

# From MCAS to PARCC

Presentation to the School Committee

December 3, 2013

# Objectives:

- Highlight some of the differences between MCAS and PARCC
- Explain the Transition Plan approved by the Board of Elementary and Secondary Education on November 19, 2013
- Share next steps for Belmont
  - Field test
  - 2014-15 decision

# MCAS

- Massachusetts Comprehensive Assessment System
- Measures performance against the standards of the MA Curriculum Framework
- Includes machine and hand-scored items
- Paper and pencil test
- Three subjects:
  - English/Language Arts (March, grades 3-8 and 10)
  - Mathematics (May, grades 3-8 and 10)
  - Science and Technology/Engineering (May, grades 5 and 8; June, grade 9)

# PARCC

- Partnership for the Assessment of Readiness for College and Careers
- Measures performance against Common Core State Standards (CCSS) “anchored in what it takes to be ready for college and careers”
- Includes machine and hand-scored items
- Delivered via computer (also a paper and pencil option, at least in the beginning)

# PARCC

- Two subjects (ELA and Math), two summative assessments:
  - Performance-Based Assessment (PBA) to be administered in March after 75% of the school year is completed
  - End-of-Year (EOY) to be administered in May/June after 90% of the school year is completed
- For ELA, a 3<sup>rd</sup> required component is a speaking and listening test
  - Will not be included in the summative assessment score
  - Will be scored at the local level
- There will be optional assessment components including diagnostic and midyear assessments, aligned with PARCC summative assessments
- There will be optional formative assessments for grades K-2

# The PARCC Vision

[from PARCC web site: <http://www.parcconline.org/about-parcc>]

PARCC states have committed to building a K-12 assessment system that:

- Builds a pathway to college and career readiness for all students,
- Creates high-quality assessments that measure the full range of the Common Core State Standards,
- Supports educators in the classroom,
- Makes better use of technology in assessments, and
- Advances accountability at all levels.

# *Why PARCC?* Focus on Standards

## The PARCC summative assessments:

1. Focus on *grade-level or course-specific standards* leading to college & career readiness.
2. Include performance-based assessments (PBAs) that provide opportunities for students to demonstrate their mastery of skills and abilities where current assessments fall short.
  - a) ELA: literary analysis, narrative writing, research simulations.
  - b) Math: real-life modeling and applications.

# MCAS ELA Grade 3

## Reading Comprehension Constructed Response Item (2013)

Students read a passage about the Statue of Liberty. After responding to 10 multiple choice question, students are asked:

*Based on the passage, explain why the Statue of Liberty is important to the people of the United States. Support your answer with important details from the passage.*



# PARCC ELA Grade 3

## Sample Research PBA Task

Students read an excerpt from *Eliza's Cherry Trees: Japan's Gift to America*. Students are asked:

Part A. Which statement best describes how the events in paragraphs 13 through 15 are related to each other?

- a. They explain how Washington, D.C., would change if cherry trees were planted around the city.
- b. They show that Eliza found a new way to get cherry trees planted in Washington, D.C.\*
- c. They compare the ways Eliza and Mrs. Taft tried to add beauty to Washington, D.C.
- d. They describe how Mr. Takamine gave Eliza the idea to bring cherry trees to Washington, D.C.

# PARCC ELA Grade 3 Sample PBA Task, continued

Part B. Which sentence from the article best supports the answer in Part A?

- a. “When they bloomed, the trees became clouds of pink blossoms.”
- b. “She kept trying for more than twenty years!”
- c. “She wrote a letter to the president’s wife, Mrs. Taft.”\*
- d. “With the help of Mr. Takamine, a generous Japanese scientist, they had the trees sent from Japan.”

# PARCC ELA Grade 3

## Sample PBA Task, continued

Students read a second passage titled “*The Peanut Man*” and are then asked:

You have read two texts about famous people in American history who solved a problem by working to make a change.

Write an article for your school newspaper describing how Eliza and Carver faced challenges to change something in America.

- In your article, be sure to describe in detail why some solutions they tried worked and others did not work.
- Tell how the challenges each one faced were the same and how they were different.

# What does this measure?

- What level of text can students read? (Text Complexity)
- What is the student's ability to grasp main ideas and details of text (Accuracy)
- Can students find and utilize explicit and implicit evidence in text to support an argument (Evidence)

# PARCC ELA Assessment

## What Stays the Same Through the Grade Levels?

- Assessment of ability to find main idea and supporting details in text. (Accuracy)
- Assessment of ability to use explicit and implicit evidence in a text to support an argument. (Evidence)

## What Changes Through the Grade Levels?

- The level of text a student can read and understand.
  - Readily Accessible Text
  - Moderately Complex Text
  - Very Complex Text(Text Complexity)

# Examples of Shifts in Math Grade 4 Standards and Assessments

## *Previous MA Mathematics Standards:*

- 4.N.1** Exhibit an understanding of the base ten number system by reading, modeling, writing, and interpreting whole numbers to at least 100,000; demonstrating an understanding of the values of the digits; and comparing and ordering the numbers
- 4.N.16** Round whole numbers through 100,000 to the nearest 10, 100, 1000, 10,000, and 100,000.

# MCAS Math Grade 4 Multiple Choice Item (2013)

What is 8614 rounded to the nearest **thousand**?

- A. 8000
- B. 8600
- C. 8700
- D. 9000

# Examples of Shifts in Math Grade 4 Standards and Assessments

*Current MA Standards for Math (Adopted 12/2010)*

**Generalize place value understanding for multi-digit whole numbers.**

- 4.NBT.2** Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.
- 4.NBT.3** Use place value understanding to round multi-digit whole numbers to any place.



# PARCC Math Grade 4 Sample PBA Task, Part A

Baseball stadiums have different numbers of seats. Drag the tiles to arrange the stadiums from least to greatest number of seats.



San Francisco  
Giants' stadium:  
41,915 seats

Washington  
Nationals' stadium:  
41,888 seats

San Diego  
Padres' stadium:  
42,445 seats

Three empty blue rectangular boxes are arranged horizontally, separated by less-than signs (<). This is a template for the student to drag the stadium information tiles into to show the order from least to greatest number of seats.

# PARCC Math Grade 4 Sample PBA Task, Part B

Compare these statements from two students.

Jeff said, “I get the same number when I round all three numbers of seats in these stadiums.”

Sara said, “When I round them, I get the same number for two of the stadiums but a *different* number for the other stadium.”

Can Jeff and Sara both be correct? Explain how you know.

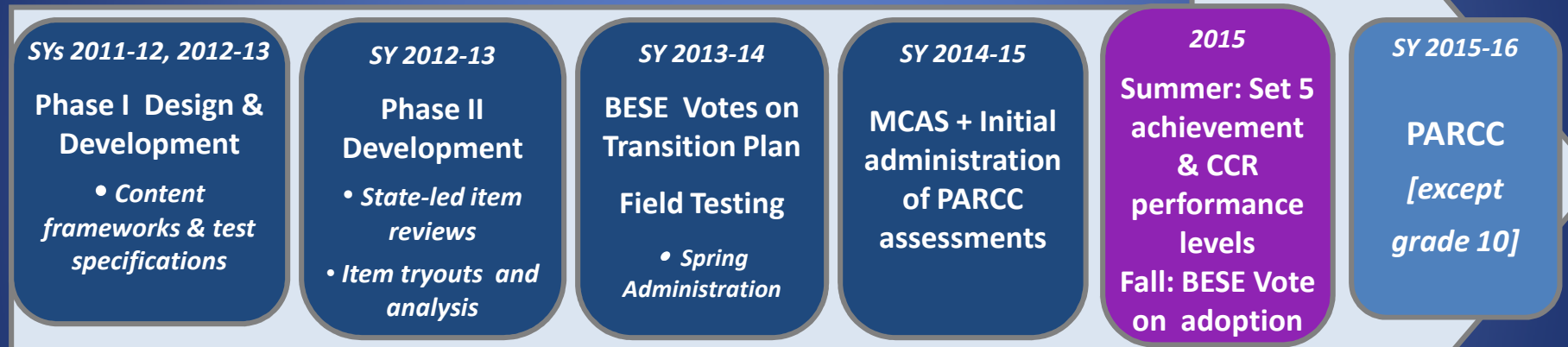
# PARCC Math Grade 4 Sample PBA Task, Part C

When rounded to the nearest hundred, the number of seats in Aces Baseball Stadium is 9,100.

What is the greatest number of seats that could be in the stadium? Explain how you know.



# PARCC Timeline in MA



# Transition Plan Timeline

- **District Choice:** Massachusetts led the way to enable districts to choose whether to administer MCAS or PARCC in 2014/15.
  - MCAS only for Grade 10 in 2014/15 and 2015/16
  - MCAS for Competency Determination through **Class of 2018**
  - Mass. budget will determine extent to which DESE can make PARCC end-of-course assessments available for grades 9 and 11
- **PARCC Test:** for grades 3-8 in 2015/16

# Spring 2015 Administration

1. Dual administration of PARCC and MCAS, **but no double-testing of students**
2. Districts choose PARCC or MCAS
3. PARCC will offer computer-based and paper-and-pencil tests
4. For accountability, ESE is recommending a “hold harmless” policy for districts/schools that choose PARCC

# The PARCC Decision

- 1. Rigor:** DESE will use the results of the field test to evaluate the rigor of PARCC items in Fall 2014
- 2. Quality:** DESE is conducting comprehensive, independent reviews to evaluate PARCC's readiness to deliver a quality assessment
- 3. Opportunity:** DESE will evaluate the ability of PARCC to assess standards and measure skills and abilities we cannot assess with MCAS.

# Recommendation to the Board

**Before the final Board Decision, DESE will analyze:**

1. Results of 2014/15 test administration and the
2. Summer 2015 Standard Setting to inform the Board's decision on whether or not to adopt PARCC in the Fall 2015.



# Transition to PARCC: Competency Determination

- **At least through Class of 2018:** Grade 10 students will take MCAS tests/retests in ELA, Mathematics, and Science and Tech/Engineering
  - ✓ In spring 2015 and spring 2016, grade 10 students will take MCAS (not PARCC) for CD
  - ✓ MCAS retests continue through at least spring 2018
- Science and Tech/Engineering MCAS tests will continue during PARCC implementation
- This fall: ESE will provide updates for classes of 2019 and beyond

# Field Test – Spring 2014

School	Grade	# of classes	Subject	Online or paper & pencil	PBA or EOY	Exemption option applies?
Butler	4	2	ELA	Online	PBA	Yes
Chenery MS	7	2	Math	Paper	EOY	No
Chenery MS	8	2	ELA	Paper	PBA	Yes
Belmont HS	9	3	ELA	Online	EOY	No

# Belmont's Plan

- We will not exempt students from the MCAS.
  - The MCAS data for two grades for which the exemption is an option, grades 4 and 8, provide critical information necessary to support the individual student's learning and transition (from elementary to middle school, and middle school to high school).
  - The data is also critical to our analysis of curriculum and instruction at the grade, school, and district level.
  - We will not receive any data from the PARCC field test.

# Next Steps

- Notify DESE of our decision
- Randomly select the classes to participate in the field test
- Communicate with the parents/guardians of the selected students
- Schedule the field tests to minimize the impact on MCAS testing, being mindful of the needs of students as well as those administering the assessments

# Field Test – Spring 2014

Grade	Subject	PBA or EOY	# of Sessions	Session Length (minutes)
4	ELA	PBA	3	120, 120, 75
7	Math	EOY	2	90, 90
8	ELA	PBA	3	120, 130, 75
9	ELA	EOY	2	105, 105

### March 2014

2	3	4	5	6	7	8
	MCAS (HS Retest)					
9	10	11	12	13	14	15
	MCAS (Rtst)					
16	17	18	19	20	21	22
	MCAS (ELA)					
23	24	25	26	27	28	29
	MCAS (ELA)					
	PARCC Field Test – PBA					

### April 2014

	31	1	2	3	4	5
	MCAS (ELA)				MCAS-Alt due	
	PARCC Field Test – PBA					
6	7	8	9	10	11	12
	PARCC Field Test – PBA					
13	14	15	16	17	18	19
		Passover	Passover		Good Friday	
20	21	22	23	24	25	26
	School Vacation					
27	28	29	30			

### May 2011

				1	2	3
4	5	6	7	8	9	10
	MCAS (Math & Science)					
	AP Exams					
11	12	13	14	15	16	17
	MCAS (Math & Science)					
	AP Exams					
	PARCC Field Test – EOY					
18	19	20	21	22	23	24
	MCAS (Math & Science)					
	PARCC Field Test – EOY					
25	26	27	28	29	30	31
	Memorial Day					
		PARCC Field Test – EOY				

### June 2014

	1	2	3	4	5	6	7
	MCAS (HS Science)						
	PARCC Field Test – EOY						
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30						

# What do we hope to learn from the PARCC Field Test experience?

- Protocols/expectations for test administration
- Our capacity to administer an online assessment
- More about the actual assessments
- How students respond to the assessments, and what we can do to prepare them to successfully demonstrate their knowledge and skills