

# PARCC: Understanding the Score Reports

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## **PARCC in context:**

- **How are our students progressing?**
- **How do our students compare?**
- **What trends can be discerned from the data?**
- **What are students strengths/weaknesses?**
- **Do the results align with our other assessments?**
- **What strengths/weaknesses exist in curriculum/instruction?**
- **How can this data inform professional learning?**
- **What additional professional resources are needed?**

# Individual Student Report

- Level 1- Not Yet Meeting Expectations (Minimal)
- Level 2- Partially Meeting Expectations (Command)
- Level 3-Approaching Expectations (Moderate)
- Level 4-Meeting Expectations (Strong)
- Level 5-Exceeding Expectations (Distinguished)



**FIRSTNAME4 M. LASTNAME4**  
 Date of Birth: 05/15/2000 ID: 00000000 **Grade: 6**  
 SAMPLE DISTRICT NAME  
 SAMPLE SCHOOL ONE NAME  
 COLORADO

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**ENGLISH LANGUAGE ARTS / LITERACY**  
**Grade 6 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).


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**ENGLISH LANGUAGE ARTS / LITERACY PERFORMANCE**

**Level 3**

Your child performed at Level 3 and received 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	705	745	709

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**READING**

Reading score range: 10 to 50	Average of students just meeting expectations: 30	School average: 32
Your child's score: 44	District average: 45	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.

**↔ 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 50	Average of students just meeting expectations: 35	School average: 36
Your child's score: 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).

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# Individual Student Report: Math

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## ADDITIONAL INFORMATION ABOUT YOUR CHILD'S MATHEMATICS SCORE

### MAJOR CONTENT



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

Students meet expectations by solving problems involving rational exponents, writing and interpreting algebraic expressions, rational and radical equations, graphs of functions, creating linear, quadratic, and exponential functions, and making inferences and justifying conclusions from data.

### ADDITIONAL & SUPPORTING CONTENT



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

Students meet expectations by solving problems involving the complex number system, rational expressions and functions, systems of equations, trigonometric functions, interpreting data, and probability.

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

### 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.

### MODELING & APPLICATION



In this area, your child did as well as or better than 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.

### LEGEND



Below Expectations



Nearly Meets Expectations



Meets or Exceeds Expectations

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

# 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.

## ACCOMMODATIONS

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**Reading Access:** Student was given a reading access accommodation on the PARCC ELA/literacy assessment and therefore, no claims should be inferred regarding the student's ability to demonstrate foundational reading skills (i.e., decoding and fluency).

# What the Community Needs to Know About the Score Reports

- The PARCC tests moves away from multiple choice questions to ones that allow students to demonstrate a real understanding of what they know and can do by writing essays, solving real world problems, and reading and analyzing complex text-all critical skills in the real-world.
- A student's score may look lower this year because the tests measured more complex skills. A low score does not mean a student did not improve or learned less, but instead that the expectations have been raised for students.
- The first year's scores are a new baseline from which to progress from and measure against moving forward.

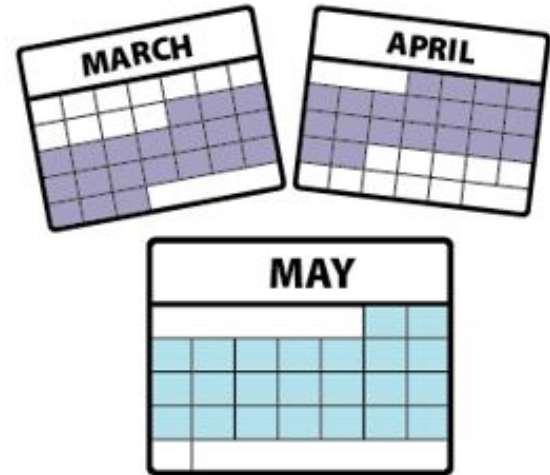
# Test Design Changes - One Testing Window

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## 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.



# Test Design Changes - Fewer Test Units

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

# Parent Resources

[www.understandthescore.org](http://www.understandthescore.org)

<http://bealearninghero.org>

[State of New Jersey Department of Education PARCC  
Assessments](#)

[PARCC - Released Items](#)