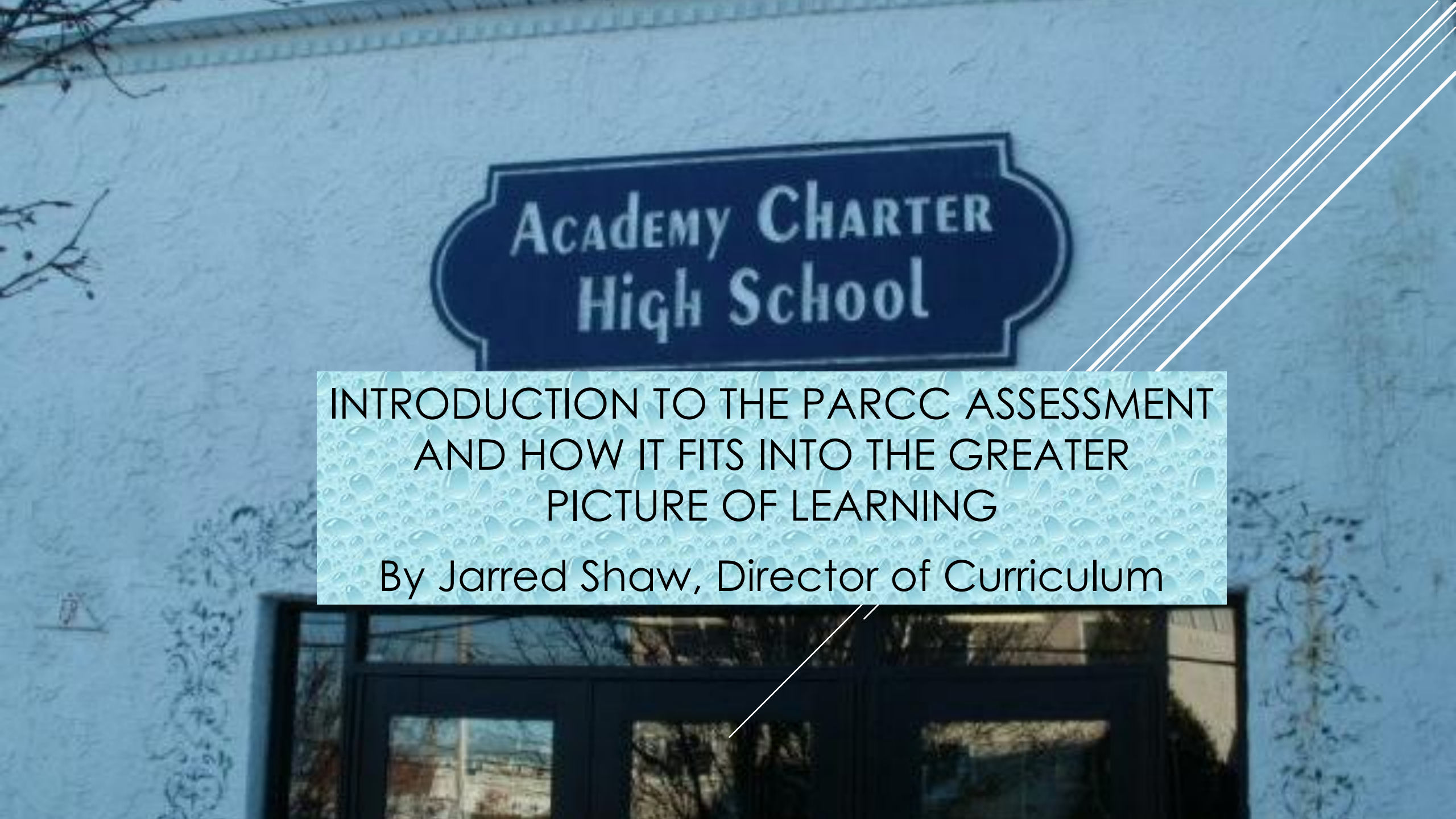


INTRODUCTION TO THE PARCC ASSESSMENT AND HOW IT FITS INTO THE GREATER PICTURE OF LEARNING

By Jarred Shaw, Director of Curriculum

Question:

What do we expect high school students to know, understand, and be able to do when they graduate?

- **Common Core Timeline**
- **2008—NGA and the Council of Chief State School Officials (CCSSO) begin accepting grants from private organizations to write Common Core.[2]**
- **December 2008—NGA, CCSSO, and Achieve provide the Obama Administration with *Benchmarking for Success* outlining the state adoption of a common core of internationally benchmarked standards and assuring that state textbooks, curricula, and assessments are aligned to these standards as two of the top five priorities.**
- **February 17, 2009—The American Recovery and Restoration Act authorizes the Race to the Top program (RTTT), and Secretary Duncan announces that $5 billion have been allotted for education incentives.**
- **March 7, 2009—The RTTT program is announced. Applying states had to demonstrate their willingness and readiness to adopt common "college- and career-ready" standards. (This was listed as an "Absolute priority" on the RTTT score sheet.)**
- **June 1, 2009—The Common Core State Standards (CCSS) initiative is launched, and 48 states sign a memorandum committing to the development of standards.**

TIMELINE OF RECENT EDUCATIONAL INITIATIVES

- September 2009—The first draft of CCSS is released by NGA and CCSSO.
- January 19, 2010—The deadline for Phase I of RTTT.
- March 2010—The second draft of CCSS is released.
- June 2, 2010—The final Common Core State Standards are published.
- August 2, 2010—RTTT Stage II application revision deadline. Revisions must demonstrate each state's implementation efforts. Thirty-one states (and the District of Columbia) have already adopted the Common Core.
- December 31, 2010—Ten more states have adopted the Common Core, and five more will join by the end of 2011.
- 2013–14—TARGET: All participating states will have fully implemented the Common Core into their curricula.
- 2014–15—TARGET: States in consortia will administer new assessments.

CONTINUED TIMELINE OF RECENT EDUCATIONAL INITIATIVES

Phase 1 (2011-2012)

Full Implementation Grade K

Begin Implementation of Literacy Standards in ALL Content Areas for Grades 6-12

Begin Implementation of Rich and Complex Text and Informational Text for Grades K-12

Phase 2 (2012-2013)

Full Implementation Grades K-1

Full Implementation of Literacy Standards in ALL Content Areas for Grades 6-12

Continue Implementation of Rich and Complex Text and Informational Text for Grades K-12

Phase 3 (2013-2014)

Full Implementation Grades K-2

Implementation of a Blended Curriculum (CCSS and Supplemental NGSSS Aligned to FCAT 2.0 and EOCs) for Grades 3-12

Continue Implementation of Rich and Complex Text and Informational Text for Grades K-12

Phase 4 (2014-2015)

Full Implementation Grades K-12

PARCC Assessments Aligned to CCSS

TIMELINE OF COMMON CORE INTIATIVES

- http://www.corestandards.org/about-the-standards/development-process/

WHAT ARE THE STANDARDS ASKING US TO DO?

High Frequency Words

Heidi Hayes Jacobs

- The Partnership for Assessment of Readiness for College and Careers (PARCC) is a group of states working together to develop a set of assessments that measure whether students are on track to be successful in college and their careers. These high quality, computer-based K–12 assessments in Mathematics and English Language Arts/Literacy give teachers, schools, students, and parents better information whether students are on track in their learning and for success after high school, and tools to help teachers customize learning to meet student needs. The PARCC assessments will be ready for states to administer during the 2014-15 school year. (www.parcconline.org)

WHO AND WHAT IS PARCC?

WHICH STATES ADOPTED PARCC?

Arkansas, Colorado, D.C., Illinois, Louisiana, Maryland, Massachussets, Mississippi, New Jersey, New Mexico, New York, Ohio, Rhode Island

- Staff attended multiple Common Core and PARCC trainings
- Aligned curriculum to standards and assessments
- Teaching students to use more *critical thinking* skills - more writing prompts and more complex math word problems
- Teaching Literacy and Math across ALL subjects
- Assessing students based on skills so students can have multiple opportunities to attain mastery levels
- Provided sample PARCC assessment questions to familiarize students with the kinds of questions they will see
- Analyzed data from other online assessments (NWEA MAP) in order to focus our instruction on gaps in learning
- Upgraded our technology in the entire school

WHAT HAS ACADEMY CHARTER DONE ALREADY TO PREPARE OUR STUDENTS FOR COMMON CORE AND PARCC?

PARCC

The Demand for a Change in Pedagogy

"Memorizing is a strategy for taking in material that has no personal meaning" -Ellen Langer,

What does the format of the test look like?

Two Summative Assessments

Performance Based Assessment (PBA)– after 75% of school year. End of April. Focus on writing effectively while analyzing related texts. Tasks: Literary Analysis, Research Simulation, and Narrative Writing.

End of Year Assessment (EOY) – after 90% of school year. End of May, beginning of June. Focus on reading comprehension. Machine-scorable tasks.

Estimated Time on Task

		PBA Unit 1	PBA Unit 2	PBA Unit 3	EOY Unit 1	EOY Unit 2
Grades 9-11 ELA	**Unit Time**	**75**	**90**	**60**	**60**	**60**
	Est. Time on Task	*50*	*60*	*40*	*40*	*40*
Algebra I, Geometry, Integrated Math I, II	**Unit Time**	**90**	**75**	**-**	**80**	**75**
	Est. Time on Task	*60*	*50*	*-*	*60*	*50*
Algebra II, Integrated Math III	**Unit Time**	**90**	**75**	**-**	**90**	**75**
	Est. Time on Task	*60*	*50*	*-*	*60*	*50*

- PARCC ELA

PARCC ELA/L

CCSS Shifts at the Heart of PARCC Design

1. **Complexity:** Regular practice with complex text and its academic language.
2. **Evidence:** Reading and writing grounded in evidence from text, literary and informational.
3. **Knowledge:** Building knowledge through content rich nonfiction.

Writing Evidence Tables

Grade: 11		
Claim: Writing: Students write effectively when using and/or analyzing sources.		
Items designed to measure this claim may address the standards and evidences listed below and the writing standards for literacy in History/Social Studies, Science, and Technical Subjects 6–12		
Standards:		Evidences:
W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.	**Written Expression:** **Development of Ideas** • The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements[1] by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience. **Organization** • The student response demonstrates purposeful coherence, clarity, and cohesion[1] and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer's progression of ideas. **Clarity of Language** • The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including [illegible]
	Write informative/explanatory texts to examine and convey	

Scoring Rubrics

cf. to previous slides

GRADES 6-11
CONDENSED SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS
(Revised July 29, 2014)*

Research Simulation Task and Literary Analysis Task

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension of Key Ideas and Details	The student response demonstrates **full comprehension** of ideas stated explicitly and inferentially by providing an **accurate** analysis and supporting the analysis with **effective and convincing** textual evidence.	The student response demonstrates **comprehension** of ideas stated explicitly and/or inferentially by providing a **mostly accurate** analysis, and supporting the analysis with **adequate** textual evidence.	The student response demonstrates **basic comprehension** of ideas stated explicitly and/or inferentially by providing a **generally accurate** analysis and supporting the analysis with **basic** textual evidence.	The student response demonstrates **limited comprehension** of ideas stated explicitly and/or inferentially by providing a **minimally accurate** analysis and supporting the analysis with **limited** textual evidence.	The student response demonstrates **no comprehension** of ideas by providing inaccurate or no analysis and **little to no** textual evidence.
	The student response • addresses the prompt and	The student response • addresses the prompt and	The student response • addresses the prompt and	The student response • addresses the prompt and	The student response • is **undeveloped** and/or

Narrative Task (NT)

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Writing Written Expression	The student response • is **effectively** developed with narrative elements and is **consistently appropriate** to the task; • demonstrates **purposeful** coherence, clarity, and cohesion, making it **easy to follow** the writer's progression of ideas;	The student response • is **mostly effectively** developed with narrative elements and is **mostly appropriate** to the task; • demonstrates coherence, clarity, and cohesion, making it **fairly easy** to follow the writer's progression of ideas;	The student response • is developed with **some** narrative elements and is **somewhat appropriate** to the task; • demonstrates **some** coherence, clarity, and/or cohesion, making the writer's progression of ideas **usually**	The student response • is **minimally** developed with **few** narrative elements and is **limited in its appropriateness** to the task; • demonstrates **limited** coherence, clarity, and/or cohesion, making the writer's progression of ideas somewhat unclear	The student response • is **undeveloped** and/or **inappropriate** to the task; • **lacks** coherence, clarity, and cohesion;

PARCC Online Practice Tests and Tutorials

For the next 8 minutes you'll have an opportunity to practice some English PARCC questions.

1. Each parent will have a Google Chromebook and a student helper – Nadia or Tiara
2. Parents will log on to: http://parcc.pearson.com/practice-tests/
3. Parents will choose *View English Language Arts / Literacy Practice Tests*
4. Choose ***grade level 9 PBA***
5. You don't have to do all 14 questions. Just get a feel for what it's like, maybe 2 or 3 questions?

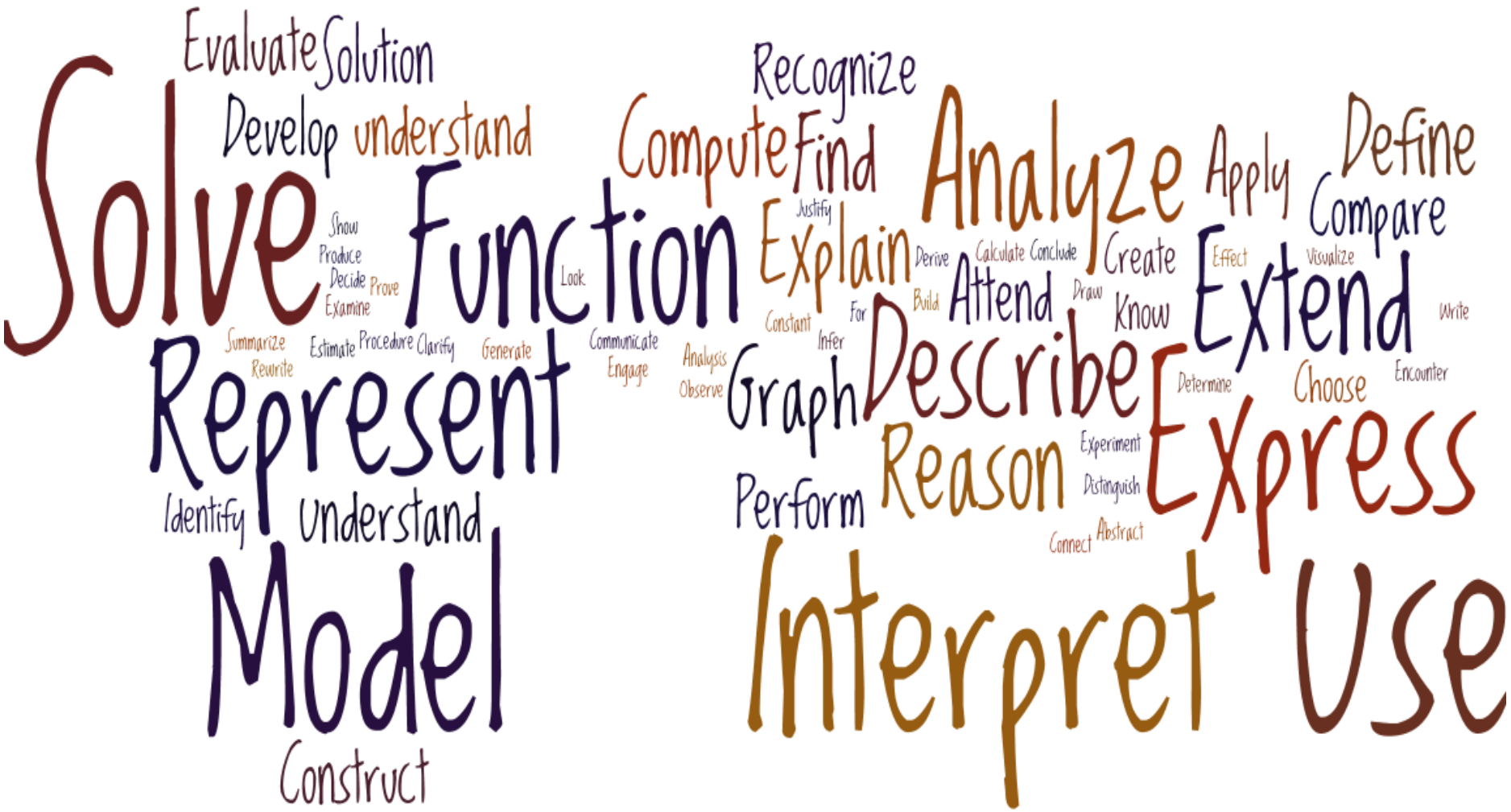
We will try the math practice section in a few moments.

- How was it?
  Was it hard? Easy? Why?
  What are some test taking strategies you feel like you could impart on your son or daughter?

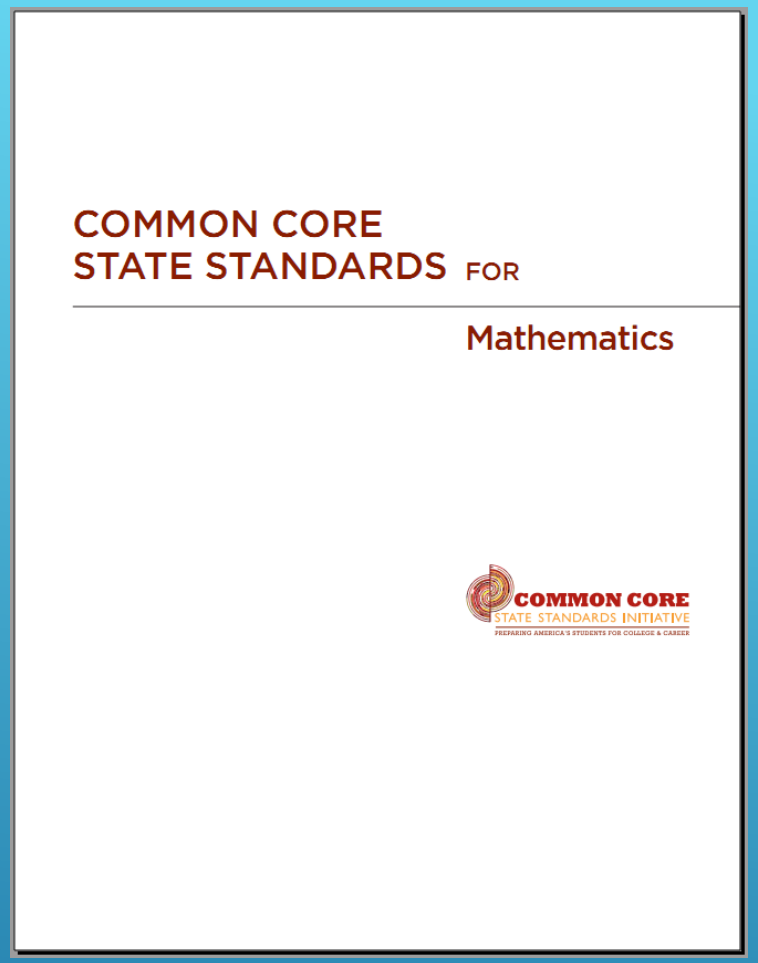
Reflections?

PARCC MATH

CCSS Mathematical
High Frequency Words



- **Focus** strongly where the standards focus
- **Coherence**: Think across grades and link to major topics within grades
- **Rigor**: Require conceptual understanding, fluency, and application



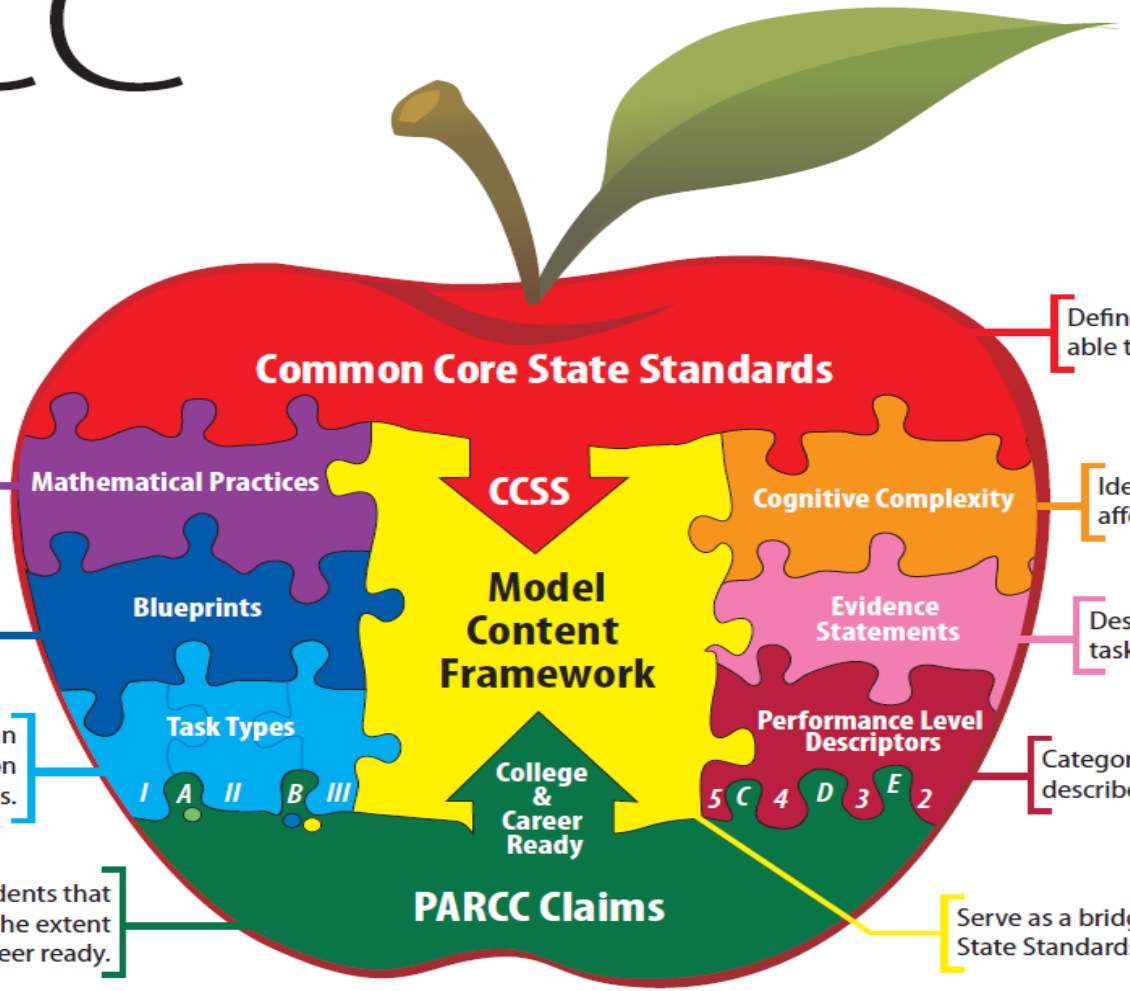
THE KEY SHIFTS IN MATHEMATICS

Standards for Mathematical Practice

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

PARCC

Mathematics



Define what students should know and be able to do, regardless of their zipcode.

Describe varieties of expertise educators should seek to develop int their students.

Identifies the five variables affecting a question's complexity.

Describe the content and structure of the assessment.

Describe the knowledge and skills a task elicits from students.

Describe the type of prompt for an item and its appearance on the the PBA and/or EOY assessments.

Categorical levels used to report and describe student performance.

Designed to elicit evidence from students that support valid and reliable claims about the extent to which they are college and career ready.

Serve as a bridge between the Common Core State Standards and the PARCC Assessments.

Partnership for the Assessment of Readiness for College and Careers

Anne Arundel County Public Schools

Excerpt: Algebra II

	Algebra II: Sub-Claim A The student solves problems involving the Major Content for the grade/course with connections to the Standards for Mathematical Practice.			
	Level 5: Distinguished Command	**Level 4: Strong Command**	**Level 3: Moderate Command**	**Level 2: Partial Command**
Rate of Change F-IF.6-2 F-IF.6-7	Calculates and interprets the average rate of change of polynomial, exponential, logarithmic or trigonometric functions (presented symbolically or as a table) over a specified interval, and estimates the rate of change from a graph. **Compares rates of change associated with different intervals.**	Calculates and interprets the average rate of change of polynomial, exponential**, logarithmic or trigonometric functions** (presented symbolically or as a table) over a specified interval, and estimates the rate of change from a graph.	Calculates the average rate of change of polynomial and exponential functions (presented symbolically or as a table) over a specified interval, **and estimates the rate of change from a graph.**	Calculates the average rate of change of polynomial and exponential functions (presented symbolically or as a table) over a specified interval.

Mathematics Performance-based Assessment and End-of-Year Assessment

PARCC Subclaim	Percentage of Items on High School Assessments	Task Types
A: Solve problems with major content	39%	• Balance of conceptual understanding, fluency, and application • Can involve any or all mathematical practice standards
B: Solve problems with additional and supporting content	21%	• Balance of conceptual understanding, fluency, and application • Can involve any or all mathematical practice standards
C: Express mathematical reasoning	17%	• Each task calls for written arguments / justifications, critique of reasoning, or precision in mathematical statements • Can involve other mathematical practice standards
D: Solve real-world problems engaging in modeling	22%	• Each task calls for modeling/application in a real-world context or scenario • Can involve other mathematical practice standards

MATH: HIGH SCHOOL TYPE I SAMPLE ITEM

- Item has two possible solutions
- Students have to recognize the nature of the equation to know how to solve
- **Technology prevents guessing and working backward**

Solve the following equation:

$$(3x - 2)^2 = 6x - 4.$$

When you are finished, enter the solution(s) below.

Solution 1: $\frac{\square}{\square}$

Click + to enter another solution or click Done .

Let's try some math problems…
Remember to utilize our students if you need them.

http://www.ccsstoolbox.com/parcc/PARCCPrototype_main.html
Once you are at the website:
Click on high school tasks and then go to Isabella's credit card and click on part a.

SAMPLE MATH PROBLEMS

How were the math problems? Easy? Hard? How can you assist your child?

Reflections?

HIGH SCHOOL GRADUATION REQUIREMENTS
(AS OF TODAY)

English Language Arts

Passing Score on a PARCC ELA Grade 9 ***or***
Passing Score on a PARCC ELA Grade 10 ***or***
Passing Score on a PARCC ELA Grade 11 ***or***

SAT ***or***
ACT ***or***
Accuplacer Write Placer ***or***

Mathematics

Passing Score on PARCC Algebra I ***or***
Passing Score on PARCC Geometry ***or***
Passing Score on PARCC Algebra II

SAT ***or***
ACT ***or***
Accuplacer Elementary Algebra ***or***

How you can support the school and your child in order to succeed on PARCC?

- **Research and understand as much information as possible about the test in order to be informed.**
- **Practice the sample questions with your child.**
- **Support our teachers with academic expectations – completing homework, studying for quizzes and tests, and class projects.**
- **Be informed in what your student is learning. Have them teach you. Have your child read more. Find out what they're interested in and get books or articles online to read. Read with them and ask them about what they read.**

www.parcconline.org
www.corestandards.org
www.academycharterhs.org
http://nextgen.apps.sparcc.org/la/9-12
http://nonfictionandthecommoncore.blogspot.com/
https://newsela.com
http://www.state.nj.us/education/
http://www.state.nj.us/education/sca/team/FactSheet.pdf
http://achievethecore.org

Handout resources are also provided.

Thank you for your support!