2015 PARCC/ MCAS Choice

M.A.S.S. Drive-In Conference
Hudson High School, Hudson, MA
May 19, 2014

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MASSACHUSETTS DEPARTMENT OF
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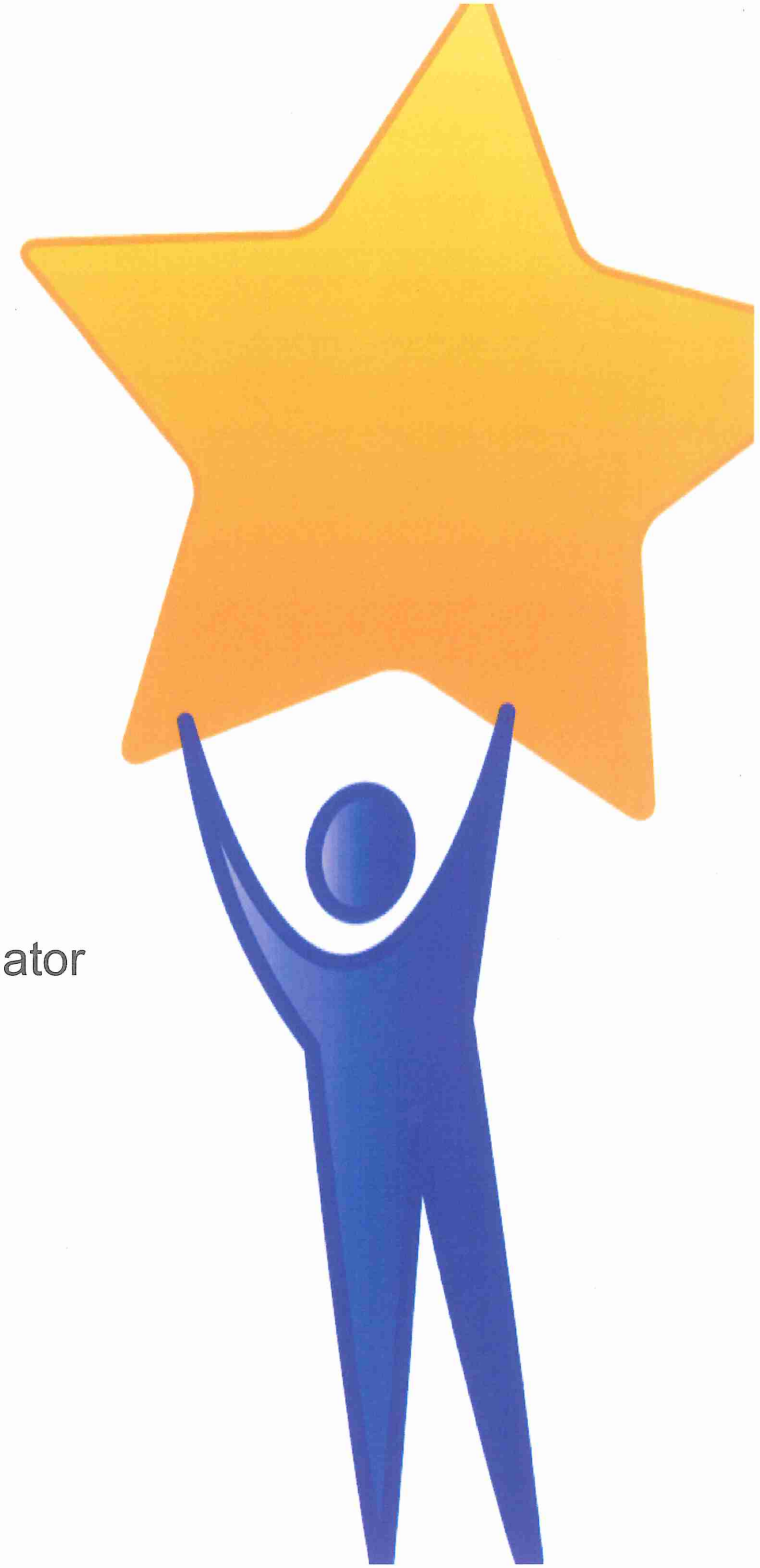
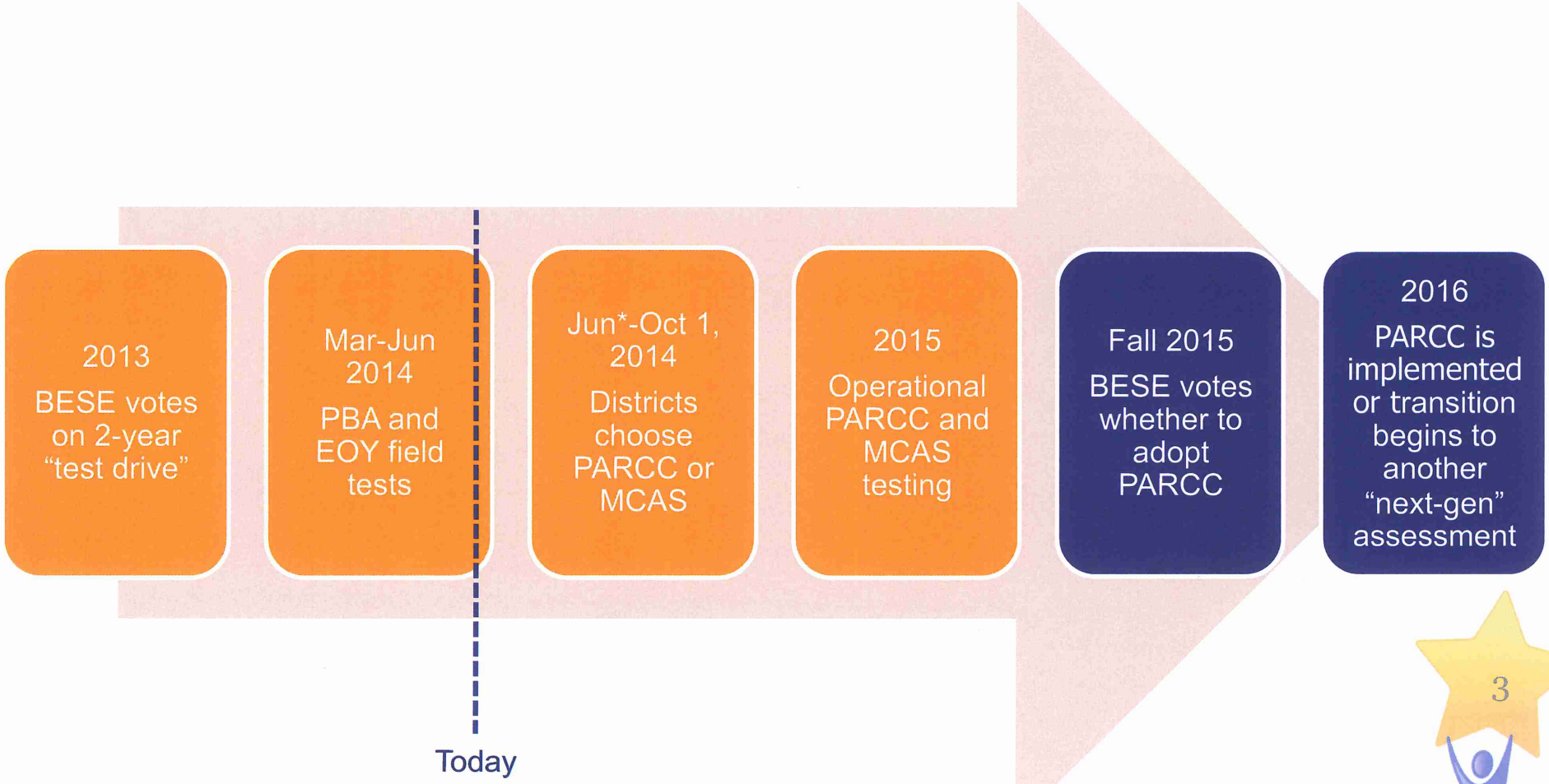


Agenda

1. Welcome and presenter introductions
2. Where we are on the 2-year PARCC "test drive"
3. PARCC field test update and preliminary student and teacher survey data
4. The PARCC/MCAS choice:
   - Why PARCC in 2015?
   - How will choosing PARCC affect our schools?
5. Let's talk

Where We are on the 2-Year PARCC "Test Drive"



*June 30 is PARCC "guarantee" deadline

PARCC Field Test Update

- Most schools in Massachusetts will participate
  - Approx. 81,000 students in 1,050 schools in 345 districts
- March 24 to April 11: Performance Based Assessment (PBA) window completed
  - 41,000 students tested online
  - 17,000 students tested with pencil and paper
- May 5 to June 6: End of Year Assessment window
  - Approx. 33,500 students expected to test online
  - Approx. 14,500 students expected to test with pencil and paper

What did 37,000 Students Say about Taking PARCC Online?

- The majority of students expressed a preference for the online tests over paper-and-pencil tests (74% ELA, 56% Math)
- All or most test questions asked students about things they had learned in school this year (87% in ELA, 70% in math)
- 28% reported that the ELA test was more difficult than their school work; 61% of students reported that the math test was more difficult
- 83% (Math) to 94% (ELA) of students responded that they had enough time!
- Two out of three of students took one or more practice tests on a computer or tablet to get ready

What did 37,000 Students Say about Taking PARCC Online?

- Approximately 87% use a computer or tablet on at least a weekly basis at home
- Approximately 60% use a computer or tablet on at least a weekly basis in school
- The vast majority (87%) of students taking the ELA PBA found it "easy to type answers;" for math, 58% founding typing "easy" – but 41% found it "hard"
- Almost half of students (46%) reported a technology problem during the math test, compared to 31% in ELA
- Students overwhelmingly found it easy to navigate and use the embedded "accessibility tools"

371 Online PARCC Field Test Administrator Survey Highlights

- 81% had never before administered a computer based test
- Most students were able to complete the test without needing the additional time allotted (sessions were 40-80 minutes)
  - 29% said **none** of the students in their class needed additional time; 44% said less than 1/3rd needed additional time; 28% said about half to the majority needed the additional time
- 48% said the training did not prepare them to solve basic problems related to technology; 46% agreed that the training was adequate

Fewer than 1% of Students "Opt Out"

- Questions about student opt-outs were fielded from 43 districts; however, only 86 students were recorded as opting out during the online PBA Field Tests
  - This represents 0.2% of 41,000 students tested online
  - Perhaps some of the 319 students who were absent were "opting out," however, even if every absence not recorded as "medically necessary" were included, the maximum percent "opting out" would still be fewer than .75%
- Parental opt outs are not allowed on state tests
- Many PARCC states are experiencing far greater resistance to implementation of new standards and assessments than is Massachusetts

The PARCC/MCAS Choice: Why PARCC in 2015?

- So why should a district elect to administer PARCC instead of MCAS in spring 2015?
  - Students participating in PARCC will have a head start on experiencing a next generation assessment – the type of assessment that all schools must administer beginning with the 2015/2016 SY
  - Districts that choose to administer PARCC in spring 2015 will be able to do so at *"NO RISK"* – they will have their 2015 accountability levels "held harmless"

The PARCC/MCAS Choice: Why PARCC in 2015?

- So why should a district elect to administer PARCC instead of MCAS in spring 2015?
  - PARCC will provide both a paper and online version of its assessments next year.
  - Students will take either PARCC or MCAS next year; generally speaking, there will be no double-testing
  - PARCC will not cause any interruption in a district's ability to use student growth percentiles (SGPs) for educator evaluation.

The PARCC/MCAS Choice: Why PARCC in 2015?

2014	May	▪ **Early May**: First of weekly conference calls to give districts information about choice ▪ **May 19**: M.A.S.S. Drive-in Conference and release of PARCC/MCAS choice tool
2014	June 30	▪ **CHOICE 1st Deadline**: Districts interested in choice 'guarantee' submit decision (PARCC or MCAS for grades 3-8) for spring 2015*
2014	July	▪ One-day workshop for districts administering PARCC online in 2015
2014	October	▪ **October 1**: **CHOICE Final Day**: Districts submit decision (PARCC or MCAS) for spring 2015, pending availability ▪ **October 31**: Final decision for PARRC online or paper test administration
2015	Winter	▪ PARCC and MCAS trainings ▪ Data uploads for online PARCC testing
2015	Spring	▪ PARCC and MCAS test administrations (see dates below)

MCAS 2015 Testing Dates
- ELA testing window: March 23-April 6
- Math and G5/G8 STE testing window: May 4-May 19
- HS STE testing window: June 2-5

PARCC 2015 Testing Dates (tentative)
- Performance-Based Assessment: March 16-April 10 for computer-based testing; March 23-April 3 for paper-based testing
- End-of-Year: May 4-29 for computer-based testing; May 11-22 for paper-based testing

* Grades 9 and 11 are optional and subject to appropriation

Test Drive: Yr 1: 2014 Field Test
Yr 2: 2015 Operational Test

- 2014 Field Test: About 15% of students in grades 3-11 "tested the test" – assessing test items and online/paper test delivery
- 2015 PARCC Operational Test: All students within a district that selects PARCC in grades 3-8 and possibly some in grades 9 & 11 will take the new assessments
  - Each school will administer PARCC either online OR on paper in both English Language Arts and Mathematics
  - Students in grades 5, 8, and high school will also continue to take the MCAS Science and Technology/Engineering tests.

Test Drive: Yr 1: 2014 Field Test
Yr 2: 2015 Operational Test

	Spring 2014 PARCC Field Test	Spring 2015 PARCC Operational Test
Choice of PARCC or MCAS	Districts were randomly sampled to participate. Districts taking the Performance-Based Assessment had a choice to also take MCAS, or exempt students from MCAS.	Districts will choose either PARCC or MCAS, not both. Separate choices will be made for Grades 3-8 and for grades 9 & 11. Grade 10 MCAS continues to be required.
Student Participation	In participating districts, students from a small number of classrooms were randomly selected to take parts of the ELA or Mathematics test, not the entire test.	All students in grades 3-9 and 11 selected to participate will take the complete PARCC tests in both ELA and Mathematics.
Test Format	Schools were assigned to take either the paper version or the online version of the assessments.	Districts administering PARCC will have the opportunity to select whether students will take the paper or online version of the assessments.
Performance Results	No district, school, or student-level results were produced.	District, school, and student-level results will be produced and publicly reported.
Student Rosters	District or school personnel were required to load classrooms of students into PearsonAccess using the student data upload process.	The Department will upload all students enrolled as of the October 2014 SIMS. Schools will only need to add or remove any students who were not reported on the October 1 enrollment report.
Technology	Online delivery: TestNav 8.0 (1st administration).	Online delivery: TestNav 8.0 (with more functionality to enhance usability and accessibility).

"Hold Harmless" Approach for Schools Administering PARCC

- Will accountability reporting be different in 2015?
  - Yes, but only for schools that administer PARCC. Their level will stay the same or improve from 2014, but cannot decline. Protocols will be followed that ensure PARCC 2015 results do not disadvantage school accountability classifications in 2016, 2017, and 2018 as well.
  - Schools administering MCAS will be classified into a level as usual, and will not be held harmless.

"Hold Harmless" Approach for Schools Administering PARCC

- Will data be reported for a school that chooses PARCC?
  - Yes, ESE will report assessment and accountability data for all schools, whether they administer MCAS or PARCC
  - Using a representative sample, ESE will use "equipercentile linking" to compare and publish achievement levels and CPI scores based upon 2015 MCAS and PARCC results for each school
  - ESE will calculate reliable student growth percentiles (SGPs) for schools that administer PARCC

"Hold Harmless" Approach for Schools Administering PARCC

- What will hold harmless look like in practice?
  - Below are three hypothetical examples of 2015 accountability determinations for schools that participate in PARCC in spring 2015

	2014				2015				
	Cumulative PPI		School Percentile	Level	Cumulative PPI		School Percentile	Level – Effect without Hold Harmless	Level - Effect with Hold Harmless
	All students	High needs			All students	High needs			
School A	78	76	45	Level 1	76	70	43	Level 2 *(declines)*	Level 1 *(remains the same)*
School B	85	68	24	Level 2	74	73	17	Level 3 *(declines)*	Level 2 *(remains the same)*
School C	73	70	19	Level 3	77	71	24	Level 2 *(improves)*	Level 2 *(improves)*

PARCC: Anticipated Decision Criteria

- RIGOR
  - First round: Fall 2014 based upon field tests
  - Second round: Fall 2015 – MCAS/PARCC comparison
- QUALITY
  - Items are aligned with full range of standards and full continuum of student performance: Ongoing
  - Provides valid and reliable assessment of students' knowledge, skills and abilities: Fall 2015
- COVERAGE
  - Provides measures of student performance on all standards, including the hardest to assess

+ TECHNOLOGY Readiness and Paper Option

Let's talk

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2015	Why PARCC in 2015?
PARCC	Key Training and Decision Dates
MCAS	Field Test vs. Operational Test
CHOICE	Holding Districts "Harmless"

2015
PARCC
MCAS
CHOICE

PARCC or MCAS in Spring 2015?
Why districts should choose to administer PARCC

In November 2013, the Massachusetts Board of Elementary and Secondary Education endorsed a two-year "test drive" of a new, high quality, 21st century student testing program called PARCC (Partnership for Assessment of Readiness for College and Careers).

PARCC is aligned to the 2010 Massachusetts Curriculum Frameworks in English Language Arts and Mathematics, which incorporate the Common Core State Standards. PARCC has the potential to deliver clearer signals to schools, colleges, employers, and parents about students' readiness for the next grade level and, in high school, readiness for college and careers.

This year (2013-14) in Year 1 of the two-year tryout, more than 81,000 students in Massachusetts are participating in a PARCC field test. The lessons we learn about the test items and the new technology platform used for the online administration will help us to refine PARCC and make it a better assessment for when it counts next year.

Next year (2014-15) in Year 2 of the tryout, districts in Massachusetts will have the choice to administer either PARCC or MCAS (with the exception that all high school students through at least the class of 2018 must continue to pass the grade 10 / high school MCAS tests in ELA, Mathematics, and Science and Technology/Engineering to satisfy the state graduation requirement).

So why should a district elect to administer PARCC instead of MCAS in spring 2015?

1. **Students:** Students participating in PARCC will have a head start on experiencing a next generation assessment system which is aligned to our new learning standards and could replace MCAS in two years.

2. **Accountability:** Districts that choose to administer PARCC in spring 2015 will have their 2015 accountability levels "held harmless." That means a district's accountability level can only improve or remain the same based on student performance on PARCC – it cannot decline from its 2014 level next year.

3. **Paper vs. Online PARCC:** PARCC will provide both a paper and online version of its assessments next year. We will allow districts choosing to administer PARCC in spring 2015 the opportunity to select the format that best fits their profile based on technology readiness and comfort with the online format. The paper version of PARCC provides a great way to enable students to experience the new test.

4. **No Double-Testing:** Students will take either PARCC or MCAS next year; generally speaking, there will be no double-testing of students in spring 2015.

5. **Educator Evaluation:** PARCC will not cause any interruption in a district's ability to use student growth percentiles (SGPs) for educator evaluation. SGPs are calculated using a relative comparison of each student with his or her "academic peers." With a sufficiently representative sample, we can reliably calculate SGPs when a student takes MCAS one year and PARCC in the next year.

Training and Decision Timeline for Superintendents, 2014-2015

2014	May	▪ **Early May**: First of weekly conference calls to give districts information about choice ▪ **May 19**: M.A.S.S. Drive-in Conference and release of PARCC/MCAS choice tool
2014	June 30	▪ **CHOICE 1st Deadline**: Districts interested in choice 'guarantee' submit decision (PARCC or MCAS for grades 3-8) for spring 2015*
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PARCC: 2014 Field Test vs. the 2015 Operational Test

The 2014 PARCC Field Test includes a representative sample of 81,000 Massachusetts students, or about 13 percent of all students statewide who are enrolled in the assessed grades (3-11). The purpose of the field test is to "test the test" and determine the validity, accuracy, and reliability of the test items.

The 2015 PARCC Operational Test will include all students in the assessed grades in those districts that choose to administer PARCC. Participating students will take the entire PARCC assessment (paper or online) in both English Language Arts (ELA) and Mathematics. Students in grades 5, 8, and high school will also continue to take the MCAS Science and Technology/Engineering tests.

	Spring 2014 PARCC Field Test	Spring 2015 PARCC Operational Test
Choice of PARCC or MCAS	Districts were randomly sampled to participate. Districts taking the Performance-Based Assessment had a choice to also take MCAS, or exempt students from MCAS.	Districts will choose either PARCC or MCAS, not both. Separate choices will be made for Grades 3-8 and for grades 9 & 11. Grade 10 MCAS continues to be required.
Student Participation	In participating districts, students from a small number of classrooms were randomly selected to take parts of the ELA or Mathematics test, not the entire test.	All students in grades 3-9 and 11 selected to participate will take the complete PARCC tests in both ELA and Mathematics.
Test Format	Schools were assigned to take either the paper version or the online version of the assessments.	Districts administering PARCC will have the opportunity to select whether students will take the paper or online version of the assessments.
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2015 School and district accountability reporting: "Hold harmless" approach for schools administering PARCC

Both federal and state law require ESE to generate accountability determinations for schools and districts each year. Typically, results from spring MCAS tests are used in school and district accountability and assistance level calculations for the following school year. In spring 2015, some schools will administer MCAS and others will administer PARCC.

Will accountability reporting be different in 2015?

Yes, but only for schools that administer PARCC.

- Schools administering PARCC will have their 2015 accountability and assistance level held harmless, meaning the level will stay the same or improve from 2014, but cannot decline.
- Schools administering MCAS will be classified into a level as usual, and will not be held harmless.

Will data be reported for a school that chooses PARCC?

Yes, ESE intends to report assessment and accountability data for all schools, whether they administer MCAS or PARCC. Through a statistical approach called "equipercentile linking", ESE will link 2015 MCAS and PARCC results and, as a result, calculate and publish achievement levels and Composite Performance Index (CPI) scores for each school regardless of whether it administers MCAS or PARCC. We will also calculate student growth percentiles (SGPs) for schools that administer PARCC. We will use these data to calculate new levels for all schools; however, we will not allow the level for a school taking PARCC to decline in 2015.

The key requirement for equipercentile linking and SGP calculations is having a representative sample of students take PARCC.[1] Representative in this case means students who reflect the entire state's student population, both in terms of MCAS performance and demographics.

Why hold school levels harmless if you can calculate accountability data?

Commissioner Chester has pledged that any school participating in the spring 2015 administration of the operational PARCC assessments will be able to do so without concern that its PARCC participation may adversely impact its accountability level.

What will hold harmless look like in practice?

Below are three hypothetical examples of 2015 accountability determinations for schools that participate in PARCC in spring 2015.

As a reminder, schools that have a school percentile of 20 or lower are normally classified in Level 3 or below, and schools that do not meet the cumulative PPI target of 75 for all students and/or high needs students are classified in Level 2. A district is classified into the level of its lowest performing school unless it has been placed in Level 4 or 5 by the Board of Elementary and Secondary Education independent of the level of its schools.

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[1] With a representative sample, schools that choose to administer PARCC will be able to continue to use SGPs as district-determined measures (DDMs) for educator evaluation purposes.

Supplement to page 4 of 2015 PARCC MCAS Choice document. New "hold harmless" details are on reverse side.

2015 School & district accountability reporting: "Hold harmless" approach for schools administering PARCC

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[1] With a representative sample, schools that choose to administer PARCC will be able to continue to use SGPs as district-determined measures (DDMs) for educator evaluation purposes.

How will the Department ensure that schools taking PARCC in spring 2015 are not disadvantaged when it comes to their accountability level throughout the four-year period from 2015 to 2018?

For accountability determinations in 2015:

ESE will use equipercentile linking to link 2015 MCAS and PARCC results, and will calculate and publish achievement levels and Composite Performance Index (CPI) scores for each school regardless of whether it administers MCAS or PARCC. We will also calculate student growth percentiles (SGPs) for schools that administer PARCC. We will use those achievement levels, CPI scores, and SGPs to calculate 2015 annual and cumulative Progress and Performance Index (PPI) scores and school percentiles.

However, the 2015 accountability level for any school administering PARCC in grades 3-8 in spring 2015 can only improve or remain the same as its 2014 level. It cannot decline.[2]

For accountability determinations in 2016 through 2018:

As a reminder, ESE typically uses four years of data to calculate cumulative PPIs and school percentiles which are used to classify a school into an accountability level.

(a) When determining the cumulative PPI for 2016, 2017, and 2018 for a school that administers PARCC in spring 2015, ESE will calculate the PPI two ways. The first calculation will *include* the school's 2015 PARCC results, and the second calculation will *exclude* its 2015 results. ESE will then assign the higher of the two resulting cumulative PPIs to the school.

(b) School percentile calculations, used to identify and classify the lowest performing 20 percent of schools into Level 3, will *exclude* 2015 results from *both* PARCC and MCAS. In this way, all schools will have the same rules apply to their school percentile calculations with no school disadvantaged because of its assessment choice in 2015. School percentile calculations for 2016-2018 will be based on the following years of assessment results:

Year of accountability determination	Years of data in school percentile
2016	2016, 2014, 2013, 2012
2017	2017, 2016, 2014, 2013
2018	2018, 2017, 2016, 2014

[2] Level 5 determinations are separate from these considerations.

Massachusetts Spring 2014 PARCC Field Test
Preliminary Online PBA Student Survey Results

Q1: Did you understand all of the directions read by the person who gave you the test?

	Yes		No		No Response		Total Responses
ELA	19,942	95%	1,041	5%	2,005	10%	20,984
Math	15,004	89%	1,883	11%	1,820	11%	16,888

Q2: How often was it hard to understand the directions for the questions on this test?

	Almost Always		Most of the time		Some of the time		Almost Never		No Response		Total Responses
ELA	1,076	5%	2,763	13%	10,541	50%	6,575	31%	2,033	10%	20,956
Math	2,134	13%	4,198	25%	8,074	48%	2,458	15%	1,843	11%	16,865

Q3: How many questions asked you about things you have not learned in school this year?

	All of them		Most of them		Few of them		None of them		No Response		Total Responses
ELA	654	3%	1,976	9%	10,022	48%	8,283	40%	2,053	10%	20,936
Math	674	4%	4,400	26%	8,912	53%	2,871	17%	1,850	11%	16,858

Q4: How difficult was this test?

	It was easier than my school work		It was about the same as my school work		It was harder than my school work		No Response		Total Responses
ELA	3,463	17%	11,678	56%	5,796	28%	2,051	10%	20,938
Math	854	5%	5,645	33%	10,353	61%	1,855	11%	16,853

Q5: Did you have enough time to finish this test?

	I finished very early		I finished on time		I had to rush to finish		I did not finish		No Response		Total Responses
ELA	8,074	39%	11,421	55%	1,039	5%	403	2%	2,051	10%	20,938
Math	4,308	26%	9,633	57%	1,690	10%	1,211	7%	1,865	11%	16,843

Q6: How often do you use a computer or tablet at home?

	Every day		A few times a week		A couple of times a month or less		I don't have a computer or a tablet at home		No Response		Total Responses
ELA	12,072	58%	6,313	30%	1,762	8%	774	4%	2,067	10%	20,922
Math	9,414	56%	5,119	30%	1,597	9%	716	4%	1,861	11%	16,847

Q7: How often do you use a computer or tablet in school?

	Every day		A few times a week		A couple of times a month or less		I have never used a computer or tablet in school		No Response		Total Responses
ELA	3,959	19%	9,138	44%	6,936	33%	876	4%	2,079	10%	20,910
Math	2,968	18%	7,049	42%	6,049	36%	763	5%	1,878	11%	16,830

Q8: When writing a story or essay, how often do you use a computer or tablet?

	All of the time		Most of the time		Some of the time		Never		No Response		Total Responses
ELA	3,282	16%	5,796	28%	8,166	39%	3,670	18%	2,074	10%	20,915
Math	2,795	17%	4,709	28%	6,247	37%	3,072	18%	1,884	11%	16,824

Q9: Would you rather take this test on paper OR on a computer or tablet?

	On paper		On a computer or tablet		No Response		Total Responses
ELA	5,456	26%	15,445	74%	2,087	10%	20,902
Math	7,450	44%	9,374	56%	1,883	11%	16,825

Massachusetts Spring 2014 PARCC Field Test
Preliminary Online PBA Student Survey Results

Q10: What did you use to take this test?

	Desktop computer		Laptop computer		Tablet with a keyboard		Tablet without a keyboard		No Response		Total Responses
ELA	11,354	54%	6,807	33%	2,426	12%	305	1%	2,096	10%	20,893
Math	8,989	53%	5,780	34%	1,724	10%	346	2%	1,868	11%	16,840

Q11: How many times did you practice on a computer or tablet to get ready for this test?

	Never		Once		More than once		No Response		Total Responses
ELA	8,018	38%	8,522	41%	4,350	21%	2,098	10%	20,891
Math	6,006	36%	7,366	44%	3,461	21%	1,874	11%	16,834

Q12: Was it easy to use the highlighter?

	Yes, it was easy		No, it was hard		I did not use the highlighter		No Response		Total Responses
ELA	12,936	62%	1,304	6%	6,652	32%	2,096	10%	20,893
Math	6,189	37%	970	6%	9,661	57%	1,887	11%	16,821

Q13: Was it easy to type your answers?

	Yes, it was easy		No, it was hard		I did not type any answers		No Response		Total Responses
ELA	18,201	87%	2,374	11%	288	1%	2,125	10%	20,864
Math	9,736	58%	6,865	41%	207	1%	1,899	11%	16,809

Q14: Was it easy to make pictures or words bigger or smaller?

	Yes, it was easy		No, it was hard		I did not change the size of pictures or words		No Response		Total Responses
ELA	6,391	31%	1,933	9%	12,548	60%	2,116	10%	20,873
Math	3,892	23%	2,351	14%	10,555	63%	1,909	11%	16,799

Q15: Was it easy to move back and forth between passages or stories?

	Yes, it was easy		No, it was hard		I did not move between stories or passages		No Response		Total Responses
ELA	18,139	87%	1,608	8%	1,095	5%	2,146	10%	20,843
Math	10,719	64%	5,438	32%	627	4%	1,923	11%	16,785

Q16: Was it easy to find information in the passages or stories when answering questions?

	Yes, it was easy		No, it was hard		I did not move between stories or passages		No Response		Total Responses
ELA	15,721	75%	4,492	22%	636	3%	2,139	10%	20,850
Math	7,997	48%	1,518	9%	7,287	43%	1,905	11%	16,803

Q17: Did any of the problems listed below happen during your test? (Select all that apply)

	The computer stopped working		The computer worked slowly		I had a hard time dragging or moving things on the		I had a hard time making changes to my answers		No problems happened during the test		No Response		Total Responses
ELA	1,217	7%	1,579	10%	1,687	10%	632	4%	11,185	69%	2,206	14%	16300
Math	616	6%	1,171	12%	631	6%	2,164	22%	5,415	54%	1,970	20%	9997

PRELIMINARY REPORT: MA PARCC F.T. ADMINISTRATORS SURVEY RESPONSES
4/28/2014

I. Test Administrator's Training Experience

I.1. Have you ever administered a computer-based test to students before (either at the state or district level)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	244	77.2	81.3	81.3
	Yes	56	17.7	18.7	100.0
	Total	300	94.9	100.0	
Missing		16	5.1		
Total		**316**	**100.0**		

I.2. Did you complete any of the online PARCC training modules (as covered in the online training found here https://parcc.tms.pearson.com/)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	54	17.1	18.1	18.1
	Yes	245	77.5	81.9	100.0
	Total	299	94.6	100.0	
Missing		17	5.4		
Total		**316**	**100.0**		

I.2b. The PARCC online training(s) effectively informed me of the protocol to follow when administering the assessment.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Agree	8	2.5	3.4	3.4
	2 Agree	142	44.9	59.9	63.3
	3 Disagree	62	19.6	26.2	89.5
	4 Strongly Disagree	14	4.4	5.9	95.4
	5 Not Applicable	11	3.5	4.6	100.0
	Total	237	75.0	100.0	
Missing		79	25.0		
Total		**316**	**100.0**		

I.2c. The PARCC online training(s) prepared me to resolve basic problems related to technology (e.g., logging students in, exiting the test, etc.)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Agree	4	1.3	1.7	1.7
	2 Agree	103	32.6	43.6	45.3
	3 Disagree	72	22.8	30.5	75.8
	4 Strongly Disagree	40	12.7	16.9	92.8
	5 Not Applicable	17	5.4	7.2	100.0
	Total	236	74.7	100.0	
Missing		80	25.3		

Total	316	100.0		

II. Test Administration Experience

Please rate your level of agreement with each of the following statements (1-4).

II.1. The policies and procedures within the Test Administrator Manual were easy for me to understand.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Agree	10	3.2	3.6	3.6
	2 Agree	182	57.6	64.8	68.3
	3 Disagree	79	25.0	28.1	96.4
	4 Strongly Disagree	10	3.2	3.6	100.0
	Total	281	88.9	100.0	
Missing		35	11.1		
Total		316	100.0		

II.2. The instructions (including scripts for administering the assessment) within the Test Administrator Manual were easy for me to implement.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Agree	14	4.4	5.0	5.0
	2 Agree	179	56.6	63.7	68.7
	3 Disagree	73	23.1	26.0	94.7
	4 Strongly Disagree	15	4.7	5.3	100.0
	Total	281	88.9	100.0	
Missing		35	11.1		
Total		316	100.0		

II.3. Students appeared to understand the instructions I read to them during test administration.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Agree	8	2.5	2.8	2.8
	2 Agree	198	62.7	70.5	73.3
	3 Disagree	59	18.7	21.0	94.3
	4 Strongly Disagree	16	5.1	5.7	100.0
	Total	281	88.9	100.0	
Missing		35	11.1		
Total		316	100.0		

II.4. The instructions I read to the students covered all of the information necessary to take the test.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Agree	9	2.8	3.2	3.2
	2 Agree	162	51.3	57.4	60.6
	3 Disagree	88	27.8	31.2	91.8
	4 Strongly Disagree	23	7.3	8.2	100.0
	Total	282	89.2	100.0	
Missing		34	10.8		

Total	316	100.0		

III. Test Environment

III.1. Were there any problems in the physical environment during the test session that might have negatively affected student performance?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	249	78.8	88.0	88.0
	Yes	34	10.8	12.0	100.0
	Total	283	89.6	100.0	
Missing		33	10.4		
Total		316	100.0		

IV. PARCC's Timing Policy

IV.1. Indicate the proportion of students who needed the Additional Time Allowed.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Approximately half of students	39	12.3	13.9	13.9
	Less than a third of students	122	38.6	43.6	57.5
	More than half of students	39	12.3	13.9	71.4
	None	80	25.3	28.6	100.0
	Total	280	88.6	100.0	
Missing		36	11.4		
Total		316	100.0		

IV.1a. Please indicate how much additional time was used by the majority of these students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Between 10-20 minutes	91	28.8	45.7	45.7
	Less than 10 minutes	37	11.7	18.6	64.3
	More than 20 minutes	71	22.5	35.7	100.0
	Total	199	63.0	100.0	
Missing		117	37.0		
Total		316	100.0		

V. Accessibility Features and Accommodations

V.1. Are you aware there is an approved PARCC Accessibility Features and Accommodations Manual?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	87	27.5	31.3	31.3
	Yes	191	60.4	68.7	100.0
	Total	278	88.0	100.0	
Missing		38	12.0		
Total		316	100.0		

V.1a. Did you read the "Accessibility Features and Accommodations Manual" prior to administration?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	60	19.0	30.9	30.9
	Yes	134	42.4	69.1	100.0
	Total	194	61.4	100.0	
Missing		122	38.6		
Total		316	100.0		

V.2. Are you aware there is approved PARCC guidance on "Computer-Based Accessibility Features and Embedded Accommodations"?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	107	33.9	39.2	39.2
	Yes	166	52.5	60.8	100.0
	Total	273	86.4	100.0	
Missing		43	13.6		
Total		316	100.0		

V.2a. Did you read the "Computer-Based Accessibility Features and Embedded Accommodations Available for PARCC Field Test"?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	50	15.8	29.8	29.8
	Yes	118	37.3	70.2	100.0
	Total	168	53.2	100.0	
Missing		148	46.8		
Total		316	100.0		

V.5. Did you receive training on administering accessibility features/accommodations from your school or district?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	165	52.2	61.1	61.1
	Yes	105	33.2	38.9	100.0
	Total	270	85.4	100.0	
Missing		46	14.6		
Total		316	100.0		

VI. Sample Items/Tutorials

VI.1. Did the students in your session(s) practice with PARCC sample items prior to administration?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	32	10.1	11.8	11.8
	Not sure/Don't know	38	12.0	14.0	25.7
	Yes	202	63.9	74.3	100.0
	Total	272	86.1	100.0	
Missing		44	13.9		
Total		**316**	**100.0**		

VI.2. Did the students in your session(s) complete the PARCC tutorial prior to administration?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	21	6.6	7.7	7.7
	Not sure/Don't know	39	12.3	14.4	22.1
	Yes	211	66.8	77.9	100.0
	Total	271	85.8	100.0	
Missing		45	14.2		
Total		**316**	**100.0**		

VII. After Completion of the Assessment(s)

The Test Coordinator Manual allows for local and/or state decision on what students are allowed to do after they have completed testing.

In accordance with your state or local policy, please indicate which of the following options was given to students after the completion of testing.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Students quietly used a recreational book or other allowable material until the testing session had ended.	160	50.6	58.8	58.8
	Students sat quietly until the testing session had ended.	59	18.7	21.7	80.5
	Students were dismissed after they completed the testing.	53	16.8	19.5	100.0
	Total	272	86.1	100.0	
Missing		44	13.9		
Total		**316**	**100.0**		