TO: Members of the Maryland State Board of Education

FROM: Jack R. Smith, Ph.D.

DATE: December 8, 2015

SUBJECT: Partnership for Assessment of Readiness for College and Careers (PARCC) Assessment and Accountability Update

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PURPOSE:

To provide state and district level PARCC assessment data for the 2014-2015 administration of Grades 3-8 Math and English Language Arts.

BACKGROUND:

During the school year 2014-2015, the PARCC assessments were the state assessments for English Language Arts and Mathematics in grades 3-8 and were administered in high school for Algebra I, Algebra II, and English 10. These score results are a new baseline from which we will move forward. This year's assessment results cannot be compared to test scores from the state's previous assessments. The new Maryland assessments set new goals for our students and higher expectations that are aligned to the Maryland College and Career Ready Standards. The new Maryland assessments are a continuation of a long history in the evolution of statewide assessments to meet higher standards that promote college and career readiness for all students.

EXECUTIVE SUMMARY:

The 2014-2015 PARCC State and District Assessment Results

Statewide and school-level PARCC results for grades 3 through 8 are provided in tables below. The math high school exams (Algebra I, Algebra II) that were presented at the October 27th State Board meeting are also included in the tables. Students in grades 6-8 enrolled in the Algebra I or Algebra II course participated in the PARCC high school assessment and are not included in the counts for the grade level assessment.

There are five performance levels, which were adopted by the PARCC Governing Board. The PARCC consortium, along with the Advisory Committee on College Readiness (ACCR) determined that levels four and five would meet or indicate on track for meeting college and career readiness.

Members of the State Board of Education
December 8, 2015
Page 2

Table 1: State Level English Language Arts Results by Performance Level

English Language Arts Assessment	Tested Count	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Level 5 %
ELA03	65196	20.2%	19.7%	22.0%	33.7%	4.4%
ELA04	63935	12.6%	20.2%	27.1%	32.4%	7.6%
ELA05	63463	12.0%	20.9%	27.2%	36.8%	3.2%
ELA06	62180	11.9%	21.7%	30.3%	32.0%	4.1%
ELA07	61349	17.3%	19.1%	25.0%	28.9%	9.7%
ELA08	59493	17.2%	18.5%	24.0%	33.4%	7.0%

Table 2: State Level Mathematics Results by Performance Level

Math	Tested Count	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Level 5 %
MATH 03	65594	14.9%	22.5%	26.3%	29.9%	6.5%
MATH 04	64290	13.8%	28.2%	27.3%	27.9%	2.7%
MATH 05	63828	13.1%	29.0%	28.1%	25.8%	4.1%
MATH 06	62194	13.6%	28.7%	28.2%	26.3%	3.2%
MATH 07	55010	13.1%	32.0%	33.7%	20.1%	1.2%
MATH 08	41166	29.1%	27.0%	20.7%	19.6%	3.6%
ALG 01*	61842	13.0%	28.6%	27.1%	29.4%	1.8%
ALG 02*	40580	32.2%	26.9%	20.8%	19.3%	0.9%

Students in Grades 6-8 enrolled in the Algebra I or Algebra II course participated in the PARCC High School Assessment and are not included in the counts for the Grade Level Assessment.

Additional charts are attached which provide a summary of the data for each assessment by school system. (Attachment 2)

GRADUATION DETERMINATIONS

Students taking PARCC high school assessments during school years 2014-2015 and 2015-2016 were not required to earn a minimum score tied to graduation. COMAR 13A.03.02 states currently that starting in 2016-2017 students will be required to earn a minimum score (TBD) on PARCC English Language Arts/Literacy and Math tests. Schools will continue to offer pathways for students who fail to meet the minimum score on PARCC or other state assessments by 12th grade. One option to meet graduation requirements is through a composite score. The Maryland Technical Advisory Committee, the Maryland Assessment Research Center (MARC) and MSDE staff are engaged in a review of data to provide recommendations for the minimum score and composite score options to bring before the State Board for discussion and action.

RESOURCES FOR UNDERSTANDING

Student-level score reports are being shared with parents and educators. In addition to reviewing students' individual score reports, parents can access online tools to help bolster student skills, as well as learn more about how to use the results to inform conversations with teachers.

Materials recently provided to our local districts and the public include a PARCC Score Report Interpretation Guide for Teachers and a PARCC Score Report Interpretation Guide for Parents. Also available are report translations in 10 languages including Spanish, Portuguese, Polish, and Chinese.

While no single test shows a complete picture of achievement, annual assessments provide important information about student strengths and areas for improvement, especially when combined with student grades and teacher reports. Parents and teachers can use this information to make sure students get the help they need to succeed.

CONCLUSION:

PARCC assessment state and local district data will be reported on the Maryland Report Card website at 12:00 p.m. on December 8, 2015. School and central office staff will review, analyze, and interpret this information, share it with their school communities, and use it as a planning tool to guide actions to improve the learning of all students.

ACTION:

For information only. No action required.

JRS/ch
Attachments

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

December 8, 2015

Dr. Henry Johnson, Interim Deputy State Superintendent

Dr. Douglas Strader, Director of Assessment

Chandra Haislet, Director of Accountability

Agenda

- New Test, New Baseline
- Maryland PARCC Assessment Results
  - State Level Results Grade 3-8
  - District Level Results Grade 3-8 and High School
- Resources for Understanding
- Graduation Requirements

History of Maryland Assessments

1990's

- MD School Performance Assessment Program (MSPAP)
- Grades 2, 5, 8

2000's

- Maryland School Assessment program (MSA)
- Grades 3-8

2015

- PARCC administration
- Grades 3-8

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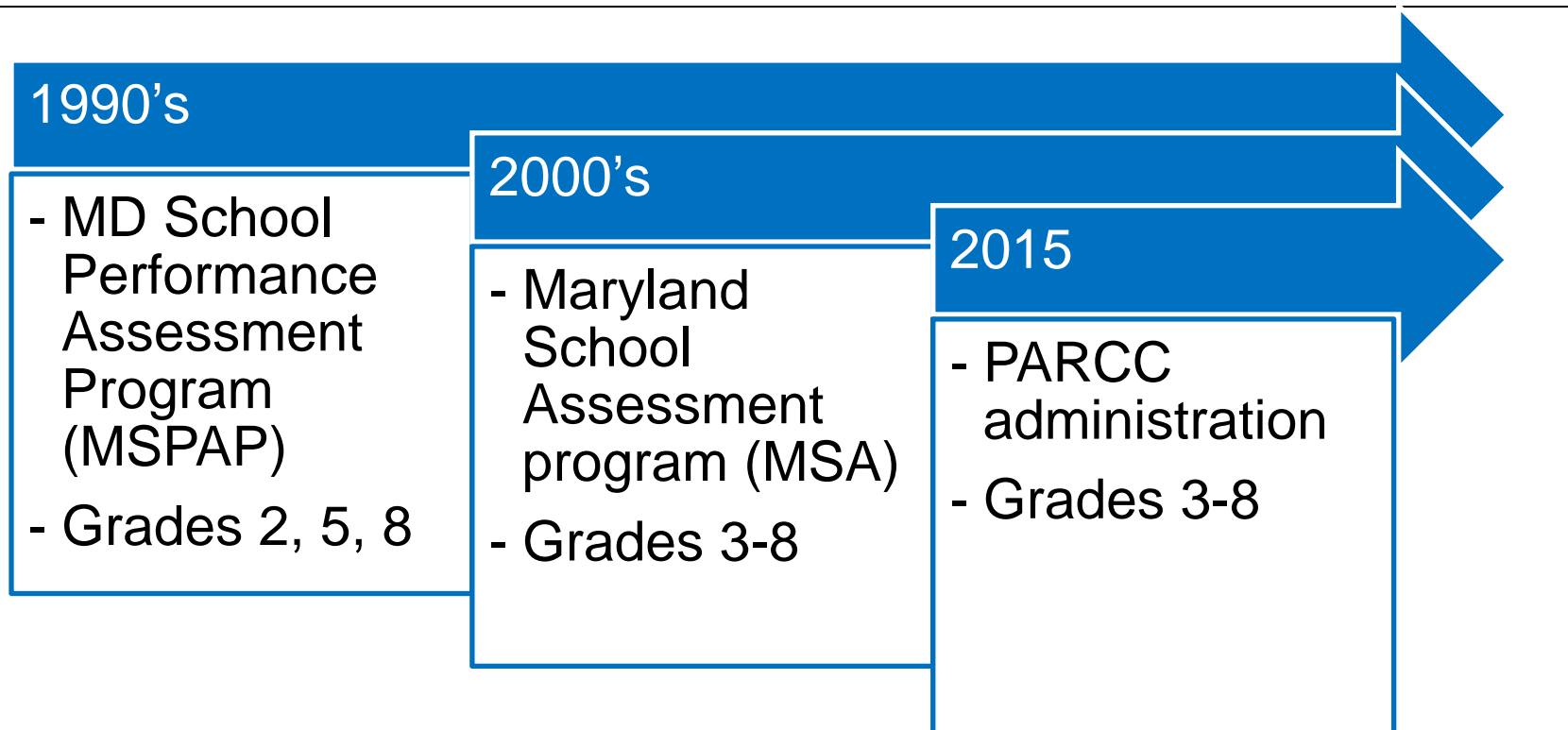
Maryland's K-12 Testing Program: Students Perform Better Over time
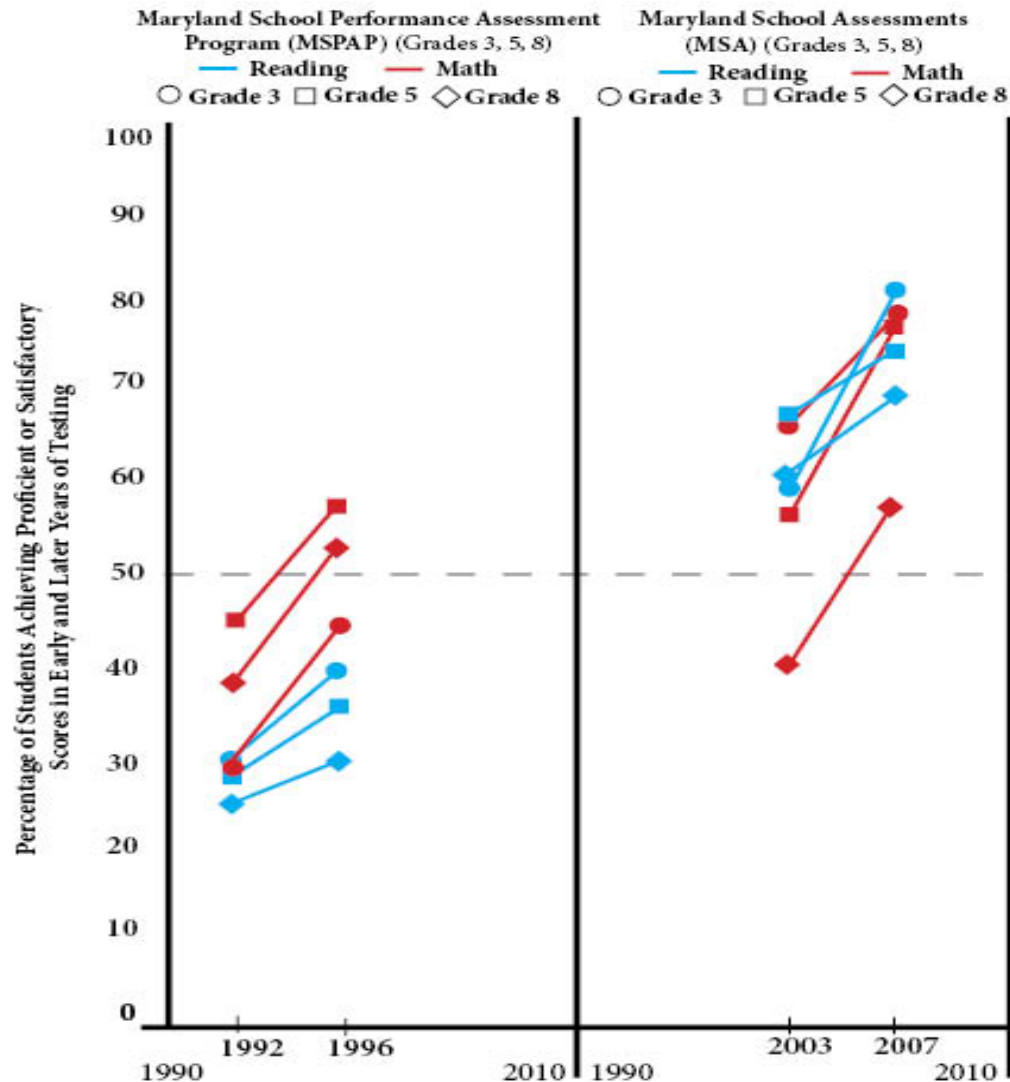
Maryland 2015: Performance Level Description

☐ PARCC performance levels describe how well students met the academic expectations.

- 🟩 Level 5: Exceeded expectations
- 🟩 Level 4: Met expectations
- 🟦 Level 3: Approached expectations
- 🟧 Level 2: Partially met expectations
- 🟥 Level 1: Did not yet meet expectations

☐ The Maryland State Board of Education will determine the performance level that indicates whether a student is on target for meeting grade level Maryland College and Career Ready Standards.

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Maryland 2015
Mathematics PARCC 3-8 Assessment Results
by Performance Level

	Level 1	Level 2	Level 3	Level 4	Level 5
Math 3-8	15.5	27.8	27.7	25.4	3.6
Math 3	14.9	22.5	26.3	29.9	6.5
Math 4	13.8	28.2	27.3	27.9	2.7
Math 5	13.1	29.0	28.1	25.8	4.1
Math 6*	13.6	28.7	28.2	26.3	3.2
Math 7*	13.1	32.0	33.7	20.1	1.2
Math 8*	29.1	27.0	20.7	19.6	3.6

Percent

■ Level 1 ■ Level 2 ■ Level 3 ■ Level 4 ■ Level 5
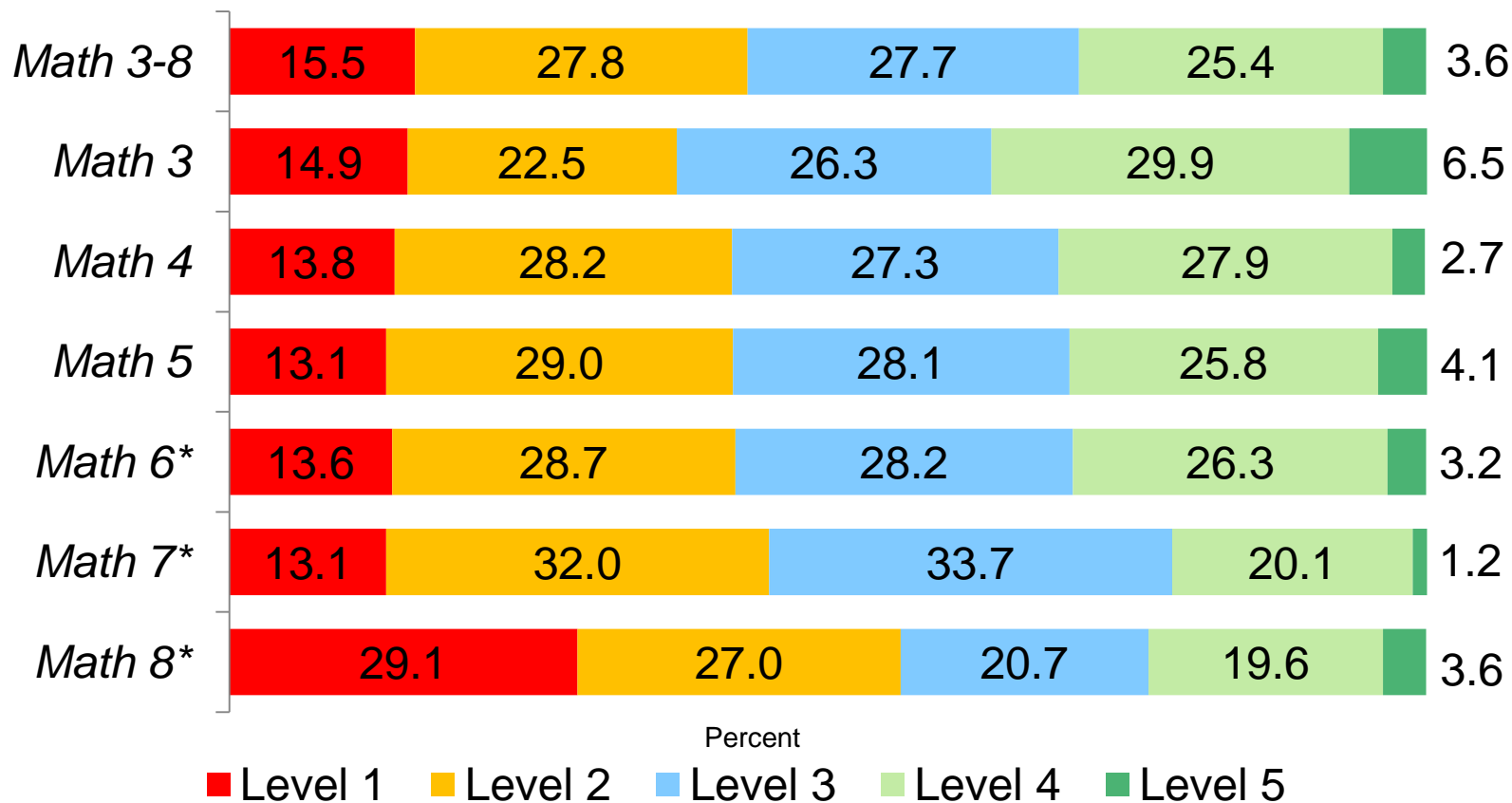
*Students in Grades 6-8 enrolled in Algebra I or Algebra II participated in
the PARCC High School Assessment and are not included in the counts.*

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Maryland 2015
English Language Arts PARCC 3-8 Assessment Results by Performance Level

	Level 1	Level 2	Level 3	Level 4	Level 5
ELA 3-8	15.2	20.0	25.9	32.9	6.0
ELA 3	20.2	19.7	22.0	33.7	4.4
ELA 4	12.6	20.2	27.1	32.4	7.6
ELA 5	12.0	20.9	27.2	36.8	3.2
ELA 6	11.9	21.7	30.3	32.0	4.1
ELA 7	17.3	19.1	25.0	28.9	9.7
ELA 8	17.2	18.5	24.0	33.4	7.0

Percent

■ Level 1 ■ Level 2 ■ Level 3 ■ Level 4 ■ Level 5

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Maryland 2015
Mathematics PARCC 3-8 Assessment Results
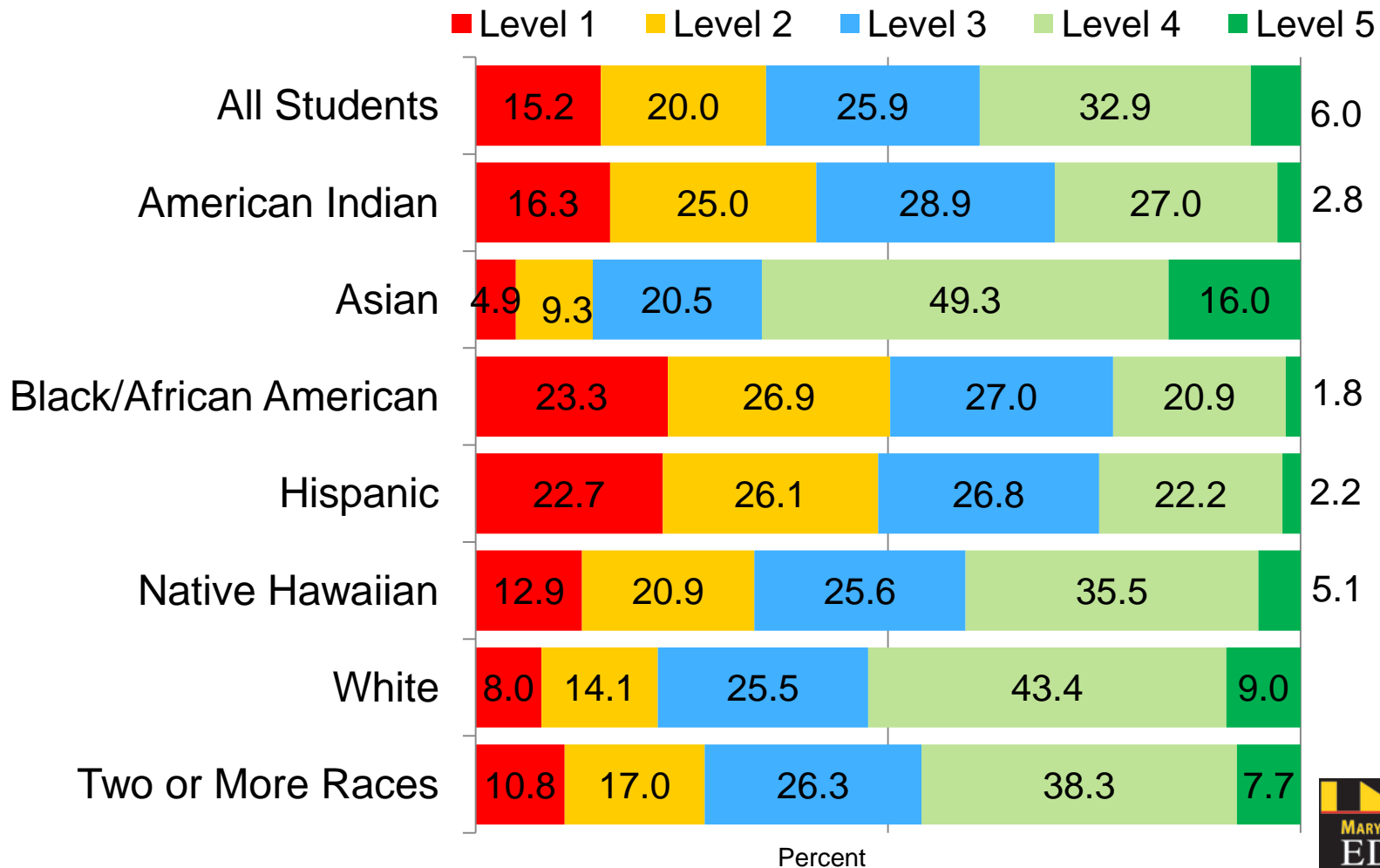# by Racial Category

Legend: ■ Level 1 ■ Level 2 ■ Level 3 ■ Level 4 ■ Level 5

Category	Level 1	Level 2	Level 3	Level 4	Level 5
All Students	15.5	27.8	27.7	25.4	3.6
American Indian	18.4	29.9	29.4	20.9	1.5
Asian	4.1	12.7	22.6	44.7	16.0
Black/African American	25.0	36.6	25.4	12.4	0.6
Hispanic	21.9	34.9	27.1	15.1	1.0
Native Hawaiian	14.2	24.4	28.2	30.1	3.0
White	7.2	20.0	30.4	37.2	5.2
Two or More Races	10.4	25.9	29.4	29.7	4.6

Percent

Maryland 2015
English Language Arts PARCC 3-8 Assessment Results by Racial Category

Legend: ■ Level 1 ■ Level 2 ■ Level 3 ■ Level 4 ■ Level 5

Category	Level 1	Level 2	Level 3	Level 4	Level 5
All Students	15.2	20.0	25.9	32.9	6.0
American Indian	16.3	25.0	28.9	27.0	2.8
Asian	4.9	9.3	20.5	49.3	16.0
Black/African American	23.3	26.9	27.0	20.9	1.8
Hispanic	22.7	26.1	26.8	22.2	2.2
Native Hawaiian	12.9	20.9	25.6	35.5	5.1
White	8.0	14.1	25.5	43.4	9.0
Two or More Races	10.8	17.0	26.3	38.3	7.7

Percent

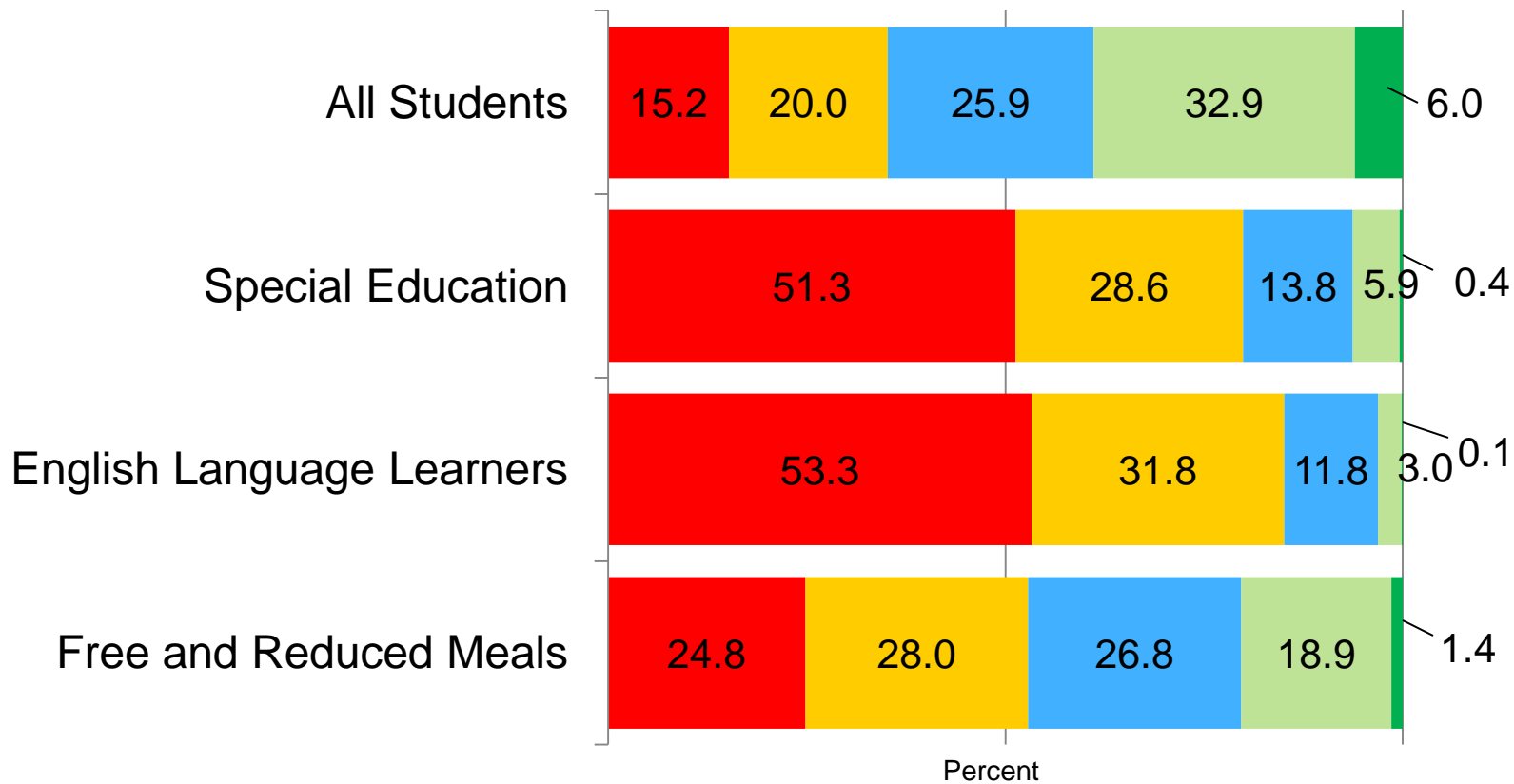MARYLAND STATE DEPARTMENT OF EDUCATION
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Maryland 2015
Mathematics PARCC 3-8 Assessment Results
by Student Service Group

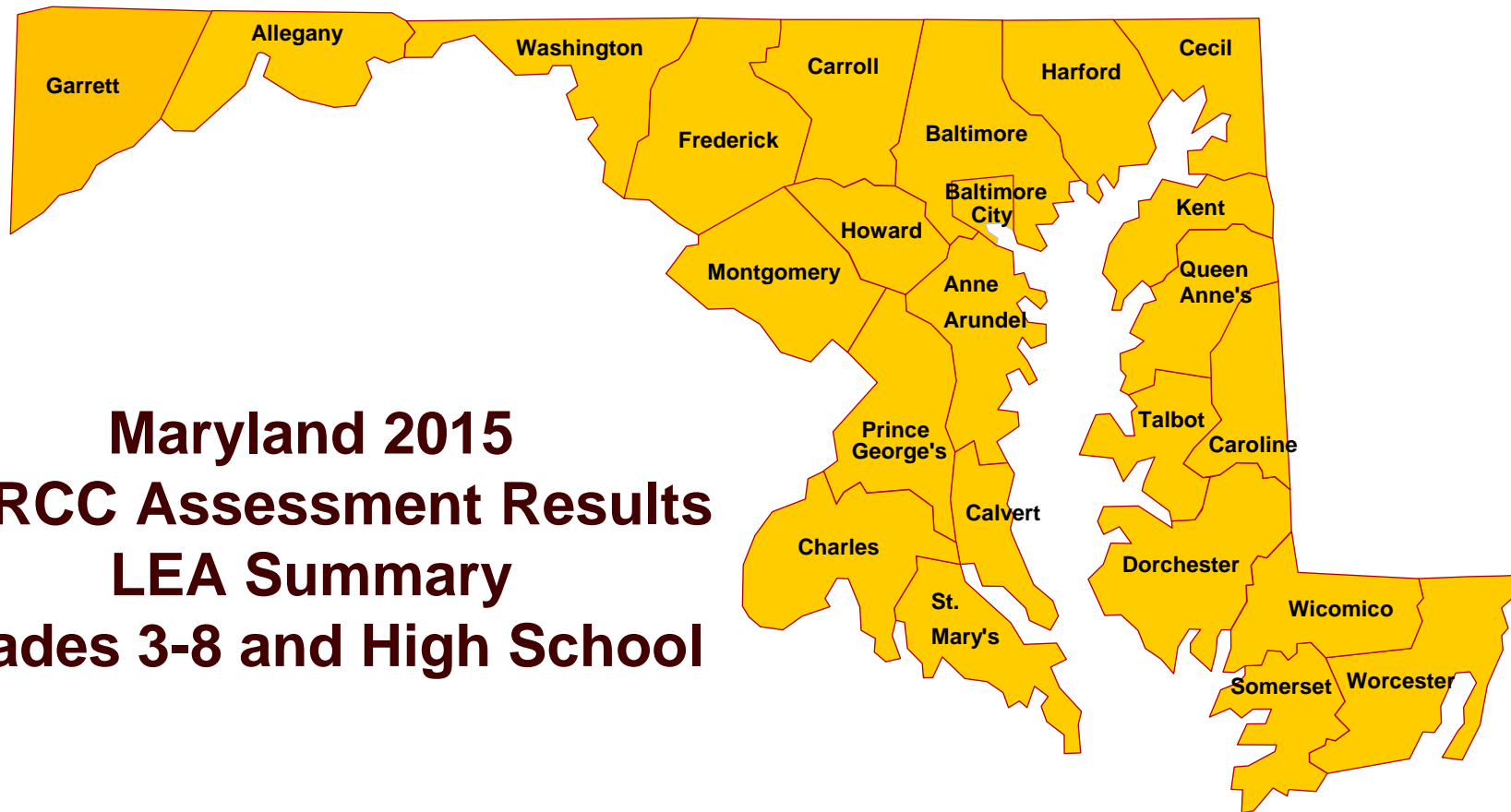

Legend: ■ Level 1 ■ Level 2 ■ Level 3 ■ Level 4 ■ Level 5

Student Service Group	Level 1	Level 2	Level 3	Level 4	Level 5
All Students	15.5	27.8	27.7	25.4	3.6
Special Education	42.6	38.5	13.3	5.0	0.5
English Language Learners	42.6	38.4	14.3	4.4	0.3
Free and Reduced Meals	24.6	36.8	25.6	12.3	0.6

Percent

Maryland 2015
English Language Arts PARCC 3-8 Assessment Results by Student Service Group

Legend: Level 1 | Level 2 | Level 3 | Level 4 | Level 5

Group	Level 1	Level 2	Level 3	Level 4	Level 5
All Students	15.2	20.0	25.9	32.9	6.0
Special Education	51.3	28.6	13.8	5.9	0.4
English Language Learners	53.3	31.8	11.8	3.0	0.1
Free and Reduced Meals	24.8	28.0	26.8	18.9	1.4

Percent

**Maryland 2015
PARCC Assessment Results
LEA Summary
Grades 3-8 and High School**

Maryland 2015
LEA Summary

□   Students earning a performance level of 4 or 5 in grades 3-8 are considered on target for meeting the grade level Maryland College and Career Readiness Standards.

□   Because Maryland received approval for the double testing waiver as part of ESEA Flexibility, students in middle school taking Algebra I, Algebra II, or English 10 take the High School PARCC assessment instead of the Grade 3-8 assessment.

Maryland 2015
LEA Summary
Grade 3-8 PARCC assessments

☐ In Mathematics, 10 LEAs outperformed the State for the percentage of students earning a performance level of 4 or 5. LEA results ranged from a low of 10.5% to a high of 48.3%.

☐ In English Language Arts, 10 LEAs outperformed the State for the percentage of students earning a performance level of 4 or 5. LEA results ranged from a low of 15.6% to a high of 55.8%.

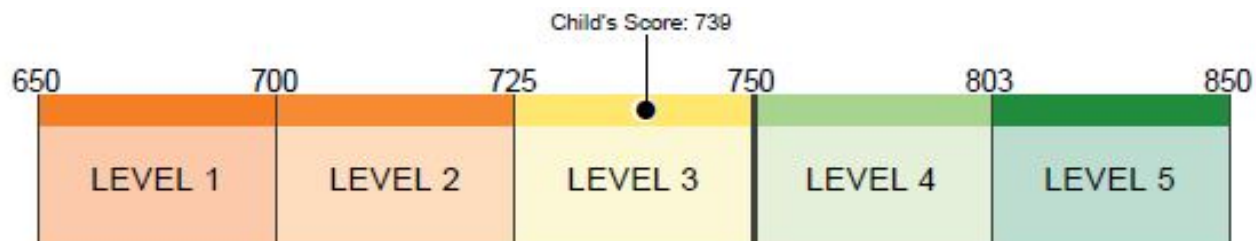MARYLAND STATE DEPARTMENT OF
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Maryland 2015
LEA Summary
Algebra 1, Algebra II, English 10 PARCC assessments

□ In Algebra I, 12 LEAs outperformed the State for the percentage of students earning a performance level of 4 or 5. LEA results ranged from 1.7% to a high of 56.6%.

□ In Algebra II, 8 LEAs outperformed the State for the percentage of students earning a performance level of 4 or 5. LEA results ranged from 2.7% to a high of 37.7%.

□ In English Language Arts, 10 LEAs outperformed the State for the percentage of students earning a performance level of 4 or 5. LEA results ranged from 17.4% to a high of 58.5%.

Resources for Understanding Results

☐ **2015 PARCC Score Report Interpretation Guide for Teachers**

☐ **2015 PARCC Score Report Interpretation Guide for Parents**

☐ **UnderstandTheScore.org**
The UnderstandTheScore.org website provides resources for parents to understand their child's test results.

☐ **Report Translations**
Translations of the student report are available in 10 languages; including translations in Spanish, Portuguese, Polish, and Chinese.

Child's Score: 739

650	700	725	750	803	850
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5

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When will PARCC Results Become a Graduation Requirement?

❑ **2014-2015: Year 1 of PARCC Was a Transition Year**

   ▪ Setting a new baseline for a new test

   ▪ Students must take PARCC

   ▪ Minimum score not required for graduation

❑ **2015-2016: Year 2 of PARCC—Transition Continues**

❑ **2016-2017: Year 3 of PARCC**

   ▪ A minimum score (TBD) on PARCC English Language Arts/ Literacy and Math tests is a graduation requirement.

   ▪ Schools offer pathways for students who fail to meet the minimum score on PARCC or other state assessments by 12th grade

COMAR 13A.03.02

PARCC Assessment Performance Results Summary - 2015
Algebra I Assessment

			Performance Level								
			Level 1 Not Yet Met		Level 2 Partially Met		Level 3 Approached		Level 4 Met		Level 5 Exceeded	
LEA	LEA Name	Tested Count	Count	%	Count	%	Count	%	Count	%	Count	%
A	State	61842	8047	13	17712	28.6	16757	27.1	18194	29.4	1132	1.8
01	Allegany County	593	101	17	202	34.1	150	25.3	130	21.9	10	1.7
02	Anne Arundel County	5190	527	10.2	1264	24.4	1377	26.5	1848	35.6	174	3.4
03	Baltimore County	8237	1448	17.6	2724	33.1	2204	26.8	1776	21.6	85	1
04	Calvert County	1334	56	4.2	324	24.3	562	42.1	388	29.1	4	0.3
05	Caroline County	433	35	8.1	112	25.9	137	31.6	144	33.3	5	1.2
06	Carroll County	2680	127	4.7	467	17.4	823	30.7	1155	43.1	108	4
07	Cecil County	977	60	6.1	228	23.3	357	36.5	320	32.8	12	1.2
08	Charles County	1682	169	10	501	29.8	488	29	496	29.5	28	1.7
09	Dorchester County	432	56	13	168	38.9	142	32.9	66	15.3	0	0
10	Frederick County	3962	310	7.8	811	20.5	1102	27.8	1626	41	113	2.9
11	Garrett County	312	25	8	62	19.9	106	34	114	36.5	5	1.6
12	Harford County	2901	183	6.3	506	17.4	857	29.5	1288	44.4	67	2.3
13	Howard County	4472	301	6.7	845	18.9	1273	28.5	1932	43.2	121	2.7
14	Kent County	140	21	15	41	29.3	43	30.7	34	24.3	1	0.7
15	Montgomery County	10825	799	7.4	2924	27	2919	27	3911	36.1	272	2.5
16	Prince George's County	8674	2027	23.4	3388	39.1	1946	22.4	1269	14.6	44	0.5
17	Queen Anne's County	570	54	9.5	169	29.6	166	29.1	180	31.6	1	0.2
18	Saint Mary's County	880	58	6.6	175	19.9	229	26	386	43.9	32	3.6
19	Somerset County	120	22	18.3	54	45	42	35	2	1.7	0	0
20	Talbot County	350	41	11.7	115	32.9	103	29.4	91	26	0	0
21	Washington County	1718	135	7.9	528	30.7	568	33.1	478	27.8	9	0.5
22	Wicomico County	695	154	22.2	282	40.6	220	31.7	39	5.6	0	0
23	Worcester County	281	20	7.1	57	20.3	45	16	137	48.8	22	7.8
30	Baltimore City	4003	1141	28.5	1617	40.4	852	21.3	374	9.3	19	0.5
32	The Seed School of Maryland	56	6	10.7	19	33.9	25	44.6	6	10.7	0	0

			Performance Level									
			Level 1 Not Yet Met		Level 2 Partially Met		Level 3 Approached		Level 4 Met		Level 5 Exceeded	
LEA	LEA Name	Tested Count	Count	%	Count	%	Count	%	Count	%	Count	%
A	State	40580	13057	32.2	10917	26.9	8430	20.8	7820	19.3	356	0.9
01	Allegany County	398	155	38.9	145	36.4	75	18.8	23	5.8	0	0
02	Anne Arundel County	4384	1475	33.6	1303	29.7	929	21.2	668	15.2	9	0.2
03	Baltimore County	3772	2118	56.2	1047	27.8	465	12.3	142	3.8	0	0
04	Calvert County	1382	587	42.5	431	31.2	274	19.8	90	6.5	0	0
05	Caroline County	272	46	16.9	82	30.1	81	29.8	63	23.2	0	0
06	Carroll County	2044	364	17.8	441	21.6	469	22.9	708	34.6	62	3
07	Cecil County	741	186	25.1	232	31.3	182	24.6	141	19	0	0
08	Charles County	929	307	33	385	41.4	193	20.8	44	4.7	0	0
09	Dorchester County	37	12	32.4	12	32.4	12	32.4	1	2.7	0	0
10	Frederick County	1456	240	16.5	353	24.2	389	26.7	443	30.4	31	2.1
11	Garrett County	195	37	19	60	30.8	65	33.3	33	16.9	0	0
12	Harford County	2467	448	18.2	679	27.5	645	26.1	656	26.6	39	1.6
13	Howard County	3930	782	19.9	862	21.9	903	23	1306	33.2	77	2
14	Kent County	66	23	34.8	31	47	10	15.2	2	3	0	0
15	Montgomery County	8153	1583	19.4	2002	24.6	2064	25.3	2394	29.4	110	1.3
16	Prince George's County	4747	2390	50.3	1358	28.6	605	12.7	384	8.1	10	0.2
17	Queen Anne's County	643	209	32.5	144	22.4	153	23.8	137	21.3	0	0
18	Saint Mary's County	835	201	24.1	226	27.1	211	25.3	195	23.4	2	0.2
19	Somerset County	114	32	28.1	48	42.1	28	24.6	6	5.3	0	0
20	Talbot County	218	87	39.9	70	32.1	40	18.3	19	8.7	2	0.9
21	Washington County	942	192	20.4	305	32.4	287	30.5	157	16.7	1	0.1
22	Wicomico County	485	153	31.5	145	29.9	112	23.1	75	15.5	0	0
30	Baltimore City	2279	1355	59.5	545	23.9	237	10.4	129	5.7	13	0.6

			Performance Level									
			Level 1 Not Yet Met		Level 2 Partially Met		Level 3 Approached		Level 4 Met		Level 5 Exceeded	
LEA	LEA Name	Tested Count	Count	%	Count	%	Count	%	Count	%	Count	%
A	State	55651	11886	21.4	10044	18	11628	20.9	15650	28.1	6443	11.6
01	Allegany County	551	234	42.5	114	20.7	107	19.4	90	16.3	6	1.1
02	Anne Arundel County	5218	1071	20.5	944	18.1	1167	22.4	1499	28.7	537	10.3
03	Baltimore County	7064	1664	23.6	1239	17.5	1395	19.7	1846	26.1	920	13
04	Calvert County	1242	138	11.1	200	16.1	264	21.3	432	34.8	208	16.7
05	Caroline County	377	44	11.7	65	17.2	95	25.2	127	33.7	46	12.2
06	Carroll County	2030	305	15	302	14.9	413	20.3	713	35.1	297	14.6
07	Cecil County	1133	257	22.7	214	18.9	238	21	341	30.1	83	7.3
08	Charles County	1929	409	21.2	432	22.4	473	24.5	518	26.9	97	5
09	Dorchester County	266	59	22.2	53	19.9	62	23.3	73	27.4	19	7.1
10	Frederick County	3057	492	16.1	436	14.3	572	18.7	1093	35.8	464	15.2
11	Garrett County	299	45	15.1	68	22.7	60	20.1	86	28.8	40	13.4
12	Harford County	2684	289	10.8	329	12.3	560	20.9	1011	37.7	495	18.4
13	Howard County	3894	623	16	658	16.9	853	21.9	1194	30.7	566	14.5
14	Kent County	138	23	16.7	27	19.6	43	31.2	33	23.9	12	8.7
15	Montgomery County	9628	1799	18.7	1625	16.9	1975	20.5	2799	29.1	1430	14.9
16	Prince George's County	6899	1908	27.7	1524	22.1	1471	21.3	1579	22.9	417	6
17	Queen Anne's County	562	115	20.5	125	22.2	112	19.9	163	29	47	8.4
18	Saint Mary's County	1158	325	28.1	223	19.3	248	21.4	259	22.4	103	8.9
19	Somerset County	178	44	24.7	40	22.5	44	24.7	41	23	9	5.1
20	Talbot County	296	82	27.7	49	16.6	61	20.6	72	24.3	32	10.8
21	Washington County	1567	306	19.5	300	19.1	326	20.8	459	29.3	176	11.2
22	Wicomico County	1020	316	31	195	19.1	193	18.9	238	23.3	78	7.6
23	Worcester County	506	56	11.1	50	9.9	104	20.6	199	39.3	97	19.2
30	Baltimore City	3637	1083	29.8	785	21.6	745	20.5	762	21	262	7.2
32	The Seed School of Maryland	47	11	23.4	10	21.3	16	34	10	21.3	0	0

			Performance Level									
			Level 1 Not Yet Met		Level 2 Partially Met		Level 3 Approached		Level 4 Met		Level 5 Exceeded	
LEA	LEA Name	Tested Count	Count	%	Count	%	Count	%	Count	%	Count	%
A	State	352082	54580	15.5	97988	27.8	97359	27.7	89435	25.4	12720	3.6
01	Allegany County	3457	480	13.9	960	27.8	1076	31.1	861	24.9	80	2.3
02	Anne Arundel County	32576	3197	9.8	8203	25.2	9694	29.8	10208	31.3	1274	3.9
03	Baltimore County	42545	6865	16.1	13575	31.9	11691	27.5	9161	21.5	1253	2.9
04	Calvert County	6036	535	8.9	1488	24.7	1974	32.7	1856	30.7	183	3
05	Caroline County	2386	256	10.7	574	24.1	837	35.1	693	29	26	1.1
06	Carroll County	11193	612	5.5	1874	16.7	3306	29.5	4831	43.2	570	5.1
07	Cecil County	6394	881	13.8	1870	29.2	2064	32.3	1479	23.1	100	1.6
08	Charles County	10581	1577	14.9	3141	29.7	3188	30.1	2445	23.1	230	2.2
09	Dorchester County	1929	400	20.7	597	30.9	535	27.7	381	19.8	16	0.8
10	Frederick County	17184	1173	6.8	3672	21.4	5316	30.9	6116	35.6	907	5.3
11	Garrett County	1613	189	11.7	445	27.6	516	32	437	27.1	26	1.6
12	Harford County	15187	1098	7.2	3217	21.2	4534	29.9	5439	35.8	899	5.9
13	Howard County	21509	1686	7.8	4231	19.7	5820	27.1	7861	36.5	1911	8.9
14	Kent County	845	152	18	270	32	250	29.6	164	19.4	9	1.1
15	Montgomery County	60488	7335	12.1	15050	24.9	15980	26.4	18348	30.3	3775	6.2
16	Prince George's County	52685	12739	24.2	18393	34.9	13837	26.3	7322	13.9	394	0.7
17	Queen Anne's County	3305	241	7.3	746	22.6	1163	35.2	1072	32.4	83	2.5
18	Saint Mary's County	7317	772	10.6	1533	21	2199	30.1	2483	33.9	330	4.5
19	Somerset County	1239	143	11.5	455	36.7	433	34.9	201	16.2	7	0.6
20	Talbot County	1871	237	12.7	525	28.1	646	34.5	443	23.7	20	1.1
21	Washington County	9070	1299	14.3	2505	27.6	2855	31.5	2249	24.8	162	1.8
22	Wicomico County	5837	944	16.2	1827	31.3	1786	30.6	1199	20.5	81	1.4
23	Worcester County	2638	189	7.2	529	20.1	843	32	969	36.7	108	4.1
30	Baltimore City	32758	10701	32.7	11934	36.4	6669	20.4	3181	9.7	273	0.8
32	The Seed School of Maryland	202	42	20.8	81	40.1	65	32.2	14	6.9	0	0

			Performance Level									
			Level 1 Not Yet Met		Level 2 Partially Met		Level 3 Approached		Level 4 Met		Level 5 Exceeded	
LEA	LEA Name	Tested Count	Count	%	Count	%	Count	%	Count	%	Count	%
A	State	375616	57113	15.2	75179	20	97367	25.9	123515	32.9	22442	6
01	Allegany County	3697	546	14.8	870	23.5	1125	30.4	1049	28.4	107	2.9
02	Anne Arundel County	34647	3311	9.6	5743	16.6	8873	25.6	13973	40.3	2747	7.9
03	Baltimore County	47632	5748	12.1	9173	19.3	12559	26.4	16599	34.8	3553	7.5
04	Calvert County	7056	652	9.2	1067	15.1	1975	28	2879	40.8	483	6.8
05	Caroline County	2448	364	14.9	540	22.1	714	29.2	763	31.2	67	2.7
06	Carroll County	11548	1042	9	1768	15.3	3256	28.2	4765	41.3	717	6.2
07	Cecil County	6714	1183	17.6	1595	23.8	1970	29.3	1788	26.6	178	2.7
08	Charles County	11218	1870	16.7	2563	22.8	3196	28.5	3205	28.6	384	3.4
09	Dorchester County	2012	562	27.9	545	27.1	481	23.9	397	19.7	27	1.3
10	Frederick County	17728	1543	8.7	2957	16.7	4805	27.1	7166	40.4	1257	7.1
11	Garrett County	1688	241	14.3	376	22.3	495	29.3	530	31.4	46	2.7
12	Harford County	16692	1091	6.5	2119	12.7	4163	24.9	7587	45.5	1732	10.4
13	Howard County	24120	1983	8.2	3525	14.6	6098	25.3	10471	43.4	2043	8.5
14	Kent County	878	200	22.8	210	23.9	261	29.7	197	22.4	10	1.1
15	Montgomery County	66692	8216	12.3	11443	17.2	16251	24.4	25036	37.5	5746	8.6
16	Prince George's County	53412	12007	22.5	13726	25.7	14489	27.1	11894	22.3	1296	2.4
17	Queen Anne's County	3475	364	10.5	581	16.7	987	28.4	1310	37.7	233	6.7
18	Saint Mary's County	7709	1086	14.1	1426	18.5	2115	27.4	2689	34.9	393	5.1
19	Somerset County	1238	214	17.3	335	27.1	408	33	254	20.5	27	2.2
20	Talbot County	1963	299	15.2	389	19.8	567	28.9	637	32.5	71	3.6
21	Washington County	9776	1786	18.3	2190	22.4	2615	26.7	2799	28.6	386	3.9
22	Wicomico County	6074	1150	18.9	1497	24.6	1681	27.7	1546	25.5	200	3.3
23	Worcester County	2800	185	6.6	392	14	716	25.6	1218	43.5	289	10.3
30	Baltimore City	32955	10546	32	9854	29.9	7409	22.5	4699	14.3	447	1.4
32	The Seed School of Maryland	200	64	32	55	27.5	58	29	23	11.5	0	0

Fall 2014 AND Spring 2015

PARCC
Partnership for Assessment of
Readiness for College and Careers
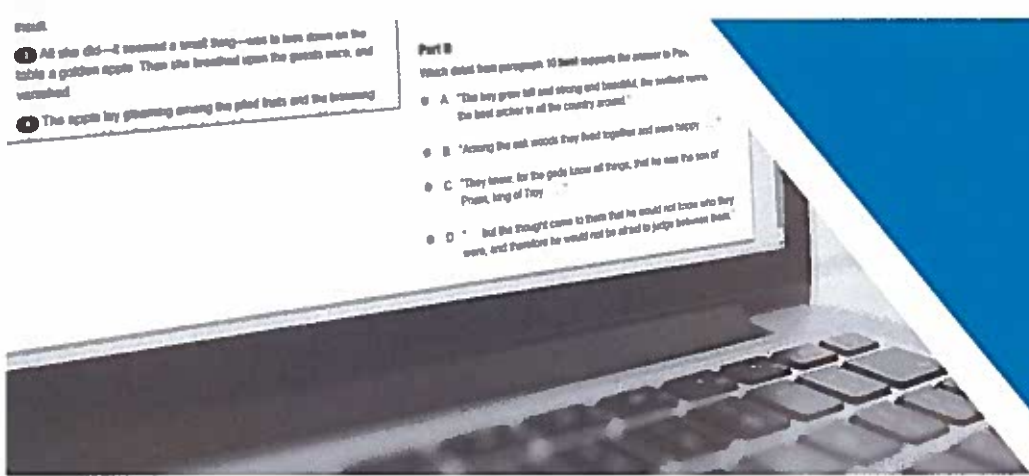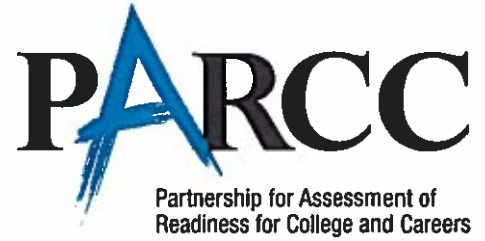
Score Report
Interpretation Guide
For Parents

1.0 General Information for Parents and Educators

1.1 Background
The Partnership for Assessment of Readiness for College and Careers (PARCC) is a consortium of states developing assessments to measure student achievement in English language arts/literacy (ELA/L) and mathematics based on the learning standards expressed by the Common Core State Standards (CCSS) for grades 3–8 and high school. Arkansas, Colorado, District of Columbia, Illinois, Maryland, Massachusetts, Mississippi, New Jersey, New Mexico, Ohio, and Rhode Island participated in the 2014–2015 PARCC administrations.

1.2 PARCC Assessment
The primary purpose of PARCC is to provide high-quality assessments to measure students' progress toward college and career readiness.

The 2014–2015 (fall and spring) administrations of the PARCC assessment included two test windows for the administration of two separate components: the Performance-Based Assessment (PBA) and the End-of-Year (EOY) assessment. The fall administration was offered in a paper based format, and the spring administration was offered in both paper based and computer based formats. The first window was for administration of the PBA, and the second window was for administration of the EOY. A student must have participated in both windows to receive a summative PARCC score.

The PBA administration occurred after approximately 75 percent of instructional time was complete. The ELA/L PBA focused on writing effectively when analyzing text. The mathematics PBA focused on applying skills and concepts and solving multi-step problems that require abstract reasoning, precision, perseverance, and strategic use of tools.

The EOY administration occurred after approximately 90 percent of instructional time was complete. For the EOY, students demonstrated their acquired skills and knowledge by responding to machine-scored item types.

1.3 Confidentiality of Reporting Results
Individual student performance results on PARCC assessments are confidential and may be released only in accordance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g). Aggregated student performance data are made available to the public and do not contain the names of individual students or teachers.

1.4 Purpose of this Guide
This guide provides information on the individual student reports, school reports, and district reports provided for PARCC assessment results. Section 2.0, which outlines and explains elements of the individual student report, may be shared with parents. This section will help parents understand their child's test results. Section 3.0 outlines and explains elements of the school and district reports. Individual state policies and calculations for accountability reporting may differ from the policies and calculations used for assessment reports. Note: Educators in Washington, DC should refer to LearnDC. org to access the DC score reports.

Note that the sample reports included in this guide are for illustration purposes only. They are provided to show the basic layout of the reports and the information they provide. Sample reports do not include actual data from any administration.

2.0 Understanding the PARCC Individual Student Report (ISR)

2.1 Types of Scores on the PARCC ISR
Student performance on PARCC assessments is described on the individual student report using scale scores, Performance Levels, and subclaim performance indicators. PARCC, state, district, and school average results are included in relevant sections of the report to help parents understand how their child's performance compares to that of other students. In some instances, a dash (–) will appear in place of average results for a school and/or district. This indicates that there are too few students to maintain student privacy and still report the school or district's results.

2.1.1 Scale Score
A scale score is a numerical value that summarizes student performance. Not all students respond to the same set of test items, so each student's raw score (actual points earned on test items) is adjusted for the slight differences in difficulty among the various forms and administrations of the test. The resulting scale score allows for an accurate comparison across test forms and administration years within a grade and subject area. PARCC reports provide overall scale scores for English language arts/literacy and mathematics, which determine a student's Performance Level. PARCC scale scores range from 650 to 850 for all tests. Additionally, PARCC English language arts/literacy reports provide separate scale scores for both Reading and Writing. PARCC Reading scale scores range from 10 to 90 and PARCC Writing scale scores range from 10 to 60.

For example, a student who earns an overall scale score of 800 on one form of the grade 8 mathematics assessment would be expected to earn an overall scale score of 800 on any other form of the grade 8 mathematics assessment. Furthermore, the student's overall scale score and level of mastery of concepts and skills would be comparable to a student who took the same assessment the previous year or following year.

2.1.2 Performance Level
Each Performance Level is a broad, categorical level defined by a student's overall scale score and used to report overall student performance by describing how well students met the expectations for their grade level/course. Each Performance Level is defined by a range of overall scale scores for the assessment. There are five Performance Levels for PARCC assessments:

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

Students performing at levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers.

Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area (ELA/L and mathematics), and at each grade level/course. PLDs are available at http://avocet.pearson.com/PARCC/Home.

2.1.3 Subclaim Performance Indicators
Subclaim performance for PARCC assessments is reported using graphical representations that indicate how the student performed relative to the overall performance of students who met or nearly met expectations for the content area.

Students may have subclaim performance indicators of:

- Below Expectations – represented by a down arrow

- Nearly Meets Expectations – represented by a bidirectional arrow
- Meets or Exceeds Expectations – represented by an up arrow

2.2 Sample ISR (ELA/L)

PARCC

A   **FIRSTNAME M. LASTNAME**
Date of Birth: 05/15/2000 ID: 5200154008 **Grade: 7**
SAMPLE DISTRICT NAME
SAMPLE SCHOOL NAME
STATE

B ENGLISH LANGUAGE ARTS / LITERACY

Grade 7 Assessment Report, 2014–2015

This report provides information about how your child performed on the PARCC English language arts/literacy assessment. It shows whether your child met grade-level expectations and if your child is on track for the next grade level.
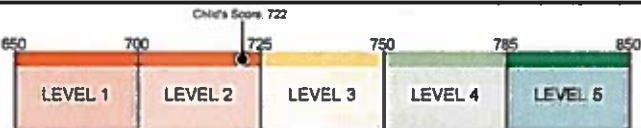
This test is just one measure of how well your child is performing academically. Other information, such as grades, teacher feedback and scores on other tests will help determine your child's academic strengths and needs.

To learn more about the test, and to view sample questions and practice tests, visit understandthescore.org.

ENGLISH LANGUAGE ARTS / LITERACY PERFORMANCE

E

Level 2

Your child performed at Level 2 and earned a score of **722**

Students performing at levels 4 and 5 met or exceeded expectations.
For a description of each performance level, see page 2.

Child's Score: 722

| 650 | 700 | 725 | 750 | 785 | 850 |
| LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 |

F

G

School average	District average	State average	PARCC average
781	767	774	774

H **READING**

Reading score range: 10 to 90	Average of students just meeting expectations 50	School average 71
Your child's score: **45**	District average 59	State average 64

WRITING

Writing score range: 10 to 60	Average of students just meeting expectations 35	School average 34
Your child's score: **32**	District average 36	State average 37

I

J LITERARY TEXT

⟷ In this area, your child did almost as well as students who met the expectations.

Students meet expectations by showing they can read and analyze grade appropriate fiction, drama and poetry.

K INFORMATIONAL TEXT

↓ In this area, your child did not do as well as students who met the expectations.

Students meet expectations by showing they can read and analyze grade-appropriate non-fiction, including texts about history, science, art, and music.

VOCABULARY

↓ In this area, your child did not do as well as students who met the expectations.

Students meet expectations by showing they can use context to determine what words and phrases mean in grade-appropriate texts.

WRITING EXPRESSION

⟷ In this area, your child did almost as well as students who met the expectations.

Students meet expectations by showing they can compose well-developed, organized, and clear writing, using details from what they have read.

KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS

↑ In this area, your child did as well as or better than students who met the expectations.

Students meet expectations by showing they can compose writing using the rules of standard English, including those for grammar, spelling, and usage.

LEGEND

| ↓ Below Expectations | ⟷ Nearly Meets Expectations | ↑ Meets or Exceeds Expectations |

L

To see selected questions from the test, visit understandthescore.org

Page 1 of 2

09292015-Sp-ZMOCKSAM-555-7777- 0000007

PARCC

ENGLISH LANGUAGE ARTS / LITERACY

Grade 7 Assessment Report, 2014–2015

HOW CAN I USE THIS REPORT TO HELP MY CHILD?

Use the report to start a discussion with your child's teacher(s) about his/her academic strengths and areas for improvement. You could ask:

C

- What can we do at home, in class and at school to help continue building my child's knowledge and skills in areas where he/she exceeds the expectations?
- What can we do at home, in class and at school to help support my child, where the expectations of the grade level were not met?

D

What are the PARCC tests? The tests measure how well students have learned grade-level material in English language arts/literacy and mathematics. Students who meet or exceed expectations are on track for the next grade level and, ultimately, for college and careers. The tests include questions that measure your child's fundamental skills and knowledge, and require students to think critically, solve problems and support or explain their answers. The test is one of several ways to help parents and teachers understand how well children are learning.

What do the performance levels mean? The performance levels listed below describe how well students met the academic expectations for their grade level.

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

How do the test scores this year compare to those in past years? The knowledge and skills tested this year are different - and in some cases more rigorous - than in the past. If your child's score is different than you expected, meet with your child's teacher to understand what that means and how you can help your child improve his or her performance.

How will my child's school use the test results? Results from the test give your child's teacher information about his/her academic performance. The results also give your school and school district important information to make improvements to the education program and to teaching.

How can I use the reading and writing scores? The best way to make sense of these scores is to compare them to the average for students who met the expectations and the average for students in your child's school, district, and state. Also, look at the information below the scores. How is your child doing in each area of reading and writing? Ask your child's teacher how you can give your child more opportunities to be challenged and how you can support his/her academic needs.

Probable range. The probable range in the score on this test is plus or minus 7 points. This is the amount of change that would be expected in your child's score if he/she were to take the test many times. Small differences in scores should not be over interpreted.

For information and resources, including sample PARCC test questions and the PTA's Guide to Student Success, visit understandthescore.org

2.3 Sample ISR (Mathematics)

PARCC

A

FIRSTNAME M. LASTNAME
Date of Birth: 08/09/2000 ID: 5200154019 **Grade: 11**
SAMPLE DISTRICT NAME
SAMPLE SCHOOL NAME
STATE

B

MATHEMATICS

Algebra I Assessment Report, 2014–2015

This report provides information about how your child performed on the PARCC mathematics assessment. It shows whether your child met grade-level expectations and if your child is on track for college and careers.

This test is just one measure of how well your child is performing academically. Other information, such as grades, teacher feedback and scores on other tests will help determine your child's academic strengths and needs.

To learn more about the test, and to view sample questions and practice tests, visit understandthescore.org.

MATHEMATICS PERFORMANCE

E

Level 3

Your child performed at Level 3 and earned a score of **745**

Students performing at levels 4 and 5 met or exceeded expectations.
For a description of each performance level, see page 2.

Child's Score: 745

650	700	725	750	805	850
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	

F

G

School average	District average	State average	PARCC average
781	767	774	774

ADDITIONAL INFORMATION ABOUT YOUR CHILD'S MATHEMATICS SCORE

J

MAJOR CONTENT

↓ In this area, your child did not do as well as students who met the expectations.

K

Students meet expectations by solving problems involving arithmetic operations on polynomials, linear, quadratic, and exponential equations, an understanding of functions, and interpreting algebraic expressions, functions, and linear models.

EXPRESSING MATHEMATICAL REASONING

↓ In this area, your child did not do as well as students who met the expectations.

Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.

11

ADDITIONAL & SUPPORTING CONTENT

↑ In this area, your child did as well as or better than students who met the expectations.

Students meet expectations by solving problems involving properties of rational and irrational numbers, writing algebraic expressions in equivalent forms, systems of equations, interpreting data, and linear, quadratic, and exponential models.

For a list of the major and additional content at each grade level, see parcconline.org/math

MODELING & APPLICATION

↔ In this area, your child did almost as well as students who met the expectations.

Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively and strategically using appropriate tools.

LEGEND

↓ Below Expectations	↔ Nearly Meets Expectations	↑ Meets or Exceeds Expectations

L

To see selected questions from the test, visit understandthescore.org.

Page 1 of 2

09292015-Sp-ZMOCK5AM-555-7777- 0000001

PARCC

FIRSTNAME M. LASTNAME

Date of Birth: 08/09/2000 ID: 5200154019 **Grade: 11**
SAMPLE DISTRICT NAME
SAMPLE SCHOOL NAME
STATE

MATHEMATICS
Algebra I Assessment Report, 2014–2015

(C)

HOW CAN I USE THIS REPORT TO HELP MY CHILD?

Use the report to start a discussion with your child's teacher(s) about his/her academic strengths and areas for improvement. You could ask:

- What can we do at home, in class and at school to help continue building my child's knowledge and skills in areas where he/she exceeds the expectations?
- What can we do at home, in class and at school to help support my child, where the expectations of the grade level were not met?

(D)

What are the PARCC tests? The tests measure how well students have learned grade-level material in English language arts/literacy and mathematics. Students who meet or exceed expectations are on track for the next grade level and, ultimately, for college and careers. The tests include questions that measure your child's fundamental skills and knowledge, and require students to think critically, solve problems and support or explain their answers. The test is one of several ways to help parents and teachers understand how well children are learning.

What do the performance levels mean? The performance levels listed below describe how well students met the academic expectations for their grade level.

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

How do the test scores this year compare to those in past years? The knowledge and skills tested this year are different – and in some cases more rigorous – than in the past. If your child's score is different than you expected, meet with your child's teacher to understand what that means and how you can help your child improve his or her performance.

How will my child's school use the test results? Results from the test give your child's teacher information about his/her academic performance. The results also give your school and school district important information to make improvements to the education program and to teaching.

How can I use the mathematics scores? The best way to make sense of these scores is to compare them to the average for students who met the expectations and the average for students in your child's school, district, and state. Also, look at the information below the scores. How is your child doing in each area of mathematics? Ask your child's teacher how you can give your child more opportunities to be challenged and how you can support his/her academic needs.

Probable range. The probable range in the score on this test is plus or minus 9 points. This is the amount of change that would be expected in your child's score if he/she were to take the test many times. Small differences in scores should not be over interpreted.

For information and resources, including sample PARCC test questions and the PTA's Guide to Student Success, visit understandthescore.org

Page 2 of 2

2.4 Description of Individual Student Reports

2.4.1 General Information

A. Identification Information
An Individual Student Report lists the student's name, date of birth, state student ID, grade level when assessed, district name, school name, and state. The grade level when assessed is also shown in a colored box on the left side of the report.

B. Description of Report
The description of the report provides the content area (English language arts/literacy or mathematics) assessed, grade level/course assessed, and assessment year. It also provides a general overview of the assessment and score report.

C. How to Use the Report
This section provides direction for how parents can use the report to start a discussion with their child's teacher(s). It is important for parents and educators to have regular check-ins to ensure students are learning the necessary skills to stay on track. Parents can use the information in the report to understand their child's strengths and needs and to work with educators to identify resources to support his or her education.

D. Explanation of Individual Student Report
The second page of the report provides information regarding the assessment and report, including:

- Description of PARCC tests
- Performance Level names
- How test scores this year compare to test scores in past years
- How results are used by the school
- How parents can use the scores
- The probable range of scores
  - The probable range is based on the standard error of measurement, which reflects the variability that would be expected in a student's score if he/she were to take multiple administrations of the assessment. The probable range of scores differs across forms and across level of performance within forms.

2.4.2 Overall Assessment Scores

E. Overall Scale Score and Performance Level
This section of the report provides the student's overall scale score and Performance Level (refer to Section 2.1). Students receive a numerical overall scale score and, based on that score, are ranked in one of five Performance Levels, with Level 5 indicating the student exceeded expectations and Level 1 indicating the student did not yet meet expectations.

F. Graphical Representation of Overall Performance: Overall Scale Score and Performance Level
This graphic provides an illustration of the five Performance Levels and where the student's overall scale score is positioned along the performance scale. The student's score is indicated by the black dot positioned along the range of overall scale scores that define each Performance Level. The ranges of overall scale scores are indicated at the top of the graphic. The scale score needed to reach Performance Level 2 is 700, for Performance Level 3 it is 725, and for Performance Level 4 it is 750 for all grade levels/ courses in both ELA/L and mathematics. The scale score needed to reach Performance Level 5 varies. Refer to **Appendix A** for the full list of scale score ranges for each Performance Level.

G. Average of School, District, State, and PARCC

The average overall scale scores of the school, district, state, and PARCC consortium are shown below the overall scale score and Performance Level graphic. This allows for comparing a student's overall scale score to the average overall scale score of students at the school, district, state, and PARCC consortium levels for the same grade level/course and content area.

2.4.3 Performance by Reporting Category

Note: For mathematics, reporting categories are not included. For this reason, there are no markers for H and I on the sample Mathematics ISR.

H. Reporting Category

For English language arts/literacy, there are two reporting categories, Reading and Writing. The bold heading indicates the claim (Reading or Writing) being reported.

I. Performance by Reporting Category Scale Score

For English language arts/literacy, student performance for each reporting category is provided as a scale score (refer to Section 2.1.1) on a different scale from the overall scale score. For this reason, the sum of the scale scores for each reporting category will not equal the overall scale score. For reference, this section includes the range of possible scale scores for each reporting category (i.e., 10–90 for Reading and 10–60 for Writing).

Important to the PARCC assessments is the ability to compare student performance to a variety of reference points. Listed to the right of the individual student's scale score are the average scale scores of all students in the same grade at the school, district, and state levels. The "Average of students just meeting expectations" is the scale score in Reading/Writing that students who just achieve Level 4 on the entire test are expected to obtain.

2.4.4 Performance by Subclaim Category

J. Subclaim Category

Within each reporting category for English language arts/literacy are specific skill sets (subclaims) students demonstrate on the PARCC assessments. Subclaims are provided for mathematics but are not listed under reporting categories as they are for English language arts/literacy. Each subclaim category includes the header identifying the subclaim, an explanatory icon representing the student's performance, and an explanation of whether students have met the expectations of the subclaim.

K. Subclaim Performance Indicators

A student's subclaim indicator represents how well the student performed in a subclaim category relative to how well the reference group performed in that same subclaim category.

Subclaim categories are not reported using scale scores or Performance Levels.

To determine a student's subclaim performance, the performance of all students in the PARCC consortium taking the same test form whose overall scale score identified them as having just achieved Performance Level 3 (i.e., overall scale score = 725) or having just achieved Performance Level 4 (i.e., overall scale score = 750) were considered, as described below. Once these reference groups were identified, their average performance in each subclaim was noted.

- Below Expectations – represented by a down arrow
- Nearly Meets Expectations – represented by a bidirectional arrow
- Meets or Exceeds Expectations – represented by an up arrow

Understanding the PARCC Individual Student Report (ISR)

L. Description of Subclaim Performance Indicator Graphics

Student performance for each subclaim is marked with a subclaim performance indicator.

- An up arrow for the specified subclaim for "Meets or Exceeds Expectations" indicates that the student's performance for the subclaim was equal to or better than the average performance of students who just achieve Performance Level 4 (i.e., students whose overall scale score is 750).
- A bidirectional arrow for the specified subclaim for "Nearly Meets Expectations" indicates that the student's performance was below the average performance of students who just achieve Performance Level 4 (i.e., students whose overall scale score is 750) but better than or equal to the average performance of students who just achieve Performance Level 3 (i.e., students whose overall scale score is 725).
- A down arrow for the specified subclaim for "Below Expectations" indicates that the student's performance for the subclaim was below the average performance for students who just achieve Performance Level 3 (i.e., students whose overall scale score is 725)..

Understanding the PARCC Individual Student Report (ISR)