

A GUIDE TO PARENT/TEACHER CONVERSATIONS ABOUT THE PARCC SCORE REPORTS

In partnership with PARCC, Learning Heroes, an initiative with a mission of helping parents understand the changes taking place in today's classroom, conducted research to better understand parents' questions upon receipt of their child's score report. The following list is a compilation of the questions about the PARCC parent reports. In order to better understand the parent who student's score might be lower than in the past, we mocked up the score report to reflect a level 1 or 2 with similar performance in the subgroups. We wanted to gauge the questions and reactions of the cohort of parents who may be reaching out for help.

PROBLEM SOLVING

a) How can parents use the score reports to help their children? What type of skills and work are in each category and what resources are available for the categories?

- The test results will include a breakdown of your child's performance in categories within each subject. This will help you understand where your child needs additional practice or to be challenged by going deeper into a subject. You can use these results to locate activities online that were designed specifically for every grade level. You can also use the test results to guide a discussion with your child's teacher(s) about additional supports or challenges that may be needed in class, as well as other ways to support your child at home.
- To find resources in every category and at every grade level, visit <http://bealearninghero.org/skill-builder> or <http://www.greatschools.org/gk/test-guide/>. You can use your child's individual score to find resources that will match his or her areas of strength and areas for improvement.

b) What does a child need to do to reach Level 4?

- To reach a Level 4, students need to understand and demonstrate that they have met the learning expectations for their grade level as outlined in the new, higher standards adopted by your state. Students do not need to cram or study for this test, because test questions reflect what they are learning and doing in the classroom every day. So the best preparation and practice is through the classwork and homework they complete throughout the year.

c) Why does this test matter for my child?

- The PARCC test helps parents understand how their child is progressing in math and English language arts/literacy (ELA) and how he or she is performing in comparison to peers in their grade level and school. It also informs parents where their child needs more support or additional challenges, which allows for more personalized instruction.

ABOUT INDIVIDUAL STUDENT SCORES

a) What if my child is doing well in the classroom and on his or her report card, but it is not reflected in the test score?

- PARCC is only one of several measures that illustrate a child's progress in math and ELA. Report card grades can include multiple sources of information like participation, work habits, group projects, homework, etc., that are not reflected in the PARCC score, so there may be a discrepancy.
- It is important to remember that this is only the first year of the test. PARCC scores reflect how students are doing against the standards that are being measured. When the standards change – as happened recently – and are more rigorous, a student who was meeting the standards previously might not be anymore. The student is as smart as he or she was before, but might not be meeting the new higher standards. As students gain the skills and knowledge needed to meet the new higher standards, scores will improve.

b) How can teachers help students improve and make progress on next year's test?

- PARCC has developed a range of instructional tools to help teachers assess the extent to which students are on track to mastering the new standards at their grade levels. The tools help teachers pinpoint students' strengths, determine where students are struggling in key content areas, and use results to differentiate instruction. And they provide models for best practices in instruction and assessment. The tools include:
 - Formative Tools K-12
 - Speaking and listening tools
 - Diagnostics
- Teachers can use the information in the score reports to guide instruction. Students' scores in the math and English language arts/literacy categories provide information about what additional evidence a teacher should gather in the classroom to make decisions about next steps for teaching and learning.

c) From the score report, is it possible to identify where a student excels and where he or she needs more support and practice?

- On your child's score report, the scores in math and English language arts/literacy are broken down into sub-categories. Your child's score in each will help you understand the progress your child is making and whether he/she needs additional practice or needs to be challenged by going deeper into a subject. Not all questions on the test are broken into the sub-categories so the sub-scores will not add up to the overall score.
- The math test is broken down into:
 - Major Content
 - Additional and Supporting Content
 - Expressing Mathematical Reasoning
 - Modeling and Application
- The English language arts/literacy test is broken down into:
 - Literary Text
 - Informational Text
 - Writing Expression

- Knowledge and use of Language Conventions
- Vocabulary

d) How long will it be before progress is evident in student scores?

- As teachers spend more time focusing on the content outlined in the new standards and students gain more practice with the skills, the scores are expected to improve, especially for younger students. Several states have been using tests aligned to higher standards for a few years now and have seen dramatic improvements in student achievement.

e) What does it mean if a student did not achieve a Level 4? Should students be promoted to the next grade level if they do not achieve Level 4?

- These tests are only one of several measures of how well a student is progressing against the standards, and they do not determine promotion or report card grades. Students who score at Level 4 or above in English language arts/literacy or math have met the expectations of the grade level in the subject matter. If your child scored at Level 3, he or she is approaching the expectations. If your child scored at Level 2, he or she may need additional support to meet expectations in that subject this school year. Students scoring in Level 1 did not meet expectations and will require substantial support to grasp the skills and concepts this school year.

f) Why are parents receiving test scores after the end of the school year?

- Because this first year of the PARCC test, additional time is required to prepare the first score reports and ensure consistency of the scoring process. Performance levels, the five levels that indicate how well students met grade level expectations and the cut scores for each level must be set based on student results. This takes additional time. After this initial year, the goal is to have scores available to teachers before the beginning of the school year so they have an understanding of each student's strengths and weaknesses and can better personalize instruction.

g) What if my child has special needs? How does the test account for that?

- The PARCC tests can be taken by all students, except those with severe cognitive disabilities. The test has accommodations and supports that are built into it for students with an Individualized Education Plans (IEP) or 504 plans. Accommodations include digital scratch paper, Braille, closed captioning, and others.

SCORING

a.) Why do the scores look different than scores from previous state tests?

- The PARCC assessments measure whether students have the knowledge and skills they need to succeed in their education and work *beyond* high school and reflect new, higher standards. Fewer students are likely to meet them initially. That doesn't mean they aren't doing as well – it just means the expectations are higher.
- New, higher standards are testing more complex skills including critical-thinking, persuasive writing, and problem-solving, which is different than previous tests
- When the standards change – as happened recently – and are more rigorous, a student who was meeting the standards previously might not be anymore. Your

child is as smart as he or she was before, but might not yet be meeting the new higher standards.

- This first year's scores set a new baseline from which progress will be measured moving forward.

b.) How will students' scores be used?

Scores are used to identify where a child excels and can be challenged to go deeper into the subject matter, or where he or she needs extra support or practice.

c.) What types of questions were asked?

- This year the PARCC test was broken down into two sections, performance-based tasks (completed in early spring) and the end-of-year assessment (completed near the end of the school year). Performance-based tasks are complex, multi-step writing assignments that ask students to apply their knowledge and skills to address real-world problems. In English language arts/literacy, students have to apply their research and writing skills, and in math, they will solve complex problems and then describe and defend their reasoning.
- The end-of-year assessment includes traditional multiple choice questions, as well as interactive questions that require students to drag and drop their answers into a box, create equations, and fill in the answer. The questions on the test emphasize the real-world skills that are guiding instruction in the classroom: critical-thinking, writing, problem-solving, etc.
 - To see a practice test for your child's grade, visit:
<http://www.parcconline.org/assessments/practice-tests>

d.) How many questions were there in each subject? Is it possible to know how many questions a student answered correctly?

- In math, the number of questions ranged between 50 and 56 depending on the grade level. In English, they ranged from 32-45 questions.
- To watch a video that explains the PARCC test and walks through practice tests in math and English language arts/literacy, visit: <http://bealearninghero.org/classroom/parcc/>

e.) How were the questions scored? Who scored them?

- Some of the test questions are scored automatically by computers, including, but not limited to selected response questions. Others require scoring by trained scorers.
- PARCC partners with Pearson to hire qualified scorers who must have a Bachelor's degree in mathematics, reading, education, or a related field to score the tests. Applicants go through a rigorous and selective evaluation and hiring process to qualify as PARCC scorers. This includes extensive training, and scorers must pass practice scoring sets before being qualified as a PARCC scorer. Three-quarters of all scorers have teaching experience.

f.) If a student was not familiar with computers, were accommodations made for technology, such as paper and pencil versions? Did students have enough time to finish?

- There were resources available to give students the opportunity to practice on computers in class. This included taking PARCC practice tests, so they could become familiar with the tools, including calculators and highlighters, and the different types

of questions, like creating a graph, typing answers in a box, etc. To see a practice test, visit <http://www.parcconline.org/assessments/practice-tests>.

- There are also tutorials that were available to walk through the different types of test items and guide students through the use of the computer based tools, including dragging and dropping, graphing and equation construction. To see the tutorial, visit

<http://epat-parcc.testnav.com/client/index.html#login?username=PCTutorial&password=Tutorial>

- The PARCC test includes resources to address visual, auditory, and physical access barriers, allowing virtually all students to demonstrate what they know and can do.
- Paper tests are only available for schools that do not meet the technology requirement, and either lack computers or sufficient internet connections to support an online test. They are not an available option based on student preference. Students with a disability who need a paper test must have it listed as an accommodation on an IEP or 504.

g.) How was student performance for the categories in each subject determined? Are sample questions in each category available in each grade level?

- Test questions are written to target different areas of the subject being tested, which are reflected on categories on the score report. For example, reading informational text in English language arts is one aspect. Most test questions only fall into one area, but some questions may cover more than one. A student must correctly answer a certain portion of the questions in each area to meet the expectation of the area.

h.) Is it possible to identify whether students finished every section of the test?

- Unfortunately this is not part of the score report. Each student needs to answer at least one question from each of the two components (i.e. Performance Based and the End of Year) of the test in order to receive an overall test score. If a student does not answer a test question, that question is scored as incorrect.

i.) Do teachers receive the same kind of information as parents? If not, what do teachers receive?

- PARCC provides the same information to teachers and parents. Some states and districts may offer supplementary materials to educators.

REINFORCING THE CHANGES

a) Why do we need a new test and standards?

- A new test was needed to measure the new, more rigorous standards that are guiding teachers' instruction in the classroom in ELA and math. These standards focus on the skills students need in the real world, like critical thinking, analyzing, and problem-solving. The tests reflect the types of activities that students are now doing in the classroom every day.

b) If fewer students are meeting expectations on this test than the previous state test, are they really accurate measures of student progress?

- Yes. Education leaders in our state expected fewer students to meet expectations because they are higher than they were before. We have raised the bar at each

grade level. The new standards focus on more complex skills, and the tests are measuring these skills.

c) If scores from the PARCC test cannot be compared to previous test scores, why are these scores important?

- The scores set a new baseline. They show how well students are progressing against the new, higher standards. It is important for parents to know that their child is mastering the necessary skills to be successful in the next grade level.

d) How will the PARCC test change in the 2016 administration?

- In the spring 2015 administration, the test was given in two parts: the performance-based test (taken in early spring) and the end-of-year test taken near the end of the school year. In 2016, these two windows will be consolidated into one, which will be up to 30 days. Most schools will complete the testing in one to two weeks.
- The total testing time for students will also decrease by 90 minutes. The math test will be 60 minutes shorter and the English language arts test will be 30 minutes shorter.



GRADE 3 ELA

English Language Arts/Literacy Assessment Report, 2015ñ2016

This report shows whether xxxx 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.

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.

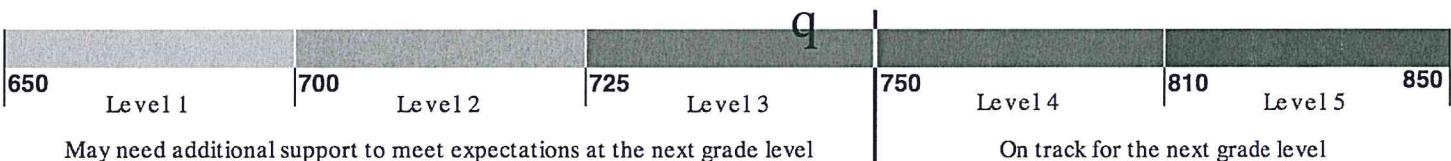
How Did xxxx Perform Overall?

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

745



School Average

714

District Average

724

State Average

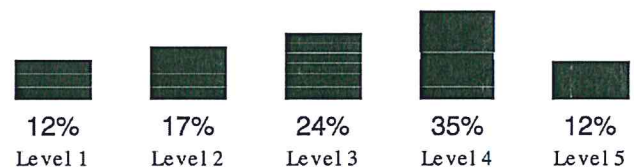
729

Cross-State Average

714



How Students in New Jersey Performed

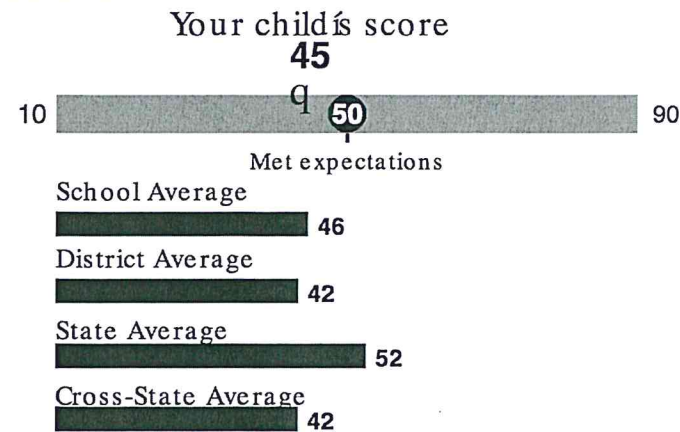


Percentage of students at each performance level

The probable range in the student's overall score on this test is plus or minus 7.3 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.

How Did Your Child Perform in Reading and Writing?

READING



6 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.

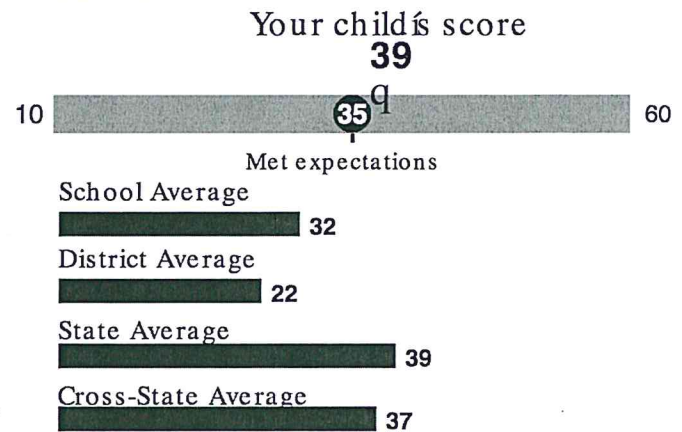
iñ INFORMATIONAL TEXT

Your child performed about the same as students who approached expectations. Students meet expectations by showing they can read and analyze nonfiction, history, science, and the arts.

ò VOCABULARY

Your child performed about the same as students who did not yet meet or partially met expectations. Students meet expectations by showing they can use context to determine what words and phrases mean.

WRITING



iñ WRITING EXPRESSION

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

6 KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS

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

LEGEND

Your child performed about the same as students who:

- | | | |
|---------------------------------------|-----------------------------------|---|
| 6 Met or Exceeded Expectations | iñ Approached Expectations | ò Did Not Yet Meet or Partially Met Expectations |
|---------------------------------------|-----------------------------------|---|

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.

Learn more about PARCC and New Jersey's college- and career-ready standards

Explore your school website, or ask your principal, for information on your school's annual PARCC assessment schedule; the curriculum chosen by your district to give students more hands-on learning experiences that meet state standards; and to learn more about how test results contribute to school improvements. You can also learn more about New Jersey's K-12 standards at <http://www.state.nj.us/education/cccs/>.

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GRADE 5 MATH

Mathematics Assessment Report, 2015–2016

This report shows whether xxxx 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.**

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How Can You Use This Report?

Ask your child's teachers:

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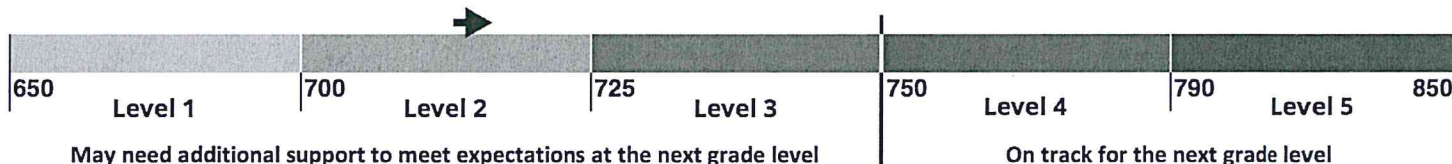
See side 2 of this report for specific information on your child's performance in mathematics.

How Did xxxx Perform Overall?

Performance Level 2

- 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
715



(Too few students to report school average)

District Average

State Average 724

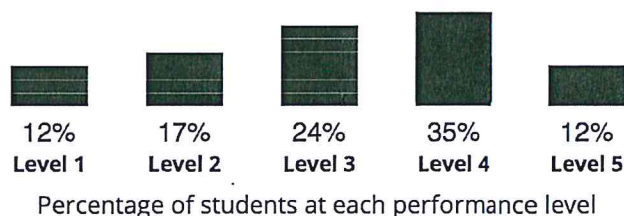
Cross-State Average

729

714

650 700 725 750 790 850

How Students in New Jersey Performed



The probable range in the student's overall score on this test is plus or minus 5.3 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.

How Did Your Child Perform in Areas of Mathematics?



MAJOR CONTENT

Your child performed about the same as students who **approached expectations**. Students meet expectations by solving problems involving volume of prisms, adding, subtracting, multiplying and dividing with multi-digit whole numbers, decimals, and fractions.



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 writing and interpreting numerical expressions, converting measurements, graphing points, classifying geometric shapes, and representing data.



MODELING & APPLICATION

Your child performed about the same as students who **did not yet meet or partially met 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
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FIRST/LAST NAME

Date of Birth: xx/xx/xxxx ID: xxxx **Grade: 3**

DISTRICT NAME

SCHOOL NAME

NEW JERSEY

GRADE 3 ELA

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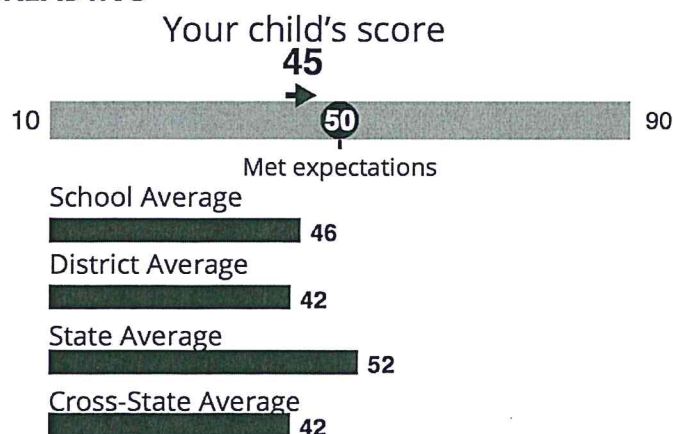


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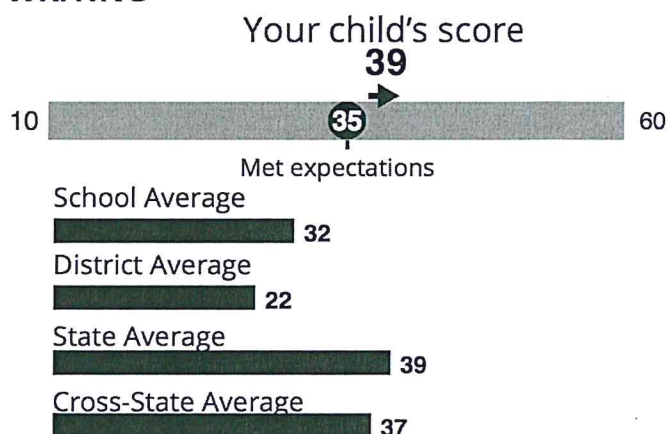
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