

PARCC 2015 Data User Guide: Scoring Information

Document- Current plus Tested Students

Overview: This user guide explains the various scores that a student will receive, based on their performance on the PARCC assessment. These scores can be found in the Current plus Tested Students file and other files related to PARCC testing.

Performance Level

Performance levels create broad bands that indicate at which level of proficiency a student scored.

ELA (column X) and Math (column AI)

Score Range: 1-5

5 – Exceeded Expectations*

4 – Met Expectations*

3 – Approached Expectations

2 – Partially Met Expectations

1 – Did Not Yet Meet Expectations

*Level 4+ indicates proficiency and on track for college and career readiness

How can we use this?

Find big picture performance data across grades, schools, and other student groups. The data are helpful for school leaders and LEAs to gauge broad levels of proficiency.

Example: School A has 500 students, with 100 in each grade 3rd-7th. They used the Performance levels of their students to make the following table to analyze student performance on PARCC. Based on the table, they see that the plurality of students performed at level 3, but the distribution varied by grade level.

Grade	Performance Level					Met/Exceeded Expectations
	1	2	3	4	5	
3rd	7	16	33	30	14	44%
4th	2	24	54	16	4	20%
5th	15	20	48	9	8	17%
6th	20	14	52	11	3	14%
7th	16	9	47	17	11	28%
ALL	60	83	234	83	40	24%

Scale Score

Scale scores indicate a detailed perspective on how students scored within their performance level. Scales for ELA and Math tests differ from scales for Reading and Writing sections, as noted below.

ELA (column W) and Math (column AJ)

Score Range: 650-850

Proficiency: 750+

Reading (column Y)

Score Range: 10-90

Proficiency: 50+

Writing (column Z)

Score Range: 10-60

Proficiency: 35+

How can we use this?

The data are helpful for analyzing an individual student's performance on a test at a more detailed level, and communicating details about scores with families.

Example: Ms. A has made a chart of some student performance levels and scale scores.

Student	Performance Level	Scale Score
Student A	3	746
Student B	3	727
Student C	3	726
Student D	2	718

Even though students A, B, and C all scored at performance level 3, the scale scores for students B and C are closer to student D than student A. This information indicates that they may have some similar instructional needs to student D and further analysis of their score details could support more targeted instruction.

Subclaim Score

Subclaim scores indicate how students performed in specific content categories within a test. The title of each subclaim can be found in the "data notes" tab. Subclaim scales are inverted with a score of 1 being representative of meeting or exceeding expectations.

ELA (columns AA-AE) and Math (columns AK-AN)

Score Range: 3-1, with 3 being the lowest level.

Proficiency = 1

1 – Meets or Exceeds Expectations

2 – Nearly Meets Expectations

3 – Below Expectations

How can we use this?

Find the areas within a subject with which students need specific support. The data are helpful for analyzing individuals' performance to create student groups in classrooms and support specific student needs.

Example: Mr. A is analyzing students' Reading subclaim scores. He creates a table of data:

Subclaim	3	2	1
Literary Text	5	12	4
Vocabulary	6	8	7
Informational Text	10	6	5

Knowing where his students scored on these specific subclaims, Mr. A can make instructional choices about specific content areas, rather than Reading in general. He can use this information to build instructional units of varying depth and length, create small groups, and target support for students with significant needs.

PARCC 2015 Data User Guide: Item Analysis

Document- Item Level Data Output

Overview: This user guide outlines how the Item Level Data Output document can provide additional information about students in a school, grade, or class who answered a specific question on the PARCC test. Individual student scores on released PARCC items are available, and can be used to analyze individual and group performance and connect student scores to items, evidence tables, and standards. This information can inform instructional planning.

Analyze Multiple Responses to a Question

Released test items allow schools to investigate how a group of their students responded on a particular question. This can provide information on instructional frameworks that would benefit student success on future items of a similar nature.

Step-by-step Directions

1. Filter by test item unique identification number (UIN) in column L to see how many student scores are available for this item (this will vary).
2. Select an item to analyze.
3. View student score in column N. Compare to possible points in column M.
4. Find test item UIN in column L (test code information in column K).
5. Locate the corresponding released items and student responses at <https://prc.parcconline.org/assessments/parcc-released-items>.
6. Compare the range of student scores to sample student responses and analyze for information that could support class or grade level instruction.

Example: Students A-J have scores for item #555555. This item has 3 possible points. Of the students who have scores for this item, 20% scored 3 out of 3 points, 70% scored 2 out of 3, and 10% scored 0 out of 3.

Review the question and rubrics to understand the item components and how they relate to the evidence statements. The two students who received all 3 points completed all of these components successfully, and the student who scored 0 points did not complete any. Review details of sample responses of students who scored 2 points. Patterns of common misconceptions can be found in responses and distractors. Consider the instruction and practice students were provided and what underlying skills/knowledge led to scoring well or missing points. Create plans for what foundations can be built on or need to be reinforced this school year.

Additional Recommended Document

Claim Structures – Explains subclaim categories and their relationship to point values on PARCC

Blueprints – Explain the number of tasks and items on a PARCC test, as well as how they align to points and passages

Evidence Tables – Translates Common Core standards into statements of how PARCC will measure them

ELA Claim Structure, Blueprints, and Evidence Tables: <http://www.parcconline.org/assessments/test-design/ela-literacy/test-specifications-documents>

Math Claim Structure, Blueprints, and Evidence Tables: <http://www.parcconline.org/assessments/test-design/mathematics/math-test-specifications-documents>

Guide to Finding and Using PARCC Test Questions: <http://www.parcconline.org/news-and-video/386-your-guide-to-understanding-parcc-test-questions>

Analyze Student Performance on Available Questions

Student data on released test items allow schools to investigate how individual students performed on released items and view sample student responses for comparison. This information can provide insight into patterns for a student or among a group of students.

Step-by-step Directions

1. Filter by student names in columns C and D to see how many responses are available for each student (this will vary).
2. Select a student to analyze.
3. View student score in column N. Compare to possible points in column M.
4. Find test item UIN in column L (test code information in column K).
5. Locate the corresponding released items and student responses at <https://prc.parcconline.org/assessments/parcc-released-items>.
6. Compare individual student's scores to sample student responses and analyze for information that could support this student's instruction.

Example: Student A has five scores for the released math items.
Student scores = 1/3, 2/4, 1/4, 1/4, and 1/2

This student is earning portions of the points on each item, but not all points for any item in this data set. Review the question and rubrics to understand the item components and how they relate to the evidence statements. Review details of the sample responses that relate to the student's scores to compare and find possible misconceptions or patterns in how the student responds to specific types of questions. Use this information to support this student or to support instruction more broadly.