A New Vision of Assessment

Texts Worth Reading

Problems Worth Solving

Tests Worth Taking

Presented by:
Gene Olsen, Director of Student Services
Mary O’Brian, Director of Assessment
Session Objectives

• PARCC 101: Why, how, and what
• Accessibility Features and accommodations
• PARCC: Frequently asked questions
What Is PARCC?

The Partnership for Assessment of Readiness for College and Careers

- Made up of 11 states plus DC
- Developing common, high-quality math and English language arts (ELA) tests for grades 3–11
  - Computer-based and linked to what students need to know for college and careers
  - Implementing this year beginning March, 2015
Why New Assessments Now?

We have to prepare all students for college or other postsecondary opportunities:

- A high school diploma isn’t enough in our 21st century economy
- Our K–12 system is not adequately preparing students for college

81% of today’s jobs require college or career training

4 of 10 college freshmen need remedial courses
Personal Benefits: Higher Earnings and Higher Employment Rates

- **High School Dropout**: Mean Income $10,308, Unemployment Rate 20%
- **High School Graduate**: Mean Income $24,854, Unemployment Rate 12%
- **Some College**: Mean Income $30,171, Unemployment Rate 9%
- **Bachelor’s & Above**: Mean Income $60,845, Unemployment Rate 5%

Why New Assessments Now?

The New IL Standards (NILS) are here and better standards require better tests!

Unlike many current tests, PARCC tests will be engaging and will test the critical-thinking and problem-solving skills students need to succeed in school and life.
Higher Expectations

**ELA/Literacy**
- Read sufficiently complex texts independently
- Write effectively to sources
- Build and present knowledge through research

**Math**
- Solve problems: content and mathematical practice
- Reason mathematically
- Model real-world problems
- Have fluency with mathematics
PARCC Priorities

1. Determine whether students are college and career ready or on track
2. Connect to the New IL State Standards
3. Measure the full range of student performance, including that of high- and low-achieving students
4. Provide educators data throughout the year to inform instruction
5. Create innovative 21st century, technology-based assessments
6. Be affordable and sustainable
How Will PARCC Be Different?

**Students:** Will know if they are on track to graduate ready for college and careers

**Teachers:** Will have access to timely data to guide learning and instruction

**Parents:** Will have clear and timely information about student progress

**States:** Will have valid results that are comparable across borders
How Will PARCC Be Different?

For students:

- Test quality will mirror high-quality coursework
- Is computer-based, interactive, engaging
- Measures the skills and knowledge students need to succeed in college and careers
- Produces timely information, allowing teachers to tailor instruction to students’ needs
- Includes embedded supports for English language learners, students with disabilities
How Will PARCC Be Different?

For teachers and schools:

- Computer-based testing will **boost** student engagement and access
- More **efficient** than pencil-and-paper tests
- Timely data during the year will **aid instruction, professional development**
- Tests will **measure student growth at all levels** as well as focusing on proficiency
PARCC is More Than an Assessment

• A **system** and suite of tools to support teaching and learning:
  - Model content frameworks
  - Prototype sample assessment tasks
  - K–1 formative assessment tools
  - 2–8 diagnostic assessment tools
  - Professional development modules
  - Educator Leader Cadre
PARCC Assessment System

PARCC has developed an assessment system comprised of two components

– Performance Based Assessments
– End-of-Year
Assessment System
ELA/Literacy and Mathematics, Grades 3–11

- Formative Tools: Designed to support instruction during the school year
- Diagnostic Assessments & K-1 Tools
- Mid-Year / Interim Assessments
- Speaking & Listening Assessments
- End-of-Year Assessment
- Performance-Based Assessment
- Summative Assessments: Designed to measure student achievement and growth
PARCC Summative Components

• 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

• Two components, two scores, combined for one summative score
Key ELA and Literacy Shifts

• Reading
  – Balance of literature and informational texts
  – Focus on text complexity and what students read
  – Citing evidence

• Writing
  – Emphasis on argument and informative/explanatory writing
  – Writing to sources (evidence) which requires students to read text(s)
  – Writing analytical essays
Key Mathematics Shifts

- Focus on fewer standards
  - Deep engagement
  - Coherent progression across grades
- Conceptual understanding of topics is foundational
- Students are expected to extend their knowledge to real-life modeling and application
A New Vision for Accessibility

• Apply principles of universal design for accessible assessments during every stage of the development
• Minimize/eliminate features of the assessment that are irrelevant to what is being measured
• Leverage technology for the accessible delivery of assessment
A New Vision for Accessibility

• Build **accessibility** throughout the test itself without sacrificing assessment validity

• Use a combination of ‘accessible’-authoring and accessible technologies from the inception of items and tasks

• **Engage** state and national
PARCC Comprehensive Accessibility Policies

Features for All Students

Accessibility Features*
Identified in advance

Accommodations**
Administrative Considerations for All Students

School based teams may determine if any student requires any of the following test administration considerations, regardless of the student’s status as a student with a disability or English learner:

- Small group testing
- Frequent breaks
- Time of day
- Separate or alternate location/Specified area or seating
- Adaptive and specialized equipment, furniture, or lighting
## PARCC Accessibility Features for All Students

<table>
<thead>
<tr>
<th>Computer Administration</th>
<th>Paper Administration</th>
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</thead>
<tbody>
<tr>
<td>Audio Amplification</td>
<td>Auditory Aids</td>
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<tr>
<td>Blank Paper</td>
<td>Blank Paper</td>
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<tr>
<td>Eliminate Answer Choices</td>
<td>Visual Aids/Organizers</td>
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<tr>
<td>Flag Items for Review</td>
<td>Visual Aids/Organizers</td>
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<tr>
<td>General Administration Direction Clarified</td>
<td>General Administration Direction Clarified</td>
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<tr>
<td>General Administration Directions Read</td>
<td>General Administration Directions Read</td>
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<tr>
<td>Highlighter Tool</td>
<td>External Highlighter</td>
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<tr>
<td>Headphones or Noise Buffers</td>
<td>Auditory Aids</td>
</tr>
<tr>
<td>Line Reader</td>
<td>Visual Aids/Organizers</td>
</tr>
<tr>
<td>Magnification/Enlargement Device</td>
<td>Magnification/Enlargement Device</td>
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<tr>
<td>Screen Enlargement Tool</td>
<td>Large Print Test</td>
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<tr>
<td>Pop-Up Glossary</td>
<td>Glossary in footnotes</td>
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<tr>
<td>Redirect Student to Test</td>
<td>Redirect Student to Test</td>
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<tr>
<td>Spell Checker</td>
<td>Spell Checker</td>
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<tr>
<td>Writing Tools</td>
<td>Writing Tools</td>
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Accessibility Features Identified in Advance

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Background/Font Color Contrast</td>
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<tr>
<td>Text-to-Speech for Mathematics</td>
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<tr>
<td>Answer Masking</td>
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<tr>
<td>General Masking</td>
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Accommodations for Students with Disabilities: Timing & Scheduling

• Extended time
  – Students may have an extended time accommodation
  – The maximum extended time is completing a given unit (session) within the school day
Unique and Emergency Accommodations

• Unique
  – If a student with a disability or an English learner requires an accommodation not listed in the PARCC Accessibility Features and Accommodations Manual, the school must request approval

• Emergency
  – If a student requires an emergency accommodation on the day of the PARCC test documentation must be completed
Transadaptation Policy

- PARCC will develop transadaptations of its mathematics assessments into Spanish.
- Additional transadaptation in languages other than English will be completed by states wanting to use these.
Guidance on Selecting Accommodations for English Learners

When selecting accommodations for ELs consider

1. Level of English language proficiency (ELP) on the state ELP test
   - Beginning, Intermediate, or Advanced

2. Literacy development in the native language
   - Native language literacy
   - Interrupted schooling/literacy background

3. Background factors that impact effective accommodations use
   - Grade/age
   - Affective filter (i.e., level of student anxiety/comfort with English)
   - Time in U.S. schools
## Accommodations for English Learners

- **Highly recommended** for use by ELs at this English language proficiency level
- **Recommended** for use by ELs at this English language proficiency level
- **May not be appropriate** for students at this ELP level

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
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<tbody>
<tr>
<td>English/ Native Language Word-to-Word Dictionary (ELA/Literacy &amp; Mathematics)</td>
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<tr>
<td>Test Directions clarified by test administrator in student’s Native Language (ELA/Literacy &amp; Mathematics)</td>
<td>●</td>
<td>○</td>
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<tr>
<td>Scribe or Speech-to-Text: Responses Dictated for Mathematics assessment in English (Mathematics)</td>
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<tr>
<td>Extended Time (ELA/Literacy and Mathematics)</td>
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Some students with disabilities (with IEPs or 504 plans) may need to bring assistive technology to equitably access the PARCC Test.

For current guidance on assistive technology for the PARCC Test, please refer to the posted guidelines on PARCConline.org.
Preparing Teachers and Students for Success

What Specific Professional Development Needs to Occur to Prepare…?

1. Students
2. Teachers
3. Administrators
4. Districts
5. State
## Preparing Teachers and Students for Success

### Training Available Now

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<tr>
<td>PARCC Tutorial</td>
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<td>PARCC Sample Items</td>
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<td>PARCC Practice Tests</td>
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<tr>
<td>PARCC Accessibility Features and Accommodations Manual &amp; Implementation Appendices</td>
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*Under Revision: Test Coordinator & Test Administrator Manuals*

*In Development: Assessment Professional Development Module on Accessibility*
What’s Coming - Late Fall, 2014

2. PDF versions of the PARCC Practice Tests
3. Large print PDF versions of the PARCC Practice Tests
4. Braille version of the PARCC Practice Tests (BRF)
5. Tactile graphics for the PARCC Practice Tests
6. List of assistive technologies that have no known interference with TestNav
What’s Coming – Transition to PARCC FAQ

1. ACT: 2014/2015
2. ACT: 2015/2016
3. Block Schedules and PARCC
4. Paper and Pencil vs. Computer Based Test
5. Mid-Year Assessment 2014/2015
6. PARCC Formative and Diagnostic 2015/2016
7. Personal Needs Profile: How will this change our practices?
8. Writing an IEP aligned with PARCC
9. How will PARCC impact my instruction?
Additional Resources

• PARCC Field Test Tutorials – w/TestNav 8 accessibility features training (CLICK HERE)

• PARCC Practice Test, Sample Items, & Tutorials (CLICK HERE)

• PARCC Approved Accessibility Policy Manual & Implementation Guidance: PARCC Accessibility Features and Accommodations Manual; Overview website page; Translation Policy Memo

• Field Test Training Module on “Accessibility Features and Accommodations with Computer-Based Testing” (CLICK HERE)

• Field Test Coordinator Manuals & Field Test Administrator Manuals for CBT and PBT (CLICK HERE)
Additional Resources

– Illinois PARCC Educator Leadership Cadre

– PARCC Accessibility Features and Accommodations Manual & supporting materials

– Parent and Teacher Brochures for Students with Disabilities and English Learners

– http://parcconline.org/parcc-accessibility-accommodations-and-fairness
Contact Us

• Questions about Accessibility:
  – Mary O’Brian, ISBE Director of Assessment
    mobrian@isbe.net
  – Gene Olsen, IAASE Assessment Chair
    PARCC Educator Leadership Cadre
    golsen@ccsd89.org