

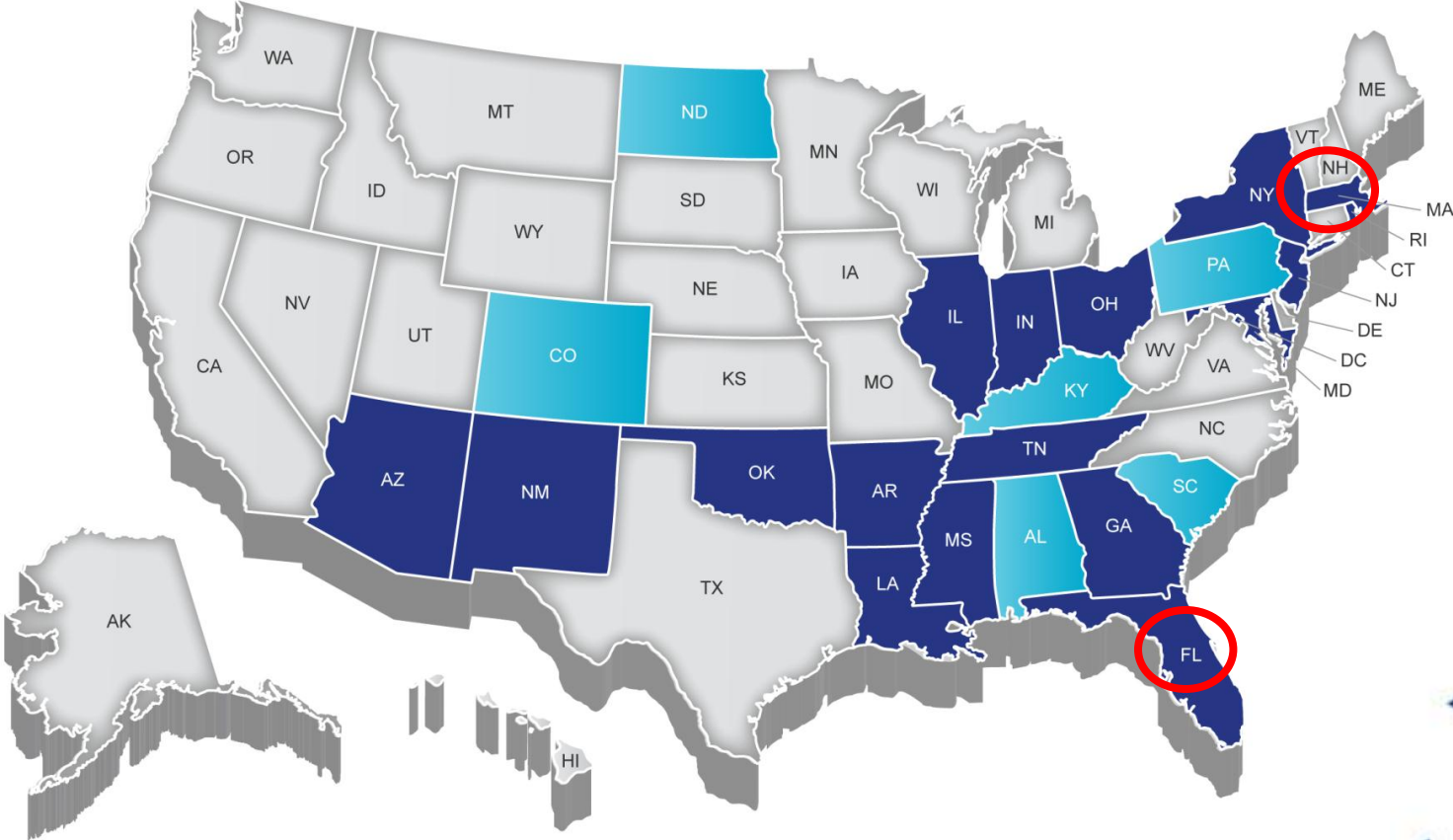


**The Partnership for Assessment of
Readiness for College and Careers**

March 1, 2012

Alliance for Excellent Education Webinar

Partnership for Assessment of Readiness for College and Careers (PARCC)



■ Governing Board States **■ Participating States**





Goals of the PARCC System

1. Create high-quality assessments
2. Build a pathway to college and career readiness for *all* students
3. Support educators in the classroom
4. Develop 21st century, technology-based assessments
5. Advance accountability at all levels
6. Build an assessment that is sustainable and affordable

Building a Pathway to College and Career Readiness for All Students

Optional K-2 formative assessment being developed, aligned to the PARCC system

Timely student achievement data showing students, parents and educators whether ALL students are on-track to college and career readiness

College readiness score to identify who is ready for college-level coursework

Targeted interventions & supports:
• 12th-grade bridge courses
• PD for educators

K-2

3-8

High School

SUCCESS IN FIRST-YEAR, CREDIT-BEARING, POSTSECONDARY COURSEWORK

ONGOING STUDENT SUPPORTS/INTERVENTIONS



Developing the PARCC Assessment System



PARCC Assessment Design

- To address the priority purposes, PARCC states are developing an assessment system comprised of **four components**. Each component will be computer-delivered and will leverage technology to incorporate innovations.
 - Two **summative, required assessment components** designed to
 - Make “college- and career-readiness” and “on-track” determinations
 - Measure the full range of standards and full performance continuum
 - Provide data for accountability uses, including measures of growth
 - Two **interim, optional assessment components** designed to
 - Generate *timely* information for informing instruction, interventions, and professional development during the school year
 - In English language arts/literacy, an additional required, non-summative component will assess students’ speaking and listening skills


PARCC Assessment Design

English Language Arts/Literacy and Mathematics, Grades 3-11

BEGINNING
OF YEAR


END
OF YEAR

Optional Assessments




Diagnostic Assessment

- Early indicator of student knowledge and skills to inform instruction, supports, and PD




Mid-Year Assessment

- Performance-based
- Emphasis on hard-to-measure standards
- Potentially summative



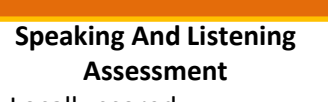
Performance-Based Assessment (PBA)

- Extended tasks
- Applications of concepts and skills



End-of-Year Assessment

- Innovative, computer-based items



Speaking And Listening Assessment

- Locally scored
- Non-summative, required



**Summative,
Required assessment**



**Interim, optional
assessment**



Claims Driving Design: ELA/Literacy

Students are on-track or ready for college and careers

Students read and comprehend a range of sufficiently complex texts independently

Students write effectively when using and/or analyzing sources.

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


Reading Literature

Reading Informational Text

Vocabulary Interpretation and Use

Written Expression

Conventions and Knowledge of Language



Examples of what we ask students to write about from today's tests

- *Example #1:* Most people have a special activity or hobby that they enjoy. Some people collect things while others like to read or play games. What activity do you like to do? **Write a composition describing what you enjoy doing. Explain why that activity is special to you.** (*Grade 3-5, New Jersey*)
- *Example #2:* Think about what a perfect day would be for you. What would you do? Where would you be? Who would be with you? **In a well-developed composition, describe your perfect day and explain why it would be perfect for you.** (*Grade 7, Massachusetts*)
- *Example #3:* Who are our heroes? The media attention given to celebrities suggests that these people are today's heroes. Yet ordinary people perform extraordinary acts of courage every day that go virtually unnoticed. Are these people the real heroes? **Write an essay in which you define heroism and argue who you think our heroes really are—mass media stars, ordinary people, or maybe both.** Be sure to use examples of specific celebrities, other people you have heard or read about, or people from your own community to support your position. (*Grade 12, NAEP*)



Claims Driving Design: Mathematics

Students are on-track or ready for college and careers

Students **solve problems involving the major content** for their grade level with connections to practices

Students **solve problems involving the additional and supporting content** for their grade level with connections to practices

Students **express mathematical reasoning** by constructing mathematical arguments and critiques

Students solve real world problems engaging particularly in the **modeling practice**

Students **demonstrate fluency** in areas set forth in the Standards for Content in grades 3-6



Optional Diagnostic & Formative Tools

Optional Diagnostic Assessments

- **Purpose:** Assess reading, writing, and mathematics *throughout the year*; measure *full range of CCSS*; *inform instruction*; assess the extent to which students are “on track”
- **Audience:** Teachers
- **Timeline:** Expected *Summer/Fall 2014*

Optional K-2 Formative Tools

- **Purpose:** Measure student knowledge and skills across the *full range of CCSS*; produce results that identify appropriate *interventions or enrichment* activities; support measures of *growth*
- **Audience:** Teachers; schools; districts; states
- **Timeline:** Development expected *Spring 2013*



Implementation and Transition Support



Technology Transition

- Technology Readiness Tool
- Release of Technology Minimum Device Specifications
- Technology Architecture
 - Will develop the detailed blueprints for a comprehensive technology system
 - Will define architectural parameters for future technology solutions, which in turn will guide PARCC in the design of future technology ITNs
- Interoperability Standards Development
 - Will coordinate with standards bodies, vendors, and other consortia as necessary to achieve the needed extensions for full integration of comprehensive system
- Systems Implementation
 - Will ensure that the PARCC assessment system is developed and maintained in adherence with the ideal technology system architecture
 - Will manage modifications and iterations effectively



Tools & Resources

Model Content Frameworks

- **Purpose:** Support *implementation of the CCSS*; support development of assessment blueprints; provide *guidance* to state, district- and school-level curriculum leaders in the development of aligned instructional materials
- **Audience:** State and local curriculum directors (primary audience) ; teachers
- **Timeline:** Released November 9, 2011: www.parcconline.org/parcc-content-frameworks

Item and Task Prototypes

- **Purpose:** Develop models of innovative, online-delivered items and rich performance tasks proposed for use in the PARCC assessments.
- **Audience:** Broad audience: teachers, schools, districts, states (for CCSS implementation and PARCC assessment preparation)
- **Timeline:** Expected *Summer 2012, Fall 2012*



Tools & Resources (*continued*)

Model Instructional Units

- **Purpose:** Provide educators with examples of ways to implement the CCSS in the classroom; allow for the development and sharing of ideas for instructional implementation of the CCSS; encourage development of additional PARCC tools
- **Audience:** Teachers; state and local curriculum directors
- **Timeline:** Expected Fall 2012/Winter 2013

Professional Development Modules

- **Purpose:** Develop professional development modules focused on assessments to help teachers, school and district leaders, and testing coordinators understand the new assessment system and use of the data
- **Audience:** Teachers; instructional staff; school and district administrators
- **Timeline:** Expected Spring/Summer 2013



Tools & Resources (*continued*)

College-Ready Tools

- **Purpose**: Develop a set of *college readiness* tools aligned to the CCSS and PARCC assessments; *strengthen alignment* between K-12 and postsecondary; *prepare students* for postsecondary opportunities
- **Audience**: Teachers; school leaders; higher education
- **Timeline**: Expected *Winter/Spring 2014*

Partnership Resource Center

- **Purpose**: One-stop shop for PARCC resources; provide an *online warehouse for all PARCC tools and* resources as well as other instructional material being developed by PARCC states and districts and national organizations
- **Audience**: Broad audience: teachers; principals; students; parents; states; general public
- **Timeline**: Expected *Winter 2013*



K-12 and Postsecondary Engagement

Educator Leader Cadres

- **Purpose:** Develop expertise on the CCSS and PARCC; develop state and peer leaders; build and expand the number of educators who understand and feel ownership for implementing the CCSS and PARCC Assessments
- **Audience:** State teams of K-12 teachers, school and district leaders, local and state curriculum directors, and postsecondary representatives
- **Timeline:** Annual meetings beginning in Summer 2012

Post- secondary Engagement

- **Purpose:** Ensure development of college-ready assessments; strengthen alignment between K-12 and postsecondary; prepare students for postsecondary opportunities
- **Audience:** PARCC convenes teams of K-12 and higher education faculty and leaders
- **Timeline:** Ongoing



PARCC: More Than Just Another Test

To support state efforts to **implement and transition** to the Common Core and next generation assessments, PARCC will facilitate:

- ***Strategic planning and collective problem solving*** for the implementation of CCSS and PARCC assessments
- Collaborative efforts to develop the highest priority ***instructional and support tools***
- Multi-state support to build ***leadership cadres of educators***
- Multi-state support to engage the ***postsecondary community*** around the design and use of the assessments



Areas of Focus for PARCC Transition

Technical

- Developing an interoperable technology platform
- Transitioning to a computer-based assessment system
- Developing and implementing automated scoring systems and processes
- Identifying effective, innovative item types

Implementation

- Estimating costs over time, including long-term budgetary planning
- Transitioning to the new assessments at the classroom level
- Ensuring long-term sustainability

Policy

- Student supports and interventions
- Accountability
- High school course requirements
- College admissions/ placement
- Perceptions about what these assessments can do



Preparing PARCC States for the Transition

PARCC activities include:

- Collaborating with Smarter Balanced on Technology Readiness Audit Tool for states to identify gaps
- Helping states develop action plans to close gaps, leveraging lessons from across the consortium on policies and funding initiatives to support technology for instruction and assessment
- Providing guidelines for states and districts to plan instructional technology hardware purchases and meet bandwidth and network specifications
- Using supplemental grant funding to convene Technical Issue and Policy Working Groups (TIPS)



PARCC Timeline

PARCC Timeline Through 2011-12 School Year

PARCC Tools & Resources

Model Content Frameworks released
(Nov 2011)

Fall 2011

Winter 2012

Spring 2012

Summer 2012

Educator Leader Cadres launched

Item & task prototypes released

Item development begins

PARCC Assessment Implementation

Timeline Through First PARCC Administration in 2014-2015

PARCC Tools & Resources

Model instructional units released

Partnership Resource Center launched

K-2 tools development begins

Professional development modules released

College-ready tools released

Diagnostic assessments released




Pilot/field testing begins

Full-scale pilot/field testing begins

Full administration of PARCC assessments

PARCC Assessment Implementation



Ongoing Work and Upcoming Announcements

- Meeting of the Accessibility, Accommodations and Fairness Operational Working Group
- Launch item development and field testing
- Third Transition and Implementation Institute for PARCC states in March
- Launching Educator Leadership Cadres
- Planning for long-term sustainability



The Partnership for Assessment of Readiness for College and Careers

March 2012

Sign up for PARCC Place Newsletter and Updates at
www.parcconline.org