MARYLAND STATE DEPARTMENT OF
EDUCATION
PREPARING WORLD CLASS STUDENTS

Jack R. Smith, Ph.D.
Interim State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • msde.maryland.gov

Revised 9/22/15

TO: Members of the State Board of Education

FROM: Jack R. Smith, Ph.D. *JRS/CLN*

DATE: September 22, 2015

SUBJECT: PARCC Performance Level Setting

PURPOSE:

To provide an update to the State Board on the status of the PARCC Performance Level setting. This report summarizes the activities to date around setting the assessment performance levels that will be used for reporting the PARCC results as well as the timeline for the release of the scores.

BACKGROUND:

The PARCC assessments were used as the state assessment in Maryland for English Language Arts and Mathematics in grades 3-8 and high school (algebra, English 10) for the first time during the 2014-2015 school year. This fall, schools and families will receive score reports for each subject test their students took, that describe students' overall test performance in two ways: scale scores for individual students and performance levels that indicate how the scale scores compare with performance expectations to be on track for college and career readiness.

There are typically five steps in setting performance levels. The first is to create performance level descriptors. A state-level panel of educators and content experts develop descriptors for each performance level (e.g., "basic," "proficient" or "level 1," "level 2") to summarize the knowledge and skills that students should demonstrate at each level. The assessment is then administered. A panel of educators and content experts then meet to review student test outcomes and assess which results best match each performance level. Based on detailed analysis, the panel recommends cut scores that mark the threshold between each performance level. The state education agency (in conjunction with the state board of education) makes adjustments within standard errors of judgment with advice from technical experts. The policy body adopts final cut scores and performance levels. Sometimes at this point, new descriptors must be drafted to match final performance level framework. The data files are then shared with LEAs, who have the opportunity to review and appeal any errors. Results are finalized and publicly released.

This process was followed for setting the PARCC performance levels with two additional considerations. Because PARCC is the joint work of a consortium of states, policy decisions are made collectively by a Governing Board made up of the heads of participating state education agencies. Additionally, because PARCC is designed to be an assessment of college and career readiness, higher education leaders and faculty have played a more important role in the test design and policy decisions for PARCC.

EXECUTIVE SUMMARY:

Three separate Performance Level Setting meetings were conducted involving thirty two Marylanders establishing recommendation threshold scores for all of the PARCC assessments. The high school level threshold recommendations were brought before the PARCC Governing Board and the Advisory Committee on College Readiness for adoption on August 14, 2015. The grades three through eight threshold recommendations were brought before the Governing Board for adoption on September 9, 2015. The table below summarizes the final outcome.

Performance Level	Performance Level Descriptor
Level 5*	Exceeded expectations
Level 4*	Met expectations
Level 3	Approached expectations
Level 2	Partially met expectations
Level 1	Did not yet meet expectations

* Levels 4 and above indicate on track for college and career readiness

The results of the PARCC assessments will be shared during two separate State Board of Education meetings. Public release of the results including the distribution of home reports to parents will occur after the State Board of Education meetings.

| PARCC Test	MD State Board of Education	Paper Home Reports Arriving in Districts
High School Results (English 10, Algebra I, and Algebra II)	October 27, 2015	November 3, 2015
Grades 3-8 Results (English/Language Arts and Mathematics)	December 8, 2015	November 30, 2015 (embargoed until after BOE meeting)

ACTION:

For informational purposes only.

LML:hrj

Attachments

PARCC Performance Level Setting

Maryland State Board of Education Update

September 22, 2015

Rollout of New Standards
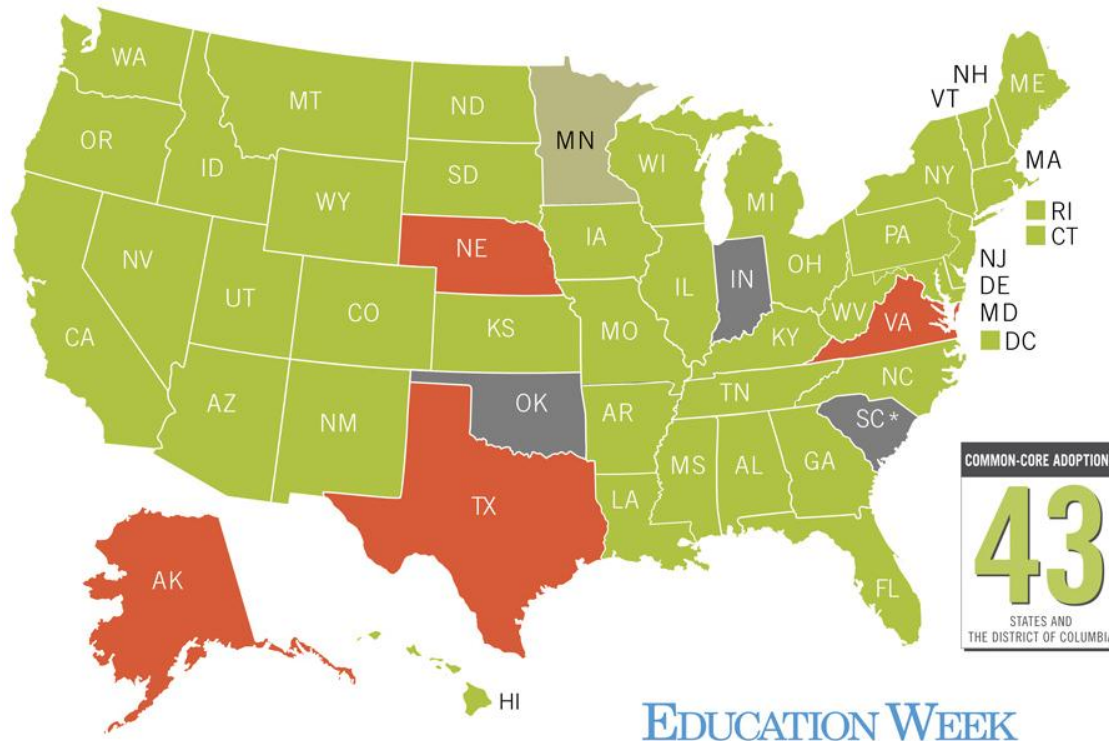
2009:
4 states with common standards

2015:
43 state plus DC common standards
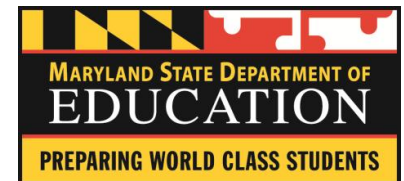
State adopted the Common Core (43 plus D.C.)

State did not adopt the Common Core (4)

State adopted the Common Core in only one subject (1)

State reversed its adoption of the Common Core (3)

*New standards take effect in 2015-2016

Revised 9/22/15

Credit: Education Week

Transition Timeline

- Draft and finalized Common Core State Standards, 2009-2010

- Launched PARCC Consortium, 2010

- Finalized new assessment design and released Model Content Frameworks, 2011

- Defined Performance Level Descriptors for levels 1-5 designating 4 as threshold for college readiness, 2012

- Field Tested over 1 million students, 2014

MARYLAND STATE DEPARTMENT OF
EDUCATION
PREPARING WORLD CLASS STUDENTS

2014-15 PARCC Administration

- Over 5 million students tested in 12 states
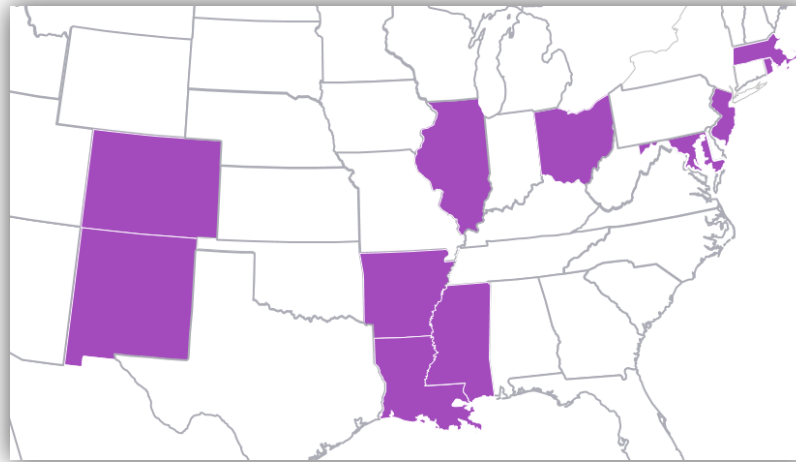
- 1.2 Million students test in one day
- 204,000 students in one hour

MARYLAND STATE DEPARTMENT OF
EDUCATION
PREPARING WORLD CLASS STUDENTS

2014-15 MD Administration

- 575,000 students participated
- Available tests included:
  - Grades 3-8 Reading and Mathematics
  - Algebra I, Algebra II, and English 10
- Results will be released this fall including
  - Scale scores for individual students
  - Performance levels that indicate how the scale score compares to performance expectations

Revised 9/22/15

MARYLAND STATE DEPARTMENT OF EDUCATION
PREPARING WORLD CLASS STUDENTS

PARCC Performance Levels

☐ The final names of the Performance levels are as follows:

PARCC Performance Levels	
Level 5	Exceeded expectations
Level 4	Met expectations
Level 3	Approached expectations
Level 2	Partially met expectations
Level 1	Did not yet meet expectations

☐ Levels 4 and 5 indicate college and career readiness

MARYLAND STATE DEPARTMENT OF EDUCATION
PREPARING WORLD CLASS STUDENTS

What is performance level setting?

☐ A systematic process that results in recommended threshold scores (cut scores) for the 5 performance levels that will be used to report the PARCC results.

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |

Threshold Scores

MARYLAND STATE DEPARTMENT OF
EDUCATION
PREPARING WORLD CLASS STUDENTS
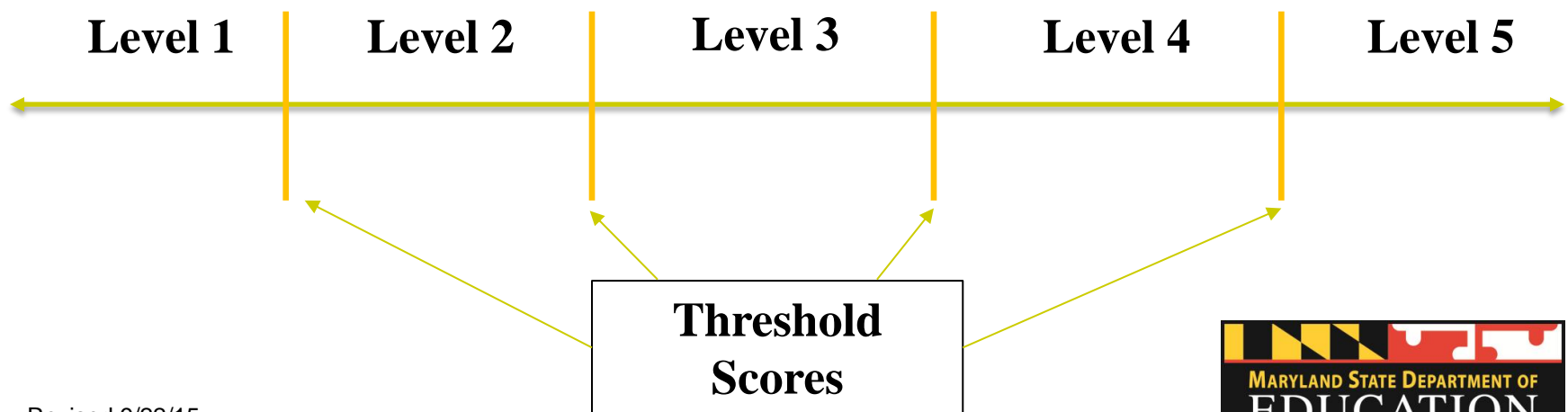
PLS Meetings and Dates

Mathematics	ELA/ Literacy	Meeting Dates
Algebra II	Grade 11	
Geometry	Grade 10	July 27 – 31, 2015
Algebra I	Grade 9	
Grades 7-8	Grades 7-8	August 17 – 21, 2015
Grades 5-6	Grades 5-6	August 24 – 28, 2015
Grades 3-4	Grades 3-4	

- ☐ A total of 12 committees of 20 panelists each
  - ◼ 6 High School Committees
  - ◼ 6 Grades 3-8 Committees
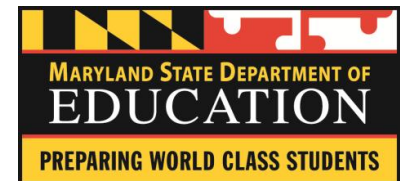
Panelist Membership by State English/Language Arts

State	Grades 3-8				High School			
	Gd 3/4	Gd 5/6	Gd 7/8	Total	Grade 9	Grade 10	Grade 11	Total
AR	1	0	0	**1**	0	1	2	**3**
CO	2	2	3	**7**	2	4	2	**8**
DC	1	3	2	**6**	1	1	1	**3**
IL	1	2	2	**5**	1	1	1	**3**
MA	2	2	2	**6**	2	2	2	**6**
MD	2	1	2	**5**	2	3	3	**8**
MS	1	1	2	**4**	1	1	1	**3**
NJ	2	0	2	**4**	2	1	1	**4**
NM	1	2	2	**5**	2	2	2	**6**
OH	0	1	0	**1**	2	0	1	**3**
RI	2	2	1	**5**	2	1	1	**4**
National	0	0	0	**0**	0	0	0	**0**
Revised 9/22/15 *Total*	*15*	*16*	*18*	*49*	*17*	*17*	*17*	*51*

Panelist Membership by Role English/Language Arts

Position	Grades 3-8				High School			
	Gd 3/4	Gd 5/6	Gd 7/8	Total	Gd 9	Gd 10	Gd 11	Total
Teacher (K-12)	6	8	7	**21**	12	9	6	**27**
Teacher (Higher Education)	1	0	0	**1**	0	4	4	**8**
Administrator	5	3	3	**11**	2	3	3	**8**
Other	3	5	8	**16**	3	1	4	**8**
Total	*15*	*16*	*18*	*49*	*17*	*17*	*17*	*51*

MARYLAND STATE DEPARTMENT OF
EDUCATION
PREPARING WORLD CLASS STUDENTS

Panelist Membership by State Mathematics

State	Grades 3-8				Math			
	Gd 3/4	Gd 5/6	Gd 7/8	Total	Alg I	Geo/	Alg II	Total
AR	0	1	2	3	1	1	1	3
CO	2	3	1	6	2	1	3	6
DC	1	2	2	5	2	1	2	5
IL	2	2	2	6	1	2	2	5
MA	3	1	2	6	1	2	2	5
MD	1	1	3	5	2	1	2	5
MS	2	0	2	4	0	0	0	0
NJ	2	2	2	6	1	1	2	4
NM	1	2	1	4	2	2	1	5
OH	1	0	1	2	1	3	3	7
RI	2	2	2	6	2	1	2	5
National	0	0	0	0	2	2	0	4
Total	17	16	20	53	17	17	20	54

Revised 9/22/15

Panelist Membership by Role Mathematics

Position	Grades 3-8				High School			
	Gd 3/4	Gd 5/6	Gd 7/8	Total	Alg I	Geo	Alg II	Total
Teacher (K-12)	6	8	7	**21**	8	8	10	**26**
Teacher (Higher Education)	1	0	0	**1**	3	2	5	**10**
Administrator	5	3	3	**11**	2	2	2	**6**
Other	3	5	8	**16**	4	5	3	**12**
Total	*15*	*16*	*18*	*49*	*17*	*17*	*20*	*54*

MARYLAND STATE DEPARTMENT OF
EDUCATION
PREPARING WORLD CLASS STUDENTS
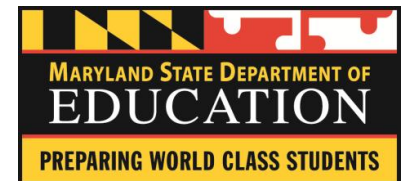
How were panelists selected?

- LEA nominations of 25 K-12 educators and higher education faculty
- Based upon their:
  - Strong content knowledge in ELA and Math
  - Familiarity with the Common Core Standards
  - Current or recent teaching experience
  - Experience with diverse student populations

MARYLAND STATE DEPARTMENT OF
EDUCATION
PREPARING WORLD CLASS STUDENTS

The Role of the Panelists

☐ Each panelist was tasked with making recommendations regarding what students at each performance level would be able to demonstrate in terms of their knowledge, skills and abilities.

☐ They did this by evaluating test questions on each test judging how many points a student would likely earn.

Item-Level Judgment Task

"How many points would a borderline Level 3 student likely earn if they answered the question?"

Bottom of the range of Level 3 students (*just-barely a Level 3 student*)

2 out of 3 times (or 2/3rds of the time)

A student whose performance is described by the Level 3 PLDs as adequate command of CCSS for the grade/course

Item-level Judgment Task

- Points are summed and thresholds calculated
- Panelists collaborate sharing their results forming consensus around recommendations
- Additional information is presented for comparison purposes
  - Outside data i.e. SAT, ACT, PISA, NAEP, other state assessment data
  - Impact data as a result of the recommendations

Next steps after PLS meetings?

- Threshold scores are presented to the PARCC Governing Board (composed of the Chief State Officers from each member state) and the Advisory Committee on College Readiness (composed of Higher Education Executive Officers from each member state) for adoption
  - August 14, 2015 for High School
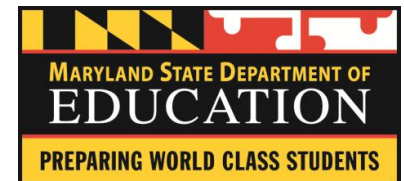 - September 9, 2015 for grades 3-8

Revised 9/22/15

Why aren't results available now?

- Data not final until…
    - High School – early October
    - Grades 3-8 – end of October
- Preliminary data limited to only online forms
    - 18.4% Maryland test takers used paper and would not be represented in data
    - Harford County as a whole would not be represented in data

Revised 9/22/15

Performance Level Adoption and Reporting Results

PARCC Test	MD State Board of Education	Paper Home Reports Arriving in Districts
High School Results (English 10, Algebra I, and Algebra II)	October 27, 2015	November 3, 2015
Grades 3-8 Results (English/Language Arts and Mathematics)	December 8, 2015	November 30, 2015 (embargoed until after BOE meeting)

MARYLAND STATE DEPARTMENT OF EDUCATION
PREPARING WORLD CLASS STUDENTS

Comments/Questions?

MARYLAND STATE DEPARTMENT OF
EDUCATION
PREPARING WORLD CLASS STUDENTS