2014 Networking and Summer Conferences

Session 42
PARCC/SBAC Assessment Documents: A Roadmap for Mathematics Success Part 1

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Session 125
PARCC/SBAC Assessment Documents: A Roadmap for Mathematics Success Part 2

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Acronyms and Suggested Documents

CCSSM: Common Core State Standards for Mathematics
MCF: Model Content Frameworks
PLD: Performance level Descriptors
ES: Evidence Statement
EOY: End of Year
PBA/MYA: Performance Based Assessment/Mid-Year Assessment
SBAC: Smarter Balanced Assessment Consortium
ALD: Achievement Level Descriptors

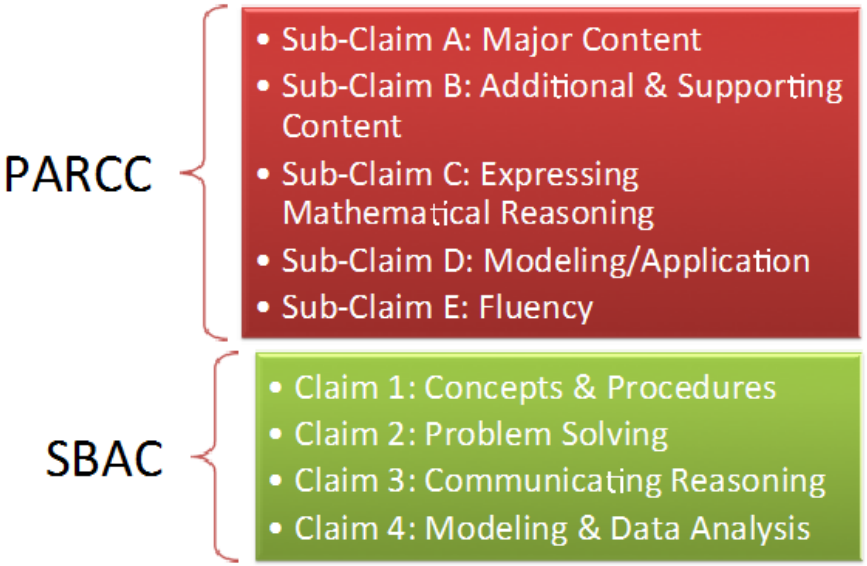
www.CoreStandards.org
Common Core State Standards for Mathematics (PDF) – note the revised nomenclature

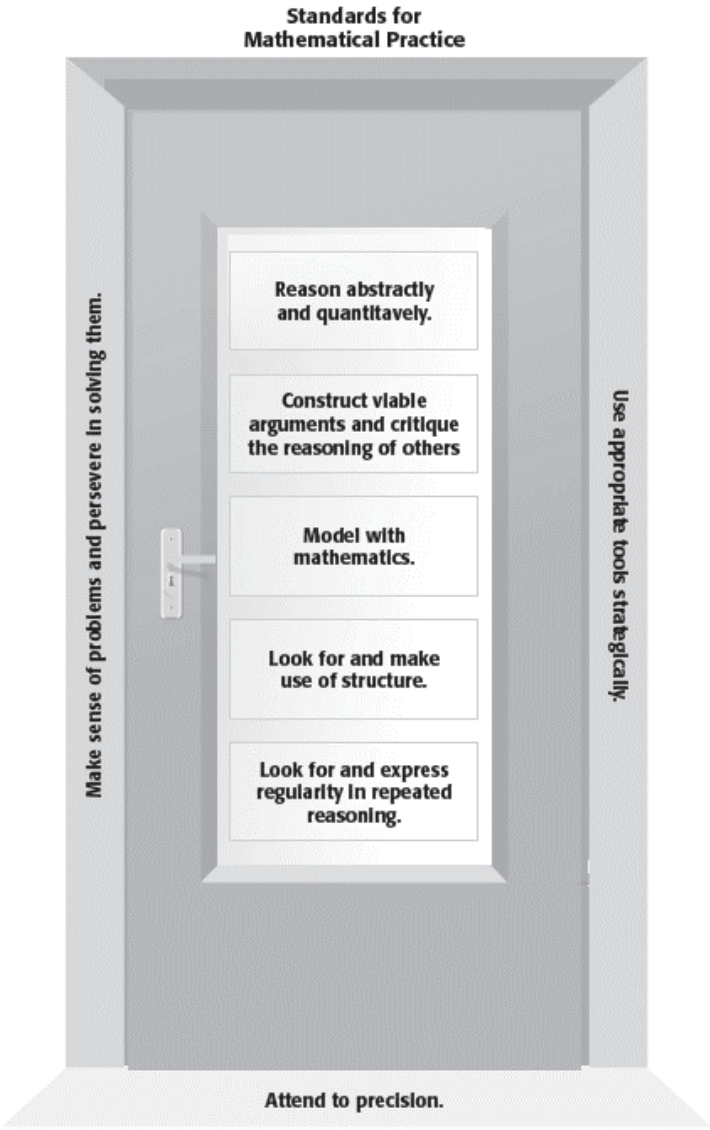
www.PARCConline.org
PARCC Model Content Frameworks for Mathematics, November 2012 (for the HS update) (PDF)
Draft Grade/Course PLDs (PDF)
ES Table EOY for PARCC (PDF)
ES Table PBA/MYA for PARCC (PDF)
New Approach to Designing PLDs Mathematics (PDF)
PARCC Blueprints and Test Specifications FAQ (PDF)
PARCC High Level Blueprints – Mathematics (PDF)

www.SmarterBalanced.org
Achievement Level Descriptors (PDF)

TLJ Consulting Group for a free download of nomenclature guide for HS!

PARCC and Smarter Balanced Claims





For a list of questions and look fors
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Notes:

Smarter Balanced ALD's and Descriptors

Types of ALDs

There are four types of ALDs, and the first three will be developed at the October workshop.

- Policy ALDs are general descriptors that articulate the goals and rigor for the final performance standards. These descriptors set the tone for and are embedded within subsequent descriptors.

- Range ALDs are grade- and content-specific ALDs that may be used by test developers to write items that align to the cognitive and content rigor that has been defined within a particular achievement level.

- Target ALDs are created in conjunction with or following the Range ALDs, and they are used to guide the standard setting. The Target ALDs are a subset of the Range ALDs and use only the information from the Range ALDs that define the minimum performance required to be considered as meeting the achievement-level expectation.

- Reporting ALDs are the final ALDs that are developed following the standard setting once cut scores are finalized, and they define the appropriate, intended interpretations of the test scores.

Policy Framework for Grade 11 Achievement Levels*

Level	Policy ALD	Description	Implications for Grade 12	Implications for High School Graduates who Immediately Enter Higher Education
4	Student demonstrates thorough understanding of and ability to apply the knowledge and skills associated with college content- readiness.	Student is exempt from developmental course work. (K-12 and higher education officials may jointly set Grade 12 requirements to maintain the exemption.)	Within each state, students may be required to satisfactorily complete Grade 12 English and/or mathematics courses to retain the exemption from developmental course work (higher education and K-12 officials may jointly determine appropriate courses and performance standards). Students are encouraged to take appropriate advanced credit courses leading to college credit while still in high school.	Colleges may evaluate additional data (courses completed, grades, placement test scores, writing samples, etc.) to determine appropriate course placement at or above the initial credit-bearing level.
3	Colleges may evaluate additional data (courses completed, grades, placement test scores, writing samples, etc.) to determine appropriate course placement at or above the initial credit-bearing level.	Student is conditionally exempt from developmental course work, contingent on evidence of sufficient continued learning in Grade 12.	Within each state, higher education and K–12 officials may jointly determine appropriate evidence of sufficient continued learning (such as courses completed, test scores, grades or portfolios). Students are encouraged to take additional 4th year courses as well as appropriate advanced credit courses leading to college credit while in high school.	For students who demonstrate evidence of sufficient continued learning in Grade 12, colleges may evaluate additional data (courses completed, grades, portfolios, placement test scores, etc.) to determine appropriate course placement at or above the initial credit-bearing level. For students who fail to demonstrate evidence of sufficient continued learning in Grade 12, colleges also may evaluate the same types of additional data to determine placement in developmental or credit-bearing courses.
2	Student demonstrates partial understanding of and ability to apply the knowledge and skills associated with college content- readiness.	Student demonstrates partial understanding of and ability to apply the knowledge and skills associated with college content-readiness.	States/districts/colleges may implement Grade 12 transition courses or other programs for these students. States also may choose to retest these students near the conclusion of Grade 12 (scoring will occur within two weeks, allowing opportunity for colleges to use scores the following fall).	Colleges may evaluate additional data (courses completed, grades, portfolios, placement test scores, etc.) to determine placement in developmental or credit-bearing courses.
1	Student demonstrates minimal understanding of and ability to apply the knowledge and skills associated with college content- readiness.	Student demonstrates minimal understanding of and ability to apply the knowledge and skills associated with college content- readiness.	States/districts/colleges may offer supplemental programs for these students. States also may choose to retest these students near the conclusion of Grade 12.	Colleges may evaluate additional data (courses completed, grades, portfolios, placement test scores, etc.) to determine placement in developmental or credit-bearing courses.

*Smarter Balanced Assessment Consortium (SBAC).

Retrieved from: file:///C:/Users/Owner/Downloads/Smarter-Balanced-Math-ALDs.pdf

Overview of PARCC Task Types*

- The PARCC assessments for mathematics will involve three primary types of tasks: Type I, II, and III.
- Each task type is described on the basis of several factors, principally the purpose of the task in generating evidence for certain sub claims.

Task Type I. Tasks assessing concepts, skills and procedures

- Balance of conceptual understanding, fluency, and application
- Can involve any or all mathematical practice standards
- Machine scorable including innovative, computer-based formats
- Will appear on the EOY and PBA components
- Sub-claims A, B and E

Task Type II. Tasks assessing expressing mathematical reasoning

- Each task calls for written arguments / justifications, critique of reasoning, or precision in mathematical statements (MP.3, 6).
- Can involve other mathematical practice standards
- May include a mix of machine scored and hand scored responses
- Included on the Performance Based Assessment component
- Sub-claim C

Task Type III. Tasks assessing modeling/applications

- Each task calls for modeling/application in a real-world context or scenario (MP.4)
- Can involve other mathematical practice standards
- May include a mix of machine scored and hand scored responses
- Included on the Performance Based Assessment component
- Sub-claim D

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

Retrieved from:
http://www.parcconline.org/sites/parcc/files/PARCC%20High%20Level%20Blueprints%20-%20Mathematics%20043013.pdf

PARCC Performance Levels*

In October 2012 PARCC established five performance levels.
TARGET Level is LEVEL 4

- 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: Students performing at this level demonstrate a **strong** command of the knowledge, skills, and practices embodied by the Common Core State Standards assessed at their grade level.

- Level 3: Students performing at this level demonstrate a **moderate** command of the knowledge, skills, and practices embodied by the Common Core State Standards assessed at their grade level.

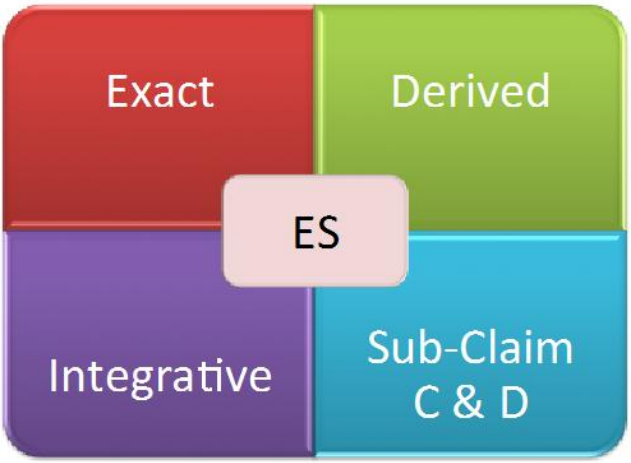
- Level 2: Students performing at this level demonstrate a **partial** command of the knowledge, skills, and practices embodied by the Common Core State Standards assessed at their grade level.

- Level 1: Students performing at this level demonstrate a **minimal** command of the knowledge, skills, and practices embodied by the Common Core State Standards assessed at their grade level.

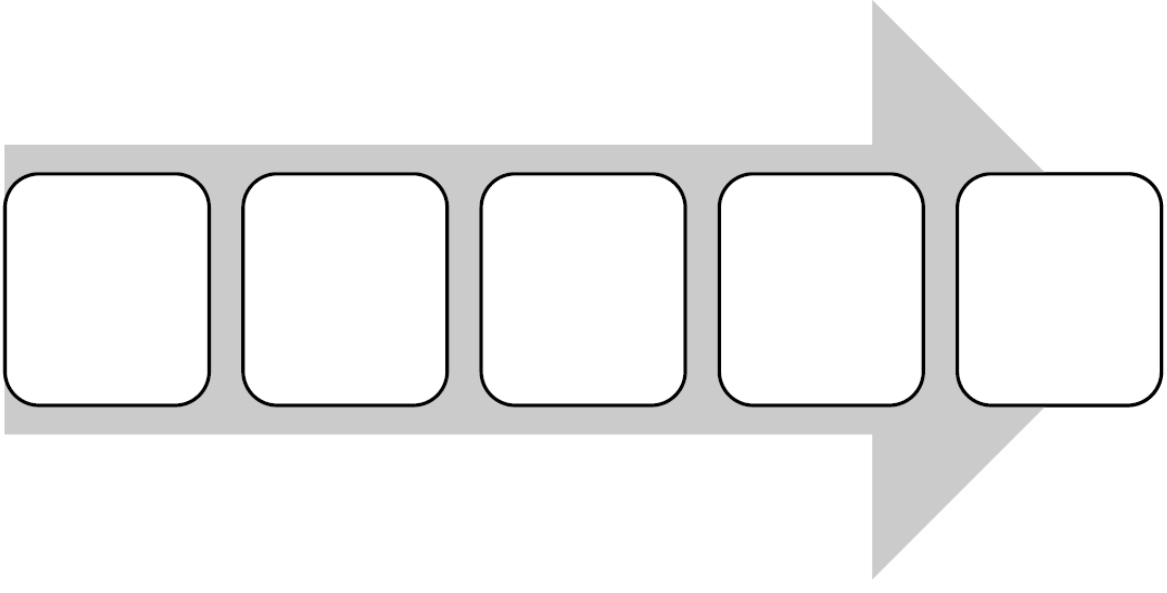
*Partnership for Assessment of Readiness for College and Careers (PARCC).

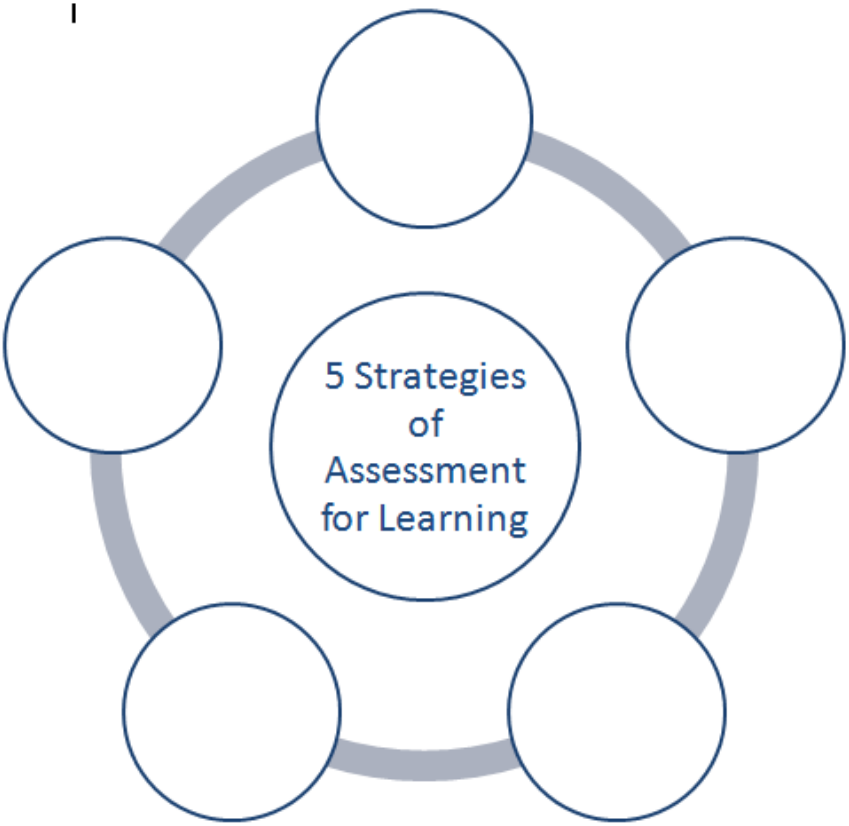
Retrieved from:
http://www.parcconline.org/sites/parcc/files/PARCC%20High%20Level%20Blueprints%20-%20Mathematics%20043013.pdf

Types of Evidence Statements



The Big Idea of Assessment for Learning
Note-taking Guide
Thompson & Wiliam, 2007





(Thompson and Wiliam, 2007)

Notes:

CCSSM/PARCC Resources

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Common Core State Standards
http://www.corestandards.org/

PARCC
http://www.parcconline.org/

Mathematics Assessment Project
http://map.mathshell.org/

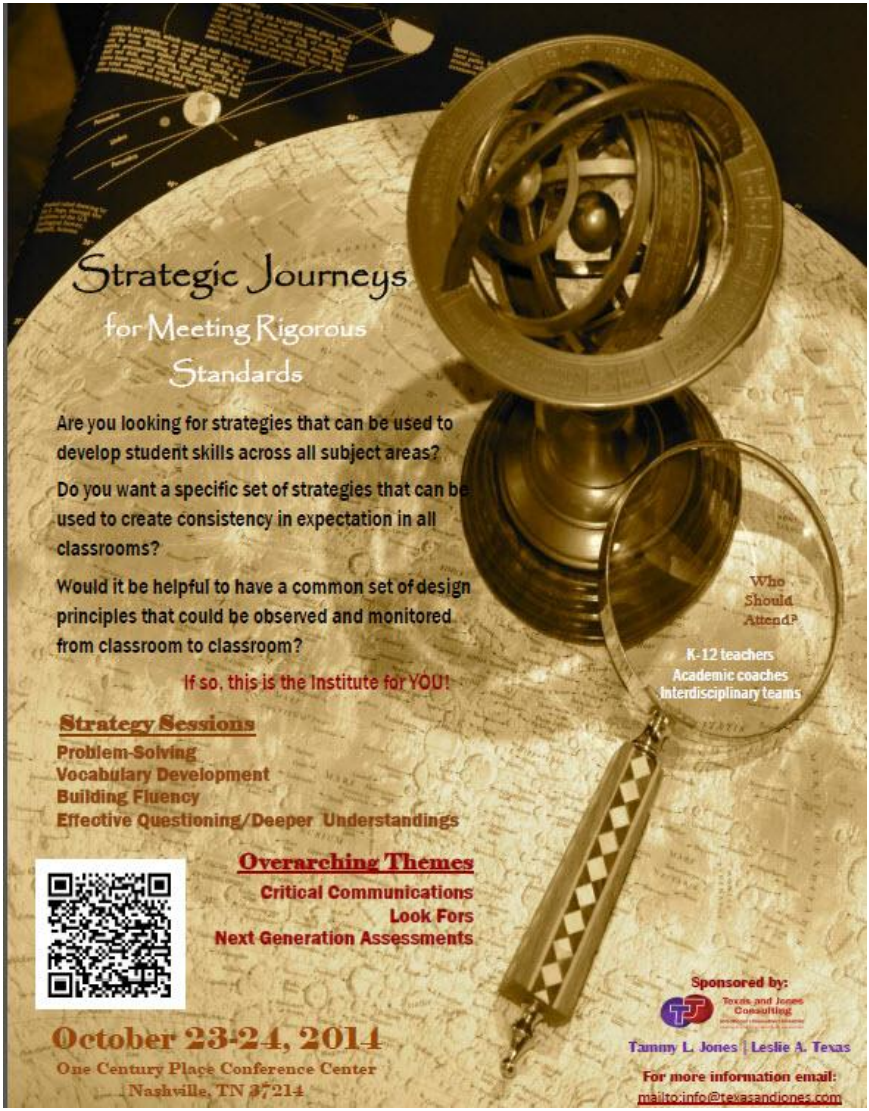
The Illustrative Mathematics Project Tasks
http://illustrativemathematics.org.

PARCC Item and Task Prototypes
http://www.parcconline.org/samples/mathematics/high-school-mathematics

Charles A. Dana Center at The University of Texas at Austin Tasks
http://www.ccsstoolbox.com/parcc/PARCCPrototype_main.html

Smarter Balanced Assessment Consortium
http://www.smarterbalanced.org/

Texas Instruments
http://education.ti.com/en/us/home



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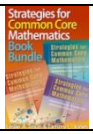
Texas and Jones Sessions

SREB 2014 Networking and Summer Conferences

Session #	Date/Time	Location	Abstract Title
42	Tuesday, July 15th 8:00 - 10:15	Cheekwood G-H	PARCC/SBAC Assessment Documents: A Roadmap for Mathematics Success
125	Tuesday, July 15th 1:00 - 3:15	Cheekwood G-H	PARCC/SBAC Assessment Documents: A Roadmap for Mathematics Success
186	Tuesday, July 15th 3:30 - 4:30	Cheekwood G-H	The CCSSM: Successful Implementation of the Standards for Mathematical Practice in the Classroom
242	Thursday, July 17th 2:15 - 3:15	Tennessee Ballroom E	The CCRS: Successful Implementation of Mathematical Practice
See Addendum	Friday, July 18th 8:00 - 10:15	Governor's Ballroom D	PARCC/SBAC Assessment Documents: Roadmap for Mathematics Success
	Friday, July 18th 11:45	Routledge/Eye On Education Vendor Booth	Book Signing
509	Friday, July 18th 1:00 - 2:00	Tennessee Ballroom E	STEM Topics: Engaging and Meaningful
576	Friday, July 18th 3:30 - 4:30	Tennessee Ballroom E	Project-Based Learning: Achieving Rigorous Standards
611	Saturday, July 19th 8:00 - 9:00	Lincoln A	Project-Based Learning: Achieving Rigorous Standards
621	Saturday, July 19th 9:15 - 10:15	Lincoln A	Rigorous Standards: Expressing Reasoning and Communication

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Texas and Jones Consulting
Intentional • Innovative • Inventive
creating and sharing educational experiences

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