Illinois State Board of Education

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James T. Meeks
Chairman

Tony Smith, Ph.D.
State Superintendent of Education

Dear Families,

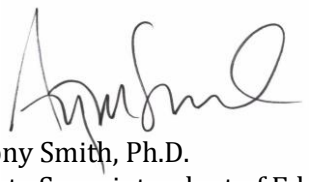
The reports that you are receiving reflect your child's individual performance on the Partnership for Assessment of Readiness for College and Careers (PARCC) test. The PARCC assessment serves as an "educational GPS system" that is designed to measure students' current performance in relation to the Illinois 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 at https://www.isbe.net/Pages/PARCC-Place.aspx
PARCC at http://parcc-assessment.org/resources/parent-resources
UNDERSTAND THE SCORE at www.understandthescore.org/
CLASSROOMS IN ACTION at 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 Fourth 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://parcc-assessment.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.

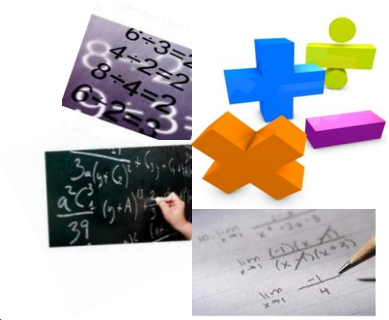
Level 4— A student who achieves at Level 4 meets expectations of the grade-level standards for Reading, Writing, and Language and is prepared to succeed in this content area. The student demonstrates a generally accurate analysis of a range of complex texts, showing general understanding when referring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

- Interprets or represents multiplicative comparisons using equations
- Solves one-step problems with a 2- or 3-digit number. Identifies factors for numbers to 100 and the relationships between multiples and factors. Identifies a pattern from a given rule. Recognizes the relationship of 10 to place value.
- Compares decimals to hundredths given a visual model. Uses decimal notations for fractions (tenths and hundredths). Solves mathematical problems involving the addition and subtraction of simple fractions recognizing that a/b is a multiple of 1 / b.
- Identifies a line plot with data of measurements with denominators of 2 or 4. Understands concept of angle measurement. Identifies points, lines, line segments, rays, angles, perpendicular and parallel lines, lines of symmetry and right triangles.

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

- Solves scaffolded, multiplicative comparison problems
- Solves two-step scaffolded word problems with at least one two- or three-digit number. Generates a pattern from a given rule. Reads, writes and compares three-digit whole numbers and rounds to any place with scaffolding.
- Recognizes that decimals and fractions must refer to the same whole in order to compare.
- Given a model compares fractions using benchmarks. Solves simple fraction comparison word problems. Uses decimal notations for fractions. Multiplies a fraction by a whole number using models, Decomposes a fraction into a sum of fractions with like denominators and records using an equation.
- Converts units from larger to smaller units within the same system. Makes a line plot to display data of measurements with like denominators of 2 or 4. Uses a protractor to measure angles. Uses criteria to classify quadrilaterals and triangles.

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

- Solves multiplicative comparison problems. Solves two-step multiplication and division problems of 1-, 2- and 3-digit numbers interpreting remainders. Identifies features of patterns. Reads, writes, compares and rounds four-digit numbers.
- Compares fractions by creating common denominators. Solves simple word problems requiring fraction comparison. Solves addition and subtraction problems involving fractions and mixed numbers with like denominators.
- Solves real-world problems involving converting from larger to smaller units within the same system. Uses the four operations to solve problems, which include calculating area and perimeter when side lengths are provided. Uses line plots with measurements in fractions of a unit with like denominators of 2 or 4 to solve addition and subtraction problems.
- Uses a protractor to sketch angles. Draws points, lines and segments, rays, angles, perpendicular and parallel lines, lines of symmetry and right triangles to classify 2-D figures. Solves problems by composing and decomposing angles.

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

- Interprets and represents multiplicative comparisons with an equation using a symbol for the unknown. Solves multi-step multiplication and division problems of 1-, 2-, 3- or 4-digit numbers. Identifies features not explicit in pattern-generating rules. Compares multi-digit whole numbers and rounds to any place. Chooses an appropriate context given a rounded number.
- Compares, adds, converts and uses decimals to hundredths. Understands problems involving the addition and subtraction of mixed numbers with like denominators or the multiplication of a fraction by a whole number, justifying using a visual model.
- Calculates area and perimeter when side lengths are missing. Uses line plots with fractions with denominators of 2, 4, or 8 to solve addition and subtraction problems. Evaluates the solution of addition and subtraction problems involving line plots in relation to the data. Represents measurement quantities using diagrams by providing a measurement scale given the context.
- Recognizes that angles are references to a circle, and angle measures are additive. Solves angles problems using equations.

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 arithmetic expression or equation and justifying and defending a model.

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