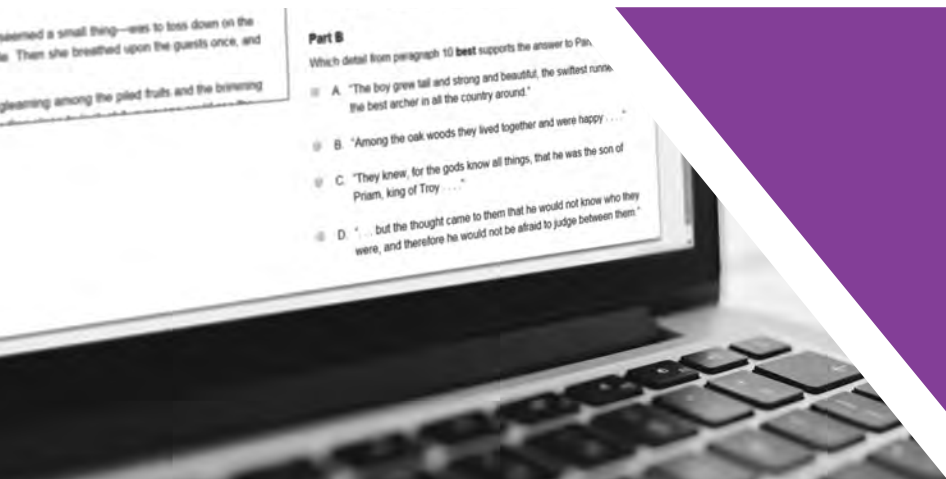


Spring 2016



District/School Performance Level Summary Report, District/School Evidence Statement Analysis Report, AND School Content Standards Roster Interpretation Guide

Table of Contents

1.0 General Information for Educators	1
1.1 Background.....	1
1.2 PARCC Assessment	1
1.3 Confidentiality of Reporting Results	1
1.4 Purpose of this Guide	1
1.5 Accessing the Reports	1
2.0 Understanding the PARCC District and School Performance Level Summary Report.....	1
2.1 General Overview	1
2.2 Description of PARCC Performance Level Summary Report	1
2.2.1 Sample School Performance Level Summary Report	2
3.0 Understanding the PARCC District and School Evidence Statement Analysis Report.....	3
3.1 General Overview	3
3.2 Description of PARCC District and School Evidence Statement Analysis Report	3
3.2.1 PARCC District and School Evidence Statement Analysis Report - Page 1.....	3
3.2.2 PARCC District and School Evidence Statement Analysis Report - Page 2.....	6
4.0 Understanding the PARCC Content Standards Roster Report	7
4.1 General Overview	7
4.2 Description of PARCC Content Standards Roster Report	7

1.0 General Information for Educators

1.1 Background

During the Spring 2016 administration, additional reports were created to report more in-depth analysis of items as they relate to both the alignment to PARCC Evidence Statements and the Common Core State Standards.

1.2 PARCC Assessment

The reports referred to in this document are based on the PARCC Assessment Spring 2016 Administration for the operational items taken.

1.3 Confidentiality of Reporting Results

The reports covered in this guide are for use at a state, district, and school level and are not intended for public distribution.

1.4 Purpose of this Guide

This guide provides information to assist in the interpretation of the District and School Performance Level Summary report, the District and School Evidence Statement report, and the School Content Standards Roster report. Sample reports included in this guide are for illustration purposes only. They are provided to show the basic layout of the reports and the information they provide. Sample reports do not include live data from the Spring 2016 Administration.

The specific use of this information as it pertains to curriculum is at the discretion of the organization.

1.5 Accessing the Reports

The Performance Level Summary, Evidence Statement, and Content Standards Roster reports can be accessed through PearsonAccess^{next} Published Reports. Once signed into PearsonAccess^{next}, you must be in the 2015-2016 PARCC Op Spring 2016 administration. Under the "Reports" drop down, choose "Published Reports". It is helpful to type "Performance," "Evidence," or "Content" under the "Find Reports" search to filter for these reports.

2.0 Understanding the PARCC District and School Performance Level Summary Report

2.1 General Overview

The Performance Level Summary reports are provided at a State, District and School Level. This report breaks out the performance aggregations into subcategory levels.

2.2 Description of PARCC Performance Level Summary Report

A. Identification Information

The report identifies the district or school name.

B. Content Area and Grade Level/Course

The content area of the report, the grade level/course of the assessment, as well as the administration year are identified.

C. Demographic and Program Categories and Subgroups

Demographic and program categories with subgroups are listed on the left side of the table. Results for students for whom no demographic or program information was coded are included in the "not indicated" subgroup.

D. Number of Valid Scores

The number of valid scores does not include students with no score.

E. Average Scale Score

The average scale score is displayed for the state and district as well as each demographic or program subgroup. On school level reports, the average scale score for the school is also included. The average does not include students with no scores.

F. Performance Level Results

The number and percentage of students who performed at the Did Not Yet Meet Expectations, Partially Met Expectations, Approached Expectations, Met Expectations, and Exceeded Expectations, as well as aggregated to Met or Exceeded Expectations performance levels, are displayed for each demographic or program subgroup.

2.2.1 Sample School Performance Level Summary Report



SCHOOL PERFORMANCE LEVEL SUMMARY

Grade 7

CONFIDENTIAL - CONFIDENTIAL ITEM

A SCHOOL NAME
DISTRICT NAME
STATE

B MATHEMATICS

Grade 7 Assessment, Spring 2016

Purpose: This report describes group achievement in terms of performance levels and average scale scores.

Purpose: This report describes group and element a. Items of performance level and average scale scores.	D Number of Valid Scores	E Average Scale Score	Performance Levels										≥ Level 4 Met or Exceeded Expectation	
			Level 1 Did Not Yet Meet Expectation		Level 2 Partially Met Expectation		Level 3 Approached Expectation		Level 4 Met Expectation		Level 5 Exceeded Expectation			
			#	%	#	%	#	%	#	%	#	%	#	%
Cross-State	9,999,999	999	9,999,999	99.9%	9,999,999	99.9%	9,999,999	99.9%	9,999,999	99.9%	9,999,999	99.9%	9,999,999	99.9%
State	999,999	999	999,999	99.9%	999,999	99.9%	999,999	99.9%	999,999	99.9%	999,999	99.9%	999,999	99.9%
District	999,999	999	999,999	99.9%	999,999	99.9%	999,999	99.9%	999,999	99.9%	999,999	99.9%	999,999	99.9%
School	999,999	999	999,999	99.9%	999,999	99.9%	999,999	99.9%	999,999	99.9%	999,999	99.9%	999,999	99.9%
Gender														
Female	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Male	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Ethnicity/Race														
Hispanic or Latino	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
American Indian or Alaska Native	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Asian	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Black or African American	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Native Hawaiian or Other Pacific Islander	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
White	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Two or more races	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Not indicated	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Economic Disadvantage														
No	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Yes	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Students with Disabilities														
IEP - Yes	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
IEP - No	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
SDA	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Migrant														
No	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Yes	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%

3.0 Understanding the PARCC District and School Evidence Statement Analysis Report

3.1 General Overview

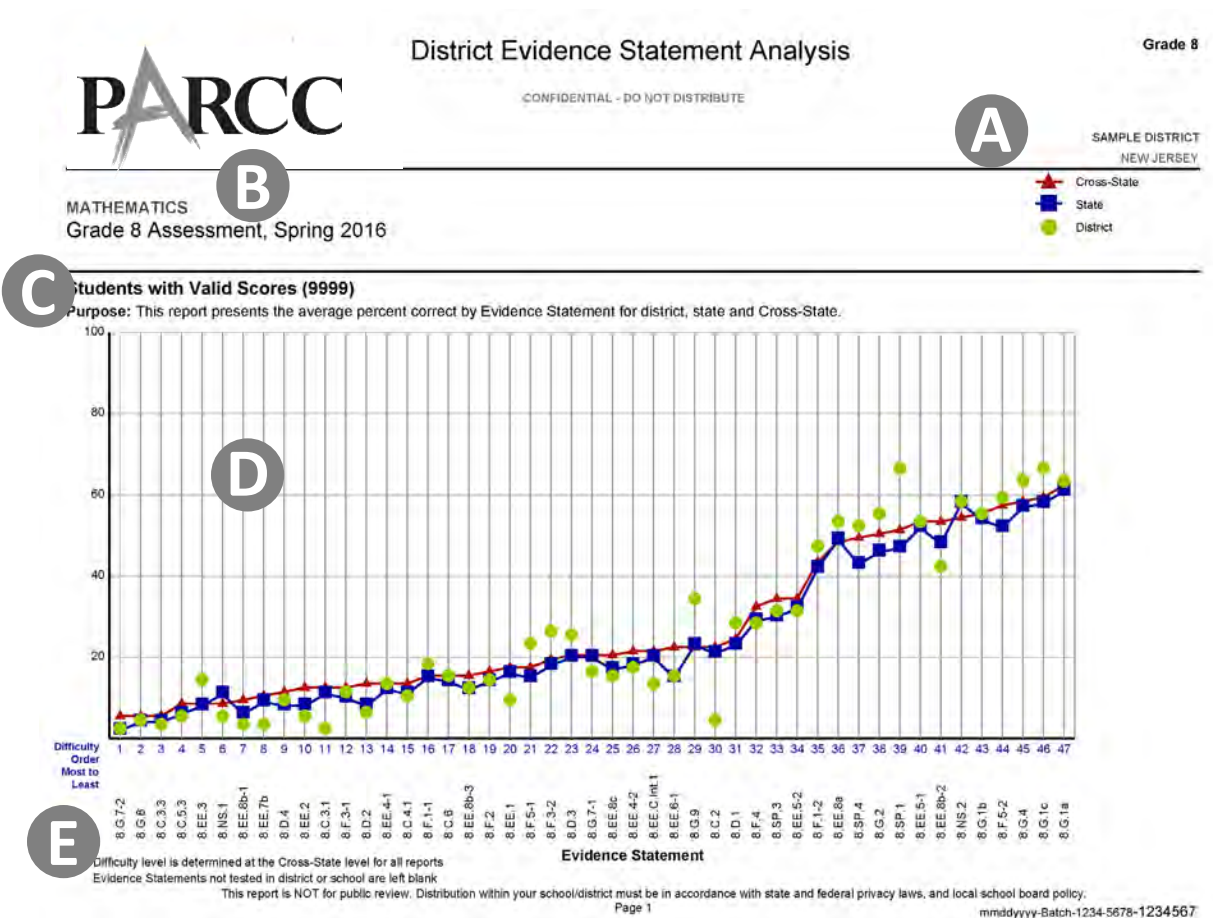
The PARCC District and School Evidence Statement Analysis Report are two-page reports which analyze the performance of the PARCC Evidence Statements at a state, district and school level for each operational item on the Spring 2016 PARCC Assessment. Information is reported for each grade level/course and content area.

3.2 Description of PARCC District and School Evidence Statement Analysis Report

3.2.1 PARCC District and School Evidence Statement Analysis Report – Page 1

Page 1 of the Evidence Statement Analysis Report shows the performance by evidence statement in graph form.

The first report below shows an example of a Mathematics report at a district level. The second is an ELA/Literacy report at a school level.



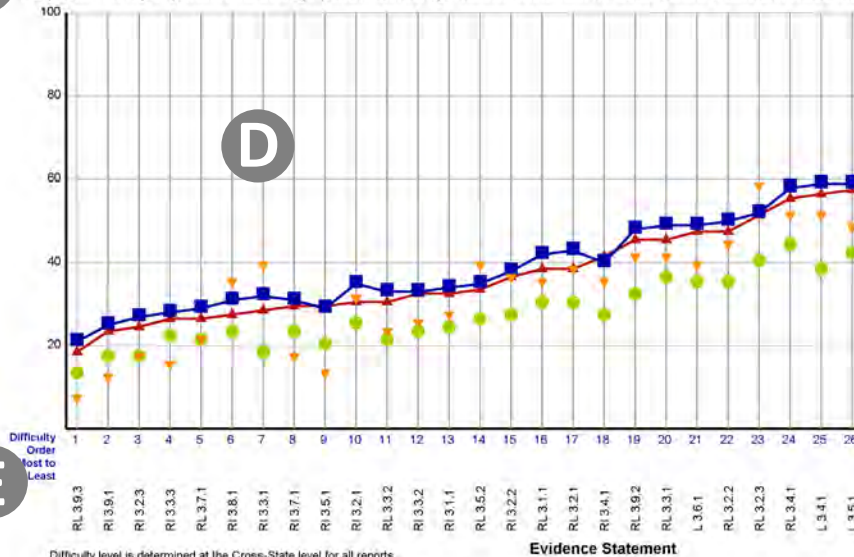
ENGLISH LANGUAGE ARTS / LITERACY
Grade 3 Assessment, Spring 2016

B

C

Students with Valid Scores (105)

Purpose: This report presents the average percent correct by Evidence Statement for school, district, state and Cross-State.



E

Difficulty level is determined at the Cross-State level for all reports.
Evidence Statements not tested in district or school are left blank.

This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

Page 1

08232016-Sp-Z9999999-10-1010-0000000

A. District and School Information

Reports are provided at a district level as well as for each school associated with that district for the district and school listed on the report.

B. Description of Report

The description of the content area (English Language Arts/Literacy or Mathematics) assessed, grade level/course assessed, and assessment year is located in this area.

C. Students with Valid Scores

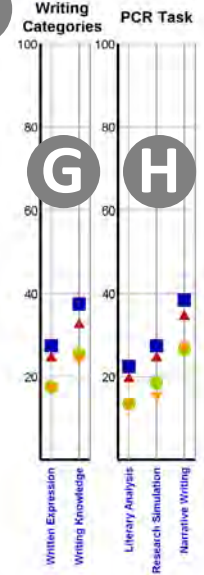
The report presents the average percent correct by evidence statement for students who have PARCC reportable Summative Scale Scores in the Spring 2016 administration. Reportable scores are those records that have met attemptedness, are non-voided records, and are without suppression codes that have excluded them from aggregations.

D. Graph

The average percent correct by each item, combined at an evidence statement level is represented on the chart at a Cross-state* level, state level, district level, and for the school report, at a school level. A legend is provided to show which lines represent each level shown. Cross-state and State symbols are connected with a solid line. District and school symbols are not connected. District and school symbols are not connected because, depending on the form assignment selection taken at the school and district, all evidence statements may not be represented. If an evidence statement is not represented at a school or district level, there will not be a symbol on the chart for that evidence statement listed. If a symbol is on the chart at zero percent, this indicates that evidence statement group had 0% achieved out of the maximum points possible for that school or district.

*Cross-State is defined as the aggregation of all states in the consortium.

F



E. Evidence Statement and Difficulty Order

Items on the PARCC assessment are written to PARCC Evidence Statements, which are based on the Common Core State Standards. Each operational item on the assessment is combined into an evidence statement group. ELA/L items may be aligned to more than one evidence statement. These items are aligned on the report in every evidence statement group that applies to that item. This means one item could be represented on the report multiple times depending on its alignment. Each evidence statement group on page 1 of this report contains one item or multiple items at the Cross-State level.

The evidence statements are placed in order on the graph from most to least difficult. This difficulty order is determined by the performance level of items based on the Cross-State level.

Evidence statements where the Cross-State average points achieved versus the maximum points possible was lower are considered the more difficult categories.

F. Writing Tasks

This section charts information related to the performance of the writing tasks that are included on the PARCC assessment.

G. Written Expression and Writing Knowledge

Written Expression includes the development of ideas, organization, and clarity of language that the student demonstrates in the written response.

Writing Knowledge assesses the student's command of the conventions of standard English, including grammar and usage.

H. Prose Constructive Response (PCR)

This section breaks down the writing tasks by the three types of PCR items included on the PARCC assessment. The PCRs ask for a student response that analyzes some aspect of either literary pieces or informational pieces in the categories of Literary Analysis, Research Simulation, and Narrative Writing.

3.2.2 PARCC District and School Evidence Statement Analysis Report – Page 2

Page 2 of the PARCC District and School Evidence Statement Analysis Report links the PARCC Evidence Statements to the Common Core State Standard(s) upon which they are based.

Evidence Statement Analysis

Grade 3

This report shows the operational Evidence Statements for the given grade and subject sorted by difficulty

MATHEMATICS

Grade 3 Assessment, Spring 2015

Difficulty Order Most to Least	Evidence Statement	Common Core State Standard(s)	Domain
1	3.OA.7-2	3.OA.C.07	Operations & Algebraic Thinking
2	3.MD.7b-1	3.MD.C.07.b	Measurement and Data
3	3.OA.8	3.OA.D.08	Operations and Algebraic Thinking
4	3.OA.2	3.OA.A.02	Operations and Algebraic Thinking
5	3.C.4-7	2.NBT	Numbers and Operations in Base Ten
6	3.OA.6	3.OA.B.06	Operations and Algebraic Thinking
7	3.NF.A.Int.1	3.NF.A	Numbers and Operations - Fraction
8	3.C.4-1	3.OA.B.05	Operations and Algebraic Thinking
9	3.C.5-1	3.OA.D.08	Operations and Algebraic Thinking
10	3.NF.3b-1	3.NF.A.03.b	Numbers and Operations - Fraction
11	3.NF.3a-1	3.NF.A.03.a	Numbers and Operations - Fraction

continued

Evidence Statements: <http://www.parcconline.org/assessments/test-design/mathematics/math-test-specifications-documents>

Common Core State Standards: <http://www.corestandards.org/>

This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

Page 2

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A. PARCC Evidence Statement

Evidence Statements are listed in the same order as on the page 1 graph, from most to least difficult.

B. Common Core State Standard(s)

The Common Core State Standard(s) linked to the PARCC Evidence Statement is listed in the third column. An evidence statement could be connected to multiple standards. There are some evidence statements that do not directly align to a Common Core State Standard. For those statements that are considered Modeling or Modeling & Reasoning - Securely Held Knowledge, that verbiage is indicated on the chart on page 2. Additionally, some integrated evidence statements are across multiple domains and are also not firmly linked to a specific Common Core Standards. Those statements will indicate "Multiple" on the report.

C. Domain

The Common Core Domain level is listed in this column.

D. Additional Information

Links to more detailed information on the PARCC Evidence Statements and Common Core State Standards are provided at the bottom of the report.

Evidence Statements: <http://www.parcconline.org/assessments/test-design/mathematics/math-test-specifications-documents>

Common Core State Standards: <http://www.corestandards.org/>

4.0 Understanding the PARCC Content Standards Roster Report

4.1 General Overview

The PARCC Content Standards Roster Report analyzes the student performance of operational items on the PARCC Spring 2016 Assessment based on the Common Core State Standard upon which the PARCC Evidence Statements are based. The report is by grade level/course and content area at a school level.

4.2 Description of PARCC Content Standards Roster Report

PARCC

Content Standards Roster

CONFIDENTIAL - DO NOT DISTRIBUTE

Grade 3

A

SAMPLE SCHOOL

SAMPLE DISTRICT

STAT

B

MATHEMATICS

Grade 3 Assessment, Spring 2016

C

D-F

XX=State Average Percent Achieved
ST=Student Percent Achieved
PP=Total Points Possible

G

F E D

STUDENT

CORE FORM

TOTAL

Operations & Algebraic Thinking

Number &
Operations
in Base Ten

Number &
Operations -
Fractions

3.NF.A.01
3.NF.A.02
3.NF.A.02.a
3.NF.A.02.b
3.NF.A.03
3.NF.A.03.a
3.NF.A.03.b
3.NF.A.03.c
3.NF.A.03.d

		XX	ST	PP	XX	ST	PP	XX	ST	PP	XX	ST	PP	XX	ST	PP	XX	ST	PP	XX	ST	PP
1. Student 1	01	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
2. Student 2	01	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
3. Student 3	01	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
4. Student 4	01	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
5. Student 5	03	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
6. Student 6	05	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
7. Student 7	07	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
8. Student 8	09	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
9. Student 9	11	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
10. Student 10	13	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
11. Student 11	15	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
12. Student 12	17	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
13. Student 13	19	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
14. Student 14	21	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
15. Student 15	23	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
16. Student 16	25	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99

For more information about the Common Core State Standards go to <http://corestandards.org/read-the-standards/>

Page 1 of 2

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A. School Information

School information. Reports are provided at a school level by student.

B. Description of Report

The description of the content area (English Language Arts/Literacy or Mathematics) assessed, grade level/course assessed, and assessment year.

C. Common Core Domain and Standard

All operational items are combined into the Common Core Domain and Standard group into which it applies. Some items represent multiple standards and may therefore be included in multiple groups on this report. If a domain has more than one standard for that grade level/course, then a total column will also be provided.

A more descriptive explanation of the standards and their domains can be found at the link <http://www.corestandards.org/>.

D. Total Points Possible

Within all domains and standards, this report provides the total points possible for that group based on the items in that group and the maximum points possible for those items.

For example a standard might have four items aligned to it. Three of those items might be worth 2 points each and one item worth 4 points, meaning that group would have a maximum points possible of 10 points.

Columns with no items aligned or items which have a maximum points possible of fewer than 6 points will show an “n/a” in the total points possible column. For domains with multiple standard groups, this amount will still be included in the total.

E. Student Percent Achieved

This column shows the percent achieved of the total points possible each student listed received in each domain and standard group. Groups with fewer than 6 maximum points will have "< 6" listed in this column, not the student's percent correct. For Domains with multiple standard groups, this amount will still be included in the total.

F. State Average Percent Achieved

This column provides the average percent achieved for all students in the state with valid scores for each domain and standard group at an operational form combination. Groups with fewer than 6 maximum points will have "< 6" listed in this column, not the student's percent correct. For Domains with multiple standard groups, this amount will still be included in the total.

G. Form

This column indicates the operational core form taken by each student listed for the the Spring 2016 administration. The form is determined by the core operational form. Information for all columns (Total Points Possible, Student Percent Achieved, State Average Percent Achieved) are for that student's individual operational form combination. Comparisons cannot be made for students across domains unless both students took the exact form for the report administration.

For example, the student listed may have taken a form 15 or a text-to-speech form as per their form assignment in PearsonAccess^{next} but the core operational form for both of these may have been core form 1 or 2.

H. Student Information

Students will be listed by last name, first name in alphabetical order. Students are listed if a valid summative score is available for those students whose score has not been suppressed.

