PARCC Results Year One

Woodland Park School District
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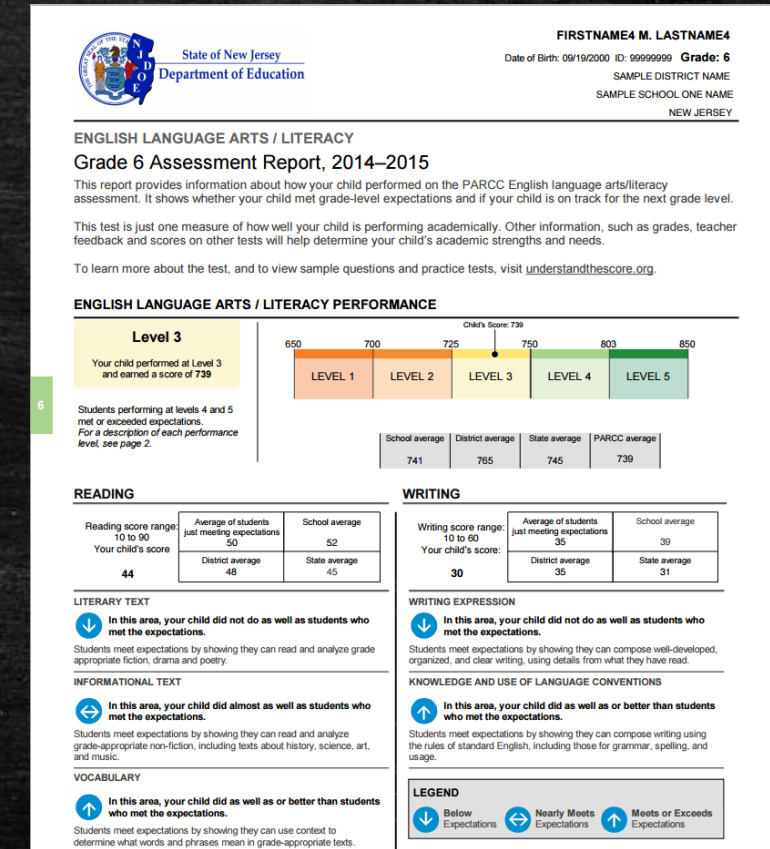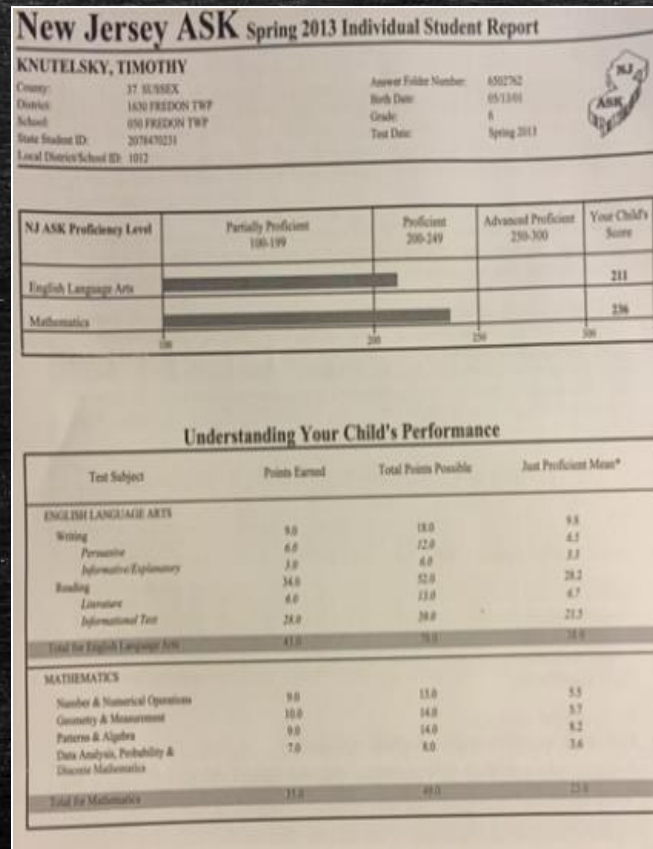# Vision For Public Education in New Jersey

"New Jersey will educate all students to prepare them to lead productive, fulfilling lives. Through a public education system that is seamlessly aligned from pre-school to college, students will gain the requisite academic knowledge and technical and critical thinking skills for life and work in the 21st century."

New Jersey's Statewide Assessment Program

- In 2015, New Jersey adopted the Partnership for Assessment of Readiness for College and Careers (PARCC) to replace HSPA and NJASK in the elementary and middle school in language arts and mathematics.

- Students took PARCC English Language Arts and Literacy Assessments (ELA/L) in grades 3 – 11.

- Students took PARCC Mathematics Assessments in grades 3 – 8 and End of Course Assessments in Algebra I, Geometry, and Algebra II.

PARCC Performance Levels Vs NJASK

- NJASK had three levels
  - Advance Proficient
  - Proficient
  - Partially Proficient

- PARCC has five levels
  - Level 1- Not yet meeting grade-level expectations
  - Level 2- Partially meeting grade-level expectations
  - Level 3-Approaching grade-level expectations
  - Level 4-Meeting grade-level expectations
  - Level 5-Exceeding grade-level expectations

New Jersey's 2015 PARCC Outcomes
English Language Arts/Literacy

	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% >= Level 4
Grade 3	15%	18%	24%	39%	5%	44%
Grade 4	8%	15%	27%	39%	12%	51%
Grade 5	7%	15%	26%	45%	6%	52%
Grade 6	8%	16%	28%	40%	9%	49%
Grade 7	11%	15%	23%	34%	18%	52%
Grade 8	12%	15%	22%	39%	13%	52%
Grade 9	18%	19%	24%	30%	10%	40%
Grade 10	25%	18%	20%	26%	11%	37%
Grade 11	17%	19%	24%	30%	11%	41%

New Jersey's 2015 PARCC Outcomes Mathematics

	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% >= Level 4
Grade 3	8%	19%	28%	37%	8%	45%
Grade 4	7%	22%	30%	36%	4%	41%
Grade 5	6%	21%	32%	35%	6%	41%
Grade 6	8%	21%	30%	35%	6%	41%
Grade 7	8%	22%	33%	33%	4%	37%
Grade 8*	22%	26%	28%	23%	1%	24%
Algebra I	14%	25%	25%	33%	3%	36%
Geometry	12%	36%	30%	20%	3%	22%
Algebra II	32%	25%	20%	22%	2%	24%

Note: Approximately 30,000 New Jersey students participated in the PARCC Algebra I assessment while in middle school. Thus, PARCC Math 8 outcomes are not representative of grade 8 performance as a whole

2015 PARCC Grade-Level Outcomes English Language Arts

	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	District % ≥ Level 4	NJ % ≥ Level 4	PARCC % ≥ Level 4
Grade 3	25%	20%	23%	30%	2%	32%	44%	38%
Grade 4	9%	22%	38%	29%	2%	31%	51%	42%
Grade 5	4%	22%	42%	32%	1%	33%	52%	40%
Grade 6	11%	21%	35%	28%	5%	33%	49%	39%
Grade 7	11%	22%	20%	44%	3%	47%	52%	42%
Grade 8	19%	22%	25%	30%	5%	40%	52%	42%

2015 PARCC Grade-Level Outcomes Mathematics

	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	District % ≥ Level 4	NJ % ≥ Level 4	PARCC % ≥ Level 4
Grade 3	7%	28%	30%	31%	5%	36%	45%	38%
Grade 4	6%	35%	31%	26%	1%	27%	41%	32%
Grade 5	3%	27%	38%	30%	3%	33%	41%	32%
Grade 6	6%	32%	32%	26%	4%	30%	41%	32%
Grade 7	9%	22%	33%	34%	2%	36%	37%	29%
Grade 8	30%	28%	28%	15%	0%	15%	24%	27%
Grade 8 Algebra	0%	9%	17%	74%	0%	74%	36%	31%

Sample Report

FIRSTNAME4 M. LASTNAME4

Date of Birth: 09/19/2000 ID: 99999999 **Grade: 6**

SAMPLE DISTRICT NAME
SAMPLE SCHOOL ONE NAME
COLORADO

ENGLISH LANGUAGE ARTS / LITERACY

Grade 6 Assessment Report, 2014–2015

This report provides information about how your child performed on the PARCC English language arts/literacy assessment. It shows whether your child met grade-level expectations and if your child is on track for the next grade level.

This test is just one measure of how well your child is performing academically. Other information, such as grades, teacher feedback and scores on other tests will help determine your child's academic strengths and needs.

To learn more about the test, and to view sample questions and practice tests, visit understandthescore.org.

ENGLISH LANGUAGE ARTS / LITERACY PERFORMANCE

Level 3

Your child performed at Level 3 and earned a score of **739**

Students performing at levels 4 and 5 met or exceeded expectations.
For a description of each performance level, see page 2.

Child's Score: 739

650	700	725		750	803	850
LEVEL 1	LEVEL 2	LEVEL 3		LEVEL 4	LEVEL 5	

School average	District average	State average	PARCC average
741	765	745	739

READING

Reading score range: 10 to 90 Your child's score	Average of students just meeting expectations 50	School average 52
44	District average 48	State average 45

LITERARY TEXT

In this area, your child did not do as well as students who met the expectations.

Students meet expectations by showing they can read and analyze grade appropriate fiction, drama and poetry.

INFORMATIONAL TEXT

In this area, your child did almost as well as students who met the expectations.

Students meet expectations by showing they can read and analyze grade-appropriate non-fiction, including texts about history, science, art, and music.

VOCABULARY

In this area, your child did as well as or better than students who met the expectations.

Students meet expectations by showing they can use context to determine what words and phrases mean in grade-appropriate texts.

WRITING

Writing score range: 10 to 60 Your child's score:	Average of students just meeting expectations 35	School average 39
30	District average 35	State average 31

WRITING EXPRESSION

In this area, your child did not do as well as students who met the expectations.

Students meet expectations by showing they can compose well-developed, organized, and clear writing, using details from what they have read.

KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS

In this area, your child did as well as or better than students who met the expectations.

Students meet expectations by showing they can compose writing using the rules of standard English, including those for grammar, spelling, and usage.

LEGEND

Below Expectations	Nearly Meets Expectations	Meets or Exceeds Expectations

To see selected questions from the test, visit understandthescore.org.

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Questions to Guide PARCC Data Reflection

- **How will we use PARCC data to identify strengths and gaps that exist in curriculum and instruction?**

- **How will we use PARCC data to inform the conversations of our educators?**

- **What can we learn about where additional professional resources are needed to meet the learning needs of all students?**

What's Next?

- Teachers are beginning to look at this data, along with other district level data to determine trends

- Curricula has been updated and continues to be updated
  - New resources are in place

- Identifying areas of strengths and weaknesses through data collection looking for curriculum gaps, if any

- Continuing to offer Professional Development in both math and Language Arts

What to Know About PARCC

- The PARCC tests replace the old state tests. They measure how well students are performing against the new state standards that guide math and English Language Arts instruction.

- The PARCC tests are only one of several measures, including report card grades and in-class performance, that are used to determine a student's academic achievement. They do not impact a student's GPA.

- The score reports are a valuable tool for parents and teachers. The report provides a deeper level of information that can be used to better understand where students are doing well and where they need additional support. This helps teachers and parents support students.

- The PARCC tests moves away from multiple choice questions to ones that allow students to demonstrate a real understanding of what they know and can do by writing essays, solving real world problems, and reading and analyzing complex text—all critical skills in the real-world.

- Your child's score may look lower this year because the tests measured more complex skills. A low score does not mean your child did not improve or learned less, but instead that the expectations have been raised for students.

- The first year's scores are a new baseline from which to progress from and measure against moving forward.

Additional Resources

- New Jersey Department of Education
  - http://www.nj.gov/education/sca/parcc/

- PARCC
  - http://www.parcconline.org/resources/parent-resources
  - Performance Level Descriptors
    - http://www.parcconline.org/news-and-video/230-performance-level-descriptors

- Understand the Score
  - http://understandthescore.org/

- Be a Learning Hero
  - http://bealearninghero.org/