

Spring 2015 Verona PARCC Results: Year One

*Wednesday, March 16
7:00-8:00 p.m.
VHS Learning Commons*

VERONA PUBLIC SCHOOLS MISSION STATEMENT

“The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.”



Verona Public Schools

NEW JERSEY'S NEW STATEWIDE ASSESSMENT PROGRAM

- In 2014, New Jersey adopted the Partnership for Assessment of Readiness for College and Careers (PARCC) to replace HSPA at the high school and previous NJASK in the elementary and middle school in language arts and mathematics.
- In spring 2015, NJ students took the PARCC:
 - English Language Arts and Literacy Assessments (ELA/L) in grades 3 – 11.
 - Mathematics Assessments in grades 3 – 8 and End of Course Assessments in Algebra I, Geometry, and Algebra II.



HOW IS THE PARCC DIFFERENT?

- **Students take the PARCC tests on a computer.** It was more interactive for students, allowed for greater accommodations and matched the Common Core State Standards.
- Students were required to **show their work and explain their reasoning** in order to demonstrate conceptual understanding.
- Instead of focusing on what a child has memorized through multiple choice questions, the PARCC tests required **students to apply skills like thinking, reasoning and justifying answers** – showing what they know and can do.
- **It focuses on applying skills**; therefore, it is the daily practice of these skills in the classroom that will serve as the best preparation for the tests.

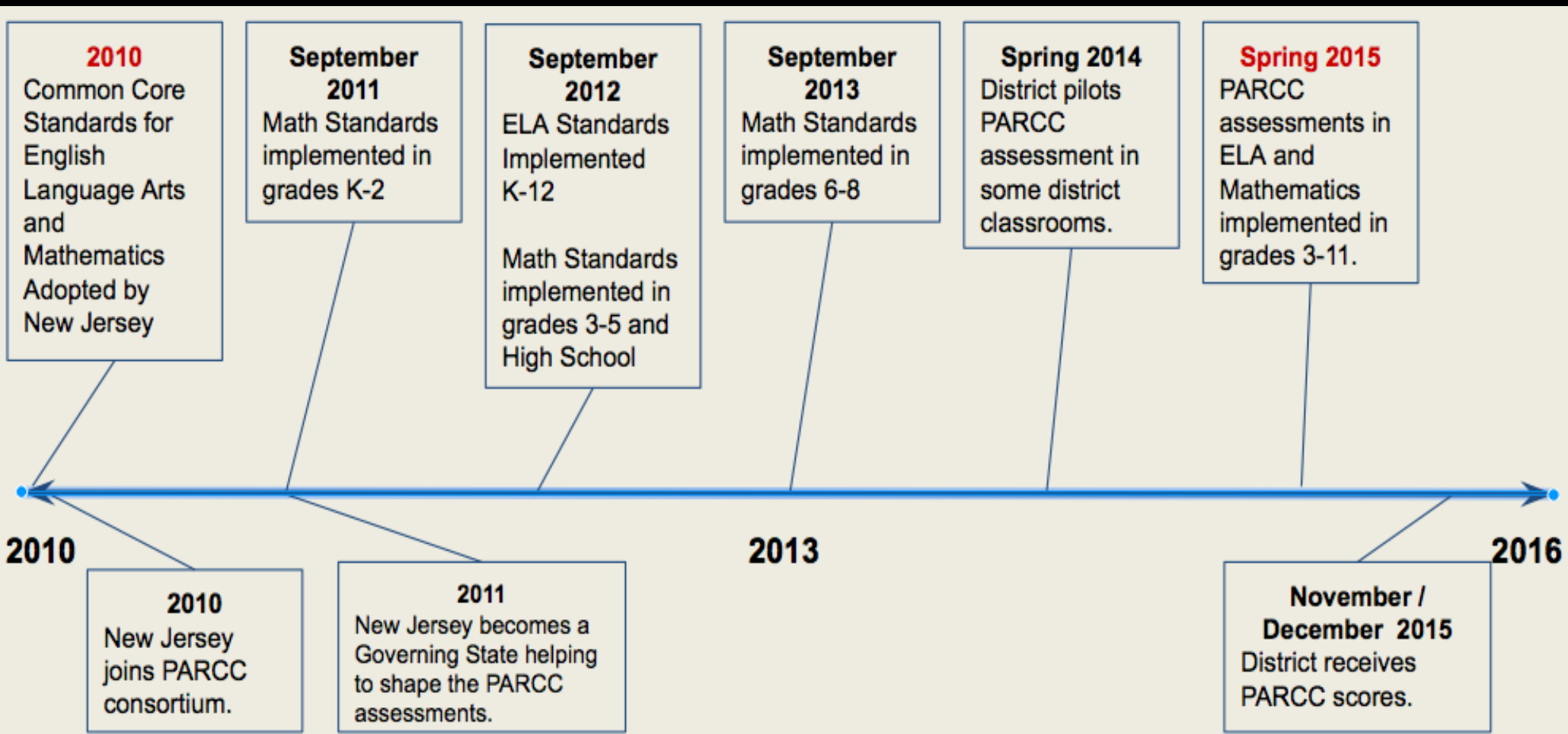


PARCC ASSESSMENT OBJECTIVES

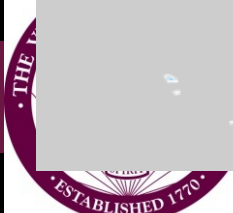
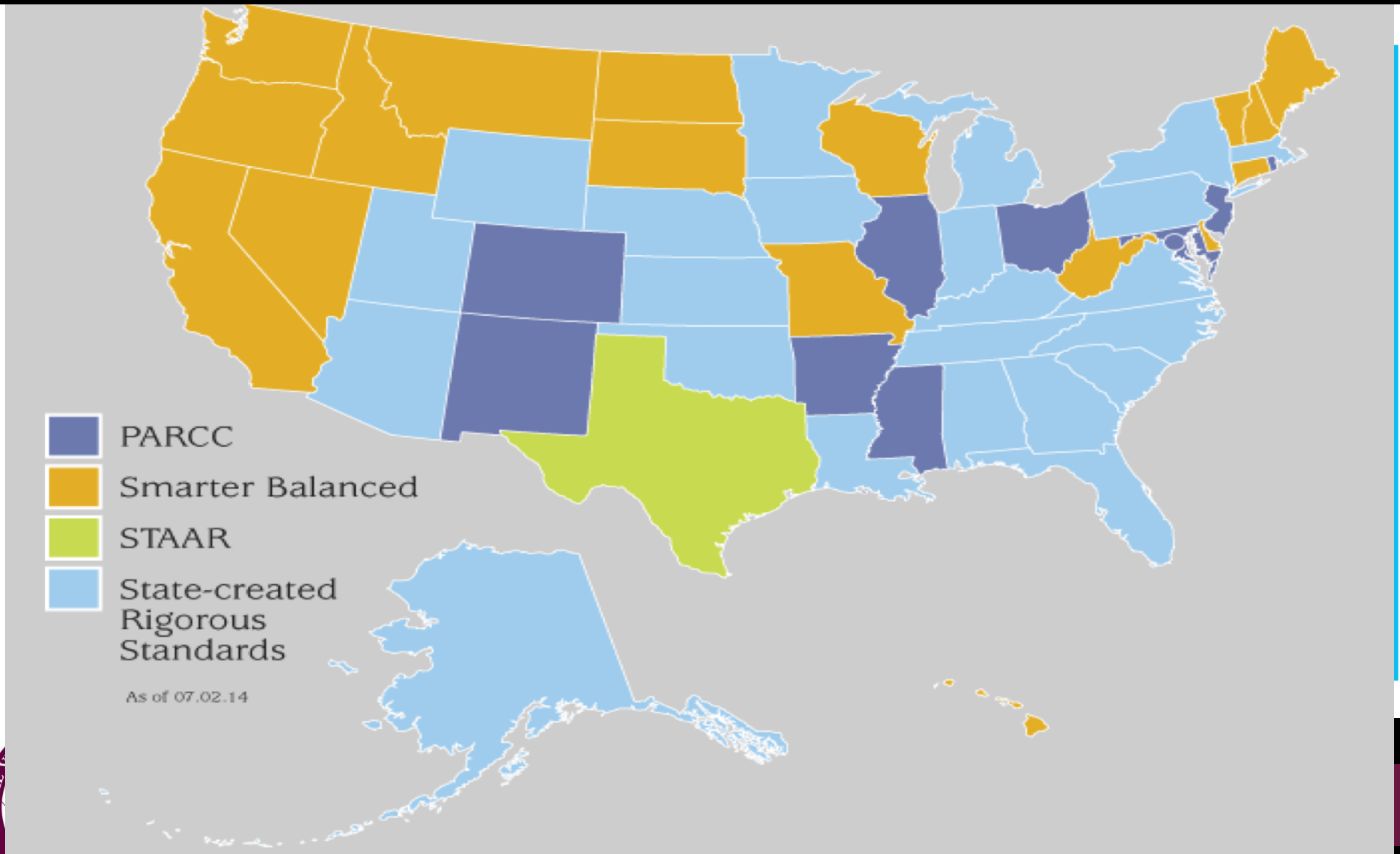
- Determine whether students are **college- and career-ready** or on track
- **Compare performance** across states and internationally
- Assess the **full range** of the **Common Core Standards**, including standards that are difficult to measure
- **Measure the full range of student performance**, including the performance of high and low performing students
- Provide data for accountability, including **measures of growth**
- Incorporate innovative approaches throughout the system



THE PARCC TIMELINE



WHO TOOK THE SPRING 2015 PARCC ASSESSMENTS?



THE 2015 PARCC ASSESSMENT

Performance-Based Component (PBA) - March

ELA/Literacy

Writing essays drawing evidence from sources, including multi-media, some comprehension

Math

Solving multi-step problems that require reasoning and address real world situations

End-of-Year Component (EOY) - late April/May

ELA/Literacy

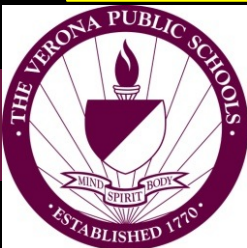
Demonstrating comprehension of literary and informational texts

Math

Demonstrating understanding of concepts and procedures and carrying out short applications

Overall Score = Combination of PBA + EOY

*Students had to take both in order
to get a score on the PARCC Exam*



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HOW WERE THE PARCC ASSESSMENTS SCORED?

Five Performance Levels (650 to 850)

ELA/L AND MATH MINIMUM SCORES FOR EACH PERFORMANCE LEVEL

	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)
Grade 3 ELA & Math	700	725	750	790
Grade 4 ELA & Math	700	725	750	790
Grade 5 ELA & Math	700	725	750	790
Grade 6 ELA & Math	700	725	750	790
Grade 7 ELA & Math	700	725	750	790
Grade 8 ELA & Math	700	725	750	790
Grade 9 ELA/Algebra I	700	725	750	790
Grade 10 ELA/Geometry	700	725	750	790
Grade 11 ELA/Algebra II	700	725	750	790

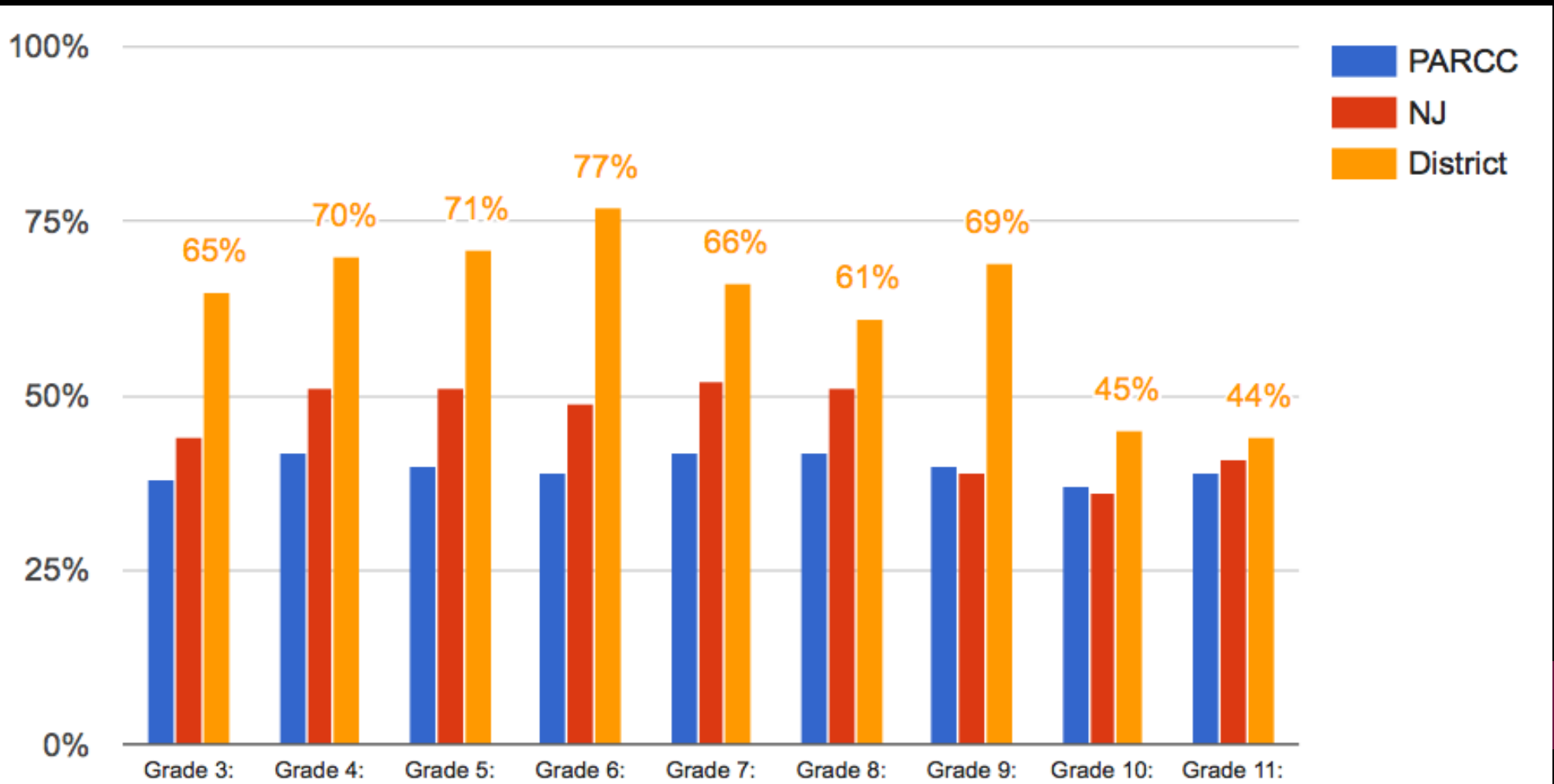
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HOW DID WE DO?

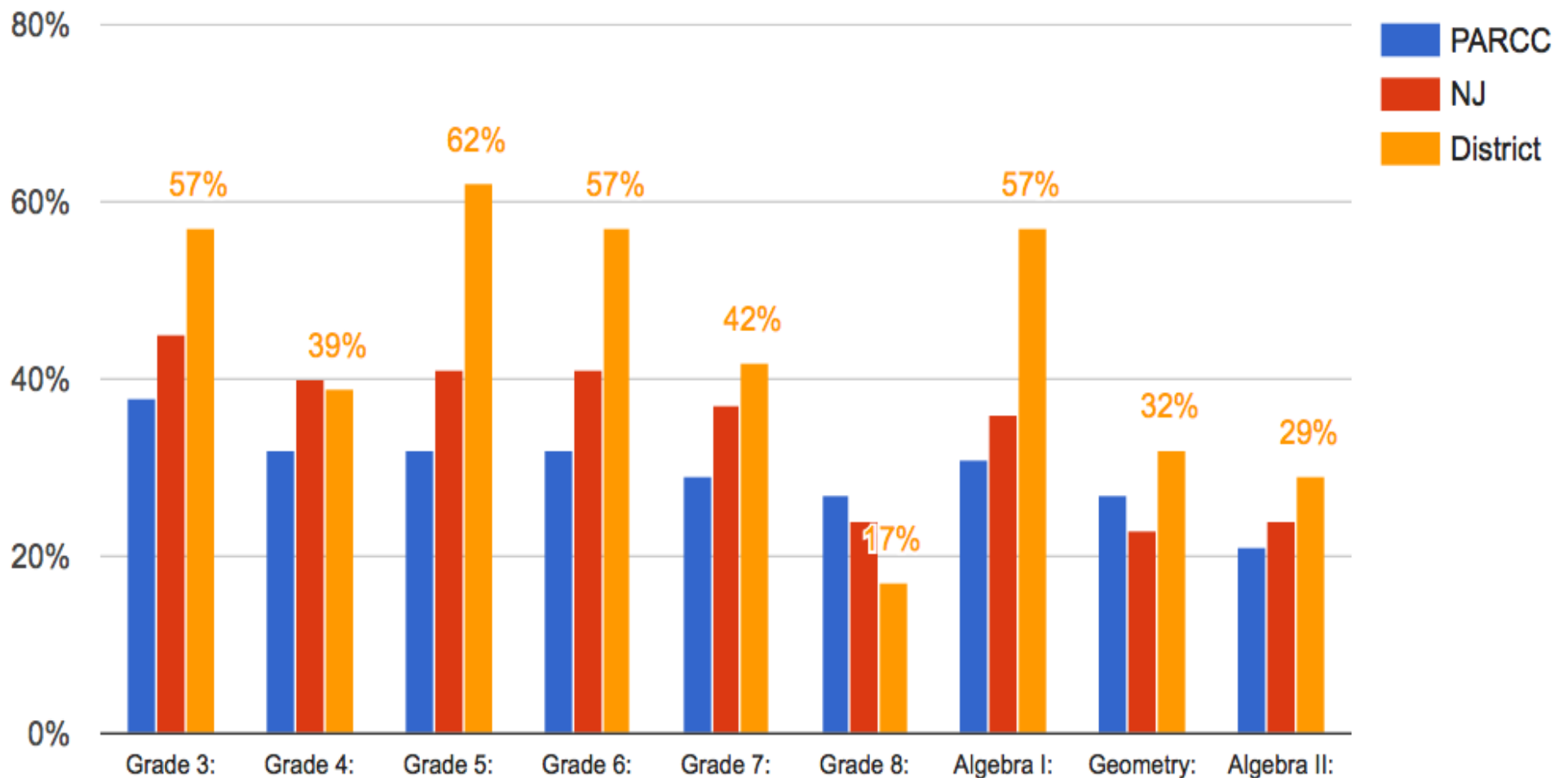
Grades 3-11 (% students meeting or exceeding)

The first year's scores are a new baseline.



MATH PARCC RESULTS: Grades 3-11 (% students meeting or exceeding)

The first year's scores are a new baseline.



INDIVIDUAL STUDENT REPORT: ELA



State of New Jersey
Department of Education

Date of Birth: 02/19/2006 ID: 1504841121 **Grade: 3**

VERONA BORO
BROOKDALE AVE
NEW JERSEY

ENGLISH LANGUAGE ARTS / LITERACY Grade 3 Assessment Report, 2014–2015

LITERARY 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 fiction, drama and poetry.

INFORMATIONAL 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 non-fiction, including texts about history, science, art, and music.

VOCABULARY



In this area, your child did as well as or better than 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 not do 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

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

INDIVIDUAL STUDENT REPORT: MATH



State of New Jersey
Department of Education

Date of Birth: 02/19/2006 ID: 1504841121 **Grade: 3**

VERONA BORO
BROOKDALE AVE
NEW JERSEY

MATHEMATICS

Grade 3 Assessment Report, 2014–2015

ADDITIONAL INFORMATION ABOUT YOUR CHILD'S MATHEMATICS SCORE

MAJOR CONTENT



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

Students meet expectations by solving problems involving geometric proofs, transformations on shapes, right triangles, trigonometry, coordinate geometry, and applications of geometric concepts.

EXPRESSING MATHEMATICAL REASONING



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

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

ADDITIONAL & SUPPORTING CONTENT



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

Students meet expectations by solving problems involving transforming shapes on a coordinate plane, geometric constructions, circles, and volume.

MODELING & APPLICATION



In this area, your child did not do 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.

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

LEGEND



Below Expectations



Nearly Meets Expectations



Meets or Exceeds Expectations

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

SCHOOL REPORT: MATH EXAMPLE



State of New Jersey
Department of Education

STUDENT ROSTER

Grade 3

LANING AVE
VERONA BORO
NEW JERSEY

MATHEMATICS Grade 3 Assessment, 2014–2015

STUDENT	MATH OVERALL SCORE	MATHEMATICS*			
		MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
PARCC AVERAGE	738	34 28 38	31 22 48	34 22 43	27 28 45
STATE AVERAGE	745	26 28 45	24 20 55	28 22 50	23 28 49
DISTRICT AVERAGE	751	31 23 56	22 20 59	20 20 61	11 23 66
SCHOOL AVERAGE	759	12 14 73	14 16 69	14 24 61	6 16 78
[REDACTED]	777	↑	↑	↑	↑
[REDACTED]	758	↑	↑	↑	↑
[REDACTED]	773	↑	↑	↑	↑
[REDACTED]	750	↔	↑	↑	↔
[REDACTED]	704	↓	↓	↑	↓
[REDACTED]	779	↑	↑	↑	↑
[REDACTED]	685	↓	↓	↓	↓
[REDACTED]	764	↑	↑	↑	↑
[REDACTED]	766	↑	↑	↑	↑
[REDACTED]	738	↔	↔	↔	↑

1 Did Not Yet Meet Expectations (650-699)	2 Partially Met Expectations (700-724)	3 Approached Expectations (725-749)	4 Met Expectations (750-789)	5 Exceeded Expectations (790-850)
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↓ BELOW Expectations	↔ NEARLY MEETS Expectations	↑ MEETS OR EXCEEDS Expectations
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EVIDENCE STATEMENT ANALYSIS REPORTS



Evidence Statement Analysis

Grade 3

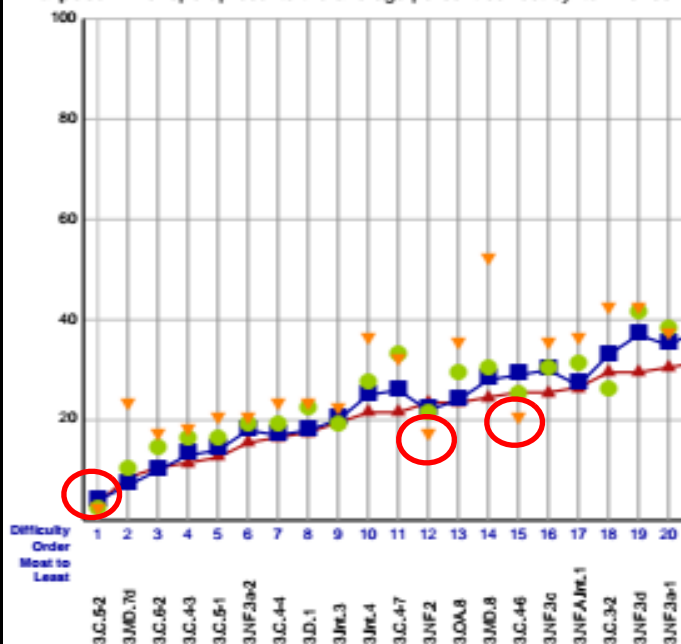
This report shows the operational Evidence Statements for the given grade and subject sorted by difficulty

MATHEMATICS Grade 3 Assessment, Spring 2015

MATHEMATICS Grade 3 Assessment, Spring 2015

Students with Valid Scores (49)

Purpose: This report presents the average percent correct by item for sch



Difficulty Order Most to Least	Evidence Statement	Common Core State Standard(s)	Domain
1	3.C.5-2	3.MD.C.07.b 3.MD.C.07.d	Measurement & Data
2	3.MD.7d	3.MD.C.07.d	Measurement & Data
3	3.C.6-2	3.MD.A.01	Measurement & Data
4	3.C.4-3	3.OA.D.08	Operations & Algebraic Thinking
5	3.C.5-1	3.OA.D.08	Operations & Algebraic Thinking
6	3.NF.3a-2	3.NF.A.03.a	Number & Operations - Fractions
7	3.C.4-4	3.NF.A.03.b 3.NF.A.03.d	Number & Operations - Fractions
8	3.D.1	Modeling & Reasoning	Modeling & Reasoning
9	3.Int.3	Multiple	Multiple
10	3.Int.4	Multiple	Multiple
11	3.C.4-7	Modeling & Reasoning Securely Held Knowledge	Modeling & Reasoning Securely Held Knowledge
12	3.NF.2	3.NF.A.02	Number & Operations - Fractions
13	3.OA.8	3.OA.D.08	Operations & Algebraic Thinking
14	3.MD.8	3.MD.D.08	Measurement & Data
15	3.C.4-6	3.OA.D.09	Operations & Algebraic Thinking
16	3.NF.3c	3.NF.A.03.c	Number & Operations - Fractions
17	3.NF.A.Int.1	3.NF.A	Number & Operations - Fractions
18	3.C.3-2	3.MD.C.05 3.MD.C.06 3.MD.C.07	Measurement & Data
19	3.NF.3d	3.NF.A.03.d	Number & Operations - Fractions
20	3.NF.3a-1	3.NF.A.03.a	Number & Operations - Fractions
21	3.NF.3b-1	3.NF.A.03.b	Number & Operations - Fractions
22	3.C.4-1	3.OA.B.05	Operations & Algebraic Thinking
23	3.D.2	Modeling & Reasoning Securely Held Knowledge	Modeling & Reasoning Securely Held Knowledge
24	3.C.1-2	3.OA.D.09	Operations & Algebraic Thinking
25	3.Int.5	Multiple	Multiple
26	3.Int.1	Multiple	Multiple
27	3.Int.2	Multiple	Multiple
28	3.OA.2	3.OA.A.02	Operations & Algebraic Thinking
29	3.MD.7b-1	3.MD.C.07.b	Measurement & Data
30	3.C.1-1	3.OA.B.05	Operations & Algebraic Thinking
31	3.OA.1	3.OA.A.01	Operations & Algebraic Thinking
32	3.MD.1-2	3.MD.A.01	Measurement & Data
33	3.MD.2-3	3.MD.A.02	Measurement & Data
34	3.C.4-2	3.OA.B.06	Operations & Algebraic Thinking
35	3.C.2	3.OA.B.06	Operations & Algebraic Thinking
36	3.G.1	3.G.A.01	Geometry
37	3.NBT.3	3.NBT.A.03	Number & Operations in Base Ten
38	3.NBT.2	3.NBT.A.02	Number & Operations in Base Ten
39	3.MD.1-1	3.MD.A.01	Measurement & Data
40	3.OA.7-2	3.OA.C.07	Operations & Algebraic Thinking
41	3.MD.3-3	3.MD.B.03	Measurement & Data
42	3.OA.4	3.OA.A.04	Operations & Algebraic Thinking
43	3.MD.4	3.MD.B.04	Measurement & Data

Difficulty level is determined at the PARCC level for all reports
Evidence Statements not tested in district or school are left blank



Veron

PARCC ASSESSMENT SPRING 2016

Elementary PARCC Schedule Spring 2016

Monday	Tuesday	Wednesday	Thursday	Friday
<i>April 11</i>	<i>April 12</i>	<i>April 13</i>	<i>April 13</i>	<i>April 15</i>
<i>Welcome Back from Spring Break</i>	Grade 3 ELA Units 1&2	Grade 3 ELA Units 3A&3B	Grade 3 Math Units 1&2	Grade 3 Math Units 3&4
<i>April 18</i>	<i>April 19</i>	<i>April 20</i>	<i>April 21</i>	<i>April 22</i>
Grade 4 ELA Units 1&2	Grade 4 ELA Units 3A&3B	Grade 4 Math Units 1&2	Grade 4 Math Units 3&4	Makeups

HBW PARCC Schedule Spring 2016

Monday	Tuesday	Wednesday	Thursday	Friday
<i>April 25</i>	<i>April 26</i>	<i>April 27</i>	<i>April 28</i>	<i>April 29</i>
Grades 5&6 ELA Units 1&2	Grades 5&6 ELA Units 3A&3B	Grades 5&6 Math Units 1&2	Grades 5&6 Math Units 3&4	Makeups
<i>May 2</i>	<i>May 3</i>	<i>May 4</i>	<i>May 5</i>	<i>May 6</i>
Grades 7&8 ELA Units 1&2	Grades 7&8 ELA Units 3A&3B	Grades 7&8 Math, Algebra & Geometry Units 1&2	Grades 7&8 Math, Algebra & Geometry Unit 3	Makeups
<i>May 9</i>	<i>May 10</i>	<i>May 11</i>	<i>May 12</i>	<i>May 13</i>
Makeups	Makeups	Makeups	Makeups	Makeups

VHS PARCC Schedule Spring 2016

Monday	Tuesday	Wednesday	Thursday	Friday
<i>May 16</i>	<i>May 17</i>	<i>May 18</i>	<i>May 19</i>	<i>May 20</i>
Grades 9-11 ELA Units 1&2	Grade 9-11 ELA Units 3A&3B	Algebra I&II, Geometry Units 1&2	Algebra I&II, Geometry Unit 3	Makeups
<i>May 23</i>	<i>May 24</i>			
Makeups	Makeups			



RESOURCES FOR PARENTS

How can I find out more information about the PARCC Assessments and the Common Core?

- The **PARCC website** may be accessed at <http://www.parcconline.org/>
- The **New Jersey Department of Education** has a website with information about PARCC at <http://www.state.nj.us/education/sca/parcc/>
- **NJ DOE PARCC FAQ** <http://www.state.nj.us/education/assessment/PARCCFAQ.pdf>
- Information on the **NJ DOE commission study on the use of assessments** may be found at: <http://www.state.nj.us/education/studycommission/>
- **GreatKids State Test Guide for Parents:** <http://www.greatschools.org/gk/common-core-test-guide/>
- **Be a Learning Hero:** <http://bealearninghero.org/skill-builder>



Questions...



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