

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

Strategies to Optimize PARCC Readiness

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

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



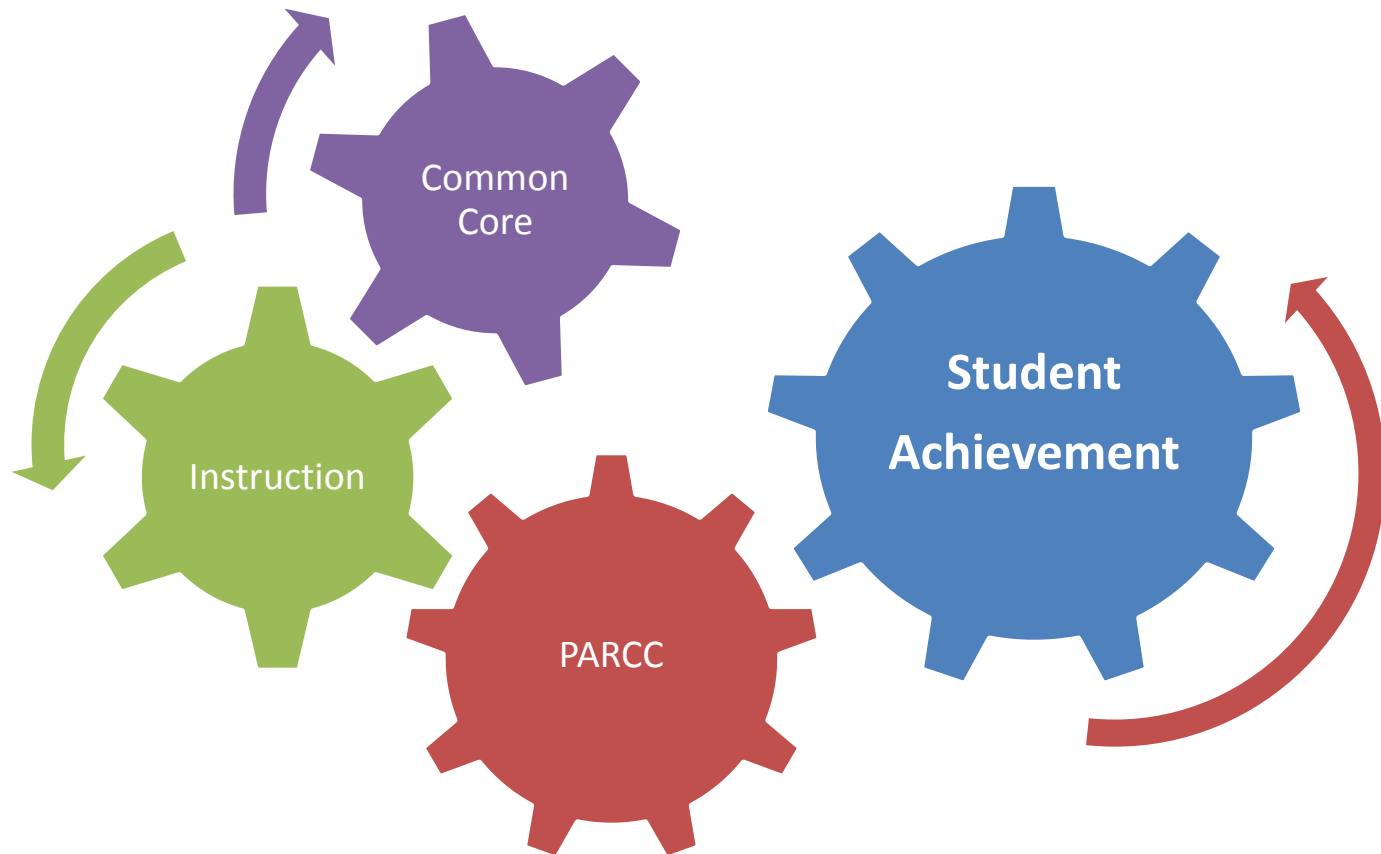
How do we get them from here?



To here?



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



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

Plan	Develop a plan to close the implementation gap
Assessments	Use assessments to improve instruction
Resources	Use PARCC resources to optimize readiness
Curriculum	Ensure that rigorous, aligned curricula are taught
Connect	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.



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



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



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



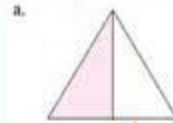
$$\frac{3}{6}$$



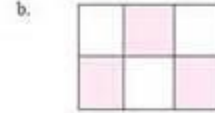
$$\frac{1}{2}$$

Fractions

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



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



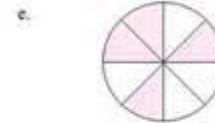
Fraction : _____



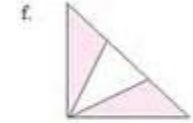
Fraction : _____



Fraction : _____



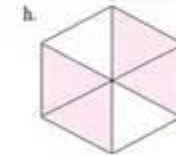
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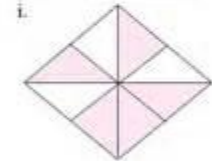
Fraction : _____



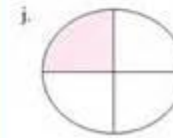
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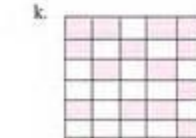
Fraction : _____



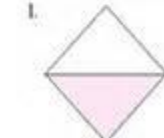
Fraction : _____



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://parcconline.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.
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Number and Operations in Base Ten

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Geometry

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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.





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Resources

PARCC www.PARCCOnline.org

CCSS www.achievethecore.org

NJDOE Resources 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>