Diagnostic Assessments Overview

PARCC has developed a set of Diagnostic tools to support instructional decision-making in both English Language Arts and in Mathematics.

English Language Arts (ELA) Diagnostic Assessments:

The PARCC ELA Diagnostic Assessment consists of five subtests: **Reading Comprehension, Reading Vocabulary, Reading Fluency, Decoding, and a Reader Motivation Survey.** The purpose of these tools is to provide educators with instructionally useful information related to how students demonstrate strengths and needs with each grade's Common Core State Standards. The subtests have been designed to maximize instructional time and minimize testing time. After administering a subtest, educators will receive immediate feedback which can then be used to make daily instructional choices. The assessments are meant to be flexible, such that teachers choose the subtests and time to administer them based on the needs of their students. Teachers can also choose to administer a subtest to one student, a group of students, or their entire class.

Click here to access a professional learning module which provides an overview of the PARCC Diagnostic Assessments.

ELA Diagnostic Assessments	Grade Levels
Reading Comprehension	2 – 9
Reading Vocabulary	2 – 8
Reading Fluency	2 – 8
Decoding	any
Reader Motivation Survey	2 – 12

Reading Comprehension: These assessments focus on Reading Standards 1 – 3. Teachers have the option to choose informational or literary texts for each student. The assessments are designed to measure student accuracy of comprehension and/or ability to find and cite evidence from the text to support comprehended ideas. Each form contains approximately 20 items with authentic passages of varying complexity levels. Each form is approximately equal in difficulty with other forms at that grade level. A small number of vertically-linked items are included (e.g. grade 3 items on the grade 4 test) to allow teachers to see how students perform with the prior grade level material. The reading comprehension items are similar in appearance to many item types students will encounter on the PARCC Summative Assessment.

Reading Vocabulary: These assessments measure Reading Standard 4 as well as Language Standards 4, 5, and/or 6. Teachers have the option to choose informational or literary texts for each student. These assessments are designed to measure student accuracy of derived vocabulary meanings in passage context and/or student ability to find and cite evidence from the text to support the use of context to

define vocabulary. Each form contains approximately 24 items with passages of varying complexity levels. Each form is approximately equal in difficulty with other forms at that grade level.

Reading Fluency: At each grade level, 2 – 8, there are a large number of passages that were designed to be equivalent in complexity and are classified as "Readily Accessible." Half of the passages are informational texts and half are literary texts. After students have an opportunity to read repeatedly one of the passages (approximately 250 words per passage), the teacher uses a stop watch and printed copy of the passage to annotate and to determine the words read correctly per minute. The teacher also uses a rubric to determine student expressiveness and prosody. There are sufficient passages available at each grade level for both progress monitoring and direct modeling of fluency instruction.

Decoding: The Decoding Assessment has been designed to ensure that students have the phonemic awareness and phonics skills called for in the standards. The test measures skill mastery in six key domains: CVC Words, Blends and Digraphs, Complex Consonants, Complex vowels, Words/Recognition/Inflectional Endings, and Affixes (prefixes, suffixes)/Syllabication. Within each of the six key domains are items that measure all of the skills relevant to that domain. The skills measured in each domain can be accessed here. This adaptive test allows one to gauge student strengths and needs in phonemic awareness and phonics, as well as gauge student progress over time by comparing student mastery levels from one testing date to another.

Reader Motivation Survey: These surveys are separated into grade bands: 2-3, 4-5, and 6-12. The survey questions allow students an opportunity to express their thoughts and feelings about reading and how they view themselves as readers. The survey questions are broken into three categories: perception, reading preferences, and motivation.

Mathematics Diagnostic Assessments:

The PARCC Mathematics Diagnostic Assessments consist of two subtests: **Mathematics Comprehension** and **Mathematics Fluency**. Both subtests are computer-based and intended to provide information about student strengths and areas of improvement which can then be used to inform instructional decisions. The subtests are also meant to be flexible, such that teachers choose the assessment and time to administer them based on their needs and the needs of their students. Teachers can also choose to administer a subtest to one student, a group of students, or their entire class.

Click here to access a professional learning module which provides an overview of the PARCC Diagnostic Assessments.

Mathematics Comprehension: This subtest consists of a group of cluster tests which focus mostly on the major content in grades 2 – 8 as defined in the Model Content Frameworks. There are a minimum of 2 unique test forms for each cluster for which there is an assessment; these forms were reviewed by PARCC state educators to ensure similarity across forms in terms of content and rigor allowing for educators to use the assessments in a pre/post-test manner if desired. The reports from the assessments will provide raw data at the cluster level and information at the Evidence Statement level as well. The table below shows the different cluster tests for Mathematics Comprehension.

Grade	K-2		3	4	5	6	7	8
Cluster Test	K.CC.A-C	2.OA.A	3.OA.A	4.OA.A	5.NBT.A	6.NS.A	7.NS.A1	8.EE.A
	K1.OA.A	2.OA.C	3.OA.B	4.NBT.A	5.NBT.B	6.NS.C1	7.NS.A2	8.EE.B
	1.OA.B-C	2.NBT.A	3.OA.D	4.NBT.B	5.MD.C	6.NS.C2	7.RP.A	8.EE.C
	1.OA.C-D	2.NBT.B	3.MD.A	4.NF.A	5.NF.A	6.RP.A1	7.EE.A	8.F.A
	K1.NBT.A-B	2.MD.A	3.MD.C	4.NF.B	5.NF.B1	6.RP.A2	7.EE.B	8.F.B
	1.NBT.C	2.MD.B	3.NF.A	4.NF.C	5.NF.B2	6.EE.A		
					5.G.A	6.EE.B		
						6.EE.C		

- An excel file which contains a more comprehensive summary of the Mathematics Comprehension Assessments can be accessed in the Library section on the PRC.

Mathematics Fluency: These assessments are meant to provide information about how fluent students are with respect to the fluency standards in Grades 2 – 6. There are 11 skills for which there are fluency assessments, all of which have multiple unique test forms designed to be similar in terms of difficulty. All of the questions are fill-in-the-blank questions with no context. The focus of these assessments is on speed and accuracy; thus, the reports will provide both an accuracy score as well as the amount of time spent on the assessment. This information can be used to inform instructional decisions. The table below shows the different assessments for Math Fluency.

Grade	Standard	Fluency Skill/Assessment
2	2.OA.B.2	Add/Subtract within 20
	2.NBT.B.5	Add within 100
		Subtract within 100
3	3.OA.C.7	Multiply & Divide within 100
	3.NBT.A.2	Add & Subtract within 1,000
4	4.NBT.B.4	Add & Subtract within 1,000,000
5	5.NBT.B.5	Multiply Multi-Digit Whole Numbers
6	6.NS.B.3	Add/Subtract with Multi-Digit Decimal Numbers
		Multiply with Multi-Digit Decimal Numbers
		Divide with Multi-Digit Decimal Numbers
	6.NS.B.2	Division of Multi-Digit Whole Numbers

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