A New Vision of Assessment:
Texts Worth Reading, Problems Worth Solving, Tests Worth Taking

Overview

Presented by:
Mary O’Brian, Director of Assessment
Session Objectives:

Understand...

- Shifts in ELA and Mathematics contained in New Illinois Learning Standards Incorporating the Common Core
- Claims for knowledge and skills made by PARCC
- Experience sample items on the technology platform
- Accessibility and Accommodations available for PARCC
- Technology requirements for PARCC
It’s not about the test...

It’s about what is right for students to be college and career ready in a global society

PARCC is being written to measure student mastery towards what we value about the Standards and teaching and learning
**Assessment Overview**

- **Diagnostic (2-8) and Formative (K-1) Assessment**
  - Early indicator of student knowledge and Non-summative

- **Mid-Year Assessment**
  - Performance-based
  - Emphasis on hard-to-measure standards
  - Potentially summative

- **Performance-Based Assessment (PBA)**
  - Extended tasks
  - Applications of concepts and skills
  - Required

- **End-of-Year Assessment**
  - Innovative, computer-based items
  - Required

**2 Non-summative Optional Assessments/Flexible Administration**

- **Speaking And Listening Assessment**
  - Locally scored
  - Non-summative, required

**2 Summative Required Assessments**

From these administrations, districts are provided, “College and Career” or “On-Track” determination
<table>
<thead>
<tr>
<th>School/District START DATE</th>
<th>Spring Regular Administration of Computer-Based Testing</th>
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<tbody>
<tr>
<td></td>
<td>*Paper/Pencil administration should occur during the first two weeks of each designated testing window</td>
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<tr>
<td>On or before Sept. 1</td>
<td>PBA</td>
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<td></td>
<td>March 9, 2015 to April 3, 2015</td>
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<td>After Sept. 1</td>
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<td>March 16, 2015 to April 10, 2015</td>
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<tr>
<td>On or before Sept. 1</td>
<td>EOY</td>
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<td></td>
<td>April 27, 2015 to May 22, 2015</td>
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<tr>
<td>After Sept. 1</td>
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<td>May 4, 2015 to May 29, 2015</td>
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What Are the **ELA Shifts** at the Heart of the **Standards** and **PARCC**’s design?

1. **Complexity**: Regular practice with complex text and its academic language.

1. **Evidence**: Reading and writing grounded in evidence from text, literary and informational.

2. **Knowledge**: Building knowledge through content-rich nonfiction.
Claims for ELA/Literacy

ELA/Literacy for Grades 3–11

Master Claim

Major Claim: Reading Complex Text
- SC: Vocabulary Interpretation and Use
- SC: Reading Literature
- SC: Reading Informational Text

Major Claim: Writing
- SC: Written Expression
- SC: Conventions and Knowledge of Language

SC: Research
Sample Items on the Technology Platform

- Sample Items
ELA/Literacy Performance-based Assessment Item Set

- Students read extended literature text
- Students respond to 1 item measuring reading sub-claim for vocabulary
- Students respond to 2 Evidence-Based Selected Response (EBSR) or Technology-Enhanced (TECR) items
- Students read 1 additional literature text
- Students respond to 1 item measuring reading sub-claim for vocabulary
- Students respond to 2 EBSR or TECR items
- Students respond to 1 Prose Constructed Response (PCR)
ELA/Literacy End-of-Year Test Set

- 4 EBSR/TECR items tied to 1 short/medium literary text
- 6 EBSR/TECR items tied to 1 medium/long length literary text
- 5 EBSR/TECR items tied to 1 short/medium length informational text
- 5 EBSR/TECR items tied to 1 short/medium informational text
- 6 EBSR/TECR items tied to 1 medium/long information text
  - 1 informational text is literary nonfiction
  - 1 informational text is history/social science OR science/technical
  - 1 informational text is any one of the above
What Are the Math Shifts at the Heart of PARCC’s Design?

1. **Focus:** The PARCC assessment will focus strongly where the Standards focus.

2. **Coherence:** Think across grades and link to major topics within grades.

3. **Rigor:** In major topics, pursue conceptual understanding, procedural skill and fluency, and application.
Claims for Mathematics

Master Claim: Students are on-track or ready for college and careers

Sub-claim A: Students solve problems involving the major content for their grade level with connections to practices

Sub-Claim B: Students solve problems involving the additional and supporting content for their grade level with connections to practices

Sub-claim C: Students express mathematical reasoning by constructing mathematical arguments and critiques

Sub-Claim D: Students solve real world problems engaging particularly in the modeling practice

Sub-Claim E: Student demonstrate fluency in areas set forth in the Standards for Content in grades 3-6
Sample Items on the Technology Platform

• Sample Items
# Mathematics Performance-based Assessment and End-of-Year Assessment

<table>
<thead>
<tr>
<th>PARCC Sub-claim</th>
<th>Percentage of Items on High School Assessments</th>
<th>Task Types</th>
</tr>
</thead>
</table>
| A: Solve problems with major content     | ~40%                                          | • Balance of conceptual understanding, fluency, and application  
• Can involve any or all mathematical practice standards |
| B: Solve problems with additional and supporting content | ~23%                                          | • Balance of conceptual understanding, fluency, and application  
• Can involve any or all mathematical practice standards |
| C: Express mathematical reasoning        | ~14%                                          | • Each task calls for written arguments / justifications, critique of reasoning, or precision in mathematical statements  
• Can involve other mathematical practice standards |
| D: Solve real-world problems engaging in modeling | ~18%                                          | • Each task calls for modeling/application in a real-world context or scenario  
• Can involve other mathematical practice standards |
<table>
<thead>
<tr>
<th>PARCC Sub-claim</th>
<th>Percentage of Items on 3-8 assessment</th>
<th>Task Types</th>
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</table>
| A: Solve problems with major content | ~45% | • Balance of conceptual understanding, fluency, and application  
• Can involve any or all mathematical practice standards |
| B: Solve problems with additional and supporting content | ~17% | • Balance of conceptual understanding, fluency, and application  
• Can involve any or all mathematical practice standards |
| C: Express mathematical reasoning | ~17% | • Each task calls for written arguments / justifications, critique of reasoning, or precision in mathematical statements  
• Can involve other mathematical practice standards |
| D: Solve real-world problems engaging in modeling | ~14% | • Each task calls for modeling/application in a real-world context or scenario  
• Can involve other mathematical practice standards |
| E: Fluency | ~10% | • Balance of conceptual understanding, fluency, and application |
For students with disabilities, English learners, and English learners with disabilities.
Accessibility Features for All Students

- Tool, support, scaffold, or preference activated by any student
- Universal Design features
- Onscreen, in a toolbar or a menu
Accessibility Features – Turned On in Advance

- Small number of students requiring additional accessibility
- The types of accessibility features are identified in advance through an individual plan
Accommodations
Presentation Accommodations

• Alter the method or format of the test administration

Response Accommodations

• Allow use of alternative methods to provide answers to test items

Timing/Scheduling Accommodations

• Extended time
• Changes in test administration
Accommodations for English Learners
PARCC Tech Readiness

Technology Guidelines for PARCC Assessments Version 4.0 – February 2014

PARCC System Check Tool for TestNav

School Readiness Planning
The System Check Tool allows schools/districts to validate that their testing workstations meet the minimum requirements needed to run TestNav for the Field Test and evaluate bandwidth capacity for internet and Proctor Caching connections. An updated tool will be available by August 2014 for the Year One Operational Assessment.
School Readiness Planning

- Updated PARCC Capacity Planning Tool (February 2014)
- Designed to assist district and school leaders in identifying gaps in assessment administration capacity
Resources

Sample Items
http://practice.parcc.testnav.com/#

Evidence Tables
http://www.parcconline.org/assessment-blueprints-test-specs

PARCC website
http://www.parcconline.org/

ISBE PARCC website
http://www.isbe.state.il.us/assessment/parcc.htm

ISBE New Standards website
http://www.isbe.state.il.us/common_core/pls/default.htm

Technology Specifications
http://www.parcconline.org/technology