2015-2016
ASSESSMENT

Arkansas Department of Education

Hope Allen, Director of Assessment
Hope.Allen@arkansas.gov
2015-16 Testing Calendar

• Commissioner’s Memo LS-16-003
Remediation and AIPs

- Commissioner’s Memo LS-15-058
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
Students Grades 3-10

Alternate
- NCSC for Math and ELA
  Grades 3-8 and 11
- Science Portfolio
  Grades 5, 7 and 10 only

ACT Aspire
- Math, English, Writing, Reading and Science
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

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Writing</th>
<th>Reading</th>
<th>Math</th>
<th>Science</th>
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<td>3</td>
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<tr>
<td>Early High School</td>
<td>40</td>
<td>30</td>
<td>60</td>
<td>65</td>
<td>55</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>EHS</th>
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<tbody>
<tr>
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<td>50</td>
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<td>.89–.94</td>
<td>.89–.94</td>
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<td>3–4</td>
<td>3–4</td>
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<td>.06–.11</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>EHS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>35</td>
<td>35</td>
<td>35</td>
<td>50</td>
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<tr>
<td><strong>POW</strong></td>
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<td>6–8</td>
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<td><strong>KLA</strong></td>
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<td><strong>CSE</strong></td>
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</tbody>
</table>

*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**

<table>
<thead>
<tr>
<th>Presentation Supports</th>
<th>Interaction/Navigation Supports</th>
<th>Response Supports</th>
<th>General Test Condition Supports</th>
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</thead>
<tbody>
<tr>
<td>English Text Audio for Sighted</td>
<td>A</td>
<td>Abacus</td>
<td>A</td>
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<tr>
<td>English Audio for Blind</td>
<td>A</td>
<td>Answer Masking</td>
<td>O</td>
</tr>
<tr>
<td>Spanish Text + Audio</td>
<td>A</td>
<td>Custom Masking</td>
<td>O</td>
</tr>
<tr>
<td>Spanish Text + Audio: Directions Only</td>
<td>A</td>
<td>Answer Eliminator</td>
<td>E</td>
</tr>
<tr>
<td>Word-to-Word Dictionary</td>
<td>A</td>
<td>Highlighting</td>
<td>E</td>
</tr>
<tr>
<td>English Text + ASL Full Translation</td>
<td>A</td>
<td>Browser Cut/Copy/Paste</td>
<td>E</td>
</tr>
<tr>
<td>English Text + ASL: Directions Only</td>
<td>A</td>
<td>Scratch Paper</td>
<td>E</td>
</tr>
<tr>
<td>Braille Contracted</td>
<td>A</td>
<td>Calculator</td>
<td>E</td>
</tr>
<tr>
<td>Braille Uncontracted</td>
<td>A</td>
<td></td>
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<td>Large Print</td>
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<td>Line Reader</td>
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<td>Contrast Colors</td>
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<tr>
<td>Browser Zoom</td>
<td>E</td>
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</tr>
<tr>
<td>Magnifier Tool</td>
<td>E</td>
<td></td>
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</tr>
</tbody>
</table>

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](http://actaspire.pearson.com)
Online Resources

• http://www.discoveractaspire.org
Online Resources

- [http://actaspire.avocet.pearson.com](http://actaspire.avocet.pearson.com)
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
Triand

ADE

Assessment Vendors

Reporting
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.

What are the types of data?

1. Data are used in classrooms and schools to make changes in instruction and decide what students need to increase learning.

2. Districts use the data they collect from schools to make decisions about what resources each school needs to support its students. They send a small amount of the data that they collect to the state department of education.

3. States use the data to measure how districts are meeting goals for students, provide tools back to districts to inform instruction, assess how state funds are improving education, and provide aggregate information to the public.

4. The US dept receives the least data of all. States send it a small amount of aggregate data, and it uses them to provide information to the public about how all districts are performing. It also uses them to measure how federal funds are helping to improve education.
The Data Cycle?

- Garbage
- Accurate Data
- Data Management System
- Bad Reporting
- Good Reporting
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
  - 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)
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 35.
You demonstrated a minimal understanding of subject matter.

Student Score 35/48

Level 1: Minimal Understanding
Level 2: Partial Understanding
Level 3: Adequate Understanding
Level 4: Strong Understanding
Level 5: Distinctively Understanding

MARGIN OF ERROR
-6 0 6

SCORE
35

OVERALL PERFORMANCE

SEASONAL AVERAGE
DISTRIC T AVG
STATE AVG
PARCC AVG

READER PERFORMANCE

SCORE 37

SCHOOL AVG
DISTRICT AVG
STATE AVG
PARCC AVG

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 at or above 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 at or above 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 18

SCHOOL AVG
DISTRICT AVG
STATE AVG
PARCC AVG

Margot of Error -3

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

By choosing to help your child with his reading and writing, you can help prepare him for the next grade level.

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.

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.

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

Educational professionals have established a minimal understanding of subject matter.

* MARGIN OF ERROR
±3

SCHOOL AVG 561
DISTRICT AVG 565
STATE AVG 558
PARCC AVG 569

READING PERFORMANCE

<table>
<thead>
<tr>
<th>SCORE</th>
<th>AVG OF STUDENT AT LEVEL 3</th>
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</thead>
<tbody>
<tr>
<td>37</td>
<td>36</td>
</tr>
</tbody>
</table>

Range: 0–40
Margin of error: ±2

WRITING PERFORMANCE

<table>
<thead>
<tr>
<th>SCORE</th>
<th>AVG OF STUDENT AT LEVEL 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>15</td>
</tr>
</tbody>
</table>

Range: 0–20
Margin of error: ±3
ELA/Literacy

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.

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.

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.

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.

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.

LEGEND

Below students performing at Level 3
Near students performing at Level 3
At or above students performing at Level 3
ELA/Literacy 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 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.
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 parcconline.org/score-reports.

OVERALL PERFORMANCE

Student Score: 517*

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
<th>LEVEL 5</th>
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<tbody>
<tr>
<td>Minimal Understanding</td>
<td>Partial Understanding</td>
<td>Adequate Understanding</td>
<td>Strong Understanding</td>
<td>Distinguished Understanding</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>SCHOOL AVG</th>
<th>DISTRICT AVG</th>
<th>STATE AVG</th>
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<tr>
<td>561</td>
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<td>558</td>
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</tbody>
</table>
Mathematics

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 parcconline.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 parcconline.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 parcconline.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

<table>
<thead>
<tr>
<th>Student</th>
<th>ELA/L Overall Score</th>
<th>Score</th>
<th>LITERARY</th>
<th>READING INFORMATION</th>
<th>VOCABULARY</th>
<th>Score</th>
<th>WRITING</th>
<th>EXPRESSION</th>
<th>CONVENTIONS</th>
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# Student Roster ELA/Literacy

## ENGLISH LANGUAGE ARTS / LITERACY

### Grade 7 Assessment, 2014–2015

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<th>SCORE</th>
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<th>READING* INFORMATION</th>
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<th>WRITING*</th>
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### Key

- **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)**

**Below students performing at Level 3**, **Near students performing at Level 3**, **At or Above students performing at Level 3**
# Student Roster Mathematics

**Algebra I Assessment, 2014–2015**

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>GRADE</th>
<th>MATH OVERALL SCORE</th>
<th>MAJOR CONTENT</th>
<th>SUPPORTING CONTENT</th>
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**Mathematics Levels**

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)

**Performance Indicators**

- **Below**: students performing at Level 3
- **Near**: students performing at Level 3
- **At or Above**: students performing at Level 3
# Summary Report ELA/Literacy

## District Summary of Schools

### English Language Arts / Literacy

**Grade 7 Assessment, 2014–2015**

<table>
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<th>Performance Distribution by %</th>
<th>Number of Students</th>
<th>ELA/LAVG Overall Score</th>
<th>AVG Score</th>
<th>Literacy</th>
<th>Reading Information</th>
<th>Vocabulary</th>
<th>AVG Score</th>
<th>Writing Expression</th>
<th>Conventions</th>
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**Legend**

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)

- **Below**
  - students performing at Level 3
- **Near**
  - students performing at Level 3
- **At or Above**
  - students performing at Level 3
# Summary Report Mathematics

## District Summary of Schools

### Mathematics

**Algebra I Assessment, 2014–2015**

<table>
<thead>
<tr>
<th>Performance Distribution by %</th>
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<th>Math Avg Overall Score</th>
<th>Major Content</th>
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**Performance Levels**

1. Minimal Understanding (150-171)
2. Partial Understanding (172-184)
3. Adequate Understanding (185-199)
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5. Distinguished Understanding (213-230)

**Legend**

- **Below**: students performing at Level 3
- **Near**: students performing at Level 3
- **At or Above**: students performing at Level 3
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.