



# Partnership for Assessment of College and Career Readiness (PARCC)

The Brookings Institute

October 2010

*Kris Ellington*  
*Florida Department of Education*



# PARCC Facts



- ◆ Florida is PARCC's fiscal agent.
- ◆ Massachusetts Commissioner Mitchell Chester is the chair of the Governing Board.
- ◆ Achieve is the project management partner.
- ◆ Funds will pay for research, design, development, and field testing (not operational administration).
- ◆ Funding of \$185.9 million for 2010 – 2014



# PARCC's Fundamental Goal

**States in the Partnership are committed to building their collective capacity to increase the rates at which students graduate from high school prepared for success in college and the workplace.**



# Theory of Action: Assessment System Design



- ◆ **More Meaningful Standards:** The Partnership's assessment system will be anchored in the Common Core State Standards which are consistent across states, clear to the public, and provide an on-ramp to college and careers.
- ◆ **Higher Quality Tests:** PARCC assessments will include sophisticated items and performance tasks to measure critical thinking, strategic problem solving, research and writing.
- ◆ **Through-Course Testing:** Students will take parts of the assessment at key times during the school year, closer to when they learn the material.
- ◆ **Maximize Technology:** PARCC assessments in most grades will be computer based.
- ◆ **Cross-State Comparability:** States in PARCC will adopt common assessments and common performance standards.



# Theory of Action: Intended Outcomes



States in PARCC will use the common assessments to:

- ◆ Report achievement results based on a clear definition of **college and career readiness**, so students will know if they are on track early enough to make adjustments.
- ◆ **Compare results against a common high standard** because readiness shouldn't differ across states or income levels.
- ◆ Help make **accountability** policies better drivers of improvement by basing them on more sophisticated and meaningful assessments.
- ◆ **Promote good instruction** by providing teachers useful, meaningful and timely information, which will help them adjust instruction, individualize interventions, and fine-tune lessons throughout the school year.



# Theory of Action: Key Stakeholders



## **Teachers, School Leaders, District Administrators, and State Officials**

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

## **Higher Education**

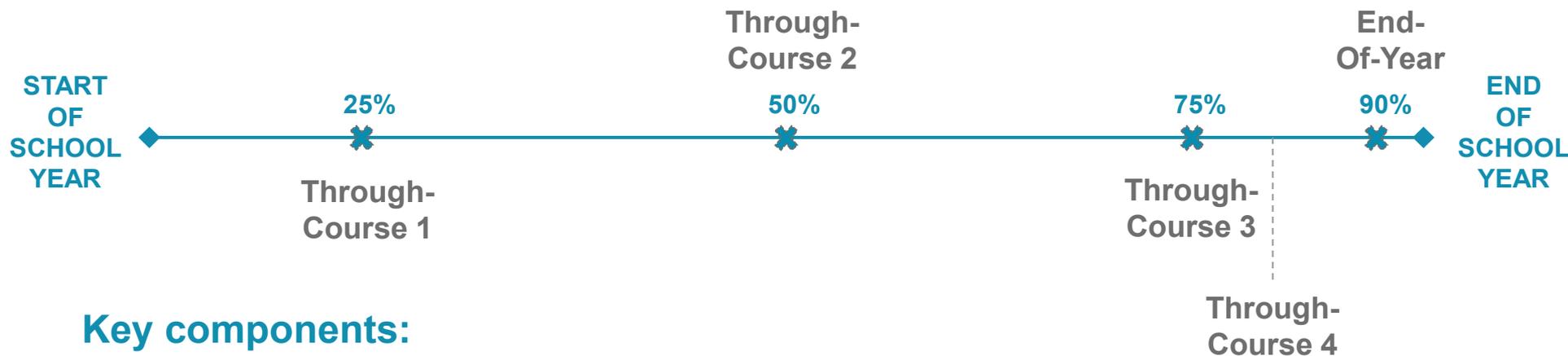
- ◆ Assessments will identify whether students are ready for and prepared to succeed in entry-level, credit bearing postsecondary courses by the time they graduate from high school.

## **Parents, Students, and the Public**

- ◆ The Partnership'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.



# Assessment System Design: Distributed Summative Assessment

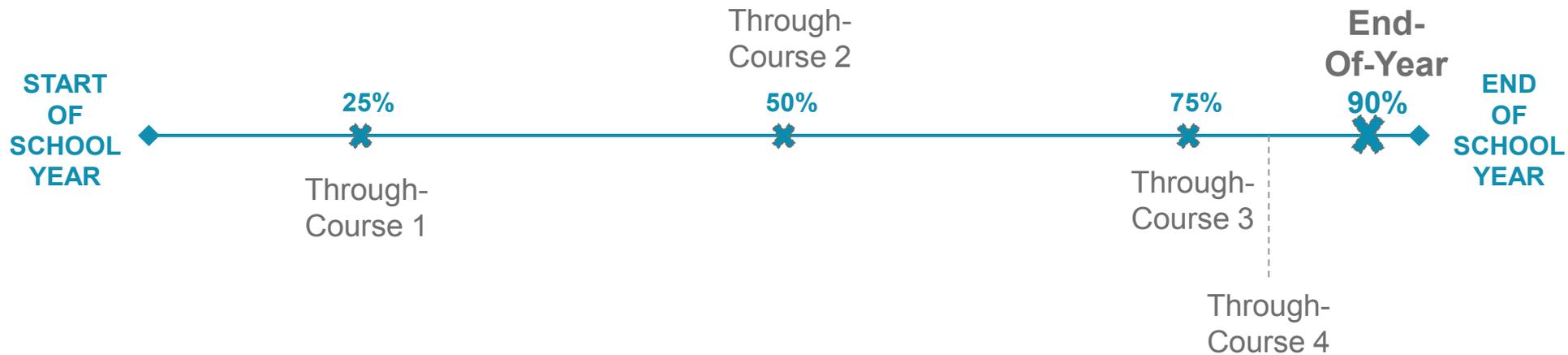


## Key components:

- ◆ Three through-course components distributed throughout the year in ELA and mathematics, grades 3-11.
- ◆ One speaking/listening assessment administered after students complete the third through course component in ELA; required but not part of summative score – could be used for course grades.
- ◆ End-of-year comprehensive, computer-scored assessment that includes a range of item types, including innovative, technology-enhanced items. Enables quick turnaround of student scores.



# Assessment System Design: Distributed Summative Assessment



***A student's summative score—used for accountability purposes—will include his/her performance on Through-Courses 1, 2, and 3 as well as the End-of-Year assessment.***



# Assessment System Design: Formative Assessment



## Formative Tools:

- ◆ **Partnership Resource Center (PRC):** an online, digital resource that includes two supports –
  - Released items with item data, student work, rubrics.
  - Model curriculum frameworks.
- ◆ **Text Complexity Diagnostic Tool:** a computer-adaptive tool to identify students' proximate zone of development and supply suggestions for appropriate texts for students to read.
- ◆ **K-2 Assessments in ELA/Literacy and Mathematics.**



# Higher Education: Key PARCC Partner



- ◆ 200 postsecondary systems and institutions across all 26 PARCC states – representing nearly 1,000 campuses – committed as partners.
- ◆ Role of Higher Education:
  - Partner with K-12 to develop college-ready high school assessments in English and mathematics.
  - 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.
- ◆ Ultimately, PARCC college-ready assessments will help many more students enter colleges better prepared – and much more likely to persist in and complete degree and certificate programs.



# Setting College-Ready Performance Standards



To set college-ready performance standards on the high school assessments, PARCC will use evidence from research such as:

- **Concurrent validity studies** that compare performance on PARCC assessments with SAT, ACT, Compass, Accuplacer and other similar assessments.
- **Predictive validity studies** that document the relationship between performance on PARCC assessments and subsequent performance in first year courses.
- **Judgment studies** by postsecondary faculty rating the importance of specific standards and test items for success in first year courses they teach.
- **Alignment studies** that examine the relationship between content and student work in first year courses and what PARCC assessments measure.



# Expected Outcomes of Higher Education Involvement



- ◆ Better alignment of high school curricula with first-year college courses.
- ◆ Development of “bridge courses” and exploration of dual enrollment policies.
- ◆ Targeted college readiness supports to help students make the transition.
- ◆ Alignment of exit standards in high school with placement expectations of postsecondary systems.



# PARCC Timeline





*Partnership for Assessment of  
Readiness for College and Careers*

<http://www.fldoe.org/parcc/>