Illinois State Board of Education

James T. Meeks
Chairman

Tony Smith, Ph.D.
State Superintendent of Education

Dear Families,

The reports that you are receiving reflect your child's individual performance on the Partnership for Assessment of Readiness for College and Careers (PARCC) test. The PARCC assessment serves as an "educational GPS system" that is designed to measure students' current performance in relation to the Illinois Learning Standards, to which the assessment is aligned. It points the way to what students need to learn in order to be ready for the next grade level and, by the end of high school, for future success in college and careers.

The Illinois Learning Standards set high expectations that are focused on critical thinking and real world application. We expect that the more detailed information provided by the PARCC score reports and supporting materials will lead to strong engagement between parents, teachers, and students in support of student learning. We encourage you to talk to your child's teacher about these results and about what you are doing at home to support your child's success.

We must celebrate the good work our teachers and schools are doing to teach the new content critical for the future success of our students. We fully expect students will continue to make progress along the continuum of mastery as they gain additional knowledge related to the standards and become more familiar with the technology.

It is understood that no test can ever fully capture the skills and abilities of a great teacher or the extraordinary benefits and positive impact of a great school. Tests are one measure to help track our progress. Along with other indicators, tests help give us a sense of where and how we are succeeding and where and how we must improve. The PARCC assessment is designed to give schools and teachers more information to support improvement and differentiation in instruction.

Sincerely,

Tony Smith, Ph.D.
State Superintendent of Education

VISIT THE FOLLOWING WEBSITES FOR MORE INFORMATION:

ISBE PARCC PLACE www.isbe.net/parcc-place
PARCC Online at www.parcconline.org/resources/parent-resources
UNDERSTAND THE SCORE at www.understandthescore.org/
CLASSROOMS IN ACTION: www.ilclassroomsinaction.org

Background of the ELA / Literacy Performance Level Descriptors (PLDs)

Performance Levels for Reading

The development of the PLDs for **reading** reflect the standards' emphasis on a student's ability to find text-based evidence for generalizations, conclusions, or inferences drawn from text. For the **Reading Claim**, the performance levels at each grade are determined by three factors:

1. Text complexity—the complexity of the text associated with items
2. Accuracy—the level of accuracy that students have demonstrated in their analysis of text; depth of understanding
3. Evidence—the quality of evidence that students use to support their inferences about text

There are a number of different combinations of these three factors that will generate a given performance level for each student. Thus, there are multiple ways to arrive at each performance level.

Performance Levels for Writing

For the **Writing Claim,** PLDs are written for the two sub-claims:

1. Written Expression
2. Knowledge of Language and Conventions

Factors that determine each performance level for writing include **development** of ideas**,** drawing **evidence** from one or more sources, **organization**, and **command** of grammar and usage.

Performance Level Summary for Tenth Grade ELA/Literacy Overview

An abbreviated version of the grade-level PLDs for Reading and Writing are below (some of the descriptors have been changed in order to clarify the language and intent of the PLDs). **For more information and a full version of the PLDs, visit http://parcconline.org/assessments/test-design/ela-literacy/ela-performance-level-descriptors.**

Level 2— A student who achieves at Level 2 <u>partially meets expectations</u> of the grade-level standards for Reading, Writing, and Language and <u>will need</u> academic support to succeed in higher education courses requiring college-level reading and writing. The student demonstrates a <u>minimally accurate</u> analysis of a range of complex texts, showing <u>minimal</u> understanding when referring to textual evidence. In writing, the student provides <u>limited</u> development of ideas, including when drawing evidence from multiple sources, and demonstrates <u>limited</u> organization. The student demonstrates <u>limited</u> command of the conventions of grammar and usage.

Level 3— A student who achieves at Level 3 <u>approaches expectations</u> of the grade-level standards for Reading, Writing, and language and <u>will likely need</u> academic support to succeed in higher education courses requiring college-level reading and writing. The student demonstrates a <u>somewhat accurate</u> analysis of a range of complex texts, showing <u>minimal</u> understanding when referring to textual evidence. In writing, the student provides <u>partial</u> development of ideas, including when drawing evidence from multiple sources, and demonstrates <u>some</u> organization. The student demonstrates <u>partial</u> command of the conventions of grammar and usage.
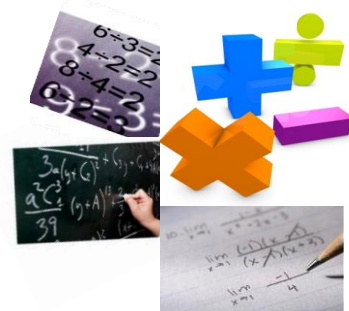
Level 4— A student who achieves at Level 4 <u>meets expectations</u> of the grade-level standards for Reading, Writing, and Language and is <u>on track</u> to succeed in entry-level, credit-bearing content area higher education courses requiring

college-level reading and writing. The student demonstrates a <u>generally accurate</u> analysis of a range of complex texts, showing <u>basic</u> understanding when referring to textual evidence. In writing, the student provides <u>adequate </u>development of ideas, including when drawing evidence from multiple sources, and demonstrates organization. The student demonstrates <u>moderate</u> command of the conventions of grammar and usage.

Level 5— A student who achieves at Level 5 <u>exceeds expectations</u> of the grade-level standards for Reading, Writing, and Language and is <u>on track </u>to succeed in entry-level, credit-bearing content area higher education courses requiring college-level reading and writing. The student demonstrates a <u>mostly accurate</u> analysis of a range of complex texts, showing understanding when referring to textual evidence. In writing, the student provides <u>effective</u> development of ideas, including when using evidence from multiple sources, and demonstrates <u>effective</u> organization. The student demonstrates command of the conventions of grammar and usage..

Performance Level Summary for Integrated Mathematics 2

Performance level descriptors (PLDs) indicate what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards. In mathematics, the performance levels at each grade level are written for each of four assessment sub-claims, which are represented on the individual student score report.

Level 2

Sub-claims A and B – Major, additional, and supporting content
- Uses commutative and associative properties to perform simple operations with complex numbers.
- Identifies equivalent exponential functions and identifies solutions to quadratic equations in one variable**.** Given a graph, identifies key features of quadratic and exponential functions**.** Calculates the average rate of change of exponential and quadratic functions over a specified interval from a table.
- Identifies the effects of a single transformation of the form $f\left(x\right)+k$ on a linear or quadratic function.
- Identifies transformation relationships in simple geometric figures where a picture is provided. Uses trigonometric ratios and the Pythagorean Theorem. Uses measurement formulas to solve problems.
- Recognizes and determines independence. Represents data on scatter plots and informally determines the fit.

Sub-claim C – Reasoning
- Communicates a response, which may be incomplete, illogical, based on faulty assumptions, or include major calculation errors in written justifications.

Sub-claim D – Modeling
- Applies mathematics using given assumptions, tools and functions, analyzing relationships, and writing an incomplete algebraic expression or equation.

Level 3

Sub-claims A and B – Major, additional, and supporting content
- Uses commutative and associative properties to perform operations with complex numbers.
- Identifies key features of quadratic and exponential functions, compares properties of two functions, and translates between representations. Calculates the average rate of change of exponential and quadratic functions over a specified interval.
- Identifies the effects of a single transformation $kf\left(x\right),\ f\left(kx\right),$ and $f\left(x+k\right)$ on a linear or quadratic function.
- Identifies transformation relationships in geometric figures.
- Recognizes and determines conditional probability in real-world problems. Uses fitted quadratic models to solve problems.

Sub-claim C – Reasoning
- Communicates a logical response, which may be incomplete and include minor calculation errors in written justifications. Evaluates the validity of other's approaches and conclusions.

Sub-claim D – Modeling
- Applies mathematics illustrating and analyzing relationships between important quantities, writing an incomplete algebraic expression, equation, or function, modifying the model, and interpreting mathematical results in a simplified context.

Level 4

Sub-claims A and B – Major, additional, and supporting content
- Uses distributive properties to perform operation with complex numbers.
- Interprets the structure of equivalent quadratic and exponential functions and solves quadratic equations in one variable. Solves a system of linear and quadratic equations given a graph. Graphs quadratic and exponential functions and determines key features in context, compares properties of two functions represented in different ways within routine contexts. Estimates the rate of change of an exponential or quadratic function from a graph.
- Determines k in a transformation $f(x)+k,\ kf(x),\ f(kx),$ and $f(x+k)$ of a linear or quadratic function given the graphs.
- Uses transformation to determine relationships in geometric figures and solve problems. Uses and applies trigonometric ratios, the Pythagorean theorem, and the relationship between sine and cosine to solve right triangles in applied problems.
- Uses precise terminology and representations of conditional probability and independence. Describes how variables represented in scatter plots are related. Fits quadratic functions to data to solve real-world problems.

Sub-claim C – Reasoning
- Communicates a precise, logical response in written justifications. Makes mathematical connections and evaluates, interprets and critiques the validity of other's responses and reasoning.

Sub-claim D – Modeling
- Applies mathematics by making assumptions, mapping and analyzing relationships between important quantities, selecting appropriate tools to create models, writing a clear and correct algebraic expression, equation, or function, improving the model, and interpreting results in context.

Level 5

Sub-claims A and B – Major, additional, and supporting content
- Solves a system of linear and quadratic equations algebraically. Writes equivalent quadratic and exponential expressions and functions in context. Interprets and compares the average rate of change of exponential and quadratic functions
- Identifies the effects of transformations of the form $f(x)+k,\ kf(x),\ f(kx),$ and $f(x+k)$ on a linear or quadratic function. Combines standard functions using arithmetic operations.
- Uses transformations, congruence and similarity criteria for triangles to prove relationships in figures and solve problems.
- Applies conditional probability, independence, the Addition Rule, and two-way frequency tables.
- Fits and assesses the fit of quadratic functions to data to solve real-world problems and analyzes residuals.

Sub-claim C – Reasoning
- Evaluates, interprets and critiques the validity of other's responses, correcting, as necessary. Generalizes a conclusion or provides a counter example.

Sub-claim D – Modeling
- In real-world problems, analyzes and justifies constraints, relationships and models.

For more information and a full version of the PLDs, visit http://www.parcconline.org/assessments/test-design/mathematics/math-performance-level-descriptors.