

**Ray Yannuzzi, Ph.D.**



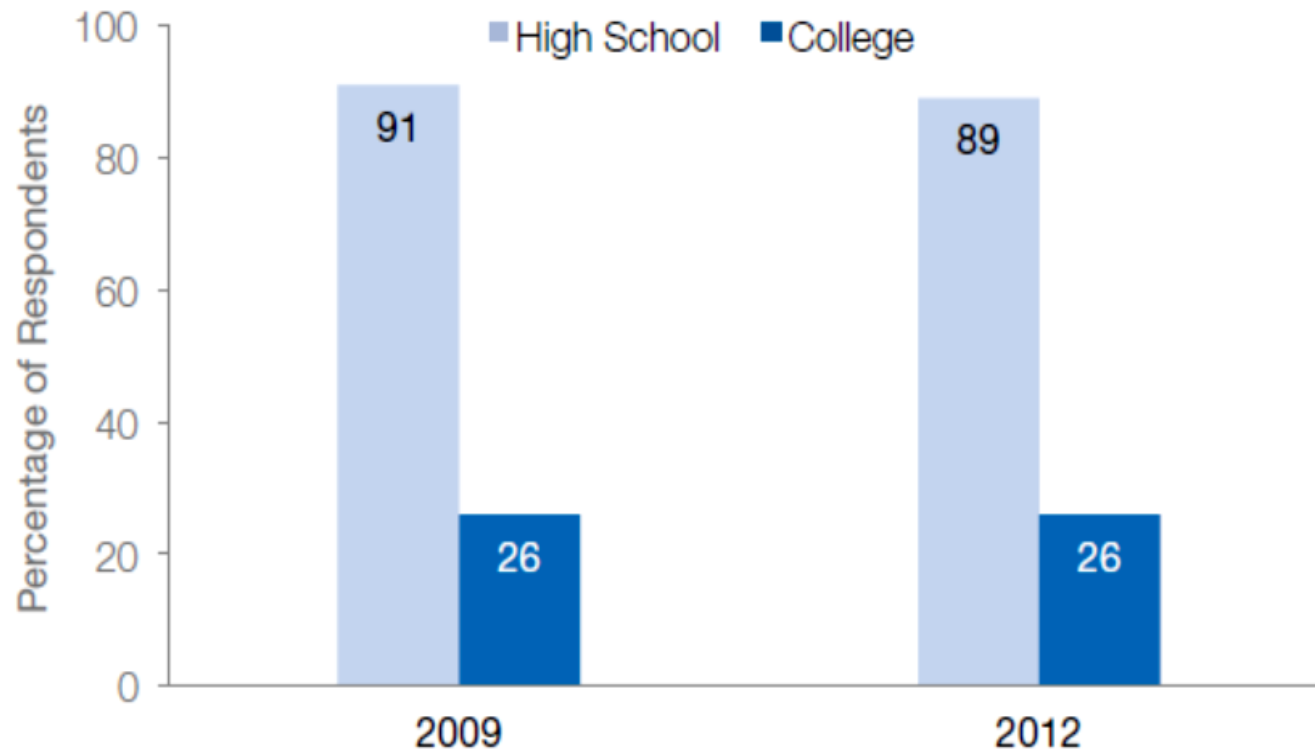
# Preparing for PARCC: Challenges and Opportunities for Higher Education

Rutgers University January 23, 2015

# The College Readiness Disconnect



**Figure 2:** Percentages of Educators Reporting that Their Students Are “Well” or “Very Well” Prepared for College-Level Work in Their Content Area



**Note.** The data in this chart are from *ACT National Curriculum Survey 2009*, by ACT, 2009, Iowa City: Author, and *ACT National Curriculum Survey 2012*, by ACT, 2013, Iowa City: Author.

# New Jersey Disconnect



40% of students entering four-year colleges/universities require remediation in English, writing and math.

78% of those entering community colleges require remediation

Remedial students are more likely to drop out of college without a degree:

Less than 50% complete their remedial courses.

Less than 25% of remedial students earn a certificate or degree within 8 years

4 out 5 students in college remediation have a high school GPA of 3.0.

# Research Methods

*Are New Jersey High School Students Prepared for College & Work?*

- Survey Participants:
  - 105 New Jersey High School Graduates from the graduating classes of 2010, 2011, 2012, and 2013
  - 55 New Jersey Post-Secondary Education Instructors who teach first year students from several local colleges
  - 37 New Jersey Employers who make personnel decisions, representing a workforce of more than 68,000
- Phone Interviews with Select Employers
- Document Review & Data Analysis

## All Participants Agree: High School Graduates Not Well-Prepared

*Are New Jersey High School Students Prepared for College & Work?*

- 76% (almost 8 in 10) of college students reported some gaps in preparation in at least one crucial skill.
- 47% (almost 5 in 10 students) reported large gaps in skills or were struggling to keep up in college.
- 76% (almost 8 in 10) of instructors reported that students were not well prepared for college expectations.
- 49% (almost 5 in 10) of employers reported dissatisfaction with the job high schools are doing and found only 42% of graduates with no postsecondary education are prepared for their jobs.

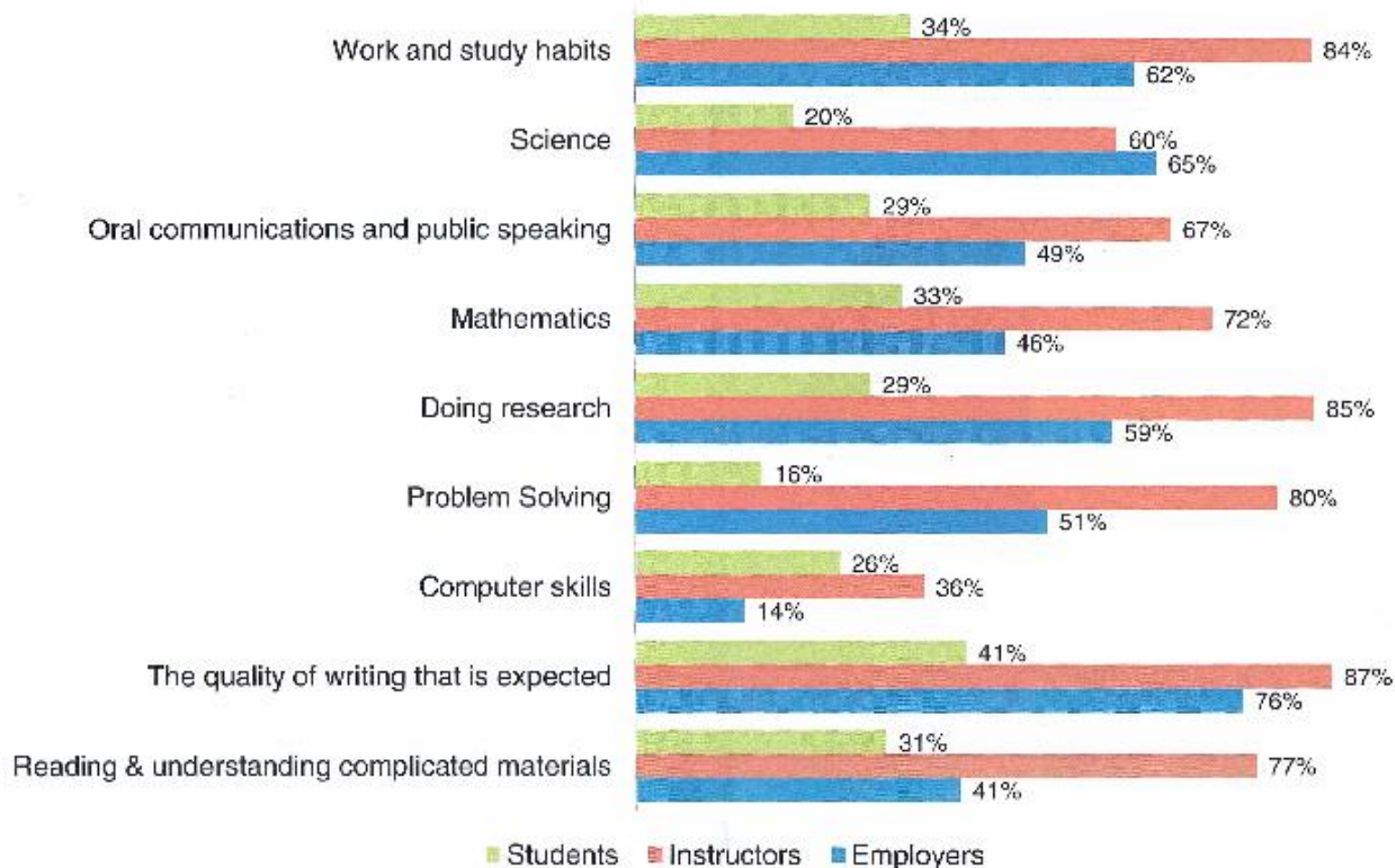
# All Participants Call for Higher Standards

*Are New Jersey High School Students Prepared for College & Work?*

- Only 39% of students reported high expectations and being significantly challenged in high school; 20% reported they could just slide by due to low expectations.
- Students who faced high expectations were twice as likely to feel prepared in college.
- 75% of students said higher standards would have made them work harder, and based on what they know now, 62% would work harder if they could do high school over again.
- Overall more than 65% of all respondents support reforms that tie core classes to graduation requirements.

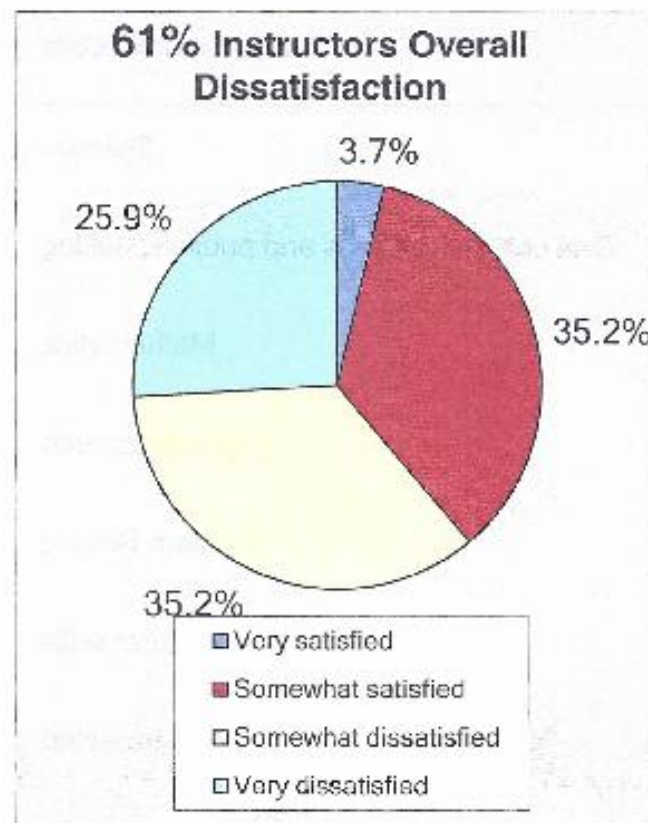
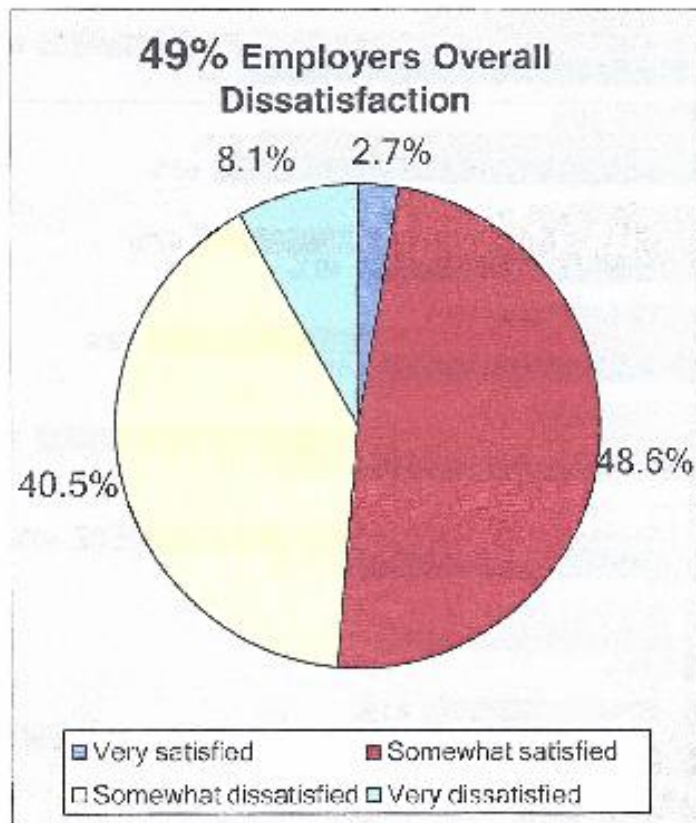
# Employers and Instructors Dissatisfaction Compared with New Jersey Students

Are New Jersey High School Students Prepared for College & Work?



# College Instructors Are Harshes Critics Of New Jersey High School Preparation

Are New Jersey High School Students Prepared for College & Work?



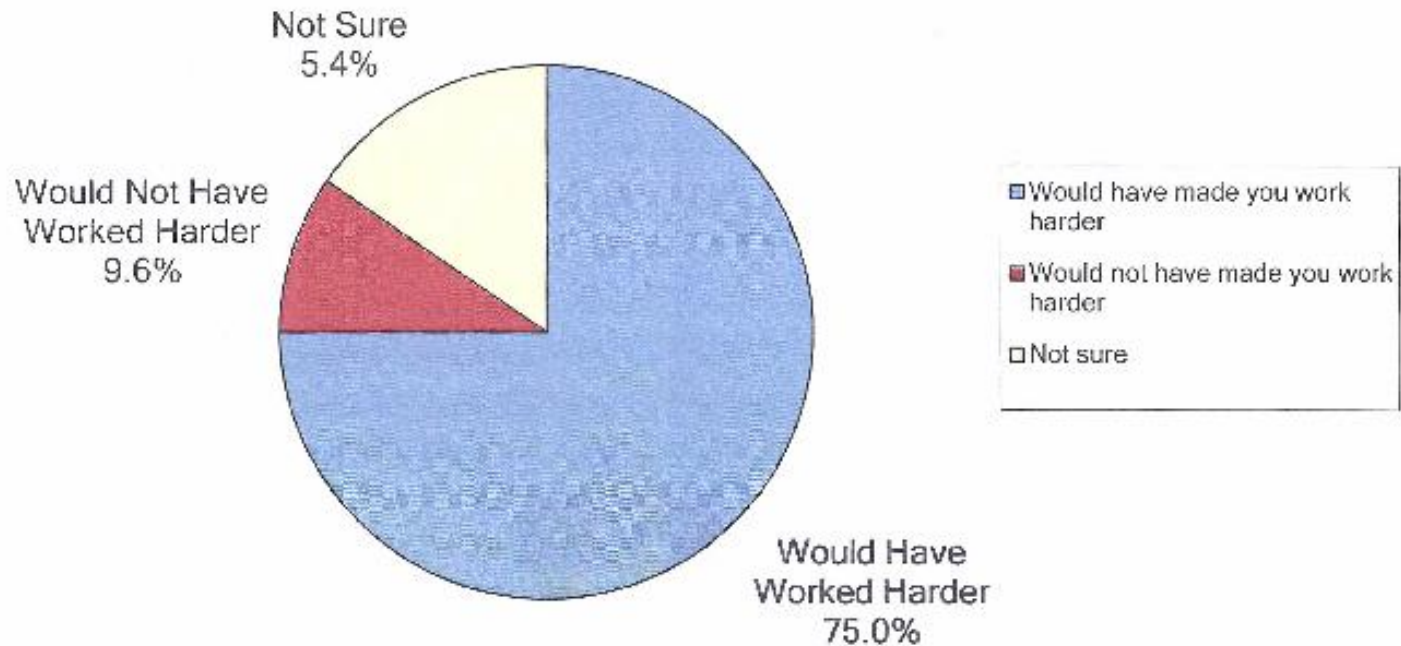
**86% of College Instructors Report Having to Use Class Time to Teach Materials Students Should Have Learned in High School**



# Had High School Demanded More, Grads Would Have Worked Harder

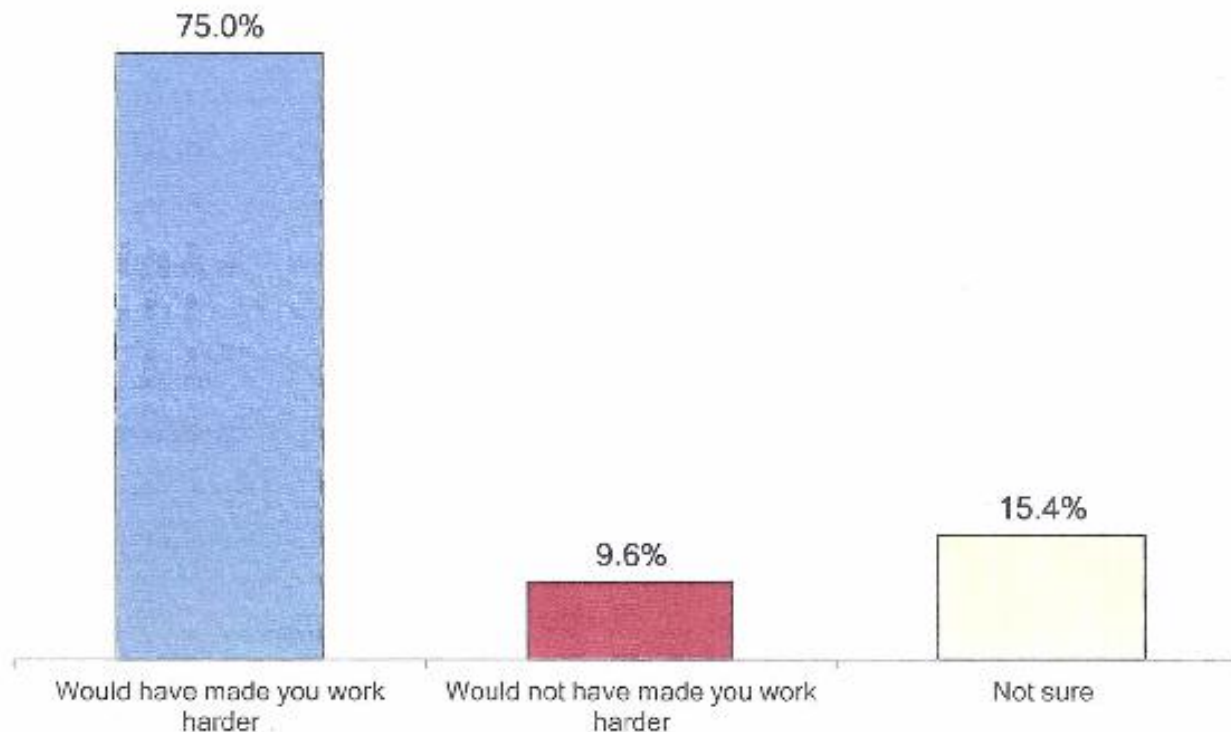
Are New Jersey High School Students Prepared for College & Work?

*If your high school had demanded more of students, set higher academic standards, and raised the expectations of how much course work and studying would be necessary to earn a diploma, do you think that it (would have made you work harder)?*



# Knowing What They Know Today, Grads Would Have Worked Harder

*If your high school had demanded more of students, set higher academic standards, and raised the expectations of how much course work and studying would be necessary to earn a diploma, do you think that it (would have made you work harder)?*



# Conclusions

- A significant portion of New Jersey students are not prepared for college or work.
- Students over estimate their preparedness.
- A large majority of instructors and employers are dissatisfied with the job New Jersey high schools are doing in preparing students.
- Students reported that higher standards would have made them work harder.
- Students would take more challenging classes if they could do it over again.

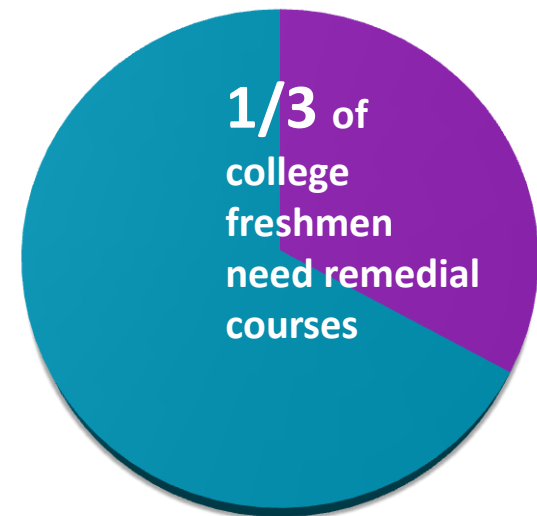
# Why Higher Standards and New Assessments *Now*?



By the year 2020, 65% of all jobs will require some postsecondary education or training.

To ensure future economic sustainability, we must prepare all students to access postsecondary opportunities:

- The PARCC assessment system will impact 23 million students. 9 million of these students attend Title I schools.
- CCSS and PARCC have the potential to substantially improve educational equity, postsecondary opportunity, and economic mobility if ***implemented with fidelity by K-12 and embraced by postsecondary institutions.***
- **Our K–12 system is not adequately preparing students for college**



# The Goal: College Access and Success



- Identify a set of core competencies that represent a **baseline of college-and career-ready academic standards (CCCSS)**
- Develop an innovative assessment system aligned to the standards:
  - to help ensure new **standards reach every classroom**
  - to **provide clear signals** to educators, parents and students **about college readiness** prior to high school graduation
- Establish a **College- and Career-Ready Determination** accepted and used by postsecondary faculty and administrators that **guarantees student placement into entry-level, credit-bearing college courses without the need for remediation.**
- **Provide early interventions, tools and transition courses to ensure students meet postsecondary goals.**

# Important to Higher Education Faculty: ELA and Literacy Standards



- **Colleges and universities require students to –**
  - **Analyze** complex text
  - **Conduct** research and apply that research to solve problems or address a particular issue
  - **Identify** areas for research, narrow those topics and adjust research methodology as necessary, and evaluate and synthesize primary and secondary resources as they develop and defend their own conclusions
- **Standards require students to –**
  - **Conduct** short, focused projects and longer term in-depth research
  - **Identify and analyze** credible information
  - **Communicate** research findings both **verbally** and in **writing**

# Important to Higher Education Faculty: High School Mathematics Standards



- **The high school mathematics standards:**
  - **Identify** the mathematics that all students should study in order to be college and career ready
  - **Emphasize** mathematical modeling and the use of mathematics and statistics
    - To **analyze** empirical situations,
    - **Understand** them better, and
    - **Improve** decisions
- **The standards require students to:**
  - **Apply** mathematical ways of thinking to real world issues and challenges
  - **Develop** a depth of understanding and ability to apply mathematics to novel situations

# The Common Core State Standards Require New Aligned Assessments



- The Common Core State Standards were developed *collaboratively by K-12 and postsecondary content experts and faculty to establish standards of college readiness*
- **Higher education partners in PARCC**—nearly 200 institutions and systems covering over 850 campuses across the country— **committed to work with K-12** partners to **develop assessments** aligned to these standards and set a **college-ready cut score** that will be used to **place incoming freshman** into credit-bearing college courses



# Developing the PARCC Assessments:

## The Role of Postsecondary Faculty, Leaders and Policy Makers



# PARCC Priorities



1. Determine whether students are **college and career ready or on track**
2. Aligned to the **Common Core State Standards**
3. Measure the **full range of student performance**, including that of high- and low-achieving students
4. Provide educators with **timely data**
5. Create innovative **21st century, technology-based assessments**
6. Be **affordable** and **sustainable**
7. Provide **comparable data** from school-to-school and state-to-state

# What is Different About PARCC's Development Process?



- PARCC states first developed the Model Content Frameworks to provide guidance on key elements of excellent instruction aligned with the Standards.
- Then, those Frameworks informed the assessment blueprint design.
- Aligned evidence statements and task models followed.

*So...*

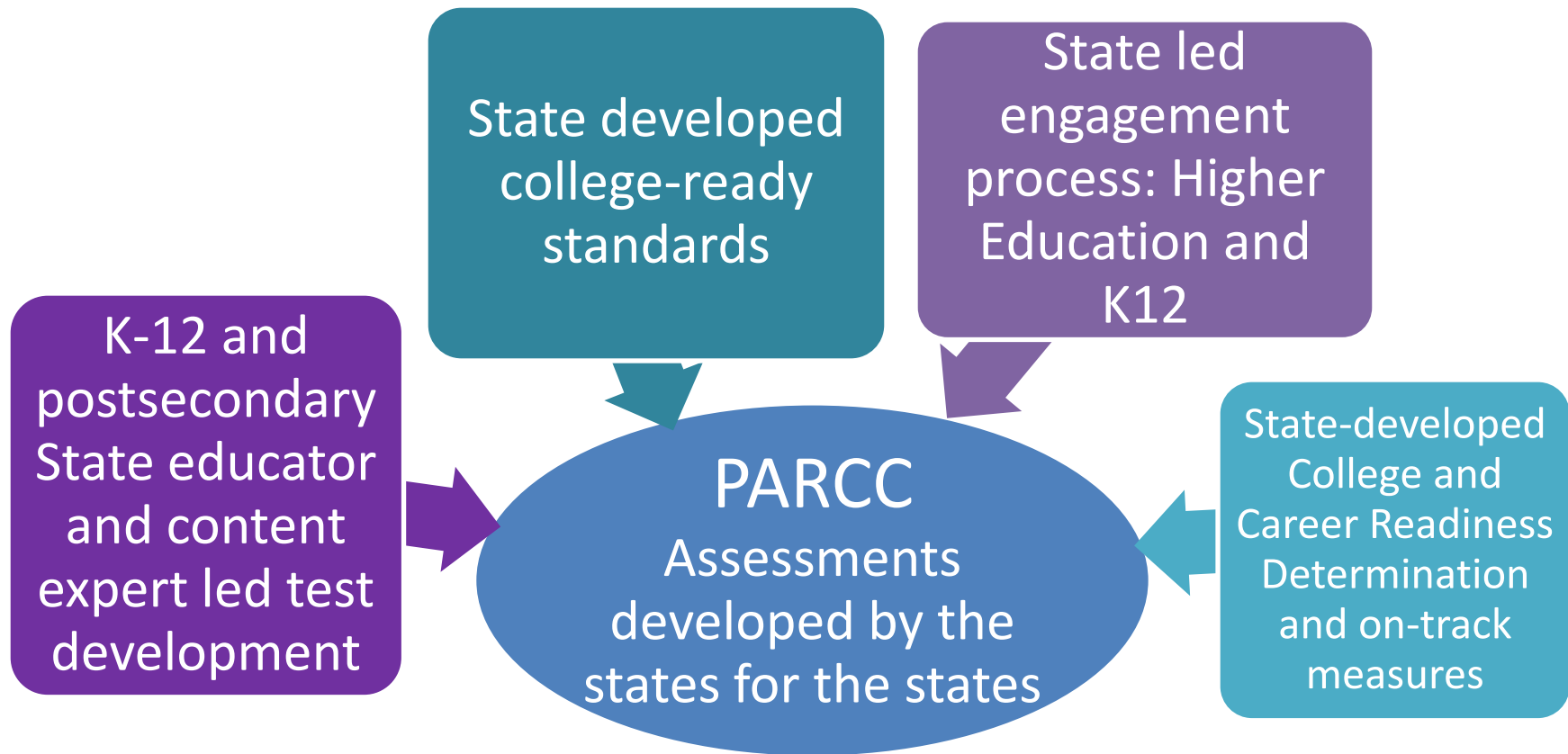
- PARCC is designing the assessments around exactly the same content shifts the standards expect of teachers and students.
- PARCC is communicating in the same voice to teachers as it is to assessment developers

# Item Development



- Item development began in fall 2012
- Item and passage reviews take place regularly, with teams of reviewers:
  - K-12 content experts
  - Higher education faculty
  - Local educators
  - Community members
- Item development is on schedule, and the vendors will meet the benchmark to complete all items for field testing.

# State Led Design and Development



***Educators in the PARCC consortium can trust that test items reflect the Common Core State Standards and the quality expectations of teachers in their states***

# Higher Education Engagement



- Through state level engagement efforts, **almost 800 state postsecondary institutions and systems have been involved in the development of the PARCC assessment**
- PARCC ACCR and Higher Education Leadership Team played an integral role in defining and adopting the College and Career Readiness Determination for placement into entry-level, college-credit bearing courses
- Role going forward:
  - Continue to deepen awareness of the postsecondary role in PARCC
  - Develop K-12/postsecondary partnerships and governance plans for using the PARCC assessments for placement
  - Approve and participate in the standard setting and long-term validations processes
  - Engage higher education in supporting full implementation of the CCSS and PARCC assessments

# The PARCC Assessment System



# Getting All Students College and Career Ready



*Ongoing student support/interventions*

K–2

Grades 3–8

High  
School

Success In  
first-year,  
credit-bearing,  
postsecondary  
coursework

**Voluntary K–2 assessment** being developed, aligned to the Common Core State Standards

**Timely data** showing whether ALL students are on track for college and career readiness

**College readiness score** to identify who is ready for college-level coursework

**Targeted interventions and supports:**

- State-developed 12th-grade bridge courses

*Professional development for educators*



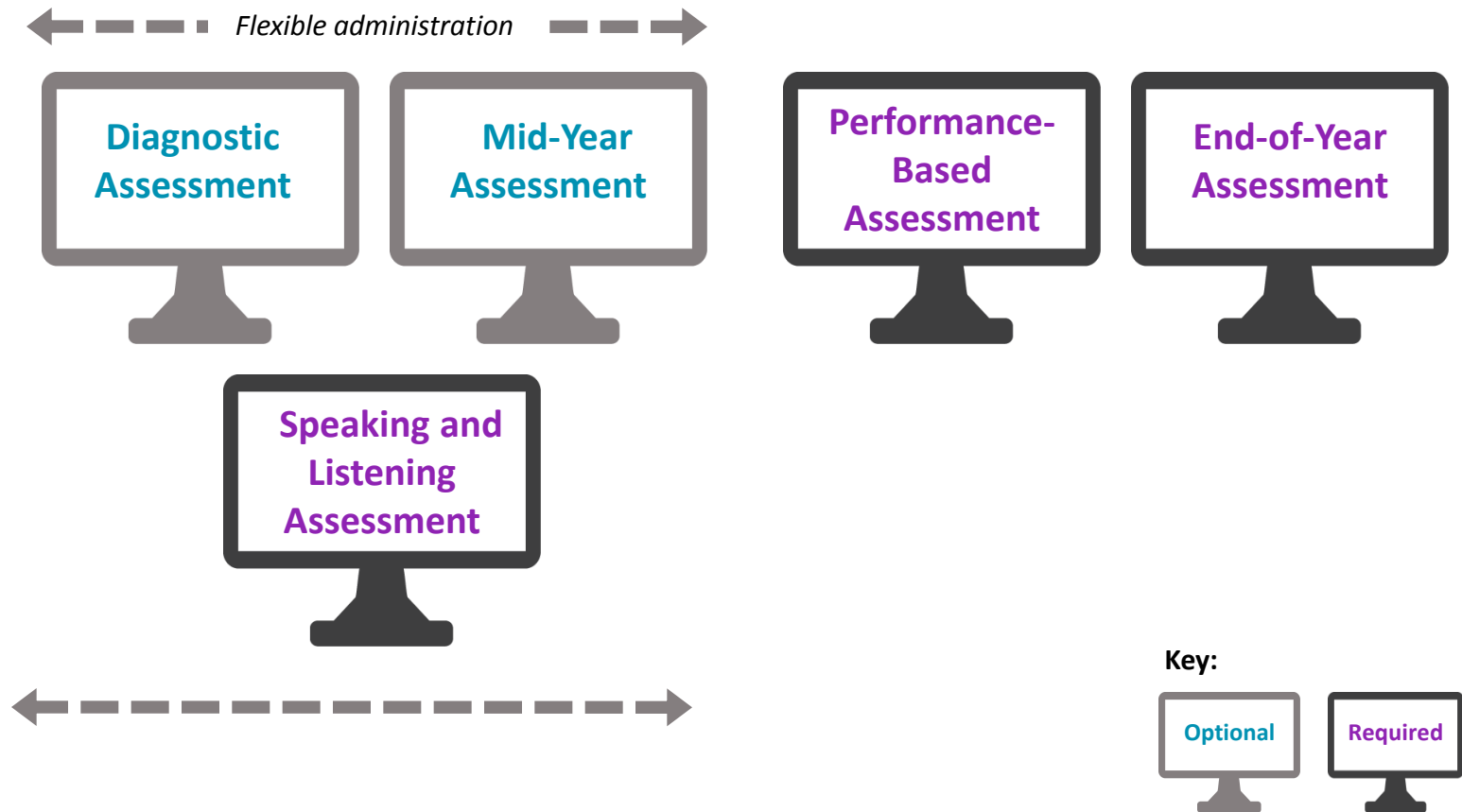
# Assessments

ELA/Literacy and Mathematics, Grades 3–11



*Beginning of  
School Year*

*End of  
School Year*



# From the Student's Perspective



- **Early Spring Performance Based Assessments in Math and Literacy**
  - ELA/Literacy: 3.5 hours to write three essays
  - Math: 2 hours to work through a few short problems and 6-7 extended math problems
- **Late Spring: Short answer/Multiple choice Assessments**
  - ELA/Literacy: 2 hours to work through selected response analytical questions
  - Math: 1.75-2 hours to work through short mathematics problems
- ***Less than 1% of total instructional time***

# A Preview of the PARCC Assessments



- **August 2013:** PARCC released **new sample items in Mathematics and ELA/literacy**
- **October 2013:** additional **sample items** released
- **November 2013:** sample items **available on the technology platform**
- **Spring 2014:** **PARCC practice test**, available to students, teachers, parents via [PARCCOnline.org](http://PARCCOnline.org)

# PARCC Scores as Indicators of College Readiness



# Background: Policy-Level Performance Level Descriptors



- PARCC states will use **5 achievement levels** for grades 3-8 and HS in ELA/literacy and mathematics
- Each of the proposed performance levels includes:
  - **Policy claims**, which describe educational implications for students at a particular performance level.
  - **General content claims**, which describe academic knowledge and skills students across grade levels performing at a given performance level are able to demonstrate.
- **Level 4 will be the threshold for earning the College and Career Ready Determinations on the designated high school assessments**

# Standard-Setting/Validation Studies of the CCRD



The following statement was approved for use to inform standard-setting (determining cut scores for PARCC performance levels) and to conduct future studies to validate the efficacy of the CCR Determinations.

- Students who earn a PARCC College- and Career-Ready Determination by performing at a Level 4 in **Mathematics** and enroll in College Algebra, Introductory Statistics, and technical courses requiring an equivalent level of mathematics have approximately a 0.75 probability of earning college credit by attaining at least a grade of C or its equivalent in those courses.
- Students who earn a PARCC College- and Career-Ready Determination by performing at a Level 4 in **ELA/literacy** and enroll in College English Composition, Literature, and technical courses requiring college-level reading and writing have approximately a 0.75 probability of earning college credit by attaining at least a grade of C or its equivalent in those courses.

# Research Strategy for Validation of College and Career Ready Scores



- To set college-ready performance standards on the high school assessments, PARCC will use evidence from research such as:
  - **Concurrent** validity studies
    - Compare performance on PARCC with ACT/SAT/COMPASS/Accuplacer
  - **Predictive** validity studies
    - Connect success of students on PARCC to performance in first-year courses
  - **Judgment** studies
    - Rate importance of CCSS standards and test items in comparison with first-year course content
  - **Alignment** studies
    - Examine relationship between first course content and content PARCC measures

# Incorporating PARCC into Postsecondary Placement Policies





# Background: College- and Career-Ready Determination (CCRD) Policy



- **Two College and Career Ready Determinations:**
  - English language arts/literacy
  - Mathematics
- Students who receive a **CCRD** will have demonstrated the **academic knowledge, skills, and practices** necessary to enter directly into and succeed in entry-level, credit-bearing courses at public postsecondary institutions without the need for remediation.
- Students who achieve the CCRD will be **guaranteed exemption** from remedial course work in that content area.
- *The PARCC Governing Board and ACCR approved the final policies during a special October 25, 2012 session.*
- **Policies are located at [www.parcconline.org/parcc-assessment-policies](http://www.parcconline.org/parcc-assessment-policies)**

# CCRD: Placement NOT Admission



## A College and Career Ready Determination on the PARCC assessments indicate:

- **Mastery** of the core competencies in the Common Core State Standards identified by postsecondary education faculty as prerequisites for and key to success in entry-level, credit-bearing courses in English and mathematics
- **Readiness** for placement into entry-level, credit-bearing courses in ELA and mathematics

## A College and Career Ready Determination will not:

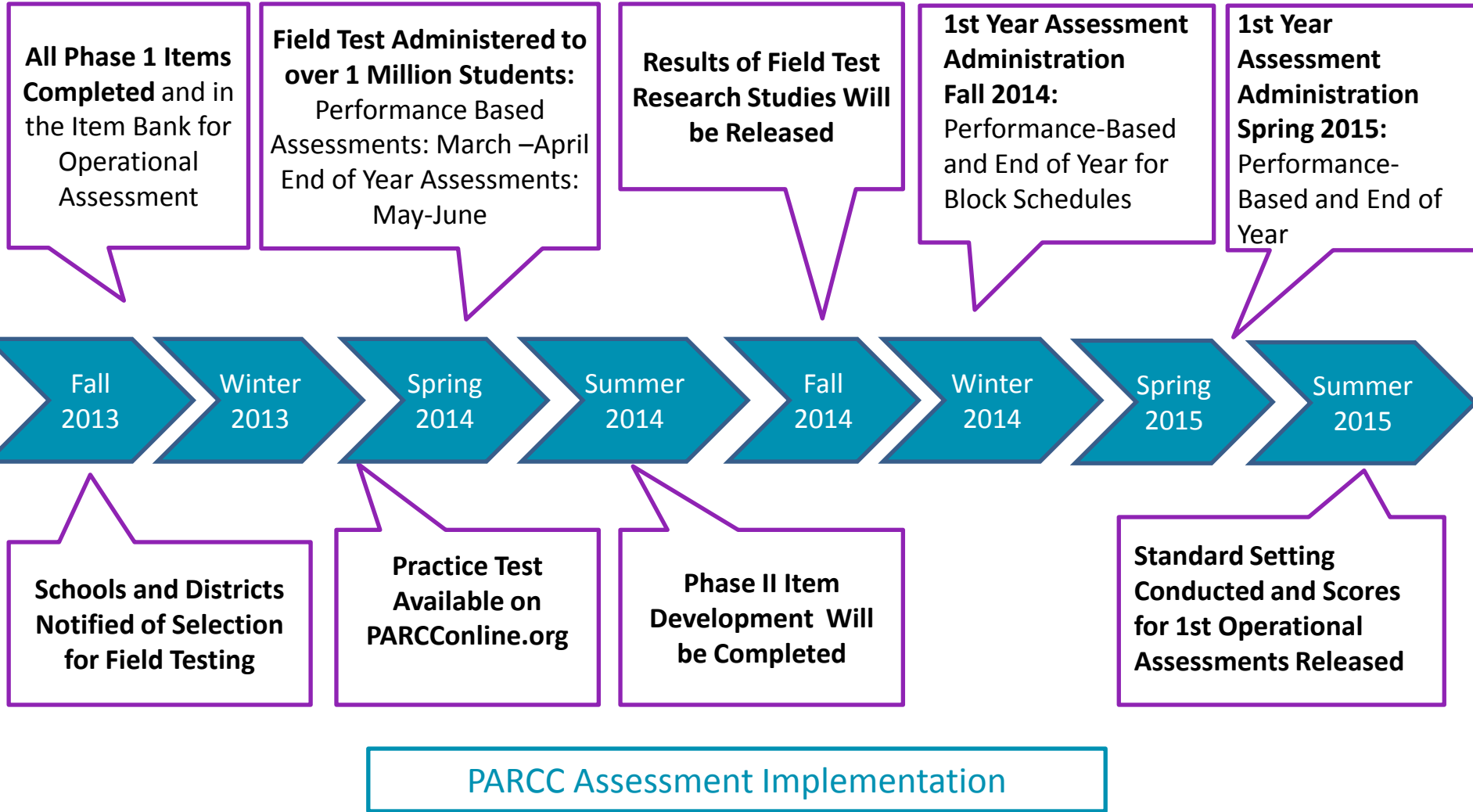
- **Determine** admission to college or university
- **Replace** college/university tests to place students into **higher level mathematics and English courses**
- **Address** non-traditional students who delay enrollment

# What Successful Implementation Means for Postsecondary Institutions



- Institutions are **confident in the validity of the PARCC assessments** as a measure of college readiness
- Institutions have **developed and implemented policies and plans for using PARCC** to place students into entry-level credit bearing courses
- Institutions **have developed and implemented a process for assessing the needs of students who do NOT meet the CCRD determination**
- Postsecondary institutions **collaborate with K-12 to provide supports to students during their senior year** who are identified as not college ready in 10<sup>th</sup> grade.
- Build K-12/postsecondary partnerships **to use PARCC as an early indicator** to:
  - Identify students who would benefit from early college credit/concurrent enrollment programs
  - Provide senior year support courses so that student graduate ready for postsecondary courses

# Timeline Through First PARCC Administration in 2014-2015



# The Role of Postsecondary Going Forward



# State Level Strategies



- Increase state level awareness of the role postsecondary institutions, leaders, and faculty have played in the development of the CCSS and PARCC assessments
- Communicate extensively to postsecondary institutions and faculty about the research and validation process
- Work with teacher preparation programs to imbed the Common Core State Standards and PARCC assessment into curriculum
- Assist state leaders in identifying policies and practices that need to be in place to use PARCC for placement into college-credit bearing courses
- Prepare to communicate to students and parents about college readiness and support students who do not meet the CCRD determination
- Build K-12 postsecondary partnerships to support implementation and promote student success

# The Work Continues: PARCC Higher Education State Leadership



- Continue to build a strong and committed cadre of higher education advocates within and across states;
- Approve and participate in the standard setting and long-term validations processes
- Collaborate with national college readiness and completion initiatives (e.g., Core to College, Complete College America, Concurrent Enrollment Programs, Early College High School) to ensure that initiatives are complementary
- Support state policy alignment to ensure a smooth transition to the Common Core State Standards;
- Expand engagement and collaboration of K-12 and higher education leaders through communication and interactive opportunities (e.g., vertical alignment).

# New Jersey--College Readiness Now



## Program Description

- Generously funded by the NJ Secretary for Higher Education at \$650,000
- Our 19 community colleges forged 60+ high school partnerships
- Purpose – get more students to college ready before they graduate from high school
- Emphasis on students living below the poverty line

Identify high school juniors and seniors who are not tracking to college readiness



Diagnose particular English/math areas in which they need help



Deliver transition courses to these students to get them college ready before they graduate



# New Jersey--College Readiness Now



## Processes and Practices:

**IDENTIFYING:** 4,000 high school juniors and seniors initially tested with the *Accuplacer Placement Exam* in Spring 2014.

**ENROLLING:** 900+ students enrolled in their local College Readiness Now transition program after not placing college ready.

**REMEDIATING:** In partnership with 60+ high schools, our colleges developed semester-long transition courses, summer bridge programs and intensive boot camps.

# New Jersey--College Readiness Now



## Success Outcomes:

**COLLEGE READY:** 440 students deemed college ready in English and/or math upon completion of the transition course.

**MOVING ON UP:** Even students who did not become fully college ready significantly moved up the developmental education sequence, thereby saving time and money.

### EMPHASIS ON COLLEGE SUCCESS

Students were also given opportunities to interact with college faculty, oftentimes on the college campus – and many were offered free dual enrollment courses (Student Success Course, English Composition, Mathematics, and Computer Science).

# New Jersey--College Readiness Now



## Statewide Evaluation:

Program evaluation by Dr. Monica Kerrigan-Reid, Rowan University, concluded community colleges should focus on students who were almost college-ready and offer three models of College Readiness Now, including workshops or a credit bearing student success course.

**Transition Course Model** – A semester-based model that is incorporated into students' school day.

**Summer Bridge Model** – A five-week model delivered in the summer session with course meetings Monday through Thursday that is based on a traditional college developmental course.

**Boot Camp Model** – A short and intensive (one week) computer-based instruction model with instructor support.

# New Jersey--College Readiness Now



## Students Speak:

“The program is helping kids who know they are struggling.”

“I used to be terrified of going to college, but now I’m not.”

“The summer program was a wake-up call. I need to be more responsible.”

“I can’t wait for school to start to show my teachers and friends how much I learned.”

# Preparing for PARCC

How We Can Help Students Get Ready  
for Complex Text

Dr. Marc Aronson

# Marc Aronson

- Rutgers University, School of Communication & Information
- Assistant Teaching Professor
- Ph.D. in American History
- 25 years as an author, editor of nonfiction for middle grade and high school
- Winner of the first Sibert Medal from the American Library Association for excellence in nonfiction

# Parsing PARCC

- Name is Partnership for Assessment of Readiness for College and Career
- Tests, thus, not to be on content, knowledge, scope and sequence but on readiness for post-secondary world.
- Or.....

# Complex Text

- “Those ACT-tested students who can read complex texts are more likely to be ready for college. Those who cannot read complex texts are less likely to be ready for college.”
- “Reading Between the Lines: What the ACT Reveals About College Readiness in Reading”
- [http://www.act.org/research/policymakers/pdf/reading\\_report.pdf](http://www.act.org/research/policymakers/pdf/reading_report.pdf)



# Complex Text as a Predictor

- Students who pass CT benchmark vs. those who don't
- enroll in college (74 percent vs. 59 percent);
- earn a first-year college GPA of 3.0 or higher (54 percent vs. 33 percent) or 2.0 or higher (87 percent vs. 76 percent);
- return for a second year of college at the same institution (78 percent vs. 67 percent).

# CT Key to CRR, Thus PARRC Tests For

- **Relationships** (interactions among ideas or characters)
- **Richness** (amount and sophistication of information conveyed through data or literary devices)
- **Structure** (how the text is organized and how it progresses)
- **Style** (author's tone and use of language)
- **Vocabulary** (author's word choice)
- **Purpose** (author's intent in writing the text)

Or

- **Main Idea/Author's Approach**
- **Supporting Details**
- **Relationships**
- **Meaning of Words**
- **Generalizations or Conclusions**

# You Will Find These 5 All Over the PARCC Tests

# How Do We Prepare Students for the 5? All Complex Text?



# All Close Reading?



**No!**

# Pathways to CT: Engagement





# Volume Reading = Expertise

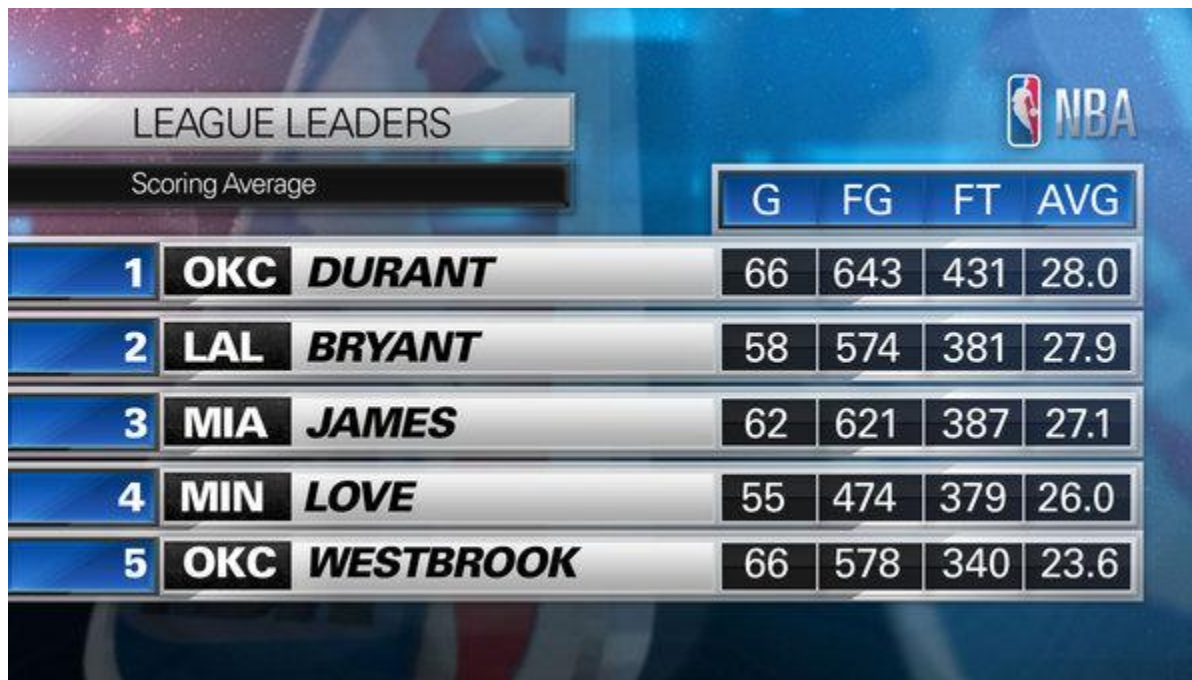
- “If one is master of one thing and understands one thing well, one has, at the same time, insight into and understanding of many things.”
- VINCENT VAN GOGH

# Pets





# Sports Statistics



The image shows a screenshot of an NBA League Leaders table for Scoring Average. The table is set against a blue background with the NBA logo in the top right corner. The table has five columns: Rank, Team, Player Name, Games (G), Field Goals (FG), Free Throws (FT), and Scoring Average (AVG). The data is as follows:

LEAGUE LEADERS		NBA			
Scoring Average		G	FG	FT	AVG
1	<b>OKC</b> <i>DURANT</i>	66	643	431	28.0
2	<b>LAL</b> <i>BRYANT</i>	58	574	381	27.9
3	<b>MIA</b> <i>JAMES</i>	62	621	387	27.1
4	<b>MIN</b> <i>LOVE</i>	55	474	379	26.0
5	<b>OKC</b> <i>WESTBROOK</i>	66	578	340	23.6

# Military History



# Friendship Novels



# Any Type of Reading Can Lead to Expertise

- Dr. Kieran Egan <https://www.sfu.ca/~egan/>
- Student Achievement Partners  
<http://achievethecore.org/about-us>
- Expert Pack project

# Expert Pack Project

- The goal of the Text Set Project is to bring together teams of librarians, educators and suppliers (vendors, distributors, publishers) to learn more deeply about the critical role building knowledge plays in the Common Core State Standards.
- Topic – from standard scope and sequence, collection of materials (book, chapter, database, website, infographic, film clip) that builds knowledge and offers increasing text complexity as student gains comfort, expertise, familiarity
- Training taking place right now – contact SAP, project created in concert with Council of Chief State School Officers (CCSSO)



# Expertise Means

- You read from one text to the next.
- You compare and contrast author's ideas and approaches.
- You master specific vocabulary
- You identify supporting details
- You are accustomed to the process of building knowledge
- You arrive at and defend conclusions

You See, the Big 5

Are Only Top Students Experts?

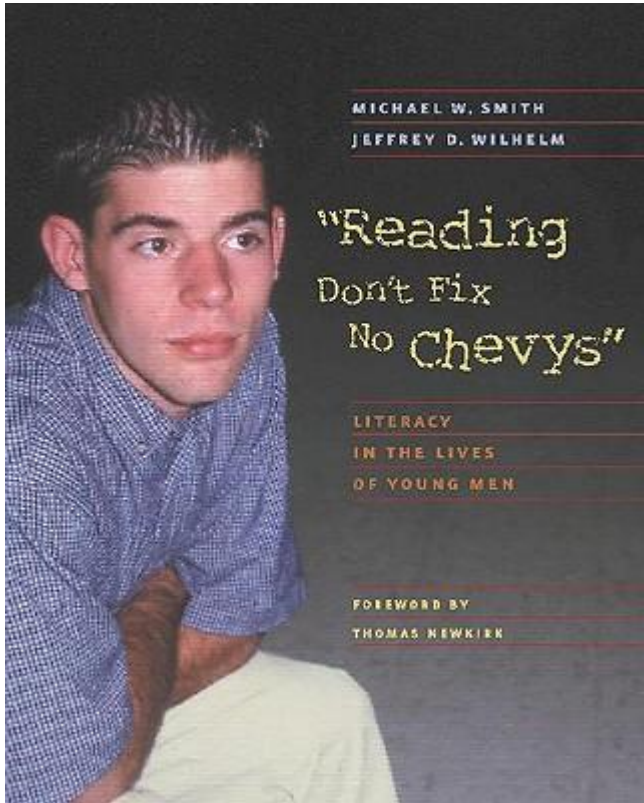
**No!**

# Invisible Readers



# Readers Who Prefer Facts to Story

- Records
- Statistics
- Weird and Wacky
- Manuals
- Instructions



MICHAEL W. SMITH  
JEFFREY D. WILHELM

"Reading  
Don't Fix  
No Chevys"

LITERACY  
IN THE LIVES  
OF YOUNG MEN

FOREWORD BY  
THOMAS HEWLETT

# Fact Readers Are Developing Expertise

- We need to capture that reading and learn how to build on it
- Use Fact and Record reading to build ladder of reading for ELL, “non-reader,” reader who prefers data to story



# Pathways to CT: Clusters

# Build Reading Clusters

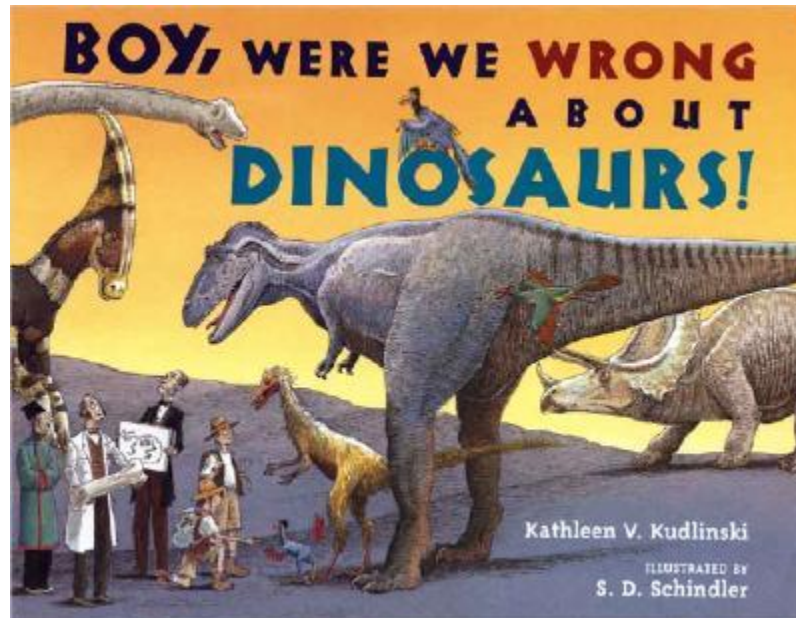
- Not A book on a subject
- Book plus article plus database plus website plus media
- Do not train students to look for answers.
- Train students to look for how to build answers by comparing resources

# Display Clusters of Resources



# Tuesday's *New York Times*

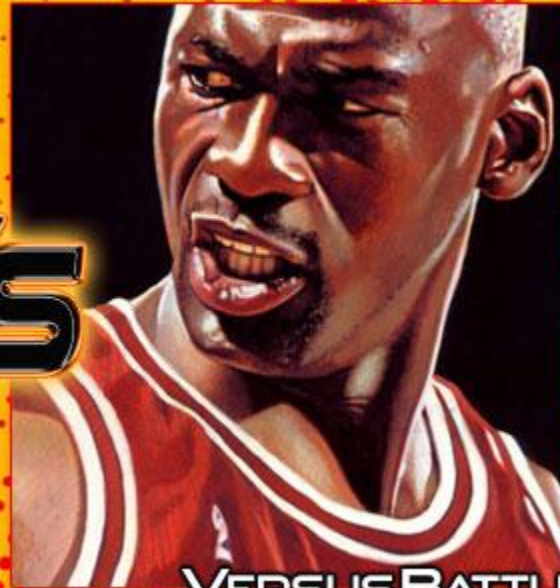
- NASA Spacecraft Closing In on Dwarf Planets Pluto and Ceres
- By KENNETH CHANG    JAN. 19, 2015



**LeBron James**



**Michael Jordan**



**VS**

**VERSUS BATTLE**  
.COM

# Pathways to CT: Storytime



DAILY  WOLF

# THE TRUE STORY OF THE 3 LITTLE PIGS!

BY A. WOLF

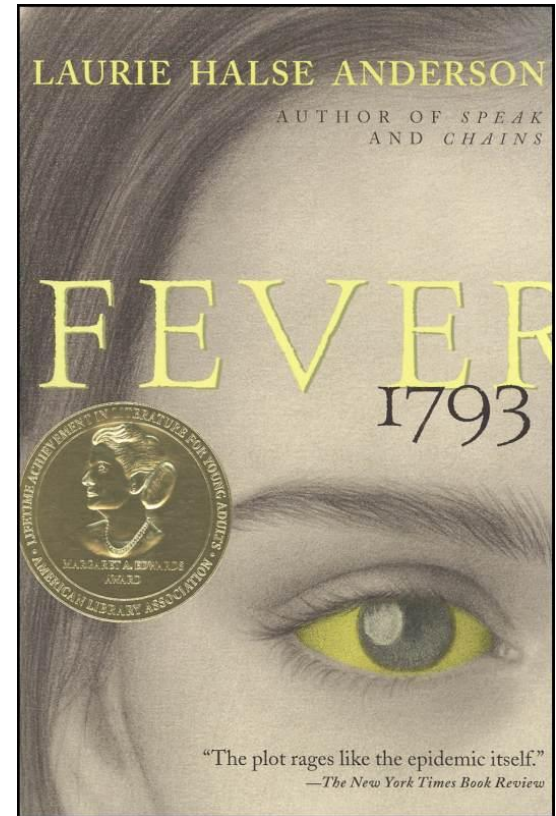
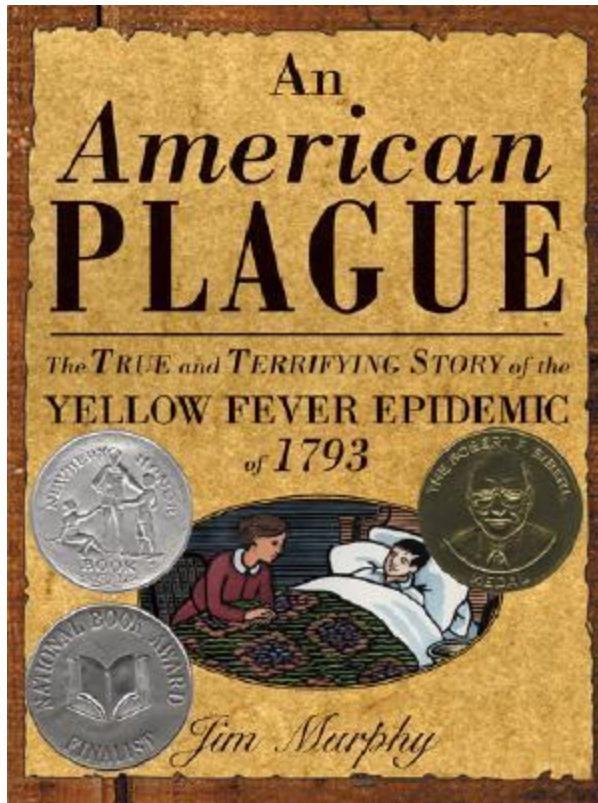


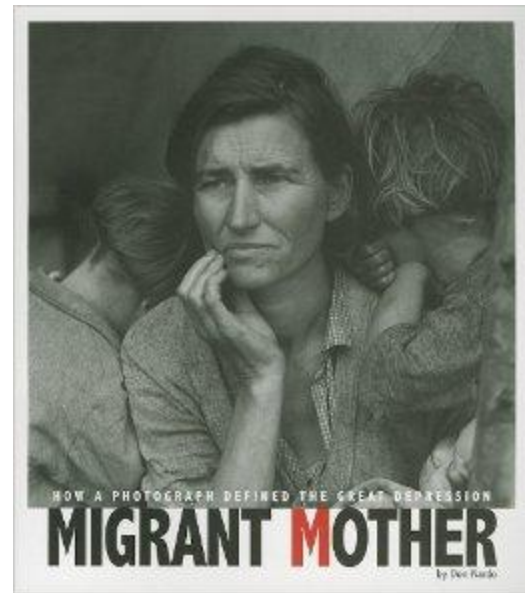
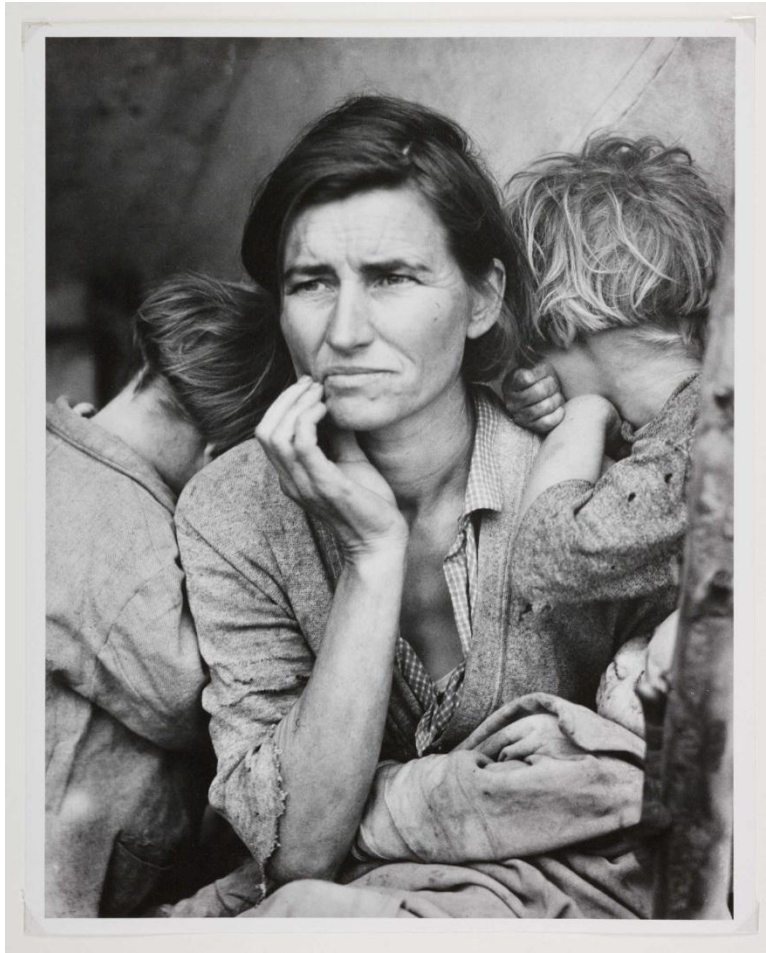
AS TOLD TO JON SCIESZKA  
ILLUSTRATED BY LANE SMITH





# Pathways to CT: Middle School

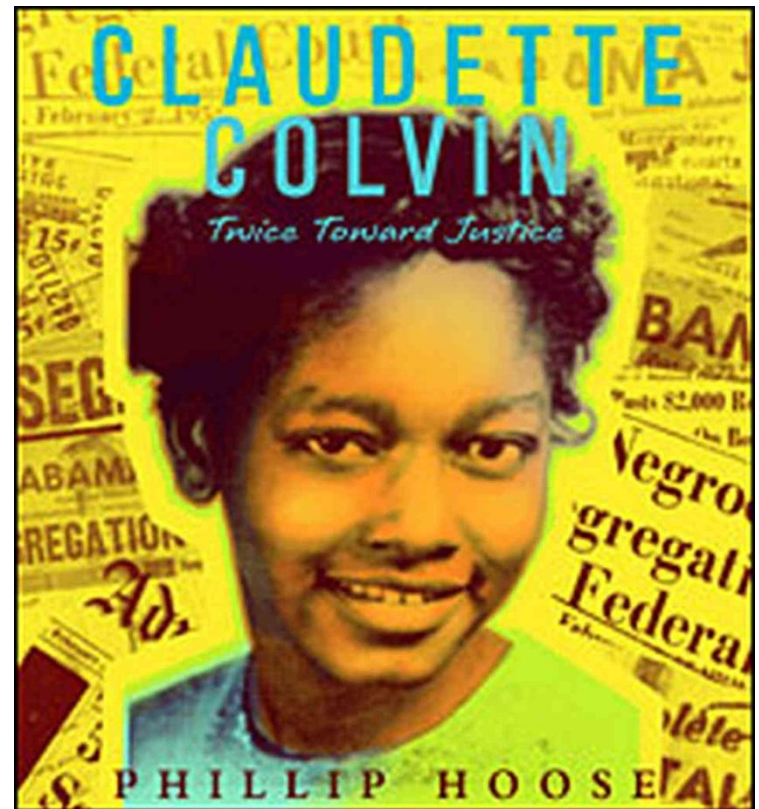




# Rosa Parks



1913 - 2005





# SUGAR CHANGED THE WORLD

A Story of Magic, Spice, Slavery, Freedom, and Science

BY **MARC ARONSON** AND **MARINA BUDHOS**



# UP BEFORE DAYBREAK

COTTON AND PEOPLE IN AMERICA



**DEBORAH HOPKINSON**

# Pathways Help But What About the Test Itself?

Photoshop PSD file download - Resolution 1280x1024 px - www.psdgraphics.com





# PARCC

- In some two-part questions you must select the definition of an unfamiliar word; then, you must show what evidence led you to that conclusion.
- If you get the definition wrong, both parts are automatically wrong
- What can we tell our students?

# Take Your Time!

- Must read same passages many times to answer sequence of questions
- Second, third, fourth read may show you that your first response was not correct
- As you read and re-read, you have the chance to re-view earlier questions on that passage



# There is NO Advantage to Speed

- Take your time to immerse yourself in the passage – or passages if you are comparing two selections – give tentative answers then return
- It is very much like

# Diving Into the



# Tread Water, Find Your Balance



# It is Unfamiliar But

- You can swim, if you take your time
- You are not expected to know the words, the authors, the passages
- You may be reading documents from different historical eras
- Poems or novels written in unfamiliar styles

# Use skills taught in school

- Context clues for vocabulary
- How to identify main idea?
- What details support the idea?
- How does this author and POV differ from that one?

# In Sum

- Identify 5 elements of Complex Text
- Build Student muscles with volume reading, expertise, clusters, compare and contrast
- Practice skills for dealing with unfamiliar terms, texts, ideas
- Train students to go slow, review, re-think – trust that they have the skills to swim.

# CCR = CT

- CT as appropriate to each age and grade
- Give students as many ways as possible to develop CT skills
- Let them know that PARCC is more like classroom experience of close reading than it is a test of prior knowledge.
- And most of all





# **Put it in P.A.R.C.C.**

## ***Strategies to Optimize PARCC Readiness***

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**Signature Series on Education Equity and  
Transformation of Schools**

**January 23, 2015**

**Tracey Severns**

What do they need to know and be able to do?



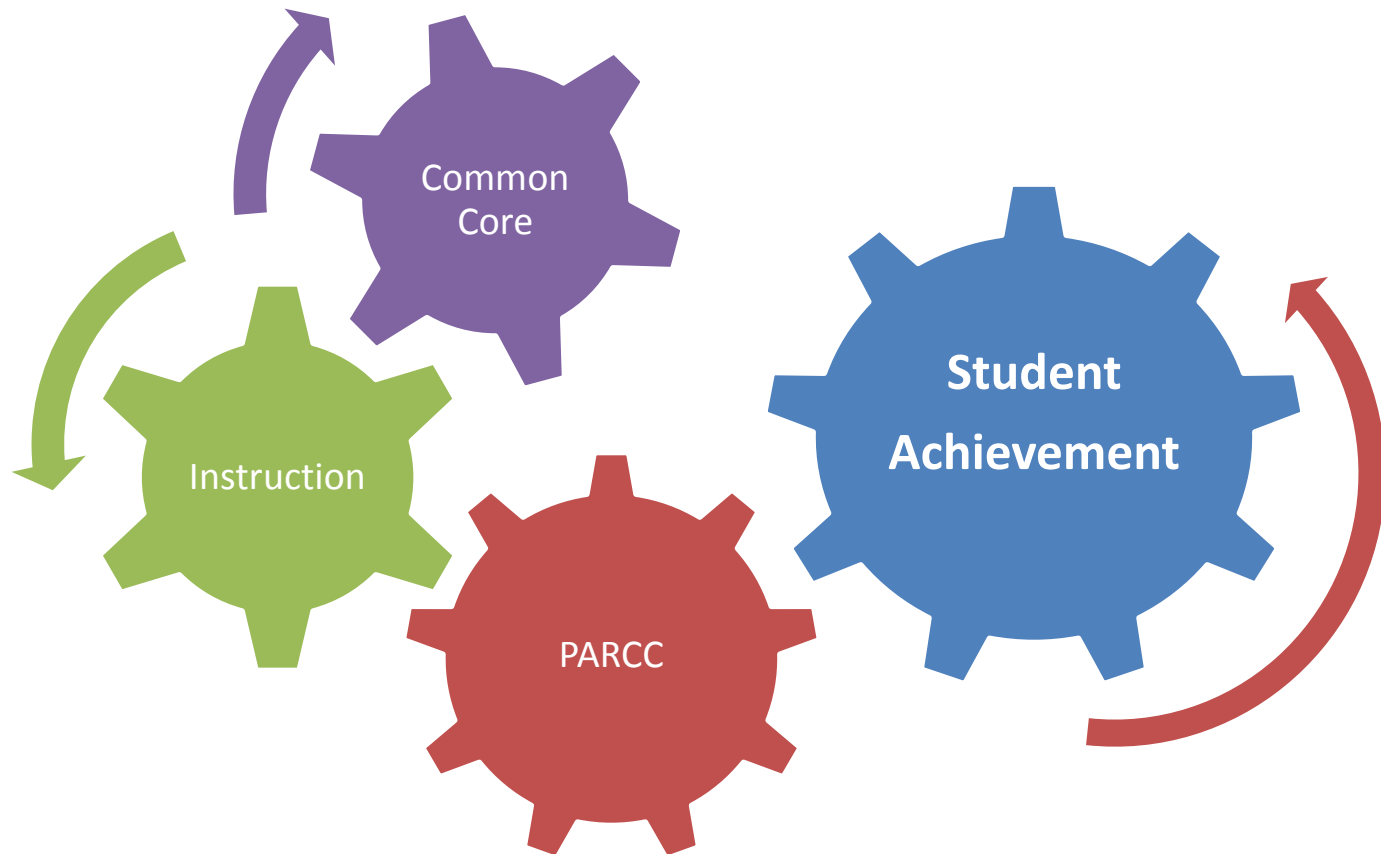
**How do we get them from here?**



To here?



# How can we use high-quality standards, assessments and instruction to improve student achievement?



# Put it in P.A.R.C.C.!

<b>Plan</b>	Develop a plan to close the implementation gap
<b>Assessments</b>	Use assessments to improve instruction
<b>Resources</b>	Use PARCC resources to optimize readiness
<b>Curriculum</b>	Ensure that rigorous, aligned curricula are taught
<b>Connect</b>	Integrate CC, PARCC and educator evaluation

# Develop a PARCC Implementation Plan

- Employ a Coordinated Approach
- Address Tech Readiness
- Address Instructional Readiness
- Address Individual Readiness
- Create Contingency Plans to Address “Emergencies”

# Use Assessments to Improve Instruction

## Assessment Analysis Tool

Name \_\_\_\_\_

Date \_\_\_\_\_

Subject area \_\_\_\_\_

Grade \_\_\_\_\_

**To score well on this item, students must:**

Item Number	Know/understand that	Be able to



# Take a Slice

Draw a line from the pizza slices to the matching fraction.



$$\frac{1}{6}$$



$$\frac{2}{5}$$



$$\frac{2}{3}$$



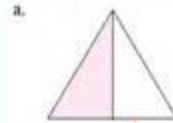
$$\frac{3}{6}$$



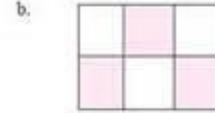
$$\frac{1}{2}$$

## Fractions

For each figure, write the fraction that describes it. The first one is done for example.



Fraction :  $\frac{1}{2}$



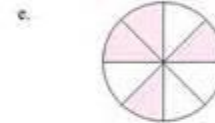
Fraction : \_\_\_\_\_



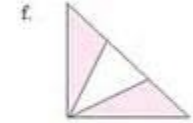
Fraction : \_\_\_\_\_



Fraction : \_\_\_\_\_



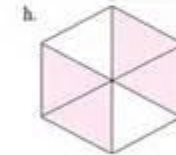
Fraction : \_\_\_\_\_



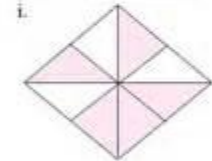
Fraction : \_\_\_\_\_



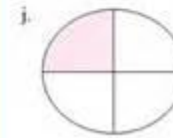
Fraction : \_\_\_\_\_



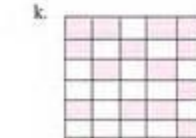
Fraction : \_\_\_\_\_



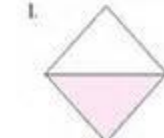
Fraction : \_\_\_\_\_



Fraction : \_\_\_\_\_



Fraction : \_\_\_\_\_



Fraction : \_\_\_\_\_

## Grade 3 Mathematics (Number Line)

 [Printer-friendly version](#) [PDF version](#)

### SAMPLE ITEM

Drag each fraction to the correct location on the number line.


●      ●      ●  
 $\frac{1}{2}$     $\frac{3}{2}$     $\frac{6}{2}$



The fraction number line task is adapted from a task available at <http://illustrativemathematics.org>.

[Reset](#)

**For More Item Specific Information**

 [PARCC Math Sample Problems\\_GR3\\_Frac-Num-LineV2.pdf](#)

## Fractions on the number line (grade 3)

◀ About the task CCSSM Alignment Part a Part b Part c Part d **Part e** Scoring ▶



Write your answer to the following problem in your answer booklet.

Two fractions have different numerators and denominators. Can the two fractions have the same location on the number line? Explain.

# Do assessments still look like this?

The principal has just proposed that we cancel field day to provide more time for test preparation.

- Write a letter expressing your position on the proposal.
- Use facts, examples and other evidence to support your opinion.

The Biography of Amelia Earhart

Earhart's Final Resting Place Believed Found

Amelia Earhart: Life and Disappearance

Read the website entry "The Biography of Amelia Earhart." Then answer the questions.

### The Biography of Amelia Earhart

**1** When 10-year-old Amelia Mary Earhart saw her first plane at a state fair, she was not impressed. "It was a thing of rusty wire and wood and looked not at all interesting," she said. It wasn't until Earhart attended a stunt-flying exhibition, almost a decade later, that she became seriously interested in aviation. A pilot spotted Earhart and her friend, who were watching from an isolated clearing, and dove at them. "I am sure he said to himself, 'Watch me make them scamper,'" she said. Earhart, who felt a mixture of fear and pleasure, stood her ground. As the plane swooped by, something inside her awakened. "I did not understand it at the time," she said, "but I believe that little red airplane said something to me as it swished by." On December 28, 1920, pilot Frank Hawks gave her a ride that would forever change her life. "By the time I had got two or three hundred feet off the ground," she said, "I knew I had to fly."

You have read a website entry and an article, and watched a video describing Amelia Earhart. All three include information that supports the claim that Earhart was a brave, courageous person. The three titles are:

"Biography of Amelia Earhart"

"Earhart's Final Resting Place Believed Found"

"Amelia Earhart's Life and Disappearance" (video)

Consider the argument each author uses to demonstrate Earhart's bravery.

Write an essay that analyzes the strength of the arguments related to Earhart's bravery in at least two of the three supporting materials. Remember to use textual evidence to support your ideas.

**B** *I* U       

Watch the video titled "Amelia Earhart: Life and Disappearance." Then answer the questions.



"Amelia Earhart: Life and Disappearance,"  
<http://www.watchmojo.com/index.php?id=9083>, courtesy of  
Watchmojo.com.

### Part A

In the video "Amelia Earhart: Life and Disappearance," the narrator mentions people who **qualified [Earhart's] skill as adequate**. (1:04)

What meaning is this phrase intended to suggest to the viewer of the video?

- A. that Earhart's skill as a pilot deserved popular admiration
- B. that Earhart's skill as a pilot eventually allowed her to receive a license
- C. that Earhart's skill as a pilot may sometimes have been overrated
- D. that Earhart's skill as a pilot was surprising in a woman

### Part B

Which piece of evidence from the video provides a second example of the correct response to Part A?

- A. the reference to Earhart earning her pilot's license (0:56)
- B. the quick smile on the face of the actress portraying Earhart (1:03)
- C. the excitement of the crowd greeting Earhart (1:05)
- D. the statement that Earhart did not actually pilot the plane in the first flight across the Atlantic (1:21)

# The Answer IS the Questions

“The level of mastery that will be reached is determined entirely by what sort of questions students are expected to answer.”

- Paul Bambrick-Santoyo

# Assess the PARCC Assessment(s)

Select an assessment and then complete the PARCC Practice Test 1 Reflections Sheet. Then, complete another test and complete the Practice Test 2 sheet.

Grades 3–11 Performance-Based Assessment tests for ELA

Grades 3–8 End-of-Year tests for mathematics

Algebra I, Geometry, and Algebra II End-of-Year tests for mathematics

<http://practice.parcc.testnav.com>



# Use PARCC Resources to Optimize Readiness

## Review of PARCC Resources

Name of resource	What information does it provide?	How can we use it?	Who needs to know?

# PARCC Resources

## Sample Items on the Technology Platform

Educators can try the item sets for all grade ranges to develop an understanding of the assessment's range of rigor, item types and functionalities.

### Item sets are available for:

Grade 3 – 5 ELA and Mathematics

Grade 6 – 8 ELA and Mathematics

High School ELA and Mathematics

<http://parconline.org/computer-based-samples>

# PARCC Resources

## **Practice Tests on the Technology Platform - Spring 2014 Release**

Students and educators can use these full length, grade specific assessments to experience a complete test. The spring 2014 release does not have scoring capability built into the tool. PARCC provides answer keys and rubrics.

### **What's available:**

Grades 3–11 Performance-Based Assessment tests for ELA

Grades 3–8 End-of-Year tests for mathematics

Algebra I, Geometry, and Algebra II End-of-Year tests for mathematics

<http://practice.parcc.testnav.com>

# PARCC Resources

## Practice Tests on the Technology Platform - Fall 2014 Release

### What will be available:

Grades 3–11 End-of-Year tests for ELA

Grades 3–8 Performance-Based tests for mathematics

Algebra I, Geometry, and Algebra II Performance-Based tests for mathematics

### Notes about scoring:

The fall 2014 release will have scoring capability built into the tool. PARCC will also provide rubrics for the prose constructed responses.

# PARCC Resources

## Tutorials

Tutorials contain a sequence of screens that demonstrate the navigation and tools available on the assessment technology platform (TestNav 8). The items in the tutorials are not PARCC items. They are samples used to allow students and educators to gain familiarity with the technology platform that will be used for PARCC assessments.

<http://practice.parcc.testnav.com>

# PARCC Resources

## **Accessibility Features and Accommodations Manual**

Includes an overview of the PARCC Assessment, information regarding the accessibility system and accessibility features for all students, the accommodations for students with disabilities, and accommodations for English language learners. It provides a five step decision-making process for selecting, administering and evaluating the use of accommodations for PARCC assessments. This is essential information for administrators, IEP and 504 team members, teachers (general educators, special educators and ELL/ESL educators), related service providers, parents and students.

<http://www.parcconline.org/parcc-assessment-policies>

# PARCC Resources

## Assessment Blueprints and Test Specifications

A series of documents that describe the content and structure of the assessments. They define the total number of tasks and/or items for each assessment component, the standards measured, the item types, and the point values for each.

**ELA/literacy**- Info re: the design of the assessments, the selection of passages/texts, the relationship of reading to writing, how to pair passages/texts with questions, how to use the ELA/literacy rubrics for classroom rubric use.

**Mathematics** – Info re: the coherent nature of the standards and clarify which evidence statements are eligible for the performance-based assessment (PBA) and the end-of-the-year assessment (EOY)

<http://www.parcconline.org/assessment-blueprints-test-specs>

# PARCC Resources

## Evidence Tables and Evidence Statements

Describe the knowledge and skills that an assessment item or task elicits from students.

**ELA tables** contain the Reading, Writing, and Vocabulary Major Claims and the evidences that will be measured on the summative assessment. Use this info to combine standards when designing instructional tasks, determine alignment of complex text with standards for instructional passage selection, develop the stem for questions that are aligned to the standards, provide instructional scaffolding, and to develop rubrics and scoring tools.

<http://parconline.org/assessment-blueprints-test-specs>



# PARCC Resources

## Evidence Tables and Evidence Statements

**Mathematics tables** clarify the content that will be measured on the Performance-Based Assessments (PBA) and End-of-Year Assessments. This info can be used to sequence curricula so content is taught in time for the PBA, to identify the evidence statements that allow calculator use, and to understand what students are going to have to do for Claim C (reasoning) and Claim D (modeling).

<http://parconline.org/assessment-blueprints-test-specs>

# PARCC Resources

## Model Content Frameworks

Useful resources for developing curricula and instructional materials.

**ELA/Literacy** - include a narrative summary of the ELA Standards, a model content framework chart that presents a visual overview of the standards in a particular grade level (including crucial reading demands and written emphases for instructional planning), key terms and concepts for the model content framework chart, and progression charts for the writing and the speaking and listening standards.

<http://parconline.org/parcc-model-content-frameworks>

# PARCC Resources

## Model Content Frameworks

Useful resources for developing curricula and instructional materials.

**Mathematics** - provide detailed information about selected practice standards, fluencies, connections and content emphases, including examples of key content dependencies (where one concept ought to come before another), key advances from the previous grade, and opportunities for in-depth work on key concepts. Teachers of Algebra I and Algebra II may find the information regarding which standards will be assessed on the PARCC Algebra I and Algebra II assessments particularly useful.

<http://parconline.org/parcc-model-content-frameworks>

# PARCC Resources

## Updated Rubrics

Developed for the scoring of the 3 Prose Constructed Response on the summative assessments. The language is aligned to the CCSS, the writing evidences, and the content specific performance-level descriptors for grade 3, grades 4-5, and grades 6-11. Use the rubrics to score classroom writings, score final written essays, help students edit and revise their work, demonstrate the criteria for excellence for specific writing skills, and create their own classroom rubrics or other formative assessment tools.

<http://www.parcconline.org/samples/ELA>

# PARCC Resources

## Performance Level Descriptors

Describe what students at each performance level know and can do relative to the assessed grade-level or course content standards. The PLDs clarify the skill development of all students by providing clear indicators of levels of mastery that range from Level 1 to Level 5 (Minimal Command, Partial Command, Moderate Command, Strong Command and Distinguished Command). This info can help teachers determine their students' current level of achievement and plan lessons, interventions, instruction and assessments designed to raise their performance to the next level.

<http://parcconline.org/ela-plds>   <http://parcconline.org/math-plds>

# PARCC Resources

## Task Prototypes

Released in 2012, these are early renditions of what PARCC's standards-aligned items were expected to be. Although they were reviewed by content and assessment experts, they did not undergo the extensive review process and field testing that were used with the newly released sample items. These items can be used by educators to better understand the content, format and level of rigor associated with PARCC items. Each item has a scoring guide and rationale that explains how the item is aligned to the standards.

<http://www.parcconline.org/samples/item-task-prototypes>

# Ensure that Rigorous, Aligned Curricula are Taught

- Engage faculty in activities that generate evidence of understandings of CC implementation.
- Incorporate CC “Look fors” in walk-throughs and evaluations and share data with administrators and teachers.
- Redefine “Tech Readiness” as “Instructional Readiness”  
(Shift from a focus on *the number of devices and bandwidth* to *the effective use of technology for learning*.)

# Use Grade Level Overviews in Walk Throughs and Observations

## Grade 1 Overview

### Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

### Number and Operations in Base Ten

- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

### Measurement and Data

- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

### Geometry

- Reason with shapes and their attributes.

### Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.



# Or the PARCC Model Content Frameworks

## Content Emphases by Cluster--Grade 1\*

Key: ■ Major Clusters; ■ Supporting Clusters; ○ Additional Clusters

### Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

### Number and Operations in Base Ten

- Extending the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

### Measurement and Data

- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

### Geometry

- Reason with shapes and their attributes.

# Integrate CC, PARCC and Educator Eval

## SGO Guidelines

My SGO:

1. Is aligned to standards in my content area and the CCSS.
2. Is based on relevant data.
3. Is “reasonably ambitious.”
4. Measures learning in PARCC-like ways.
5. Is *not* based on content or skills students have never been taught.
6. Reflects the shifts in the CCSS
7. Will be achieved by using effective instructional strategies.

# From Compliance to Commitment Through Collaboration

“The key to generating widespread impact on student learning then, resides in **mobilizing the *group*** to work in **specific, intense, sustained ways** on **learning for *all* students.**”

“When the school is organized to focus on a **small number of shared goals**, and when **professional learning is targeted to those goals** and is a collective enterprise, the evidence is overwhelming that **teachers can do dramatically better** by way of student achievement.”

Michael Fullan's *The Principal. Three Keys to Maximizing Impact*

# Address Students' Ability to Perform Independently and On Demand

“Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types of disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker’s key points, request clarification, and ask relevant questions.”

- Common Core ELA Standards

# Use a Degree of Independence Rubric

1. I did it independently.
2. I needed only 1 – 2 quick reminders.
3. I needed some direction or hints.
4. I needed a lot of assistance or reminders.
5. Even with a lot of help, I couldn't complete the task.

*This adaptation is based on the work of Grant Wiggins.*

**If we work for them, they'll be ready to work for us.**





**Tracey Severns, Ed.D.**  
**[docsev@teach4results.com](mailto:docsev@teach4results.com)**  
**(908) 217-0657**

# Resources

PARCC [www.PARCCOnline.org](http://www.PARCCOnline.org)

CCSS [www.achievethecore.org](http://www.achievethecore.org)

NJDOE Resources [www.state.nj.us/education/](http://www.state.nj.us/education/)

**National PTA** - Parents Guide to Success Grades: Kindergarten to High School <http://pta.org>

**Council of the Great City Schools**- Parent Roadmaps to the Common Core Standards (ELA and Math). Provides guidance to parents about what their children will be learning and how they can support that learning in grades K-8. <http://cgcs.org>