PARCC

Partnership for Assessment of Readiness for College and Careers

Jeanne M. Burns, Ph.D.
Louisiana Board of Regents

30th Annual Conference
Louisiana Association for Developmental Education
October 25, 2012

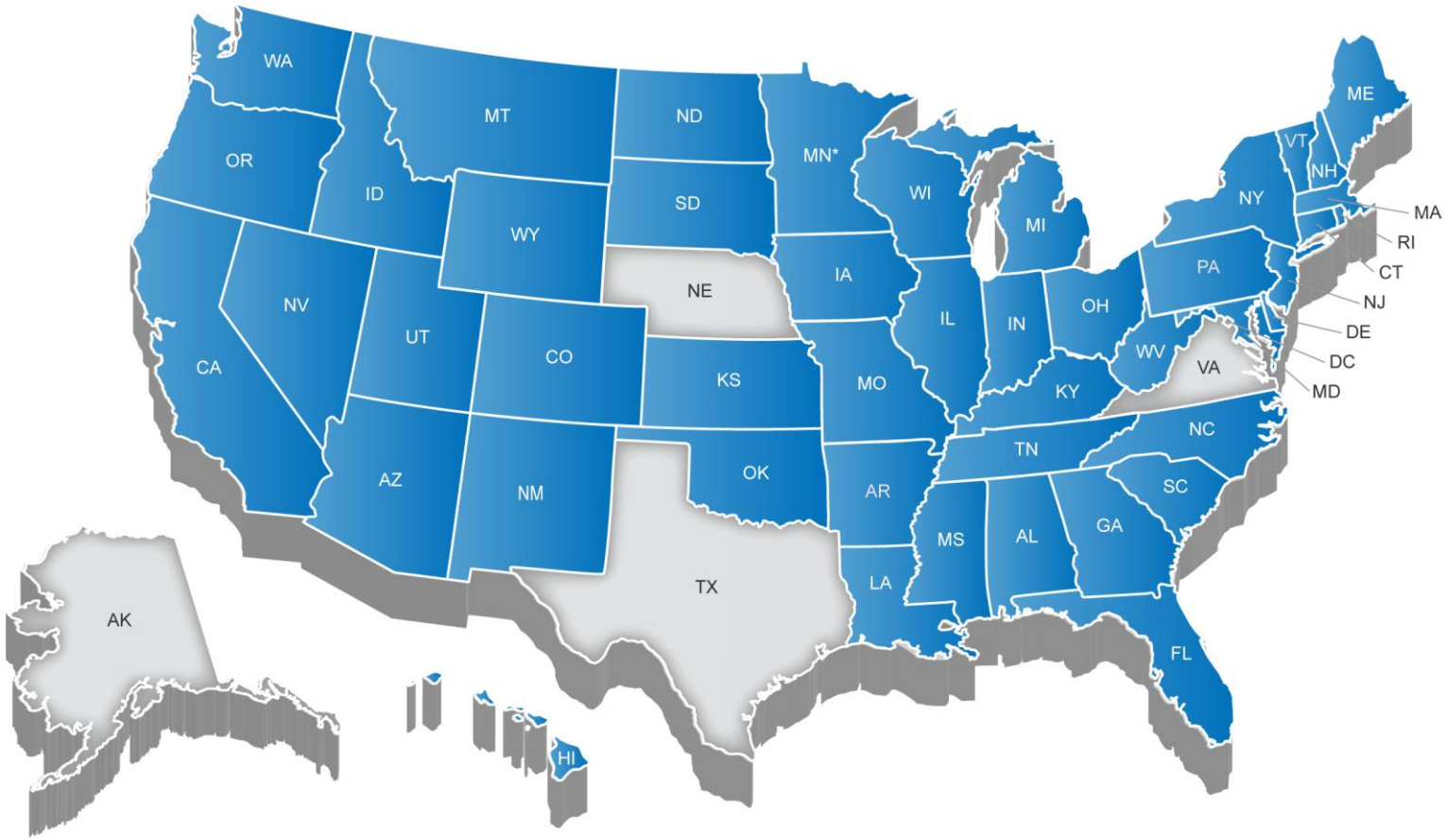
PARCC
Partnership for Assessment of Readiness for College and Careers

What is CCSS & PARCC and how will they impact developmental education in the future?

PARCC
Partnership for Assessment of Readiness for College and Careers

COMMON CORE STATE STANDARDS (CCSS)

46 States + DC Have Adopted the Common Core State Standards (CCSS)



***Minnesota adopted the CCSS in ELA/literacy only**

Common Core Initiative Mission

The Common Core State Standards –

- Provide a **consistent, clear** understanding of what students are expected to learn, so teachers and parents know what they need to do to help them.
- Designed to be robust and **relevant to the real world**, reflecting the knowledge and skills that our young people need for success in college and careers.
- Position US students to **compete successfully** in the global economy.

Important to Higher Education Faculty: Application of College-Ready Standards

- ***Standards ask students to . . .***
  - **Conduct** short, focused projects and longer term in-depth research
  - **Produce** clear and coherent writing whatever the selected format
  - **Communicate** research findings (speaking and listening skills) and mathematical thinking
  - **Model** quantitative problems with mathematics
  - **Persevere** in solving problems
  - **Reason** deeply about mathematics and mathematical situations
  - **Make** arguments and **critique** arguments of others

CCSS Shift in Content: ELA/Literacy

Previous Sets of Standards	Common Core State Standards
Almost exclusive emphasis on literature	Balance of literature and informational texts; focus on text complexity
Almost exclusive emphasis on narrative writing	Emphasis on argument, informative/ explanatory writing, and research
Little or no mention of speaking and listening skills	Speaking and listening skills
Literacy belongs to the English teacher only	Literacy standards for history, science and technical subjects

CCSS Shift in Content: ELA/Literacy (Cont'd.)

- **Literature** includes adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, drama, graphic novels, one-act and multi-act plays, narrative poems, lyrical poems, free-verse poems, sonnets, odes, ballads, and epics (Common Core State Standards, p. 57).
- **Informational texts/literary nonfiction** include the subgenres of exposition, argument, and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience (Common Core State Standards, p. 57).

CCSS Shift in Instruction: ELA/Literacy

- PK-5: Balancing Informational & Literary Texts
  - Students read a true balance of informational and literary texts. At least 50% of what students read is informational.
- 6-12: Building Knowledge in the Disciplines
  - Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction.
- Staircase of Complexity
  - Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level.

CCSS Shift in Instruction: ELA/Literacy (Cont'd.)

- Text-Based Answers
  - Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.
- Writing from Sources
  - Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts..
- Academic Vocabulary
  - By focusing on comprehension of pivotal words (such as "discourse," "generation," "theory," and "principled") teachers constantly build students' ability to access more complex texts.

CCSS Shift in Content: Mathematics

Previous Sets of Standards	Common Core State Standards
Repetitive: little or no progression from grade to grade; Incoherent: "checklist" mentality; Unfocused: breadth over depth	Focus, coherence and clarity: emphasis on key topics at each grade level and coherent progression across grades
Unbalanced: either procedure or concepts, but rarely both together	Procedural fluency and understanding of concepts and skills
Disconnected: Processes, applications and content are separate	Promote rigor through mathematical proficiencies (Math Practices) that foster reasoning and understanding across discipline

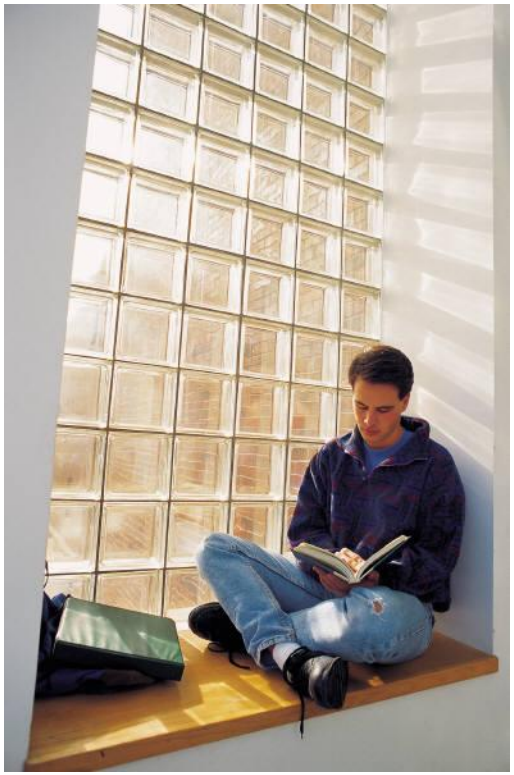
CCSS Shift in Instruction: Mathematics

- Focus
  - Teachers use the power of the eraser and significantly narrow and deepen the scope of how time and energy is spent in the math classroom.
- Coherence
  - Principals and teachers carefully connect the learning within and across grades so that, for example, fractions or multiplication spiral across grade levels and students can build new understanding onto foundations built in previous years.
- Fluency
  - Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to practice core functions so they are more able to understand and manipulate more complex concepts.

CCSS Shift in Instruction: Mathematics

- Deep Understanding
  - Teachers teach more than "how to get the answer" and instead support students' ability to access concepts from a number of perspectives so that students are able to see math as more than a set of mnemonics or discrete procedures.
- Application
  - Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.
- Intensity
  - The standards call equally for conceptual understanding, procedural skill and fluency, and application of mathematics. Meeting these standards requires intense practice.

Realization of Math Department Heads from Louisiana Colleges/Universities



August 2012

Mastery of high school Common Core State Standards

=

Mastery of existing College Algebra courses in Louisiana

PARCC

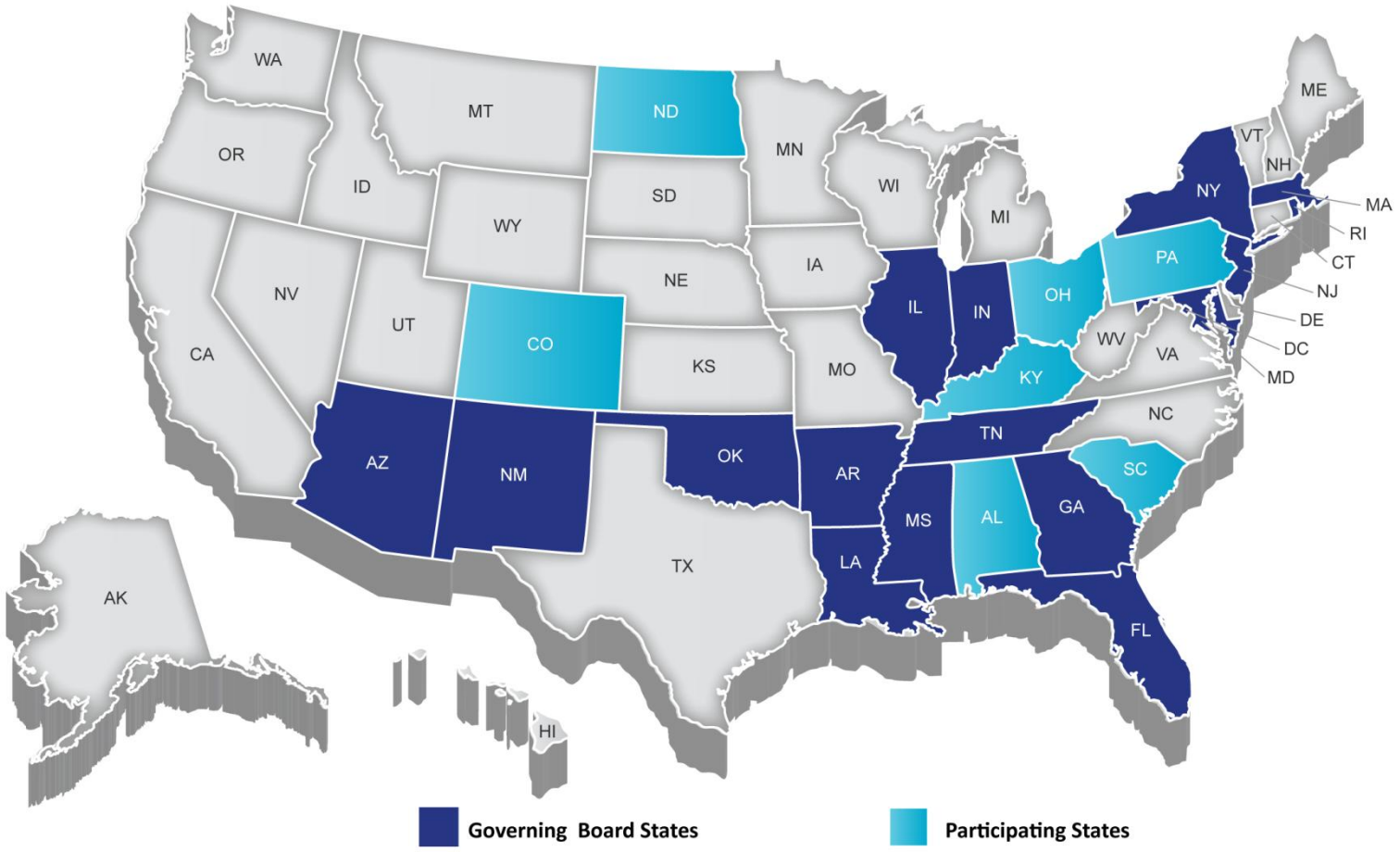
Partnership for Assessment of Readiness for College and Careers

PARCC ASSESSMENTS

Race to the Top: Assessment Program Competition

- $350 million of Race to the Top Fund set aside for awards to consortia of states to design and develop common K-12 assessment systems aligned to common, college- and career-ready standards
- The competition asked consortia to design assessment systems that meet the dual needs of *accountability* and *instructional improvement*
- In September 2010, the U.S. Department of Education awarded grants to:
  - Partnership for Assessment of Readiness for College and Careers (PARCC)
  - Smarter Balanced Assessment Consortium (SBAC)
- The winning consortia have four years to develop assessments systems, and states participating in either consortium will administer new assessments statewide by 2014-2015

Partnership for Assessment of Readiness for College and Careers (PARCC)



PARCC Governing Board States

- Governing States will pilot and field test the assessment system components during the 2011–12, 2012–13 and 2013–14 school years, and administer the new assessment system during the 2014-15 school year
- Governing States will use the results from the PARCC assessments in their state accountability systems
- The chief state school officers of the Governing States serve on the PARCC Governing Board and make decisions on behalf of the Partnership on major policies and operational procedures **(Louisiana: State Superintendent John White)**
- A higher education representative will serve on the PARCC Advisory Committee on College and Career Readiness and make decisions on behalf of Louisiana's colleges and universities on major policies and operational procedures that impact higher education **(Louisiana: Dr. E. Joseph Savoie, President, University of Louisiana at Lafayette)**

Pathway to College and Career Readiness for All Students

K-2 formative assessment being developed, aligned to the PARCC system

Timely student achievement data showing students, parents and educators whether ALL students are on-track to college and career readiness

College readiness score to identify who is ready for college-level coursework

Targeted interventions & supports:
- **12th-grade bridge courses**
- **PD for educators**

K-2

3-8

High School

SUCCESS IN FIRST-YEAR, CREDIT-BEARING, POSTSECONDARY COURSEWORK

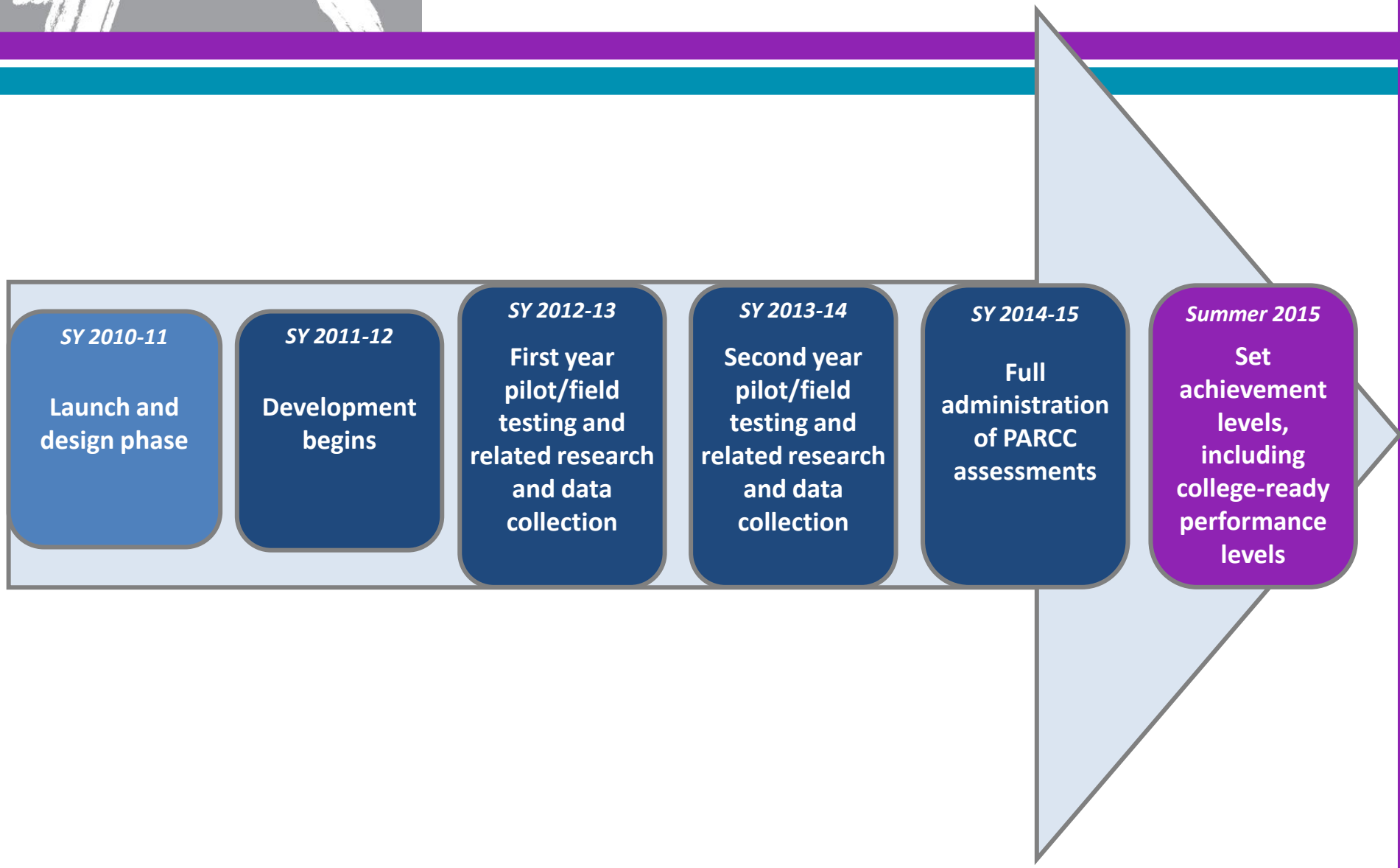
ONGOING STUDENT SUPPORTS/INTERVENTIONS

PARCC High School Assessments

- English
  - English I
  - English II
  - English III
- Mathematics
  - Algebra I
  - Geometry
  - Algebra II

  OR
  - Integrative Math I, II, and III

PARCC Timeline



NEW PARCC POLICY

Being Voted Upon by PARCC Governing Board on October 25, 2012

PARCC
Partnership for Assessment of Readiness for College and Careers

Proposed Number of Performance Levels for PARCC Assessment

- **Five performance levels recommended for the new PARCC Assessments**
  - Reasons for Five Performance Levels
    - PARCC assessments will support the accurate classification of student performance into five levels
    - Five levels will help schools target assistance to students
    - Five levels will provide states with options for using performance levels in various accountability mechanisms and decisions
    - Five levels will provide increased opportunities for students, schools and districts to demonstrate growth

Policy, Content, and Grade/Subject Claims for PARCC Assessments

- **Policy Claims** – Describes the educational implication for students to attain a particular performance level on the PARCC assessments

  (Being voted upon by Governing Board on October 25, 2012)
- **General Content Claims in Particular Content Areas –** Describes in broad terms, the knowledge, skills, and practices students performing at a given performance level are able to demonstrate

  (Being voted upon by Governing Board on October 25, 2012)
- **Grade/Subject-Specific Content Claims Within Grade/Subject Specific Performance Level Descriptors –** Describes the knowledge, skills, and practices students performing at a given performance level/course and grade level are able to demonstrate (e.g., Algebra I)

  (To be developed through a detailed process during Oct. – Dec. 2012)

PARCC Performance Level Descriptor Language for Policy Claims

Previous Language *(June 2012 – First Draft, and July 2012 – Draft Approved for Public Review)*
Level 5: Students performing at this level demonstrate a **superior command** of the knowledge, skills, and practices embodied by the Common Core State Standards assessed at their grade level. **Level 4:** … **solid command** … **Level 3:** … **partial command** … **Level 2:** … **limited command** … **Level 1:** … **very limited command** …
Updated Language *(October 2012)*
Level 5: Students performing at this level demonstrate a **distinguished command** of the knowledge, skills, and practices embodied by the Common Core State Standards assessed at their grade level. **Level 4:** … **strong command** … **Level 3:** … **moderate command** … **Level 2:** … **partial command** … **Level 1:** … **limited command** …

CCR Determination Definition

Previous Language *(June 2012 – First Draft, and July 2012 - Draft Approved for Public Review)*
A student who is determined to be College Ready by PARCC is one who has demonstrated the *academic* knowledge, skills, and practices in English and mathematics necessary to enter directly into and succeed in entry-level, credit-bearing courses in those content areas at two- and four-year institutions of higher education.
Updated Language *(October 2012)* Being Voted Upon by Governing Board
The ***PARCC CCR Determinations in ELA/literacy and mathematics*** describe the academic knowledge, skills, and practices in English **language arts/literacy** and mathematics **students must demonstrate to show they are able to** enter directly into and succeed in entry-level, credit-bearing courses **and relevant technical courses** in those content areas at two- and four-year public institutions of higher education.

Meaning of ELA/Literacy CCRD

Previous Language *(June 2012 – First Draft)*
Students who earn a College-Ready Determination in English language arts/literacy will have demonstrated the academic knowledge, skills and practices necessary to enter directly into and succeed in entry-level, credit-bearing courses in College English Composition and Literature.
Previous Language *(July 2012 – Draft Approved for Public Review)*
Students who earn a College-Ready Determination in English language arts/literacy will have demonstrated the academic knowledge, skills and practices necessary to enter directly into and succeed in entry-level, credit-bearing courses in College English Composition, Literature, **or other courses requiring college-level reading across a range of disciplines such as history and social sciences**.
Updated Language *(October 2012)*
Students who earn a College- **and Career-**Ready Determination in ELA/literacy will have demonstrated the academic knowledge, skills and practices necessary to enter directly into and succeed in entry-level, credit-bearing courses in College English Composition, Literature, **or technical courses requiring college-level reading and writing.**

Meaning of Mathematics CCRD

Previous Language *(June 2012 – First Draft, and July 2012 - Draft Approved for Public Review)*
A student who is determined to be College Ready by PARCC is one who has demonstrated the academic knowledge, skills, and practices in College Algebra or Introductory Statistics necessary to enter directly into and succeed in entry-level, credit-bearing courses in those content areas at two- and four-year institutions of higher education.
Updated Language *(October 2012)*
Students who earn a College- **and Career-**Ready Determination in mathematics will have demonstrated the academic knowledge, skills and practices necessary to enter directly into and succeed in entry-level, credit-bearing courses in College Algebra, Introductory College Statistics, **or technical courses requiring an equivalent level of mathematics**.

Benefits of College- and Career-Ready Determination

- Students who earn a CCR Determination will be exempt from having to take and pass placement tests designed to determine whether they are academically prepared to enter directly into entry-level, credit-bearing courses in English language arts and mathematics.

- The CCR Determination is **not** intended to inform admission decisions or exempt students from taking tests designed to place them into more advanced courses than entry-level.

Criteria Used to Make College- and Career- Ready Determinations

- To earn and maintain a College- and Career-Ready Determination in ELA/literacy, a student will need to achieve a threshold score for Level 4 on the grade 11 PARCC ELA/literacy assessment
- To earn and maintain a College- and Career-Ready Determination in mathematics, a student will need to achieve a threshold score for Level 4 on the designated PARCC high school mathematics assessment(s)

Note: Higher education institutions may impose additional conditions, such as continuous enrollment through graduation from high school in courses offered through dual/concurrent enrollment or high school courses that build on standards

Determining and Validating College- and Career-Ready Threshold Scores

- PARCC will establish a systematic standard-setting process to identify the threshold (cut-off) scores for each performance level
- Standards setting event will occur in summer 2015 after the first administration of PARCC
- K-12 and higher education personnel will serve on standard setting panels and use multiple sources of information as well as relevant data about student performance on the PARCC assessments to set threshold scores

Validation Statement for Research

Previous Language *(June 2012 – First Draft)*
At least 67 percent of the students earning a PARCC College-Ready Determination in Mathematics should earn at least a grade of B or its equivalent in College Algebra or Introductory Statistics, and at least 67 percent of the students earning a College-Ready Determination in English language art/literacy should earn at least a grade of B or its equivalent in College English Composition and Literature.
Previous Language *(July 2012 – Draft Approved for Public Review)*
At least **75 percent** of the students earning a PARCC College-Ready Determination in Mathematics should earn at least a **grade of C** or its equivalent in College Algebra or Introductory Statistics, and at least **75 percent** of the students earning a College-Ready Determination in English language art/literacy should earn at least a **grade of C** or its equivalent in College English Composition, Literature, or **other courses requiring college-level reading across a range of disciplines such as history and social sciences**.
Updated Language *(October 2012)*
Students who earn a PARCC College- and Career-Ready Determination by performing at level 4 in mathematics and enroll in College Algebra, Introductory College Statistics, or **technical courses requiring an equivalent level of mathematics** have approximately a **0.75 probability** of earning college credit by attaining at least a grade of C or its equivalent in those courses. **Students who earn a College- and Career-Ready Determination by performing at level 4 in ELA/literacy and enroll in** College English Composition, Literature, or **technical courses requiring college-level reading and writing** have approximately a **0.75 probability** of earning college credit by attaining at least a grade of C or its equivalent in those courses.

PARCC
Partnership for Assessment of Readiness for College and Careers

Small Group Discussion:

How will PARCC & CCSS impact developmental education in the future?

PARCC
Partnership for Assessment of Readiness for College and Careers

ADDTIONAL INFORMATION

One Stop Shop for relevant information about CCSS and PARCC:

http://regents.la.gov/onestopshop

or contact

Jeanne.burns@la.gov