
PARCC & Common Core

Partnership for Assessment of
Readiness for College and Careers
& The New Illinois State Standards



How is PARCC different than ISAT?

- Computer-based
- Aligned to Common Core
- Measures critical-thinking and problem-solving skills
- Measures ability to communicate clearly
- Assesses writing at every grade level
- Solve real math problems, complex problems and show how they solved them
- More interactive assessment
- Provides timely information
- Comparable results across PARCC member states (19) (46 adopted Common Core)



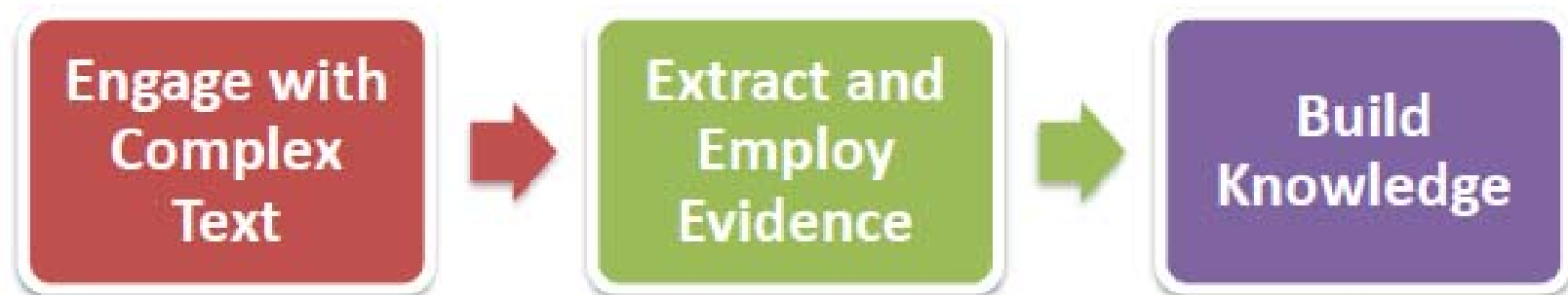
PARCC's Message to Teachers

- Texts worth reading
- Problems worth doing
- Questions worth answering
- Sequences of questions that draw students into deeper encounters with texts
- Items that allow students to demonstrate what they know, rather than what they don't know
- Items that allow for expression of divergent thinking
- Use of technology to allow students to construct meaning for machine-scorable items



Shifts at the heart of PARCC and CC

- Complexity: Regular practice with complex text and its academic language.
- Evidence: Reading and writing grounded in evidence from text, literary and informational.
- Knowledge: Building knowledge through content rich nonfiction.



Are students “on track”?

ELA/Literacy for Grades 3–11

“On Track” Master Claim/Reporting Category:

Students are “on track” to college and career readiness in ELA/Literacy.

Major Claim: Reading Complex Text

Students read and comprehend a range of sufficiently complex texts independently.

Major Claim: Writing

Students write effectively when using and/or analyzing sources.

SC: Vocab. Interpretation and Use

(RL/RI.X.4 and L.X.4-6)

Students use context to determine the meaning of words and phrases.

SC: Reading Literature (RL.X.1-10)

Students demonstrate comprehension and draw evidence from readings of grade-level, complex literary text.

SC: Reading Informational Text (RI.X.1-10)

Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational texts.

SC: Written Expression (W.X.1-10)

Students produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

SC: Conventions and Knowledge of Language (L.X.1-3)

Students demonstrate knowledge of conventions and other important elements of language.

SC: Research

(data taken from Research Simulation Task)

Students build and present knowledge through integration, comparison, and synthesis of ideas

How this translates to the assessment

- Rewards careful, close reading rather than racing through passages.
- Focuses on students rigorously citing **evidence** from texts throughout the assessment
- Includes questions with more than one right answer
- Requires writing to sources rather than writing to de-contextualized expository prompts
- Includes rigorous expectations for narrative writing
- Simulates research on the assessment, including the comparison and synthesis of ideas across a range of informational sources



Shifts in Mathematics

- Focus on standards & opportunities for in-depth focus
- Coherence across grades and topics within grade level
- Rigor –
 - Conceptual understanding
 - Procedural skill and fluency
 - Application



What tests when? Optional

- Diagnostic assessments in reading, writing and mathematics to identify students' strengths and weaknesses – available throughout the year (2nd – 8th Grade)
- Mid-year assessments in ELA/literacy and mathematics – help schools shape decisions about curriculum, instruction and professional development (3rd – 11th Grade)
- This school year our district is continuing with MAP instead.



What tests when? PBA

- Progress Based Assessment - 75% of the way through the school year
 - ELA/literacy – Analyzing literature and a narrative writing task (Narrative, Literary Analysis, Research Simulation)
 - Read texts and write several pieces to demonstrate they can read and understand complex texts independently
 - Write effectively when using and analyzing sources
 - Build and communicate knowledge by integrating, comparing and synthesizing ideas
 - Math – Solve problems (Type I, II & III)
 - Key knowledge and skills for their grade level
 - Express mathematical reasoning and construct a mathematical argument
 - Apply concepts to solve model real-world problems



Type I, II & III Math Questions

- Concepts, skills, procedures (machine scored)
- Expressing mathematical reasoning (machine & hand scored)
- Modeling/application in real-world context (machine & hand scored)



What tests when? EOY

- End of Year – ELA/literacy and Math (Type I)
- Results combined with PBA to produce a summative assessment score
- Students demonstrate their acquired skills and knowledge by answering computer-based, machine-scorable questions



What tests when? Speaking and Listening

- Administered at any time during the school year
- Available Grades K-12 (field tested early 2015, available school year 2015-16)
- Required Grades 3-11
 - Major reporting categories: Listening and Speaking (Grades K-12)
 - Supporting categories: Research and Reading (Grades 2-12)
- Scores not combined with PBA and EOY
- Microphones required (Beginning School Year 2016 - 2017)



What about K-2?

Formative Assessments

- PARCC developing an array of assessment resources
- Developmentally appropriate
 - Observations
 - Checklists
 - Classroom activities
 - Protocols (system of rules and procedures)
- Vertically aligned to PARCC Assessment System



Thanks to

www.parcconline.org and
www.parcc.pearson.com

for much of the content
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