



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

PARCC Score Reports

Today's Agenda

- Describing the change in how we're supporting student learning.
- Describing the change in how parents will know how their children are doing.
- Describing the change in how educators can use data to inform curricular and instructional improvements.



*All assessments
should inform
student learning!*

The objective for today is to understand how PARCC score reporting will be different from both NJASK and HSPA. And how those changes will:

- Support student learning
- Help parents know how their children are doing.
- Inform curricular and instructional improvements.

Today's presentation will illustrate how PARCC assessments will inform student learning.

NJASK Score Interpretation Manual 2014

Scale scores. Individual Student Reports are provided to districts to help them evaluate student instructional needs. To an extent, students' proficiency levels can inform school and district decisions regarding instructional support.

- Scores indicative of Advanced Proficient performance reflect performance that has clearly met or exceeded state standards. It is rare for students falling in this range to be in need of instructional intervention.
- Scores indicative of Proficient performance reflect performance that generally has met the state standards. It is typically true that students falling in this range are not in need of instructional intervention, but one may wish to look more closely at students whose scores approach the lower end of this distribution to confirm that instructional intervention is in fact not needed.
- Scores indicative of Partially Proficient performance reflect performance that has not met the state standards. Students falling into this range are most likely to be in need of instructional support, particularly those lower in the range.

The next few slides show language that has been included in the NJASK Score Interpretation Manual posted on the NJDOE website.

This slide shows the guidance for interpreting the scale scores from NJASK. There are three performance levels in NJASK: Advanced proficient, Proficient, and Partially proficient. And statements about student supports are also included and are underlined in red. The manual says that “It is rare for students” who are Advanced Proficient to need instructional improvement; that it is “typically true” that Proficient students do not need instructional improvements; and that students are Partially Proficient are “most likely” to be in need of instructional supports.

NJASK Score Interpretation Manual 2014

As one encounters scores that fall lower in the partially proficient range, one faces an increasing need for a more thorough diagnosis of potential achievement deficits, as one often encounters not only less precision in the scores, but also a paucity of information regarding the specific nature of student needs, given the likely prevalence of incorrect responses across skill areas.

In all cases, however, some amount of additional assessment, formal or informal, must be conducted when formulating an instructional plan. Further examination of a student's knowledge and skill should include the student's whole profile. Decisions about appropriate instructional placement should be based on an examination of a student's classroom test results, grades, anecdotal records, portfolios, checklists, school-level results, and other measures of performance.

But this slide illustrates one of the key limitations of NJASK. As the test itself was short, there were fewer test questions at the lower range and students who were partially proficient were likely to have more incorrect responses overall. Thus, for partially proficient students who were most likely to need instructional supports, NJASK wasn't informative as to what the student's strengths and weaknesses were.

So, the recommendation above in the second paragraph is to use an additional assessment to formulate an instructional plan.

NJASK Score Interpretation Manual 2014

Raw scores. NJ ASK Score Reports include information specific to content clusters within each content area. While they do not provide information at a skill-specific level, cluster-level data can provide some general clues regarding student knowledge and skill. In using cluster data to evaluate individual student performance, one must keep the following limitations in mind.

Cluster difficulty. As indicated above, inasmuch as the NJ ASK is equated at the test level only, it is inappropriate to compare cluster means or raw scores across years. Since the same cluster may vary in difficulty level from year to year, cluster performance should not be directly compared across multiple test administrations.

Additionally, in any given year, not all clusters can be assumed to be equally difficult; consequently, comparing the score in one cluster to the score in another cluster is not meaningful. For each year, a useful benchmark is provided by each cluster's just proficient mean (JPM), the mean score in that cluster obtained by students statewide with scale scores of 200. The JPM provides an index to which all students' scores in that same cluster can be compared, as it allows one to view how a student performs relative to the profile of the borderline proficient student.

This slide illustrates another important weakness of NJASK: the test sample standards within clusters each year rather than test the full range of grade level standards. Thus, it was not possible to compare cluster means year to year as the difficulty of the cluster could change each year depending on what part of the standards were selected to be assessed. This made it inappropriate to track improvements or declines in clusters, preventing schools and districts from using cluster scores to demonstrate growth or effectiveness of instructional programs and/or supports.

NJASK Sample Letter to Parent

Figure 1—Sample Parent/Guardian (Grade 6) Form Letter—NJ ASK 3–8

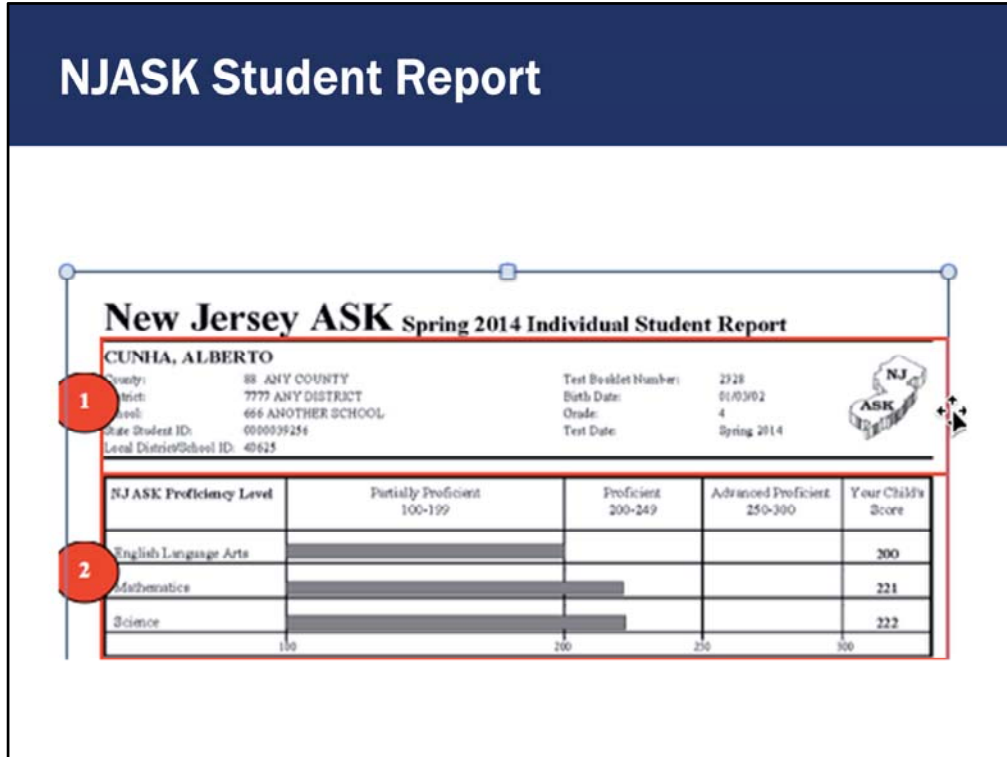
Test Title: New Jersey Assessment of Skills and Knowledge
Test Dates: May 5–8, 2014 (regular) May 12–16, 2014 (make-up)
Test Report: Individual Student Report

Dear Parent/Guardian:

Your child's Individual Student Report for the 2014 New Jersey Assessment of Skills and Knowledge (NJ ASK 3–8) is attached. The NJ ASK was administered over a four-day period within a two-week window for grades 3–8 in May 2013. This report presents your child's English Language Arts and Mathematics scores on this test. The NJ ASK English Language Arts and Mathematics scores are reported as scale scores with a range of 100 to 300. Scores at or above 250 indicate "Advanced Proficient" performance. Scores from 200 to 249 indicate "Proficient" performance. If your child is in the "Advanced Proficient" or "Proficient" level, he/she has met the state standards for that content area. Scores below 200 indicate your child performed at the "Partially Proficient" level and has not met the state minimum level of proficiency, based on this test administration, and may need some type of additional instructional support.

This slide shows the sample NJASK parent letter, which describes the performance levels.

NJASK Student Report



This is an example of a NJASK Individual Student report (ISR). It shows the scale score of the student in each of the three subjects and which performance level the scale score falls into.

NOTE: This is not real student data.

HSPA Student Report

Student Information		Scale Scores															
Student Name: CASTILLO, ALFREDO HSPA ID No.: 1330028117 SID (NJ SMART) No.: 000000115 Grade: 11 District/School ID No.: 473971 Date of Birth: 09/09/96 Answer Folder No.: 40871 Sex: M LEP: F1 Title I: SE: Retest: IEP Exempt From Passing: Special Form:		<table border="1"> <thead> <tr> <th>Content Area</th> <th>Your Scale Score</th> <th>Proficiency Level</th> <th>Pass</th> </tr> </thead> <tbody> <tr> <td>Mathematics</td> <td>185</td> <td>PARTIALLY PROFICIENT</td> <td>NO</td> </tr> <tr> <td>Language Arts Literacy</td> <td>220</td> <td>PROFICIENT</td> <td>YES</td> </tr> </tbody> </table>	Content Area	Your Scale Score	Proficiency Level	Pass	Mathematics	185	PARTIALLY PROFICIENT	NO	Language Arts Literacy	220	PROFICIENT	YES	Partially Proficient / Not Pass: Scale Score BELOW 200 Proficient / Pass: Scale Score AT OR ABOVE 200 but BELOW 250 Advanced Proficient / Pass: Scale Score AT OR ABOVE 250		
Content Area	Your Scale Score	Proficiency Level	Pass														
Mathematics	185	PARTIALLY PROFICIENT	NO														
Language Arts Literacy	220	PROFICIENT	YES														

This is a HSPA Individual Student Report (ISR). In addition to showing the scale score and the performance level, it also indicates whether the student 'passed' the section of the exam and met state statutory requirements for a demonstration of minimum competency required for graduation.

NOTE: This is not real student data.

HSPA Student Report

Cluster Points					
Mathematics			Language Arts Literacy		
The Mathematics section assesses a student's abilities in the following clusters.			The Language Arts Literacy section assesses a student's abilities in the following clusters.		
Cluster	Your Points	Just Proficient Mean	Cluster	Your Points	Just Proficient Mean
Number & Numerical Operations	3.0 out of 7	3.1	Writing	12.0 out of 18	8.3
Geometry & Measurement	3.5 out of 12	4.4	Reading	16.5 out of 36	11.7
Patterns & Algebra	3.0 out of 15	5.2	-----		
Data Analysis, Probability & Discrete Mathematics	7.5 out of 14	4.8	Interpreting Text	4.0 out of 13	4.0
Knowledge	17.0 out of 48	17.5	Analyzing / Critiquing Text	12.5 out of 23	7.7
Mathematical Processes - Problem Solving	11.5 out of 42	13.2			

This is the second page of the HSPA ISR which shows cluster outcomes for the student. It shows how many points in each cluster a student earned compared to the total possible points.

NOTE: This is not real student data.

NJASK District's Roster Reports

SCHOOL: 668 ANOTHER SCHOOL

STUDENTS PROCESSED: 35

POINTS EARNED BY CLUSTER

STUDENT NAME NJASK ID NUMBER / SID	DOB	SEX	LEP	SE	504	ACCOM	OUT OF DIST	OUT OF RES	SPEC FORM	SCALE SCORE	POINTS EARNED BY CLUSTER					TOTAL	
											WRITING	LANGUAGE	NUMERATIVE	READING	LITERATURE		INTEGRATIONAL TEST
ATA, EIJ 8190091105 / 0000012301	07/4/00	F	1							275	17.0	12.0	5.0	44.0	14.0	30.0	61.0
AVONLAR, KATH L 8190091113 / 0000012427	08/8/00	M								244	12.0	8.0	4.0	42.0	14.0	28.0	54.0
BLADE, JASON 8190091121 / 0000012449	11/05/00	M		08						241	12.0	8.0	4.0	41.0	15.0	26.0	53.0
AGUILAR, MARISHA 8190091071 / 0000012323	01/16/00	F								237	12.0	8.0	4.0	40.0	12.0	28.0	52.0
AGUILAR, THOMAS 8190091089 / 0000012349	03/00/00	M								227	12.0	8.0	4.0	37.0	13.0	24.0	49.0
HOOPER, WELLY 8191039530 / 0000012808	06/20/00	M	*							218	10.0	6.0	4.0	36.0	13.0	23.0	46.0
ABDAGYE, SHARIM 8190091006 / 0000012151	01/25/00	M								215	10.0	6.0	4.0	35.0	12.0	23.0	45.0
ADAMS, APRIL L 8190091022 / 0000012221	11/03/00	F								215	9.0	6.0	3.0	36.0	9.0	27.0	45.0
ADJIB, ALEX 8190091940 / 0000012203	07/20/00	M								215	9.0	6.0	3.0	36.0	12.0	24.0	45.0
AGUILAR, NIKOS 8190091063 / 0000012322	01/10/00	M								215	9.0	6.0	3.0	36.0	11.0	25.0	45.0

This is an example of the report that schools and districts were able to download that contained all students tested, their scale and cluster scores.

NOTE: This is not real student data.

From these Conversations ...

NJASK

- How did our district/schools do compared to others in NJ?
- Which students need further testing?
- How are our various subgroups performing?

So using NJASK and HSPA, schools and districts could engage in conversations that were about comparing their performance to other schools, could determine which students needed additional testing and how various subgroups were performing. It was not possible to reflect on the success of particular instructional and curricular programs.

To These Conversations ...

PARCC

- What are each individual students strengths and weaknesses? How can we help them grow?
- Which standards did our students meet?
- What professional development does our district need?
- How aligned are our curriculum and instructional practices to state standards?

PARCC

- How can we support individual teachers and identify best practices in the district?
- How can we best work as a parent/teacher/school partnership to support the individual child?

PARCC data can be used to drive more meaningful conversations around students, standards, instructional improvements, and family engagement.

Individual Student Report: ELA/L



DRAFT

Hannah Berlin, Grade 7
East Bridgewater School District
George Washington Middle School
Massachusetts

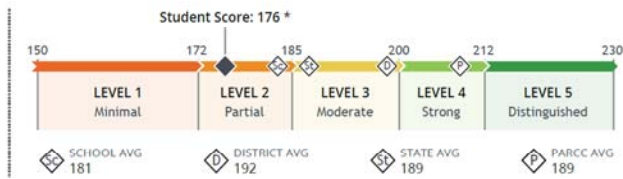
ELA / Literacy: Summative Assessment, 2014 - 2015 Parent & Guardian Report

How did my student perform on the **overall** ELA/L assessment?

Level 2: Partial Command

Student earned a **Level 2** and scale score of **176 ***, demonstrating **partial command** of the knowledge and skills required at this level in ELA / Literacy.

* Margin of error = ± 3 points



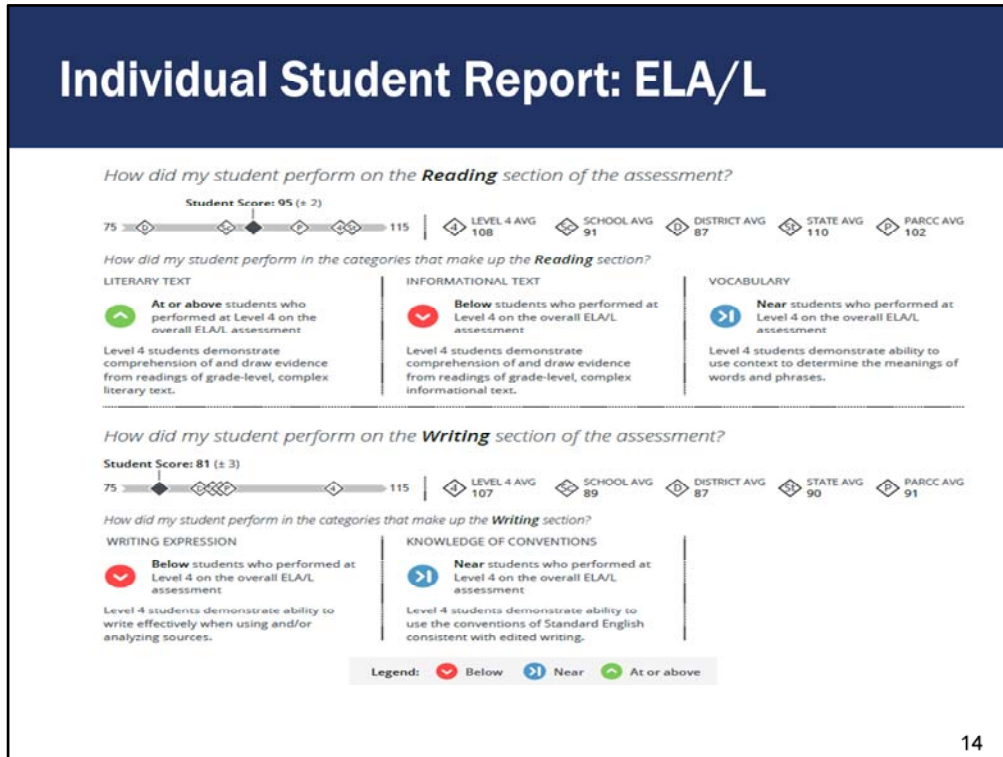
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As with NJASK and HSPA, two copies of a student's score report will be mailed to the district for distribution to families and to be placed in the student's educational record.

This is an example of the PARCC student score report. This page addresses the question: "How did my student perform on the English Language Arts/Literacy assessment?" This student received a score of 176 and demonstrated partial command of the standards associated with grade 7 ELA/L. The chart allows parents to understand this student's performance relative to the school average, the district's average, the state's average and the PARCC consortium average.

NOTE: This is not real student data.

Individual Student Report: ELA/L



This page continues the student report.

Two additional scores are present – one in reading and one in writing. These are sub-scale scores that can be used longitudinally to track progress of a student in both reading and writing. Again, the student’s score is placed in context with scores from the school, district, state and PARCC consortium.

But also, the major categories of both the reading and writing sections are displayed. A green arrow indicates that the student is demonstrating strong command of that category. A blue arrow indicates that the student’s performance is near a strong command. A red arrow indicates that the student’s performance is below a strong command of that category.

This student is demonstrating a strong command of Literary Text, near a strong command of vocabulary and knowledge of conventions, and below a strong command of informational text and writing expressions.

NOTE: This is not real student data.

Individual Student Report: ELA/L

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.

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And the student's report will – beginning in 2016 – also show how a student grew relative to their academic peer group in New Jersey and also across the PARCC consortium. As we know that students do not begin each academic year in the same place, measuring a student's growth year over year is a really important measure.

NOTE: This is not real student data.

Individual Student Report: Math

Math: Summative Assessment, 2014 - 2015

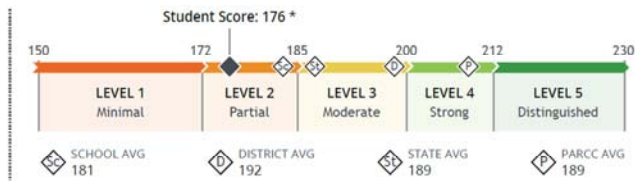
Parent & Guardian Report

How did my student perform on the **overall** Math assessment?

Level 2: Partial Command

Student earned a **Level 2** and scale score of **176 ***, demonstrating **partial command** of the knowledge and skills required at this level in Math.

* Margin of error = ± 3 points



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A second part of the student's report will show the student's performance in math.

NOTE: This is not real student data.

Individual Student Report: Math


How did my student perform in the **categories** that make up the Math assessment?

MAJOR CONTENT

 **Near** students who performed at Level 4 on the overall Math assessment


Level 4 students demonstrate ability to solve problems involving Major Content for the grade.

ADDITIONAL & SUPPORTING CONTENT

 **At or above** students who performed at Level 4 on the overall Math assessment


Level 4 students demonstrate ability to solve problems involving Additional & Supporting Content for the grade.

EXPRESSING MATHEMATICAL REASONING

 **Near** students who performed at Level 4 on the overall Math assessment

Level 4 students demonstrate ability to express mathematical reasoning by constructing viable arguments, critiquing the reason of others, and attending to precision when making mathematical statements.

MODELING & APPLICATION

 **Below** students who performed at Level 4 on the overall Math assessment

Level 4 students demonstrate ability to solve real-world problems with a degree of difficulty appropriate to the grade.

Legend:  Below  Near  At or above

... and the student's performance in all of the categories that make up the math assessment.

NOTE: This is not real student data.

Individual Student Report: Math

Math: 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.

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... and a student's growth in math as well.

NOTE: This is not real student data.

Next Steps: Using the Data Reporting System

- PARCC Manuals and Guidance
 - In-person meetings, summer/fall 2015
 - PARCC Self-paced, web-based trainings
 - Collaboration with partners
-
- Districts can expect 2015 PARCC data in October due to the need to gather educators together to participate in standards setting in this summer. In the following years, assessment results will be returned near the end of the school year.

This is a list of supports that PARCC and NJDOE is developing to support the use of these reports.

Next Steps: Informing Instruction

- PARCC Partnership Resource Center
 - Released test questions, tech-enabled
 - Student responses/exemplars
 - Build/Edit your own test questions
 - Digital library/courses, identified by standards
- Diagnostic/Non-Summative tests
 - Provided in 2015-2016 at no costs to districts

The PARCC partnership resource center will have the following:

- Released test questions from the actual assessments on a tech-enabled platform so that teachers can continue to explore them and use within a classroom setting.
- Student responses to actual test questions with scoring rubrics to allow teacher-level discussions about student work and expectations.
- A tool that allows users to build new test questions or edit existing ones.
- A digital library or courses, identified by standards, of teachers discussion and teaching.

Finally, the resource center will also contain PARCC's diagnostic and non-summative tests, provided next year at no-cost to the districts. These tools will allow teachers to select assessment modules to use in classroom instruction, as both a pre- or post-test.