The Partnership for Assessment of Readiness for College and Careers (PARCC)

Blue Ribbon Commission for Educational Excellence

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President Obama: Reforming Education

"There is no better economic policy than one that produces more graduates. That's why reforming education is the responsibility of every American – every parent, every teacher, every business leader, every public official, and every student."

– President Obama said in remarks prepared for delivery at TechBoston Academy in March.

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Overview

- There is a **national commitment to improve the educational outcomes** for children in America
  - **Increase** the number of students that are prepared for success in college and careers
  - **Strengthen** the nation's ability to compete in a global economy
- To support these goals, states are working individually and collectively to **improve its academic standards and assessments**
- Higher Education's role in this educational reform movement is **critical**
  - **Help** to determine what students need to know to be prepared academically for college
  - **Assist** our K-12 partners align their curriculum standards with higher education expectations

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The Common Core State Standards

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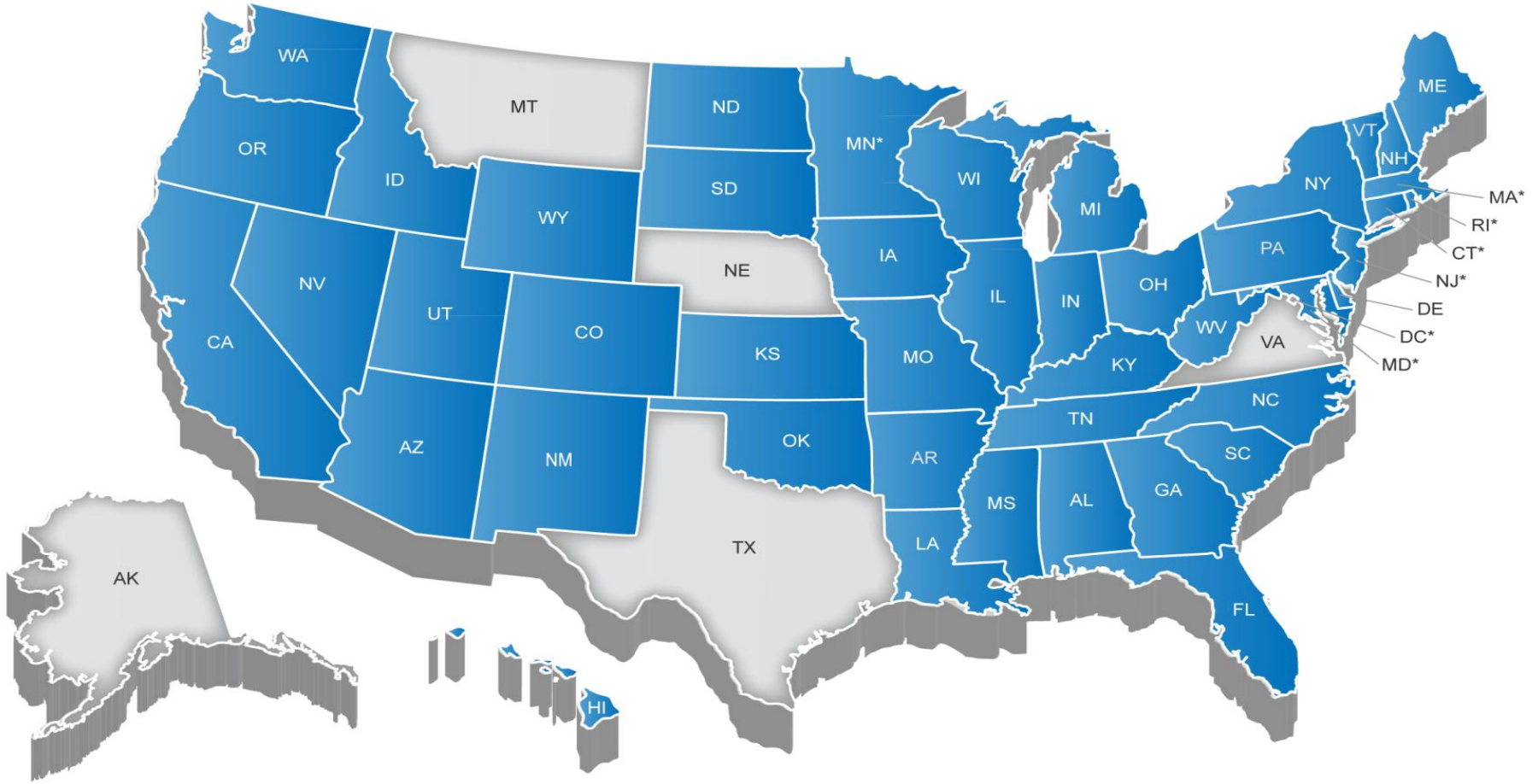
Common Core Initiative Mission

The Common Core State Standards –

- Provide a **consistent, clear** understanding of what students are expected to learn, so teachers and parents know what they need to do to help them.
- Designed to be robust and **relevant to the real world**, reflecting the knowledge and skills that our young people need for success in college and careers.
- With American students fully prepared for the future, our communities will be best positioned to **compete successfully** in the global economy.

Source: The National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO)

45 States + DC Have Adopted the Common Core State Standards



*Minnesota adopted the CCSS in ELA/literacy only

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Key Advances of the Common Core

MATHEMATICS	ENGLISH LANGUAGE ARTS/LITERACY
Focus, coherence and clarity: emphasis on key topics at each grade level and coherent progression across grades	Balance of literature and informational texts; focus on text complexity
Procedural fluency and understanding of concepts and skills	Emphasis on argument, informative/ explanatory writing, and research
Promote rigor through mathematical proficiencies that foster reasoning and understanding across discipline	Speaking and listening skills
High school standards organized by conceptual	Literacy standards for history, science and technical subjects

ANCHORED IN COLLEGE AND CAREER READINESS

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Important to Higher Education Faculty: Application of College-Ready Standards

- ***Colleges and universities want students to…***
  - **Conduct research and apply that research** to solve problems or address a particular issue
  - **Identify areas for research**, narrow those topics and adjust research methodology as necessary, and evaluate and synthesize primary and secondary resources as they develop and defend their own conclusions
  - **Apply skills and knowledge across the content areas** to solve real-world problems
- ***Standards ask students to…***
  - **Conduct** short, focused projects and longer term in-depth research
  - **Gather** relevant, credible information from multiple print and digital sources
  - **Produce** clear and coherent writing whatever the selected format
  - **Communicate** research findings (speaking and listening skills) and mathematical thinking
  - **Model** quantitative problems with mathematics
  - **Persevere** in solving problems
  - **Make** arguments and **critique** arguments of others

About PARCC

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Race to the Top: Assessment Program Competition

- $350 million of Race to the Top Fund set aside for awards to consortia of states to design and develop common K-12 assessment systems aligned to common, college- and career-ready standards
- The competition asked consortia to design assessment systems that meet the dual needs of *accountability* and *instructional improvement*
- In September 2010, the U.S. Department of Education awarded grants to:
  - Partnership for Assessment of Readiness for College and Careers (PARCC)
  - Smarter Balanced Assessment Consortium (SBAC)
- The winning consortia have four years to develop assessments systems, and states participating in either consortium will administer new assessments statewide by 2014-2015

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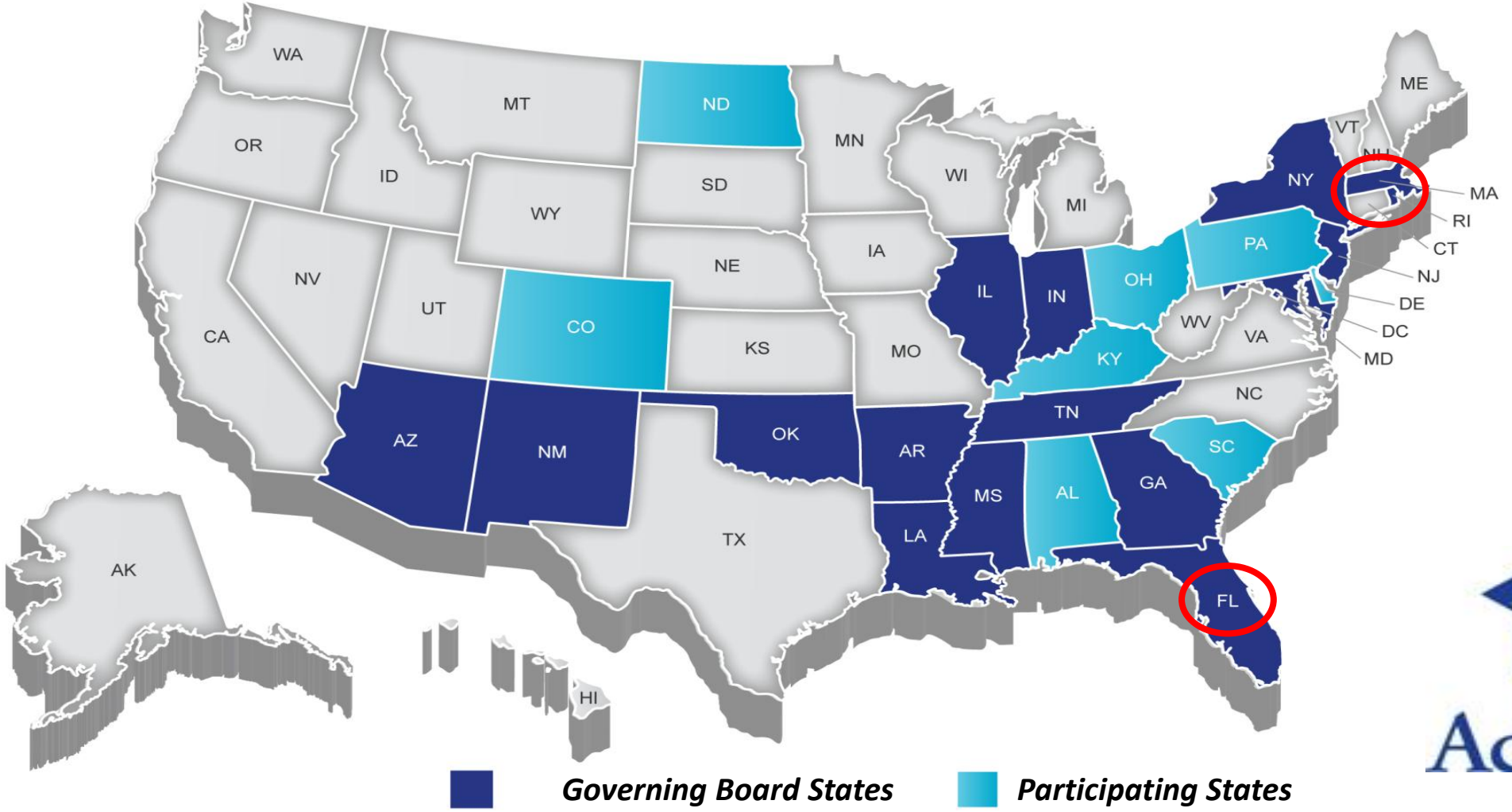

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PARCC 17 Governing Board States

- Arizona
- Arkansas
- District of Columbia
- Florida *(Fiscal Agent)*
- Georgia
- Illinois
- Indiana
- Louisiana
- Maryland
- Massachusetts *(Board Chair)*
- Mississippi
- New Jersey
- New Mexico
- New York
- Oklahoma
- Rhode Island
- Tennessee

Role of Governing Board States

- Governing States will pilot and field test the assessment system components during the 2011–12, 2012–13 and 2013–14 school years, and administer the new assessment system during the 2014-15 school year
- Governing States will use the results from the PARCC assessments in their state accountability systems
- The chief state school officers of the Governing States serve on the PARCC Governing Board and make decisions on behalf of the Partnership on major policies and operational procedures

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PARCC 8 Participating States

- Alabama
- Colorado
- Delaware
- Kentucky
- North Dakota
- Ohio
- Pennsylvania
- South Carolina

Definition of Participating States

- Participating States provide staff to serve on PARCC's design committees, working groups, and other task forces established by the Governing Board to conduct the work necessary to design and develop PARCC's proposed assessment system
- By 2014–15, any state that remains in PARCC must commit to statewide implementation and administration of the Partnership's assessment system
- Any PARCC Participating State prepared to make the commitments and take on the responsibilities of a Governing State can become one

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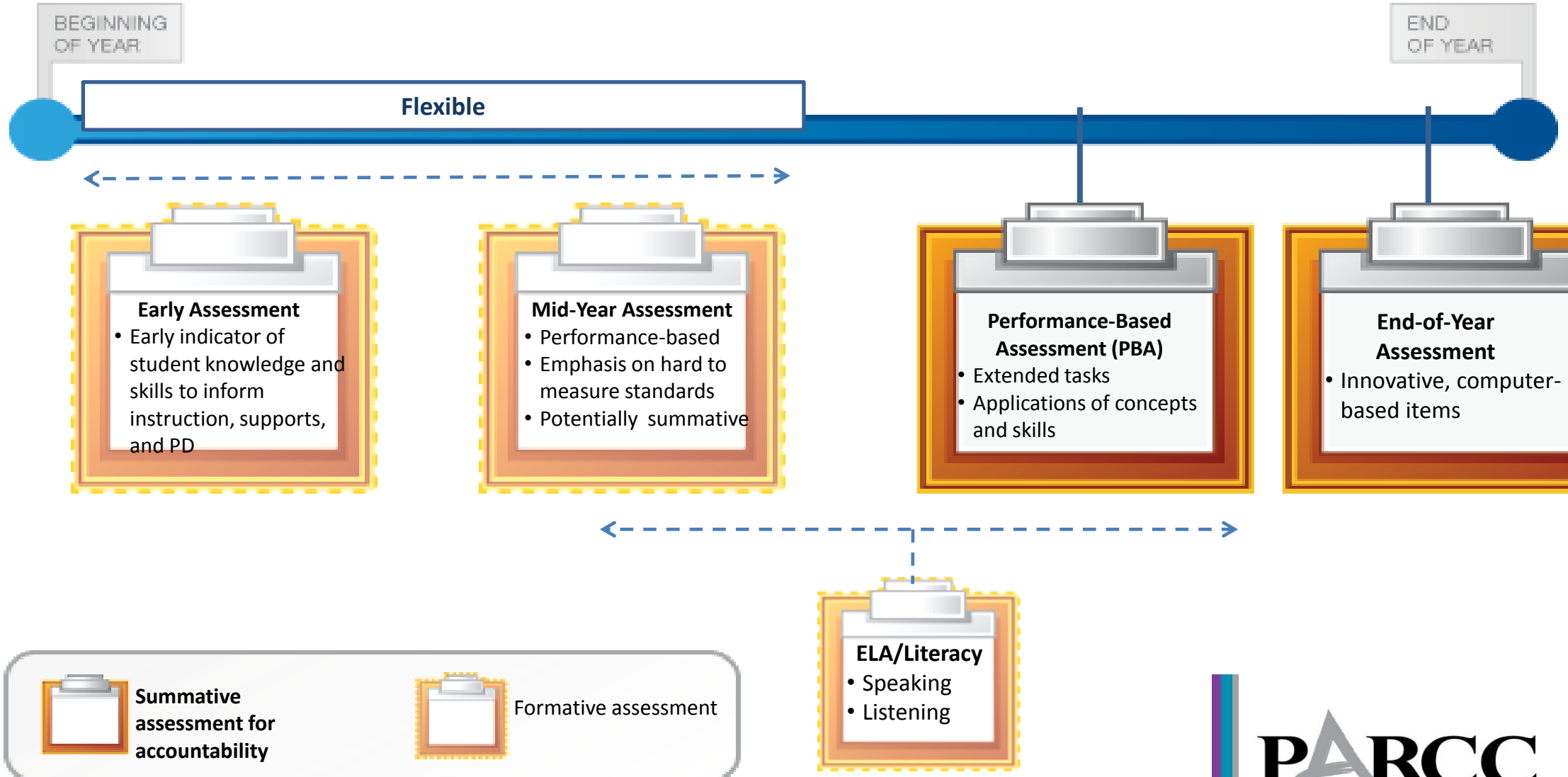
Shifts in Assessments

CURRENT ASSESSMENT SYSTEMS…	PARCC'S NEXT-GENERATION ASSESSMENT SYSTEM WILL…
• Include tests with **disconnected purposes** (e.g., instructional improvement vs. accountability vs. college admissions)	• Include multiple components in each grade in addition to end-of-year tests to produce a **more complete picture of student performance**
• **Are not challenging enough to measure college and career readiness** and therefore have no currency with higher education (or most students)	• **Provide a common measure of college and career readiness**, and will include a college-ready cut score to signal readiness for credit-bearing, college-level coursework that will be valued by postsecondary
• **Fail to generate information** for educators and students quickly enough or at all	• Leverage new technologies in assessment and reporting to get **timely and actionable student data to educators and parents**
• **Do not measure the full range of college- and career-ready knowledge and skills** (e.g., research, critical thinking, and collaboration)	• Include a range of item types that allow for the **assessment of higher-order skills** and measure the CCSS in full
• Are **widely inconsistent across states,** and impossible to compare	• Measure students' mastery of Common Core State Standards, and **mitigate challenges associated with student mobility** by ensuring students will have the same expectations wherever they live

Create High-Quality Assessments



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Build a Pathway to College and Career Readiness for All Students

K-2 formative assessment being developed, aligned to the PARCC system

Timely student achievement data showing students, parents and educators whether ALL students are on-track to college and career readiness

College readiness score to identify who is ready for college-level coursework

Targeted interventions & supports:
- 12th-grade bridge courses
- PD for educators

K-2 → 3-8 → High School → SUCCESS IN FIRST-YEAR, CREDIT-BEARING, POSTSECONDARY COURSEWORK

ONGOING STUDENT SUPPORTS/INTERVENTIONS

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21st Century, Technology-Based Assessments

PARCC's assessment will be computer-based and leverage technology in a range of ways to:

- Item Development
  - Develop innovative tasks that engage students in the assessment process
- Administration
  - Reduce paperwork, increase security, reduce shipping/receiving & storage
  - Increase access to and provision of accommodations for SWDs and ELLs
- Scoring
  - Make scoring more efficient by combining human and automated approaches
- Reporting
  - Produce *timely* reports of students performance throughout the year to inform instructional, interventions, and professional development

PARCC's Implementation Support & Stakeholder Engagement

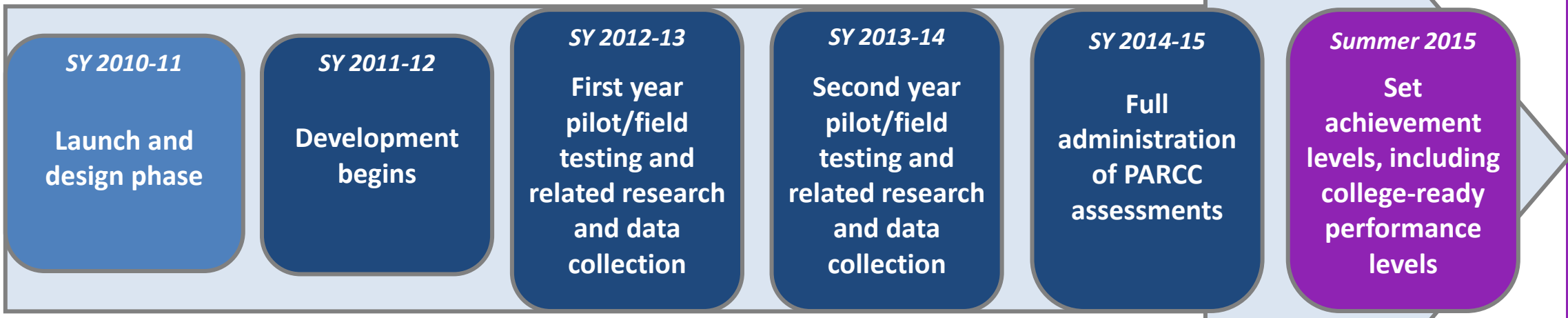
To support state efforts to **implement and transition** to the Common Core and next generation assessments, PARCC will facilitate:

- ***Strategic planning and collective problem solving*** for the implementation of CCSS and PARCC assessments
- Collaborative efforts to develop the highest priority ***instructional and support tools***
- Multi-state support to build ***leadership cadres of educators***
- Multi-state support to engage the ***postsecondary community*** around the design and the use of the assessments

Supporting Tools & Resources

- Content Support
- Educator Engagement
- Professional Development Modules
- Diagnostic & Formative Assessments
- Partnership Resource Center

PARCC Timeline



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PARCC's Key Stakeholders

Teachers, School Leaders, District Administrators, and State Officials

- Stakeholders will regularly and quickly have a wider variety of useful performance data

Parents, Students, and the Public

- PARCC's assessments will, for the first time, give information about student performance relative to children in other states and against achievement standards anchored in college- and career-ready knowledge and skills

Higher Education

- Assessments will identify whether students are ready for and prepared to succeed in entry-level, credit-bearing postsecondary courses by the time they graduate from high school

Higher Education: Key PARCC Partner

- **Colleges and universities across all 25 PARCC states are committed as partners**
- **Role of Higher Education:**
  - **Partner** with K-12 to develop college-ready high school assessments in English and mathematics acceptable to all PARCC colleges and universities
  - **Guide** long-term strategy to engage ***all*** colleges and universities in PARCC states
  - **Lay groundwork** for implementation of college-ready high school assessments as valid placement instruments for credit-bearing courses
- **PARCC college-ready assessments will help students to**
  - **Enter** colleges better prepared
  - **Persist** in and complete degree and certificate programs

Current Issues with College Readiness

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ADP Research Documents Expectations Gap

What students are typically expected to know at the end of high school, as defined by state standards, required curriculum and assessments	≠	The knowledge and skills demanded by postsecondary and employers for successful first-year students and new employees.

RESULT

In many states, students can earn a high school diploma without the skills necessary for success in college and careers.

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College Readiness: Placement NOT Admission

College Readiness

- Mastery of core competencies in Common Core State Standards identified by postsecondary education faculty as key to success in entry-level, credit-bearing courses in English and mathematics
- Placement into “General Education types” of English (101) and College Algebra
- Not intended to determine admission to college or university
- Does not replace college/university tests to place students into higher level mathematics and English courses
- Does not address non-traditional students who delay enrollment

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PARCC States:
College Readiness Benchmarks

		ACT	SAT	PARCC STATES ACT			PARCC STATES SAT		
				Low	High	Median	Low	High	Median
CRITICAL READING (SAT)/ ENGLISH (ACT)		**18**	**500 (50%)**	**17**	**21**	**19**	**400**	**600**	**450/500**
MATH (SAT)/ COLLEGE ALGEBRA (ACT)		**22**	**500 (54%)**	**16**	**22**	**19**	**400**	**600**	**460/500**

Source: ***SAT: The College Board, Wayne Camara, Vice President Research and Development. 65% probability FTF earn 2.7 (B-) or higher.***

ACT: Issues in College Readiness, 2010. 50% probability of B or better; 75%, C or better.

PARCC: PARCC State responses to Remediation Policies, HE 01-11, January 6, 2011

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Failure to Meet English and Math Proficiency

- Students **cannot enroll** in many required college classes until they meet the requirement;
- They must **spend time taking remedial** English and math classes during their freshman year until they meet the requirement;
- They will **graduate later** because they get no degree credit for these remedial classes;
- They may have to pay **additional charges** for these classes; and
- If they do not demonstrate proficiency by the end of the freshman year, they will be **disenrolled**.

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Higher Education Engagement

Higher Education Engagement

Advisory Committee on College Readiness (ACCR)

- System and institution chancellors/presidents from partnership states
- Representatives from national education associations, HSI, and HBCU

Higher Education Leadership Team

- One representative from each PARCC state (Governing and Participating)
- Participates in the development of policies and college-ready assessments
- Structure and coordinate state postsecondary leadership cadres

State Visits

- Higher education commissions and boards, system and institutional academic leadership (presidents, CAOs, provosts), key faculty from colleges of arts and sciences and education

Higher Education Engagement

- **Collaborate** on design parameters
- **Identify** college-ready core competencies in ELA and mathematics in the CCSS
- **Develop** college ready cut scores based upon research and validation
- **Create** better alignment of high school curricula with first-year college courses
- **Develop** “bridge courses” and **explore** dual enrollment policies
- **Target** college readiness supports to help students make the transition from high school to postsecondary institutions

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Common Standards and Assessments: Benefits

- **Improved preparation** of incoming students – from all states
- **Better information** about the preparation of incoming students
- **Reduced remediation** rates
- **Increased degree** attainment rates
- Clear **guidance for teacher preparation programs** regarding content and skills teacher at each grade must be prepared to teach
- **Increased academic rigor** in entry-level, credit-bearing college courses
- Better **options for academic interventions** to ensure students remain on-track to college readiness

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The Challenge Ahead

- **Identifying a set of core competencies** in English and mathematics reflected in the Common Core State Standards (CCSS) that signal that a student is on-track to be college-ready
- **Agreeing on college-readiness standards** acceptable to all college and universities within and across states
- **Communicating clear placement standards** to high school teachers
- **Helping students** use their senior year more effectively to prepare academically for college through better interventions
- **Helping teachers**, pre-service and in-service, prepare to teach to the new standards and assessments
- **Connecting the current initiatives** in states regarding college preparation, access, and completion

"If we cannot learn wisdom from experience, it is hard to say where it is to be found."

—George Washington

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