



# Illinois State Board of Education

James T. Meeks, Chairman

Tony Smith, Ph.D., State Superintendent of Education

Dear Families,

As you are aware, this is the first year you are receiving Partnership for Assessment of Readiness for College and Careers (PARCC) test results. The PARCC assessment serves as an "educational GPS system," designed to measure students' current performance. It will point the way to what students need to learn in order to be ready for the next grade level, high school graduation, and for college or a career.

The PARCC test is aligned to the Illinois Learning Standards, which are focused on critical thinking and real world application. The PARCC test is not an "additional" test. It replaces the former state tests with one that is better aligned to the new standards teachers are using in the classroom.

The score report is designed to let you know how your child is progressing academically. The information in the score reports is designed to provide feedback about current performance in relation to the standards. We expect that the more detailed information provided by the score reports and supporting materials will lead to strong engagement between parents, teachers, and students in support of student learning.

It may appear that performance is lower than on prior tests. It is important to keep in mind that these are new, more rigorous tests that emphasize critical thinking and problem solving in the content areas. This was also the first time many students took a computer-based assessment and they may have encountered technical glitches. As a result, an individual's performance may not be fully representative. We encourage you to look at multiple sources of student work when making educational decisions about your child.

These results are a new baseline from which we can move forward. We fully expect student performance to improve as students and teachers gain the skills and knowledge needed to master these higher standards and as the technology becomes a more familiar tool. We must celebrate the good work our teachers and schools are doing to teach the new content critical for their future success. We all understand that no test can ever fully capture the skills and abilities of a great teacher or the extraordinary benefits and positive impact of a great school. Tests are one measure to help track our progress. Along with other indicators, tests help give us a sense of where and how we are succeeding and where and how we must improve. The PARCC assessment is designed to give schools and teachers more information to support improvement and differentiation in instruction.

Sincerely,

A handwritten signature in black ink, appearing to read "Tony Smith".

Tony Smith, Ph.D.  
State Superintendent of Education

**VISIT THE FOLLOWING WEBSITES FOR MORE INFORMATION:**

**ISBE PARCC PLACE** at [www.isbe.net/parcc-place](http://www.isbe.net/parcc-place)

**ISBE PARCC Score Toolkit** at [www.isbe.net/hot-topics.htm?col2=open#toolkit](http://www.isbe.net/hot-topics.htm?col2=open#toolkit)

**PARCC Online** at [www.parcconline.org/resources/parent-resources](http://www.parcconline.org/resources/parent-resources)

**UNDERSTAND THE SCORE** at [www.understandthescore.org/](http://www.understandthescore.org/)

## Background of the ELA / Literacy Performance Level Descriptors (PLDs)



### Performance Levels for Reading

The development of the PLDs for **reading** reflects the standards' emphasis on a student's ability to find text-based evidence for generalizations, conclusions, or inferences drawn from text. For the

**Reading Claim**, the performance levels at each grade are determined by three factors:

- **Text complexity** – the complexity of the text associated with items
- **Accuracy** – the level of accuracy that students have demonstrated in their analysis of text and depth of understanding
- **Evidence** – the quality of evidence that students use to support their inferences about text

There are a number of different combinations of these three factors that will generate a given performance level for each student. Thus, there are multiple ways to arrive at each performance level.



### Performance Levels for Writing

For the **Writing Claim**, PLDs are written for the two sub-claims:

- **Written expression**
- **Knowledge of language and conventions**

Factors that determine each performance level for Writing include **development** of ideas, ability to draw **evidence** from one or more sources, **organization**, and **command** of grammar and usage.

## Performance Level Summary for 11<sup>th</sup>-Grade ELA/Literacy Overview

An abbreviated version of the grade-level PLDs for Reading and Writing are below. (Some of the descriptors have been changed in order to clarify the language and intent of the PLDs.) **For more information and a full version of the PLDs, visit <http://parconline.org/assessments/test-design/ela-literacy/ela-performance-level-descriptors>.**

**Level 2** – A student who achieves at Level 2 partially meets expectations of the grade-level standards for Reading, Writing, and Language and will need academic support to succeed in higher education courses requiring college-level reading and writing. The student demonstrates a minimally accurate analysis of a range of complex texts, showing minimal understanding when referring to textual evidence. In Writing, the student provides limited development of ideas, including when drawing evidence from multiple sources, and demonstrates limited organization. The student demonstrates limited command of the conventions of grammar and usage.

**Level 3** – A student who achieves at Level 3 approaches expectations of the grade-level standards for Reading, Writing, and Language and will likely need academic support to succeed in higher education courses requiring college-level reading and writing. The student demonstrates a somewhat accurate analysis of a range of complex texts, showing minimal understanding when referring to textual evidence. In Writing, the student provides partial development of ideas, including when drawing evidence from multiple sources, and demonstrates some organization. The student demonstrates partial command of the conventions of grammar and usage.

**Level 4** – A student who achieves at Level 4 meets expectations of the grade-level standards for Reading, Writing, and Language and is prepared to succeed in entry-level, credit-bearing content area higher education courses requiring

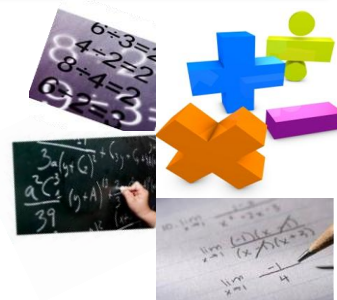
college-level reading and writing. The student demonstrates a generally accurate analysis of a range of complex texts, showing basic understanding when referring to textual evidence. In Writing, the student provides adequate development of ideas, including when drawing evidence from multiple sources, and demonstrates organization. The student demonstrates moderate command of the conventions of grammar and usage.

**Level 5** – A student who achieves at Level 5 exceeds expectations of the grade-level standards for Reading, Writing, and Language and is well prepared to succeed in entry-level, credit-bearing content area higher education courses requiring college-level reading and writing. The student demonstrates a mostly accurate analysis of a range of complex texts, showing understanding when referring to textual evidence. In Writing, the student provides effective development of ideas, including when using evidence from multiple sources, and demonstrates effective organization. The student demonstrates command of the conventions of grammar and usage.

## *Performance Level Summary for Algebra II*

Performance level descriptors (PLDs) indicate what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards. In mathematics, the performance levels at each grade level are written for each of four assessment sub-claims:

- **Major content**
- **Additional and supporting content**
- **Reasoning**
- **Modeling**



### Level 2

- Performs simple operations with complex numbers.
- Solves problems involving linear, exponential, and quadratic equations.
- Given a graph, identifies key features of polynomial and exponential functions and equivalent expressions.
- Identifies the effects of the transformation  $f(x)+k$ .
- Identifies functions that model arithmetic and geometric sequences.
- Identifies trigonometric values for an angle given a trigonometric value in quadrant 1.
- Identifies characteristics of a sample survey, an experiment, and an observational study. Identifies mean and standard deviation of a given normal distribution. Determines independence.
- Applies mathematics using given assumptions, tools and functions; analyzing relationships; and writing an incomplete algebraic expression or equation.
- Communicates a response, which may be incomplete, illogical, based on faulty assumptions, or include major calculation errors in written justifications.

### Level 3

- Performs operations with complex numbers.
- Solves problems involving linear, exponential, and quadratic equations and systems of equations, using inverses.
- Identifies key features of polynomial and exponential functions, sketches graphs, and creates equivalent expressions. Identifies the effects of the transformation  $f(x)+k$  and  $kf(x)$ . Determines if a function is even or odd.
- Builds functions that model arithmetic and geometric sequences.
- Identifies trigonometric values for an angle given a trigonometric value and quadrant for that angle.
- Identifies a sample survey, an experiment, and an observational study. Fits data to normal distributions. Uses fitted functions to solve problems. Determines conditional probability and independence.

- Applies mathematics illustrating and analyzing relationships between important quantities; writing an incomplete algebraic expression, equation, or function; modifying the model; and interpreting mathematical results in a simplified context.
- Communicates a logical response, which may be incomplete and include minor calculation errors in written justifications. Evaluates the validity of others' approaches and conclusions.

#### **Level 4**

- Solves problems involving trigonometric equations.
- Interprets key features of rational function. Identifies the effects of the transformation  $f(kx)$  and  $f(x+k)$ .
- Builds functions that model trigonometric functions or combinations of functions to solve problems.
- Identifies trigonometric relationships in the unit circle.
- Determines appropriateness of a sample survey, an experiment, and an observational study. Uses sample data to make inferences. Fits exponential functions to data. Uses two-way frequency tables.
- Applies mathematics by making assumptions; mapping and analyzing relationships between important quantities; selecting appropriate tools to create models; writing a clear and correct algebraic expression, equation, or function; improving the model; and interpreting results in context.
- Communicates a precise, logical response in written justifications. Makes mathematical connections and evaluates, interprets, and critiques the validity of others' responses and reasoning.

#### **Level 5**

- Compares key features of trigonometric and logarithmic functions. Applies the Remainder Theorem. Identifies the effects of multiple transformations and changing parameters on functions.
- Describes the relationship between radian measure and subtended arcs.
- Uses sample data to justify and critique inferences and conclusions. Fits trigonometric functions to data. Decides when models fitted to data are inappropriate. Makes changes to statistical study designs. Uses the Addition Rule of probability.
- In real-world problems, analyzes and justifies constraints, relationships, and models.
- Evaluates, interprets, and critiques the validity of others' responses, correcting as necessary. Generalizes a conclusion or provides a counter example.