

Perspectives on Assessments in Maryland

A Guide for Parents and Communities

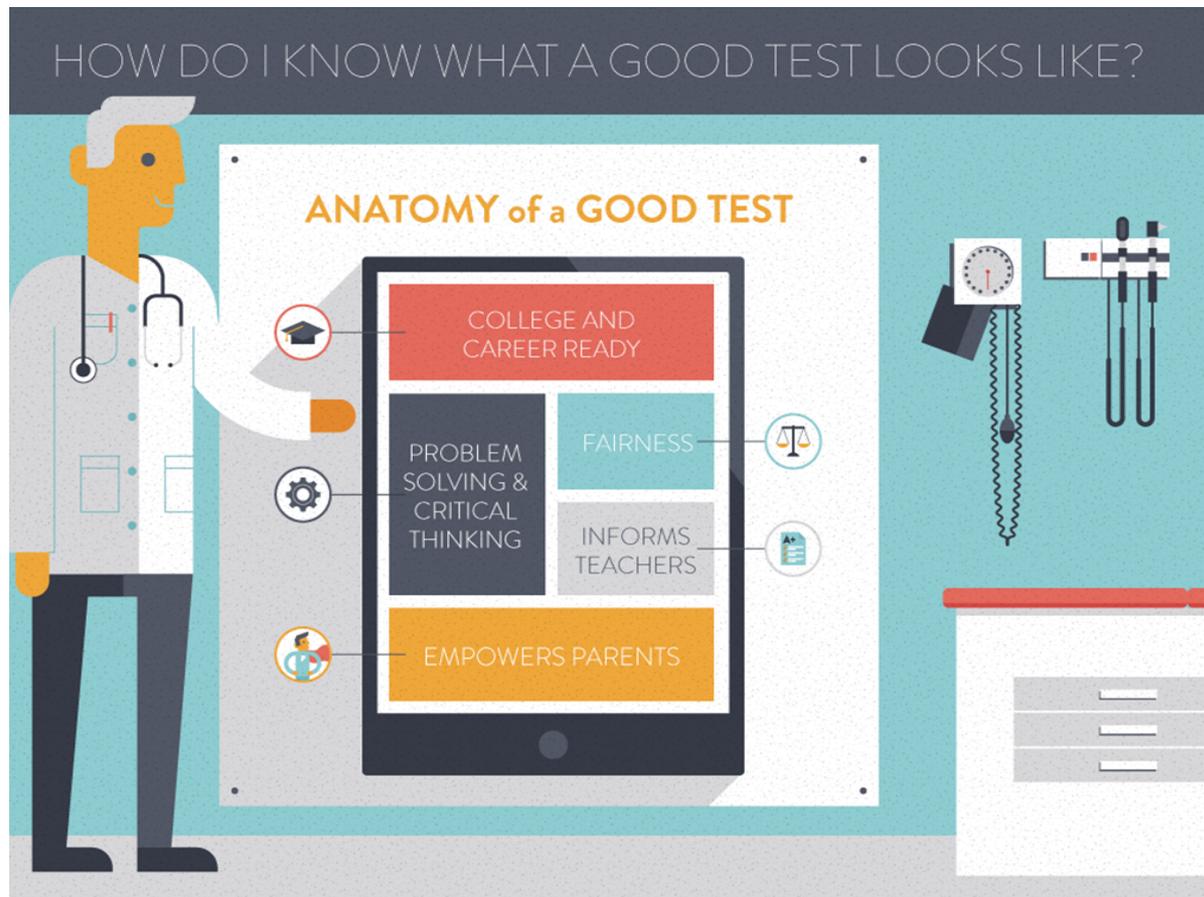
Presented by

Teaching, Learning, and Assessing Go Hand-in-Hand

- ❑ A good assessment helps parents and teachers understand:
 - ❑ Is the student ready for the next unit or grade?
 - ❑ Where does the student excel or need help?
 - ❑ Is the student prepared to succeed in college or the workforce?
 - ❑ Is instruction on track to help students learn what they should know?



A Good Assessment is Like a Good Check-up



Our Schools Offer a Menu of Informative Assessments

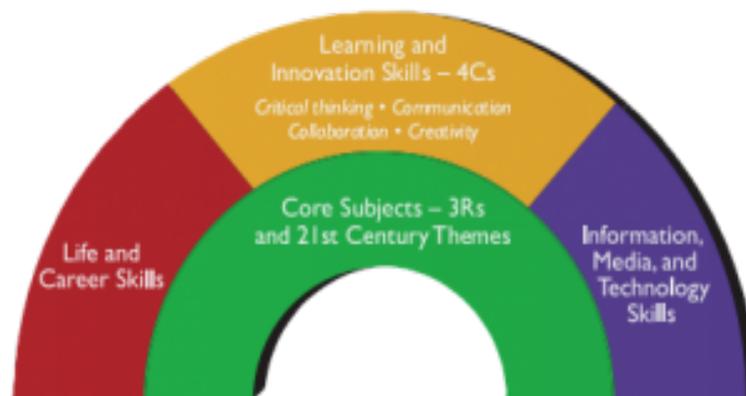
- ❑ SAT*
- ❑ ACT*
- ❑ AP*
- ❑ Accuplacer*
- ❑ MSA Science
- ❑ HSA
- ❑ English Lang. Learners
- ❑ KRA
- ❑ Alt-MSA
- ❑ PSAT



These “snapshots” of student performance help determine if students are ready to advance or do college-level work

Adding PARCC to the Mix

- ❑ Maryland's third full year of higher academic standards is now under way.
- ❑ More emphasis on
 - Critical Thinking
 - Problem Solving
 - Clear Writing
- ❑ Students in **all grades** are aiming higher.



High Standards Call for Better Ways to Assess Progress

- ❑ PARCC helps parents and teachers understand:
 - ❑ Is the student meeting grade-level expectations in English Language Arts and Math?
 - ❑ How is the student performing relative to his or her peers?
 - ❑ What are the student's main strengths and weaknesses?
 - ❑ What can we do at home, and in class, to help each student stay on track for success?



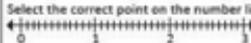
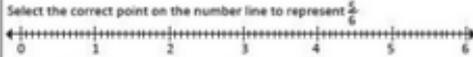
A Better Way to Measure Learning, By Grade

TESTING THEN

- ❑ Multiple Choice
- ❑ Memorization
- ❑ Information Without Context

TESTING NOW

- ❑ Read, Write, Reflect
- ❑ Analyze, Show Results
- ❑ Information in Real-World Context

Mathematics, Grade 4	
OLD TEST ITEM	PARCC TEST ITEM
<p>Justine is using the stickers below to decorate a picture frame.</p>  <p>1. What fraction of Justine's stickers are hearts? Which of the number in your fraction represents the whole set of stickers?</p> <p>2. Draw and label a number line and mark an X on the number line to show the location of the fraction of Justine's stickers that are ladybugs.</p> <p>BE SURE TO LABEL YOUR RESPONSES 1 AND 2.</p>	<p>Ava and Mia are comparing the fractions $\frac{3}{2}$ and $\frac{5}{6}$.</p> <p>PART A: Ava created this number line to graph $\frac{3}{2}$.</p>  <p>Select the correct point on the number line to represent $\frac{3}{2}$.</p> <p>Mia created this number line to graph $\frac{5}{6}$.</p>  <p>Select the correct point on the number line to represent $\frac{5}{6}$.</p> <p>PART B: Is $\frac{3}{2}$ greater than or less than $\frac{5}{6}$? Explain how you know.</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p>PART C: Write a fraction that is between $\frac{3}{2}$ and $\frac{5}{6}$.</p> <div style="border: 1px solid black; width: 100%;"></div> <p>Explain how you know your fraction is between $\frac{3}{2}$ and $\frac{5}{6}$.</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>
WHAT'S DIFFERENT?	
<p>Notice the focus on procedure (counting, in this case). You can also see that students do not engage with the material.</p>	<p>The PARCC item is in several parts. Part A asks students to show they know that a fraction is a number, rather than just a ratio (like heart stickers to total number of stickers in the old test item). This puts the focus on understanding the concept. Students interact with the problem by placing fractions on the number line, an example of using technology to enhance the question.</p> <p>In Part B, students are asked to make sense of the fractions as numbers by comparing them — taking a step beyond just putting them on the number line.</p> <p>In Part C, students apply their understanding by creating a fraction that is between $\frac{3}{2}$ and $\frac{5}{6}$. You can see that the tasks build upon one another and ask students to do more than just procedures. Students are asked to demonstrate understanding and apply and explain their knowledge.</p>

How are We Doing So Far?

- **Year 1 of PARCC in MD Went Smoothly**
 - PARCC English Language Arts and Math tests taken by 575,000 students
 - Roughly 80% took tests online
- **Lessons Learned for Year 2**
 - Shorter test overall
 - Shorter testing window
 - Tests given closer to completion of courses
 - Results back sooner



When Do Parents See Scores?

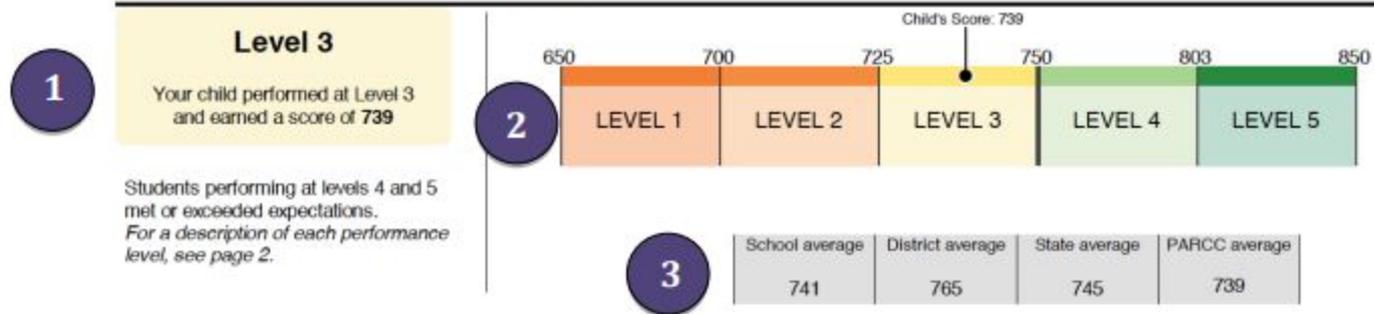
- Students' PARCC score reports arrive home between November 2015 and January 2016



Maryland's PARCC Timeline	PARCC: Year 1 <i>New standards, new test</i>				PARCC: Year 2 <i>Track progress from last year</i>				PARCC: Year 3 <i>Graduation requirement</i>			
	2014-15				2015-16				2016-17			
	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer
Maryland fully implements new College & Career Ready Standards	Back to school		Students take PARCC	PARCC sets performance levels	School, PTA meetings cover PARCC	Year 1 PARCC scores sent home	PARCC is shorter this year and more streamlined	Year 2 PARCC scores sent home	Back to school		PARCC counts towards high school graduation	Year 3 PARCC scores sent home
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4								

What Will the Scores Show?

ENGLISH LANGUAGE ARTS / LITERACY PERFORMANCE



Key Information Provided in the Score Report

1 Overall Student Performance – This section of the report shows your student’s overall numerical score and the performance level achieved based on that score. Level 1 indicates a student is not yet meeting grade level expectations and Level 5 indicates the student has a strong understanding of grade level material.

Page two of the score report provides additional information about your child’s score and level of performance. Level 4 and above indicates that a student meets or exceeds grade level expectations and is well prepared for the next grade level.

2 Score Graph – The colored graph shows the score ranges for each performance level and where your child’s score falls within that range. This gives you an indication of how close your child is to achieving the next level.

3 Score Comparisons: Unlike many previous state test score reports, PARCC score reports show how your student is performing compared to students in the same grade at the same school, across the school district, around the state, and across the states administering the PARCC test.

What Will the Scores Show?

READING

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

WRITING

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

- 4 **Reading and Writing Performance** – The report for the English language arts test will show your student's overall performance in two main sub-categories: reading and writing. It will show your child's numerical score for a sub-set of questions in those categories. This section includes the average reading and writing scores of students who achieved an overall performance of Level 4 on the test, as well as average scores for the school, district, and state.

LITERARY TEXT

- 5  **In this area, your child did not do as well as students who met the expectations.**
Students meet expectations by showing they can read and analyze grade appropriate fiction, drama and poetry.

INFORMATIONAL TEXT

-  **In this area, your child did almost as well as students who**

WRITING EXPRESSION

- 5  **In this area, your child did not do as well as students who met the expectations.**
Students meet expectations by showing they can compose well-developed, organized, and clear writing, using details from what they have read.

KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS

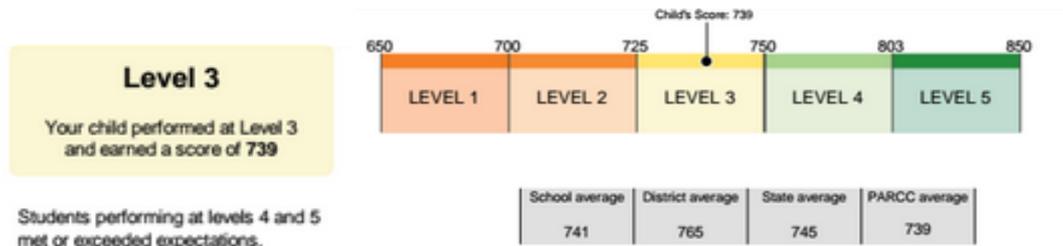
-  **In this area, your child did as well as or better than students**

- 5 **Detailed Breakdowns** – The score report also provides information about your child's performance on specific skills within English language arts, so you can see where your student is excelling or needs additional support. Each area includes a description of the skills needed to demonstrate a clear understanding of grade-level standards.

What Do the Performance Levels Mean?

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

At levels 4 and 5, students in grades 3-8 demonstrate strong command of standards. In high school, this signifies college readiness.



How Will the Results Help My Child?

❑ PARENTS

- Meet with your child's teacher to review results and discuss the best approach—and best resources—to help your child catch up or move ahead.

❑ TEACHERS

- Use the results to guide instruction at each grade level—and support students' specific needs, plan instruction, and provide enrichment.

❑ STUDENTS

- Don't stress about the test: If you study and learn as you go, PARCC will reflect what you already know.
- Extra help is available—where it's most needed.

Do PARCC Results Count?

❑ **2014-2015: Year 1 of PARCC Was a Transition Year**

- Setting a new baseline for a new test
- Students must take PARCC
- Passing score not tied to graduation



❑ **2015-2016: Year 2 of PARCC—Transition Continues**

❑ **2016-2017: Year 3 of PARCC**

- The PARCC English Language Arts and Math tests are graduation requirements
- Schools offer pathways for students who fail to meet the PARCC requirements or other state assessments by 12th grade

A New Starting Point

- ❑ A low PARCC score or performance level does not mean a child is failing to learn.
 - It's an opportunity for growth—and to work toward grade-level expectations.
- ❑ Testing is just one way to evaluate a child's progress.
 - Behavior, attendance, attitude, study habits, and teacher observations are important too.
- ❑ Student scores and other information is highly protected and not shared publicly.

For More Information

- Maryland State Department of Education:
<http://marylandpublicschools.org/MSDE/programs/parcc/>
- PARCC Inc.'s Understandthescore.org
- Check your local school's website for additional resources.