Illinois State Board of Education

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James T. Meeks
Chairman

Tony Smith, Ph.D.
State Superintendent of Education

Dear Families,

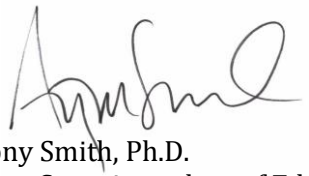
The reports that you are receiving reflect your child's individual performance on the Partnership for Assessment of Readiness for College and Careers (PARCC) test. The PARCC assessment serves as an "educational GPS system" that is designed to measure students' current performance in relation to the Illinois 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,



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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 Fifth 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 partially meets expectations of the grade-level standards for Reading, Writing, and Language and will need academic support to succeed in this content area. The student demonstrates a minimally accurate analysis of a range of complex texts, showing minimal understanding when referring to textual evidence. In writing, the student provides minimal development of ideas, including when drawing evidence from multiple sources, and demonstrates organization that often is not controlled. The student demonstrates minimal command of the conventions of grammar and usage.

Level 3—A student who achieves at Level 3 approaches expectations of the grade-level standards for Reading, Writing, and language and will need some academic support to succeed in this content area. The student demonstrates a generally accurate analysis of a range of complex texts, showing basic understanding when referring to textual evidence. In writing, the student provides basic development of ideas, including when drawing evidence from multiple sources, and demonstrates organization that sometimes is controlled. The student demonstrates basic command of the conventions of grammar and usage.

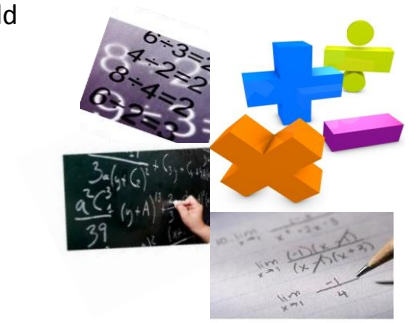
Level 4— A student who achieves at Level 4 meets expectations of the grade-level standards for Reading, Writing, and Language and is prepared to succeed in this content area. The student demonstrates a generally accurate analysis of a

range of complex texts, showing general understanding when referring to textual evidence. In writing, the student provides development of ideas, including when drawing evidence from multiple sources, and demonstrates purposeful and mostly controlled organization. The student demonstrates command of the conventions of grammar and usage.

Level 5— A student who achieves at Level 5 exceeds expectations of the grade-level standards for Reading, Writing, and Language and is well prepared to succeed in this content area. The student demonstrates a mostly accurate analysis of a range of complex texts, showing understanding when referring to textual evidence. In writing, the student provides effective development of ideas, including when using evidence from multiple sources, and demonstrates purposeful and controlled organization. The student demonstrates full command of the conventions of grammar and usage.

Performance Level Summary for Fifth Grade Mathematics

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 order of operations to write simple numerical expressions. Correctly identifies the quotient of whole numbers up to 3-digit by 1-digit. In a multi-digit number, recognizes the place values of a digit to the right being 10 times as much.
- Adds, subtracts, compares decimals without regrouping to the hundredth with the same number of decimal places. Multiplies decimals up to tenths by tenths. Solves one-step word problems involving multiplication
- Solves word problems requiring addition or subtraction with fractions using only denominators of 2, 4, 5 or 10. Solves one-step problems requiring multiplication with fractions or whole numbers using visuals. Recognizes volume. Given a visual, solves volume problems by counting. Locates points in the first quadrant. Identifies 2-D figures.

Sub-claim C – Reasoning

- Uses limited grade-appropriate communication with an intrusive calculation error in tasks that call for written explanations. When a conclusion is required, uses faulty assumptions or provides an incomplete or illogical response.

Sub-claim D – Modeling

- Applies mathematics using assumptions and approximations, identifying important quantities, using provided tools to create models, writing an arithmetic expression or equation, analyzing relationships to draw conclusions.

Level 3

Sub-claims A and B – Major, additional, and supporting content

- Divides 3-digit by 1-digit whole numbers. In a multi-digit number, recognizes the place values of two adjacent digits.
- Adds and subtracts decimals without regrouping to the hundredth. Divides decimals of tenths by tenths. Reads, writes, and compares decimals up to the tenths place and rounds to any place with scaffolding. Solves one-step word problems involving multiplication of multi-digit whole numbers using the standard algorithm with some accuracy.
- Solves word problems requiring addition or subtraction with mixed numbers, using denominators of 2, 4, 5 or 10 or benchmark fractions. Solves problems requiring division of fractions and whole numbers using visuals. Understands how to measure volume given a visual and the formula. Solves real-world one-step problems using visuals, information from line plots, and volume. Graphs points in the first quadrant. Classifies 2-D figures.

Sub-claim C – Reasoning

- Uses some grade-appropriate communication with minor calculation errors. When a conclusion is required, provides a complete response with a partial justification, and evaluates the validity of other's responses, approaches, and conclusions.

Sub-claim D – Modeling

- Applies mathematics by illustrating relationships between important quantities to draw conclusions, modifying the model or interpreting mathematical results in a simplified context.

Level 4

Sub-claims A and B – Major, additional, and supporting content

- Uses the order of operations to interpret simple numerical expressions. Divides whole numbers, up to four-digit by one-digit. Uses exponents for powers of 10.
- Adds and subtracts decimals to hundredths. Multiplies and divides decimals of tenths by hundredths, relating a strategy to a written method. Reads, writes, and compares decimals up to the hundredths place. Solves two-step scaffolded word problems involving multiplication of three-digit by one-digit whole numbers.
- Solves word problems using four operations with fractions and mixed numbers. Interprets fractions as division of numbers.
- Understands how to measure volume. Given a visual, solves real-world problems by applying the formulas for volume of a solid with two non-overlapping parts, recognizing that volume is additive. Solves real-world, one-step problems using unit conversions within the same system. Classifies 2-D figures in a hierarchy based on properties.

Sub-claim C – Reasoning

- Uses precision in grade appropriate communication and calculations. When a conclusion is required, provides a well-organized complete response and interprets and critiques the validity of other's reasoning.

Sub-claim D – Modeling

- Applies mathematics by making assumptions and approximations, mapping and analyzing relationships to draw conclusions, selecting appropriate tools to create models, improving the model or interpreting mathematical results.

Level 5

Sub-claims A and B – Major, additional, and supporting content

- Uses the order of operations to evaluate numerical expressions. Divides whole numbers, up to four-digits by two-digits, explaining and checking for reasonableness. In a multi-digit number, compares the place values of two adjacent digits. Compares powers of 10.
- Applies, adds and subtracts decimals to the hundredth, relating a strategy to written method. Multiplies and divides decimals using approximate mental calculations. Reads, writes, and compares decimals up to the thousandths place. Solves two-step unscaffolded word problems involving multiplication of 4-digit by 2-digit whole numbers using standard algorithm. Creates or describes a model to represent a word problem situation involving the four operations with fractions and mixed numbers
- Identifies a simple model to represent a word problem situation involving the four operations with fractions and mixed numbers and interprets solutions. Adds and subtracts up to three fractions or two mixed numbers.
- Applies the formulas for volume of with two non-overlapping parts. Solves multi-step real-world problems using unit conversions within the same system, selecting appropriate units. Interprets coordinate values in context. For 2-D figures, demonstrates that attributes belonging to a category also belong to its subcategories.

Sub-claim C – Reasoning

- Provides an efficient, logical and complete conclusion. Provides counter-examples where applicable.

Sub-claim D – Modeling

- Applies mathematics by analyzing or creating constraints, relationships, and goals, writing a concise expression or equation and justifying and defending a model.

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