PARCC 2015 Instructional Tools and Score Reports

Agenda

- Introductions
- Individual student score reports
- Review of PARCC test design
- Data files and data user guide
- Next steps

Purpose

- Convene cross-functional teams
- Ensure awareness of tools currently available
- Discuss strategies for using tools
- Consider additional resources or activities that OSSE or LEAs may want to develop

2016 PARCC Timeline

- LEA administration: 3/28-5/20
- LEA demographic verification: 5/16-6/15
- LEA PARCC online participation verification: 7/14-7/25
  - LEA MSAA and PARCC paper & pencil participation verification: 7/27-8/1
- Public release: August
  - LEA leader pre-release meeting
  - Data loaded in SLED
- Individual student score reports mailed to schools to send home: by early September
- Item release and item release files: Fall 2016

Individual Student Score Reports

English Language Arts & Literacy

Scott Testtaker
Anywhere Middle School

7th Grade Assessment Results
DC Public Schools

About This Assessment
Scott took the PARCC (Partnership for Assessment of Readiness for College and Careers) in English Language Arts/Literacy (ELA) in spring 2016. PARCC asks students to think critically, solve problems, and respond to questions that measure the knowledge and skills needed for success in this grade or course, and ultimately in college and careers. These results are one of several ways to understand Scott's needs and strengths. Based on this information, families may work with teachers and schools to identify resources to provide their child support. Schools may use the information in this report to better plan instruction and enrichment for students in the coming year.

If you have questions about this report, please talk to Scott's teacher or principal, or contact DCPS at **(202) 123-4567**. If you have questions about the PARCC test, please contact OSSE at **(202) 719-6500**.

How Can You Use This Report?
This report will help you answer questions about the development of Scott's skills:

• How did Scott score?

• What are Scott's strengths and weaknesses in this subject?

• How did Scott's score compare to that of other students?
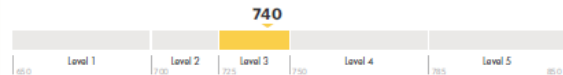
How Did Scott Perform On This ELA Assessment?
This section shows your student's overall score on the assessment. The score determines which performance level your student is in.

Performance Level
Level 3

Score
740

Students who score in Level 3 **approached expectations** for 7th grade learning standards.

740

Level 1	Level 2	Level 3	Level 4	Level 5
65.0	70.0	72.5	75.0	78.5	85.0

■ Level 1 Did Not Yet Meet Expectations
■ Level 2 Partially Met Expectations
■ Level 3 Approached Expectations
■ Level 4 Met Expectations*
■ Level 5 Exceeded Expectations*

*Levels 4 & 5 indicate being on-track for the next grade level and on track to leave high school college and career ready

Want to Know More?
Turn to the next page to learn how Scott performed on key areas of the assessment, and how Scott's results compare to those of other students.

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Individual Student Score Reports

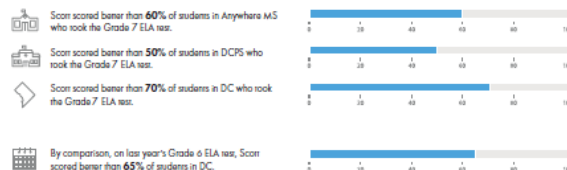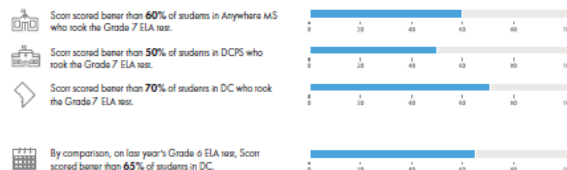## Grade 7 ELA Details

Performance Level
Level 3

How Did Scott Perform in Key Parts of the Assessment?

Students who performed at Level 4 overall on this assessment met learning expectations and are likely prepared for the next grade or course. This sections shows, by key part of the assessment, if your student performed as well, nearly as well, or not as well as this group of students.

Literary Text	Informational Text	Vocabulary	Writing Expression	Use of Language
Meets or Exceeds ✓	**Nearly Meets** •	**Below** —	**Below** —	**Meets or Exceeds** ✓
Read/analyze fiction, drama, and poetry	Read/analyze non-fiction history, science, and arts	Use context to determine the meaning of words and phrases	Compose well-developed writing using details from texts	Compose writing using rules of standard English

Meets or Exceeds Expectations   • Nearly Meets Expectations   — Below Expectations

How Did Scott's Performance Compare?

Scott scored better than **60%** of students in Anywhere MS who took the Grade 7 ELA test.

Scott scored better than **50%** of students in DCPS who took the Grade 7 ELA test.

Scott scored better than **70%** of students in DC who took the Grade 7 ELA test.

By comparison, on last year's Grade 6 ELA test, Scott scored better than **65%** of students in DC.

What Is Next?

Bring this report to your next conference with your student's teacher. You can ask Scott's teachers:

• What is Scott learning in ELA this year?
• How is Scott doing?
• How can I use this information to work with Scott this year?
• What resources should I use to support Scott?

Where can you find more information?

• How Scott's school and other schools scored:
  Visit Results.OSSE.DC.gov or call DCPS (123) 456-7890
• How the test is designed and what it measures:
  Visit PARCConline.org or call OSSE (202) 719-6500
• How do families, educators, and schools use these reports:
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Individual Student Score Reports

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How Can PARCC Data and Tools be Used to…

- Communicate student strengths and areas for growth with families

- Plan instruction, including knowing what skills students have mastered or may need more support to master

- Create small groups around particular skills

- Understand what exceeds expectations vs. approaching expectations looks like in a student response

Tools for Instructional Planning

- Claim structures
- Blueprints
- Evidence tables
  - http://www.parcconline.org/assessments/test-design/ela-literacy/test-specifications-documents
  - http://www.parcconline.org/assessments/test-design/mathematics/math-test-specifications-documents
  - http://www.parcconline.org/news-and-video/386-your-guide-to-understanding-parcc-test-questions

PARCC Structure: Guiding Questions

- What claims does a PARCC score measure?

- How are points distributed within the PARCC assessment?

- How are Common Core standards transformed into PARCC test items?

PARCC Claims Structure: 2016 Grade 3

Claims Structure*: Grade 3

Master Claim: On-Track for college and career readiness. The degree to which a student is college and career ready (or "on-track" to being ready) in mathematics. The student solves grade-level /course-level problems in mathematics as set forth in the Standards for Mathematical Content with connections to the Standards for Mathematical Practice.

Sub-Claim A: Major Content[1] with Connections to Practices
The student solves problems involving the Major Content[1] for her grade/course with connections to the Standards for Mathematical Practice.

28 - 30 points

Sub-Claim B: Additional & Supporting Content[2] with Connections to Practices
The student solves problems involving the Additional and Supporting Content[2] for her grade/course with connections to the Standards for Mathematical Practice.

10 - 12 points

Sub-Claim C: Highlighted Practices MP.3,6 with Connections to Content[3] (expressing mathematical reasoning)
The student expresses grade/course-level appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others, and/or attending to precision when making mathematical statements.

14 points

Sub-Claim D: Highlighted Practice MP.4 with Connections to Content (modeling/application)

The student solves real-world problems with a degree of difficulty appropriate to the grade/course by applying knowledge and skills articulated in the standards for the current grade/course (or for more complex problems, knowledge and skills articulated in the standards for previous grades/courses), *engaging particularly in the Modeling practice*, and where helpful making sense of problems and persevering to solve them (MP. 1),reasoning abstractly and quantitatively (MP. 2), using appropriate tools strategically (MP.5), looking for and making use of structure (MP.7), and/or looking for and expressing regularity in repeated reasoning (MP.8).

12 points

Total Exam Score Points: 66 points

[1] For the purposes of the PARCC Mathematics assessments, the Major Content in a grade/course is determined by that grade level's Major Clusters as identified in the *PARCC Model Content Frameworks v.3.0* for Mathematics. Note that tasks on PARCC assessments providing evidence for this claim will sometimes require the student to apply the knowledge, skills, and understandings from across several Major Clusters.

[2] The Additional and Supporting Content in a grade/course is determined by that grade level's Additional and Supporting Clusters as identified in the *PARCC Model Content Frameworks v.3.0* for Mathematics.

[3] For Grades 3-8, Sub-Claim C includes only Major Content.

PARCC Claims Structure: 2016 Grade 3

How Did Scott Perform in Key Parts of the Assessment?

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Major Content	Additional & Supporting Content	Expressing Mathematical Reasoning	Modeling & Application
Meets or Exceeds ✓	**Below** —	**Nearly Meets** ●	**Meets or Exceeds** ✓
Radicals/exponents, functions, Pythagorean Theorem	Irrational numbers, volume, scatter plots	Justify solutions and analyze/correct others' reasoning	Represent and solve problems using symbols and tools

✓ Meets or Exceeds Expectations   ● Nearly Meets Expectations   — Below Expectations

Subclaim A   **Subclaim B**   **Subclaim C**   **Subclaim D**

PARCC Math Task Types

Overview of PARCC Mathematics Task Types

Task Type	Description	Reporting Categories	Scoring Method	Mathematical Practice(s)
Type I	conceptual understanding, fluency, and application	**Sub-Claim A:** Solve problems involving the major content for the grade level **Sub-Claim B:** Solve problems involving the additional and supporting content for the grade level	computer-scored only	can involve any or all practices
Type II	written arguments/ justifications, critique of reasoning, or precision in mathematical statements	**Sub-Claim C:** Express mathematical reasoning by constructing mathematical arguments and critiques	computer- and hand-scored tasks	primarily MP.3 and MP.6, but may also involve any of the other practices
Type III	modeling/application in a real-world context or scenario	**Sub-Claim D:** solve real-world problems engaging particularly in the modeling practice	computer- and hand-scored tasks	primarily MP.4, but may also involve any of the other practices

PARCC Math Blueprint

Grade 3 High Level Blueprint

Summative Assessment *			
	Task Type/ Point Value	Number of Tasks	Total Points
Number and Point Values for each Task Type	Type I 1 Point	32	32
	Type I 2 Point	4	8
	Type II 3 Point	2	6
	Type II 4 Point	2	8
	Type III 3 Point	2	6
	Type III 6 Point	1	6
	Total	**43**	**66**
Percentage of Assessment Points by Task Type	Type I	(40/66) 61%	
	Type II	(14/66) 21%	
	Type III	(12/66) 18%	

Subclaims A & B

Subclaim C

Subclaim D

*The assessment will also include embedded field-test items which will not count towards a student's score.

PARCC Evidence Statements

Grade 3 Evidence Statements

Type I   Type II   Type III

Sub-Claim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
A	3.NF.2	Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line. b. Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	i) Fractions may be greater than 1. ii) Fractions equivalent to whole numbers are limited to 0 through 5. iii) Fractions equal whole numbers in 20% of these tasks. iv) iii) Tasks have "thin context"^{2} or no context. v) Tasks are limited to fractions with denominators 2, 3, 4, 6, and 8.	MP.5
A	3.NF.3a-1	Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size.	i) Tasks do not involve the number line. ii) Fractions equivalent to whole numbers are limited to 0 through 5. iii) Tasks are limited to fractions with denominators 2, 3, 4, 6, and 8. iv) The explanation aspect of 3.NF.3 is not assessed here.	MP.5
A	3.NF.3a-2	Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same point on a number line.	i) Tasks are limited to fractions with denominators 2, 3, 4, 6, and 8. ii) Fractions equivalent to whole numbers are limited to 0 through 5. iii) The explanation aspect of 3.NF.3 is not assessed here.	MP.5
A	3.NF.3b-1	Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. b. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3).	i) Tasks are limited to fractions with denominators 2, 3, 4, 6, and 8. ii) Fractions equivalent to whole numbers are limited to 0 through 5. iii) The explanation aspect of 3.NF.3 is not assessed here.	MP.7
A	3.NF.3c	Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.	i) Tasks are limited to fractions with denominators 2, 3, 4, 6, and 8. ii) Fractions equivalent to whole numbers are limited to 0 through 5. iii) The explanation aspect of 3.NF.3 is not assessed here.	MP.3, MP.5, MP.7
A	3.NF.3d	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	i) Tasks are limited to fractions with denominators 2, 3, 4, 6, and 8. ii) Fractions equivalent to whole numbers are limited to 0 through 5. iii) Justifying is not assessed here. For this aspect of 3.NF.3d, see 3.C.3-1 and 3.C.4-4. iv) Prompts do not provide visual fraction models; students may at their discretion draw visual fraction models as a strategy.	MP.7

Common Core Standards →PARCC Evidence Statements

Example: Grade 3 Numbers & Operations – Fractions

3.NF.3a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.

3.NF.3a-1	Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size.
3.NF.3a-2	Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same point on a number line.

A	3.NF.3a-1	Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size.	i) Tasks do not involve the number line. ii) Fractions equivalent to whole numbers are limited to 0 through 5. iii) Tasks are limited to fractions with denominators 2, 3, 4, 6, and 8. iv) The explanation aspect of 3.NF.3 is not assessed here.
A	3.NF.3a-2	Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same point on a number line.	i) Tasks are limited to fractions with denominators 2, 3, 4, 6, and 8. ii) Fractions equivalent to whole numbers are limited to 0 through 5. iii) The explanation aspect of 3.NF.3 is not assessed here.

Common Core Standards → PARCC Evidence Statements

Example: Grade 3 Numbers & Operations – Fractions

3.NF.3a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.

i) Tasks do not involve the number line.	
ii) Fractions equivalent to whole numbers are limited to 0 through 5.	
iii) Tasks are limited to fractions with denominators 2, 3, 4, 6, and 8.	
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A	3.NF.3a-2	Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same point on a number line.	i) Tasks are limited to fractions with denominators 2, 3, 4, 6, and 8. ii) Fractions equivalent to whole numbers are limited to 0 through 5. iii) The explanation aspect of 3.NF.3 is not assessed here.

Different Item Types for Assessing Standards

Example: Grade 3 Numbers & Operations – Fractions

3.NF.3b Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent, e.g., by using a visual fraction model.

Evidence Statement for Type I Task (Sub-Claim A & Sub-Claim B)

Sub-Claim A = Major Content; Sub-Claim B = Additional/Supporting Content

A	3.NF.3b-1	Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. b. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3).	i) Tasks are limited to fractions with denominators 2, 3, 4, 6, and 8. ii) Fractions equivalent to whole numbers are limited to 0 through 5. iii) The explanation aspect of 3.NF.3 is not assessed here.

Evidence Statement for Type II Task (Sub-Claim C)

Sub-Claim C = Expressing Mathematical Reasoning

C	3.C.4-4	Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed 'student' reasoning is presented and the task is to correct and improve it.) Content Scope: Knowledge and skills articulated in 3.NF.3b, 3.NF.3d	i) Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8. ii) For fractions equal to a whole number, values are limited to 0 through 5.

PARCC ELA/Literacy Blueprints

Grades 3-5 ELA/L High Level Blueprints

Grade 3

	Task/Item Set	Number of Passages	Claims/Sub-Claims	Number of Points from EBSR/TECR Items	Number of Points from PCR Items
Unit 1	Literary Analysis Task	2	Reading Literary Text	8	3
			Reading Vocabulary	4	0
			Writing: Written Expression	0	9
			Writing: Knowledge of Language and Conventions	0	3
	Literary short passage set	1	Reading Literary Text	6	N/A
			Reading Vocabulary	2	
Unit 2	Research Simulation Task	2	Reading Informational Text	8	3
			Reading Vocabulary	4	0
			Writing: Written Expression	0	9
			Writing: Knowledge of Language and Conventions	0	3
Unit 3	Narrative Writing Task	1	Reading Literary Text	8	0
			Reading Vocabulary	0	0
			Writing Written Expression	0	9
			Writing: Knowledge of Language and Conventions	0	3
	Informational long passage set	1	Reading Informational Text	10	N/A
			Reading Vocabulary	2	
Totals		7		52 Reading	6 Reading 36 Writing

*An additional field test unit will sometimes be embedded in the assessment. PARCC states will determine the implementation of the embedded field test unit.

PARCC Reading Claims
- Literary Text
- Informational Text
- Vocabulary

PARCC Writing Claims
- Written Expression
- Use of Language

ELA/L Item Types
- Evidence-Based Selected Response (EBSR)
- Technology-Enhanced Constructed Response (TECR)
- Prose Constructed Response (PCR)

Data Files and Data User Guide

- Data files and data user guide
  - Summative file: performance level, scale score, subclaim score
  - Item level data: performance on released items
  - Released item map: crosswalks items to standards and evidence statements
  - Standard error data: shows the actual range within which a student's score can fall

Data Files and Data User Guide

Summative File

Data Files and Data User Guide

PARCC 2015 Data User Guide: Scoring Information

Document- Current plus Tested Students

Overview: This user guide explains the various scores that a student will receive, based on their performance on the PARCC assessment. These scores can be found in the Current plus Tested Students file and other files related to PARCC testing.

Performance Level

Performance levels create broad bands that indicate at which level of proficiency a student scored.

ELA (column X) and Math (column AI)
Score Range: 1-5
5 – Exceeded Expectations*
4 – Met Expectations*
3 – Approached Expectations
2 – Partially Met Expectations
1 – Did Not Yet Meet Expectations
*Level 4+ indicates proficiency and on track for college and career readiness

How can we use this?
Find big picture performance data across grades, schools, and other student groups. The data are helpful for school leaders and LEAs to gauge broad levels of proficiency.

Example: School A has 500 students, with 100 in each grade 3rd-7th. They used the Performance levels of their students to make the following table to analyze student performance on PARCC. Based on the table, they see that the plurality of students performed at level 3, but the distribution varied by grade level.

Grade	Performance Level					Met/Exceeded Expectations
	1	2	3	4	5	
3rd	7	16	33	30	14	44%
4th	2	24	54	16	4	20%
5th	15	20	48	9	8	17%
6th	20	14	52	11	3	14%
7th	16	9	47	17	11	28%
ALL	60	83	234	83	40	24%

Scale Score

Scale scores indicate a detailed perspective on how students scored within their performance level. Scales for ELA and Math tests differ from scales for Reading and Writing sections, as noted below.

ELA (column W) and Math (column AJ)
Score Range: 650-850
Proficiency: 750+

Reading (column Y)   Writing (column Z)
Score Range: 10-90   Score Range: 10-60
Proficiency: 50+   Proficiency: 35+

How can we use this?
The data are helpful for analyzing an individual student's performance on a test at a more detailed level, and communicating details about scores with families.

Example: Ms. A has made a chart of some student performance levels and scale scores.

Student	Performance Level	Scale Score
Student A	3	746
Student B	3	727
Student C	3	726
Student D	2	718

Even though students A, B, and C all scored at performance level 3, the scale scores for students B and C are closer to student D than student A. This information indicates that they may have some similar instructional needs to student D and further analysis of their score details could support more targeted instruction.

Subclaim Score

Subclaim scores indicate how students performed in specific content categories within a test. The title of each subclaim can be found in the "data notes" tab. Subclaim scales are inverted with a score of 1 being representative of meeting or exceeding expectations.

ELA (columns AA-AE) and Math (columns AK-AN)
Score Range: 3-1, with 3 being the lowest level.
Proficiency = 1
  1 – Meets or Exceeds Expectations
  2 – Nearly Meets Expectations
  3 – Below Expectations

How can we use this?
Find the areas within a subject with which students need specific support. The data are helpful for analyzing individuals' performance to create student groups in classrooms and support specific student needs.
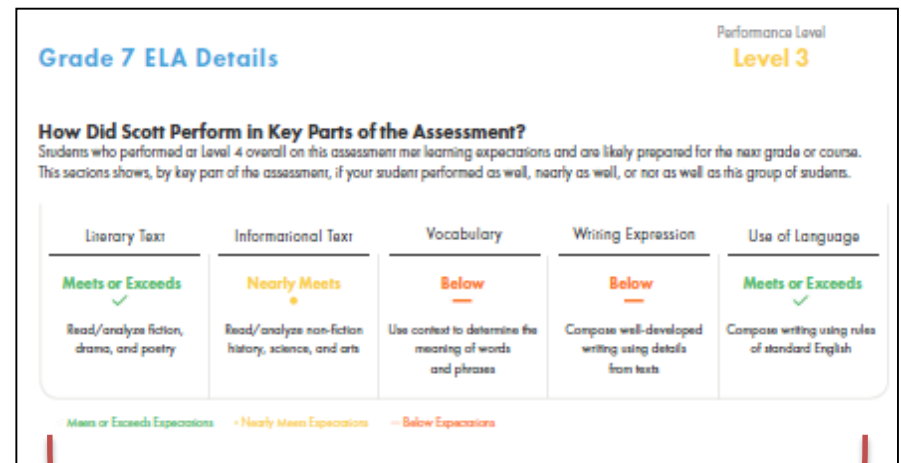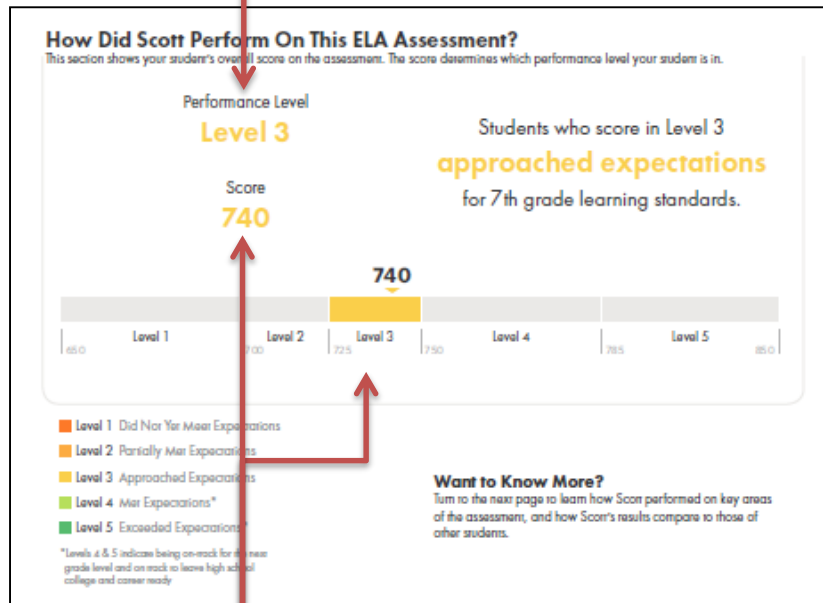
Example: Mr. A is analyzing students' Reading subclaim scores. He creates a table of data:

Subclaim	3	2	1
Literary Text	5	12	4
Vocabulary	6	8	7
Informational Text	10	6	5

Knowing where his students scored on these specific subclaims, Mr. A can make instructional choices about specific content areas, rather than Reading in general. He can use this information to build instructional units of varying depth and length, create small groups, and target support for students with significant needs.

Data Files and Data User Guide

Performance Level

Scale Score

Subclaim Scores

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| 650 | Level 1 | 700 | Level 2 | 725 | Level 3 | 750 | Level 4 | 785 | Level 5 | 850 |

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Literary Text	Informational Text	Vocabulary	Writing Expression	Use of Language
Meets or Exceeds ✓	**Nearly Meets** ●	**Below** —	**Below** —	**Meets or Exceeds** ✓
Read/analyze fiction, drama, and poetry	Read/analyze non-fiction history, science, and arts	Use context to determine the meaning of words and phrases	Compose well-developed writing using details from texts	Compose writing using rules of standard English

✓ Meets or Exceeds Expectations   ● Nearly Meets Expectations   — Below Expectations

Data Files and Data User Guide

Item Level Data File

Data Files and Data User Guide

PARCC 2015 Data User Guide: Item Analysis

Document-Item Level Data Output

Overview: This user guide outlines how the Item Level Data Output document can provide additional information about students in a school, grade, or class who answered a specific question on the PARCC test. Individual student scores on released PARCC items are available, and can be used to analyze individual and group performance and connect student scores to items, evidence tables, and standards. This information can inform instructional planning.

Analyze Multiple Responses to a Question

Released test items allow schools to investigate how a group of their students responded on a particular question. This can provide information on instructional frameworks that would benefit student success on future items of a similar nature.

Step-by-step Directions

1. Filter by test item unique identification number (UIN) in column L to see how many student scores are available for this item (this will vary).
2. Select an item to analyze.
3. View student score in column N. Compare to possible points in column M.
4. Find test item UIN in column L (test code information in column K).
5. Locate the corresponding released items and student responses at https://prc.parcconline.org/assessments/parcc-released-items.
6. Compare the range of student scores to sample student responses and analyze for information that could support class or grade level instruction.

Example: Students A-J have scores for item #555555. This item has 3 possible points. Of the students who have scores for this item, 20% scored 3 out of 3 points, 70% scored 2 out of 3, and 10% scored 0 out of 3.

Review the question and rubrics to understand the item components and how they relate to the evidence statements. The two students who received all 3 points completed all of these components successfully, and the student who scored 0 points did not complete any. Review details of sample responses of students who scored 2 points. Patterns of common misconceptions can be found in responses and distractors. Consider the instruction and practice students were provided and what underlying skills/knowledge led to scoring well or missing points. Create plans for what foundations can be built on or need to be reinforced this school year.

Analyze Student Performance on Available Questions

Student data on released test items allow schools to investigate how individual students performed on released items and view sample student responses for comparison. This information can provide insight into patterns for a student or among a group of students.

Step-by-step Directions

1. Filter by student names in columns C and D to see how many responses are available for each student (this will vary).
2. Select a student to analyze.
3. View student score in column N. Compare to possible points in column M.
4. Find test item UIN in column L (test code information in column K).
5. Locate the corresponding released items and student responses at https://prc.parcconline.org/assessments/parcc-released-items.
6. Compare individual student's scores to sample student responses and analyze for information that could support this student's instruction.

Example: Student A has five scores for the released math items. Student scores = 1/3, 2/4, 1/4, 1/4, and 1/2

This student is earning portions of the points on each item, but not all points for any item in this data set. Review the question and rubrics to understand the item components and how they relate to the evidence statements. Review details of the sample responses that relate to the student's scores to compare and find possible misconceptions or patterns in how the student responds to specific types of questions. Use this information to support this student or to support instruction more broadly.

Additional Recommended Document

Claim Structures – Explains subclaim categories and their relationship to point values on PARCC
Blueprints – Explain the number of tasks and items on a PARCC test, as well as how they align to points and passages
Evidence Tables – Translates Common Core standards into statements of how PARCC will measure them
ELA Claim Structure, Blueprints, and Evidence Tables: http://www.parcconline.org/assessments/test-design/ela-literacy/test-specifications-documents
Math Claim Structure, Blueprints, and Evidence Tables: http://www.parcconline.org/assessments/test-design/mathematics/math-test-specifications-documents
Guide to Finding and Using PARCC Test Questions: http://www.parcconline.org/news-and-video/386-your-guide-to-understanding-parcc-test-questions

Data Files and Data User Guide

PARCC Released Items:

Items, Scoring Rubrics, and Sample Student Responses

Resource Name

Subject

◯

Grade Level

- Any -

Leave blank for all. Otherwise, the first selected term will be the default instead of "Any".

Search   Reset

Resource Name ▲	Subject	Grade Level	Release Year	Resource Type
*** Guide to Understanding Scoring: English Language Arts/Literacy Released Items	English Language Arts	3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade	2015	Manual
*** Guide to Understanding Scoring: Mathematics Released Items	Math	3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade	2015	Manual
- Scoring Rubric: Grade 3 – English Language Arts/Literacy	English Language Arts	3rd Grade	2015	Supplemental Document
- Scoring Rubric: Grades 4-5 – English Language Arts/Literacy	English Language Arts	4th Grade, 5th Grade	2015	Supplemental Document
- Scoring Rubric: Grades 6-11 – English Language Arts/Literacy	English Language Arts	6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade	2015	Supplemental Document
- Scoring Rules: English Langauge Arts / Literacy	English Language Arts	3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade	2015	Supplemental Document

Data Files and Data User Guide

Released Item Map

item uin	subject	gradelevel	test	parccItemType	commoncore	commonco	commonc	common	common	parcceviden	parccev	parccevid	parccevi	parccevi	parccsubclaim1
0379-M01277	MATH	5	PBA	Math-Type I	5.NF,B,03					5.NF.3-2					Math SubClaim A
0393_A	ELA	3	EOY	Reading-EBSR	RL.3,01	RL.3,02				RL 3.1.2	RL 3.2.3				Reading-RL
1012_A	ELA	4	PBA	Reading-EBSR	RI.4,01	RI.4,07				RI 4.1.2	RI 4.8.2	RI 4.3.3			Reading-RI
2454-M41985	MATH	HS	EOY	Math-Type I	F,LE,A,02	F,LE,B,05	F,IF,B,06			HS-Int.3-3					Math SubClaim B
4173_A	ELA	7	PBA	Reading-EBSR	RI.7,01	RH.7,06				RI 7.1.1	RH 7.6.6				Reading-RI
514	ELA	3	PBA	Reading-TECR	RI.3,01	RI.3,01	RI.3,03			RI 3.1.1	RI 3.1.2	RI 3.3.2			Reading-RI
5625_A	ELA	8	PBA	Reading-EBSR	RL.8,01	RL.8,03				RL 8.1.1	RL 8.3.1				Reading-RL
6948_A	ELA	9	EOY	Reading-EBSR	RL.9-10,01	RL.9-10,02				RL 9.1.2	RL 9.2.1				Reading-RL
7990_A	ELA	10	PBA	Reading-EBSR	RL.9-10,02	RL.9-10,01				RL 10.2.3	RL 10.1.2				Reading-RL
M22036	MATH	6	EOY	Math-Type I	6.NS,B,03					6.Int.1					Math SubClaim B
VF524538	MATH	7	EOY	Math-Type I	7.RP,A,02,a					7.RP.2a					Math SubClaim A
VF647028	MATH	8	EOY	Math-Type I	8.EE,B,05					8.EE.5-1					Math SubClaim A
VF651202	ELA	3	PBA	Reading-EBSR	RL.3,01	RL.3,02	RL.3,01			RL 3.1.1	RL 3.2.1	RL 3.1.2			Reading-RL
VF798309	MATH	HS	EOY	Math-Type I	S,ID,B,05					S-ID.5					Math SubClaim B
VF798931	MATH	HS	EOY	Math-Type I	G,CO,A,03					G-CO.3					Math SubClaim B
VF862820	ELA	6	EOY	Reading-EBSR	RI.6,01	L.6,04	L.6,06	RI.6,04		RI 6.1.2	L 6.4.1	L 6.6.1	RI 6.4.1		Reading-RV
VF884986	MATH	HS	EOY	Math-Type I	F,BF,A,01,b					F-BF.1b-1					Math SubClaim A
VF901582	MATH	HS	PBA	Math-Type I	G,SRT,C,06					G-SRT.6					Math SubClaim A
VH000461	MATH	HS	EOY	Math-Type I	G,CO,C,09					G-CO.C					Math SubClaim A
VH003353	MATH	HS	EOY	Math-Type I	G,CO,C,10					G-CO.C					Math SubClaim A
VH017096	MATH	5	EOY	Math-Type I	5.NF,A,01	5.NF,A,02				5.NF.A.Int.1					Math SubClaim A
0736_A	ELA	3	EOY	Reading-EBSR	RL.3,01	RL.3,03				RL 3.1.1	RL 3.3.1				Reading-RL
1587-M22538	MATH	7	EOY	Math-Type I	7.RP,A,03					7.RP.3-2					Math SubClaim A
2071-M40550	MATH	HS	PBA	Math-Type II	G,GPE,B,05					HS.C.13.3					Math SubClaim C

Data Files and Data User Guide

Standard Error Data File

Discussion

- What is your LEA currently doing with these files?

- What gaps exist in being able to use results to inform instruction?

Next Steps

- Resources discussed today available at: http://osse.dc.gov/parcc/leas