

PARCC

Race to the Top Assessment Overview and Update

National Forum on Education Statistics

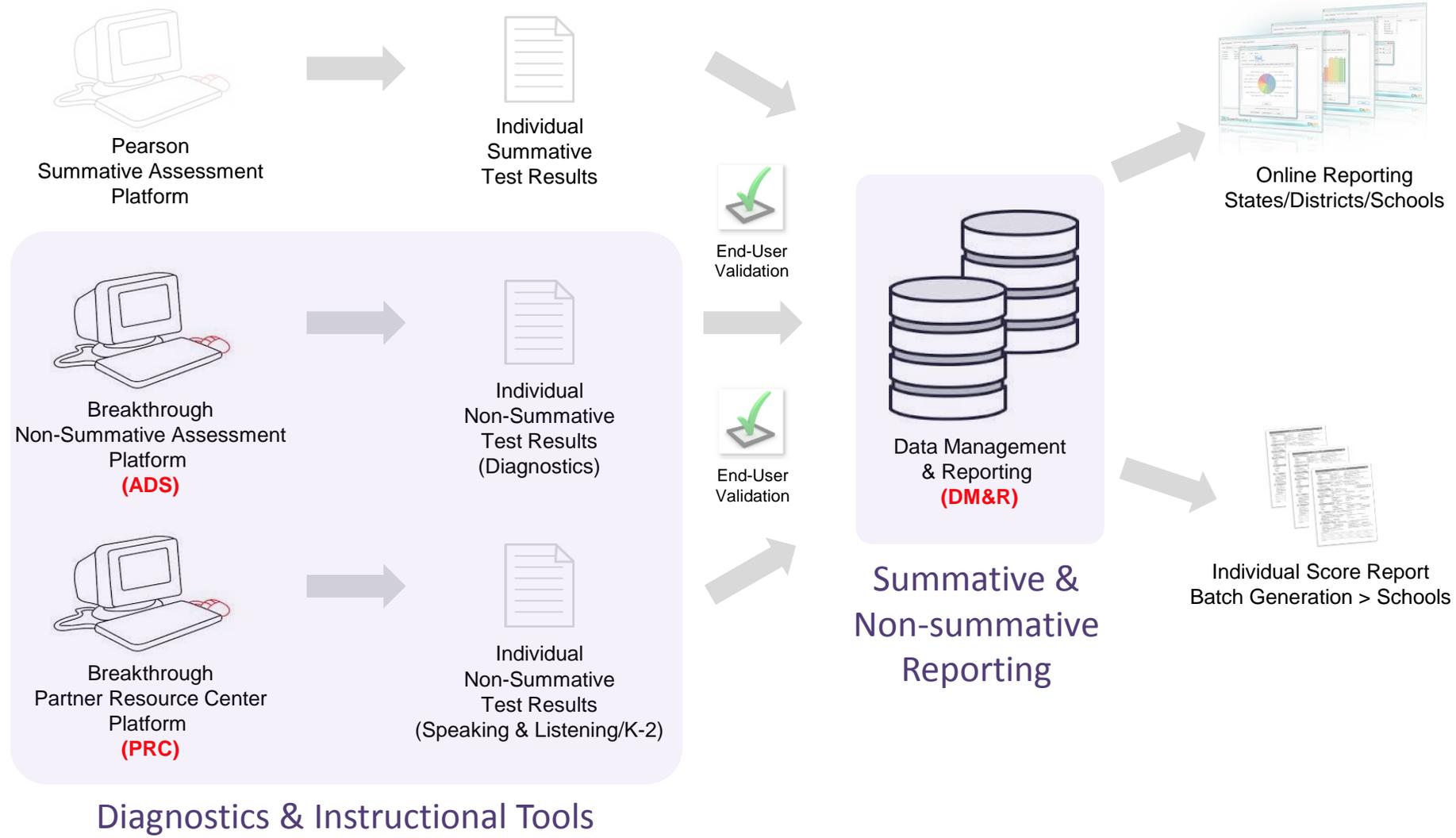
July 6, 2015

- The Partnership for Assessment of Readiness for College and Careers (PARCC) is a consortium of states working together to deliver a set of assessments that measure whether students are on track to be successful in college and their careers.
- Summative Administration (2014-15)
 - Over *15 million tests* completed online (February 16 - June 5)
 - Several days with over *1 million students testing*
 - Busiest day: 1.4 million students; 204K students in an hour
 - 100% uptime
 - States reported higher-than-expected online testing rates, some with more than 90% of students test online.

- Summative assessment – Partnership with Pearson
 - Pearson Access Next – System management
 - Pearson TestNav (v8.2 first Cloud based solution) – Test administration
- Non-summative assessments, instructional tools & professional development – develop PARCC Platform (Open Source)
 - Assessment Delivery System (ADS)
 - Partnership Resource Center (PRC)
 - Data Management & Reporting System (DMR)
- Production release – Fall 2015

PARCC Platform Solution Diagram

PARCC



1. Innovative Features of New Items
2. How Interoperability Standards were used
3. Reporting Data to States/Districts
4. Significant Technical Challenges Encountered
5. Addressing Technical Challenges Moving Ahead

- “Innovation” and “Standards” are a delicate balance
- Innovative items across a spectrum
 - Innovation at the cost of interaction
 - Testing the construct or testing the ability to interact
 - “Digital divide” (essay vs. high-level interactions w/mouse or finger)
 - Need to be aware of the investment to align
 - Collaborate to succeed

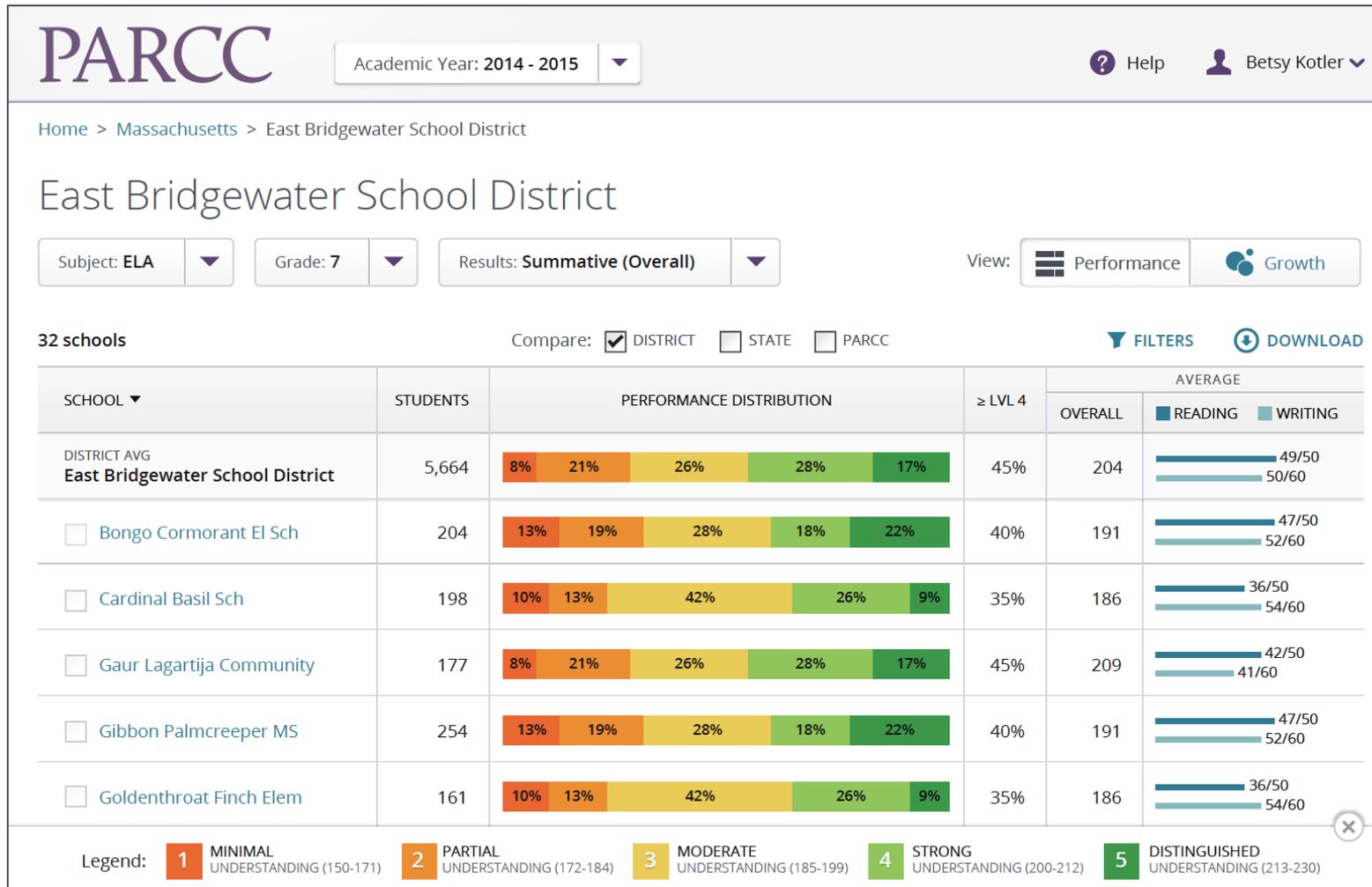
- Students are able to interact more directly with some of the content
 - Select text from passage
 - Select and interact with a graph (complex data capture)
 - Equation Editor
 - Composite items (single item – multiple interactions)
 - Partial credit items
- Item content
 - The requirement for test takers to demonstrate critical-thinking, problem-solving, and analytical skills

- Item content: QTI 2.1 & APIP 1.0
- PARCC requires vendors adhere to the standards
 - Support for content and data transfer between systems
 - Support for accessible administration
 - Support for industry-wide interoperability.
- Standards are good to the extent that the standards address item interactions
 - Deviations from the standards in cases where data, content or accessibility needs were not fully supported (e.g., custom interactions)

- Data Management & Reporting Platform
 - Component of the PARCC Technology Suite
 - Pre-generated, Ad Hoc, Data Extract
- Access and Privileges granted by each state
 - State vs. District access
- Data analytics - Opportunity to transform education

- Aggregate Reporting - State/District/School/Student
 - Overall and Sub-scores
- Individual Score Reports
 - ELA & Math
- Item Analysis
- Growth
- Non-Summative Reports
 - Diagnostics

PARCC Sample District Report



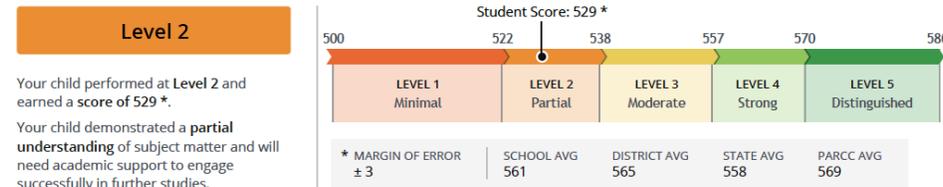
PARCC Sample Individual Score Report

ENGLISH LANGUAGE ARTS / LITERACY

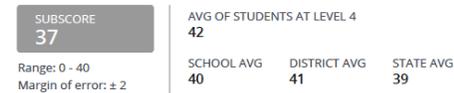
PARCC Assessment, 2014 - 2015

This is a report of your child's performance on the PARCC Grade 7 English language arts / literacy (ELA/L) assessment. The report provides you with information about your child's overall ELA/L assessment performance, as well as his/her performance in the areas of reading and writing that make up the ELA/L assessment.

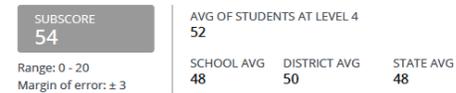
OVERALL PERFORMANCE



READING PERFORMANCE



WRITING PERFORMANCE



The information below shows how your child performed in each area within reading and writing compared to students who performed at Level 4 overall. Students who perform at Level 4 demonstrate a strong grasp of grade level subject matter and are well-prepared for the next grade level.

LITERARY TEXT

Your child performed at or above students performing at Level 4

At Level 4, students demonstrate strong comprehension of grade-level literary texts such as poetry, fiction, and drama.

WRITING EXPRESSION

Your child performed below students performing at Level 4

At Level 4, students demonstrate strong writing skills where the ideas are well-developed, organized, and clear.

INFORMATIONAL TEXT

Your child performed below students performing at Level 4

At Level 4, students demonstrate strong comprehension of grade-level informational texts about history, science, art, music, as well as literary non-fiction.

KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS

Your child performed near students performing at Level 4

At Level 4, students demonstrate a strong grasp of standard English grammar, spelling, and usage in their writing.

- Multiple vendors = multiple interpretations of the standards
- Ensuring alignment across vendors, version and interpretation, has been a significant challenge.
- Meeting specific stakeholder requirements necessitated compromises between functionality, accessibility and usability.
 - Accommodations for all interactions
- Timeline and management of the development of several different, but interdependent assessment tools.
- Near-term needs to deliver valid & reliable assessments and accurate results
- Long-term vision to have interoperability and data exchange model that is extensible

- All contributing participants need to be involved in the discussion
 - Consortium
 - Content developers
 - Technology
 - Vendors
 - End-Users
- PARCC partnership with IMS Global Consortium and working to create a PARCC APIP Profile.
- PARCC has also pledged support for aQTI as a charter member of the IMS Executive Board on Assessment. We believe engaging in these efforts will help raise awareness, level-set expectations, and promote true industry-wide interoperability.
- We are also engaging in very direct dialogue with different stakeholder groups and our platform vendors to ensure that we are meeting requirements in the most effective and efficient way possible.

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