



Illinois State Board of Education

Educator Leader Cadre and Illinois State Board of Education Workshop on Assessments and Standards

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Welcome!



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Session Objectives:

Understand...

- components of a balanced assessment system
- major shifts in the New Illinois Learning Standards Incorporating the Common Core and how they will be reflected and assessed in PARCC,
- assessment tools currently available through PARCC and implementation guidelines,
- highlights of PARCC's technology platform that includes accessibility options for all students



Balanced Assessment System

A balanced assessment system is the strategic use of formative, interim, and summative measures of student performance to address immediate student needs, inform ongoing instructional changes, and guide long-term educational improvement.



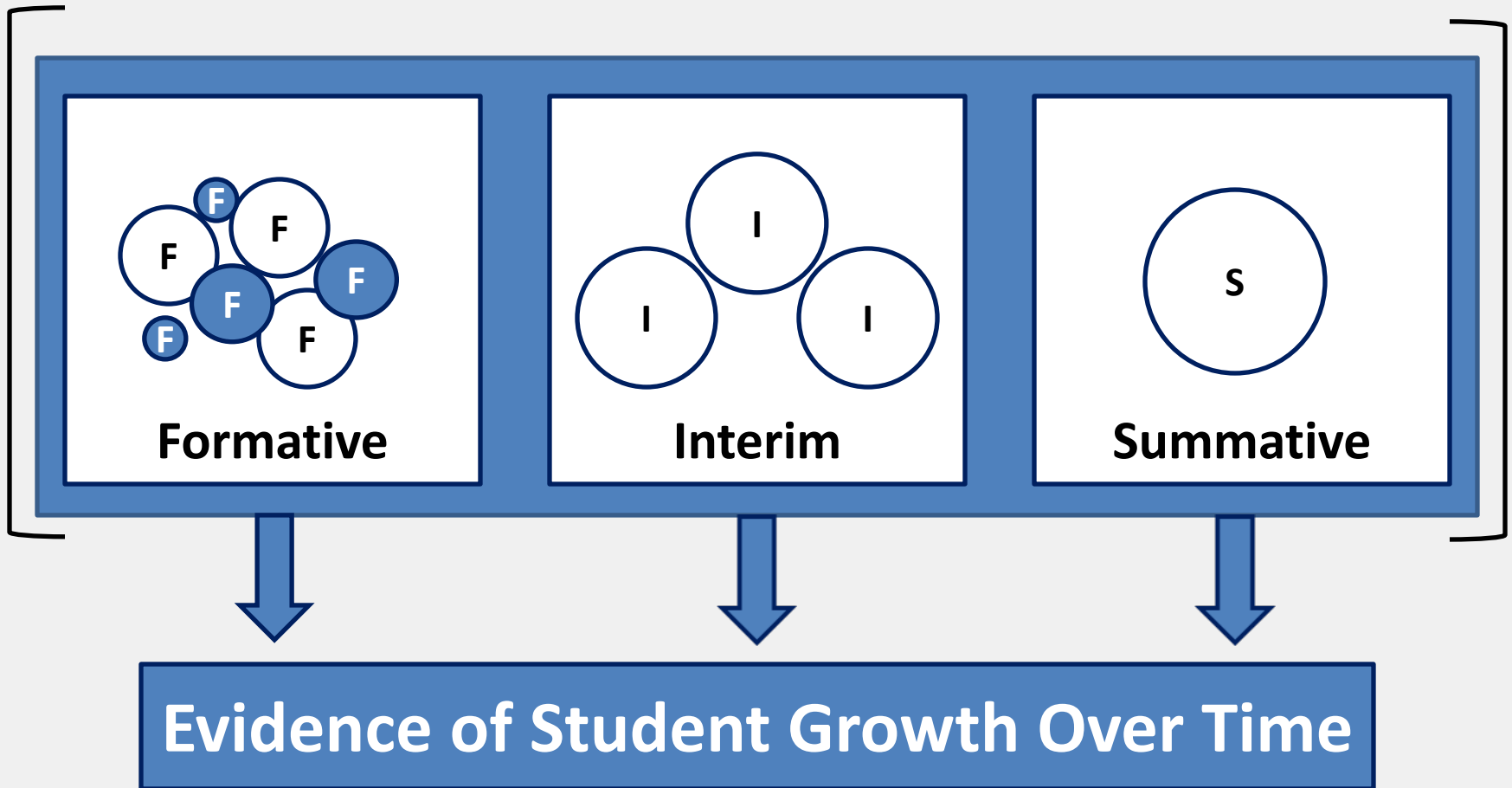
Definitions

Formative assessments are designed to provide regular feedback to teachers so they can adjust instruction to improve student learning.

Interim assessments are designed to identify strengths and weaknesses in curriculum and instruction.

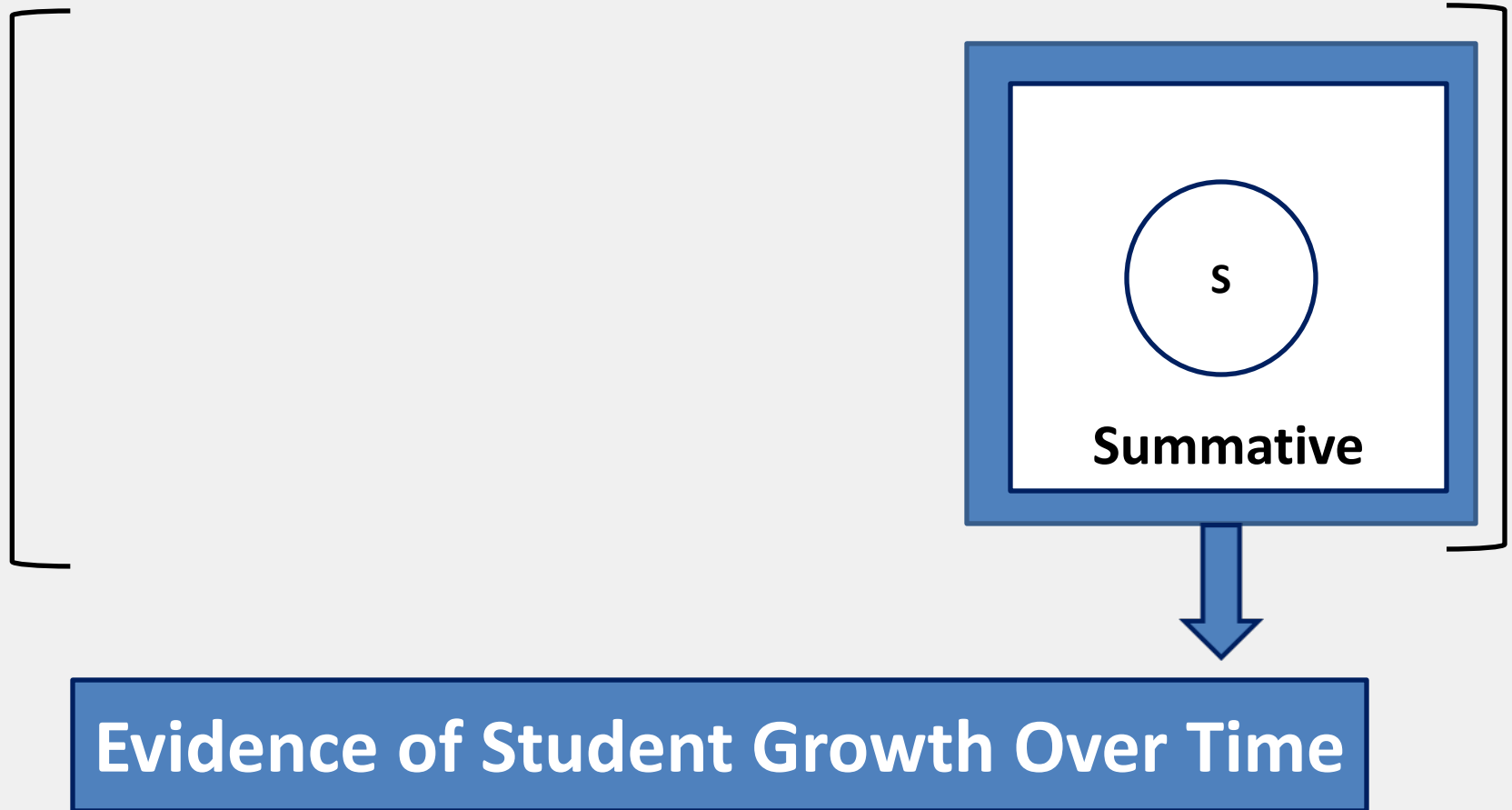
Summative assessments are designed to measure overall curriculum and program effectiveness. These assessments are standardized to allow comparison across student groups.

Balanced Assessment System



Adapted from: Douglas County School System – Performance Office <https://sites.google.com/a/dcsdk12.org/bas/bas-101>

Balanced Assessment System





Illinois State Board of Education



A New Vision of Assessment

*Texts Worth Reading Problems Worth Solving
Tests Worth Taking*

It's not about the test...

It's about what is right for students to be
College and Career Ready in a Global society



*PARCC is being written to measure student mastery towards
what we value about the Standards and
Teaching and Learning*

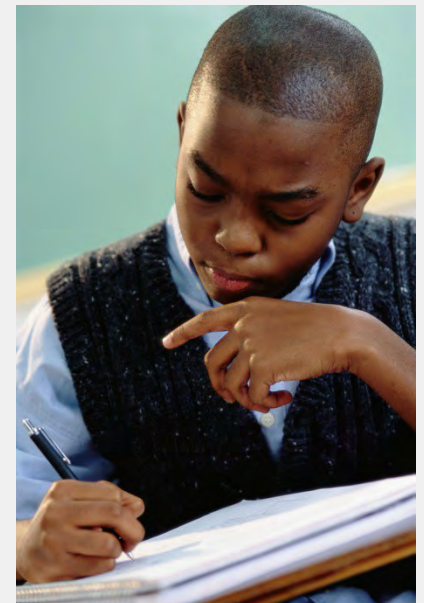
PARCC's Core Commitments to ELA

- Better Standards Demand Better Questions
 - Questions Worth Answering
 - Texts Worth Reading
 - Fidelity to the Standards



What Are the **ELA Shifts** at the Heart of the **Standards** and **PARCC's** design?

1. **Complexity:** Regular practice with complex text and its academic language.
1. **Evidence:** Reading and writing grounded in evidence from text, literary and informational.
2. **Knowledge:** Building knowledge through content-rich nonfiction.



ELA Shift 1:

Regular practice with complex text and its academic language

- Staircase of text complexity
- Careful, **close reading**
- Systematic **focus on words that matter most**



ELA Shift 2:

Reading and writing grounded in evidence from text,
literary and informational

- Focus on rigorously citing evidence
- Questions with more than one right answer
- Writing to sources
- Rigorous expectations for narrative writing



Read like a detective

Write like a reporter

ELA Shift 3:

Building knowledge through content rich nonfiction

- PARCC assesses not just ELA but a full range of reading and writing across the disciplines.
- PARCC simulates research on the assessment, including the comparison and synthesis of ideas across a range of informational sources.



Claims for ELA/Literacy

ELA/Literacy for Grades 3–11 Master Claim

Major Claim: Reading Complex Text

Major Claim: Writing

SC: Vocabulary
Interpretation
and Use

SC: Reading
Literature

SC: Reading
Informational
Text

SC: Written
Expression

SC: Conventions and
Knowledge of Language

SC: Research



What are Performance Level Descriptors?

Performance Level Descriptors or PLDs describe what students at each performance level know and can do relative to grade-level or course content standards assessed.



Looking at the PLDs: Written Expression

Writing Sub-Claim for Written Expression: Students produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

EVIDENCES: Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.

See Writing Evidence Table

<http://www.parcconline.org/assessment-blueprints-test-specs>

Level 5	Level 4	Level 3	Level 2
A student who achieves at Level 5 demonstrates <u>distinguished</u> command of the grade-level standards.	A student who achieves at Level 4 demonstrates <u>strong</u> command of the grade-level standards.	A student who achieves at Level 3 demonstrates <u>moderate</u> command of the grade-level standards.	A student who achieves at Level 2 demonstrates <u>partial</u> command of the grade-level standards.
In writing, students address the prompts and <u>consistently</u> provide <u>effective</u> and <u>comprehensive</u> development of ideas, including when drawing evidence from multiple sources, while demonstrating <u>effective</u> coherence, clarity, and/or cohesion.	In writing, students address the prompts and provide <u>effective</u> development of ideas, including when drawing evidence from multiple sources, while demonstrating <u>effective</u> coherence, clarity, and/or cohesion.	In writing, students address the prompts and provide <u>adequate</u> development of ideas, including when drawing evidence from multiple sources, while demonstrating coherence, clarity, and/or cohesion.	In writing, students address the prompts and provide <u>partial</u> development of ideas, including when drawing evidence from multiple sources, while <u>minimally</u> demonstrating <u>limited</u> coherence, clarity, and/or cohesion.
<p>The student:</p> <ul style="list-style-type: none"> Provides effective and comprehensive development of the claim, topic, and/or narrative elements, using clear convincing reasoning, details, text-based evidence, and/or description. Develops claim, topic, and/or narrative elements consistently appropriate to the task, purpose, and audience. Demonstrates purposeful coherence, clarity, and cohesion and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas. Establishes and maintains an effective style, while attending to the norms and conventions of the discipline. Effectively draws evidence from literary or informational texts to support analysis, reflection, and research. Includes precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary. 	<p>The student:</p> <ul style="list-style-type: none"> Provides effective development of the claim, topic, and/or narrative elements, using clear reasoning, details, text-based evidence, and/or description. Develops claim, topic, and/or narrative elements in a manner that is largely appropriate to the task, purpose, and audience. Demonstrates a great deal of coherence, clarity, and cohesion and includes an introduction, conclusion, and a logical progression of ideas. Establishes and maintains an effective style, while attending to the norms and conventions of the discipline. Effectively draws evidence from literary or informational texts to support analysis, reflection, and research. Includes mostly precise language including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary. 	<p>The student:</p> <ul style="list-style-type: none"> Provides some development of the claim, topic, and/or narrative elements, using some reasoning, details, text-based evidence, and/or description. Develops claim, topic, and/or narrative elements in a manner that is somewhat appropriate to the task, purpose, and audience. Demonstrates some coherence, clarity, and cohesion and includes an introduction, conclusion, and logically grouped ideas. Establishes and maintains a mostly effective style, while attending to the norms and conventions of the discipline. Draws evidence from literary or informational texts to support analysis, reflection, and research. Includes some precise language, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary. 	<p>The student:</p> <ul style="list-style-type: none"> Provides minimal development of the claim, topic, and/or narrative elements, using limited reasoning, details, text-based evidence, and/or description. Develops claim, topic, and/or narrative elements in a manner that is limited in its appropriateness to the task, purpose, and audience. Demonstrates limited coherence, clarity, and/or cohesion, making the writer's progression of ideas somewhat unclear. Has a style that has limited effectiveness, with limited awareness of the norms of the discipline. Draws minimal evidence from literary or informational texts to support analysis, reflection, and research. Includes limited descriptions, sensory details, linking or transitional words, words to indicate tone, or domain-specific vocabulary.

This row provides the sub-claim being viewed

This row provides the level being described

This row provides information about the patterns displayed by students in writing at this level

Reading an Evidence Table

Grade
Claim

Grade: 3

Claim: Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text.

Items designed to measure this claim may address the standards and evidences listed below:

Standards:

Evidences to be measured on the PARCC Summative Assessment
The student's response:

RL 1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

- Provides questions and/or answers that show understanding of a text, referring explicitly to the text as the basis for the answers. (1)
- Provides references to details and/or examples in a text when explaining when explaining the basis for the answers. (2)

RL 2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

- Provides a recounting of stories, including fables, folktales and myths from diverse cultures. (1)
- Provides a statement of the central message, lesson or moral in a text. (2)
- Provides an explanation of how a central message, lesson or moral is conveyed through details in a text. (3)

RL 3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

- Provides a description of characters in a story (e.g., their traits, motivations, or feelings). (1)
- Provides an explanation of how characters' actions contribute to the sequence of events. (2)

RL 5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

- Provides references to parts of stories dramas, and poems when writing about a text, using terms such as chapter, scene and stanza.(1)
- Provides a description of how each successive part of a text builds on earlier sections. (2)

RI 7: Explain how specific aspects of a

- Provides an explanation of how a specific aspect of a text's illustrations

Standards:
RL –Reading
Literary
RI – Reading
Information

Evidences

Assessment Types: Literacy

Performance Based Assessment

Literary Analysis Task:

This task will ask to students to closely read and consider worthy text and compose an analytic essay.

Narrative Task

This task will ask students to write a story, detail a scientific process, write a historical account of important figures or describe an accounts of events, scenes or objects.

Research Simulation Task

Students will analyze an informational topic through several pieces of text, and/or multimedia stimuli. Students will answer a series of questions and synthesize information from the sources to write 2 analytic essays

End of Year

On the end-of-year assessment, students have the opportunity to demonstrate their ability to read and comprehend complex informational and literary texts. Questions will be sequenced in a way that they will draw students into deeper encounters with the texts and will result in more thorough comprehension of the concepts.

Grade 8 ELA Sample Task

Today you will read excerpts from two novels about characters who are learning to survive in the wilderness. The first excerpt is from the novel *Brian's Winter* by Gary Paulsen, and the second excerpt is from the novel *Call of the Wild* by Jack London. As you read these excerpts, you will answer questions and think about how the texts reveal theme and character. After you read, you will write an analytical essay about the excerpts.

Read the excerpt from *Brian's Winter* and answer the questions.



- 1 Then the bear came.
- 2 Brian had come to know bears as well as he knew wolves or birds. They were usually alone—unless it was a female with cubs—and they were absolutely, totally devoted to eating. He had seen them several times while picking berries, raking the bushes with their teeth to pull the fruit off—and a goodly number of leaves as well, which they spit out before swallowing the berries—and, as with the wolves, they seemed to get along with him.
- 3 That is to say Brian would see them eating and he would move away and let them pick where they wanted while he found another location. It worked for the bears, he thought, smiling, and it worked for him, and this thinking evolved into what Brian thought of as an understanding between him and the bears: Since he left them alone, they would leave him alone.

Grade 8 ELA Sample Task

What does the word **placatingly** mean as it is used in paragraph 2?

- a) in a warning tone
- b) in an annoying manner
- c) in an attempt to be agreeable*
- d) in a way that expresses discomfort



Grade 8 ELA Sample Task

In the excerpt from *Brian's Winter*, Brian comes to a major realization at the end of the passage. Which statement **best** describes his realization?

- a) He needs to avoid confronting wild animals.
- b) He needs to prepare for the perils of winter.*
- c) He needs to create a better way to store food.
- d) He needs to find a new, safer shelter.



Grade 8 ELA Sample Task

Which detail **best** supports the answer in Part A?

- a) “The bear...turned back to ransacking the camp, looking for where that delicious smell had come from.” (paragraph 15)
- b) “He kept putting wood on the fire, half afraid the bear would come back.” (paragraph 20)
- c) “...he had missed the warnings that summer was ending...and what was coming would be the most dangerous thing he had faced...” (paragraph 21)*

Grade 8 ELA Sample Task

Create a summary of the excerpt from *Brian's Winter* by dragging **four** statements from the list and dropping them in chronological order into the table titled "Summary." Note that not all statements will be used.

- 1 Brian is sore as he gets into his bag that night.
- 2 Brian attempts to scare away the bear that wakes him up.*
- 3 The bear is more powerful than Brian thinks.
- 4 Brian believes that he has learned to co-exist with the bears.*
- 5 Brian takes a serious risk.
- 6 Brian thinks about solutions to his major problem.*
- 7 The bear tosses Brian and eats the scraps of Brian's meal.*
- 8 The bear looks at Brian and walks away.
- 9 The bear sits back and sniffs the air.

Summary	
1	
2	
3	
4	

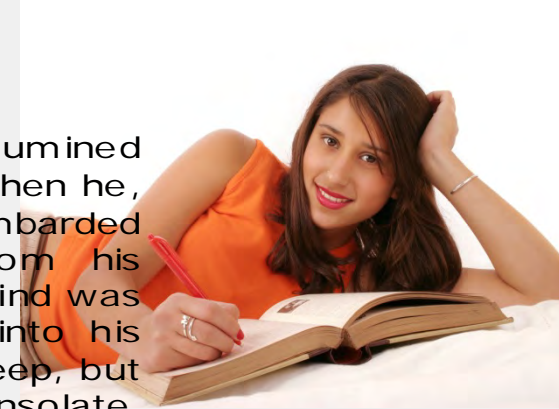


Read the excerpt from *Call of the Wild* and answer the questions.

Call of the Wild

by Jack London

- 1 That night Buck faced the great problem of sleeping. The tent, illumined by a candle, glowed warmly in the midst of the white plain; and when he, as a matter of course, entered it, both Perrault and Francois bombarded him with curses and cooking utensils, till he recovered from his consternation and fled ignominiously into the outer cold. A chill wind was blowing that nipped him sharply and bit with especial venom into his wounded shoulder. He lay down on the snow and attempted to sleep, but the frost soon drove him shivering to his feet. Miserable and disconsolate, he wandered about among the many tents, only to find that one place was as cold as another. Here and there savage dogs rushed upon him, but he bristled his neck-hair and snarled (for he was learning fast), and they let him go his way unmolested.
- 2 Finally an idea came to him. He would return and see how his own teammates were making out. To his astonishment, they had disappeared. Again he wandered about through the great camp, looking for them, and again he returned. Were they in the tent? No, that could not be, else he would not have been driven out. Then where could they possibly be? With drooping tail and shivering body, very forlorn indeed, he aimlessly circled the tent. Suddenly the snow gave way beneath his fore legs and he sank down. Something wriggled under his feet. He sprang back, bristling and snarling, fearful of the unseen and unknown. But a friendly little yelp reassured him, and he went back to investigate. A whiff of warm air ascended to his nostrils, and there, curled up under the snow in a snug ball, lay Billee. He whined placatingly, squirmed and wriggled to show his good will and intentions, and even ventured, as a bribe for peace, to lick Buck's face with his warm wet tongue.



Grade 8 ELA Sample Task

Which statement **best** reflects a theme of the excerpt from *Call of the Wild*?

- a) Survival is unlikely when one is new to an environment.
- b) Survival requires adapting to one's surroundings.*
- c) One cannot rely on others when learning to survive.
- d) Advanced preparation is necessary for survival.



Grade 8 ELA Sample Task

Which **two** details from the article **best** support the answer in Part A?

- a) “Here and there savage dogs rushed upon him, but he bristled his neck-hair and snarled (for he was learning fast), and they let him go his way unmolested.” (paragraph 1)*
- b) “Again he wandered through the great camp, looking for them, and again he returned.” (paragraph 2)
- c) “He sprang back, bristling and snarling, fearful of the unseen and unknown.” (paragraph 2)
- d) “Buck confidently selected a spot, and with much fuss and wasted effort proceeded to dig a hole for himself.” (paragraph 3)*
- e) “It was a token that he was harking back through his own life to the lives of his forebears...” (paragraph 4)
- f) “...he saw the white camp spread out before him and knew where he was...” (paragraph 4)

Grade 8 ELA Sample Task

You have read excerpts from two novels focused on survival in the wilderness.

These excerpts are from:

- *Brian's Winter* by Gary Paulsen
- *Call of the Wild* by Jack London

Consider how the main character in each excerpt reacts to the incidences that occur, and write an essay in which you analyze how each character's thoughts and actions reveal aspects of his personality.

You do not need to compare and contrast the characters from the two texts. You may consider each one separately. Be sure to include evidence from each excerpt to support your analysis and understanding.

PARCC's Core Commitments to Mathematics

- **Better Standards Demand Better Questions**
 - **Focus**
 - **Problems Worth Doing**
 - **Fidelity to the Standards**



What Are the **Math Shifts** at the Heart of PARCC's Design?

- 1. Focus:** The PARCC assessment will focus strongly where the Standards focus.
- 2. Coherence:** Think across grades and link to major topics within grades.
- 3. Rigor:** In major topics, pursue conceptual understanding, procedural skill and fluency, and application.

Math Shift #1 –

Focus: The PARCC assessments will **focus** strongly where the Standards focus

- 70% or more on the major work in grades 3-8
 - Focus allows for a variety of problem types to get at concepts in multiple ways. Students will have more time to master concepts at a deeper level.



Math Shift #2 –

Coherence: Think across grades, and link to major topics within grades

The assessment design is informed by multi-grade progressions in the Standards and the *Model Content Frameworks*.



Shift #3 - Rigor: In major topics, pursue **conceptual understanding**, procedural skill and **fluency**, and **application**

Advance: PARCC assessments will reach the rigor in the Standards through innovations in technology and item design.



Claims for Mathematics

Master Claim: Students are on-track or ready for college and careers

Sub-claim A: Students **solve problems involving the major content** for their grade level with connections to practices

Sub-Claim B: Students **solve problems involving the additional and supporting content** for their grade level with connections to practices

Sub-claim C: Students **express mathematical reasoning** by constructing mathematical arguments and critiques

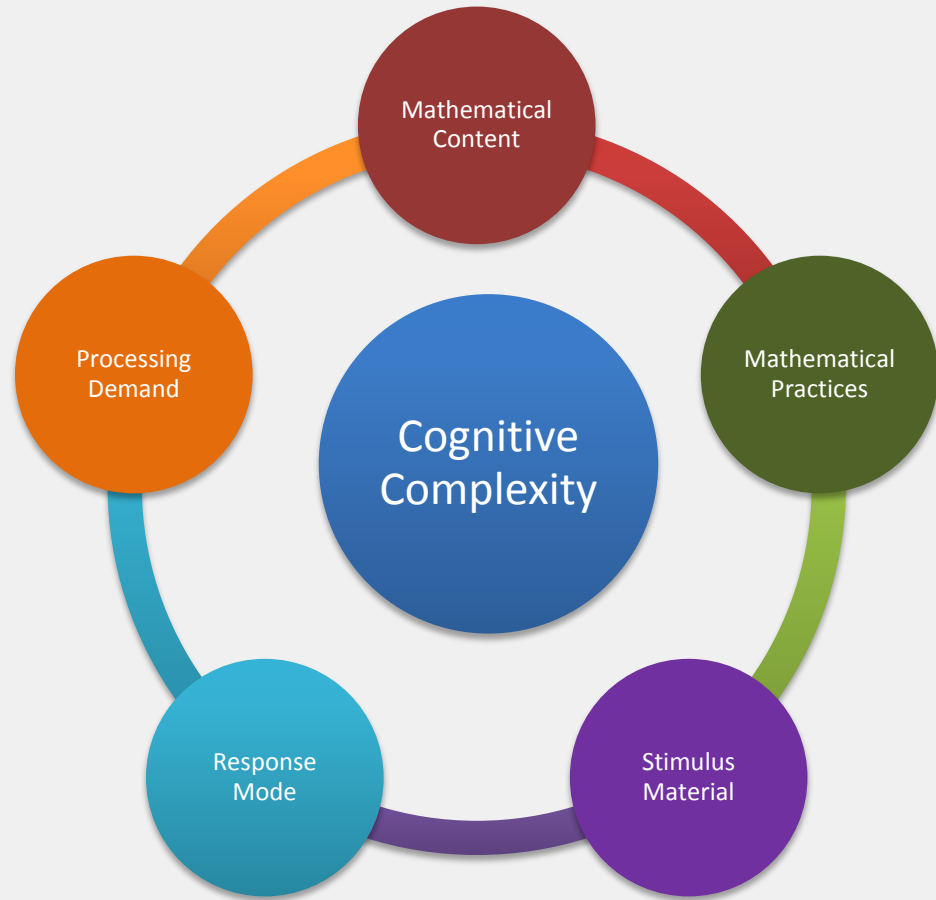
Sub-Claim D: Students solve real world problems engaging particularly in the **modeling practice**

Sub-Claim E: Student **demonstrate fluency** in areas set forth in the Standards for Content in grades 3-6



Factors Determining Performance Levels (Cognitive Complexity)

1. Mathematical Content
2. Mathematical Practices
3. Stimulus Material
4. Response Mode
5. Processing Demand



For further reading on the PARCC Cognitive Complexity Framework see, “ **Proposed Sources of Cognitive Complexity in PARCC Items and Tasks: Mathematics** ” Aug. 31, 2012

Looking at the PLDs: Mathematics

This row provides the sub-claim being viewed

This row provides the level being described

This row gives the Conceptual Concept the PLD is based on

	Math III: Sub-Claim A			
	The student solves problems involving the Major Content for the grade/course with connections to the Standards for Mathematical Practice.			
	Level 5: Distinguished Command	Level 4: Strong Command	Level 3: Moderate Command	Level 2: Partial Command
Equivalent Expressions A-SSE.2-3 A-SSE.2-6	Uses the structure of polynomial, exponential and rational expressions to create equivalent expressions in solving mathematical problems with three or more steps required.	Uses the structure of polynomial, exponential and rational expressions to create equivalent expressions that aid in solving mathematical problems with two steps required.	Uses the structure of polynomial, exponential and rational expressions to create equivalent expressions.	Uses the structure of polynomial and exponential expressions to create equivalent expressions.
Interpreting Functions A-APR.2 A-APR.3-1 F-IF.4-5	Uses mathematical properties and relationships to reveal key features of polynomial, rational, trigonometric and logarithmic functions to sketch graphs and identify characteristics of the relationship between two quantities. Identifies how changing the parameters of the function impacts key features of the graph. Identifies zeros and sketches graphs of quadratics and cubics, applying the remainder theorem where appropriate.	Uses mathematical properties and relationships to reveal key features of polynomial, rational, trigonometric and logarithmic functions to sketch graphs and identify characteristics of the relationship between two quantities. Identifies zeros and sketches graphs of quadratics and cubics, applying the remainder theorem where appropriate.	Interprets key features of graphs and tables , and uses mathematical properties and relationships to reveal key features of polynomial and rational functions to sketch graphs. Identifies zeros and sketches graphs of easily factorable quadratics and cubics.	Uses provided mathematical properties and relationships to reveal key features of polynomial functions to sketch graphs. Identifies zeros of easily factorable quadratics and cubics.

Mathematics Evidence Table



Grade 3 EOY

Per the PARCC Calculator Policy, PARCC mathematics assessments for Grades 3 – 5 will not allow for calculator usage.

Evidence Statement Key	Evidence Statement Text	Clarifications	MP
3.OA.1	Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i>	<p>i) Tasks involve interpreting products in terms of equal groups, arrays, area, and/or measurement quantities. See CCSS Table 2, p. 89</p> <p>ii) Tasks do not require students to interpret products in terms of repeated addition, skip-counting, or jumps on the number line.</p> <p>iii) The italicized example refers to describing a context. But describing a context is not the only way to meet the standard. For example, another way to meet the standard would be to identify contexts in which a total can be expressed as a specified product.</p>	4, 2
3.OA.2	Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</i>	<p>i) Tasks involve interpreting quotients in terms of equal groups, arrays, area, and/or measurement quantities. See CCSS Table 2, p. 89.</p> <p>ii) Tasks do not require students to interpret quotients in terms of repeated subtraction, skip-counting, or jumps on the number line.</p> <p>iii) The italicized example refers to describing a context. But describing a context is not the only way to meet the standard. For example, another way to meet the standard would be to identify contexts in which a number of objects can be expressed as a specified quotient.</p> <p>iv) 50% of tasks require interpreting quotients as a number of objects in each share. 50% of tasks require interpreting quotients as a number of equal shares.</p>	4, 2

Assessment Types: Math

Performance Based Assessment

Type 2: Tasks Assessing Expressing Mathematical Reasoning
Machine scorable and hand scored items. These items ask for written arguments/justifications, critique of reasoning or precision in mathematical statements and will generate evidence for measuring mathematical reasoning and connections to content.

Type 3: Tasks Assessing Modeling/Applications
Machine scorable and hand scored items. These tasks will demonstrate mastery of mathematical modeling and application with connections to content. These will be set within a real-world context or scenario

End of Year and Performance Based Assessment

Type 1: Tasks Assessing Concepts, Skills and Procedures
Machine scorable and include a balance of items that deal with conceptual understanding, fluency and application. The items will generate evidence for measuring major, additional and supporting content with connections to the CCSS-MP's

A local mini-golf course charges \$5 per person to play a round of golf, and the course sells 120 rounds of golf per week. The manager of the course studied the effect of raising the price to increase revenue and found the following data.

The table shows the price, number of rounds of golf, and weekly revenue for different numbers of \$0.25 increases in price.

Number of \$0.25 price increases, n	0	1	2	3	4
Price of a round of golf, $p(n)$	\$5.00	\$5.25	\$5.50	\$5.75	\$6.00
Number of rounds of golf sold, $s(n)$	120	117	114	111	108
Weekly revenue, $r(n)$	\$600	\$614.25	\$627	\$638.25	\$648

Part A

Based on the data, write a linear function to model the price of one round of golf, $p(n)$, in terms of n , the number of \$0.25 increases.

Based on the data, write a linear function to model the number of rounds of golf sold in a week, $s(n)$, in terms of n , the number of \$0.25 increases.

Cut Paste Undo Redo

Part B

Based on the data, write a quadratic function for the weekly revenue in a week, $r(n)$, in terms of n , the number of \$0.25 increases.

Use your quadratic function to determine the weekly revenue in a week when tickets cost \$6.25.

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Part C

The maximum possible weekly revenue is what percent greater than the weekly revenue with no price increases? Justify your answer graphically or algebraically.

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Mathematics

Sample Item:

Algebra 1/ Math 2



An art teacher will tile a section of the wall with painted tiles made by students in three art classes.

- Class A made 18 tiles.
- Class B made 14 tiles.
- Class C made 16 tiles.

Part A

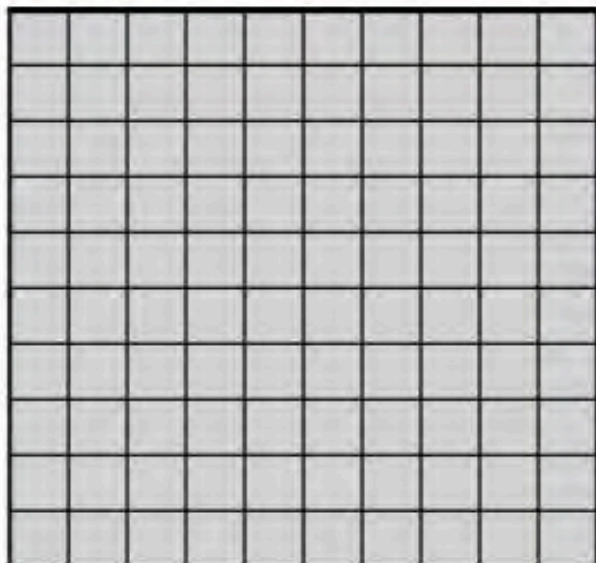
What is the total number of tiles that are to be used?

tiles

Part B

The grid shows how much wall space the art teacher can use. Use the grid to create a rectangular array showing how the art teacher might arrange the tiles on the wall.

Select the boxes to shade them. Each tile should be shown by one shaded box.



Grade 3 Mathematics

Grade 3 Mathematics

Part C

Andy created a rectangular array showing how he would place 56 small tiles on the wall. He placed 7 tiles in each row. He wrote a multiplication equation using R to stand for the number of rows he used.

Write an equation using R that Andy could have written.

Cut

PARCC Supports and Tools

Performance Level Descriptors

Performance level descriptors (PLDs) indicate the knowledge, skills and practices that students should be able to demonstrate at each performance level, in each content area (ELA/literacy and mathematics), at each grade.

<http://www.parcconline.org/ela-plds> <http://www.parcconline.org/math-plds>

Test Blueprints

Blueprints are a series of documents that together describe the content and structure of an assessment. These documents define the total number of tasks and/or items for any given assessment component, the standards measured, the item types, and the point values for each.

<http://www.parcconline.org/assessment-blueprints-test-specs>

Evidence Tables

Evidence statement tables and evidence statements describe the knowledge and skills that an assessment item or a task elicits from students. These are aligned directly to the Common Core State Standards, and highlight their advances especially around the coherent nature of the standards.

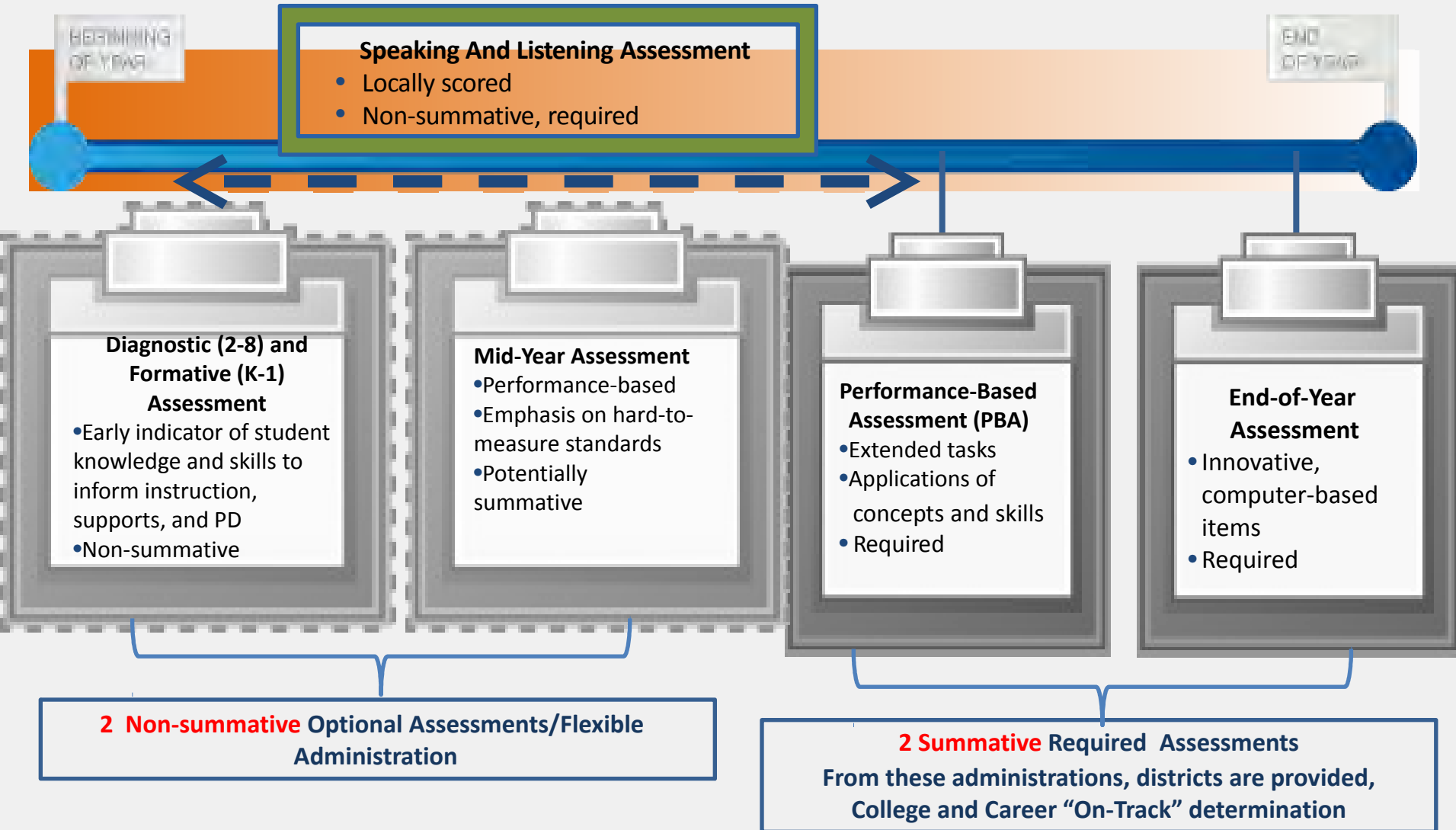
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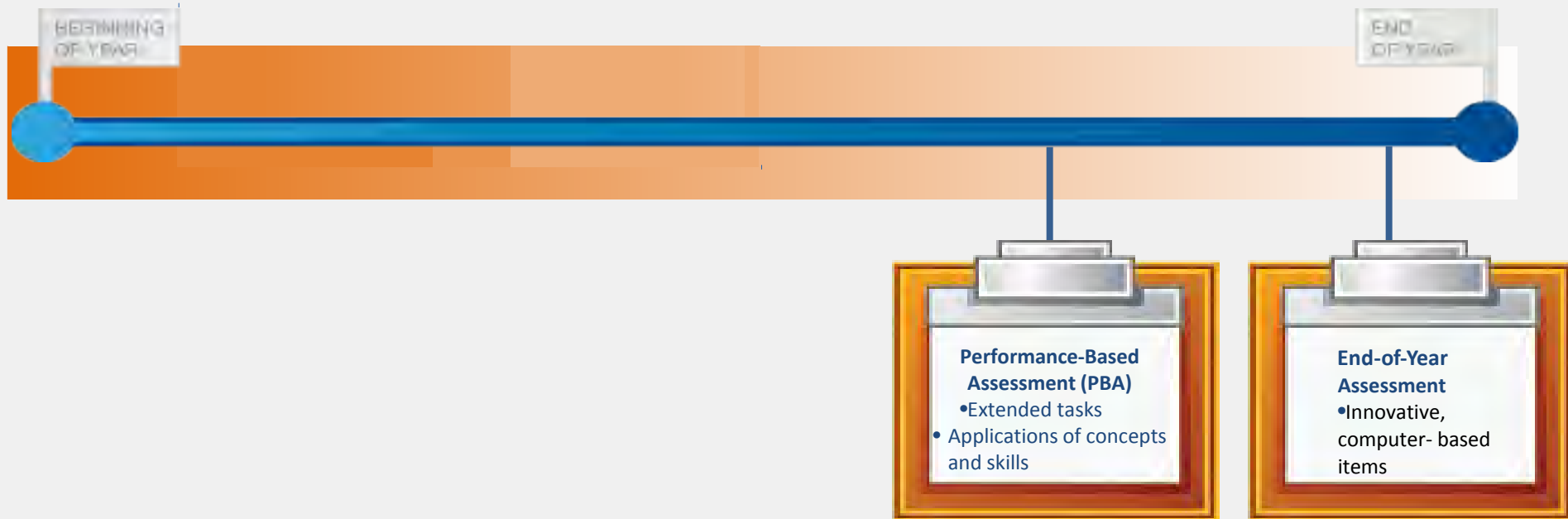
Types and Timing for PARCC Assessments

Assessment Overview

English Language Arts/Literacy and Mathematics, Grades **K-11**



Summative Assessment Required Components



FIELD TEST: Spring 2014

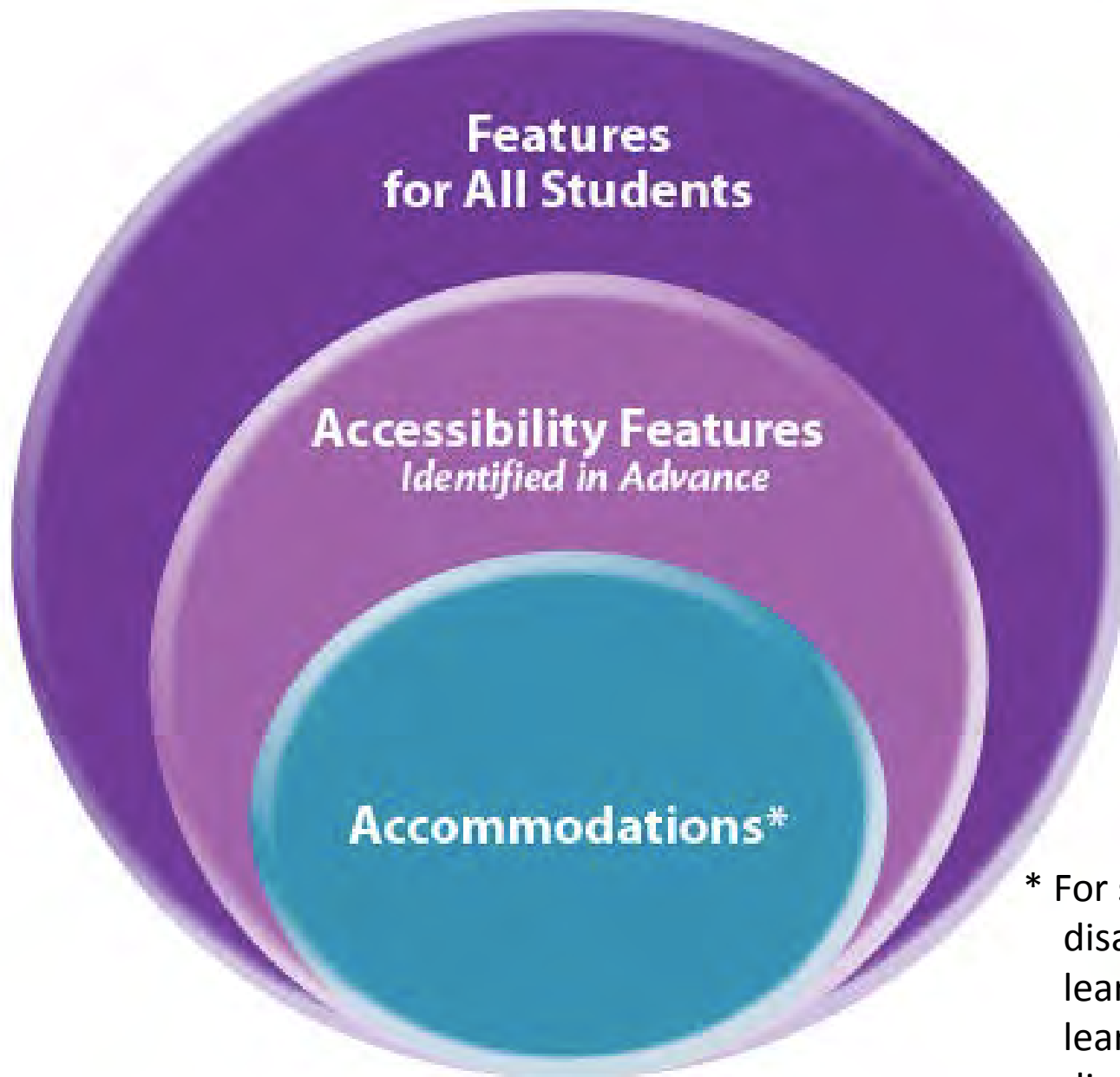
PBA window: March 24th to April 11th

EOY window: May 5th to June 6th

School/District START DATE	Spring Regular Administration of Computer-Based Testing *Paper/Pencil administration should occur during the first two weeks of each designated testing window	
On or before Sept. 1	PBA	March 9, 2015 to April 3, 2015
After Sept. 1		March 16, 2015 to April 10, 2015
On or before Sept. 1	EOY	April 27, 2015 to May 22, 2015
After Sept. 1		May 4, 2015 to May 29, 2015

Accessibility features

PARCC Accessibility System



* For students with disabilities, English learners, and English learners with disabilities

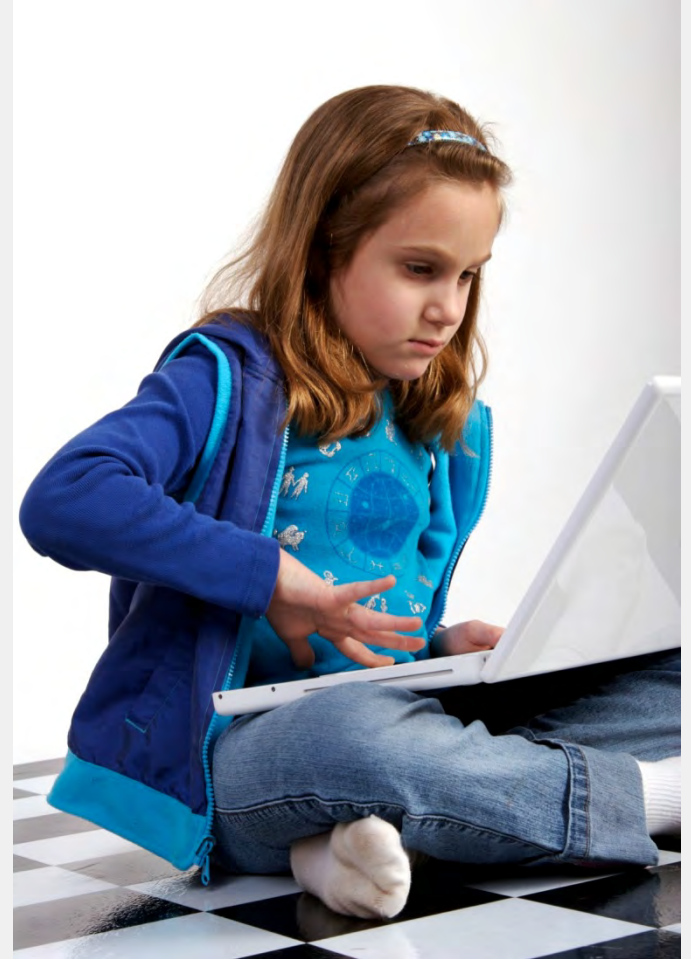
Accessibility Features for All Students



- Tool, support, scaffold, or preference activated by **any student**
- Universal Design features
- Onscreen, in a toolbar or a menu

Accessibility Features – Turned On in Advance

- Small number of students requiring additional accessibility
- The types of accessibility features are identified in advance through an individual plan



Administrative Considerations for All Students



- Use of testing spaces other than regular classrooms
- Testing session varied
- Small groups
- Frequent breaks
- Adaptive seating

Accommodations



Presentation Accommodations

- Alter the method or format of the test administration



Response Accommodations

- Allow use of alternative methods to provide answers to test items



Timing and Scheduling Accommodations

- Extended time
- Changes in test administration



Unique/Emergency Accommodations

- Unique situations
- Emergency situations
- Small number of students



Accommodations for English Learners





Accommodations for English Learners

- Recommended accommodations will be provided based on individual student's level of English proficiency
 - General administration directions clarified in student's native language
 - Word-to-word dictionary or electronic translator (English/Native language)

Technology, Supports and Tools



PARCC Tech Readiness



Technology Guidelines for
PARCC

PARCC System Check Tool for
TestNav

School Readiness Planning

PARCC Technology Guidelines

Minimum Specifications

Defines the oldest operating systems and lowest device specifications that can reliably deliver PARCC assessments. (keep vs. replace)

Recommended Specifications

Defines the operating systems and device configurations that represent current technology best practices for instruction and assessment. (new purchases)

Technology Guidelines for PARCC



TECHNOLOGY GUIDELINES FOR PARCC ASSESSMENTS

VERSION 3.0 – September 2013 Update

Updates and additional information are available at: <http://www.parcconline.org/technology>

The Partnership for Assessment of Readiness for College and Careers (PARCC) has assembled these technology guidelines to inform schools and districts as they make technology decisions to best meet the instructional and assessment needs of their students. The information in this document is intended to help schools, districts, and states determine the level of readiness of their existing computer inventories and the new instructional hardware they may purchase as they implement the Common Core States Standards, and also evaluate whether they will meet PARCC's 2014-15 minimum requirements for computer-based assessment administration.

PLEASE NOTE: Technology Guidelines for PARCC Assessments Version 3.0 updates, and therefore supersedes, the Version 2.1 document previously released in February 2013.

Updates in Version 3.0 include:

- Information Regarding Minimum Technology Specifications for the PARCC Field Test
- Updated Bandwidth Specifications
- Browser Specifications for the PARCC Field Test and 2014-2015 operational assessments



Technology Guidelines for PARCC

- Four areas for consideration
 - Bandwidth
 - Security
 - Web Browsers
 - Device Specifications



Recommended Guidelines

Minimum guidelines for New Hardware Purchases			
Hardware	Operating System	Networking	Device Types
<ul style="list-style-type: none">• 1 GHz or faster• 1 GB RAM or greater memory• 9.5 inch or larger screen size• 1024 x 768 or better screen resolution	<ul style="list-style-type: none">• Windows 7• Mac 10.7• Linux (Ubuntu 11.10, Fedora 16)• Chrome OS• Apple iOS• Android 4.0	<ul style="list-style-type: none">• Wired or wireless Internet connection	<ul style="list-style-type: none">• Desktops, laptops, netbooks, thin client, and tablets that meet the hardware operating system and networking specifications

PARCC Technology Platform

- PEARSON's TestNav platform has been selected for the Field Test (Spring 2014) and first operational assessment in 2014-15.
- TestNav will provide a Proctor Caching solution that will allow for test downloads to individual computers for testing and then upload when testing is completed reducing the amount of bandwidth needed during test administration.

PARCC System Check Tool

PARCC System Check Tool for TestNav (Released November 2013)

The PARCC System Check Tool for TestNav was designed to help district and school technology personnel begin to assess their overall technology readiness for computer-based testing. This tool includes two tabs, the first addresses computer readiness and the second looks at network infrastructure readiness. The functions of each tab are detailed below.

1. The “Check Your System” tab- Includes tools to validate whether system requirements are met on each testing workstations and to verify whether TestNav can display and run on the workstation.
2. The “Testing Capacity” tab - Includes bandwidth testing for Internet and Proctor Caching connections and provides volume estimates for capacity planning.

Detailed device requirements can be found [here](#).

School Readiness Planning

PARCC Capacity Planning Tool

Assessment Administration Guidance

User's Guide for PARCC Administration







Illinois State Board of Education

Educator Leader Cadre Panel Members

North Region

Fred Schlessinger	Kay Dugan	Betsy Wycislak
Sue Luzzi	Gene Olsen	Robin Kasper

Central Region

Christy Hild	Jean Korder	Kathy Felt
Tim Farquer	Ann Banks	

South Region

Greg Hobbs	Judi Herzog	Sharon Harms
Dorland Norris	Annice Brave	Marchelle Kassebaum



Illinois State Board of Education

Panel questions

From a central office perspective, what has been most helpful for your district in the implementation of CCSS?

From a classroom perspective, what are the concerns you have heard from fellow educators relating to CCSS implementation/PARCC?

What additional information do you believe educators need regarding PARCC?

From your personal perspective, what has been the most difficult shift with CCSS implementation?

What advice would you provide to those who are working with districts to implement the CCSS?

What advice would you provide to those who are working with districts to get ready to administer PARCC?