

# PARCC Assessment

Assessment Department

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## Inside this issue:

CCSS Assessments	1
Two Assessments	1
ELA Performance Assessments	2
ELA End of Year Assessments	2
Math Assessments	2
Score Reporting	3
PARCC & APS Assessments	3
Administration Times	3
Estimated Testing Times	4
Future Newsletters	4

## Common Core Assessments 2015

The Common Core presents educators with a set of rich standards capturing the essential knowledge, skills, and abilities students need to be successful in careers and college.

Associated with the Common Core are summative assessment described as *next generation assessments*. These assessments are being designed to show how well students have mastered the complex skills and knowledge defined in the CCSS and help determine if students are on track to be college and career ready.

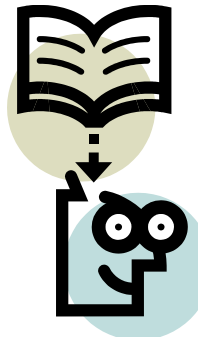
Since 2010 PARCC and its member states have made great strides in designing these next generation

assessments. Item prototypes have been released and a few APS schools participated in item try-out last spring.

Recently PARCC has released guidance around the test format and administration, and guidance for technology to support assessment.

This newsletter presents the test design and administration information. Included is information about how the current APS Comprehensive Assessment System supports principals and teachers in their efforts to ensure every student masters the common core.

PARCC will replace state summative assessments in grades 3-11 and provide a way to measure mastery of the important skills and knowledge defined in each grade level of the CCSS.



Other Newsletters to come:  
PARCC & Technology,  
Assessment item samples &  
NM Bridge Assessments

## PARCC Design Includes Two Separate Assessments

Assessments are designed to be technology- enhanced items for online administration. Assessments in English language arts and math will be administered in two components:

- 1** The ***Performance-Based Assessment (PBA)*** will be administered after approximately 75% of the school year.
- 2** The ***End of Year (EOY) Assessment*** will be administered after approximately 90% of the school year.

## Special points of interest:

- Each test will require 5-9 days to complete.
- All testing is planned for on-line administration.
- Students with an IEP requiring paper/pencil testing will have that option.

## ELA Performance-Based Assessments

Students in grades 3-11 in ELA will engage in three Performance Tasks:

1. Research Simulation
2. Literary analysis
3. Narrative task

For each of these tasks, students will be asked to:

- Read one or more texts.
- Answer several short comprehension and vocabulary questions.
- Write an essay requiring students to cite evidence from texts.

For students in grades 6-11 the informational texts will include social studies, historical, scientific, and technical texts.

For all grades these assessments are defined as technology-enhanced items requiring computer administration. Students will have technology-based tools they must be prepared to use in order to do well on these PBAs.



## ELA End of Year Assessments

The **ELA End of Year (EOY) Assessments** will include 4-5 texts both literary and informational. For each piece the student will answer several short-answer comprehension and vocabulary items. The End of Year test will be computer administered and computer scored. While the format of this portion of the test will look most familiar, the rigor of the items and the item scaffold strategy will be significantly different from older versions of state tests.

Scaffold or paired items will ask students a question about a passage or passages and then ask students to cite the evidence for their choice by selecting the most appropriate excerpt from the text. The passages for these tasks will be complex texts. For a definition of complex, reference the CCSS.

*All Students will participate in both the Performance-Based and End of Year Assessments!*

## Math Assessments



Math assessments will be divided into two components: PBAs and EOYs. Math PBAs will include short answer and extended responses focused on conceptual knowledge

and skills and practices of reasoning and modeling. Math EOYs will be short answer questions on conceptual skills and understandings. Math problems will ask students to explain

their reasoning, to critique the work of others, select the best of others' work and defend their selection, and to use mathematical models to tackle real-world problems.

## Score Reporting

Scores for all students in grades 3-11 are reported in the same format and manner. ELA/Literacy Assessments will be reported in three categories:

- ELA/Literacy
- Reading and comprehending a range of complex texts
- Writing effectively using evidence source.

Student will have both a scale and performance level score. These scale scores most likely will not relate to the '40' proficiency score we now

have on the SBA. Performance levels will be reported in 5 levels of proficiency with associated cut scores.

In math, overall scores will be reported in scale scores and performance levels.



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## Administration Times

The PARCC, PBA and EOY Assessments will be administered in a total of 9 sessions. The PBA will require 5 sessions, 3 for ELA/Literacy and 2 for math. The EOY component will require 4 sessions, 2 for ELA/Literacy and 2 for math. The amount of time estimated for the different sessions range from 55 minutes to 85 minutes for the typical student. For students needing extra time, a set amount of additional time for each session will be provided to ensure students have ample time to complete each session.

A table of typical times is available in this newsletter (page 4).

Schools will have a maximum of 20 school days to administer the PBA and a maximum of 20 school days to administer the EOY Assessments.

Schools with the capacity to administer the tests to large numbers of students at the same time will be able to complete the testing in fewer days.

Generally, an individual student will test over 5-9 days.

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## PARCC and the APS Assessment System

The Assessment Department is working closely with teachers who are designing the units of study for the Common Core. Their work is to include, in each unit of study, performance tasks aligned to the standards addressed in the unit. These performance tasks will help teachers to ensure that their instruction reaches the rigor of the standards and exposes students to the kinds of items they will see on the PBA.

The District Interim Assessments also are being redesigned by teachers to align to the CCSS. These assessments will include some constructed response items but will most closely align to the End of Year (EYO) PARCC Assessments. These interim assessments will help teachers determine if their students are on track to meet the requirements of the EOY PARCC Assessment and where teachers might make modifications to their instructional programs.

## PARCC Estimated Testing Times

Performance Based Component							End of Year				
Grade	ELA/Literacy			Math		Total	ELA/Literacy		Math		Total
	Literary Analysis	Research	Narrative	Session 1	Session 2		Session 1	Session 2	Session 1	Session 1	
3	50	60	40	50	50	250	60	60	55	55	230
4-5	80	80	50	50	50	310	70	70	55	55	250
6-8	60	85	50	50	50	315	70	70	55	55	250
9-10 Alg I Geo	80	85	50	50	50	315	70	70	65	65	270
11 Alg II	80	85	50	65	65	345	70	70	55	55	250



### Periodic Newsletters with more PARCC Information

There is a lot to learn about PARCC. These newsletters will be produced periodically to cover individual topics about PARCC.

Some future topics will include the required technology to support PARCC testing; a technology estimator; sample items, and accommodations.

As PARCC finalizes certain policies about testing, new publications will address these as well.

Each newsletter will be emailed to principals and then posted on AIMS on the principal and teacher landing pages.

If there are of topics of interest to you or your staff, let us know and we will make every effort to cover those topics in future newsletters.

#### Questions?

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