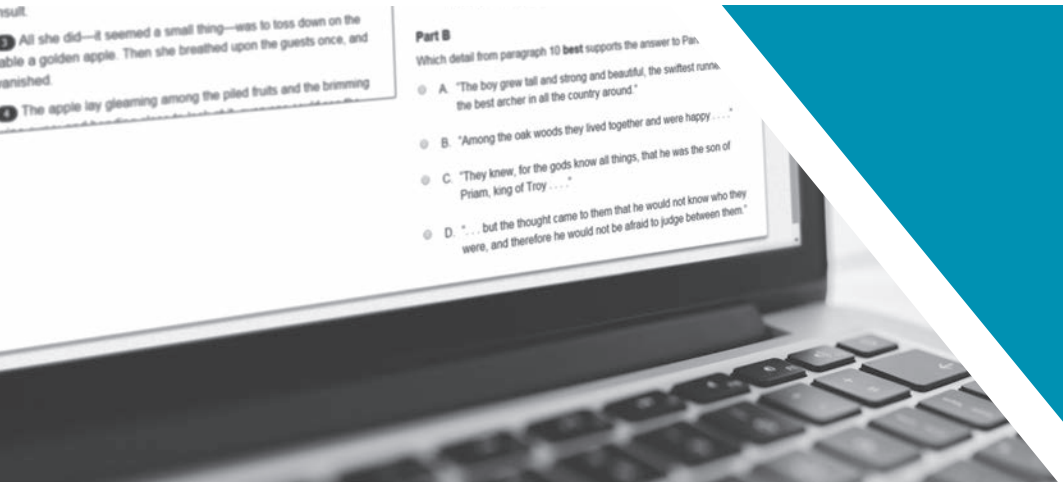
Fall 2014 AND Spring 2015

PARCC

Partnership for Assessment of Readiness for College and Careers



Score Report Interpretation Guide

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1.0 General Information for Parents and Educators

1.1 Background

The Partnership for Assessment of Readiness for College and Careers (PARCC) is a consortium of states developing assessments to measure student achievement in English language arts/literacy (ELA/L) and mathematics based on the learning standards expressed by the Common Core State Standards (CCSS) for grades 3–8 and high school. Arkansas, Colorado, District of Columbia, Illinois, Maryland, Massachusetts, Mississippi, New Jersey, New Mexico, Ohio, and Rhode Island participated in the 2014–2015 PARCC administrations.

1.2 PARCC Assessment

The primary purpose of PARCC is to provide high-quality assessments to measure students' progress toward college and career readiness.

The 2014–2015 (fall and spring) administrations of the PARCC assessment included two test windows for the administration of two separate components: the Performance-Based Assessment (PBA) and the End-of-Year (EOY) assessment. The fall administration was offered in a paper based format, and the spring administration was offered in both paper based and computer based formats. The first window was for administration of the PBA, and the second window was for administration of the EOY. A student must have participated in both windows to receive a summative PARCC score.

The PBA administration occurred after approximately 75 percent of instructional time was complete. The ELA/L PBA focused on writing effectively when analyzing text. The mathematics PBA focused on applying skills and concepts and solving multi-step problems that require abstract reasoning, precision, perseverance, and strategic use of tools.

The EOY administration occurred after approximately 90 percent of instructional time was complete. For the EOY, students demonstrated their acquired skills and knowledge by responding to machine-scored item types.

1.3 Confidentiality of Reporting Results

Individual student performance results on PARCC assessments are confidential and may be released only in accordance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g). Aggregated student performance data are made available to the public and do not contain the names of individual students or teachers.

1.4 Purpose of this Guide

This guide provides information on the individual student reports, school reports, and district reports provided for PARCC assessment results. Section 2.0, which outlines and explains elements of the individual student report, may be shared with parents. This section will help parents understand their child's test results. Section 3.0 outlines and explains elements of the school and district reports. Individual state policies and calculations for accountability reporting may differ from the policies and calculations used for assessment reports. **Note:** Educators in Washington, DC should refer to LearnDC.org to access the DC score reports.

Note that the 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 actual data from any administration.

2.0 Understanding the PARCC Individual Student Report (ISR)

2.1 Types of Scores on the PARCC ISR

Student performance on PARCC assessments is described on the individual student report using scale scores, Performance Levels, and subclaim performance indicators. PARCC, state, district, and school average results are included in relevant sections of the report to help parents understand how their child's performance compares to that of other students. In some instances, a dash (–) will appear in place of average results for a school and/or district. This indicates that there are too few students to maintain student privacy and still report the school or district's results.

2.1.1 Scale Score

A scale score is a numerical value that summarizes student performance. Not all students respond to the same set of test items, so each student's raw score (actual points earned on test items) is adjusted for the slight differences in difficulty among the various forms and administrations of the test. The resulting scale score allows for an accurate comparison across test forms and administration years within a grade and subject area. PARCC reports provide overall scale scores for English language arts/literacy and mathematics, which determine a student's Performance Level. PARCC scale scores range from 650 to 850 for all tests. Additionally, PARCC English language arts/literacy reports provide separate scale scores for both Reading and Writing. PARCC Reading scale scores range from 10 to 90 and PARCC Writing scale scores range from 10 to 60.

For example, a student who earns an overall scale score of 800 on one form of the grade 8 mathematics assessment would be expected to earn an overall scale score of 800 on any other form of the grade 8 mathematics assessment. Furthermore, the student's overall scale score and level of mastery of concepts and skills would be comparable to a student who took the same assessment the previous year or following year.

2.1.2 Performance Level

Each Performance Level is a broad, categorical level defined by a student's overall scale score and used to report overall student performance by describing how well students met the expectations for their grade level/course. Each Performance Level is defined by a range of overall scale scores for the assessment. There are five Performance Levels for PARCC assessments:

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

Students performing at levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers.

Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area (ELA/L and mathematics), and at each grade level/course. PLDs are available at http://avocet.pearson.com/PARCC/Home.

2.1.3 Subclaim Performance Indicators

Subclaim performance for PARCC assessments is reported using graphical representations that indicate how the student performed relative to the overall performance of students who met or nearly met expectations for the content area.

Students may have subclaim performance indicators of:

- Below Expectations – represented by a down arrow

- Nearly Meets Expectations – represented by a bidirectional arrow
- Meets or Exceeds Expectations – represented by an up arrow

PARCC

A

FIRSTNAME M. LASTNAME
Date of Birth: 05/15/2000 ID: 5200154008 **Grade: 7**
SAMPLE DISTRICT NAME
SAMPLE SCHOOL NAME
STATE

B

ENGLISH LANGUAGE ARTS / LITERACY

Grade 7 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

E

Level 2

Your child performed at Level 2 and earned a score of **722**

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

F

G

School average	District average	State average	PARCC average
781	767	774	774

7

H

READING

I

Reading score range: 10 to 90	Average of students just meeting expectations 50	School average 71
Your child's score: **45**	District average 59	State average 64

J

LITERARY TEXT

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

K

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

INFORMATIONAL 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 non-fiction, including texts about history, science, art, and music.

VOCABULARY

In this area, your child did not do as well as 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	Average of students just meeting expectations 35	School average 34
Your child's score: **32**	District average 36	State average 37

WRITING EXPRESSION

In this area, your child did almost 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

L

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

Page 1 of 2

09292015-Sp-ZMOCKSAM-555-7777- 0000007

2.2 Sample ISR (ELA/L)

PARCC

FIRSTNAME M. LASTNAME
Date of Birth: 05/15/2000 ID: 5200154008 **Grade: 7**
SAMPLE DISTRICT NAME
SAMPLE SCHOOL NAME
STATE

ENGLISH LANGUAGE ARTS / LITERACY

Grade 7 Assessment Report, 2014–2015

C

HOW CAN I USE THIS REPORT TO HELP MY CHILD?

Use the report to start a discussion with your child's teacher(s) about his/her academic strengths and areas for improvement. You could ask:

- What can we do at home, in class and at school to help continue building my child's knowledge and skills in areas where he/she exceeds the expectations?
- What can we do at home, in class and at school to help support my child, where the expectations of the grade level were not met?

D

What are the PARCC tests? The tests measure how well students have learned grade-level material in English language arts/literacy and mathematics. Students who meet or exceed expectations are on track for the next grade level and, ultimately, for college and careers. The tests include questions that measure your child's fundamental skills and knowledge, and require students to think critically, solve problems and support or explain their answers. The test is one of several ways to help parents and teachers understand how well children are learning.

What do the performance levels mean? The performance levels listed below describe how well students met the academic expectations for their grade level.

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

How do the test scores this year compare to those in past years? The knowledge and skills tested this year are different - and in some cases more rigorous - than in the past. If your child's score is different than you expected, meet with your child's teacher to understand what that means and how you can help your child improve his or her performance.

How will my child's school use the test results? Results from the test give your child's teacher information about his/her academic performance. The results also give your school and school district important information to make improvements to the education program and to teaching.

How can I use the reading and writing scores? The best way to make sense of these scores is to compare them to the average for students who met the expectations and the average for students in your child's school, district, and state. Also, look at the information below the scores. How is your child doing in each area of reading and writing? Ask your child's teacher how you can give your child more opportunities to be challenged and how you can support his/her academic needs.

Probable range. The probable range in the score on this test is plus or minus 7 points. This is the amount of change that would be expected in your child's score if he/she were to take the test many times. Small differences in scores should not be over interpreted.

For information and resources, including sample PARCC test questions and the PTA's Guide to Student Success, visit understandthescore.org.

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2.3 Sample ISR (Mathematics)

PARCC

A

FIRSTNAME M. LASTNAME
Date of Birth: 08/09/2000 ID: 5200154019 **Grade: 11**
SAMPLE DISTRICT NAME
SAMPLE SCHOOL NAME
STATE

B

MATHEMATICS

Algebra I Assessment Report, 2014–2015

This report provides information about how your child performed on the PARCC mathematics assessment. It shows whether your child met grade-level expectations and if your child is on track for college and careers.

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.

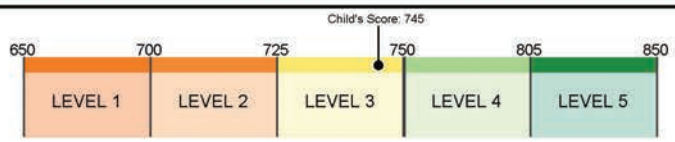
MATHEMATICS PERFORMANCE

E

Level 3

Your child performed at Level 3 and earned a score of **745**

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



F

G

School average	District average	State average	PARCC average
781	767	774	774

J

ADDITIONAL INFORMATION ABOUT YOUR CHILD'S MATHEMATICS SCORE

K

MAJOR CONTENT

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

Students meet expectations by solving problems involving arithmetic operations on polynomials, linear, quadratic, and exponential equations, an understanding of functions, and interpreting algebraic expressions, functions, and linear models.

EXPRESSING MATHEMATICAL REASONING

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

Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.

11

ADDITIONAL & SUPPORTING CONTENT

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

Students meet expectations by solving problems involving properties of rational and irrational numbers, writing algebraic expressions in equivalent forms, systems of equations, interpreting data, and linear, quadratic, and exponential models.

MODELING & APPLICATION

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

Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively and strategically using appropriate tools.

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

L

LEGEND

Below Expectations | Nearly Meets Expectations | Meets or Exceeds Expectations

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

Page 1 of 2

09292015-Sp-ZMOCKSAM-555-7777- 0000001

PARCC

FIRSTNAME M. LASTNAME

Date of Birth: 08/09/2000 ID: 5200154019 **Grade: 11**

SAMPLE DISTRICT NAME

SAMPLE SCHOOL NAME

STATE

MATHEMATICS

Algebra I Assessment Report, 2014–2015

C

HOW CAN I USE THIS REPORT TO HELP MY CHILD?

Use the report to start a discussion with your child's teacher(s) about his/her academic strengths and areas for improvement. You could ask:

- What can we do at home, in class and at school to help continue building my child's knowledge and skills in areas where he/she exceeds the expectations?
- What can we do at home, in class and at school to help support my child, where the expectations of the grade level were not met?

D

What are the PARCC tests? The tests measure how well students have learned grade-level material in English language arts/literacy and mathematics. Students who meet or exceed expectations are on track for the next grade level and, ultimately, for college and careers. The tests include questions that measure your child's fundamental skills and knowledge, and require students to think critically, solve problems and support or explain their answers. The test is one of several ways to help parents and teachers understand how well children are learning.

What do the performance levels mean? The performance levels listed below describe how well students met the academic expectations for their grade level.

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

How do the test scores this year compare to those in past years? The knowledge and skills tested this year are different - and in some cases more rigorous - than in the past. If your child's score is different than you expected, meet with your child's teacher to understand what that means and how you can help your child improve his or her performance.

How will my child's school use the test results? Results from the test give your child's teacher information about his/her academic performance. The results also give your school and school district important information to make improvements to the education program and to teaching.

How can I use the mathematics scores? The best way to make sense of these scores is to compare them to the average for students who met the expectations and the average for students in your child's school, district, and state. Also, look at the information below the scores. How is your child doing in each area of mathematics? Ask your child's teacher how you can give your child more opportunities to be challenged and how you can support his/her academic needs.

Probable range. The probable range in the score on this test is plus or minus 9 points. This is the amount of change that would be expected in your child's score if he/she were to take the test many times. Small differences in scores should not be over interpreted.

For information and resources, including sample PARCC test questions and the PTA's Guide to Student Success, visit understandthescore.org.

Page 2 of 2

2.4 Description of Individual Student Reports

2.4.1 General Information

A. Identification Information

An Individual Student Report lists the student's name, date of birth, state student ID, grade level when assessed, district name, school name, and state. The grade level when assessed is also shown in a colored box on the left side of the report.

B. Description of Report

The description of the report provides the content area (English language arts/literacy or mathematics) assessed, grade level/course assessed, and assessment year. It also provides a general overview of the assessment and score report.

C. How to Use the Report

This section provides direction for how parents can use the report to start a discussion with their child's teacher(s). It is important for parents and educators to have regular check-ins to ensure students are learning the necessary skills to stay on track. Parents can use the information in the report to understand their child's strengths and needs and to work with educators to identify resources to support his or her education.

D. Explanation of Individual Student Report

The second page of the report provides information regarding the assessment and report, including:

- Description of PARCC tests
- Performance Level names
- How test scores this year compare to test scores in past years
- How results are used by the school
- How parents can use the scores
- The probable range of scores
    - The probable range is based on the standard error of measurement, which reflects the variability that would be expected in a student's score if he/she were to take multiple administrations of the assessment. The probable range of scores differs across forms and across level of performance within forms.

2.4.2 Overall Assessment Scores

E. Overall Scale Score and Performance Level

This section of the report provides the student's overall scale score and Performance Level (refer to Section 2.1). Students receive a numerical overall scale score and, based on that score, are ranked in one of five Performance Levels, with Level 5 indicating the student exceeded expectations and Level 1 indicating the student did not yet meet expectations.

F. Graphical Representation of Overall Performance: Overall Scale Score and Performance Level

This graphic provides an illustration of the five Performance Levels and where the student's overall scale score is positioned along the performance scale. The student's score is indicated by the black dot positioned along the range of overall scale scores that define each Performance Level. The ranges of overall scale scores are indicated at the top of the graphic. The scale score needed to reach Performance Level 2 is 700, for Performance Level 3 it is 725, and for Performance Level 4 it is 750 for all grade levels/courses in both ELA/L and mathematics. The scale score needed to reach Performance Level 5 varies. Refer to **Appendix A** for the full list of scale score ranges for each Performance Level.

G. Average of School, District, State, and PARCC

The average overall scale scores of the school, district, state, and PARCC consortium are shown below the overall scale score and Performance Level graphic. This allows for comparing a student's overall scale score to the average overall scale score of students at the school, district, state, and PARCC consortium levels for the same grade level/course and content area.

2.4.3 Performance by Reporting Category

Note: For mathematics, reporting categories are not included. For this reason, there are no markers for H and I on the sample Mathematics ISR.

H. Reporting Category

For English language arts/literacy, there are two reporting categories, Reading and Writing. The bold heading indicates the claim (Reading or Writing) being reported.

I. Performance by Reporting Category Scale Score

For English language arts/literacy, student performance for each reporting category is provided as a scale score (refer to Section 2.1.1) on a different scale from the overall scale score. For this reason, the sum of the scale scores for each reporting category will not equal the overall scale score. For reference, this section includes the range of possible scale scores for each reporting category (i.e., 10–90 for Reading and 10–60 for Writing).

Important to the PARCC assessments is the ability to compare student performance to a variety of reference points. Listed to the right of the individual student's scale score are the average scale scores of all students in the same grade at the school, district, and state levels. The "Average of students just meeting expectations" is the scale score in Reading/Writing that students who just achieve Level 4 on the entire test are expected to obtain.

2.4.4 Performance by Subclaim Category

J. Subclaim Category

Within each reporting category for English language arts/literacy are specific skill sets (subclaims) students demonstrate on the PARCC assessments. Subclaims are provided for mathematics but are not listed under reporting categories as they are for English language arts/literacy. Each subclaim category includes the header identifying the subclaim, an explanatory icon representing the student's performance, and an explanation of whether students have met the expectations of the subclaim.

K. Subclaim Performance Indicators

A student's subclaim indicator represents how well the student performed in a subclaim category relative to how well the reference group performed in that same subclaim category.

Subclaim categories are not reported using scale scores or Performance Levels.

To determine a student's subclaim performance, the performance of all students in the PARCC consortium taking the same test form whose overall scale score identified them as having just achieved Performance Level 3 (i.e., overall scale score = 725) or having just achieved Performance Level 4 (i.e., overall scale score = 750) were considered, as described below. Once these reference groups were identified, their average performance in each subclaim was noted.

- Below Expections – represented by a down arrow
- Nearly Meets Expectations – represented by a bidirectional arrow
- Meets or Exceeds Expectations – represented by an up arrow

L. Description of Subclaim Performance Indicator Graphics

Student performance for each subclaim is marked with a subclaim performance indicator.

- An up arrow for the specified subclaim for "Meets or Exceeds Expectations" indicates that the student's performance for the subclaim was equal to or better than the average performance of students who just achieve Performance Level 4 (i.e., students whose overall scale score is 750).
- A bidirectional arrow for the specified subclaim for "Nearly Meets Expectations" indicates that the student's performance was below the average performance of students who just achieve Performance Level 4 (i.e., students whose overall scale score is 750) but better than or equal to the average performance of students who just achieve Performance Level 3 (i.e., students whose overall scale score is 725).
- A down arrow for the specified subclaim for "Below Expectations" indicates that the student's performance for the subclaim was below the average performance for students who just achieve Performance Level 3 (i.e., students whose overall scale score is 725).

3.0 Understanding the PARCC School and District Reports

3.1 Purpose and Use of PARCC Results

The primary purpose of PARCC is to provide high-quality assessments to measure students' progress toward college and career readiness. PARCC results are a helpful tool in evaluating educational programs and student progress. These reports:

- Summarize student achievement
- Describe student performance relative to meeting standards
- Support improvement planning (e.g., prioritize professional learning and resource decisions, advise program alignment with academic standards, reflect on the effectiveness of school initiatives)

3.2 PARCC School and District Reports

In addition to Individual Student Reports, schools will receive a Student Roster Report, and districts will receive a District Summary of Schools Report. These reports summarize how students in the school or district performed and are described later in this section.

3.2.1 Types of Scores on the PARCC School and District Reports

Performance on PARCC assessments is described on the school and district reports using scale scores, Performance Levels, and subclaim performance indicators. Information about PARCC, state, district, and school average results is included in relevant sections of the report to help schools and districts understand how student and school performance compares to other students and schools. A dash (–) will appear on the report when there are too few students in a school to maintain student privacy and still report the school's results.

3.2.2 Scale Score

A scale score is a numerical value that summarizes student performance. Not all students respond to the same set of questions, so each student's raw score (actual points earned on test items) is adjusted for the slight differences in difficulty among the various forms and administrations of the test. The resulting scale score allows for an accurate comparison across test forms and administration years within a grade or course and subject area. PARCC reports provide overall scale scores for English language arts/literacy and mathematics, which determine a student's Performance Level, as described below. Additionally, PARCC English language arts/literacy reports provide separate scale scores for both Reading and Writing.

For example, a student who earns an overall scale score of 800 on one form of the grade 8 mathematics assessment would be expected to earn an overall scale score of 800 on any other form of the grade 8 mathematics assessment. Furthermore, the student's overall scale score and level of mastery of concepts and skills would be comparable to a student who took the same assessment the previous year or following year.

3.2.3 Performance Level

Each Performance Level is a broad, categorical level defined by a student's overall scale score and used to report overall student performance by describing how well students met the expectations for their grade level/course. Each Performance Level is defined by a range of overall scale scores for the assessment. There are five Performance Levels for PARCC assessments:

- Level 1: Did not yet meet expectations
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- Level 3: Approached expectations
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- Level 5: Exceeded expectations

Students whose performance on the assessment placed them at levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers.

Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area (ELA/L and mathematics), and at each grade level/course. PLDs are available at http://avocet.pearson.com/PARCC/Home.

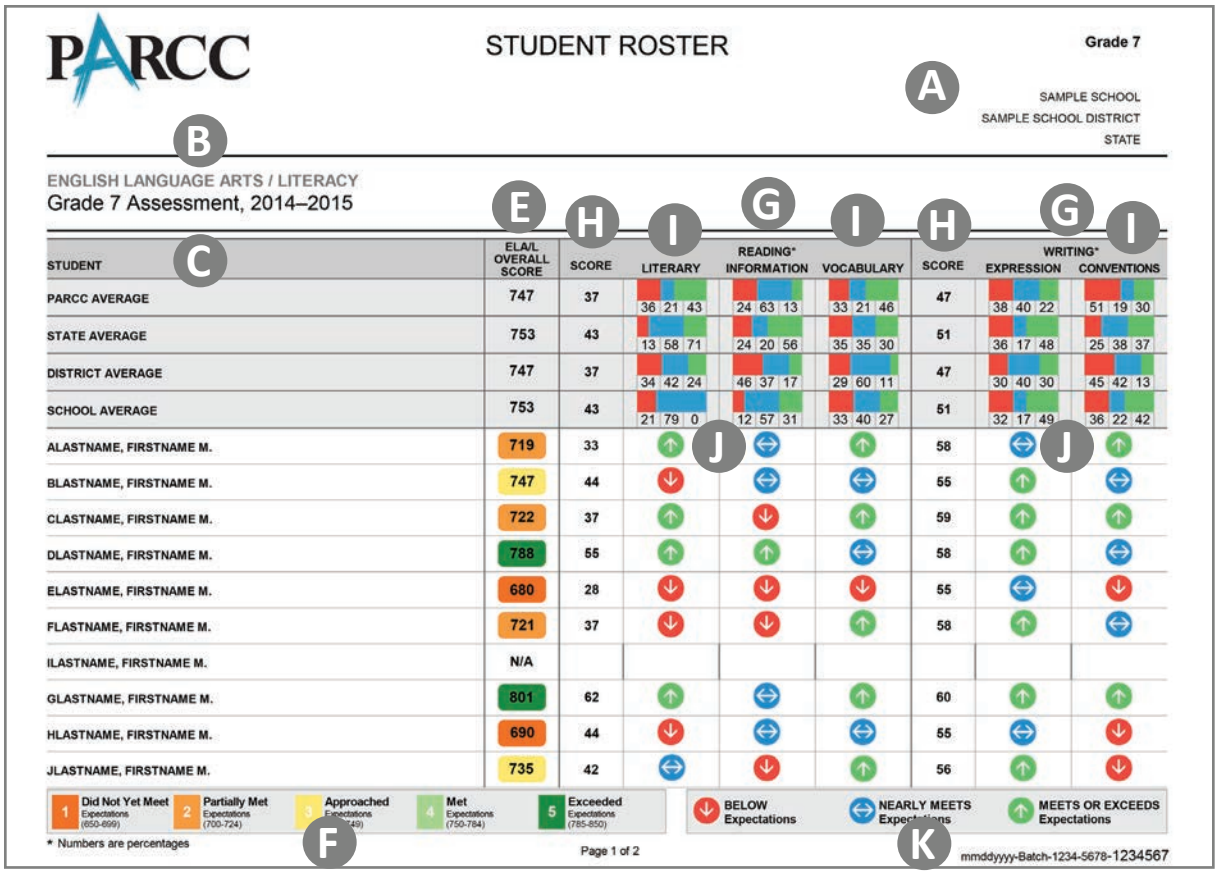
3.2.4 Subclaim Performance Indicators

Subclaim performance for PARCC assessments is reported using graphical representations that indicate how the student performed relative to the overall performance of students who met or nearly met expectations for the content area.

Students may have subclaim performance indicators of:

- Below Expectations – represented by a down arrow
- Nearly Meets Expectations – represented by a bidirectional arrow
- Meets or Exceeds Expectations – represented by an up arrow

3.3 Sample Student Roster Report (ELA/L)



PARCC

STUDENT ROSTER

Grade 7

A

SAMPLE SCHOOL
SAMPLE SCHOOL DISTRICT
STATE

B

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

C STUDENT	E ELA/L OVERALL SCORE	H SCORE	I LITERARY	G READING* INFORMATION	I VOCABULARY	H SCORE	G WRITING* EXPRESSION	I CONVENTIONS
PARCC AVERAGE	747	37	36 21 43	24 63 13	33 21 46	47	38 40 22	51 19 30
STATE AVERAGE	753	43	13 58 71	24 20 56	35 35 30	51	36 17 48	25 38 37
DISTRICT AVERAGE	747	37	34 42 24	46 37 17	29 60 11	47	30 40 30	45 42 13
SCHOOL AVERAGE	753	43	21 79 0	12 57 31	33 40 27	51	32 17 49	36 22 42
ALASTNAME, FIRSTNAME M.	719	33	↑	J ↔	↑	58	↔ J	↑
BLASTNAME, FIRSTNAME M.	747	44	↓	↔	↔	55	↑	↔
CLASTNAME, FIRSTNAME M.	722	37	↑	↓	↑	59	↑	↑
DLASTNAME, FIRSTNAME M.	788	55	↑	↑	↔	58	↑	↔
ELASTNAME, FIRSTNAME M.	680	28	↓	↓	↓	55	↔	↓
FLASTNAME, FIRSTNAME M.	721	37	↓	↓	↑	58	↑	↔
ILASTNAME, FIRSTNAME M.	N/A							
GLASTNAME, FIRSTNAME M.	801	62	↑	↔	↑	60	↑	↑
HLASTNAME, FIRSTNAME M.	690	44	↓	↔	↔	55	↔	↓
JLASTNAME, FIRSTNAME M.	735	42	↔	↓	↑	56	↑	↓

1 Did Not Yet Meet Expectations (650-699) | 2 Partially Met Expectations (700-724) | 3 Approached Expectations (725-749) | 4 Met Expectations (750-784) | 5 Exceeded Expectations (785-850)

↓ BELOW Expectations | ↔ NEARLY MEETS Expectations | ↑ MEETS OR EXCEEDS Expectations

* Numbers are percentages

F

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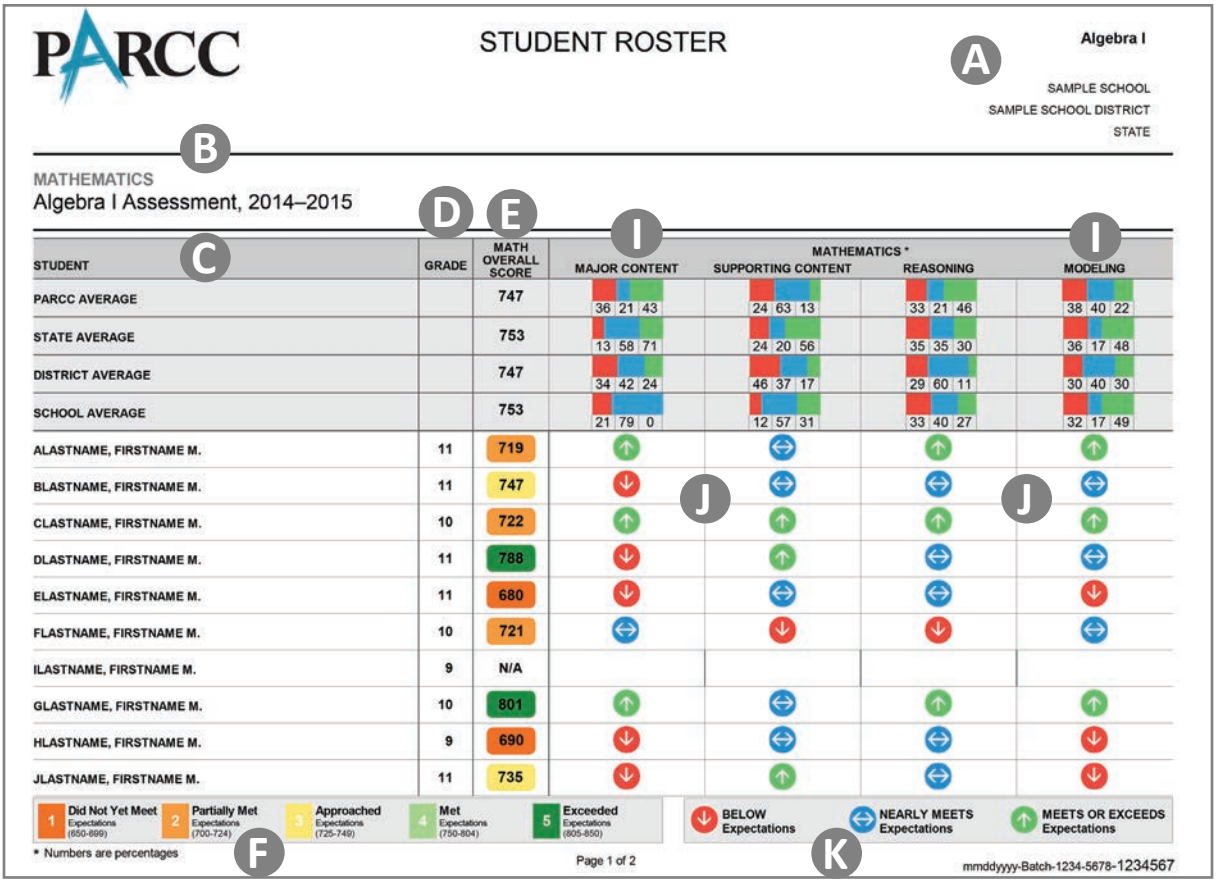
3.4 Sample Student Roster Report (Mathematics)



PARCC

STUDENT ROSTER

A

Algebra I

SAMPLE SCHOOL
SAMPLE SCHOOL DISTRICT
STATE

B

MATHEMATICS
Algebra I Assessment, 2014–2015

D E I I

STUDENT C	GRADE	MATH OVERALL SCORE	MATHEMATICS * MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
PARCC AVERAGE		747	36 21 43	24 63 13	33 21 46	38 40 22
STATE AVERAGE		753	13 58 71	24 20 56	35 35 30	36 17 48
DISTRICT AVERAGE		747	34 42 24	46 37 17	29 60 11	30 40 30
SCHOOL AVERAGE		753	21 79 0	12 57 31	33 40 27	32 17 49
ALASTNAME, FIRSTNAME M.	11	719	↑	↔	↑	↑
BLASTNAME, FIRSTNAME M.	11	747	↓	↔	↔	↔
CLASTNAME, FIRSTNAME M.	10	722	↑	↑	↑	↑
DLASTNAME, FIRSTNAME M.	11	788	↓	↑	↔	↔
ELASTNAME, FIRSTNAME M.	11	680	↓	↔	↔	↓
FLASTNAME, FIRSTNAME M.	10	721	↔	↓	↓	↔
ILASTNAME, FIRSTNAME M.	9	N/A				
GLASTNAME, FIRSTNAME M.	10	801	↑	↔	↑	↑
HLASTNAME, FIRSTNAME M.	9	690	↓	↔	↔	↓
JLASTNAME, FIRSTNAME M.	11	735	↓	↑	↔	↓

J J

1 Did Not Yet Meet Expectations (650-699) 2 Partially Met Expectations (700-724) 3 Approached Expectations (725-749) 4 Met Expectations (750-804) 5 Exceeded Expectations (805-850)

↓ BELOW Expectations ↔ NEARLY MEETS Expectations ↑ MEETS OR EXCEEDS Expectations

* Numbers are percentages

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3.5 Description of Student Roster Reports

3.5.1 General Information

A. Identification Information

Student Roster Reports list the grade level or course assessed, school name, district name, and state.

B. Assessment Information

The report heading provides the content area (English language arts/literacy or mathematics) assessed, grade level/course assessed, and assessment year.

C. Roster of Students

The first column of the Student Roster Report lists all the students in the school at the specified grade level/course who took the assessment for the specified content area. The first four rows include the PARCC, state, district, and school averages.

D. Grade Level

For PARCC course-based assessments, the grade level of the student at the time of the assessment is listed in the second column of the report.

3.5.2 Overall Assessment Scores

E. Overall Scale Score and Performance Level

This column of the report provides the student's overall scale score and Performance Level (refer to Section 3.2). Students receive a numerical score and, based on that score, are ranked in one of five

Performance Levels, with Level 5 indicating the student exceeded expectations and Level 1 indicating the student has not yet met expectations. Performance Levels are indicated by the color highlighting behind the number. Refer to F for the color key.

Note: The first four rows contain PARCC, state, district, and school averages.

F. Description of Performance Level Graphics
This graphic provides a colored illustration of the five Performance Levels and helps to quickly show the Performance Level for each student's scale score.

3.5.3 Performance by Reporting Category
Note: For mathematics, reporting categories are not included. For this reason, there are no markers for G and H on the sample Mathematics Student Roster Report.

G. Reporting Category
For English language arts/literacy, there are two reporting categories, Reading and Writing. The bold heading indicates the claim (Reading and Writing) being reported.

H. Performance by Reporting Category Scale Score
For English language arts/literacy, student performance for each reporting category is provided as a scale score (refer to Section 2.1.1) on a different scale from the overall scale score. For this reason, the sum of the scale scores for each reporting category will not equal the overall scale score. The first four rows contain PARCC, state, district, and school averages.

Important to the PARCC assessments is the ability to compare student performance to a variety of reference points. By reviewing each column, student scores can quickly be compared to the averages.

3.5.4 Performance by Subclaim Category

I. Subclaim Categories
Within each reporting category for English language arts/literacy are specific skill sets (subclaims) students demonstrate on the PARCC assessments. Subclaims are provided for mathematics but are not listed under reporting categories as they are for English language arts/literacy. Each subclaim category includes the header identifying the subclaim; PARCC, state, district, and school averages; and an explanatory icon representing the student's performance.

J. Subclaim Performance Indicators
A student's subclaim indicator represents how well the student performed in a subclaim category relative to how well the reference group performed in that same subclaim category.

Subclaim categories are not reported using scale scores or Performance Levels.

To determine a student's subclaim performance, the performance of all students in the PARCC consortium taking the same test form whose overall scale score identified them as having just achieved Performance Level 3 (i.e., overall scale score = 725) or having just achieved Performance Level 4 (i.e., overall scale score = 750) were considered, as described below. Once these reference groups were identified, their average performance in each subclaim was noted.

- Below Expections – represented by a down arrow
- Nearly Meets Expectations – represented by a bidirectional arrow
- Meets or Exceeds Expectations – represented by an up arrow

PARCC, state, district, and school subclaim performance in the first four rows is reported by the percentage (both graphically and numerically) of students who are below, nearly meet, or meet/exceed

expectations. The numerical values appearing below the graph indicate the percentage of students performing at the Below Expectations, Nearly Meets Expectations, and Meets or Exceeds Expectations levels from left to right, respectively. Due to rounding, percentages may not total 100%.

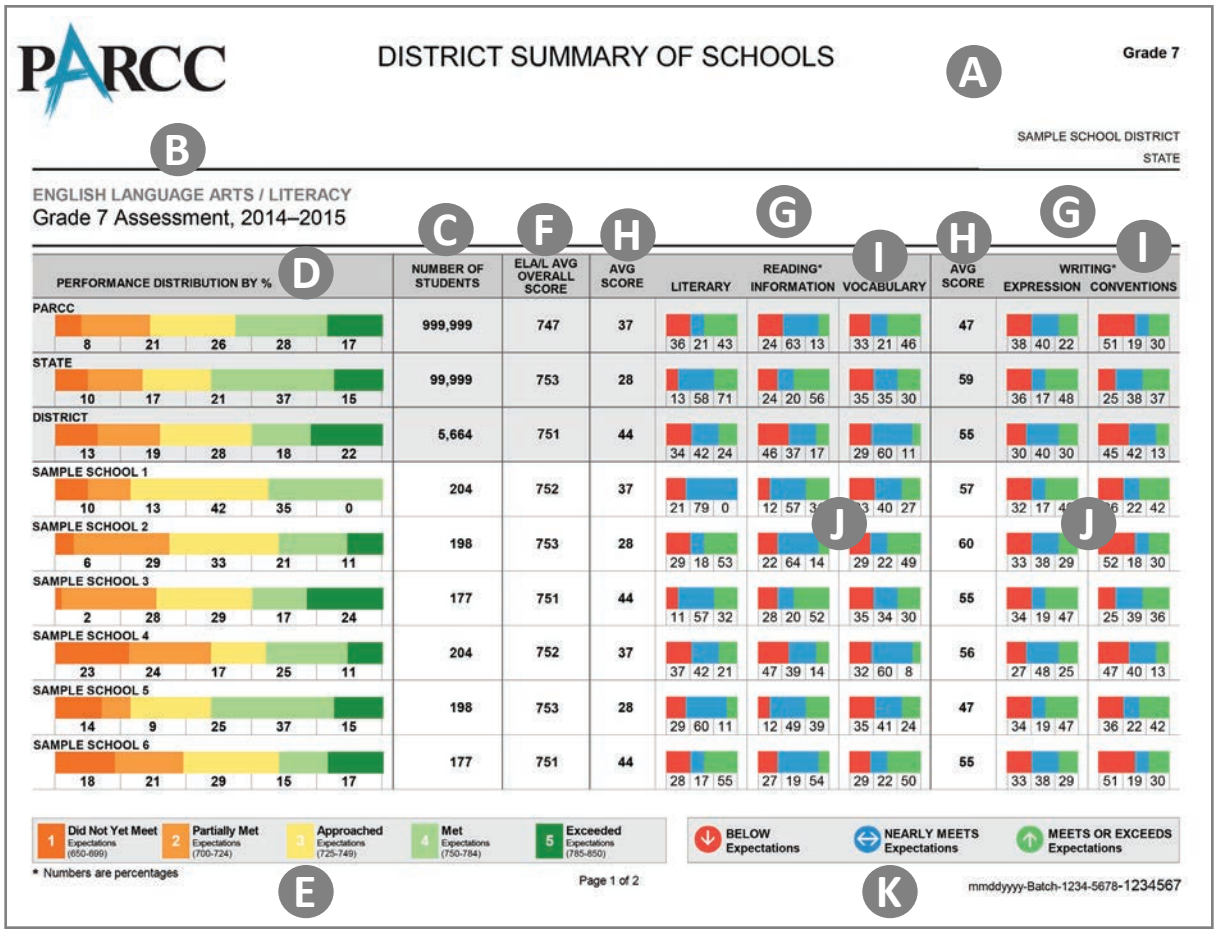
Note: In most cases, numbers will NOT appear directly under each color.

K. Description of Subclaim Performance Graphics

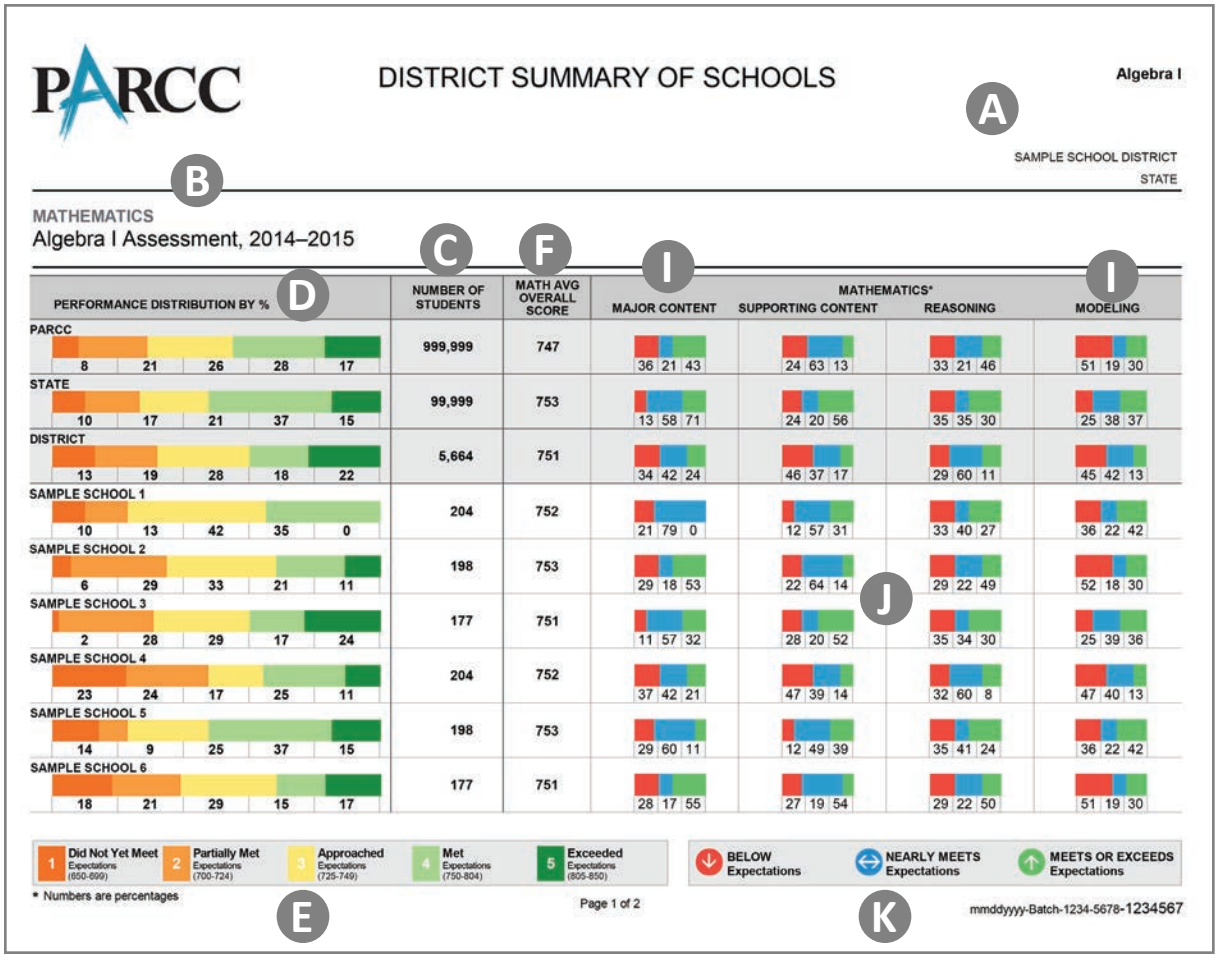
Student performance for each subclaim is marked with a subclaim performance indicator.

- An up arrow for the specified subclaim for "Meets or Exceeds Expectations" indicates that the student's performance for the subclaim was equal to or better than the average performance of students who just achieve Performance Level 4 (i.e., students whose overall scale score is 750).
- A bidirectional arrow for the specified subclaim for "Nearly Meets Expectations" indicates that the student's performance was below the average performance of students who just achieve Performance Level 4 (i.e., students whose overall scale score is 750) but better than or equal to the average performance of students who just achieve Performance Level 3 (i.e., students whose overall scale score is 725).
- A down arrow for the specified subclaim for "Below Expectations" indicates that the student's performance for the subclaim was below the average performance for students who just achieve Performance Level 3 (i.e., students whose overall scale score is 725).

3.6 Sample District Summary of Schools Report (ELA/L)



3.7 Sample District Summary of School Report (Mathematics)



PARCC

DISTRICT SUMMARY OF SCHOOLS

Algebra I

A

SAMPLE SCHOOL DISTRICT
STATE

B

MATHEMATICS
Algebra I Assessment, 2014–2015

C F I I D

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	MATH AVG OVERALL SCORE	MATHEMATICS* MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
PARCC 8 21 26 28 17	999,999	747	36 21 43	24 63 13	33 21 46	51 19 30
STATE 10 17 21 37 15	99,999	753	13 58 71	24 20 56	35 35 30	25 38 37
DISTRICT 13 19 28 18 22	5,664	751	34 42 24	46 37 17	29 60 11	45 42 13
SAMPLE SCHOOL 1 10 13 42 35 0	204	752	21 79 0	12 57 31	33 40 27	36 22 42
SAMPLE SCHOOL 2 6 29 33 21 11	198	753	29 18 53	22 64 14	29 22 49	52 18 30
SAMPLE SCHOOL 3 2 28 29 17 24	177	751	11 57 32	28 20 52	35 34 30	25 39 36
SAMPLE SCHOOL 4 23 24 17 25 11	204	752	37 42 21	47 39 14	32 60 8	47 40 13
SAMPLE SCHOOL 5 14 9 25 37 15	198	753	29 60 11	12 49 39	35 41 24	36 22 42
SAMPLE SCHOOL 6 18 21 29 15 17	177	751	28 17 55	27 19 54	29 22 50	51 19 30

J

1 Did Not Yet Meet Expectations (650-699) | 2 Partially Met Expectations (700-724) | 3 Approached Expectations (725-749) | 4 Met Expectations (750-804) | 5 Exceeded Expectations (805-850)

BELOW Expectations | NEARLY MEETS Expectations | MEETS OR EXCEEDS Expectations

* Numbers are percentages

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3.8 Description of District Summary of Schools Reports

3.8.1 General Information

A. Identification Information
District Summary of Schools Reports list the grade level/course, district name, and state.

B. Assessment Information
The report heading provides the content area (English language arts/literacy or mathematics) assessed, grade level/course, and assessment year.

C. Number of Students
The first three rows contain the number of assessed students for the PARCC consortium, state, and district. Subsequent rows contain the number of students assessed at each school within the district.

3.8.2 Overall Assessment Scores

D. Percentage of Students at Each Performance Level
The first column of the report shows the distribution of students achieving each Performance Level—indicated both graphically and numerically. Each colored section of the graph represents a Performance Level, beginning with Level 1 on the left through Level 5 on the right. The numerical values appearing below the graph indicate the percentage of overall scale scores in Performance Levels 1 through 5, left to right repectively. Due to rounding, percentages may not total 100%.

Note: In most cases, numbers will NOT appear directly under each color.

The name of the school is listed in each row above the graph.

E. Description of Performance Level Graphics
This graphic provides a colored illustration of the five Performance Levels and helps to quickly show the percentage of students in each Performance Level.

F. Average Overall Scale Score
This column of the report provides the average overall scale score (refer to Section 3.2) for all students assessed at the school for the specified assessment on the report.

Note: The first three rows contain PARCC, state, and district averages.

3.8.3 Performance by Reporting Category
Note: For mathematics, reporting categories are not included. For this reason, there are no markers for G and H on the sample Mathematics District Summary of Schools Report.

G. Reporting Category
For English language arts/literacy, there are two reporting categories, Reading and Writing. The bold heading indicates the claim (Reading and Writing) being reported.

H. Performance by Reporting Category Scale Score
For English language arts/literacy, student performance for each reporting category is provided as a scale score (refer to Section 3.2) on a different scale from the overall scale score. For this reason, the sum of the average scale scores for each reporting category will not equal the average overall scale score. The first three rows contain PARCC, state, and district averages. The remaining rows contain the school averages.

Important to the PARCC assessments is the ability to compare performance across many levels. By reviewing the average overall scale score column, school data can quickly be compared to the district, state, and PARCC averages.

3.8.4 Performance by Subclaim Category

I. Subclaim Category
Within each reporting category are specific skill sets (subclaims) students demonstrate on the PARCC assessments. Each subclaim category includes the column header identifying the subclaim, as well as PARCC, state, district, and school averages.

J. Subclaim Performance Indicators
Subclaim indicators represents how well students performed in a subclaim category relative to how well the reference group performed in that same subclaim category.

Subclaim categories are not reported using scale scores or Performance Levels.

To determine a student's subclaim performance, the performance of all students in the PARCC consortium taking the same test form whose overall scale score identified them as having just achieved Performance Level 3 (i.e., overall scale score = 725) or having just achieved Performance Level 4 (i.e., overall scale score = 750) were considered, as described below. Once these reference groups were identified, their average performance in each subclaim was noted.

- Below Expections – represented by a red down arrow
- Nearly Meets Expectations – represented by a blue bidirectional arrow
- Meets or Exceeds Expectations – represented by a green up arrow

On District Summary of Schools Reports, subclaim performance for PARCC, the state, district, and schools is reported by the percentage (both graphically and numerically) of students who are below, nearly meet, or meet/exceed expectations. The numerical values appearing below the graph indicate the percentage of students performing at the Below Expectations, Nearly Meets Expectations, and Meets or Exceeds Expectations levels from left to right, respectively. Due to rounding, percentages may not total 100%.

Note: In most cases, numbers will NOT appear directly under each color.

K. Description of Subclaim Performance Graphics

Student performance for each subclaim is illustrated with an explanatory icon. **For District Summary of Schools Reports only the colors of the icons are used in the graphical representation under each subclaim.**

- The green section (right section) of the graph for the specified subclaim for "Meets or Exceeds Expectations" indicates that the students' performance for the subclaim was equal to or better than the average performance of students who just achieve Performance Level 4 (i.e., students whose overall scale score is 750).
- The blue section (middle section) of the graph for the specified subclaim for "Nearly Meets Expectations" indicates that the student's performance was below the average performance of students who just achieve Performance Level 4 (i.e., students whose overall scale score is 750) but better than or equal to the average performance of students who just achieve Performance Level 3 (i.e., students whose overall scale score is 725).
- The red section (left section) of the graph for the specified subclaim for "Below Expectations" indicates that the students' performance for the subclaim was below the average performance for students who just achieve Performance Level 3 (i.e., students whose overall scale score is 725).

Appendix A

Scale Score Ranges

Appendix

Grade 3 ELA/L			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-809
Level 5 Cut	810	Level 5 Range	810-850

Grade 4 ELA/L			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-789
Level 5 Cut	790	Level 5 Range	790-850

Grade 5 ELA/L			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-798
Level 5 Cut	799	Level 5 Range	799-850

Grade 6 ELA/L			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-789
Level 5 Cut	790	Level 5 Range	790-850

Grade 7 ELA/L			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-784
Level 5 Cut	785	Level 5 Range	785-850

Grade 8 ELA/L			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-793
Level 5 Cut	794	Level 5 Range	794-850

Grade 3 Mathematics			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-789
Level 5 Cut	790	Level 5 Range	790-850

Grade 4 Mathematics			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-795
Level 5 Cut	796	Level 5 Range	796-850

Grade 5 Mathematics			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-789
Level 5 Cut	790	Level 5 Range	790-850

Grade 6 Mathematics			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-787
Level 5 Cut	788	Level 5 Range	788-850

Grade 7 Mathematics			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-785
Level 5 Cut	786	Level 5 Range	786-850

Grade 8 Mathematics			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-800
Level 5 Cut	801	Level 5 Range	801-850

Algebra I			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-804
Level 5 Cut	805	Level 5 Range	805-850

Algebra II			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-807
Level 5 Cut	808	Level 5 Range	808-850

Geometry			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-782
Level 5 Cut	783	Level 5 Range	783-850

Integrated Mathematics I			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-798
Level 5 Cut	799	Level 5 Range	799-850

Integrated Mathematics II			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-784
Level 5 Cut	785	Level 5 Range	785-850

Integrated Mathematics III			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-803
Level 5 Cut	804	Level 5 Range	804-850

Grade 9 ELA/L			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-790
Level 5 Cut	791	Level 5 Range	791-850

Grade 10 ELA/L			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-793
Level 5 Cut	794	Level 5 Range	794-850

Grade 11 ELA/L			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-791
Level 5 Cut	792	Level 5 Range	792-850

Appendix B

Performance Level Descriptors

Performance Level Descriptors

Grades 3–11 English Language Arts/Literacy
PLDs for grades 3–11 English language arts/literacy are available at http://avocet.pearson.com/PARCC/Home.

Grades 3–8 Mathematics
PLDs for grades 3–8 mathematics are available at http://avocet.pearson.com/PARCC/Home.

Algebra I, Algebra II, Geometry, Integrated Math I, II, and II
PLDs for high school mathematics courses are available at http://avocet.pearson.com/PARCC/Home.