



PARCC's Online Score Report Designs
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PARCC, Inc.

December 8, 2014



Online Score Reports

- Work on the online report designs began early in the Summer 2014, and will conclude late in January 2015.
- PARCC gathered and incorporated feedback from 26 design working group members, 7 subject matter experts, and 36 end users. Completed almost 300 design iterations.
- Opportunities to provide feedback on the online designs will continue through December 12 (See your State Lead).
- Final online report designs will be presented at the January Governing Board meeting.
- Work will continue through early late in January to design the paper version of the individual student report for parents/guardians.



Kinds of Reports

Organizational Levels

- Consortium
- State
- District
- School
 - Student Roster
 - School Item Analysis
- Individual Student

Breakdowns

- By Grade and Subject/Course
- By Student Groups
 - Students with Disabilities
 - English Learners
 - Various Racial/Ethnic Groups
 - Economically Disadvantaged Students



Reporting Metrics

- **Performance levels** - Levels 1-5
- **Scale scores**
 - ELA/L, Reading, and Writing
 - Mathematics
- **Sub-scores**
 - English Language Arts/Literacy (5)
 - Reading Literary Text, Reading Informational Text, & Vocab.
 - Writing Expression and Writing Conventions
 - Math (4)
 - Major Content, Additional Content, Reasoning, & Modeling
- **Growth Scores**
 - Student Growth Percentiles (SGP)



Change View Level > State: State A

REPORT MAP

OVERALL VIEW

PERFORMANCE GROWTH

Refine District A, B, C... ▾

Performance Level Distribution

Total # of Students

ELA/L Scale Score Avg

Reading/Writing Scale Score Avg

	Performance Level Distribution					Total # of Students	ELA/L Scale Score Avg	Reading/Writing Scale Score Avg
▼ PARCC Avg	12%	12%	35%	5%	21%	15000	230 ↑7	80 / 150
▼ State Avg	31% 11% 10% 13% 15%					2500	220 ↑5	85 / 135
District A	35% 20% 5% 14% 6%					500	180 ↑5	82 / 98
District B	35% 20% 5% 14% 6%					800	150 ↓3	40 / 110
District C	12%	12%	35%	5%	21%	600	160 ↑8	45 / 115
District D	12%	15%	10%	31%	12%	850	180 ↓7	85 / 95
District E	24%	10%	6%	17%	23%	650	160 ↑3	82 / 78
District F	10%	17%	6%	23%	24%	250	175 ↓3	60 / 115
District G	15%	10%	8%	20%	27%	500	200 ↑7	90 / 110

Performance Level

1

150-171
knowledge not demonstrated

2

172-184
partial command

3

185-199
moderate command

4

200-212
strong command

5

213-230
distinguished command

Met Standards

Reading

Writing

 **OVERALL VIEW**

[Subgroups Filter](#) [Download](#)

Grade or Course [Compare all](#) ▾ Compare School to [District](#) ▾

		Performance Level Distribution					Total # of Students	% "Met ..."	Scale Score Avg	Growth
BY GRADE										
Grade 7 View Roster > Item Analysis >	School	30%	10%	20%	30%	10%	240	32%		
	District	28	10%	20%	30%	10%				977
Grade 8 Item Analysis >	School	15%	25%	10%	25%	25%	240	42%		
	District	28	10%	20%	30%	10%				977
BY COURSE										
Algebra I Item Analysis >	School	30%	10%	20%	30%	10%	164	32%		
	District	28	10%	20%	30%	10%				977
Geometry Item Analysis >	School	15%	25%	10%	25%	25%	183	52%		
	District	28	10%	20%	30%	10%				977
Algebra II Item Analysis >	School	30%	10%	20%	30%	10%	250	32%		
	District	28	10%	20%	30%	10%				977



[< BACK TO SCHOOL VIEW](#)

GRADE 7 ROSTER

PERFORMANCE ITEM ANALYSIS

Subgroups Filter Download

ASSESSED STUDENTS ▼	ELA/L	Reading	Literary Text	Informational Text	Vocabulary	Writing	Writing Expression	Knowledge of Conventions	Student Growth Percentile State	Student Growth Percentile PARCC
PARCC	230	100	➤	➤	⬇	130	➤	➤	-	50*
STATE	170	85	⬇	⬇	➤	85	⬇	⬇	50*	56*
DISTRICT	230	100	➤	➤	⬇	130	➤	➤	40*	54*
<input type="radio"/> Nancy Adams	230	115	➤	➤	➤	115	➤	➤	68	63
<input type="radio"/> Marjorie Bell	170	96	➤	⬇	⬆	74	⬇	➤	80	80
<input type="radio"/> Elisa Briggs	225	112	➤	➤	➤	113	➤	➤	66	61
<input type="radio"/> Mable Carr	210	100	⬇	⬇	⬇	110	⬇	⬇	54	54
<input type="radio"/> Marty Crawford	175	85	⬇	⬆	➤	90	⬆	⬇	45	46
<input type="radio"/> May Hanson	175	83	➤	➤	➤	92	➤	➤	35	32
<input type="radio"/> Julian Howell	170	79	⬆	➤	➤	91	➤	⬆	70	70
<input type="radio"/> Darnell McCormick	165	75	⬇	➤	➤	90	➤	⬇	75	71
<input type="radio"/> Doug Pena	228	110	➤	➤	➤	118	➤	➤	80	78
<input type="radio"/> Helen Schultz	178	85	⬇	⬇	⬆	93	⬇	⬇	42	40



GRADE 7 ITEM ANALYSIS

RELEASED ITEM ▼	NUMBER OF RESPONSES	AVG SCORE	STANDARD	ITEM TYPE	P VALUE
ID #1	23	2.6 of 6	RL2	SR	0.04
ID #2	18	3.4 of 6	RL5	OR	0.06
ID #3	22	3.2 of 6	RL8	SR	0.05
ID #4	16	1.2 of 6	RL2	SR	0.01
ID #5	27	3.2 of 6	RL1	OR	0.02
ID #6	19	3.2 of 6	RL2	SR	0.05
ID #7	16	2.6 of 6	RL5	OR	0.04
ID #8	24	2.2 of 6	RL8	SR	0.04
ID #9	23	3.2 of 6	RL2	SR	0.02
ID #10	18	2.6 of 6	RL1	SR	0.01
ID #11	26	3.2 of 6	RL2	SR	0.08
ID #12	25	2.2 of 6	RL5	SR	0.03
ID #13	20	3.4 of 6	RL8	SR	0.05
ID #14	16	3.2 of 6	RL2	SR	0.04
ID #15	14	2.6 of 6	RL1	SR	0.04
ID #16	19	3.2 of 6	RL2	SR	0.06
ID #17	23	2.2 of 6	RL5	SR	0.05

Individual Student Report



Massachusetts Department of Elementary &
Secondary Education

IN PARTNERSHIP WITH PARCC

Helen Schultz, Grade 7

East Bridgewater School District
George Washington Middle School
SID: D081000078

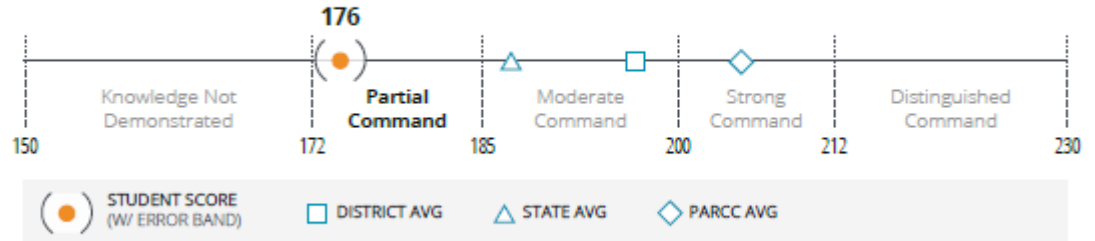
ELA / Literacy: Summative Assessment, 2014 - 2015

Parent & Guardian Report

OVERALL*

176 LEVEL 2

A student at **level 2** demonstrates **partial command** of the knowledge and skills required at this level in English Language Arts.



* Overall score = reading score + writing score

Reading and Writing Scale Scores and Sub-Category Results

READING



Literary Text

➤ NEAR

Student can read and demonstrate some comprehension of grade-level literary text, but still struggles with elements of more complex texts.

Informational Text

⬆ AT OR ABOVE

Student reads and demonstrates comprehension of grade-level complex informational texts.

Vocabulary

⬇ BELOW

Student has difficulty using context to determine the meaning of words and phrases.

WRITING



Writing Expression

⬇ BELOW

Students demonstrate limited ability to write effectively when using and/or analyzing sources.

Knowledge of Conventions

➤ NEAR

Students demonstrate moderate command of the conventions of Standard English consistent with edited writing.



Growth & Accommodations

GROWTH

Compared to PARCC

18%

Student demonstrated larger growth than 18% of PARCC students taking this assessment with similar past performance.

Compared to Massachusetts

21%

Student demonstrated larger growth than 21% of students in Massachusetts taking this assessment with similar past performance.

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ACCOMMODATIONS



Reading Access: Student was given a reading access accommodation on the PARCC ELA/literacy assessment and therefore, no claims should be inferred regarding the student's ability to demonstrate foundational reading skills (i.e., decoding and fluency).

About the Assessment

ABOUT THE ASSESSMENT

PARCC

PARCC is The Partnership for Assessment of Readiness for College and Careers.

Benefits

The PARCC assessment system has several benefits:

- **Students** receive clear information about whether they are working at expected levels and are on track for postsecondary success
- **Teachers** receive more timely and useful data to help inform instruction
- **Parents** receive clear and timely information about the progress their children are making

College and Career Readiness

The assessments are not intended to be used by colleges and universities in decisions about college admission. They are intended only to give students a College- and Career-Ready Determination that indicates they are academically prepared to enroll in first-year, credit-bearing courses at two- and four-year institutions and can be exempt from taking a placement test at the college or university they attend.

Learn more at: <http://www.parcconline.org/CCRD>

Questions?


If you have questions about the PARCC assessment:

- Email: questions@parcconline.org
- Or visit: <http://www.parcconline.org/contact>



PARCC is a group of states working together to develop better assessments.

Learn more at:
<http://www.parcconline.org/>



Next Steps: Online Score Reports

- **December 12th, 2014 – Feedback to PARCC**
 - PARCC State Leads received a file of all reports and a form for providing feedback, which may be emailed directly to Francine Markowitz at fmarkowitz@parcconline.org
- **January 19th, 2015** – PARCC to incorporate feedback into finalized designs by this date. Final online reports will be presented at the January Governing Board meeting.



Printed Student Report

- A separate effort is underway to design and finalize the printed Individual Student Reports for Distribution to Parents.
- This printed individual student reports will be based on the online design, but include additional information about PARCC and how parents might utilize information in the reports.

Finalization Activities

Date

1. Initial specifications identified	12/3/14
2. Initial design of report generated	1/7/15
3. Feedback on initial design due	1/19/15
4. Final report design finalized for development	2/11/15