

2015-2016 ASSESSMENT



Arkansas Department of Education

Hope Allen, Director of Assessment

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2015-16 Testing Calendar

- Commissioner's Memo [LS-16-003](#)

The screenshot displays the Arkansas Department of Education website. At the top, a dark blue navigation bar contains the text 'Arkansas.gov' and four menu items: 'AGENCIES', 'ONLINE SERVICES', 'STATE DIRECTORY', and 'TRANSPARENCY.ARKANSAS.GOV'. Below this, the Arkansas Department of Education logo is on the left, and a portrait of Johnny Key, Commissioner of Education, is on the right with his name and title, and a 'Read Bio' link. The main content area features a dark red header with 'About', 'Teachers', 'Parents', and 'Administrators'. The 'About' menu is open, showing a list of links: 'Organizational Chart', 'Commissioner', 'Commissioner's Memos' (highlighted with a mouse cursor), 'Department Leadership', 'Charter Authorizing Panel', and 'Fast Facts on Arkansas Public Schools'. The background of the page features a green apple and the text 'ASSES'.

Remediation and AIPs

- Commissioner's Memo [LS-15-058](#)

The screenshot displays the Arkansas Department of Education website. At the top, a dark blue navigation bar contains the text 'Arkansas.gov' and four menu items: 'AGENCIES', 'ONLINE SERVICES', 'STATE DIRECTORY', and 'TRANSPARENCY.ARKANSAS.GOV'. Below this, the Arkansas Department of Education logo is on the left, featuring a circular emblem with 'LEADERSHIP SUPPORT SERVICE' and 'ARKANSAS DEPARTMENT OF EDUCATION'. To the right is a portrait of Johnny Key, Commissioner of Education, with his name and title, and a 'Read Bio' link. A dark red navigation bar below contains 'About', 'Teachers', 'Parents', and 'Administrators'. The 'About' dropdown menu is open, listing 'Organizational Chart', 'Commissioner', 'Commissioner's Memos' (with a mouse cursor), 'Department Leadership', 'Charter Authorizing Panel', and 'Fast Facts on Arkansas Public Schools'. The background of the page features a green apple and the text 'ASSESS'.

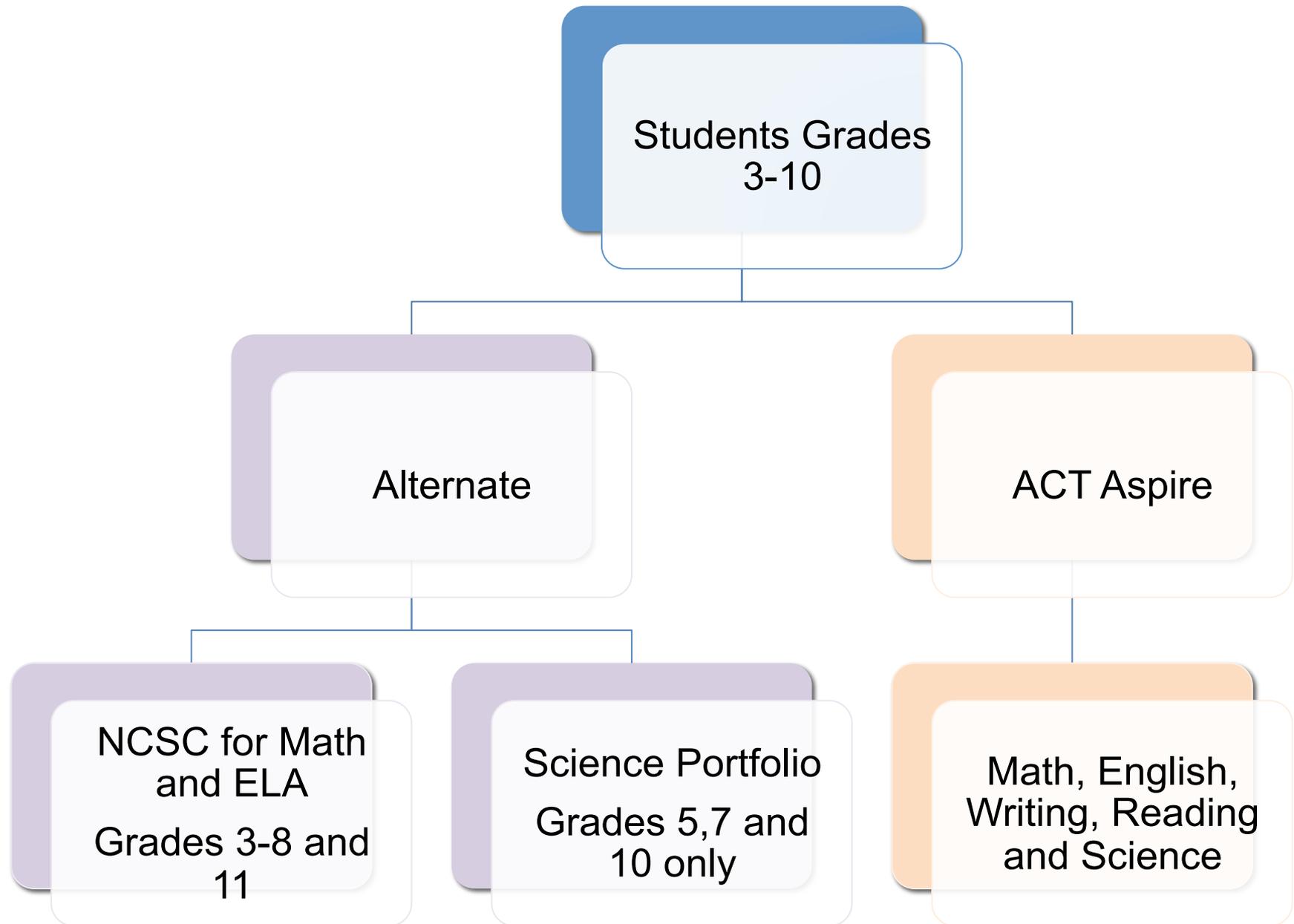
K-2 ASSESSMENT

Qualls and IOWA

- **Kindergarten**
 - Qualls Early Learning Inventory

- **Grades 1 & 2**
 - Iowa Assessments
 - Paper/pencil only

Changes are coming for 2016-2017



ACT ASPIRE

Grades 3-10



ACT Aspire in 2015-2016

- Administered at grades 3 – 10
- ELA (English, Reading and Writing), Mathematics, and Science (*at all grades*)
- Administered online
 - Paper waivers TBD

Testing Schedule

- Computer Window
 - April 11 – May 13, 2016
- Paper Window
 - April 18- April 29, 2016

Specifics

- **Grades 3-8**
 - Grade specific
 - No predictor for ACT Score
- **Grades 9 and 10**
 - Early High School Assessment
 - Predictor for ACT Score
 - Not course specific
 - Students will be tested by grade enrolled

What has been replaced?

- Benchmark Science
- PARCC assessments
- Fall Block Testing
- Explore
- PLAN
- VUAA
- EOC Exams

Time of the Assessment

Timing in Minutes					
Grade	English	Writing	Reading	Math	Science
3	30	30	60	55	55
4	30	30	60	55	55
5	30	30	60	55	55
6	35	30	60	60	55
7	35	30	60	60	55
8	35	30	60	65	55
Early High School	40	30	60	65	55

Grades 3,4,5: 3 hours, 50 minutes
Grades 6,7: 4 hours
Grade 8: 4 hours, 5 minutes
Early HS: 4 hours, 10 minutes

Design of the Test

- [Technical Bulletin #1](#) – Contains blueprint and alignment

Table 3. Points and Proportion of Points by Item Type for ACT Aspire English Assessments

	Grade Level						EHS
	3	4	5	6	7	8	
Total	25	25	25	35	35	35	50
MC	21–22 .84–.88	21–22 .84–.88	21–22 .84–.88	31–33 .89–.94	31–33 .89–.94	33–35 .94–1.0	48–50 .96–1.0
TE	3–4 .12–.16	3–4 .12–.16	3–4 .12–.16	2–4 .06–.11	2–4 .06–.11	0–2 0–.06	0–2 0–.04

Notes. EHS = Early High School (Grades 9 and 10); MC = Multiple-Choice; TE = Technology-Enhanced. Paper-and-pencil tests do not have TE items. MC items are used in their place.

Table 4. Points and Proportion of Points by Content Category for the ACT Aspire English Assessments

	Grade Level						
	3	4	5	6	7	8	EHS
Total	25	25	25	35	35	35	50
POW	9–11 .36–.44	6–8 .24–.32	6–8 .24–.32	11–13 .31–.37	9–11 .26–.31	9–11 .26–.31	12–14 .24–.28
KLA		2–4 .08–.16	2–4 .08–.16	2–4 .06–.11	4–6 .11–.17	4–6 .11–.17	6–8 .12–.16
CSE	14–16 .56–.64	14–16 .56–.64	14–16 .56–.64	19–21 .54–.6	19–21 .54–.6	19–21 .54–.6	29–31 .58–.62

Note. POW = Production of Writing; KLA = Knowledge of Language; CSE = Conventions of Standard English.

Accommodations

- [Accessibility User's Guide](#)
 - Webinar August 5th at 11:00 a.m.
 - ADE may approve special request accommodations

Accommodations

Table 1. ACT Aspire Personal Needs Accessibility Supports^{1,2,3}

Presentation Supports		Interaction/Navigation Supports		Response Supports		General Test Condition Supports	
English Text Audio for Sighted	A	Abacus	A	Respond in Test Booklet	O	Breaks—Unsupervised	A
English Audio for Blind	A	Answer Masking	O	Dictate Responses	O	Extra Time	A
Spanish Text + Audio	A	Custom Masking	O	Keyboard or AAC Device + Local Print	O	Breaks—Supervised	O
Spanish Text + Audio: Directions Only	A	Answer Eliminator	E	Mark Item for Review	E	Special Seating/ Grouping	O
Word-to-Word Dictionary	A	Highlighting	E			Location for Movement	O
English Text + ASL Full Translation	A	Browser Cut/ Copy/Paste	E			Individual Administration	O
English Text + ASL: Directions Only	A	Scratch Paper	E			Home Administration	O
Braille Contracted	A	Calculator	E			Other Setting	O
Braille Uncontracted	A					Audio Environment	O
Large Print	O					Visual Environment	O
Line Reader	O					Physical/Motor Equipment	O
Contrast Colors	O						
Browser Zoom	E						
Magnifier Tool	E						

¹ The Personal Needs Profile (PNP) is the *unique combination* of selected supports used by a *single individual*.

² Key to support levels shown in Table 1: A (Accommodation), O (Open Access), E (Embedded Default)

³ This list of features shows supports *permitted*, some are provided in platform, some are provided locally. For further information, see the *ACT Aspire Accessibility User's Guide*.

Online Resources

- <http://actaspire.pearson.com>

[Customer Contact](#)
 1.888.802.7502
actaspire_implementation@actaspire.org

Home Training and Manuals Exemplar Items Technology Set-up ACT Aspire Portal Reporting Resources News (2New)

Home

Thank you for choosing ACT Aspire as your local student assessment program.

This site includes resources and links that will help you learn about, prepare for, and deliver the ACT Aspire assessment.



Training and Manuals

Training and Manuals >

Click here for step-by-step instructions for interacting with Organization and SDU files, PNP and test session set-up, authorization tickets, accommodations, paper test material handling, manuals, training videos, and an interactive calendar of training events.

Exemplars

ACT Aspire Exemplar Items >

Click here to access ACT Aspire sample test questions for all grades and subjects. Give educators and students the opportunity to interact with the TestNav computer-based testing platform prior to a live testing experience.

Technology Set-up

Technology Resources >

The ACT Aspire assessment is comprised of several technology based components that work together to deliver test content to students. Information and resources for SystemCheck, ProctorCache, TestNav 8, and general technical help documents can be found by clicking the link above.

ACT Aspire Portal

ACT Aspire Portal >

The ACT Aspire Portal is the secure site where you will perform administrative tasks associated with setting up and delivering the ACT Aspire assessment.

Reporting Resources

ACT Aspire Reporting Resources >

Click here to view links to reporting samples and resources.

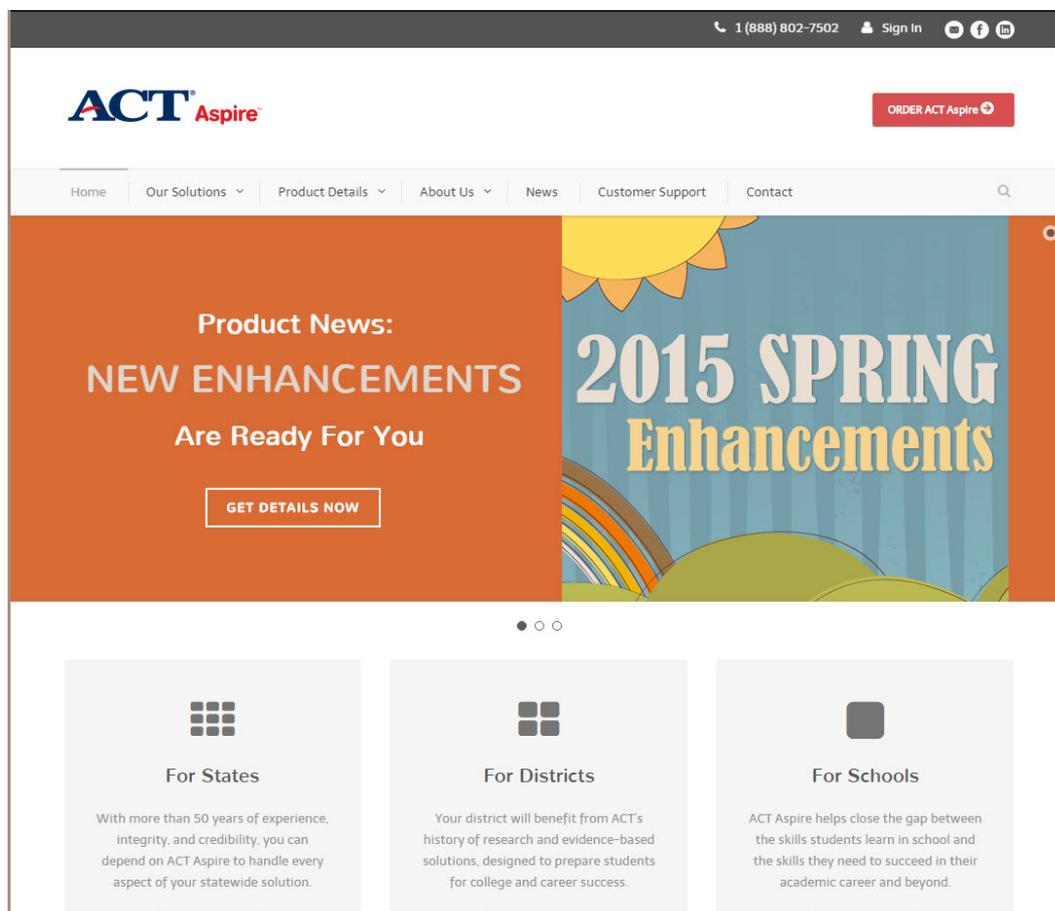
News

ACT Aspire News (2New) >

Click here to stay up to speed on ACT Aspire Technology and Program bulletins and communications.

Online Resources

- <http://www.discoveractaspire.org>



The screenshot shows the homepage of the ACT Aspire website. At the top, there is a dark navigation bar with the phone number 1 (888) 802-7502, a 'Sign In' button, and social media icons for Twitter, Facebook, and LinkedIn. Below this is the ACT Aspire logo and a red 'ORDER ACT Aspire' button. A main navigation menu includes 'Home', 'Our Solutions', 'Product Details', 'About Us', 'News', 'Customer Support', and 'Contact'. The central banner features a large orange and blue graphic with a sun and rainbow, announcing '2015 SPRING Enhancements' and 'Product News: NEW ENHANCEMENTS Are Ready For You'. A 'GET DETAILS NOW' button is positioned below the text. Below the banner are three columns of content: 'For States' (with a 3x3 grid icon), 'For Districts' (with a 2x2 grid icon), and 'For Schools' (with a single square icon). Each column contains a brief description of the service for that level.

1 (888) 802-7502 Sign In

ACT Aspire

ORDER ACT Aspire

Home Our Solutions Product Details About Us News Customer Support Contact

Product News:
NEW ENHANCEMENTS
Are Ready For You

2015 SPRING
Enhancements

GET DETAILS NOW

For States

With more than 50 years of experience, integrity, and credibility, you can depend on ACT Aspire to handle every aspect of your statewide solution.

For Districts

Your district will benefit from ACT's history of research and evidence-based solutions, designed to prepare students for college and career success.

For Schools

ACT Aspire helps close the gap between the skills students learn in school and the skills they need to succeed in their academic career and beyond.

Online Resources

- <http://actaspire.avocet.pearson.com>

The screenshot displays the ACT Aspire website interface. At the top left is the Avocet logo with the tagline 'A to Z Results'. To its right is the ACT Aspire logo and a search bar. Below the logos are two buttons: 'Download Full PDF' and 'Print Page'. A navigation menu on the left lists various resources, with 'ACT Aspire Technical Readiness Manual, pp. 1-99' highlighted in orange. The main content area features a large image of a man working at a computer, followed by the title 'Technical Readiness Manual' and subtitle 'For All ACT Aspire Assessments Version 2.5'. At the bottom right, the ACT Aspire logo is repeated above a red banner that reads 'PRE-ASSESSMENT TECHNICAL READINESS'. A vertical alphabetical index (A-Z) is visible on the left side of the page.

ACT Aspire Periodic Assessments

- State funded
- Voluntary for schools to use
- Consists of three (3) interims and multiple classroom assessments
- Online only
- Availability for fall 2015 TBD

THE ACT[®]

Grade 11 only

The ACT in 2015-2016

- Available for all students in grade 11 only
- Optional (on a student by student basis)
 - Not used in Accountability calculations
 - Student directs the reporting of scores
 - De-identified student data is used for research
- Online or Paper administration
- Can be used for all scholarship/admission purposes

Testing Schedule for The ACT

- Online administration available
 - March 1 – March 15, 2016
- Paper-based administration
 - March 1, 2016
 - Make-up March 15, 2016

Accommodations

- **Services for Examinees with Disabilities**
 - Webinar to come with more information
 - ACT will approve accommodations

Accommodations for the ACT

Services for Examinees with Disabilities

ACT is committed to serving examinees with documented disabilities by providing reasonable accommodations appropriate to the examinee's diagnosis and needs. ACT has established policies regarding documentation of an applicant's disability and the process for requesting accommodations. For details, see [ACT Policy for Documentation to Support Requests for Test Accommodations on the ACT](#).

If you currently receive accommodations in school due to a professionally diagnosed and documented disability, you may submit documentation to support a request for one of the following:

- **National Standard Time with Accommodations**
- **National Extended Time (50% time extension):** Approved examinees taking the ACT have up to 5 hours total to work on all four multiple-choice tests at their own pace. Approved examinees taking the ACT with writing have up to 6 hours to complete all five tests. Both options include time for breaks between tests.
- **Special Testing (at school):** Testing at school with extended time (more than 50% time extension) and alternate formats available—**not** as part of national or international testing at a test center.

The basic fees for all forms of testing are the same. Read the information about each to determine which **one** to choose and follow that application or request process carefully. Refer to the [comparison chart](#) to review the requirements and features of National Extended Time and Special Testing (at school) to decide which is most appropriate for you.

If you have already been approved for National Extended Time, you may request a [test date change](#) or register to take the test again.

ACT will treat all information you provide to support your request as confidential and will use it solely to determine your eligibility for accommodations. Details about your test accommodations will be shared only with the testing staff and will not be released to anyone else, including your chosen score report recipients. The only exceptions are for those instances in which an applicant's accommodation-related documents and information are the subject of a subpoena or other court order, or an enforceable request from a government entity.

The ACT and ACT with writing are offered only in English. Accommodations (including extended time) are not available solely on the basis of limited English proficiency.

ALTERNATE ASSESSMENTS

NCSC

- Significantly Cognitively Disabled Students
Grades 3-8 yearly and Grade 11
- Math and ELA only
- Computer-based only
- Testing Window
 - March 28, 2016 – May 6, 2016

Science Portfolio

- Significantly Cognitively Disabled Students
- Grades 5, 7 and 10 only
- Science only
- Online Portfolio Submission
- Testing Window
 - March 18 – Final date to submit online portfolio

ELPA21

- English Language Proficiency Assessment
- All EL students not exited from ESL
- Grades K-12 yearly
- Reading, Writing, Speaking and Listening
- Computer-based only
- Testing Window
 - February 1- March 11

Testing in 2015-2016

- Online testing
 - Will require local management of data systems
 - Knowledge of Excel is a must
- Testing windows
 - Schools will set their testing schedules
- ADE is here to support

What will not be part of the program?

- No mid-year tests for schools on block scheduling
- No PLAN or Explore
- VUAA program is replaced by the ACT
- No EOC exams
 - Algebra 1, Geometry, or Biology

A LOOK BACK

What have we learned?

What did we learn last year?

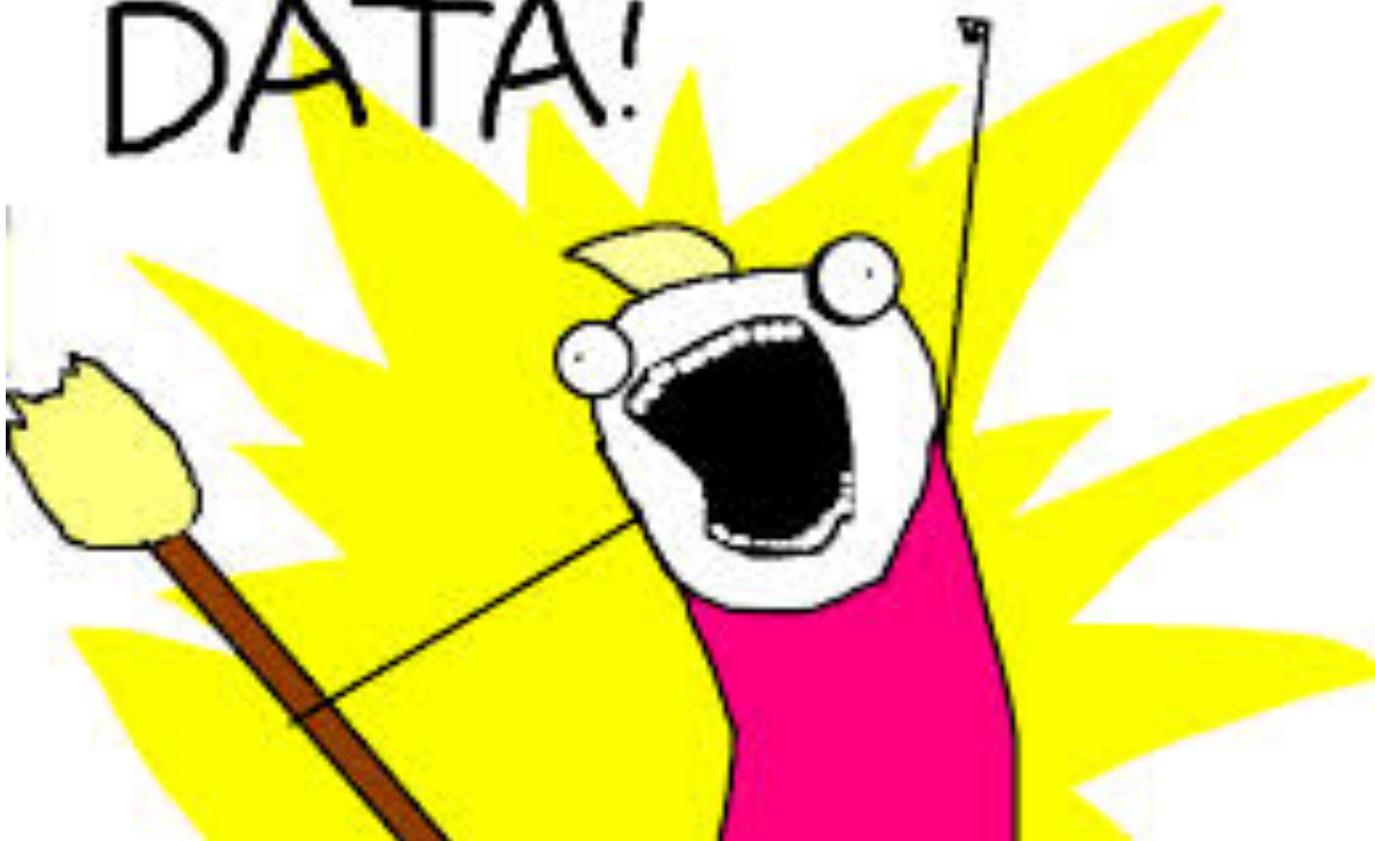
- Successful districts had Test Coordinators and Technology Coordinators work together to plan for online testing
- Planning ahead for technology issues/glitches was critical
- Training test administrators to be comfortable with the online system was a key to a successful administration
- Measures to maintain online test security were not emphasized adequately
- Flexibility was a must
- Students are incredibly resilient

What did we learn last year?

- We need to learn how to use Excel spreadsheets
- Online data systems require maintenance
- Online testing systems need to be updated and managed
- Students do not stay in one school throughout the testing window
- We need procedures when students move during testing
- The duties of the DTC has changed
- Device capacity impacts schedule length
- Data in eSchoolPLUS is NOT always accurate.....

SO.....

CLEAN ALL THE
DATA!



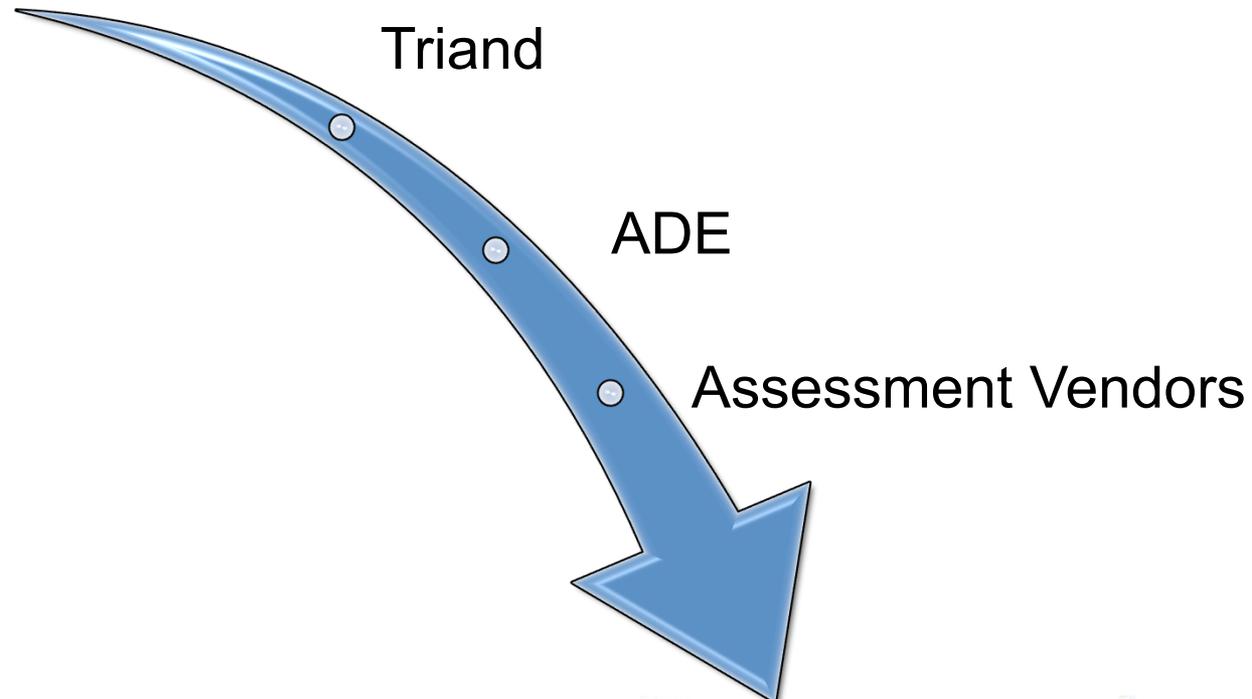
This really happened....

- Same student had *2 or more* records in eSchoolPLUS
 - *Why?*
 - Student moved to a new school
 - New school did NOT check current state ID or SSN
 - New school enrolled with a new 900 number or unverified SSN
 - Result: new record with new state ID
- Student took the same online test more than once
 - *Why?*
 - New school did not check with former school to verify testing
 - New school did not call the ADE to inquire if student had tested
 - Staff were not trained to know what to do with a transfer

This really happened....

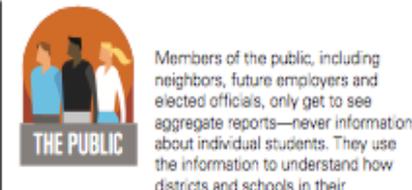
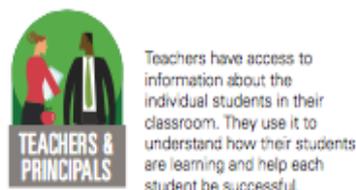
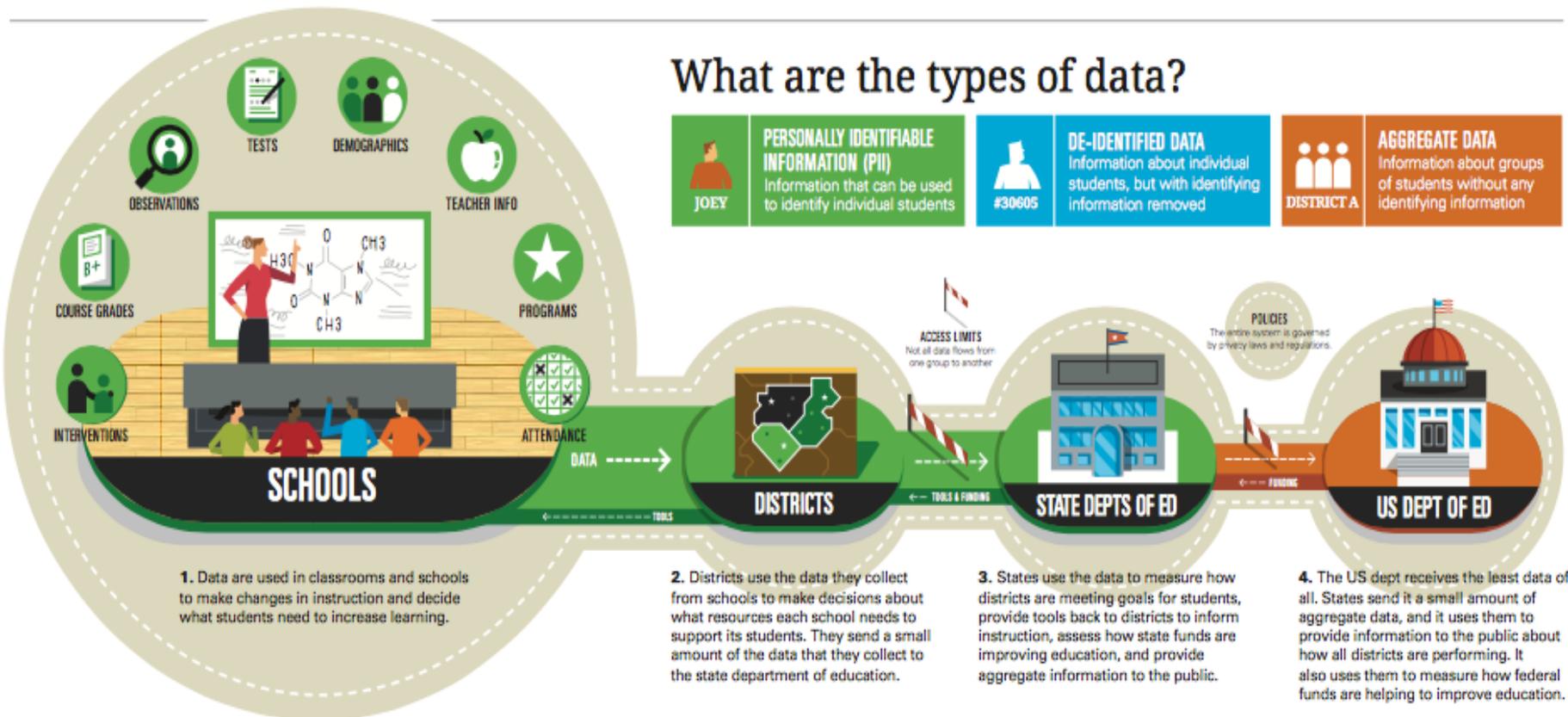
- Student records disappeared or other students “took over” a record in PAN
 - *Why?*
 - School personnel exported a file from PAN
 - Updated data in the file without changing all rows or with filter on
 - Uploaded the file into PAN
 - Result: merging of records
- Districts created new sessions AFTER testing
 - *Why?*
 - Uploaded a file to update data in PAN
 - Included a column that created new sessions

eSchoolPLUS™

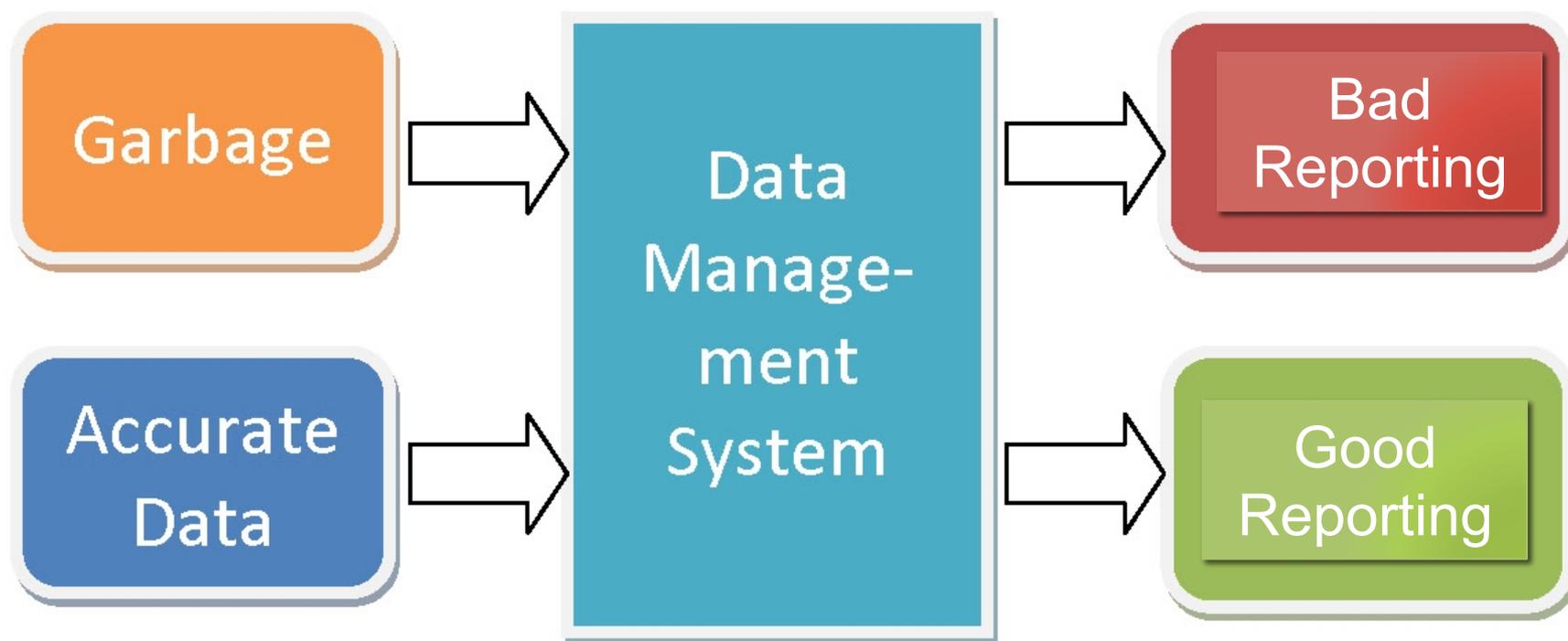


Who uses student data?

Most personal student information stays local. Districts, states, and the federal government all collect data about students for important purposes like informing instruction and providing information to the public. But the type of data collected, and who can access them, is different at each point. From schools to the U.S. Department of Education, see how student data are—and are not—accessed and used.



The Data Cycle?



What Can Our District Do?

- Investigate your school/district procedure for entering and maintaining data in all systems
 - Who enters it?
 - Is it verified/checked by anyone else?
 - Who has the task of communicating updates and changes to be entered?
 - What is the procedure when a new student enrolls?
 - Do you have processes in place to ensure each student has accurate data in the system and for reporting?
 - If an assessment report is incorrect, verify if the information was gridded or incorrect in eSchoolPLUS
 - Make the changes necessary as soon as discovered
 - Double-check procedures around students who do not have a SSN

PARCC 2015 REPORTS

PARCC 2015 Reports

- Individual Student Report (ISR)
 - Hardcopies shipped to the school district
 - 2 for ELA/Literacy (parent and school copy)
 - 2 for Math (parent and school copy)
- Aggregate reports
 - Posted in Published Reports on PearsonAccess^{next}
 - PARCC Student Roster Reports (school)
 - PARCC Summary Reports (district)
 - PARCC ISRs (PDF versions of the hard-copy reports)
- Report dates TBD based on standard-setting timetable

PARCC 2015 Reporting

PERFORMANCE LEVEL DEFINITIONS

Below is a brief description of how well students demonstrate understanding of subject matter at each performance level.

- **Level 5:** Student demonstrated a **distinguished understanding** of subject matter.
- **Level 4:** Student demonstrated a **strong understanding** of subject matter.
- **Level 3:** Student demonstrated an **adequate understanding** of subject matter.
- **Level 2:** Student demonstrated a **partial understanding** of subject matter.
- **Level 1:** Student demonstrated a **minimal understanding** of subject matter.

PARCC 2015 REPORTS

Individual Student Reports (ISR)



FIRSTNAME1 M. LASTNAME1

Date of Birth: 05/08/2002 ID: 99999999 Grade: 3

SAMPLE DISTRICT NAME

SAMPLE SCHOOL ONE NAME

ARKANSAS

ENGLISH LANGUAGE ARTS / LITERACY

Grade 3 Assessment, 2014–2015

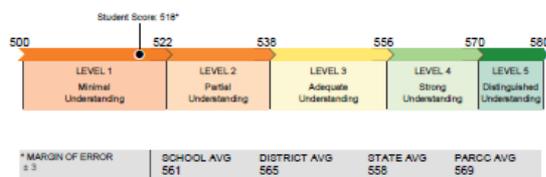
This report provides information about your child's performance on the PARCC English language arts/literacy assessment overall, and in the areas of reading and writing. To learn more about how you can use this report to help your child, go to parcconline.org/score-reports.

OVERALL PERFORMANCE

Level 1

Your child performed at **Level 1** and earned a score of **518**.

Your child demonstrated a **minimal understanding** of subject matter.



READING PERFORMANCE

SCORE	AVG OF STUDENT AT LEVEL 3
37	36

Range: 0–40
Margin of error: ± 2

SCHOOL AVG	DISTRICT AVG	STATE AVG
40	35	35

The information below shows how your child performed in key areas of English language arts/literacy compared to students whose overall performance was Level 3. Students at Level 3 demonstrate adequate understanding of grade level subject matter and are likely prepared for the next grade level.

LITERARY TEXT

In this area of reading your child performed at or above students performing at Level 3

At Level 3, students demonstrate adequate comprehension of grade-level literary texts such as poetry, fiction, and drama.

INFORMATIONAL TEXT

In this area of reading your child performed below students performing at Level 3

At Level 3, students demonstrate adequate comprehension of grade-level informational texts about history, science, art, music, as well as literary non-fiction.

VOCABULARY

In this area of reading your child performed near students performing at Level 3

At Level 3, students demonstrate ability to use context to determine the meanings of words and phrases.

WRITING PERFORMANCE

SCORE	AVG OF STUDENT AT LEVEL 3
18	15

Range: 0–20
Margin of error: ± 3

SCHOOL AVG	DISTRICT AVG	STATE AVG
14	20	19

WRITING EXPRESSION

In this area of writing your child performed below students performing at Level 3

At Level 3, students demonstrate adequate writing skills where the ideas are adequately developed, organized, and clear.

KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS

In this area of writing your child performed near students performing at Level 3

At Level 3, students demonstrate an adequate grasp of standard English grammar, spelling, and usage in their writing.

LEGEND

Below students performing at Level 3	Near students performing at Level 3	At or above students performing at Level 3
--------------------------------------	-------------------------------------	--



FIRSTNAME1 M. LASTNAME1

Date of Birth: 05/08/2002 ID: 99999999 Grade: 3

SAMPLE DISTRICT NAME

SAMPLE SCHOOL ONE NAME

ARKANSAS

ENGLISH LANGUAGE ARTS / LITERACY

Grade 3 Assessment, 2014–2015

ABOUT THIS REPORT

1. **What are the PARCC assessments?** Our state academic standards are designed to prepare all students for success after high school in college and careers. The PARCC (Partnership for Assessment of Readiness for College and Careers) assessments are designed to measure and report the extent to which students can demonstrate understanding of the grade-level subject standards.

2. **How can I use this report to help my child?** Use the report as a springboard for discussion with your child's teacher(s) about his/her academic strengths and areas for improvement.

3. **What do the scores on the report mean?**

- **Performance Levels:** Your child's overall score falls into one of five performance levels. The levels indicate the extent to which your child demonstrated understanding of grade-level subject standards. See examples of test questions at parcconline.org/examples.

- **English Language Arts/Literacy Score:** As each performance level contains a range of scores, this shows where within the performance level your child scored.

- **Reading and Writing Scores:** These scores indicate how your child performed on the reading and writing questions that make up the English language arts/literacy test. The best way to interpret these scores is to compare your child's scale scores to the average scale scores of students in his/her school, district, and state, which are included in this report.

The reading and writing scores are not intended to add up to the overall English language arts/literacy score.

- **Additional information about your child's reading and writing scores:** This section provides information about your child's strengths and areas for improvement. In each area, you can see how your child did compared to students who performed at Level 3 overall in English language arts/literacy.

- **Margin of error:** The amount of change that would be expected in your child's score if he/she were to take the test many times.

How can you use this report to help your child? Visit parcconline.org/score-reports or speak with your child's teacher.

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ELA/Literacy

3

ENGLISH LANGUAGE ARTS / LITERACY

Grade 3 Assessment, 2014–2015

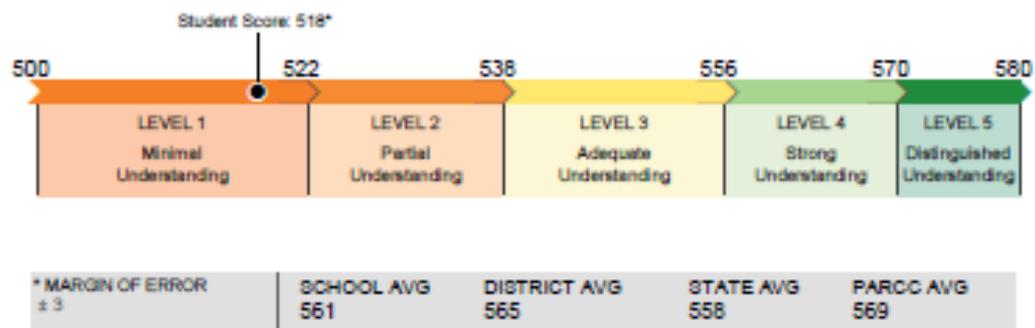
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SCHOOL AVG	DISTRICT AVG	STATE AVG
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SCORE
18

Range: 0–20
Margin of error: ± 3

AVG OF STUDENT AT LEVEL 3
15

SCHOOL AVG	DISTRICT AVG	STATE AVG
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ELA/Literacy

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LEGEND

 Below
students performing
at Level 3

 Near
students performing
at Level 3

 At or above
students performing
at Level 3

ELA/Literacy Explanation

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- 3. What do the scores on the report mean?**
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 - **Reading and Writing Scores:** These scores indicate how your child performed on the reading and writing questions that make up the English language arts/literacy test. The best way to interpret these scores is to compare your child's scale scores to the average scale scores of students in his/her school, district, and state, which are included in this report.

The reading and writing scores are not intended to add up to the overall English language arts/literacy score.

- **Additional information about your child's reading and writing scores:** This section provides information about your child's strengths and areas for improvement. In each area, you can see how your child did compared to students who performed at Level 3 overall in English language arts/literacy.
- **Margin of error:** The amount of change that would be expected in your child's score if he/she were to take the test many times.

How can you use this report to help your child? Visit parcconline.org/score-reports or speak with your child's teacher.

Mathematics

MATHEMATICS

Grade 7 Assessment, 2014–2015

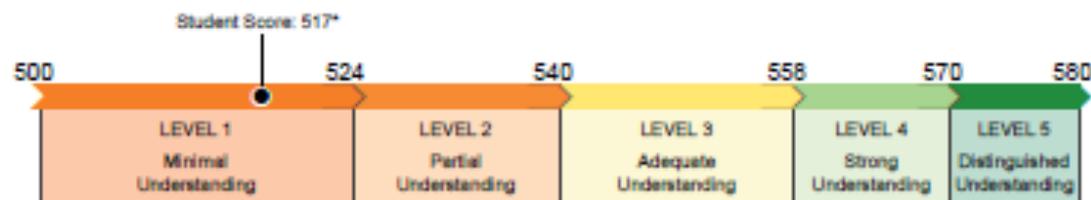
This report provides information about your child's overall performance on the PARCC mathematics assessment. To learn more about how you can use this report to help your child, go to parconline.org/score-reports.

OVERALL PERFORMANCE

Level 1

Your child performed at **Level 1** and earned a **score of 517***.

Your child demonstrated a **minimal understanding** of subject matter.



* MARGIN OF ERROR
± 3

SCHOOL AVG
561

DISTRICT AVG
565

STATE AVG
558

PARCC AVG
569

Mathematics

7

ADDITIONAL INFORMATION ABOUT YOUR CHILD'S MATHEMATICS SCORE

The information below shows how your child performed in key areas of mathematics compared to students whose overall performance was Level 3. Students at Level 3 demonstrate adequate understanding of grade level subject matter and are likely prepared for the next grade level.

MAJOR CONTENT



In this area of mathematics your child performed near students performing at Level 3

Students at Level 3 can typically solve problems involving: proportional relationships, all four arithmetic operations with rational numbers, and linear expressions, equations, and inequalities.

EXPRESSING MATHEMATICAL REASONING



In this area of mathematics your child performed near students performing at Level 3

Students at Level 3 can typically demonstrate an adequate understanding of various mathematical ideas by solving problems, constructing valid arguments, and critiquing the reasoning of others.

ADDITIONAL & SUPPORTING CONTENT



In this area of mathematics your child performed at or above students performing at Level 3

Students at Level 3 can typically solve problems involving: circumference, area, surface area, volume, statistics, and probability.

MODELING & APPLICATION



In this area of mathematics your child performed below students performing at Level 3

Students at Level 3 can typically solve real-world problems by persevering to solve them, reasoning abstractly and quantitatively, and using appropriate tools strategically.

For a list of the major and additional content at each grade level see parcsonline.org/math.

Legend:



Below
students performing at Level 3



Near
students performing at Level 3



At or above
students performing at Level 3

Mathematics Explanation

ABOUT THIS REPORT

- 1. What are the PARCC assessments?** Our state academic standards are designed to prepare all students for success after high school in college and careers. The PARCC (Partnership for Assessment of Readiness for College and Careers) assessments are designed to measure and report the extent to which students can demonstrate understanding of the grade-level subject standards.
- 2. How can I use this report to help my child?** Use the report as a springboard for discussion with your child's teacher(s) about his/her academic strengths and areas for improvement.
- 3. What do the scores on the report mean?**
 - **Performance Levels:** Your child's overall score falls into one of five performance levels. The levels indicate the extent to which your child demonstrated understanding of grade-level subject standards. See examples of test questions at parconline.org/examples.
 - **Mathematics Score:** As each performance level contains a range of scores, this shows where within the performance level your child scored.
 - **Additional information about your child's mathematics scores:** This section provides information about your child's strengths and areas for improvement. In each area, you can see how your child did compared to students who performed at Level 3 overall in mathematics.
 - **Margin of error:** The amount of change that would be expected in your child's score if he/she were to take the test many times.

How can you use this report to help your child? Visit parconline.org/score-reports or speak with your child's teacher.

PARCC 2015 REPORTS

Aggregate Reports



STUDENT ROSTER

Grade 7

BOOKER T. WASHINGTON MIDDLE SCHOOL
EAST BRIDGEWATER SCHOOL DISTRICT
COLORADO

ENGLISH LANGUAGE ARTS / LITERACY
Grade 7 Assessment, 2014–2015

STUDENT	ELA/L OVERALL SCORE	SCORE	READING*			SCORE	WRITING*	
			LITERARY	INFORMATION	VOCABULARY		EXPRESSION	CONVENTIONS
PARCC AVERAGE	187	37				47		
STATE AVERAGE	200	43				51		
DISTRICT AVERAGE	186	37				47		
SCHOOL AVERAGE	201	43				51		
ALASTNAME, FIRSTNAME	176	28				69		
BLASTNAME, FIRSTNAME	185	44				55		
CLASTNAME, FIRSTNAME	175	37				62		
DLASTNAME, FIRSTNAME	213	28				69		
ELASTNAME, FIRSTNAME	161	44				55		
FLASTNAME, FIRSTNAME	174	37				62		
ILASTNAME, FIRSTNAME	N/A							
GLASTNAME, FIRSTNAME	215	28				69		
HLASTNAME, FIRSTNAME	155	44				55		
I LASTNAME, FIRSTNAME	193	28				69		

Student Roster ELA/Literacy

ENGLISH LANGUAGE ARTS / LITERACY Grade 7 Assessment, 2014–2015

STUDENT	ELA/L OVERALL SCORE	SCORE	READING*			SCORE	WRITING*	
			LITERARY	INFORMATION	VOCABULARY		EXPRESSION	CONVENTIONS
PARCC AVERAGE	187	37				47		
STATE AVERAGE	200	43				51		
DISTRICT AVERAGE	186	37				47		
SCHOOL AVERAGE	201	43				51		
ALASTNAME, FIRSTNAME	176	28				69		
BLASTNAME, FIRSTNAME	185	44				55		

1	MINIMAL UNDERSTANDING (150-171)	2	PARTIAL UNDERSTANDING (172-184)	3	ADEQUATE UNDERSTANDING (185-199)	4	STRONG UNDERSTANDING (200-212)	5	DISTINGUISHED UNDERSTANDING (213-230)
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	BELOW students performing at Level 3		NEAR students performing at Level 3		AT OR ABOVE students performing at Level 3
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Student Roster Mathematics

MATHEMATICS

Algebra I Assessment, 2014–2015

STUDENT	GRADE	MATH OVERALL SCORE	MATHEMATICS *			
			MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
PARCC AVERAGE		187				
STATE AVERAGE		200				
DISTRICT AVERAGE		186				
SCHOOL AVERAGE		201				
ALASTNAME, FIRSTNAME	11	176				
BLASTNAME, FIRSTNAME	11	185				

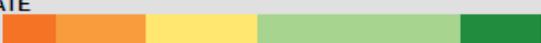
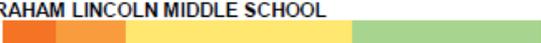
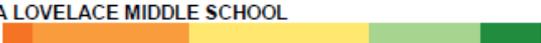
1	MINIMAL UNDERSTANDING (150-171)	2	PARTIAL UNDERSTANDING (172-184)	3	ADEQUATE UNDERSTANDING (185-199)	4	STRONG UNDERSTANDING (200-212)	5	DISTINGUISHED UNDERSTANDING (213-230)
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	BELOW students performing at Level 3		NEAR students performing at Level 3		AT OR ABOVE students performing at Level 3
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Summary Report ELA/Literacy

DISTRICT SUMMARY OF SCHOOLS

ENGLISH LANGUAGE ARTS / LITERACY
Grade 7 Assessment, 2014–2015

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	ELA/L AVG OVERALL SCORE	AVG SCORE	READING* LITERARY INFORMATION VOCABULARY			AVG SCORE	WRITING* EXPRESSION CONVENTIONS	
 8 21 26 28 17	999,999	204	37				47		
 10 17 21 37 15	99,999	191	28				69		
 13 19 28 18 22	5,664	186	44				55		
 10 13 42 35 0	204	187	37				62		
 6 29 33 21 11	198	191	28				69		

1 MINIMAL UNDERSTANDING (150-171)	2 PARTIAL UNDERSTANDING (172-184)	3 ADEQUATE UNDERSTANDING (185-199)	4 STRONG UNDERSTANDING (200-212)	5 DISTINGUISHED UNDERSTANDING (213-230)
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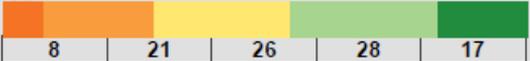
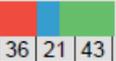
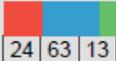
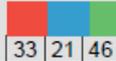
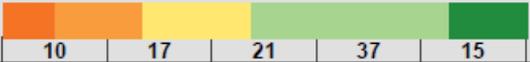
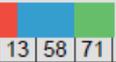
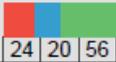
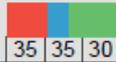
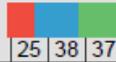
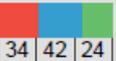
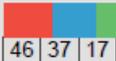
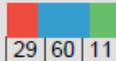
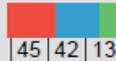
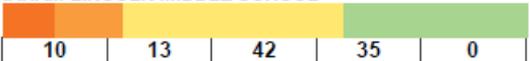
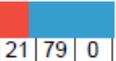
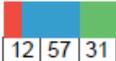
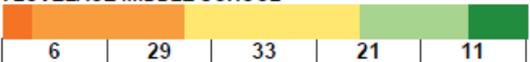
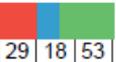
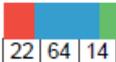
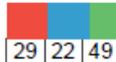
 BELOW students performing at Level 3	 NEAR students performing at Level 3	 AT OR ABOVE students performing at Level 3
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Summary Report Mathematics

DISTRICT SUMMARY OF SCHOOLS

MATHEMATICS

Algebra I Assessment, 2014–2015

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	MATH AVG OVERALL SCORE	MATHEMATICS*			
			MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
 8 21 26 28 17	999,999	204	 36 21 43	 24 63 13	 33 21 46	 51 19 30
 10 17 21 37 15	99,999	191	 13 58 29	 24 20 56	 35 35 30	 25 38 37
 13 19 28 18 22	5,664	186	 34 42 24	 46 37 17	 29 60 11	 45 42 13
 10 13 42 35 0	204	187	 21 79 0	 12 57 31	 33 40 27	 36 22 42
 6 29 33 21 11	198	191	 29 18 53	 22 64 14	 29 22 49	 52 18 30

1 MINIMAL UNDERSTANDING (150-171)	2 PARTIAL UNDERSTANDING (172-184)	3 ADEQUATE UNDERSTANDING (185-199)	4 STRONG UNDERSTANDING (200-212)	5 DISTINGUISHED UNDERSTANDING (213-230)
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 BELOW students performing at Level 3	 NEAR students performing at Level 3	 AT OR ABOVE students performing at Level 3
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In Conclusion....

- Thank you for attending today and for all of the hard work you and others put into 2014-2015 testing.
- If you have any suggestions or comments to share, please call our office, or email us.
- Please let us know of any **changes in your district superintendent, technology coordinator or DTC** as soon as possible.
- If questions arise, contact the Office of Student Assessment at 501-682-4558.