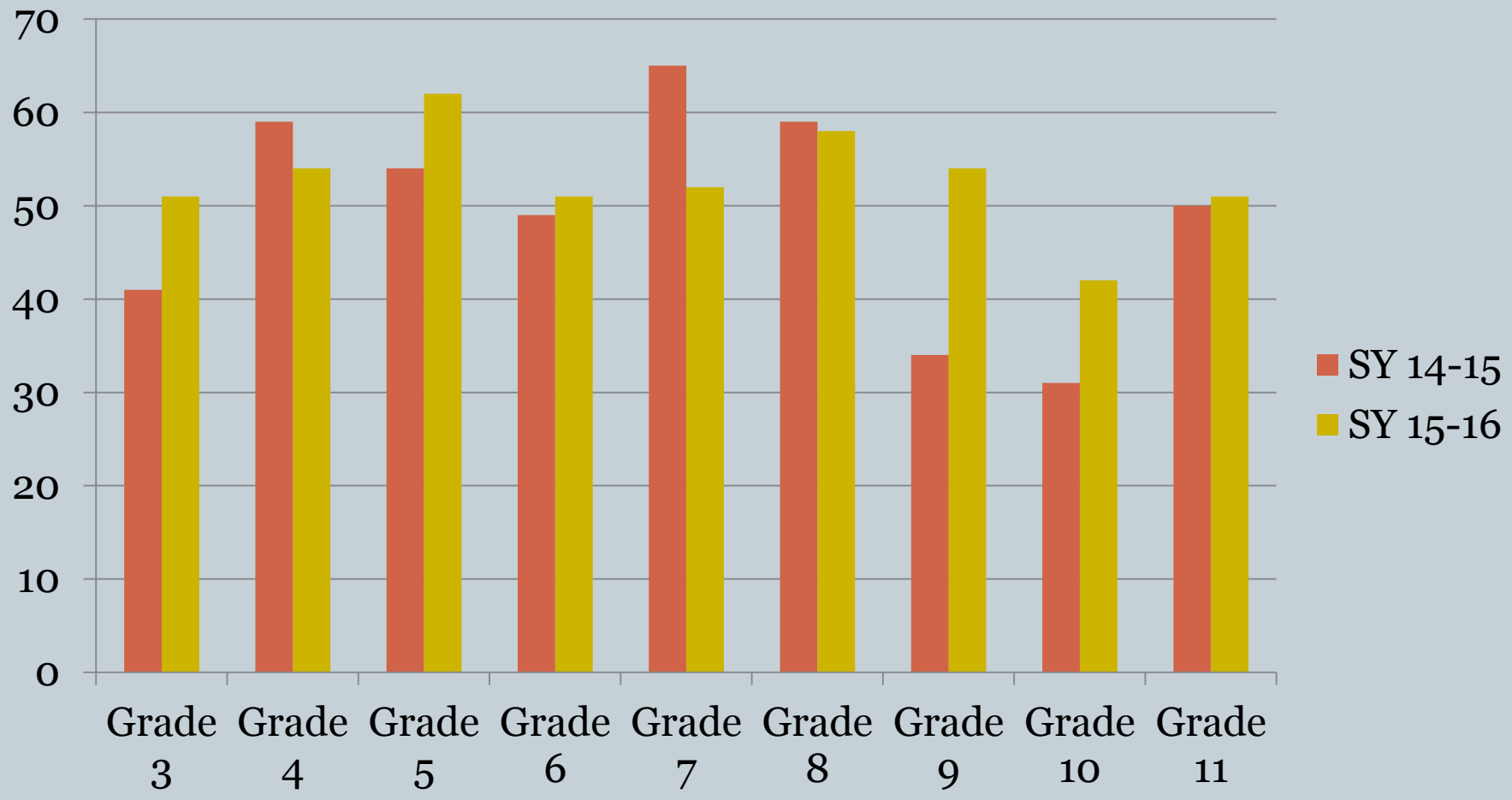
# Jefferson Township Public Schools

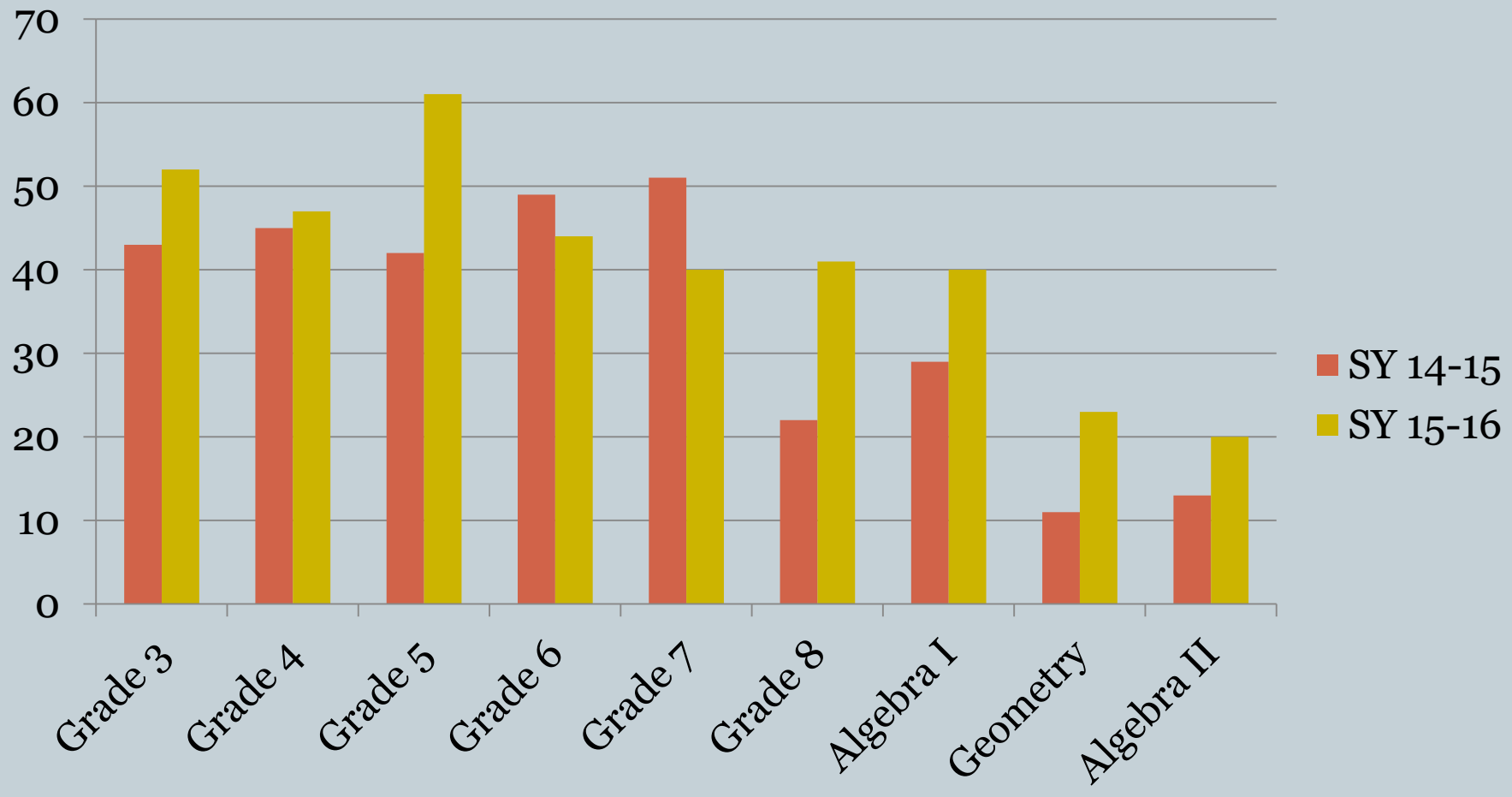
## STATE TESTING RESULTS
## SY 2015-2016
## PARCC

JEANNE HOWE
ASSISTANT SUPERINTENDENT

# English Language Arts



# Mathematics

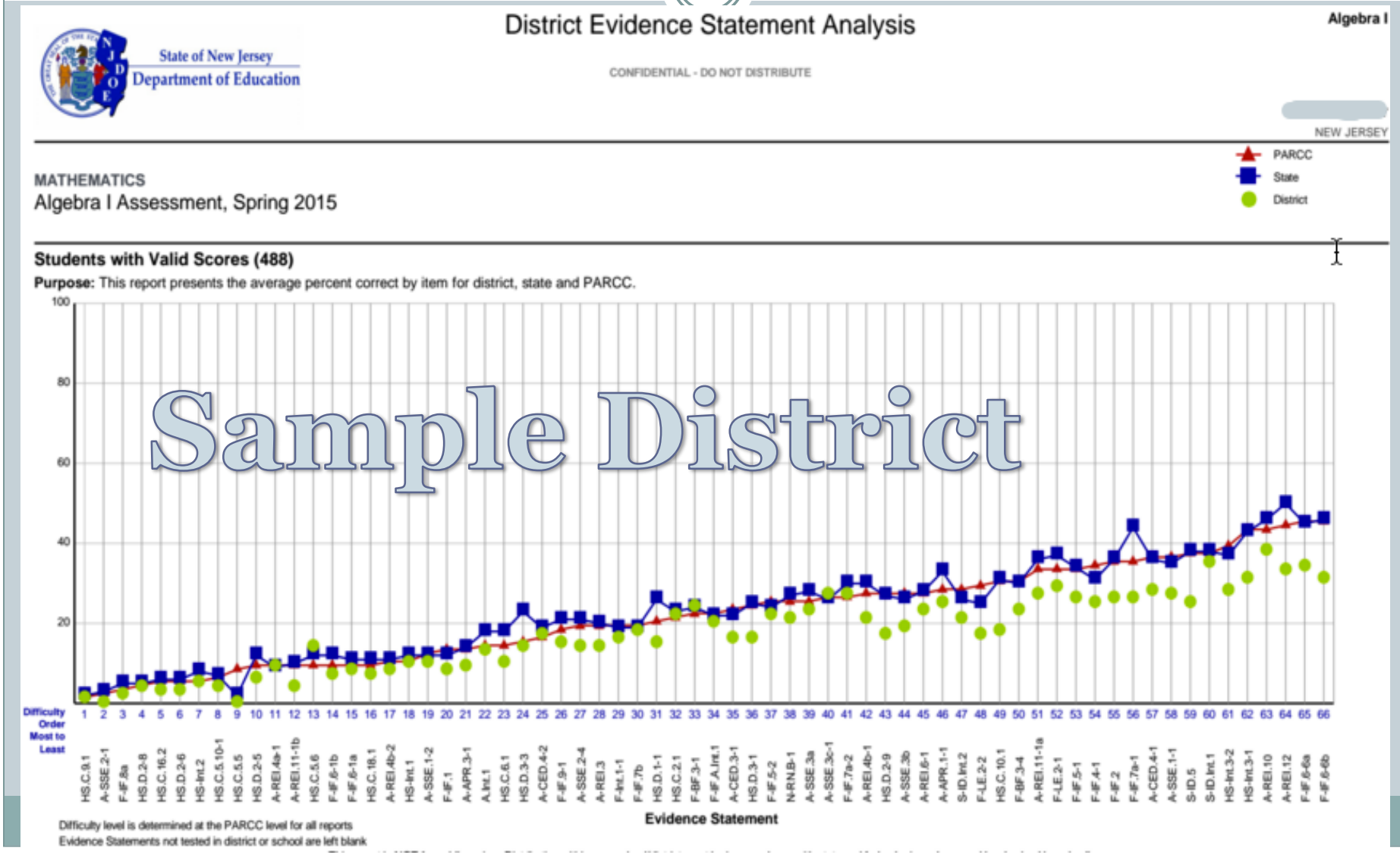


# Next Steps

- **How will we use PARCC data to identify strengths and gaps that exist in curriculum and instruction?**

- **Evidence Statement Analysis Training**
- **Meeting during grade-level, PLC, and department meetings**
- **Curriculum Councils—focused and targeted work**

# District evidence statement



State of New Jersey
Department of Education

# District Evidence Statement Analysis

CONFIDENTIAL - DO NOT DISTRIBUTE

**Algebra I**

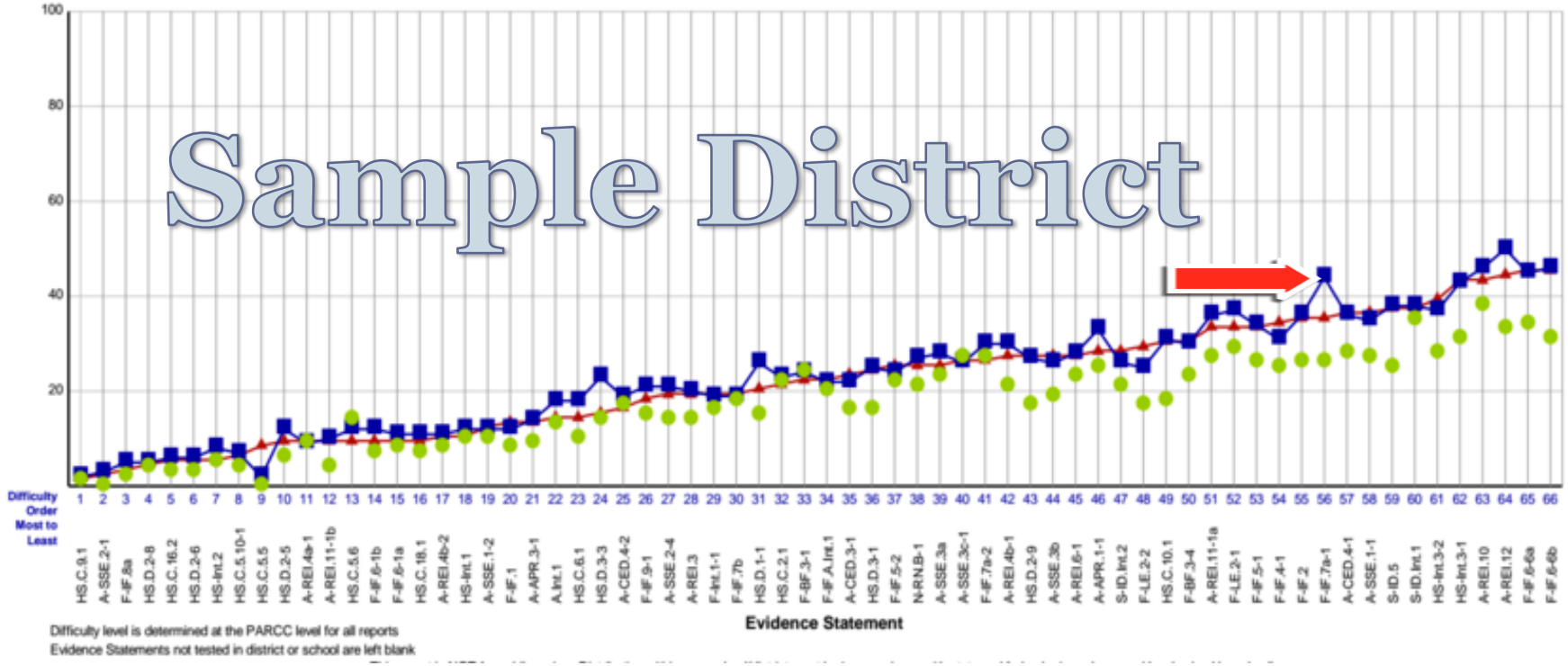
NEW JERSEY

PARCC
State
District

MATHEMATICS
Algebra I Assessment, Spring 2015

**Students with Valid Scores (488)**

**Purpose:** This report presents the average percent correct by item for district, state and PARCC.




Difficulty level is determined at the PARCC level for all reports
Evidence Statements not tested in district or school are left blank

| Difficulty Order Most to Least | Evidence Statement | Common Core State Standard(s) | Domain |
|---|---|---|---|
| 46 | A-APR.1-1 | A-APR.A.01 | Arithmetic with Polynomials & Rational Expressions |
| 47 | S-ID.Int.2 | Multiple | Interpreting Categorical and Quantitative Data |
| 48 | F-LE.2-2 | F-LE.A.02 | Linear Quadratic and Exponential Models |
| 49 | HS.C.10.1 | F-LE.1a | Linear Quadratic and Exponential Models |
| 50 | F-BF.3-4 | F-BF.B.03 | Building Functions |
| 51 | A-REI.11-1a | A-REI.D.11 | Reasoning with Equations and Inequalities |
| 52 | F-LE.2-1 | F-LE.A.02 | Linear Quadratic and Exponential Models |
| 53 | F-IF.5-1 | F-IF-B.05 | Interpreting Functions |
| 54 | F-IF.4-1 | F-IF.B.04 | Interpreting Functions |
| 55 | F-IF.2 | F-IF.A.02 | Interpreting Functions |
| 56 | F-IF.7a-1 | F-IF.C.07.a | Interpreting Functions |
| 57 | A-CED.4-1 | A-CED.A.04 | Creating Equations |
| 58 | A-SSE.1-1 | A-SSE.A.01 | Seeing Structure in Expressions |
| 59 | S-ID.5 | S-ID.B.05 | Interpreting Categorical and Quantitative Data |
| 60 | S-ID.Int.1 | Multiple | Interpreting Categorical and Quantitative Data |
| 61 | HS-Int.3-2 | Multiple | Multiple |
| 62 | HS-Int.3-1 | Multiple | Multiple |
| 63 | A-REI.10 | A-REI.D.10 | Reasoning with Equations and Inequalities |
| 64 | A-REI.12 | A-REI.D.12 | Reasoning with Equations and Inequalities |
| 65 | F-IF.6-6a | F-IF-B.06 | Interpreting Functions |
| 66 | F-IF.6-6b | F-IF-B.06 | Interpreting Functions |

# Standards/Evidence statements

| | | |
|---|---|---|
| B | F-IF.7a-1 | Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.★<br><br>a) Graph linear functions and show intercepts. |

http://www.parcconline.org/assessments/test-design/mathematics/math-test-specifications-documents

# Review Released Questions

- Compare the released test question to that of our district common assessments.
  - Are the questions the students practicing on (district assessments) as rigorous as the released test question?
  - How will we further support student practice of that rigor?
  - Do our test questions truly reflect the standard and are assessing what we intend?

# Conversations

- What do the teachers think about this being a strength/gap? Does it validate what they think to be true?
- Where is this standard in our curriculum? Is our pacing appropriate?
- How did we teach it?
- Is the taught curriculum the written curriculum?
- Do our own school-level assessments also show that this is a strength/gap?
- Do some instructional strategies seem to be more effective than others with our students?
- Are our instructional resources aligned and appropriate?