The Partnership for Assessment of Readiness for College and Careers

Common Core Summit for Georgia Administrators
Macon, GA
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• http://tinyrul.com/d4manho
• Georgia’s Transition to PARCC
• About PARCC and the PARCC Design
• Supporting Educators
• Additional Resources
CCGPS Implementation: Georgia Student Assessment Program

- CCGPS: English Language Arts & Mathematics
- Georgia will continue to administer state assessments until PARCC is implemented in 2014-2015
- As the CCGPS is implemented in classrooms this school year (2012-2013), the state assessments will transition to measure the CCGPS.
  - The only GPS content eligible to be assessed in ELA and Mathematics are the ‘transitional standards’ identified by GaDOE Curriculum.
CCGPS Implementation:
Georgia Student Assessment Program

• The following state assessments will transition to measure the CCGPS in 2012-2013:
  ♦ GKIDS  ♦ CRCT  ♦ CRCT-M
  ♦ GAA  ♦ EOCT

• The Writing Assessments will remain as currently structured (on-demand prompts).

• Revised assessment resources (e.g., Content Descriptions) will be posted in early August
  http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/default.aspx
RT3 Assessment Resources

- CCGPS Formative Item Bank
- Assessment Literacy/Formative Instruction Online Learning Modules
- Interim Benchmarks
About PARCC and the PARCC Design
Partnership for Assessment of Readiness for College and Careers (PARCC)
1. Create high-quality assessments
2. Build a pathway to college and career readiness for all students
3. Support educators in the classroom
4. Develop 21st century, technology-based assessments
5. Advance accountability at all levels
6. Build an assessment that is sustainable and affordable
Assessment Design
English Language Arts/Literacy and Mathematics, Grades 3-11

Diagnostic Assessment
- Early indicator of student knowledge and skills to inform instruction, supports, and PD
- Non-summative

Mid-Year Assessment
- Performance-based
- Emphasis on hard-to-measure standards
- Potentially summative

Performance-Based Assessment (PBA)
- Extended tasks
- Applications of concepts and skills
- Required

End-of-Year Assessment
- Innovative, computer-based items
- Required

Speaking And Listening Assessment
- Locally scored
- Non-summative, required

2 Optional Assessments/Flexible Administration
Non-Summative Assessment Components

- **Diagnostic Assessment** designed to be an indicator of student knowledge and skills so that instruction, supports and professional development can be tailored to meet student needs.

- **Mid-Year Assessment** comprised of performance-based items and tasks, with an emphasis on hard-to-measure standards. After study, individual states may consider including as a summative component.
**Summative Assessment Components**

- **Performance-Based Assessment (PBA)** administered as close to the end of the school year as possible. The ELA/literacy PBA will focus on writing effectively when analyzing text. The mathematics PBA will focus on applying skills, concepts, and understandings to solve multi-step problems requiring abstract reasoning, precision, perseverance, and strategic use of tools.

- **End-of-Year Assessment (EOY)** administered after approx. 90% of the school year. The ELA/literacy EOY will focus on reading comprehension. The math EOY will be comprised of innovative, machine-scorable items.
Contractors must adhere to the following principles:

- Use **Universal Design principles** to create accessible assessments throughout every stage and component of the assessment.
- Minimize/eliminate features of the assessment that are irrelevant to what is being measured, so that all students can more accurately demonstrate their knowledge and skills.
- Measure the full range of complexity of the standards.
- Use technology to make all components of the assessment as accessible as possible.
## Use of Technology

| Technology-Enhanced Items | Present assessment material and capture student responses in a way that cannot be accomplished with paper and pencil  
<table>
<thead>
<tr>
<th></th>
<th>Ex.: simulation, interactivity, drag-and-drop</th>
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<tbody>
<tr>
<td>Electronic Item Banking</td>
<td>Adherence to recognized technology standards will allow for supports and accessibility information to be embedded in digital test items</td>
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| Student Access & Engagement | Electronically tagged items will allow for proper supports to activate for individual students, promoting access for students with disabilities and ELLs.  
|                          | Technology-enhanced items may include interactive elements |
Technology Guidelines for PARCC
Version 1.0, April 2012

<table>
<thead>
<tr>
<th>Minima</th>
<th>Processor Speed</th>
<th>RAM</th>
<th>Available Memory/Storage</th>
<th>Resolution</th>
<th>Display Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hardware</td>
<td>1.0 GHz</td>
<td>1 GB</td>
<td>1 GB</td>
<td>1024x768</td>
<td>10” Class</td>
</tr>
<tr>
<td>Operating Systems</td>
<td>Mac 10.7</td>
<td>Windows 7</td>
<td>Linux (Ubuntu 11.10; Fedora 16)</td>
<td>Apple iOS</td>
<td>Android 4.0</td>
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- Desktops, laptops, netbooks (Windows, Mac, Chrome, Linux), thin client, and tablets (iPad, Windows, and Android) will be compatible devices provided they are configured to meet the established hardware, operating system, and networking specifications- and are able to be “locked down”.
• Technology Readiness Tool
  – Six data collection windows between spring 2012 and summer 2014
  – Contains data to support local/state planning for the transition to consortia assessment systems

• Release of Technology Minimum Device Specifications
Technology Transition (continued)

- **Spring 2012**: March – June, Reports available July 2012
- **Fall 2012**: September – December, Reports available January 2013
- **Spring 2013**: January – April, Reports available May 2013
- **Fall 2013**: September – December, Reports available January 2014
- **Spring 2014**: January – April, Reports available May 2014
- **Summer 2014**: June – August, Reports available September 2014
Developing the PARCC Assessment System
### Key Shifts Articulated in the Common Core

#### ENGLISH LANGUAGE ARTS/LITERACY
- Building knowledge through content-rich non-fiction and informational texts
- Reading and writing grounded in evidence from text
- Regular practice with complex text and its academic vocabulary

#### MATHEMATICS
- Focus strong where the Standards focus
- Coherence: Think **across** grades, and link to major topics **within** grades
- Rigor: Require fluency, application, and deep understanding

**ANCHORED IN COLLEGE AND CAREER READINESS**
Students solve problems involving the major content* for their grade level with connections to practices.

Students solve problems involving the additional and supporting content* for their grade level with connections to practices.

Students express mathematical reasoning by constructing mathematical arguments and critiques.

Students solve real world problems engaging particularly in the modeling practice.

Student demonstrate fluency in areas set forth in the Standards for Content in grades 3-6.

*See PARCC Model Content Frameworks for details.
Mathematics Task Types

- **Mathematics**
  - **Type I (PBA and EOY):** Machine scorable, focusing on major content and/or fluency. Could be practice forward.
  - **Type II (PBA):** Hand scored (or machine scored if innovative); focused on expressing reasoning.
  - **Type III (PBA):** Hand scored (or machine scored if innovative); focused on modeling/application.
Karnataka is a state in southwest India. The accompanying table is agricultural data on fertilizer use and grain crop yield in Karnataka. Fertilizer is measured in 100,000 tons. Crop yield is measured in 10 kilograms per hectare. Throughout the years over which these data were gathered, the amount of land in cultivation remained fairly constant.

1. Write a mathematical function that models the relationship between fertilizer use and grain crop yield. Show your work.

2. Use the function you have chosen to predict the yield if the fertilizer use is 500,000 tons.

3. How precise is the prediction you made in Question (b)? Explain.

4. Based on the data and your function, what advice can you offer the government of Karnataka about fertilizer use? Explain

Used with permission from COMAP, 2009
Students are on-track or ready for college and careers

- Students read and comprehend a range of sufficiently complex texts independently
- Students write effectively when using and/or analyzing sources.
- Students build and present knowledge through research and the integration, comparison, and synthesis of ideas.

Reading Literature
Reading Informational Text
Vocabulary Interpretation and Use
Written Expression
Conventions and Knowledge of Language
- **ELA/Literacy**
  - **PBA**: Prose Constructed Response (PCR)
  - **EOY**: Evidence-Based Selected Response (EBSR)
  - **EOY**: Technology Enhanced Constructed Response (TECR)
### Item Review Process

<table>
<thead>
<tr>
<th>Core Leadership Committees</th>
<th>Local Educator Committees</th>
<th>Bias &amp; Sensitivity Committees</th>
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<tr>
<td>• Comprised of State DOE K-12 and higher education officials</td>
<td>• Comprised of LEA K-12 staff and higher education faculty</td>
<td>• Comprised of citizens and educators from various backgrounds</td>
</tr>
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- 100% of PARCC items will be reviewed prior to and following field testing
- A total of 24 review meetings will take place throughout the contract period, beginning in spring 2012
Implementation and Transition Support
K-12 Engagement

• Develop *expertise* on the CCSS and PARCC; develop state and peer *leaders*; build and expand the number of *educators* who understand and feel *ownership for implementing* the CCSS and PARCC Assessments
• State teams of K-12 teachers, school and district leaders, local and state curriculum directors, and postsecondary representatives
• National Math and Science Initiative/Lay The Foundation
• Annual meetings beginning in *July 2012*
Instructional Supports and Tools

Model Content Frameworks

- Support *implementation of the CCSS*; support development of assessment blueprints; provide *guidance* to state, district- and school-level curriculum leaders in the development of aligned instructional materials
- Released November 9, 2011; Re-Release late June; Final in August.
  
  www.parcconline.org/parcc-content-frameworks

Professional Learning Modules

- Provide educators with examples of ways to *implement the CCSS* in schools; allow for the development and *sharing of ideas* for instructional implementation of the CCSS; encourage development of additional *PARCC tools*
- Expected *Spring 2013*
Supports and Tools (continued)

Item and Task Prototypes

- Develop models of innovative, online-delivered items and rich performance tasks proposed for use in the PARCC assessments.
- Expected **Summer 2012**

Partnership Resource Center

- One-stop shop for PARCC resources; provide an **online warehouse for all PARCC tools and resources** as well as other instructional material being developed by PARCC states and districts and national organizations
- Expected **Spring 2013**

Professional Development Modules

- Develop professional development modules focused on assessments to help teachers, school and district leaders, and testing coordinators **understand the new assessment system and use of the data**
- Expected **Fall 2013**
PARCC Timeline
PARCC Timeline Through 2011-2012

PARCC Tools & Resources

- **Model Content Frameworks released** *(Nov 2011)*

**Fall 2011**

- **Updated Model Content Frameworks Released**

**Summer 2012**

- **Item development begins**

**Spring 2012**

- **Educator Leader Cadres launched**

**Winter 2012**

- **Item & task prototypes released**

**Fall 2012**
Timeline Through First PARCC Administration in 2014-2015

**PARCC Tools & Resources**

- Partnership Resource Center launched
- Professional development modules released
- K-2 Formative Tools Released
- College-ready tools released
- Diagnostic assessments released
- Summative PARCC Assessments

**PARCC Assessment Implementation**

- Pilot/field testing begins
- Model Instructional Units Released
- Expanded field testing of diagnostic assessment
- Expanded field testing
- Optional Diagnostic and Midyear PARCC Assessments
- Standard Setting in Summer 2015
Instructional Tools To Support Implementation: Partnerships

- NASSP, NAESP, ASCD, Learning Forward (Met Life), ISKME, NASDSE, NASBE, Expeditionary Learning,
- AFT and NEA
- Mathematics Common Core Collaborative (MC³)
  - NCTM, NCSM, ASSM, AMTE, CCSSO, NGA
- ELA/Literacy Collaborative
- Understanding Language
- Illustrative Mathematics Project (www.illustrativemath.org)
- K12 Educator Advisory Committee
- And many others...
A Few Additional Resources

- Illustrative Mathematics: [http://www.illustrativemathematics.org](http://www.illustrativemathematics.org)
- Math Progressions and other Resources: [http://commoncoretools.me](http://commoncoretools.me)
- Key Shifts: [http://www.achievethecore.org/steal-these-tools](http://www.achievethecore.org/steal-these-tools)
- Longer list: [http://t.co/DSHFqEQa](http://t.co/DSHFqEQa)
Comments and Questions?

Keep Informed:
http://www.tinyurl.com/parcc-k-12-survey
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