2</sup> to enable them to coordinate their investments toward a “coherent and complete set of tools” from which all states can benefit.

## A. Support for Strategic Transition and Implementation Planning

PARCC will support states and districts in the transition to the CCSS through three major activities:

- **State Leadership Teams:** First, PARCC will work with its member states to develop and utilize a comprehensive implementation planning tool that can be used by state leadership teams to develop and monitor their transition plans. Funding will support two gatherings of state leadership teams annually. These teams will include state leaders, district/local leaders and other critical stakeholders, as determined by each state. PARCC will provide summaries of each gathering and distribute them to all member states. It also will organize webinars and/or conference calls to further support cross-state sharing and problem solving.
- **Educator Leadership Cadres:** Support is included for states to build cadres of educators who understand and are able to train others in the implementation of the CCSS and use of the PARCC resources. Groups of K–12 educators from each member state will attend regional meetings to receive in-depth, content-based training on the standards, as well as the new assessments and tools being developed. Webinars and/or conference calls will provide additional support between meetings. Using a “train-the-trainers” model, states and districts will be able to deploy these educators as leaders in their capacity-building efforts. State leadership teams will select these educators and provide additional training and support. These educator leadership cadre meetings are due to begin in late 2011.
- **Technical Working Groups:** As states transition to the CCSS and PARCC assessments, they will face a number of technical issues. Support is provided to cover three multistate technical working group gatherings per year that will focus on priority issues related to transition and implementation. Based on early conversations, PARCC anticipates that these working groups may address the challenges states will confront in modifying their test blueprints, using PARCC assessments in teacher evaluations and/or aligning instructional tools to the CCSS, PARCC tools and PARCC assessments. At the gatherings, PARCC states will have access to the advice of contracted assessment and measurement experts and the opportunity to problem solve collectively. While it is envisioned that only 6–8 member states will participate in any given meeting, the products and lessons will be shared with all PARCC states. Over the four-year project, every PARCC state will be invited to participate in at least one of these gatherings.

## B. Collaborative Development of Instructional Tools

The PARCC assessment grant contains funds for the development of a set of professional development and instructional tools, aligned to the CCSS, which will support good teaching. Supplemental grant funds will be used to expand the development and acquisition of these resources.

In order to provide guidance to educators on how the CCSS may be organized into quarterly progressions within each grade based on the logical progression of the subject matter, educators from PARCC states are currently developing content frameworks.

<sup>1</sup>In addition, this grant provides support for the PARCC Technical Advisory Committee (TAC), joint TAC meetings with the SMARTER Balanced Assessment Consortium (SBAC), attendance of state teams at six two-day technical assistance meetings to be hosted by the U.S. Department of Education (USED), and project management. For the complete Supplemental Budget, go to [www.fldoe.org/parcc/](http://www.fldoe.org/parcc/).

<sup>2</sup>PARCC members that won RTTT state grants are Delaware (\$119 M), District of Columbia (\$75 M), Florida (\$700 M), Georgia (\$400 M), Maryland (\$250 M), Massachusetts (\$250 M), New York (\$700 M), Ohio (\$400 M), Rhode Island (\$75 M) and Tennessee (\$500 M).

In addition, PARCC intends to purposefully leverage the 10 state RTTT grants, which also contain funding for the development of formative assessments and instructional tools. An organizing framework will be created that will enable these states to coordinate the uses of their state grants with each other and PARCC resources. The goal is to produce “a coherent and complete set of tools” from which all member states can benefit.

This continuously growing set of professional development and instructional resources will be made available through the Partnership Resource Center, and their use will be voluntary. These will serve as “building blocks” that states and districts can use to augment their own resources as they create curricula and support systems aligned to the CCSS.

Four categories of products will be produced collaboratively by PARCC member states:

- A **guiding framework** that will identify the priority assets most important for improving teaching and learning, including: the development of common definitions and criteria; instructional tools; formative assessments; professional development modules; and communication tools for use by teachers, students and educators;
- **Prototypes** of the through-course assessments that will be available through the Partnership Resource Center as early as fall 2011, with the goals of a) refining and improving these tools over the remaining years of the grant, and b) providing exemplars that assessment and instructional resource developers can use to align their work;
- A set of 38 **voluntary model instructional units**, across grades and subjects, to address a) CCSS standards that will be measured by the through-course assessments, b) CCSS standards that are most foundational and/or require the greatest “stretch” as compared to current standards, and c) content and skills that are particularly challenging for large numbers of students at a particular grade level or in a specific subject; and
- **Voluntary college-readiness tools** for students who need additional support to meet the high school standards, such as model 12th-grade bridge courses and/or online tools to help diagnose students’ gaps.

In addition, the PARCC Assessment Grant will support the development of sample assessment tasks for grades K–2 in mathematics and English-language arts. These will be designed to be embedded in and supportive of instruction.

## C. Support for Technology Transitions

The two Consortia will collaborate on the development of an online interactive tool to help states and local districts evaluate their current level of readiness to implement computer-based assessments, identify strategies to address gaps and monitor progress.

In addition, because the assessment system designs of both Consortia rely heavily on the use of artificial intelligence (AI) scoring engines to score complex items quickly and cost-efficiently, the two Consortia will collaborate on the development of standardized AI scoring protocols. They also will explore a possible collaboration on the procurement of an AI engine.

### Coordination between SBAC and PARCC

Through a combination of funds within the primary and supplemental grants, SBAC and PARCC will work together in the following areas that both Consortia are pursuing:

- Development of common achievement standards that create the foundation for **comparability of student scores** both within each Consortium of states and across the two Consortia;
- Anchoring of high school assessments with the skills and knowledge needed for **college and career readiness**;
- **Artificial intelligence scoring engines**;
- **Support for state and local technology transitions**;
- Joint **Technical Advisory Committee meetings**; and
- **State participation** in USED-sponsored assistance meetings.

Prepared by the Center for K–12 Assessment & Performance Management at ETS. For copies of our many publications concerning the assessment consortia, please go to [www.k12center.org](http://www.k12center.org).

For a copy of the PARCC Supplemental Application, go to [www.fldoe.org/parcc](http://www.fldoe.org/parcc)