



# 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,

A handwritten signature in black ink, appearing to read "Tony Smith".

Tony Smith, Ph.D.  
State Superintendent of Education

**VISIT THE FOLLOWING WEBSITES FOR MORE INFORMATION:**

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

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

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### 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 Ninth Grade ELA/Literacy Overview

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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://parconline.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 higher education courses requiring college-level reading and writing. 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 limited development of ideas, including when drawing evidence from multiple sources, and demonstrates limited organization. The student demonstrates limited 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 likely need academic support to succeed in higher education courses requiring college-level reading and writing. The student demonstrates a somewhat accurate analysis of a range of complex texts, showing minimal understanding when referring to textual evidence. In writing, the student provides partial development of ideas, including when drawing evidence from multiple sources, and demonstrates some organization. The student demonstrates partial 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 on track to succeed in entry-level, credit-bearing content area higher education courses requiring

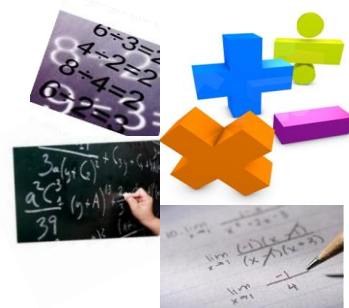
college-level reading and writing. The student demonstrates a generally accurate analysis of a range of complex texts, showing basic understanding when referring to textual evidence. In writing, the student provides adequate development of ideas, including when drawing evidence from multiple sources, and demonstrates organization. The student demonstrates moderate 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 on track to succeed in entry-level, credit-bearing content area higher education courses requiring college-level reading and writing. 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 effective organization. The student demonstrates command of the conventions of grammar and usage.

## ***Performance Level Summary for Integrated Mathematics 1***

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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**

- Writes equivalent numerical and linear expressions and systems of linear equations. Solves algebraically and identifies the solution set of linear equations and inequalities in one variable. Given the graph, identifies solutions to a system of polynomial equations.
- Evaluates with and uses function notation. Given a graph, determines key features of linear functions. Calculates the average rate of change of linear and exponential functions over a specified interval in a table.
- Solves routine problems using given geometric properties and theorems. Given a figure, identifies a transformed figure.
- Describes characteristics of given representations of categorical and quantitative data.

#### **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**

- Writes equivalent numerical and linear expressions and systems of linear equations in multi-step real-world problems. Identifies components of contextual exponential expressions. Solves algebraically and graphs the solution set of linear equations and inequalities in one variable. Finds approximate solutions to a system of polynomial equations.
- Determines key features of linear functions in context. Determine the domain of linear functions.
- Solves routine problems and reasons about given geometric properties and theorems. Draws a transformed figure.

- Summarizes the data and characteristics of given representations of categorical and quantitative data.

**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**

- Writes equivalent polynomial expressions in multi-step real-world problems. Solves algebraically and graphs the solution set of systems of linear inequalities.
- Graphs linear functions in context. Determines the domain of exponential functions. Estimates the rate of change of linear and exponential functions from a graph.
- Proves statements about given geometric properties and theorems. Specifies a sequence of transformations to obtain a transformed figure.
- Determines appropriate representations of categorical and quantitative data and summarizes the data and characteristics of the representations.

**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**

- Analyzes equivalent numerical and linear expressions, and systems of linear equations and inequalities in multi-step real-world problems. Interprets parts of complicated exponential expressions in context.
- Solves problems with linear functions in context. Determines the domain and calculates the average rate of change of square root, cube root and piece-wise-defined functions over a specified interval and estimates the rate of change from a graph.
- Uses precise geometric terminology. Solves routine problems and proves statements using appropriate geometric properties and theorems. Specifies a sequence of transformations that will carry a figure onto itself or another figure.
- Describes and interprets trends in categorical and quantitative data.

**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>.