

The PARCC Assessments: Making College- and Career-Ready Determinations


Laura Slover, Senior Vice President, Achieve

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The Basics: PARCC's Proposed CCR Determination and PLD's

- ***College- and Career-Ready Determinations:*** The level of academic knowledge, skills, and practices students must achieve to have a high likelihood of success in entry-level credit-bearing coursework that lead to a credential or degree at two- and four-year institutions of postsecondary education.
- ***Policy-Level Descriptors:*** The achievement/performance levels on the PARCC assessments, including the educational implications for students and general content claims at each particular achievement/performance level.
- ***Feedback to Date:*** This summer, PARCC released draft language for the CCRD and PLDs, and have received nearly 800 responses from K-12 and higher education stakeholders across PARCC states.



Draft College- and Career-Ready Determination

A student who is determined to be **College- and Career-Ready** by PARCC has:

- Demonstrated the academic knowledge, skills, and practices in ELA/Literacy and mathematics necessary to enter directly into and succeed in entry-level, credit-bearing courses in those content areas in programs **leading to a credential or degree** (aligned to the student's career aspirations), from **two-and four-year* public institutions of higher education.**

** This is inclusive of any public postsecondary institution awarding degrees and/or credentials that are aligned with entry into middle and high skills jobs (i.e. programs that are typically at least one year in length), including public technical colleges/institutions.*



Draft Content-Specific College- and Career-Ready Determinations

- PARCC intends to make two College- and Career-Ready (CCR) Determinations, one for each content area:
 - Students who earn a **College- and Career-Ready Determination in ELA/literacy** will have demonstrated the academic knowledge and skills necessary to enter into and succeed in entry-level, credit-bearing courses in College English Composition and Literature, and introductory courses requiring college-level reading in a range of disciplines, such as history, the social sciences, and technical subjects.
 - Students who earn a **College- and Career-Ready Determination in Mathematics** will have demonstrated the academic knowledge, skills, and practices* necessary to enter into and succeed in entry-level, credit-bearing courses in College Algebra, Introductory Statistics and technical subjects requiring an equivalent level of mathematics.

**The practices referred to here are the Standards for Mathematical Practice included in the Common Core State Standards.*



Benefit of Earning a 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.



Purposes of Performance Levels

1. To report the results of assessment(s) used to make College- and Career-Ready Determinations
2. To report the results of high school end-of-grade ELA/literacy assessments and end-of-course math assessments (grades 9 and 10)
3. To report the results of end-of-grade assessments for grades 3-8



Draft Policy-Level Performance Level Descriptors

- PARCC states proposing **5 achievement levels** for grades 3-8 and HS in ELA/literacy and mathematics
 - Level 4 pitched to rigor of NAEP’s proficient level
 - Level 4 proposed as threshold for earning the College- and Career-Ready Determination on the designated high school assessments
- Each of the proposed performance levels includes:
 - ***Policy claims***, which describe educational implications for students at a particular performance level.
 - ***General content claims***, which describe the academic knowledge and skills students performing at a given performance level are able to demonstrate at each grade level.

Draft PLDs for Reporting Results of Assessments

	College- and Career-Ready	Grades 9 and 10	Grades 3-8
5	<ul style="list-style-type: none"> • Superior command of the knowledge and skills contained in the CCSS assessed • Academically well prepared to engage successfully in entry-level credit bearing courses in... • Exempt from having to take and pass placement tests designed to determine whether they are prepared for entry-level, credit bearing courses without remediation 	<ul style="list-style-type: none"> • Superior command... • Academically well prepared to engage successfully in further studies in the content area • On-track to becoming academically prepared to engage successfully in entry-level, credit bearing courses in ... 	<ul style="list-style-type: none"> • Superior command • Academically well prepared to engage successfully in further studies in the content area
4	<ul style="list-style-type: none"> • Solid command... • Academically prepared... • Exempt ... 	<ul style="list-style-type: none"> • Solid command... • Academically prepared... • On-track to becoming academically prepared to engage successfully in entry-level, credit bearing courses in ... 	<ul style="list-style-type: none"> • Solid command... • Academically prepared to engage successfully in further studies in the content area
3	<ul style="list-style-type: none"> • Partial command ... • Will likely need academic support to engage successfully in entry-level, credit-bearing courses • Not exempt ... 	<ul style="list-style-type: none"> • Partial command ... • Will likely need academic support to engage successfully in further studies ... • Will likely need academic support to become prepared to engage successfully in entry-level 	<ul style="list-style-type: none"> • Partial command • Will likely need academic support to engage successfully in...
2	<ul style="list-style-type: none"> • Limited command ... • Will need academic support ... • Not exempt ... 	<ul style="list-style-type: none"> • Limited command... • Will need academic support to engage successfully in further studies ... • Will need academic support to become prepared to engage successfully in entry-level 	<ul style="list-style-type: none"> • Limited command • Will need academic support to engage successfully in...
1	<ul style="list-style-type: none"> • Very limited command ... • Will need extensive academic support ... • Not exempt ... 	<ul style="list-style-type: none"> • Very limited command ... • Will need extensive academic support ... • Will need extensive academic support to become prepared to ... 	<ul style="list-style-type: none"> • Very limited command... • Will need extensive academic support...



Timeline for Adoption of PLDs and CCR Determination Policy

- **July 12th – September 21st:** Public feedback/review period
- **September 12th:** Present preliminary aggregated feedback to Joint Governing Board and ACCR
- **September 21st – October 3rd:** Additional public feedback on career readiness (www.parcconline.org/CCRD)
- **October 25th:** Joint Governing Board and Advisory Committee on College Readiness consider revised policy for adoption
- **Fall – Winter:** Begin development of grade- and course-specific content claims



Partnership for Assessment of Readiness for College and Careers

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