

Hanover High School

PARCC & MCAS Report

Agenda

- PARCC
 - Grade 9 ELA, Math
 - Grade 11 ELA, Math
- MCAS
 - Grade 9 Biology
 - Grade 10 ELA, Math
- What's Next?

PARCC – About the Assessment

- The goal of the online tests is to be more interactive for students, allow for greater accommodations, and make it more efficient for schools to use results to improve instruction.
- Students are required to show their work and explain their reasoning, so teachers can better understand what they know and where there are gaps in learning.
- The tests ask students to apply skills like thinking, reasoning and justifying answers.
- The tests are not just multiple choice.

PARCC Achievement Levels

- Level 5 [VBG – 850]: Exceeded expectations
- Level 4 [750 – VBG]: Met expectations
- Level 3 [725 – 749]: Approached expectations
- Level 2 [700 – 724]: Partially met expectations
- Level 1 [650 – 699]: Did not yet meet expectations

Level 4 and Level 5 are considered “College & Career Ready”

Statewide PARCC MCAS and ELA 9

2014 MCAS Gr. 8 Level		2015 PARCC Achievement Level				
		Meeting Expectations				
		Level 5	Level 4			
Advanced	11%	40%	47%	10%	2%	1%
Proficient	69%	5%	39%	30%	17%	9%
Need Imp.	14%	0%	3%	20%	39%	38%
Warning	6%	0%	0%	6%	20%	73%
All ELA 9 Students		8%	32%	25%	19%	16%

Statewide PARCC MCAS and ELA 9

2014 MCAS Gr. 8 Level		2015 PARCC Achievement Level				
		Meeting Expectations				
		Level 5	Level 4	Level 3	Level 2	Level 1
Advanced	11%	40%	47%	10%	2%	1%
Proficient	69%	5%	39%	30%	17%	9%
Need Imp.	14%	0%	3%	20%	39%	38%
Warning	6%	0%	0%	6%	20%	73%
All ELA 9 Students		8%	32%	25%	19%	16%

Statewide PARCC MCAS and Algebra 2

2014 MCAS Gr. 10 Level		2015 PARCC Achievement Level				
		Meeting Expectations				
		Level 5	Level 4	Level 3	Level 2	Level 1
Advanced	46%	2%	22%	28%	26%	23%
Proficient	33%	0%	1%	8%	32%	60%
Need Imp.	17%	0%	0%	1%	17%	81%
Failing	4%	0%	0%	0%	10%	90%
All Algebra 2 Students		1%	12%	17%	25%	45%

Statewide PARCC MCAS and Algebra 2

2014 MCAS Gr. 10 Level		2015 PARCC Achievement Level				
		Meeting Expectations				
		Level 5	Level 4	Level 3	Level 2	Level 1
Advanced	46%	2%	22%	28%	26%	23%
Proficient	33%	0%	1%	8%	32%	60%
Need Imp.	17%	0%	0%	1%	17%	81%
Failing	4%	0%	0%	0%	10%	90%
All Algebra 2 Students		1%	12%	17%	25%	45%

PARCC Assessment Summary

		L5 Exceeded	L4 Met	L3 Approached	L2 Partially Met	L1 Did Not Meet
ELA 9	H	23	45	22	9	2
Algebra 1	H	0	16	41	35	7
Geometry	H	4	49	38	8	1
Algebra 2	H	0	0	12	42	46
ELA 11	H	16	32	23	17	12

Student Achievement Distribution (%) – L5 and L4 are considered College & Career Ready

PARCC Assessment Summary

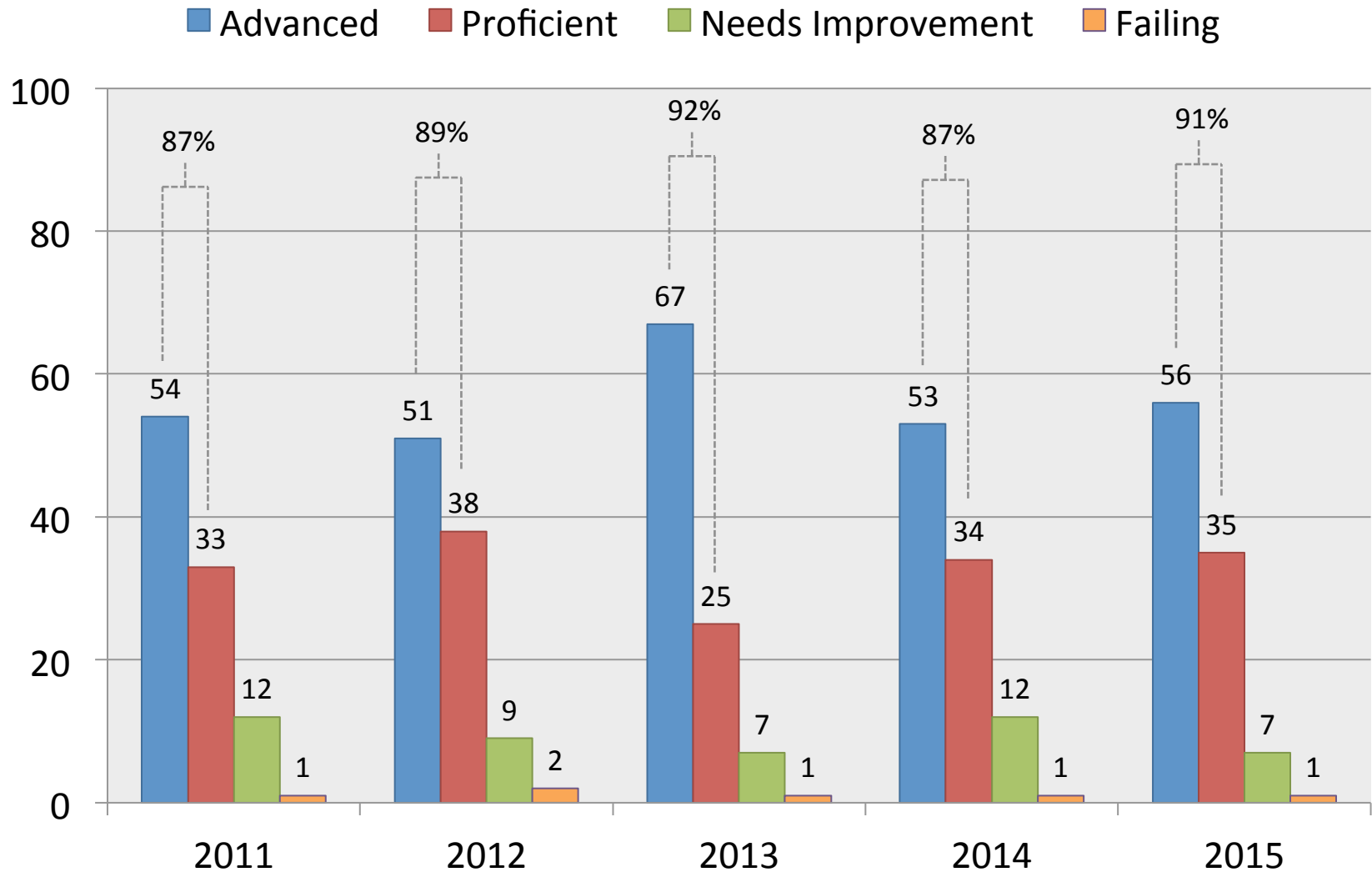
		L5 Exceeded	L4 Met	L3 Approached	L2 Partially Met	L1 Did Not Meet
ELA 9	H	23	45	22	9	2
	S	1	21	28	33	17
Algebra 1	H	0	16	41	35	7
	S	1	21	28	33	17
Geometry	H	4	49	38	8	1
	S	1	12	17	25	45
Algebra 2	H	0	0	12	42	46
	S	1	12	17	25	45
ELA 11	H	16	32	23	17	12
	S	10	29	22	19	19

Student Achievement Distribution (%) – L5 and L4 are considered College & Career Ready

MCAS – About the Assessment

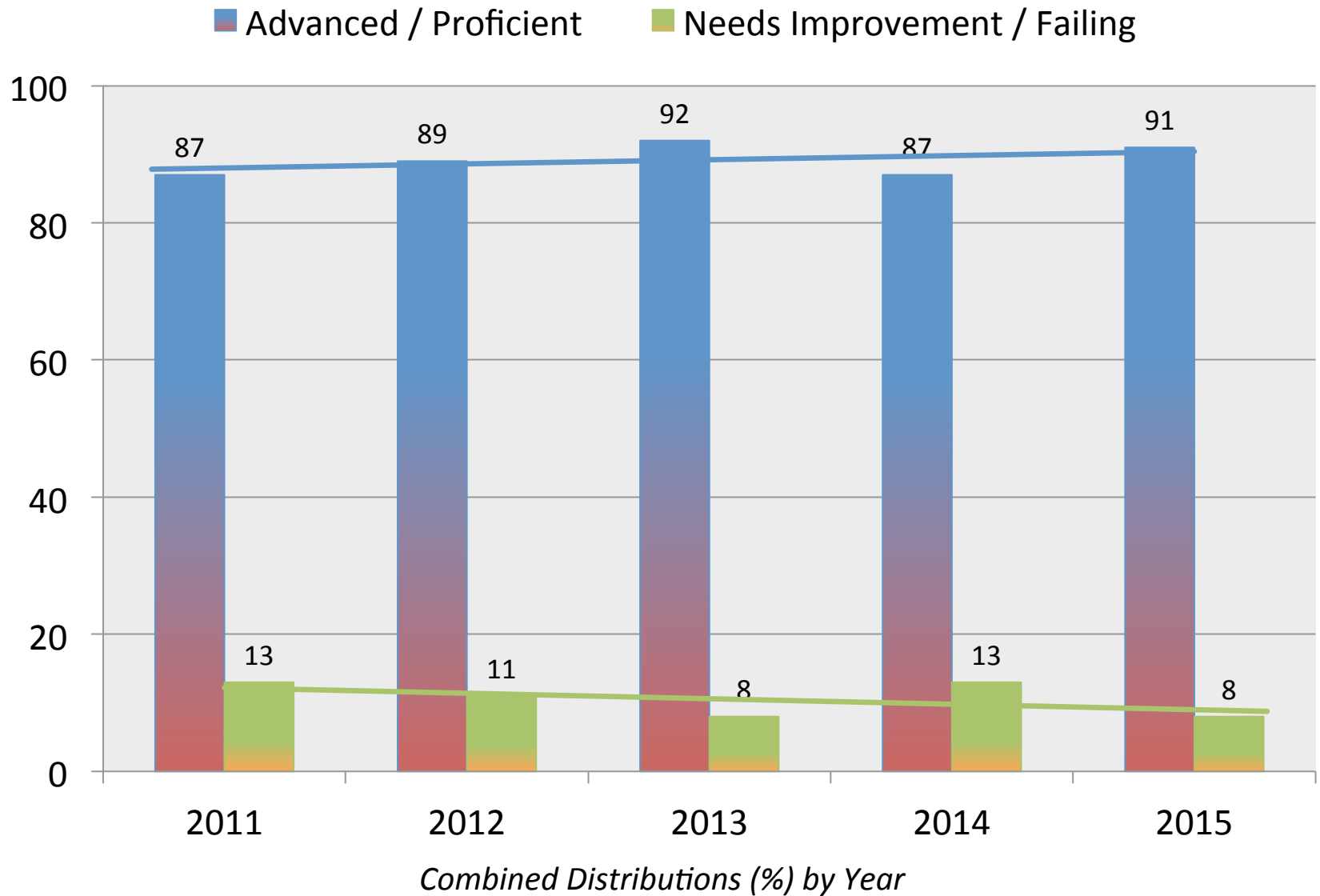
- Designed to address the Education Reform Act of 1993
- Paper & pencil assessment
- Multiple-choice, open-response, long composition
- Achievement levels
 - Advanced [260 – 280]
 - Proficient [240 – 258]
 - Needs Improvement [220 – 238]
 - Warning/Failing [200 – 218]
- Advanced and Proficient are “College & Career Ready”
- Math (10), Science (9), ELA (10)

MCAS – Math

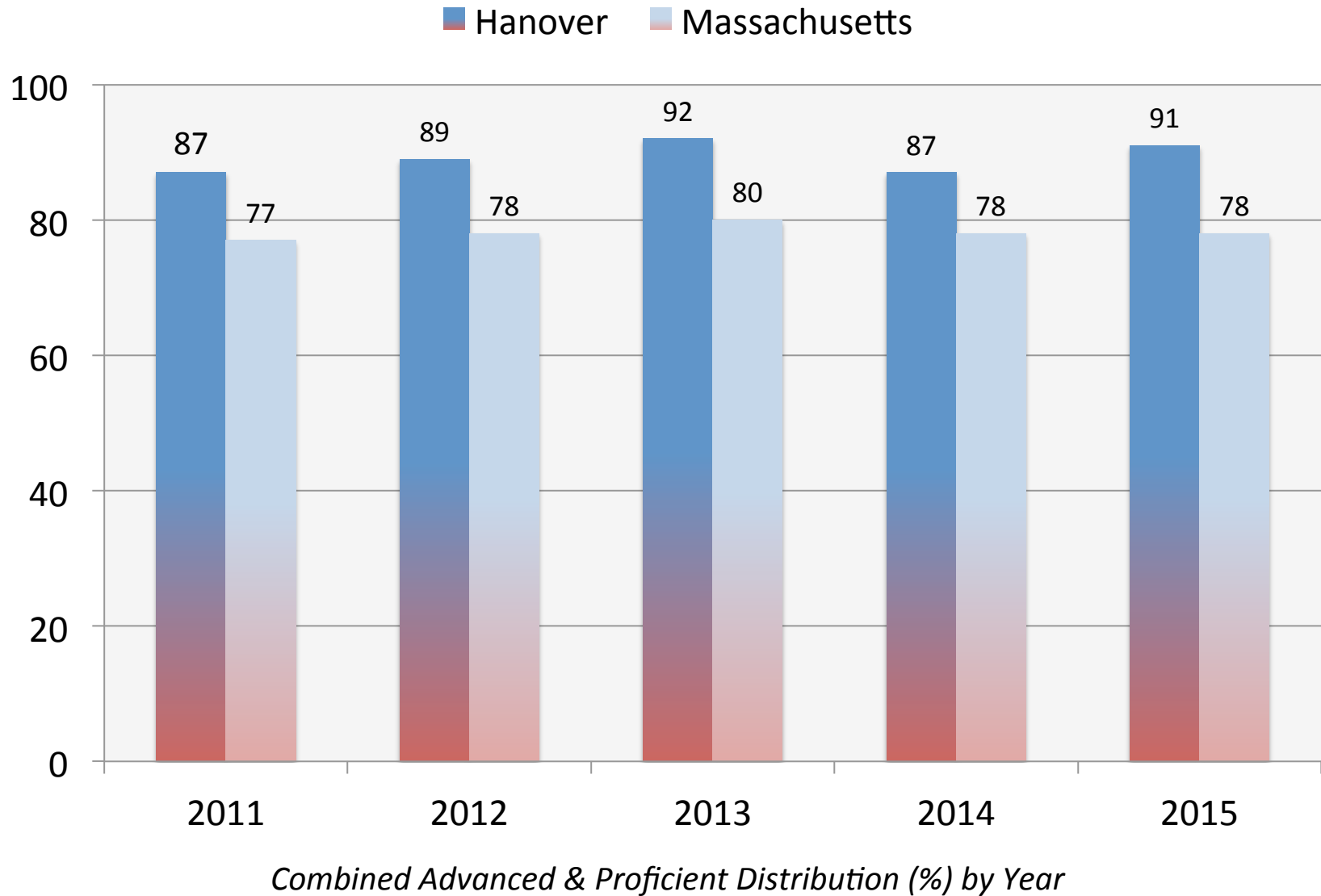


Student Achievement Distribution (%) by Year

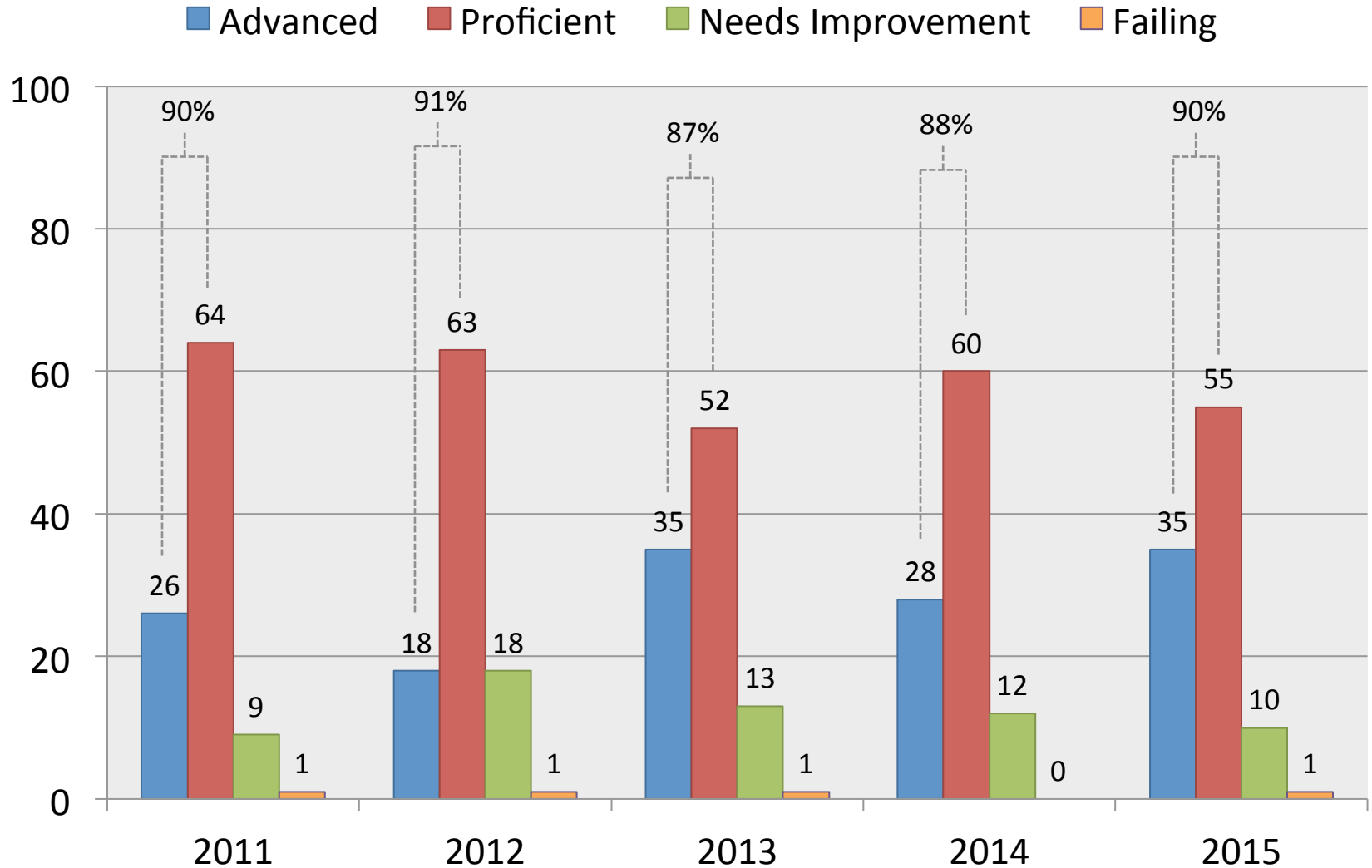
MCAS – Math



MCAS – Math: State Comparison

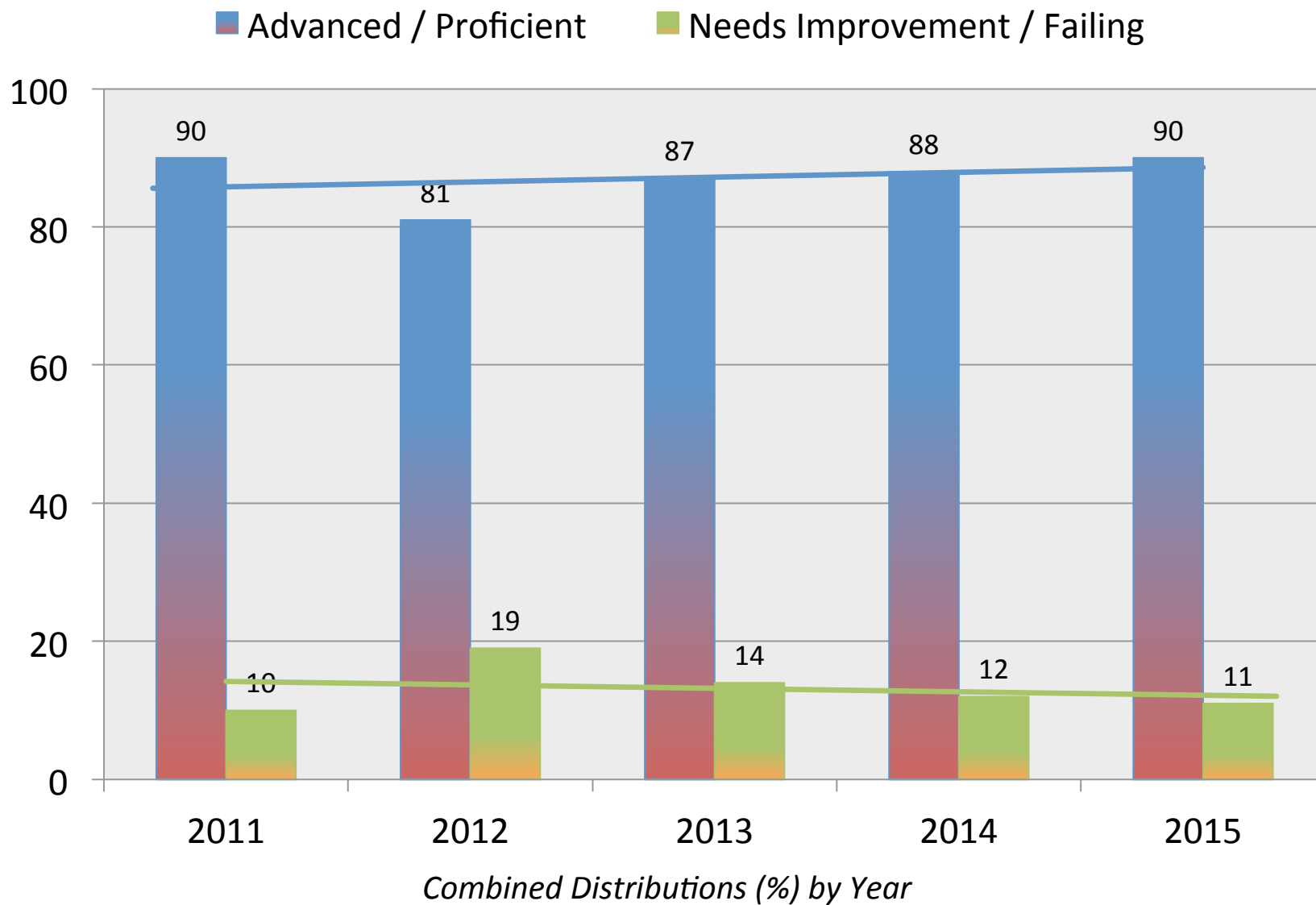


MCAS – Science

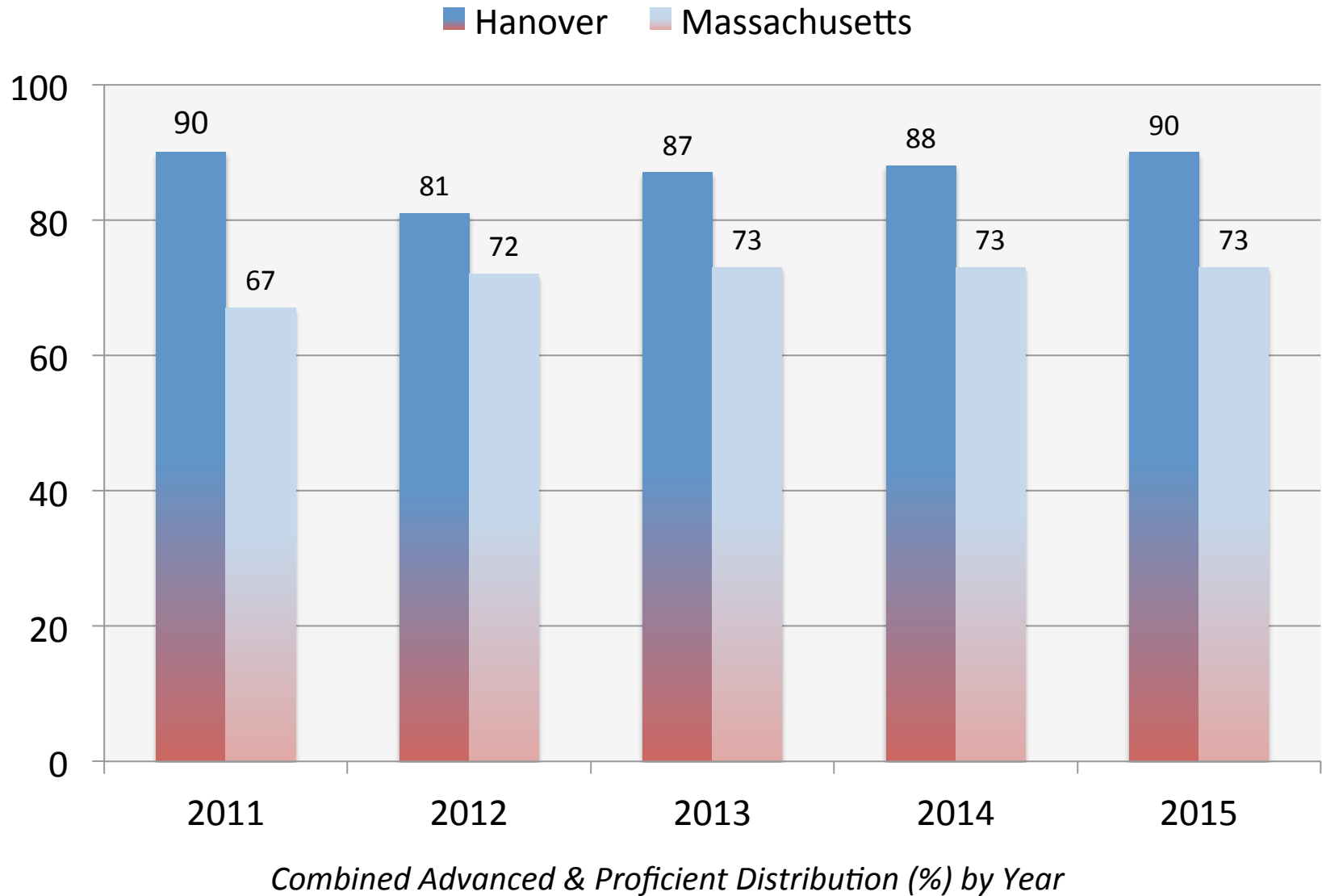


Student Achievement Distribution (%) by Year

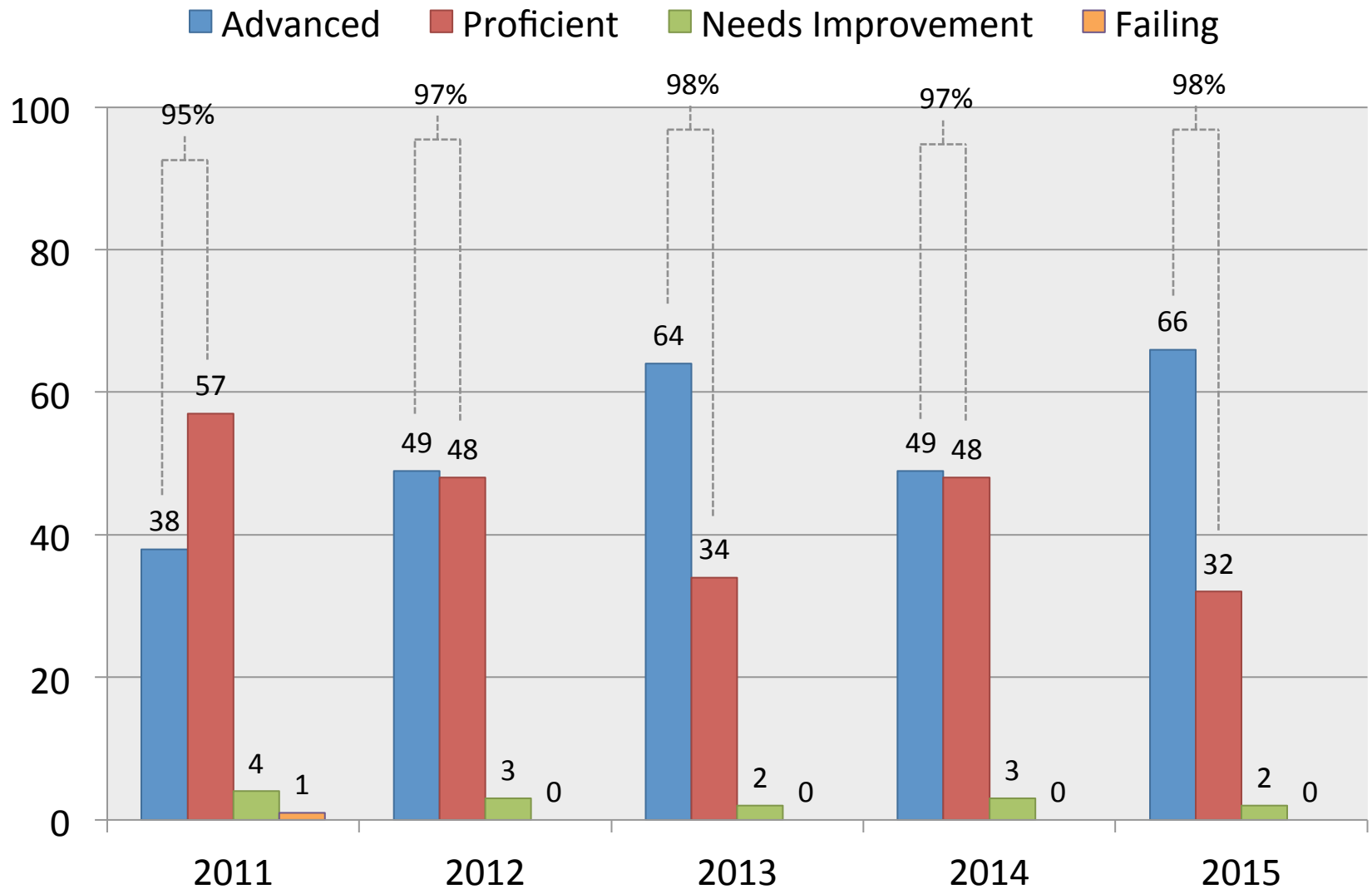
MCAS – Science



MCAS – Science: State Comparison

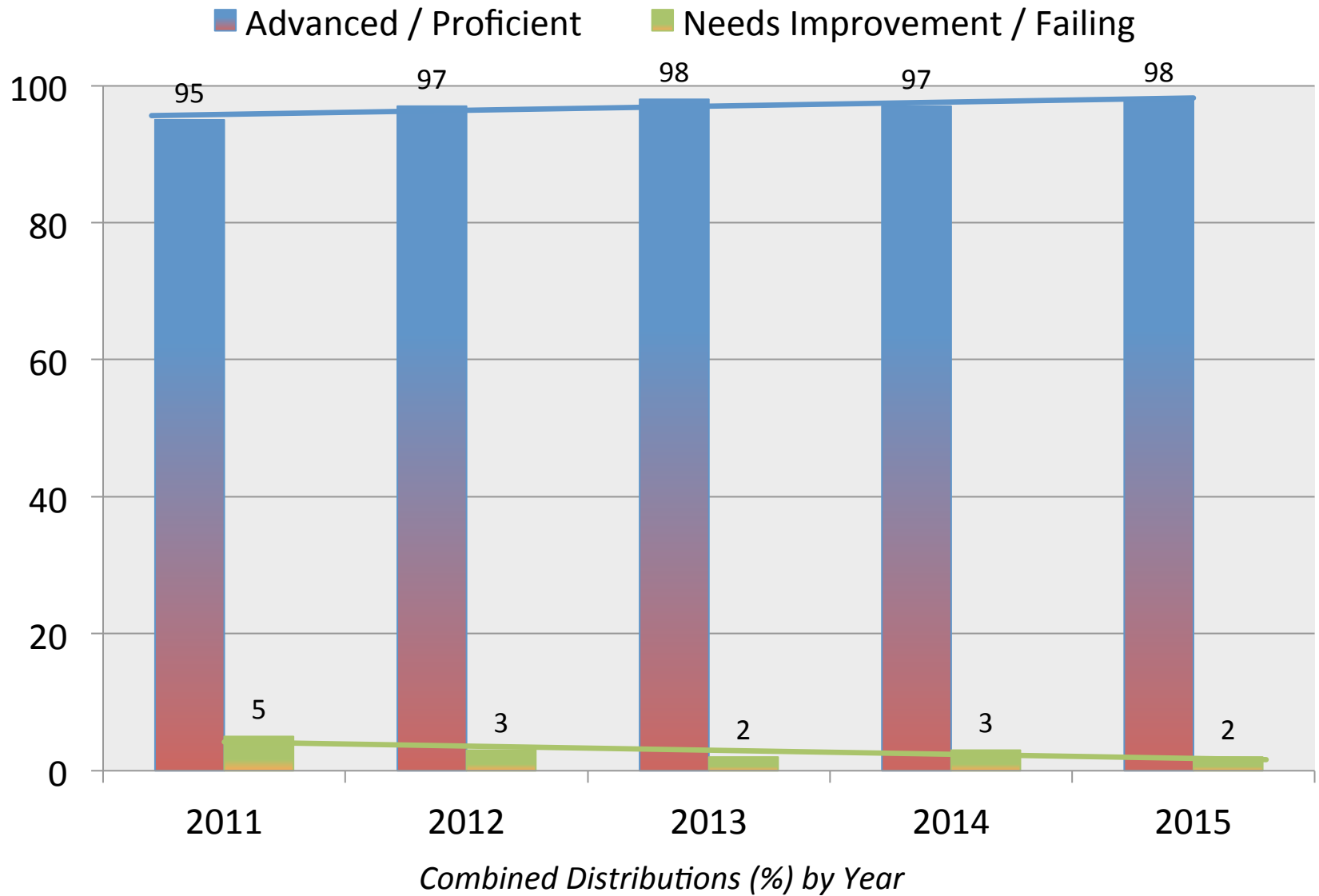


MCAS – ELA

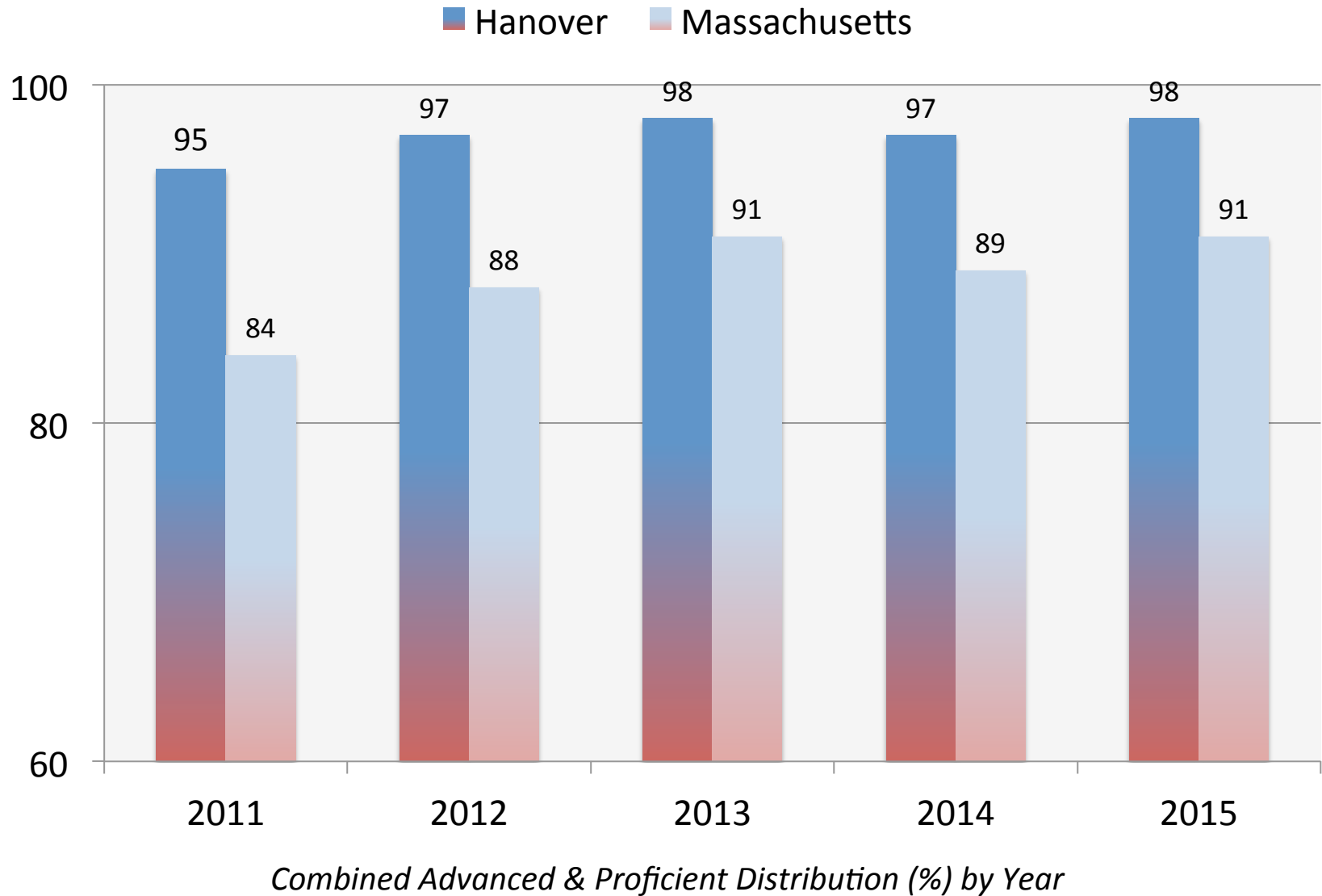


Student Achievement Distribution (%) by Year

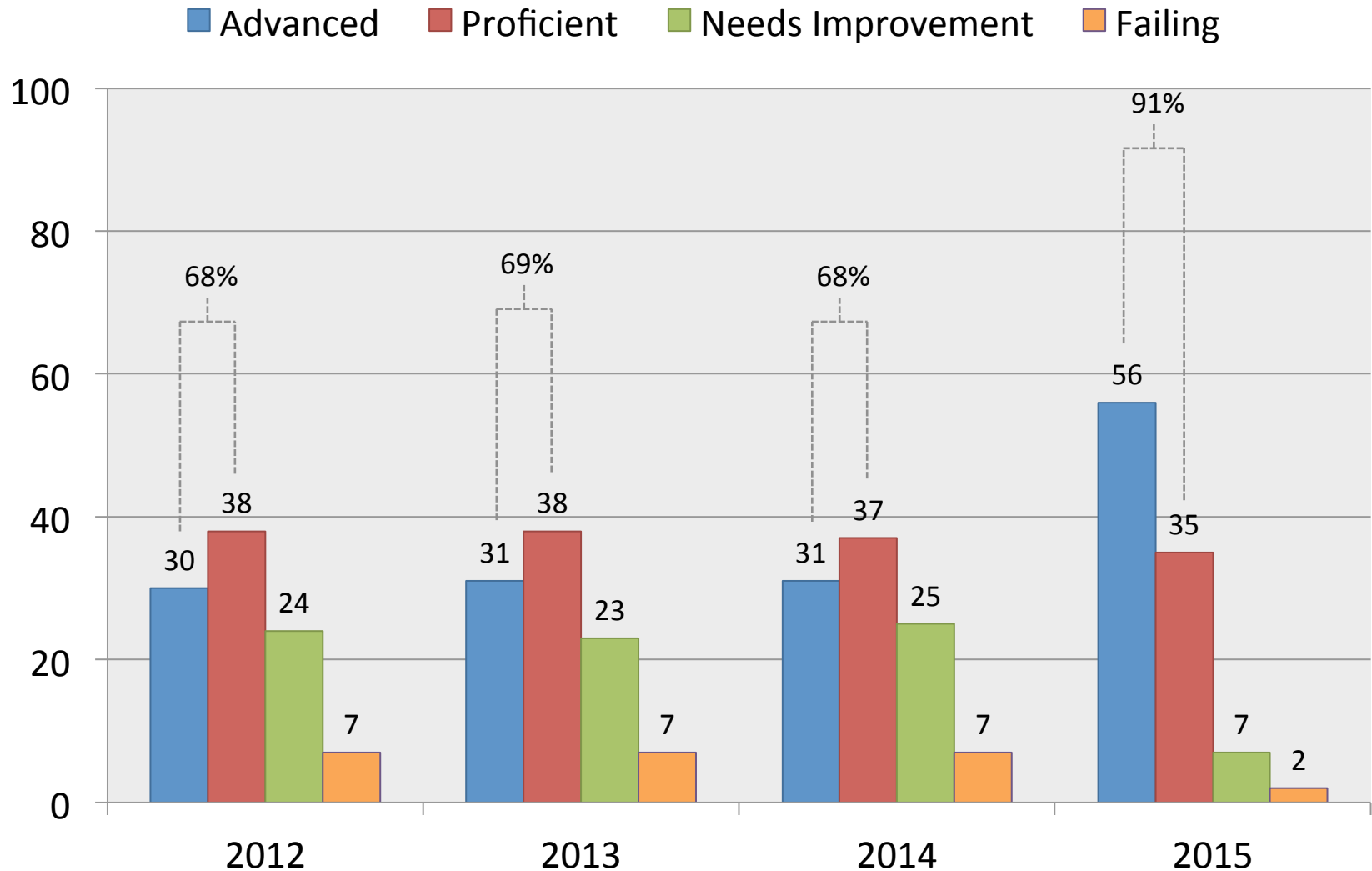
MCAS – ELA



MCAS – ELA: State Comparison

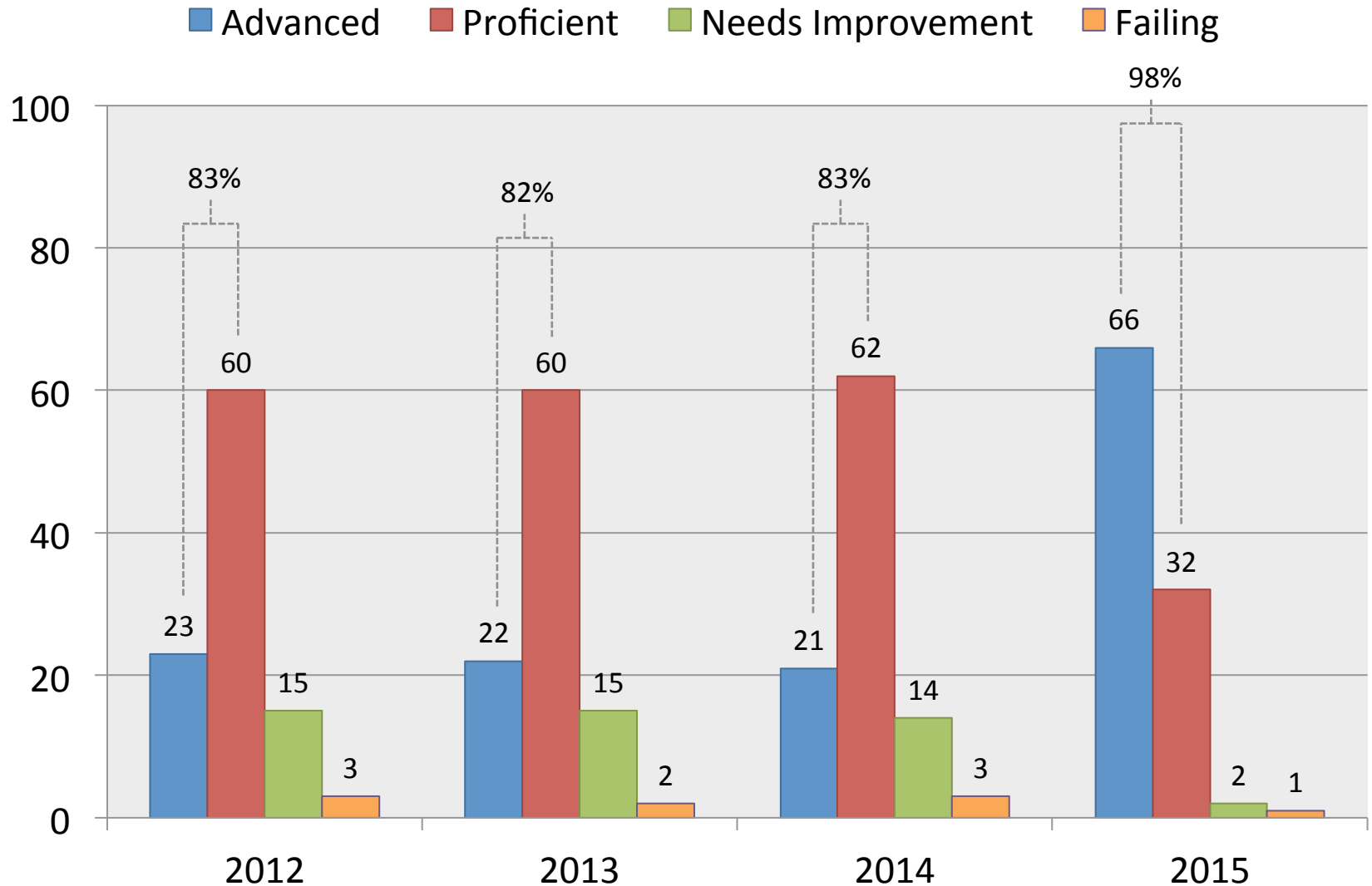


MCAS – Math (all grades 3–10)



Student Achievement Distribution (%) by Year

MCAS – ELA (all grades 3–10)



Student Achievement Distribution (%) by Year

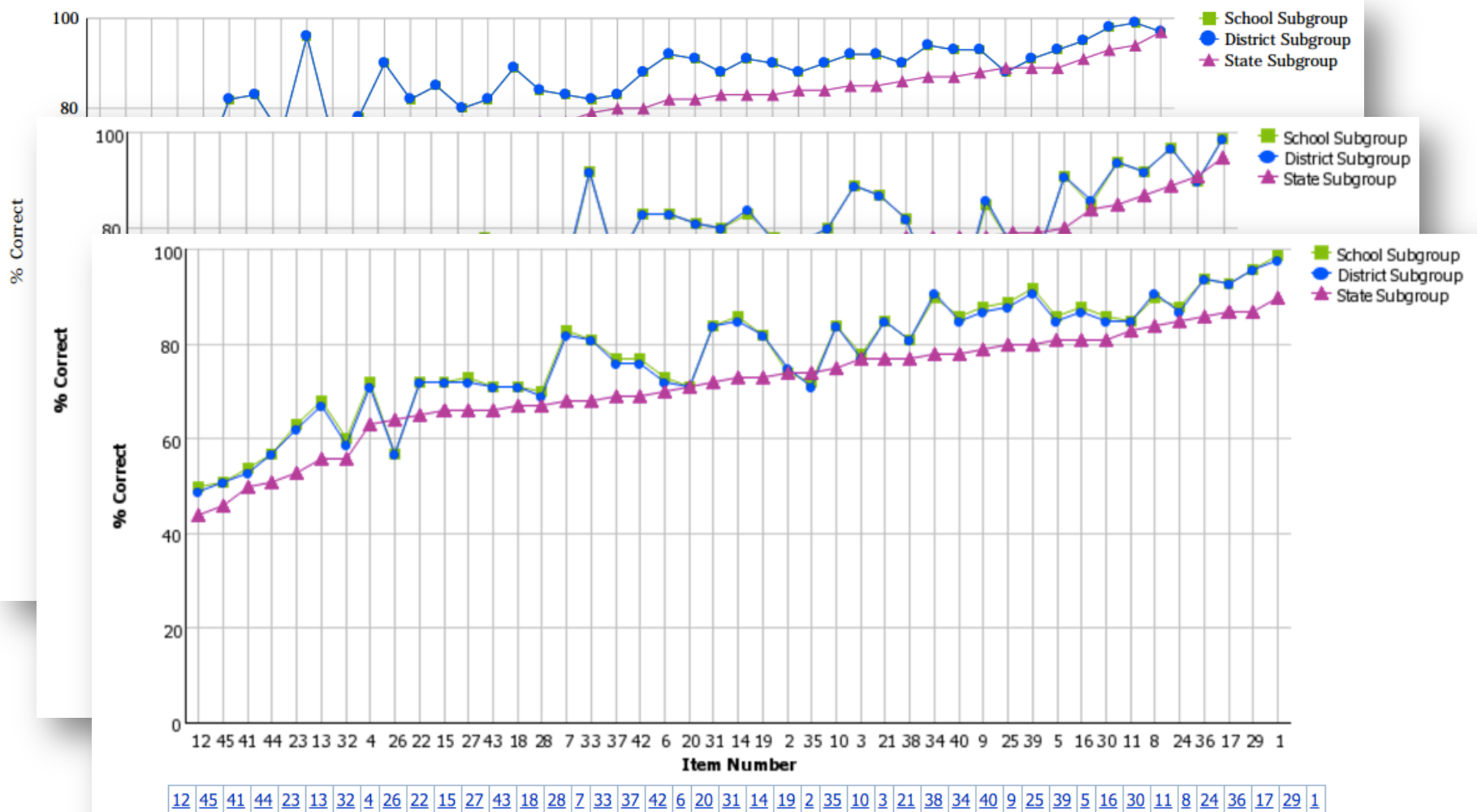
MCAS – Standards & Topics

All Students (193)

Standards: MA 2011 Standards

	Possible Points	School % Correct	District % Correct	State % Correct	School/ State Diff
Mathematics					
All items	60	71%	71%	68%	3
Question Type					
Multiple Choice	32	77%	77%	74%	3
Open Response	24	65%	64%	60%	5
Short Answer	4	69%	69%	68%	1
Strand / Topic					
Arithmetic with Polynomials and Rational Expressions	1	58%	58%	65%	-7
Perform arithmetic operations on polynomials.	1	58%	58%	65%	-7
Building Functions	6	65%	65%	59%	6
Build a function that models a relationship between two quantities.	6	65%	65%	59%	6
Congruence	1	80%	80%	75%	5
Experiment with transformations in the plane.	1	80%	80%	75%	5
Creating Equations	5	50%	50%	49%	1
Create equations that describe numbers or relationships.	5	50%	50%	49%	1

MCAS – Item Analysis



MCAS – Examining Questions

2015, English Language Arts - Grade 10

Question 16: Multiple-Choice

Reporting Category: Reading

Topic: 13 - Nonfiction

Standard: CCSS.ELA-Literacy.CCRA.R.1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

View Reading Selection

According to paragraph 2, what must accompany the personal traits of a physician?

- ✓ A. a good education
- B. a supportive family
- C. approval from the gods
- D. popularity in the community

16

MC

CCRA

88

4

5

3

A

The Law of Hippocrates

- 1 MEDICINE is of all the arts the most noble; but, owing to the ignorance of those who practice it, and of those who, inconsiderately, form a judgment of them, it is at present far behind all the other arts. Their mistake appears to me to arise principally from this, that in the cities there is no punishment connected with the practice of medicine (and with it alone) except disgrace, and that does not hurt those who are familiar with it. Such persons are like the figures which are introduced in tragedies, for as they have the shape, and dress, and personal appearance of an actor, but are not actors, so also physicians are many in title but very few in reality.
- 2 Whoever is to acquire a competent knowledge of medicine, ought to be possessed of the following advantages: a natural disposition; instruction; a favorable position for the study; early tuition; love of labour; leisure. First of all, a natural talent is required; for, when Nature leads the way to what is most excellent, instruction in the art takes place, which the student

Topic

y Ideas and Details

raft and Structure

y Ideas and Details

raft and Structure

raft and Structure

raft and Structure

ocabulary Acquisition and Use

y Ideas and Details


y Ideas and Details

raft and Structure

y Ideas and Details

MCAS – Student Responses

2015, Biology - High School

 Question 44: Open-Response

Reporting Category: Genetics

Standard: 3.5 - Describe how Mendel's laws of segregation and independent assortment can be observed through pea plants

Scoring Guide - Score Point 4

In a particular pea plant, the gene with two alleles (G) is dominant to the gene with two alleles (g).

a. Using the alleles G and g, draw a Punnett square for this trait.

b. Draw a Punnett square for this trait.

c. Using the alleles G and g, draw a Punnett square for this trait.

2.) The genotype of a plant that is heterozygous for this trait is Gg.

b.)

	G	g
G	GG	Gg
g	Gg	gg

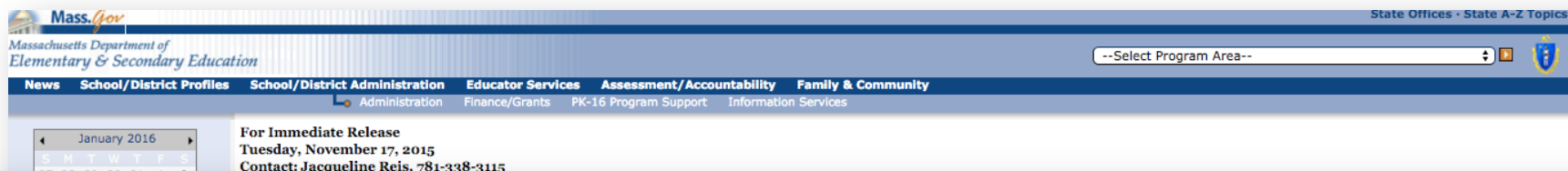
C.) The Law of Segregation states that for each trait, the offspring receives two alleles - one from each parent. Just because the parents have a particular trait, it doesn't mean that the offspring will too. This is because the alleles segregate from each other, and you only receive one from each parent. Heterozygous

SIP: Goal 2 – Teaching & Learning

To continue to develop a school-wide general assessment plan that provides a scope and sequence for:

- Common assessments and district-determined measures to gauge student learning, growth, and achievement

What's Next?



- Award a new MCAS contract to include a next-generation assessment for English language arts and math using both PARCC items and items specific to Massachusetts;
- Commit to computer-based state assessments with the goal of implementing this statewide by spring 2019;
- Remain a member of the PARCC consortium with access to high-quality assessment development, cost-sharing with other states and the ability to compare next-generation MCAS results with those of other states' assessments; and
- Convene groups of K-12 teachers, higher education faculty and assessment experts to advise ESE on the content, length and scheduling of statewide tests; testing policies for students with disabilities and for English language learners; the requirements for the high school competency determination (currently the 10th grade MCAS); and the timeline for reinstating a history and social science test.

who took PARCC in spring 2015 will receive their child's test scores in late November or early December. The state will release accountability determinations for schools and districts in December.

For more information on Massachusetts' two-year tryout of PARCC, please see <http://www.doe.mass.edu/parcc/>.
