



***College-Ready Determination Policy  
and Performance Level Descriptors***

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**June 20, 2012**

# PARCC College-Ready/Performance Level Operational Working Group

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# College-Ready Determination Policy and PARCC Performance Levels

The purpose of today's session is for the full Governing Board to determine whether to seek comments from K-12 and postsecondary stakeholders on

- the proposed College-Ready Determination Policy
- the proposed policy- and general-content descriptors for PARCC Performance Levels

# Addressing Career Readiness

- The knowledge and skills contained in the CCSS are necessary for success in both postsecondary education and the workplace
- Addressing career readiness is a priority for PARCC, and requires engaging representatives from the career and technical education and business communities
- The policy proposed in this presentation reflects K-12 and Higher Education Leadership Team discussions to date, which have focused on characterizing college readiness and defining entry-level, credit-bearing courses



# College-Ready Determination

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# College-Ready Determination Policy

- Sections of the Policy
  - **Meaning** of the Determination
  - **Benefit of Earning** the Determination
  - **Criteria Used for Making** the Determination
  - **Maintaining** the Determination
  - **Setting Cut Scores** for the Determination
  - **Criteria for Validating** the Determination



# Meaning of a College-Ready Determination

- PARCC intends to make College-Ready (CR) Determinations in each content area
  - Students who earn a **College-Ready Determination in ELA/literacy** will have demonstrated the knowledge and skills necessary to enter into and succeed in entry-level, credit-bearing courses in College English Composition and Literature.
  - Students who earn a **College-Ready Determination in Mathematics** will have demonstrated the knowledge, skills, and practices\* necessary to enter into and succeed in entry-level, credit-bearing courses in College Algebra and Introductory Statistics.

\*The practices referred to here are the Standards for Mathematical Practice included in the Common Core State Standards.

# Benefit of Earning a College-Ready Determination

- Students who earn a CR Determination will be exempt from having to take and pass placement tests designed to determine whether they are academically prepared to enter directly into entry-level, credit-bearing courses in English and mathematics.
- The CR Determination is *not* intended to inform admission decisions or exempt students from taking tests designed to place them into more advanced courses than entry-level.





# Criteria for Earning a College-Ready Determination

- CR Determinations will be awarded to students who achieve **Level 4**\* on the designated PARCC high school assessments in ELA/literacy and mathematics.
- In order to achieve Level 4, students will need to demonstrate a **solid command** of the knowledge and skills embodied by the Common Core State Standards assessed on the designated PARCC high school assessments.
- Options for determining the specific PARCC high school assessments that will be used to make CR Determinations will be discussed at the September 2012 Governing Board meeting.

\*The proposal is to report the results of PARCC assessments using five performance levels. Level 5 being the highest.

# Period Over Which Determinations Will be Valid

- The PARCC Performance Level Working Group, composed of both K-12 and Higher Education State Leaders, suggests that CR Determinations be valid for 16 months following a student's high school graduation.
  - Recognizes that some students may not enroll in college immediately after high school graduation
  - The actual “shelf-life” of CR Determinations will be the subject of future studies

# Standard-Setting/ Validation Studies

The following statement will be used to inform standard-setting (determining cut scores for PARCC performance levels) and to conduct future studies to validate the efficacy of the CR Determinations.

- At least 75 percent of the students who score at Level 4 on the designated PARCC ELA/literacy assessments and earn a PARCC College-Ready Determination in English language arts/literacy will earn at least a grade of C or its equivalent in College English Composition and Literature.
- At least 75 percent of the students who score at Level 4 on the designated PARCC Mathematics assessments and earn a PARCC College-Ready Determination in Mathematics will earn at least a grade of C or its equivalent in College Algebra or Introductory Statistics.

# Proposed PARCC Performance Levels

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# Proposed PARCC Performance Levels

- Performance Level Components
- Number of Levels
- General Definition of Each Level
- Policy Claims
- General Content Claims

# Components of Performance Levels

- Each of the proposed performance levels includes:
  - A general definition
  - *Policy claims*, which describe the educational implications for students at a particular performance level.
  - *General content claims*, which describe the academic knowledge and skills students across grade levels performing at a given performance level are able to demonstrate. \*

\*Once general content claims are adopted, grade/course-specific content claims will be developed (e.g. grade 4 ELA/literacy, Algebra I)

# Proposed Number of Levels

- **Five levels are being proposed**
  - No names for the levels have been proposed at this time; however, **Level 4** is pitched to a level of rigor currently described by NAEP's Proficient Level (solid command of the content). It is also the proposed level for earning a CR Determination.
  - Reasons for Five Levels (rather than four)
    - PARCC assessments will support the accurate classification of student performance into five levels
    - Five levels will help schools target assistance to students
    - Five levels will provide states with options for using performance levels in various accountability mechanisms
    - Five levels will provide increased opportunities for students, schools and districts to demonstrate growth
    - The PARCC TAC supports five levels

# General Definition of Each Level

- Level 5: **Superior** command of the knowledge, skills, and practices embodied by the CCSS assessed at the grade level/course.
- Level 4: **Solid** command ....
- Level 3: **Partial** command ...
- Level 2: **Limited** command ...
- Level 1: **Very Limited** command ...



# Policy Claims at Each Level

- **At the high school level**
  - Level 5: Very likely to succeed in entry-level, credit-bearing courses ...
  - Level 4: Likely to succeed...
  - Level 3: May succeed...
  - Level 2: Unlikely to succeed...
  - Level 1: Very unlikely to succeed...
- **In grades 3-8**
  - Level 5: Very well prepared to engage successfully in further study ...
  - Level 4: Well prepared ...
  - Level 3: May need some targeted support ...
  - Level 2: Will likely need targeted support...
  - Level 1: Will likely need intensive intervention...

# General Content Claims

- **In ELA/literacy, general content claims at each level describe how well students are able to**
  - Read and comprehend a range of sufficiently complex text independently
  - Write effectively when using and/or analyzing sources
  - Build and present knowledge through the integration, comparison, and synthesis of ideas
  - Use of context to determine the meaning of words and phrases
- **In Mathematics, the general content claims at each level describe how well students are able to**
  - Solve problems involving the major content with connections to the practices
  - Solve problems involving the additional and supporting content with connections to the practices
  - Express mathematical reasoning by constructing viable arguments
  - Solve real world problems, engaging particularly in the Modeling Practice
  - Demonstrate fluency (grades 3-6)

# Proposed Next Steps

- Seek review/comment from K-12 and higher education stakeholders and key national organizations by the end of August 2012
- Compile comments, revise CR Determination policy and performance levels as needed
- Present revised CR policy and performance levels to the full GB for discussion and adoption at its meeting in September 2012
- Begin development of grade/course specific content claims