



# Illinois State Board of Education



## *A New Vision of Assessment:*

*Texts Worth Reading, Problems Worth Solving, Tests Worth Taking*

## Overview

Presented by:

Mary O'Brian, Director of Assessment



# Session Objectives:

## Understand...

- Shifts in ELA and Mathematics contained in New Illinois Learning Standards Incorporating the Common Core
- Claims for knowledge and skills made by PARCC
- Experience sample items on the technology platform
- Accessibility and Accommodations available for PARCC
- Technology requirements for PARCC



# 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*

# Assessment Overview

## **Diagnostic (2-8) and Formative (K-1) Assessment**

- Early indicator of student knowledge and Non-summative

## **Mid-Year Assessment**

- Performance-based
- Emphasis on hard-to-measure standards
- Potentially summative

## **Performance-Based Assessment (PBA)**

- Extended tasks
- Applications of concepts and skills
- Required

## **End-of-Year Assessment**

- Innovative, computer-based items
- Required

**2 Non-summative** Optional Assessments/Flexible Administration

**2 Summative** Required Assessments  
From these administrations, districts are provided, "College and Career" or "On-Track" determination

## **Speaking And Listening Assessment**

- Locally scored
- Non-summative, required



**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**

**After Sept. 1**

**On or before Sept. 1**

**After Sept. 1**

PBA

EOY

March 9, 2015 to April 3, 2015

March 16, 2015 to April 10, 2015

April 27, 2015 to May 22, 2015

May 4, 2015 to May 29, 2015



# 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.



# 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







# Sample Items on the Technology Platform

- Sample Items







## Illinois State Board of Education

# ELA/Literacy Performance-based Assessment Item Set

- Students read extended literature text
- Students respond to 1 item measuring reading sub-claim for vocabulary
- Students respond to 2 Evidence-Based Selected Response (EBSR) or Technology-Enhanced (TECR) items
- Students read 1 additional literature text
- Students respond to 1 item measuring reading sub-claim for vocabulary
- Students respond to 2 EBSR or TECR items
- Students respond to 1 Prose Constructed Response (PCR)



# Illinois State Board of Education

## ELA/Literacy End-of-Year Test Set

- 4 EBSR/TECR items tied to 1 short/medium literary text
- 6 EBSR/TECR items tied to 1 medium/long length literary text
- 5 EBSR/TECR items tied to 1 short/medium length informational text
- 5 EBSR/TECR items tied to 1 short/medium informational text
- 6 EBSR/TECR items tied to 1 medium/long information text
  - 1 informational text is literary nonfiction
  - 1 informational text is history/social science OR science/technical
  - 1 informational text is any one of the above

# 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.



# 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





# Sample Items on the Technology Platform



- [Sample Items](#)



# Illinois State Board of Education

## Mathematics Performance-based Assessment and End-of-Year Assessment

PARCC Sub-claim	Percentage of Items on High School Assessments	Task Types
A: Solve problems with major content	~40%	<ul style="list-style-type: none"><li>• Balance of conceptual understanding, fluency, and application</li><li>• Can involve any or all mathematical practice standards</li></ul>
B: Solve problems with additional and supporting content	~23%	<ul style="list-style-type: none"><li>• Balance of conceptual understanding, fluency, and application</li><li>• Can involve any or all mathematical practice standards</li></ul>
C: Express mathematical reasoning	~14%	<ul style="list-style-type: none"><li>• Each task calls for written arguments / justifications, critique of reasoning, or precision in mathematical statements</li><li>• Can involve other mathematical practice standards</li></ul>
D: Solve real-world problems engaging in modeling	~18%	<ul style="list-style-type: none"><li>• Each task calls for modeling/application in a real-world context or scenario</li><li>• Can involve other mathematical practice standards</li></ul>

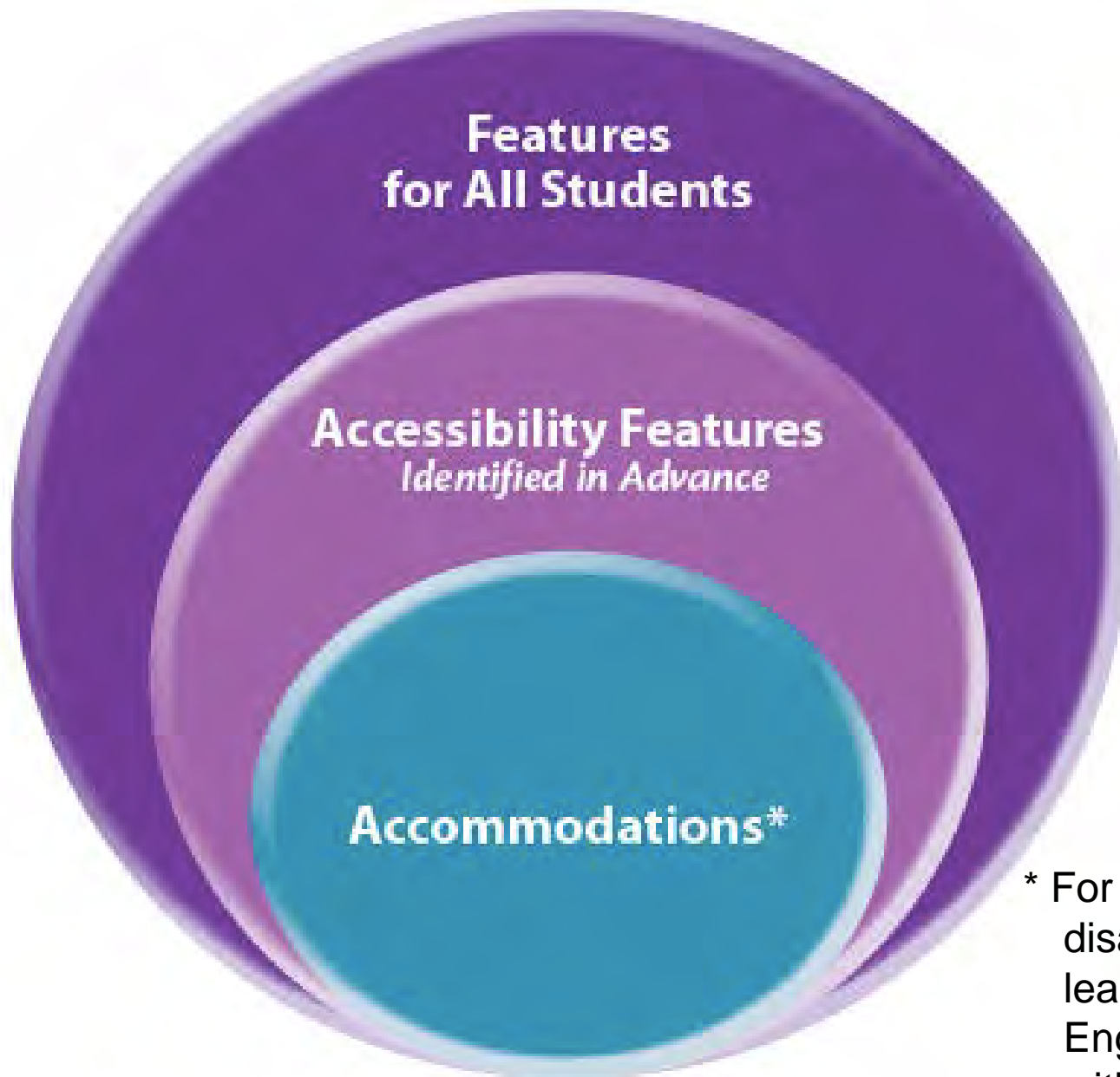


# Mathematics Performance-based Assessment and End-of-Year Assessment

PARCC Sub-claim	Percentage of Items on 3-8 assessments	Task Types
A: Solve problems with major content	~45%	<ul style="list-style-type: none"><li>• Balance of conceptual understanding, fluency, and application</li><li>• Can involve any or all mathematical practice standards</li></ul>
B: Solve problems with additional and supporting content	~17%	<ul style="list-style-type: none"><li>• Balance of conceptual understanding, fluency, and application</li><li>• Can involve any or all mathematical practice standards</li></ul>
C: Express mathematical reasoning	~17%	<ul style="list-style-type: none"><li>• Each task calls for written arguments / justifications, critique of reasoning, or precision in mathematical statements</li><li>• Can involve other mathematical practice standards</li></ul>
D: Solve real-world problems engaging in modeling	~14%	<ul style="list-style-type: none"><li>• Each task calls for modeling/application in a real-world context or scenario</li><li>• Can involve other mathematical practice standards</li></ul>
E: Fluency	~10%	<ul style="list-style-type: none"><li>• Balance of conceptual understanding, fluency, and application</li></ul>




# 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





# 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/Scheduling Accommodations**

- Extended time
- Changes in test administration





# Accommodations for English Learners

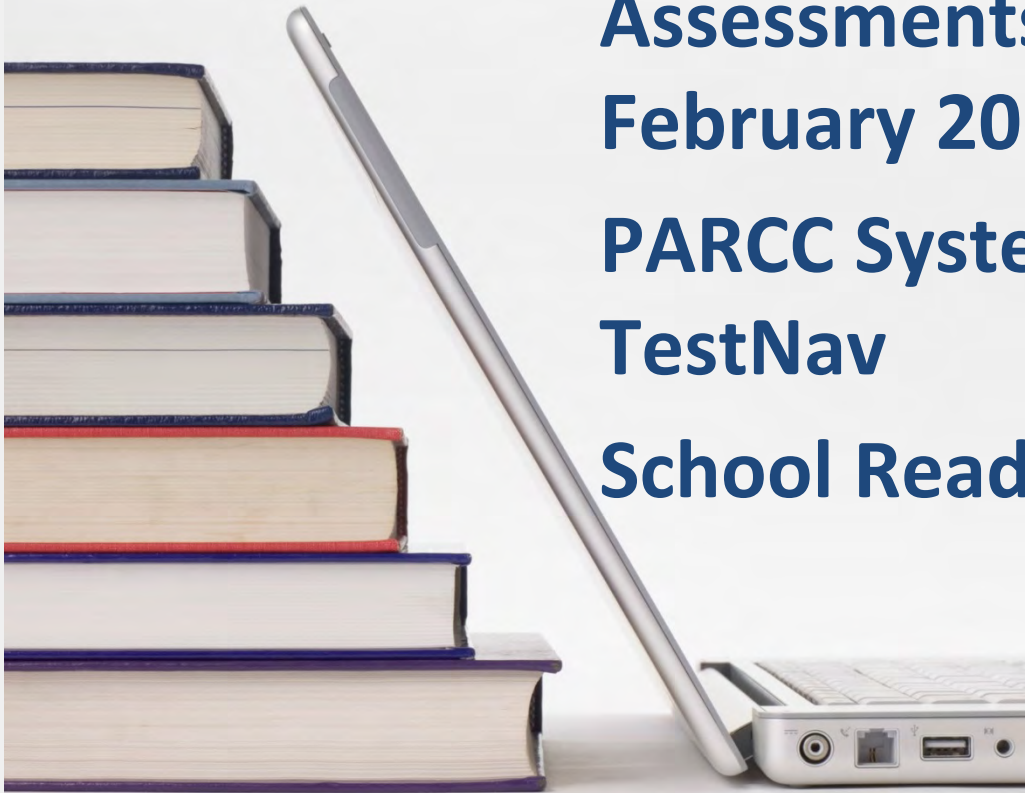


# PARCC Tech Readiness

**Technology Guidelines for PARCC  
Assessments Version 4.0 –  
February 2014**

**PARCC System Check Tool for  
TestNav**

**School Readiness Planning**



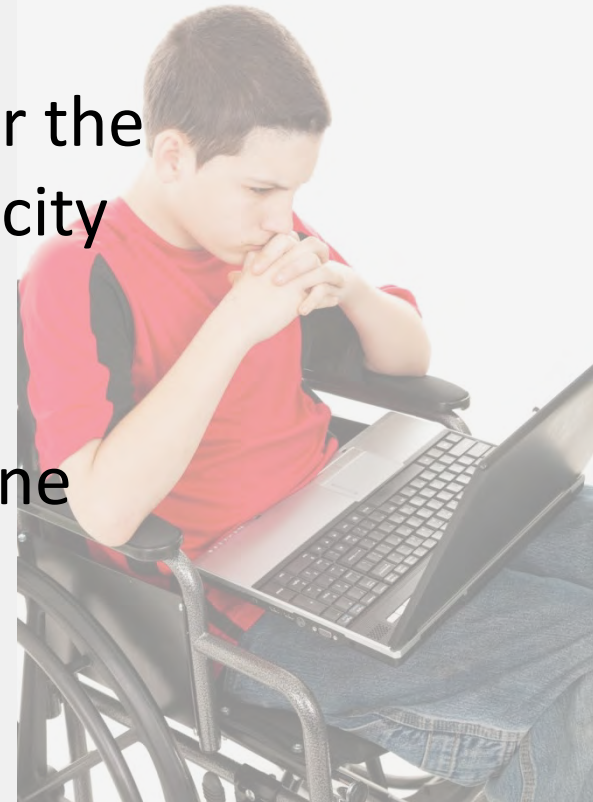




# Illinois State Board of Education

## PARCC System Check Tool for TestNav

The System Check Tool allows schools/districts to validate that their testing workstations meet the minimum requirements needed to run TestNav for the Field Test and evaluate bandwidth capacity for internet and Proctor Caching connections. An updated tool will be available by August 2014 for the Year One Operational Assessment.





# Illinois State Board of Education

## School Readiness Planning

- Updated PARCC Capacity Planning Tool (February 2014)
- Designed to assist district and school leaders in identifying gaps in assessment administration capacity

### Partnership for Assessment of Readiness for College and Careers (PARCC)

#### Assessment Capacity Planning Tool

Release Version 1: February 27, 2014

**PLEASE NOTE:** This document is for planning purposes only, to provide estimated values of high level assessment capacity calculations. The estimated specifications and other assumptions used in this tool are subject to change. Please refer to the Assumptions Tab and the Users' Guide to the Assessment Administration Capacity Planning Tool for more information and assistance in using and interpreting the Planning Tool.

Yellow Indicates input fields to be completed by school

Grey Indicates background data values and/or interim calculations

Green Indicates calculated capacity planning data

### ENTER YOUR SCHOOL DATA

#### STUDENTS

Enter Student Population Estimates for the 2014-2015 School Year:

Grade	Total population
3	
4	
5	
6	
7	
8	
9	
10	





# Illinois State Board of Education

## Resources

### **Sample Items**

<http://practice.parcc.testnav.com/#>

### **Evidence Tables**

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

### **PARCC website**

<http://www.parconline.org/>

### **ISBE PARCC website**

<http://www.isbe.state.il.us/assessment/parcc.htm>

### **ISBE New Standards website**

[http://www.isbe.state.il.us/common\\_core/pls/default.htm](http://www.isbe.state.il.us/common_core/pls/default.htm)

### **Technology Specifications**

<http://www.parconline.org/technology>