Common Core: The Shifts and PARCC Assessment

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Session Objectives

- Address key components and shifts in the Common Core State Standards in English Language Arts and Math
- Gain awareness of PARCC assessment system
- Learn about PARCC assessment items and guidelines

- Lets think about mathematics K-12

Teaching of math is complex. It requires teachers to have a deep understanding of the mathematics they are expected to teach and a clear view of how student learning develops and progresses across the grades. It also require teachers be skilled at teaching all students effectively. The standards represent goals for students learning.

Common Core State Standards

High standards that are consistent across states provide teachers, parents, and students with a set of clear expectations to ensure that all students have the skills and knowledge necessary to succeed in college, career, and life upon graduation from high school, regardless of where they live. These standards are aligned to the expectations of colleges, workforce training programs, and employers.

The Structure of the CCSS-M

- To understand and implement the CCSSM it is important to understand the structural components
- The CCSS are comprised of 2 corresponding and connected sets of standards

The standards for **Mathematical Practice**

The standards for **Mathematical Content**

Structure of CCSS-M

<u>Standards for Mathematical Practice</u>

A set of 8 standards that describe the ways in which the mathematical content standards should be taught. Same K-HS

<u>Standards for Mathematical Content</u>

These define what students should understand and be able to do in their study of math (organized differently K-8 and in HS)

Standards for Mathematical Practice

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

6 Math Shifts in Common Core

1. Focus
2. Coherence
3. Fluency
4. Deep Understanding
5. Application
6. Dual Intensity*

Shift 1: Focus

- Fewer big ideas…LEARN MORE
- Key ideas, understandings, and skills are identified by grade level
- Deep learning of concepts is emphasized
  - That is, **time** is spent on a topic and on learning it well

*This counters the **"mile wide, inch deep"** criticism leveled at most current U.S. standards*

Shift 2: Coherence

Principals and teachers carefully connect the learning within and across grades so that, for example, fractions or **multiplication spiral across grade levels** and students can build new understanding onto foundations built in previous years. Teachers can begin to count on deep conceptual understanding of core content and build on it. **Each standard** is not a new event, but an **extension of previous learning.**

Coherence

- Learning is connected within and across grades. Coherence is seeing forward and backward.
- **Learning progressions:** Descriptions of successively more sophisticated ways of thinking about an idea that follow one another as students learn: they lay out in words and examples what it means to move toward more expert unverstanding.”

CCSS DOMAIN PROGRESSION

K	1	2	3	4	5	6	7	8	HS Conceptual Categories
Counting & Cardinality									
Number and Operations In Base Ten						Ratios and Proportional Relationships			Number and Quantity
			Number and Operations In Fractions			The Number System			
Operations and Algebraic Thinking						Expressions and Equations			Algebra
								Functions	Functions
Geometry									Geometry
Measurement and Data						Statistics and Probability			Statistics and Probability

Shift 3: Fluency

- Fluency depends on and extends from conceptual understanding
- Students are expected to have **speed and accuracy** with simple calculations; teachers structure class time and/or homework time for students to memorize, through **repetition**, core functions (found in the attached list of fluencies) such as multiplication tables so that they are more able to understand and manipulate more complex concepts.

Key Fluencies

Grade	Required Fluency
K	Add/subtract within 5
1	Add/subtract within 10
2	Add/subtract within 20 Add/subtract within 100 (pencil and paper)
3	Multiply/divide within 100 Add/subtract within 1000
4	Add/subtract within 1,000,000
5	Multi-digit multiplication
6	Multi-digit division Multi-digit decimal operations
7	Solve $px + q = r$, $p(x + q) = r$
8	Solve simple 2×2 systems by inspection

Shift 4: Deep Understanding

- Teachers teach more than “how to get the answer” and instead support students’ ability to access concepts from a number of perspectives so that students are able to see math as more than a set of mnemonics or discrete procedures.
- Students demonstrate **deep conceptual understanding** of core math concepts by **applying them to new situations**. as well as **writing and speaking about their understanding.**

Shift 5: Application

- Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.
- Being able to apply concepts and skills to new situations.

“It is not the intent that skills/concepts from a particular strand be taught in isolation in a linear sequence, but rather **be integrated among strands**, such as in a problem solving situation where students are demonstrating their understanding of measurement concepts while applying their knowledge of numbers and operations and using symbolic expression.”

)

Shift 6: Dual Intensity

- Students are **practicing** and **understanding.** There is more than a balance between these two things in the classroom – both are occurring with intensity. Teachers create opportunities for students to participate in "drills" and make use of those skills through extended application of math concepts. **The amount of time and energy spent practicing and understanding learning environments is driven by the specific mathematical concept and therefore, varies throughout the given school year.**

Claims Driving Design: Mathematics

Students are on-track or ready for college and careers

Students **solve problems involving the major content*** for their grade level with connections to practices

Students **solve problems involving the additional and supporting content*** for their grade level with connections to practices

Students **express mathematical reasoning** by constructing mathematical arguments and critiques

Students solve real world problems engaging particularly in the **modeling practice**

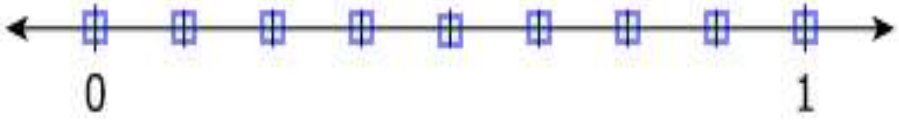
Student **demonstrate fluency** in areas set forth in the Standards for Content in grades 3-6

Grade 3

Uses a hot spot on a number line to show understanding of fractional equivalency

A fraction is shown on the number line.

Plot a point on this number line to show a fraction that is equivalent to the fraction shown on the other number line.

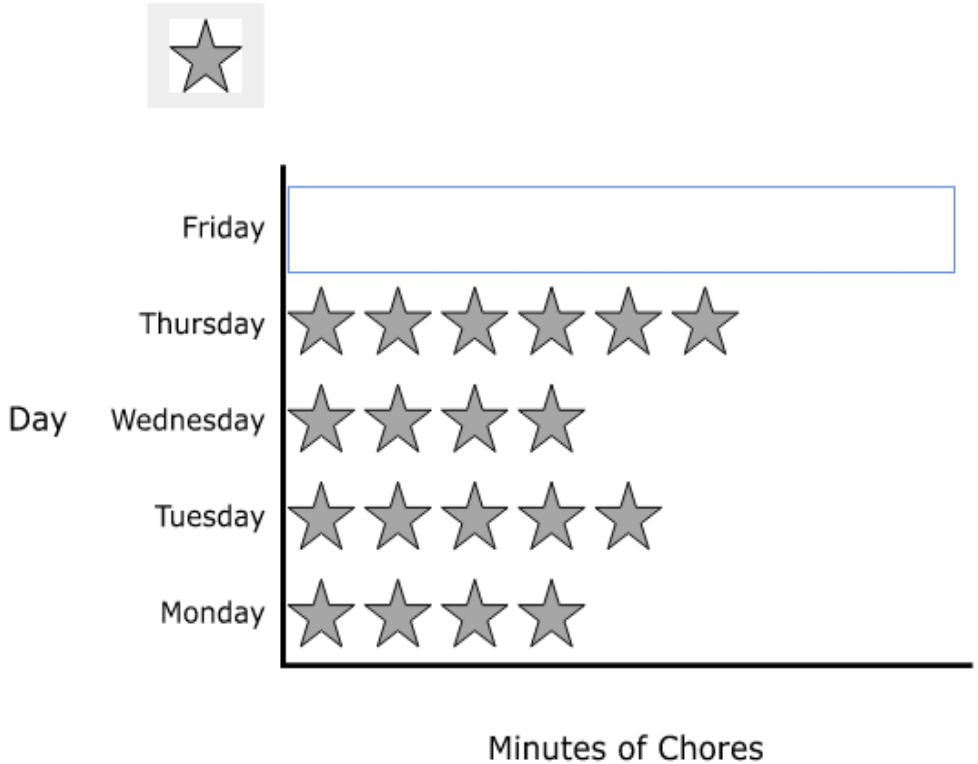


Grade 4

Completion of the line plot using drag and drop functionality requires solving a multi-step problem.

Jana gets a sticker for every 5 minutes she spends on her chores each day. She puts them on a picture graph as shown.

Jana spends a total of 130 minutes doing chores during the week. Complete the picture graph to show how many stickers Jana gets on Friday.

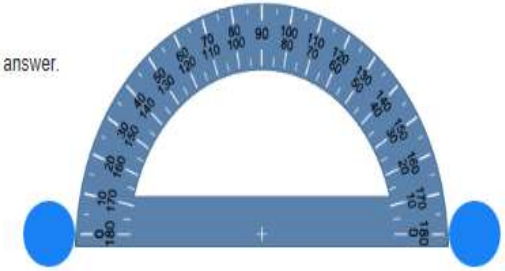


Grade 4

Use of tools

Which angle has a measure of 65°?

You can use the protractor to help you find the answer.

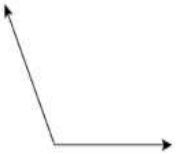


A.

B.

C.

D.

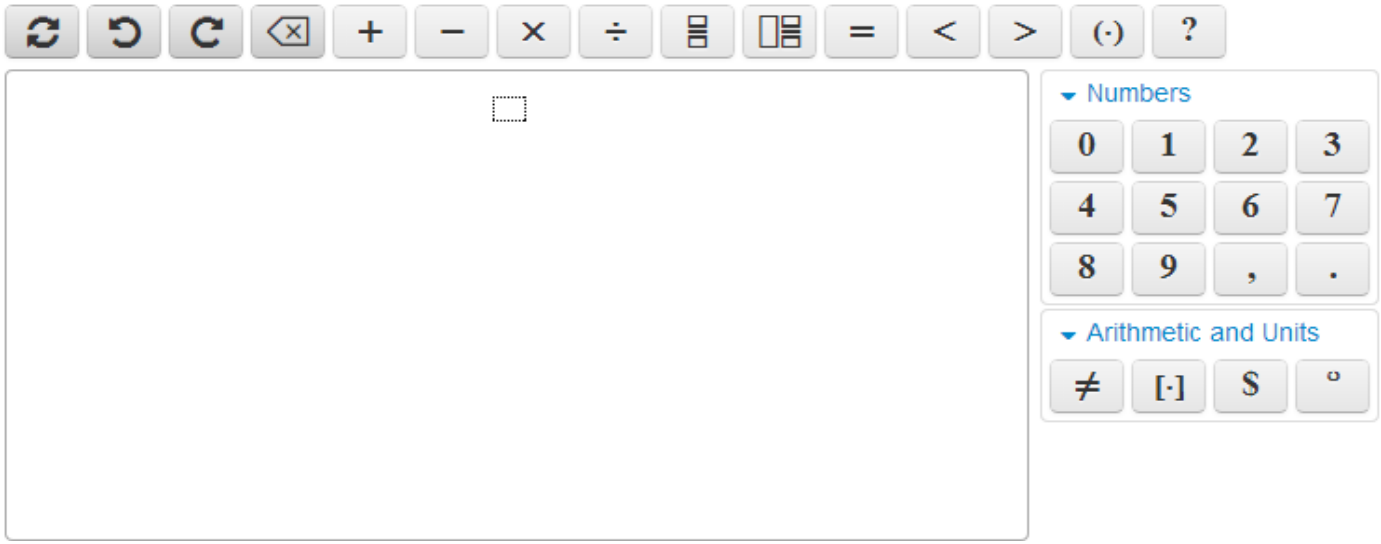


Grade 4
Equation Editor

Use of the Equation Editor (answer only) allows students to enter either an improper fraction or a mixed number to provide the solution to this problem. Gives students more flexibility in determining the format for the solution.

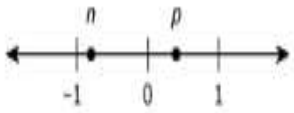
Ryan makes 6 backpacks. He uses $\frac{3}{4}$ yard of cloth to make each backpack. What is the total amount of cloth, in yards, Ryan uses to make all 6 backpacks?

Enter your answer in the space provided.



Grade 7 Use of a number line and drop-down technology to show conceptual understanding of positive and negative numbers

Two numbers, n and p are plotted on the number line shown.



The numbers $n - p$, $n + p$, and $p - n$ will be plotted on the number line.

Select an expression from each drop-down menu to make this statement true.

The number with the least value is n - p , and the number with the greatest value is p - n .

Grade 8

Use of multiple select functionality for conceptual understanding

Which expressions are equivalent to $\frac{3^{-8}}{3^{-4}}$?

Select **all** that apply.

- ☐ A. 3^{-12}
- ☐ B. 3^{-4}
- ☐ C. 3^{2}
- ☐ D. $\frac{1}{3^{2}}$
- ☐ E. $\frac{1}{3^{4}}$
- ☐ F. $\frac{1}{3^{12}}$

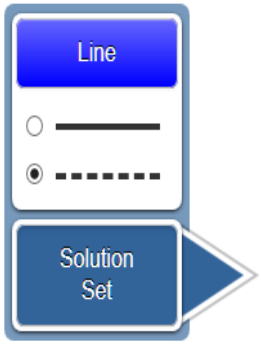
Algebra I

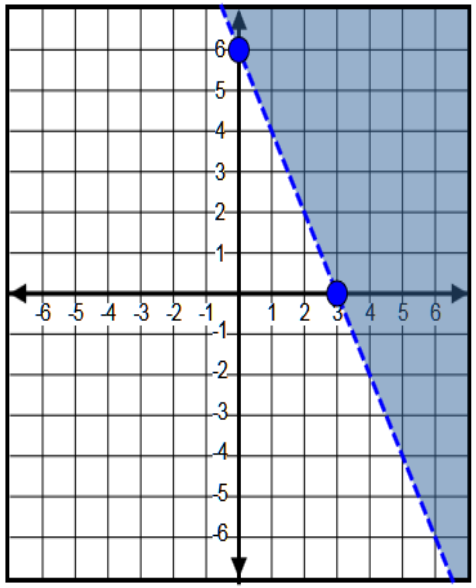
Use of graphing functionality to graph solutions

Graph the solution set of $2x + y > 6$.

Graph the solution set of the linear inequality in the coordinate plane by

- selecting the "line" button to graph the line and choosing the line style,
- selecting the "solution set" button to select the desired region.

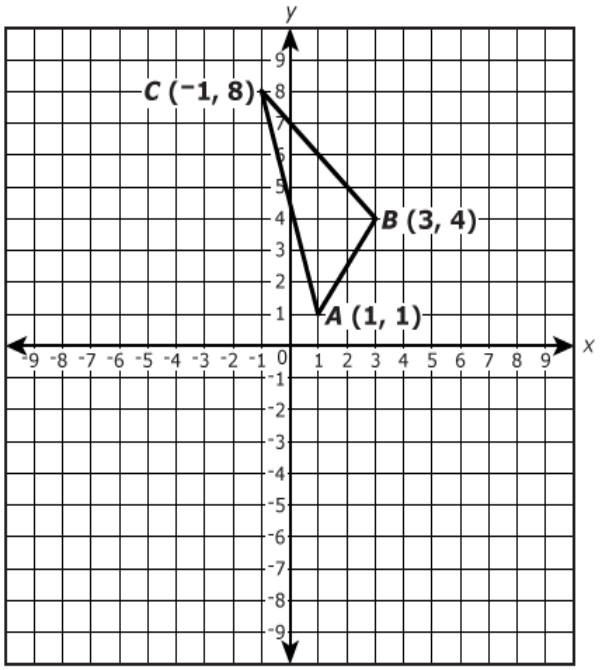




Geometry

Use of graphing functionality and fill in the blank to show conceptual understanding of transformations

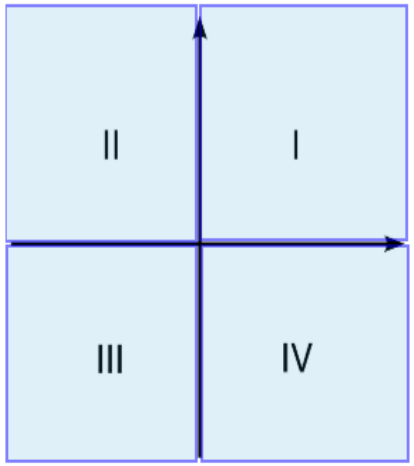
Triangle ABC is graphed in the coordinate plane with vertices $A(1,1)$, $B(3,4)$, and $C(-1,8)$ as shown in the figure.



Part A

Triangle ABC will be reflected across the line $y = 1$ to form $\triangle A'B'C'$.

Select **all** quadrants of the *xy* -coordinate plane that will contain at least one vertex of $\triangle A'B'C'$.



Part B

What are the coordinates of B' ?

Enter your answers in the boxes.

(_____ , _____)

Rigor: Modeling/Application

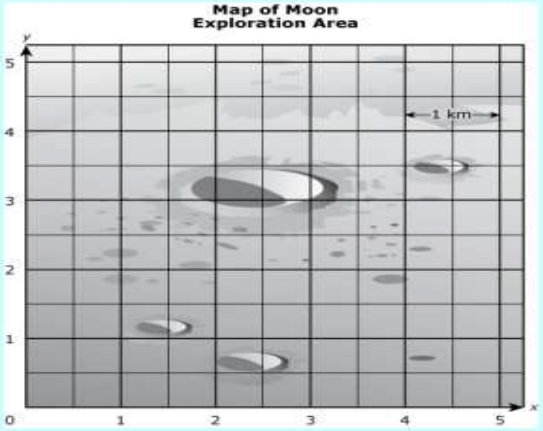
Grade 6 Modeling Task

Scientists are sending a rover to the moon. Their plan is to study a rectangular area of the moon using the map shown. On the grid, 1 unit represents 1 kilometer (km).

Part A

The rover will land at **(3.5, 1)**, explore up to **(3.5, 4)**, and then over to **(2, 4)**.

Plot these three points on the map.



Part B

What are the coordinates of the fourth vertex of the rectangle that the scientists plan to explore?

([ ] , [ ])

Part C

What is the horizontal length of the rectangle? [ ] kilometers

What is the vertical length of the rectangle? [ ] kilometers

Part D

Find the area of the moon exploration area in square **meters**. Show your work.

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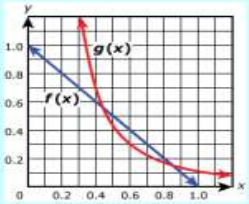
Coherence: Making Connections within a Grade

- PARCC Algebra II/Mathematics III Reasoning Task

The functions $f(x) = 1 - x$ and $g(x) = \frac{0.11}{x^2}$ are defined for all values of $x > 0$. The graphs are shown in the coordinate plane.



Part A

Explain how you can use the graph to find the solution(s) of the equation $f(x) = g(x)$. In your answer, provide the approximate value(s) of the solution(s).

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Part B

Write the value(s) of $f(x)$ when x equals the solution(s) from Part A.

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Part C

Let the function $h(x)$ be defined as $h(x) = f(x) - g(x)$.

What are the coordinates of the point(s) on the graph of $h(x)$ when x equals the solution(s) from Part A? Explain your reasoning.

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Math

- **The Common Core State Standards lay the foundation toward ensuring that students are ready for college and career.**
- **What are the strengths and challenges of implementation so far in regards to the CCSS-M content and math practices?**
- **Examples**

English Language Arts

The Standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate from high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language

- Demonstrate independence
- Build strong content knowledge
- Respond to various demands of audiences, tasks, purposes and disciplines
- Comprehend as well as critique
- Value evidence
- Use technology & digital media strategically and capably
- Understand other perspectives and cultures

Common Core English Language Arts

- A focus on the ends rather than the means
- An integrated model of literacy
- Research and media blended into the standards
- Shared responsibility for students' literacy development

Common Core Standards

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness Anchor Standards
found in each of the strands below

READING
Grade Specific Standards

Key Ideas and Details
Craft and Structure
Integration of Knowledge and Ideas
Range of Reading and Level of Text Complexity

WRITING
Grade Specific Standards

Text Types and Purposes
Production and Distribution of Writing
Research to Build and Present Knowledge
Range of Writing

SPEAKING & LISTENING
Grade Specific Standards

Comprehension and Collaboration
Presentation of Knowledge and Ideas

LANGUAGE
Grade Specific Standards

Conventions of Standard English
Knowledge of Language
Vocabulary Acquisition and Use

Literacy in History/Social Studies, Science, and Technical Subjects
Grades 6-12
Reading and Writing standards for content area subjects

Foundational Skills
Grades K-5
Print Concepts
Phonological Awareness
Phonics and Word Recognition
Fluency

Appendices

- ⇒ A: Research behind the standards and glossary of terms
- ⇒ B: Text exemplars illustrating complexity, quality and range of reading appropriate and sample performance tasks for various grade levels
- ⇒ C: Annotated samples of students writing at various grades

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see "Research to Build Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Common Core ELA/Literacy Learning Progressions

Reading Standards for Informational Text Standard 1

Informational Text: Key Ideas and Details	
College and Career Readiness (CCR) Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
Grade	Grade-Specific Standard
Kindergarten	With prompting and support, ask and answer questions about key details in a text.
Grade 1	Ask and answer questions about key details in a text.
Grade 2	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Grade 3	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Grade 4	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Grade 5	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Grade 6	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Grade 7	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Grade 8	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
Grades 9-10	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Grades 11-12	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

5 Major Shifts in Common Core English Language Arts (6-12)

Balancing Informational and Literary Text

K-5

Increasing Focus on Literary Nonfiction in ELA and Across the Curriculum

6-12

Reading Complex Text Independently

Text Dependent Questions

Text-based Answers

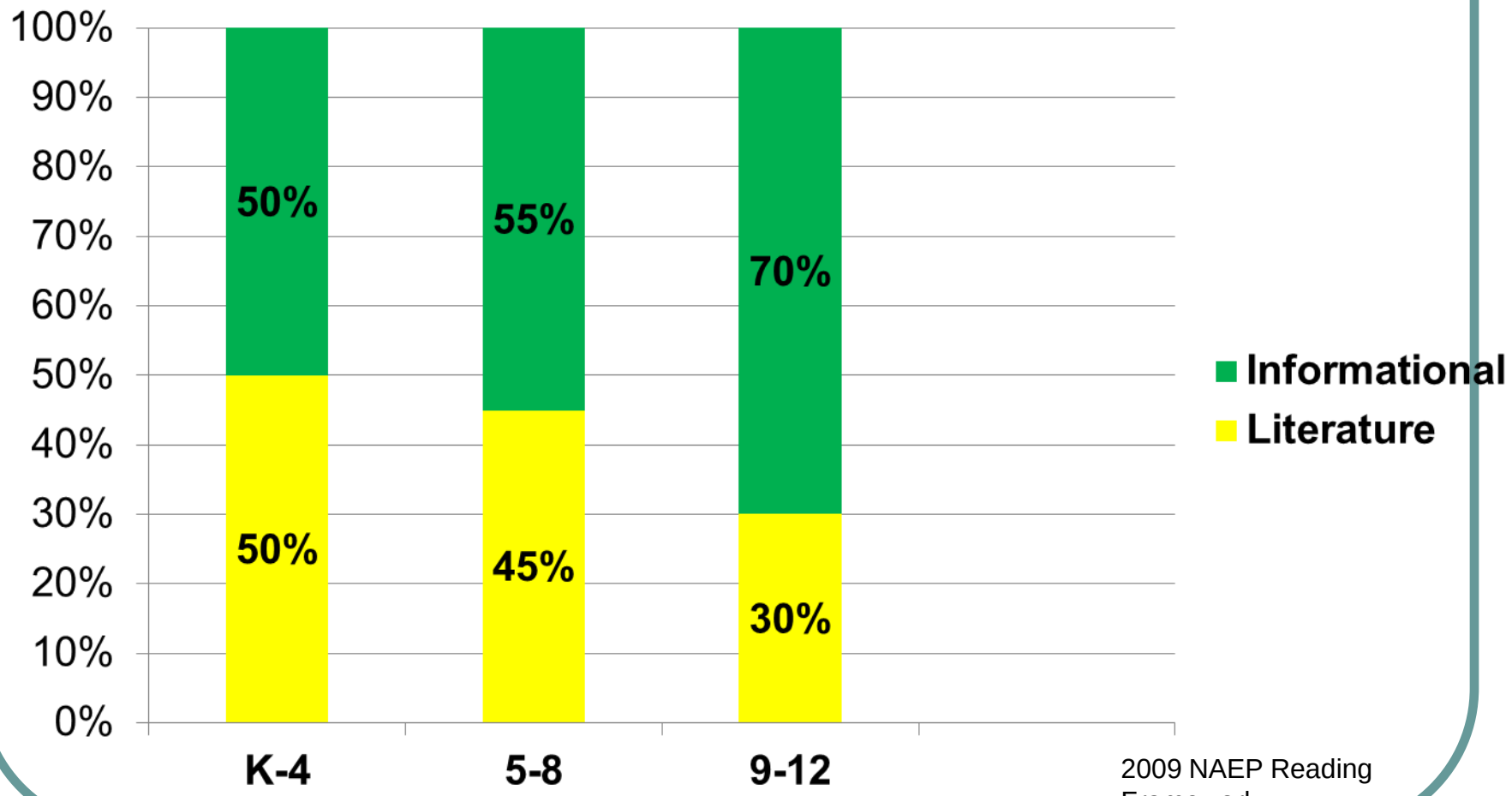
Evidence –Based Writing

Argument and Informative Writing

Academic Vocabulary

The CCSS Shifts and Impact

1. **Balancing Informational and Literary Text-K-5**
   - **Students will become more proficient at reading both literature and informational texts, gaining content knowledge along the way**
2. **Increasing Focus on Literary Nonfiction in ELA and Across the Curriculum- 6-12**
   - **Students will read across all content areas**



2009 NAEP Reading Framework

The CCSS Shifts and Impact

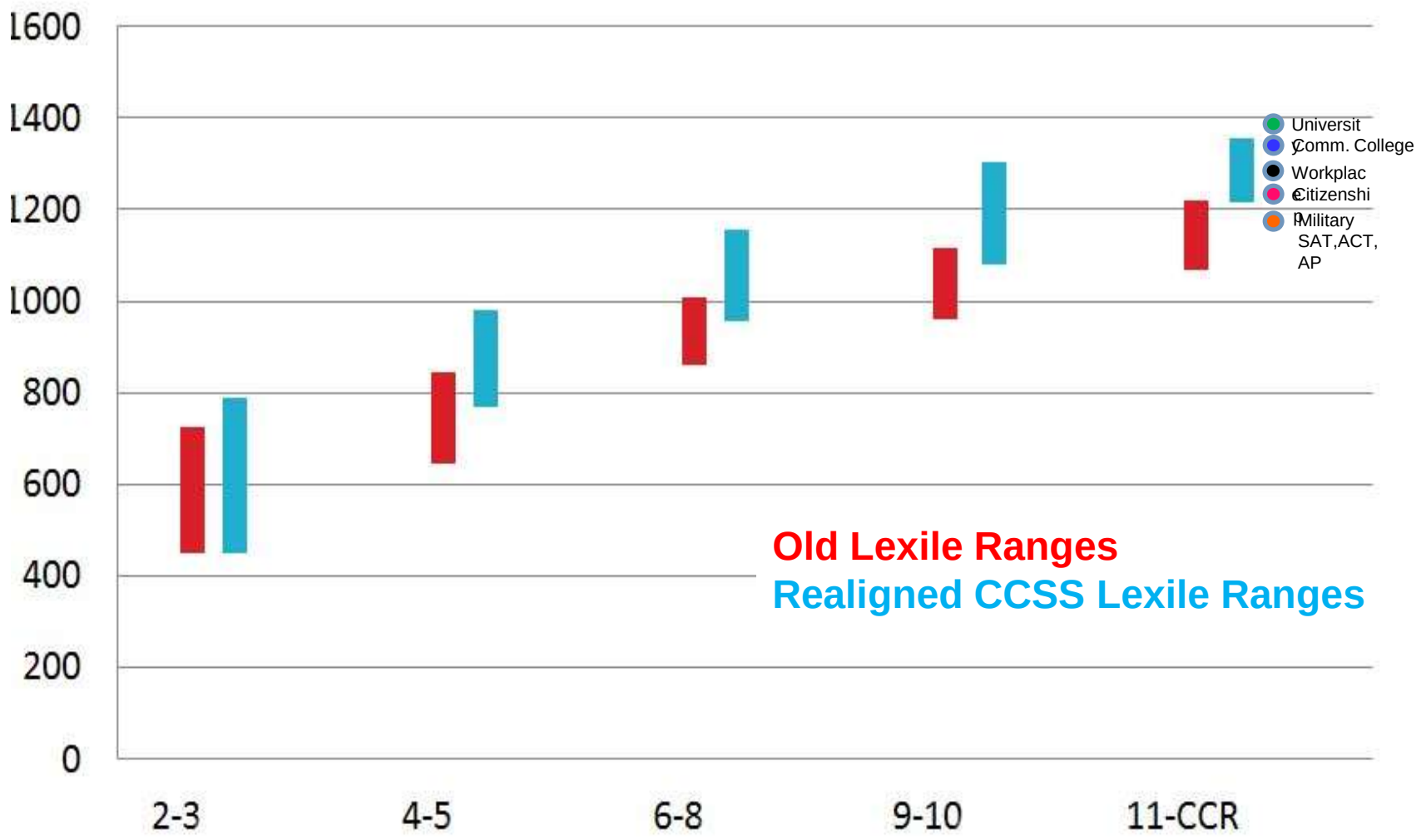
3. Reading Complex Text Independently

- Students must read increasingly complex texts (of all types) independently

4. Text-Dependent Questions, Text-Based Answers

- Students should **r**ead **closely** to determine what the text says explicitly and to make logical inferences from it; **cite specific textual evidence** when **writing or speaking** to support conclusions drawn from the text

Changes in Text Complexity



The CCSS Shifts and Impact

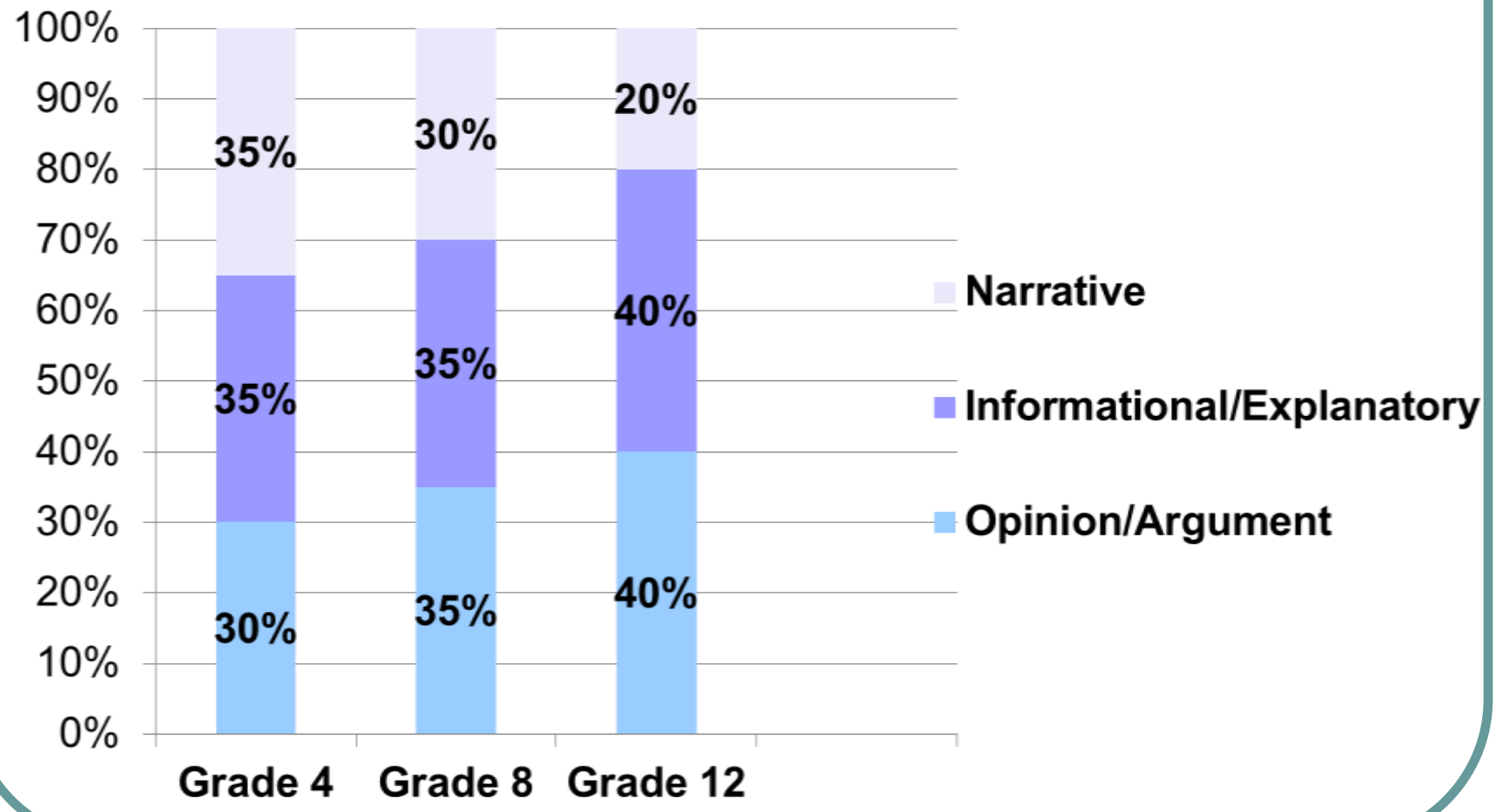
5. Evidence-Based Writing

- **Students will be required to write using sources rather than from decontextualized prompts. Increased emphasis on argument and informational writing.**

6. Academic Vocabulary

- **Students will acquire both academic (non specific to a content area) and domain-specific vocabulary and apply in speaking and writing**

Evidence-Based Writing



Considerations for Implementation

- **Implementation** has just begun at the high school level—students have not had a prologned exposure to CCSS expectations

- **Professional development** and support are required keys in implementing the move to Common Core

Next Steps for Higher Ed

Along with the standards themselves, the shifts are the "bricks and mortar" of the PARCC assessment.

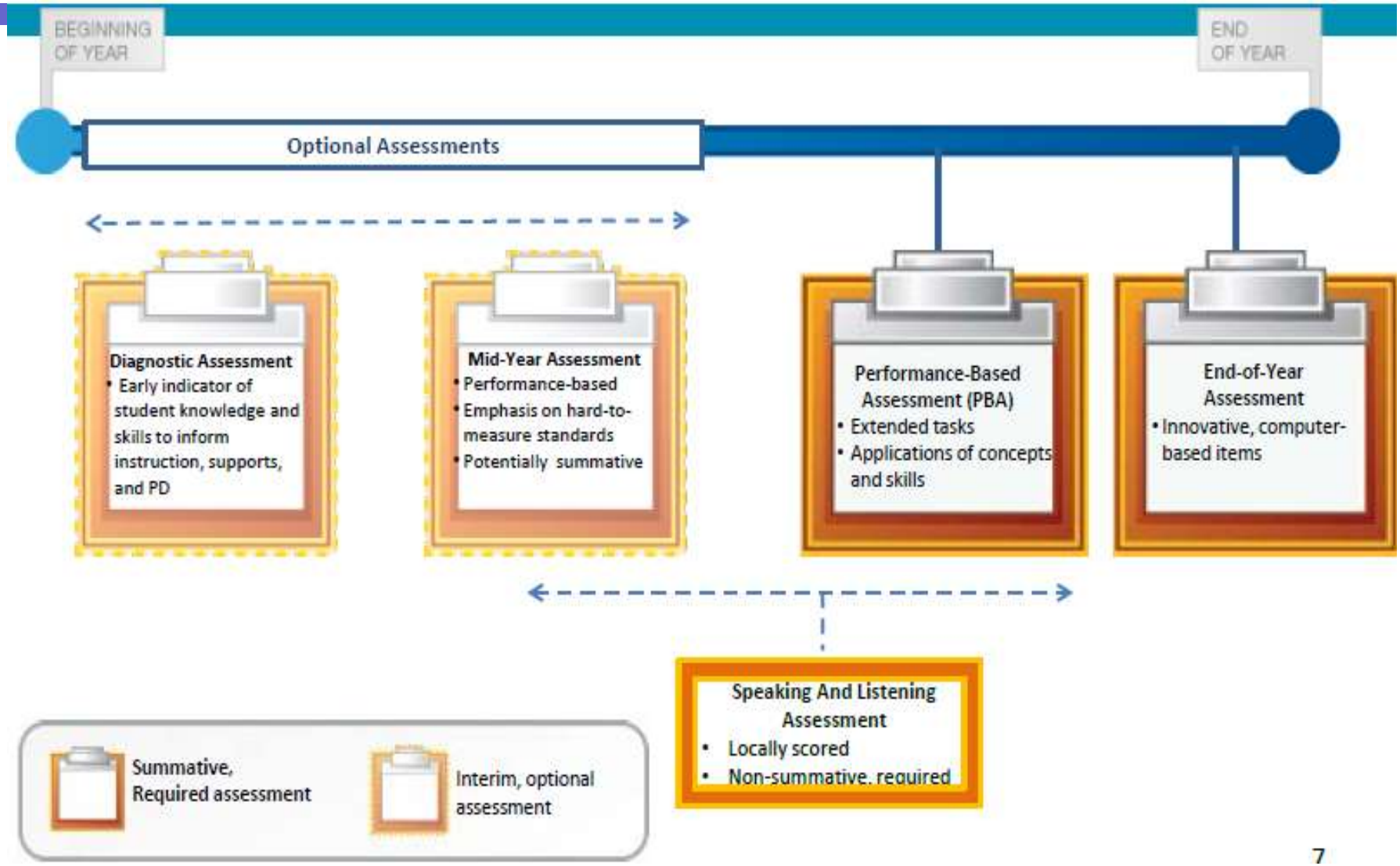
PARCC Website

https://www.parcconline.org/

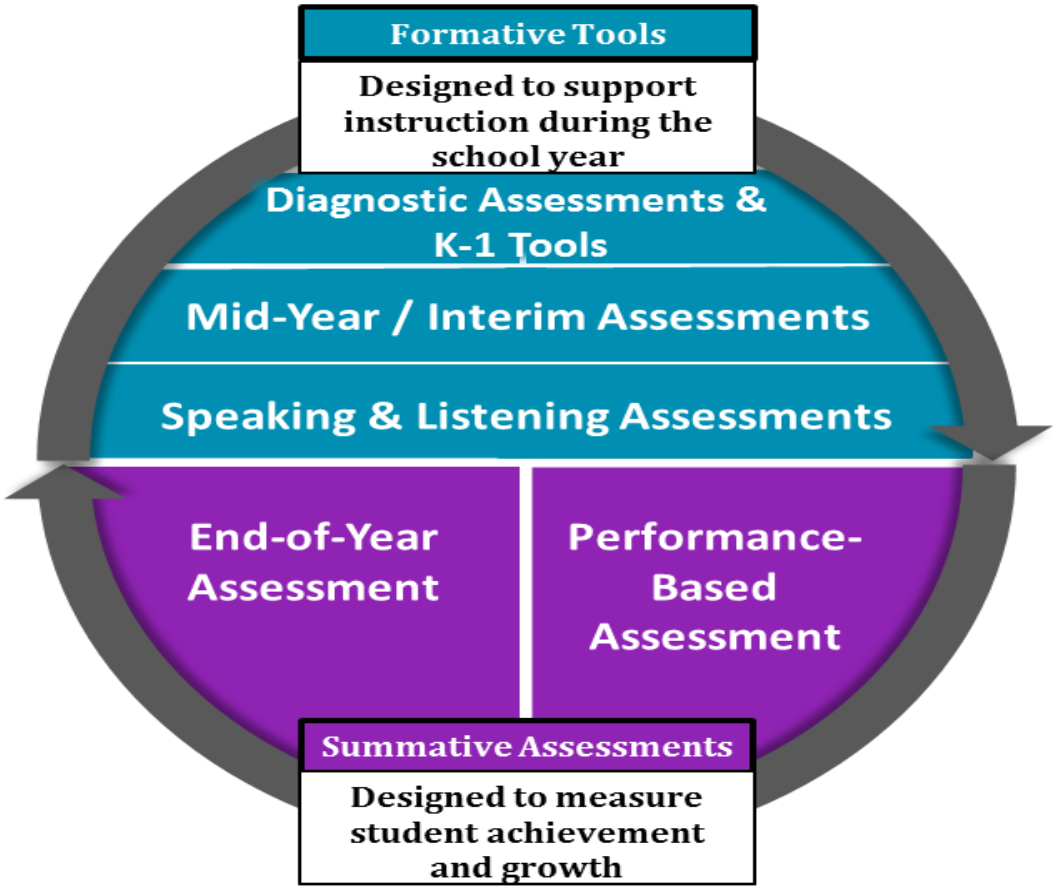
What is PARCC?

- The Partnership for Assessment of Readiness for College and Careers (PARCC) is a consortium of 18 states, the District of Columbia and the U.S. Virgin Islands working together to develop a common set of K-12 assessments in English and math anchored in what it takes to be ready for college and careers.

PARCC Assessment Design for English Language Arts/Literacy and Mathematics 3-11



Design of the Assessment System



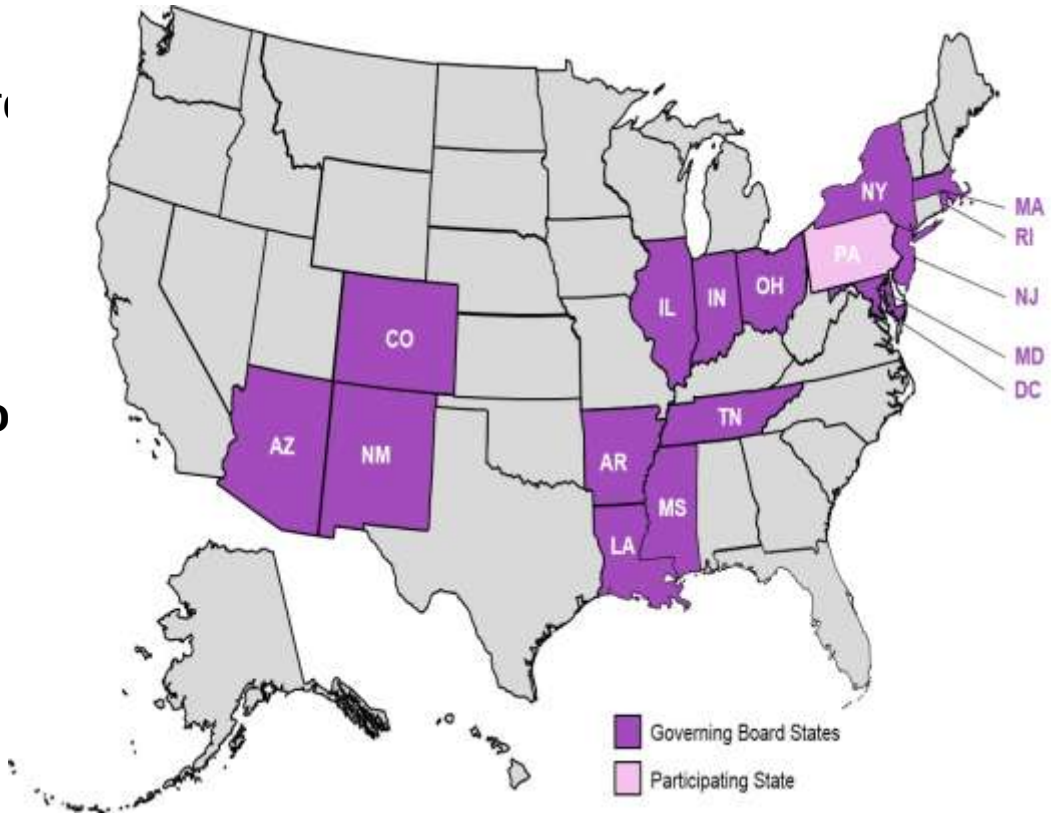
Two Summative Assessments

- Performance Based Assessment (**PBA**)
  - **75% into the school year**
- End of Year (**EOY**)
  - **90% into the school year**

PBA + EOY = Summative Score

Two Assessments

- **15** states and the District of Columbia
- **Aligned** to the Common Cor State Standards
- **11** million students in tested grades
- **High School College and Career Ready Determinatio exempts students from placement testing and remediation**
- **Spring 2014** field testing
- **2014-2015** roll out



Summative Assessments

Measure and report achievement and growth

Performance-Based Component (PBA)

ELA/Literacy

Writing essays drawing evidence from sources, including multi-media, some comprehension

Math

Solving multi-step problems that require reasoning and address real world situations

End-of-Year Component (EOY)

ELA/Literacy

Demonstrating comprehension of literary and informational texts

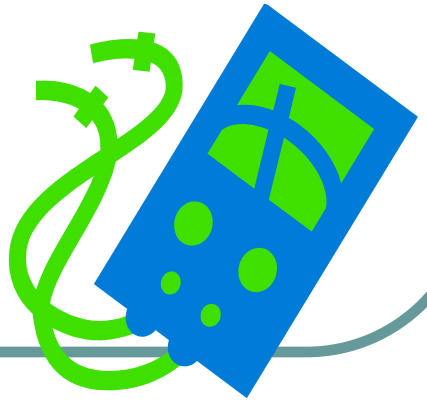
Math

Demonstrating understanding of concepts and procedures and carrying out short applications

Overall Score = Combination of PBA + EOY

Down the Road

- **Formative Assessments**
  - Diagnostic Assessment (2015-2016)
  - K-1 Tools (2015-2016)
  - Mid-Year Assessments (2014-2015)
  - Speaking and Listening (2015-2016)



Formative Tools

For use during the school year

Diagnostic Assessments

- Grades 2-8
- Reading, Writing, Math
- Computer adaptive
- Designed to pinpoint students' learning needs
- Links to interventions/enrichments

Mid-Year/Interim Assessments

- Grades 3-11
- ELA/Literacy and Math
- Computer- and paper-based
- Built from released PBA tasks
- Can be used for assessment at individual, classroom, school levels

K-1 Tools

- Grades K-1
- Reading and math
- Checklists, running records, performance tasks
- Links to interventions/enrichments

Speaking & Listening Tools

- Grades 3-12
- Performance-based activities
- Spontaneous oral response to oral prompt; share findings of research in an oral presentation

Claims Driving Design: PARCC Mathematics

Students are on-track or ready for college and careers

A) Students **solve problems involving the major content** for their grade level with connections to practices

B) Students **solve problems involving the additional and supporting content** for their grade level with connections to practices

C) Students **express mathematical reasoning** by constructing mathematical arguments and critiques

D) Students solve real world problems engaging particularly in the **modeling practice**

E) Student **demonstrate fluency** in areas set forth in the Standards for Content in grades 3-6

Mathematics
Claims and Reporting Metrics

Claim	Sub-Claim	Performance Level	Scale Score	Sub-Score
Math		X	X	
	Major Content			X
	Additional & Supporting Content			X
	Expressing Mathematical Reasoning			X
	Modeling and Applications			X

PARCC
Partnership for Assessment of Readiness for College and Careers

Claims Driving Design: ELA/Literacy

Students are on-track or ready for college and careers

Students read and comprehend a range of sufficiently complex texts independently

- Reading Literature RL.X.1-10
- Reading Informational Text RI.X.1-10 and Reading Literacy Standards
- Vocabulary Interpretation and Use RL/RI.X.4 and L.X. 4-6

Students write effectively when using and/or analyzing sources.

- Written Expression W.X.1-10 and Disciplinary Writing Standards
- Conventions and Knowledge of Language L.X.1.-3

Students build and present knowledge through research and the integration, comparison, and synthesis of ideas.

English Language Arts & Literacy Claims and Reporting Metrics

Claim		Sub-Claim	Performance Level	Scale Score	Sub-Score
ELA/L			X	X	
	Reading			X	
		Reading Literary Text			X
		Reading Informational Text			X
		Vocabulary			X
	Writing			X	
		Written Expression			X
		Knowledge of Conventions			X

PARCC: *Regular practice with complex text and its academic language*

- ✓ PARCC builds a staircase of text complexity to ensure students are on track each year for college and career reading.
- ✓ PARCC rewards careful, close reading rather than racing through passages.
- ✓ PARCC systematically focuses on the words that matter most—not obscure vocabulary, but the academic language that pervades complex texts.

PARCC ELA Assessment Focus

Reading

- Reading of multiple types of texts
- Responding to comprehension of both literary and informational text
- Vocabulary assessed in context

Writing

- Writing of 3-4 tasks based on complex texts read

3 Types of ELA Assessment Items

- **Evidence-Based Selected Response (EBSR)**
- **Technology-Enhanced Constructed Response (TECR)**
- **Prose Constructed Responses (PCR)**
  - Narrative Writing Task
  - Literary Analysis Task
  - Research Simulation Task

Evidence Based Selected Response (EBSR)

- Task always has **two** parts:
  - Selected response
  - May have multiple answers
  - Student must show evidence from text

- Reading Anchor Standards 1 and 10 are at the core of each question.

Grade 3

Literature-Vocabulary in Context

Today you will read two stories about characters who save family members. As you read these stories, you will answer questions and think about the characters. At the end of the task, you will be asked to write an essay using the information from the stories.

Read the passage from "The Cricket and the Cougar." Then answer the questions.

from "The Cricket and the Cougar"

by Katherine Chandler

1 One day the cougar was out walking in the woods. As he was stepping near an old rotten log, he heard a tiny voice say, "Oh, please don't step there. That's my house, and with one step more you will destroy it."

2 The cougar looked down and saw a little cricket sitting on the log. He roared, "And is it you, weak little creature, that dares to tell me where to step? Don't you know that I am king of the beasts?"

3 "You may be king of the beasts, but I am king of my house, and I don't want you to break it down, king or no king."

4 The cougar was amazed at such daring. "Don't you know, you weakling, that I could kill you and your house and all your relatives with one blow of my paw?"

5 "I may be weak, but I have a cousin no bigger than I am, who

Part A

What is the meaning of the word **master** as it is used in paragraphs 5 and 6?

- A. understand
- B. conquer
- C. befriend
- D. frighten

Part B

Which detail from the story **best** supports the answer to Part A?

- A. "Don't you know that I am king of the beasts?"
- B. ""Well, little boaster, you have that cousin here to-morrow..."
- C. "Then he felt a stinging. 'Oh, oh!' he roared, 'get out of my ear!'"
- D. "The cricket sat on a log and looked on."

Grade 7

Informational Text- Evidence- Based

Amelia Earhart is a famous American remembered for her daring and bravery. Today you will read two texts and view a video to learn about Amelia Earhart. When you are finished reading, you will write an essay that analyzes the strength of the arguments the authors make in relation to Amelia Earhart's bravery.

Read the article "Earhart's Final Resting Place Believed Found." Then answer the questions.

Earhart's Final Resting Place Believed Found

by Rossella Lorenzi

1 Legendary aviatrix Amelia Earhart most likely died on an uninhabited tropical island in the southwestern Pacific republic of Kiribati, according to researchers at The International Group for Historic Aircraft Recovery (TIGHAR).

2 Tall, slender, blonde and brave, Earhart disappeared while flying over the Pacific Ocean on July 2, 1937 in a record attempt to fly around the world at the equator. Her final resting place has long been a mystery.

3 For years, Richard Gillespie, TIGHAR's executive director and author of the book "*Finding Amelia*," and his crew have been searching the Nikumaroro Island for evidence of Earhart. A tiny coral atoll, Nikumaroro was some 300 miles southeast of Earhart's target destination, Howland Island.

Part A

What is the author's **main** purpose in "Earhart's Final Resting Place Believed Found"?

- A. to explain why the mystery of Earhart and Noonan's disappearance has been difficult to solve
- B. to discuss two competing explanations for the disappearance of Earhart and Noonan
- C. to describe how recent research explains the last days of Earhart and Noonan after they disappeared
- D. to outline a hypothesis about what happened to Earhart and Noonan after they disappeared

Part B

Which sentence from "Earhart's Final Resting Place Believed Found" **best** supports the answer in Part A?

- A. "Legendary aviatrix Amelia Earhart most likely died on an uninhabited tropical island in the southwestern Pacific republic of Kiribati, according to researchers at The International Group for Historic Aircraft Recovery (TIGHAR)." (paragraph 1)
- B. "Although she did not succeed in her around-the-world expedition, Earhart flew off into legend just after her final radio transmission." (paragraph 10)
- C. "Theories proliferated that she was a spy, that she was captured by the Japanese, that she died in a prisoner-of-war camp, and that she survived and returned to live her life as a New Jersey housewife." (paragraph 11)
- D. "The general consensus has been that the plane had run out of fuel and crashed in the Pacific Ocean, somewhere near Howland Island." (paragraph 13)

Technology Enhanced Constructed Response (TECR)

- Uses technology to demonstrate comprehension of texts

- Includes variety of text types:
  - videos, pictures, ads, sound clips, etc.
- Authentic ways include annotation, graphic organizers, highlighting, etc.

Grade 7

Informational Text- Technology Enhanced

Amelia Earhart is a famous American remembered for her daring and bravery. Today you will read two texts and view a video to learn about Amelia Earhart. When you are finished reading, you will write an essay that analyzes the strength of the arguments the authors make in relation to Amelia Earhart's bravery.

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."

According to the "The Biography of Amelia Earhart," which events had the most significant impact on Earhart's life? From the List of Events, create a summary by dragging the **four** most significant events and dropping them in the boxes in chronological order.

List of Events

- Earhart becomes the first woman to fly across the Atlantic Ocean by herself.
- Earhart attends a finishing school in Philadelphia.
- Earhart purchases her first plane.
- Earhart works as a nurse's aide in Canada.
- Earhart attends an air show, where a stunt pilot flies close to her.
- Earhart sets off on a flight around the world.
- Earhart places third at the Cleveland Women's Air Derby.

Event 1

Event 2

Event 3

Event 4

Prose Constructed Response (PCR) Performance Based Assessment

Literary Analysis Task

- Literacy Analysis Task plays an important role in honing students ability to read complex text closely, a skill that research reveals as the most significant factor in differentiating college-ready from non-college ready readers. **This task will** ask students to carefully consider literature worthy of close study and **compose** an analytic essay.

Narrative Task

- Narrative Task broadens the way in which students may use this type of writing. Narrative writing can be used to convey experiences or events, real or imaginary. **In this task**, **students may be asked to write** a story, detail a scientific process, write a historical account of important figures, or to describe an account of events, scenes or objects, for example. (**Type 1 Narrative story –read fictional text and write story extension).**

Research Simulation Task

- Research Simulation asks students to exercise the career- and college readiness skills of observations, deduction, and proper use and evaluation of evidence across text types. **In this task**, students will analyze an informational topic presented through several articles or multimedia stimuli, the first text being an anchor text that introduces the topic. Students will engage with text by answering a series of questions and synthesizing information from multiple sources in order to **write two analytic essays (4-11)**.

Grade 3

Literary Analysis -

Today you will read two stories about characters who save family members. As you read these stories, you will answer questions and think about the characters. At the end of the task, you will be asked to write an essay using the information from the stories.

Cricket and Cougar | Kira-Kira

Read the passage from "The Cricket and the Cougar." Then answer the questions.

from "The Cricket and the Cougar"

by Katherine Chandler

1 One day the cougar was out walking in the woods. As he was stepping near an old rotten log, he heard a tiny voice say, "Oh, please don't step there. That's my house, and with one step more you will destroy it."

2 The cougar looked down and saw a little cricket sitting on the log. He roared, "And is it you, weak little creature, that dares to tell me where to step? Don't you know that I am king of the beasts?"

3 "You may be king of the beasts, but I am king of my house, and I don't want you to break it down, king or no king."

4 The cougar was amazed at such daring. "Don't you know, you weakling, that I could kill you and your house and all your relatives

You have read two stories in which one family member saves another. Write an essay describing the mosquito from "Cricket and Cougar" and one of the main characters from "Kira-Kira." For each character described:

- Explain how the thoughts, words, and/or actions of the character help you understand what the character is like
- Explain why the character chooses to save his or her family member

Be sure to include specific details from each story to support your ideas.

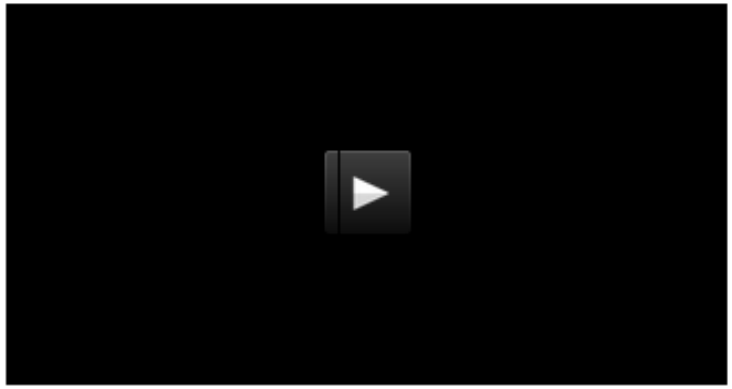
B I U

Grade 7

Informational Video-Evidence-Based

Amelia Earhart is a famous American remembered for her daring and bravery. Today you will read two texts and view a video to learn about Amelia Earhart. When you are finished reading, you will write an essay that analyzes the strength of the arguments the authors make in relation to Amelia Earhart's bravery.

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)

Grade 7

Research Simulation Task

Amelia Earhart is a famous American remembered for her daring and bravery. Today you will read two texts and view a video to learn about Amelia Earhart. When you are finished reading, you will write an essay that analyzes the strength of the arguments the authors make in relation to Amelia Earhart's bravery.

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:

"The 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.

Grade 10

Informational Text-Vocabulary

Read the article "Fields of Fingerprints: DNA Testing for Crops." Then answer the questions.

Fields of Fingerprints: DNA Testing for Crops

1 DNA testing, the technique which has helped solve high-profile murder cases, may now help to solve crop crimes. Several organizations have started offering DNA testing to the North American plant breeding and seed industry. Most often, the test will be used by plant breeders and research scientists to identify important genes. But sometimes, DNA testing will come in handy when police are trying to solve crimes that involve grain theft. While it is very difficult to tell the differences in a crop variety just by looking at the seeds, DNA fingerprinting will make it possible for police investigators or researchers to pinpoint specific plant traits and accurately identify seed varieties. Easy to use DNA test kits for certain crops should be on the market within the next few years. Specialized computer-based analysis programs identify the fingerprint, or specific genes carried in the seed of individual crop varieties.

Producing a Print

Part A

Which **three** terms does the author use to refer to "DNA fingerprint" that help clarify the meaning of the term?

- A. "...genetic photograph..."
- B. "...science of genetics..."
- C. "...individual crop varieties..."
- D. "...radioactive probes..."
- E. "...pattern unique to the organism..."
- F. "...desirable new traits..."
- G. "...genetic blueprint..."

Part B

What do these terms indicate about the results of the seven-step procedure to develop a DNA fingerprint?

- A. The procedure identifies a constantly evolving arrangement of genes.
- B. The procedure identifies a generally accurate arrangement of genes.
- C. The procedure identifies an uncomplicated arrangement of genes.
- D. The procedure identifies a set arrangement of genes.

Grade 10

Literature- Evidence-Based Comparison

Today you will read two poems about characters from Greek mythology. As you read these texts, you will gather information and answer questions about how each poet portrays these characters. When you are finished reading, you will write an analytical essay.

Daedalus and Icarus | To a Friend

Read the excerpt from "Daedalus and Icarus." Then answer the questions.

from "Daedalus and Icarus"

by Ovid

But Daedalus abhorred the Isle of Crete--

and his long exile on that sea-girt shore,

increased the love of his own native place.

"Though Minos blocks escape by sea and land."

5 He said, "The unconfined skies remain

though Minos may be lord of all the world

his sceptre is not regnant of the air,

and by that untried way is our escape."

This said, he turned his mind to arts unknown

Part A

Which statement summarizes a key difference between the excerpt from the poem by Ovid and the poem by Sexton?

- A. Ovid portrays Icarus as naïve, whereas Sexton portrays Icarus as wise.
- B. Ovid emphasizes Icarus's adventurousness, whereas Sexton emphasizes Icarus's timidity.
- C. Ovid believes the goddess Pallas is the true hero of the myth, whereas Sexton believes Daedalus is the true hero.
- D. Ovid considers Icarus's flight an act of human arrogance, whereas Sexton considers it an act of heroism.

Part B

Which **two** quotations **best** support the answer to Part A? Choose **one** from Ovid's poem and **one** from Sexton's poem.

- A. "…unaware / of danger to himself, perchance would chase / the feathers, …" (Ovid, lines 18-20)
- B. "…Proud of his success, / the foolish Icarus forsook his guide," (Ovid, lines 60-61)
- C. "But Pallas, goddess of ingenious men, / saving the pupil changed him to a bird," (Ovid, lines 100-101)
- D. "…testing that strange little tug at his shoulder blade," (Sexton, line 2)
- E. "There below are the trees, as awkward as camels;" (Sexton, line 5)

Grade 10

Literary Analysis

Today you will read two poems about characters from Greek mythology. As you read these texts, you will gather information and answer questions about how each poet portrays these characters. When you are finished reading, you will write an analytical essay.

Daedalus and Icarus | To a Friend

Read the excerpt from "Daedalus and Icarus." Then answer the questions.

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his sceptre is not regnant of the air,

and by that untried way is our escape."

This said, he turned his mind to arts unknown

Use what you have learned from reading "Daedalus and Icarus" by Ovid and "To a Friend Whose Work Has Come to Triumph" by Anne Sexton to write an essay that provides an analysis of how Sexton transforms "Daedalus and Icarus."

Develop your claim(s) of how Sexton transforms "Daedalus and Icarus" with evidence from both texts. As a starting point, you may want to consider what is emphasized, absent, or different in the two texts, but feel free to develop your own focus for analysis.

Types of Text Students May Encounter on PARCC

- Advertisements -Journal articles -Recipes
- Agenda -Legal documents -Reports
- Autobiographies -Magazine articles -Reviews
- Biographies -Memoirs -Science invest.
- Contracts -News articles -Speeches
- Correspondence -Opinion/Editorial -Textbooks
- Essays -Political cartoons -Tourism guide
- Feature articles -Primary/Secondary sources -Training manual
- Government docs -Product specs -User guide
- Histories -Product/service descriptions
- Interviews

Technology Applications

- Multiple selection responses
- Clicks
- Highlight
- Drag and drop
- Cut and paste
- Shade text
- Move items to show relationships…
- Keyboarding and word processing* (PCR)

Accessibility and Accommodations for Students

PARCC Partnership for Assessment of Readiness for College and Careers

Stay in
Keep up
Enter yo

About PARCC | The PARCC Assessment | PARCC States | PARCC Resources

THE PARCC ASSESSMENT

- Field Test
- Assessment System
- Sample Questions
- Implementation
- Technology
- Cost
- Policies and Guidance
  - Administering the Test
  - Data Privacy and Security
  - College- and Career-Ready Policies
  - Accessibility Accommodations and Fairness
- Research and Development
- Contracts & Procurement

Home › The PARCC Assessment › Policies and Guidance › Accessibility Accommodations and Fairness ›

PARCC Accessibility Features and Accommodations Manual

Printer-friendly version PDF version

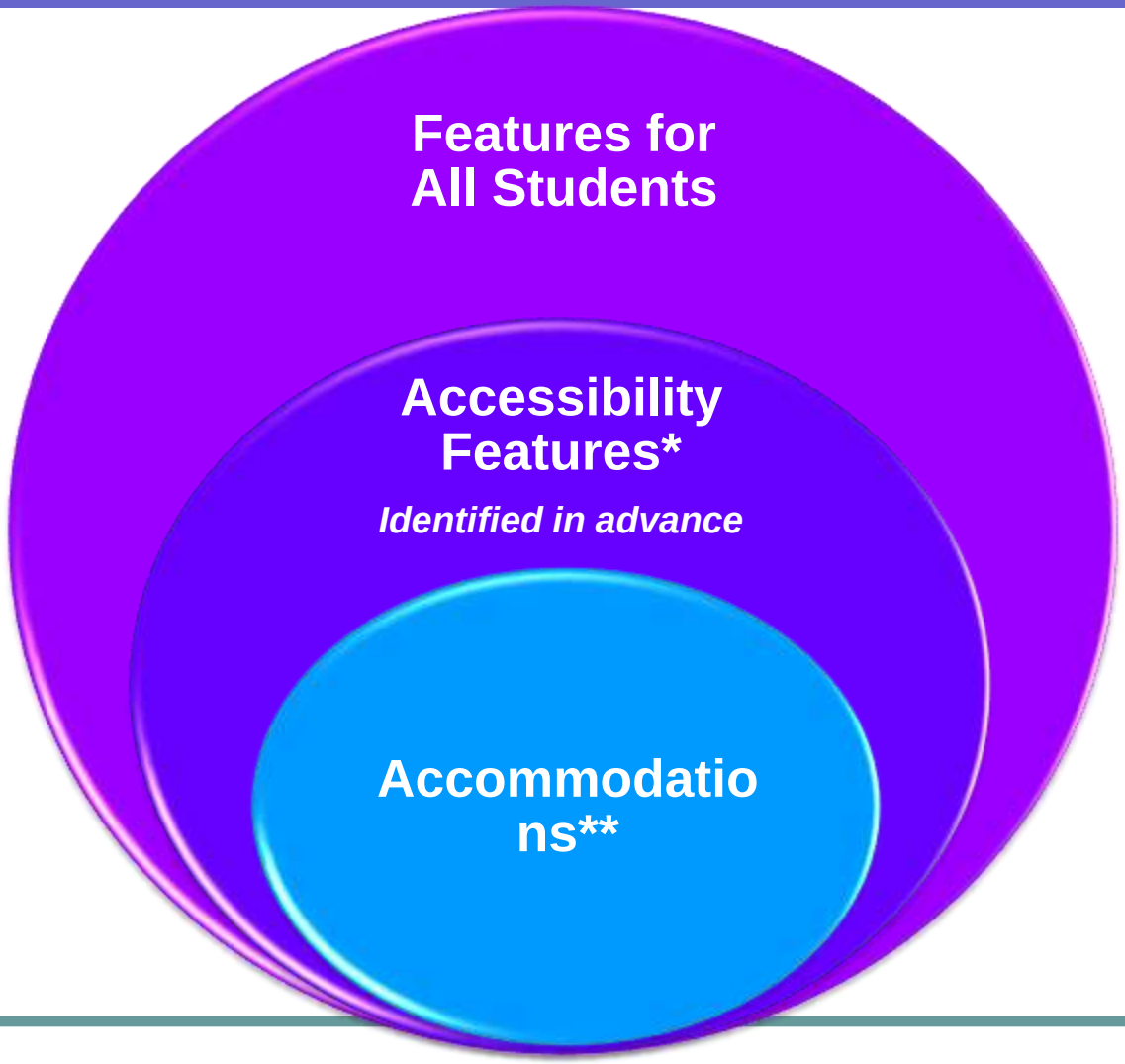
On June 26, 2013, the PARCC Governing Board approved the policies in the first edition of the *PARCC Accessibility Features and Accommodations Manual*. The manual will undergo a number of iterations, as data on student performance is collected during PARCC item development research (being conducted this spring and summer), field testing in spring 2014, and the first operational year of administration in school year 2014-2015. This iterative process will ensure that the accommodations students receive on the PARCC assessments provide a valid reflection of what they know and can do, and do not alter the construct of what is being assessed.

PARCC is committed to providing *all* students with access to high-quality assessments. For the assessment system as a whole, PARCC is committed to ensuring that *all participating students*, including students with disabilities, English learners, and English learners with disabilities, are able to engage in a meaningful and appropriate manner so valid results can be obtained for all students. Through a combination of universal design principles and computer-embedded features, PARCC is designing an assessment system that is inclusive of all students - from initial design through implementation.

The second edition of the *PARCC Accessibility Features and Accommodations Manual* is a comprehensive policy document that provides guidance to districts and decision-making teams to ensure that the PARCC Mid-Year, Performance-Based, and End-of-Year Assessments provide valid results for all participating students.

https://www.parcconline.org/parcc-accessibility-features-and-accommodations-manual

PARCC Comprehensive Accessibility System



https://www.parcconline.org/accessibility-accommodations-and-fairness

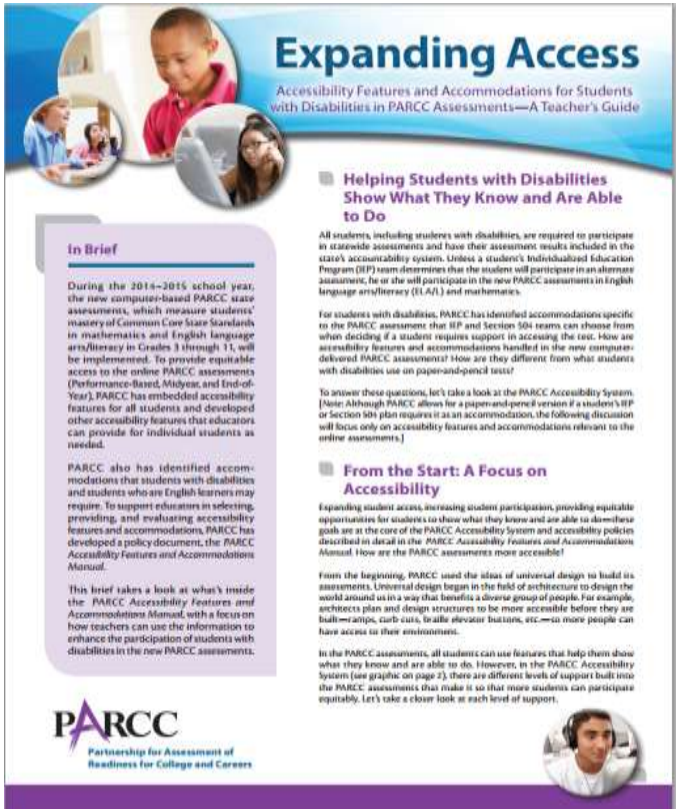
Reporting Schedule

- The goal is to return results of the summative assessments prior to the end of the school year
- Standard setting will occur in Summer 2015, with year 1 results reported in September
- Reporting schedule for year 2 is under discussion

Performance Levels

- PARCC will report results of summative assessments using 5 performance levels
- Allows for finer classifications of student performance and supports reporting of improvement and growth
- Performance level descriptors at www.parcconline.org/plds
- Standard setting event will occur in summer 2015
- K-12 and HE educators will serve on standard-setting panels

Teacher and Parent Brochures



Expanding Access

Accessibility Features and Accommodations for Students with Disabilities in PARCC Assessments—A Teacher's Guide

Helping Students with Disabilities Show What They Know and Are Able to Do

All students, including students with disabilities, are required to participate in statewide assessments and have their assessment results included in the state's accountability system. Unless a student's Individualized Education Program (IEP) team determines that the student will participate in an alternate assessment, he or she will participate in the new PARCC assessments in English language arts/literacy (ELA/L) and mathematics.

For students with disabilities, PARCC has identified accommodations specific to the PARCC assessment that IEP and Section 504 teams can choose from when deciding if a student requires support in accessing the test. How are accessibility features and accommodations handled in the new computer-delivered PARCC assessments? How are they different from what students with disabilities use on paper-and-pencil tests?

To answer these questions, let's take a look at the PARCC Accessibility System. [Note: Although PARCC allows for a paper-and-pencil version if a student's IEP or Section 504 plan requires it as an accommodation, the following discussion will focus only on accessibility features and accommodations relevant to the online assessments.]

From the Start: A Focus on Accessibility

Expanding student access, increasing student participation, providing equitable opportunities for students to show what they know and are able to do—these goals are at the core of the PARCC Accessibility System and accessibility policies described in detail in the *PARCC Accessibility Features and Accommodations Manual*. How are the PARCC assessments more accessible?

From the beginning, PARCC used the ideas of universal design to build its assessments. Universal design began in the field of architecture to design the world around us in a way that benefits a diverse group of people. For example, architects plan and design structures to be more accessible before they are built—ramps, curb cuts, braille elevator buttons, etc.—so more people can have access to their environments.

In the PARCC assessments, all students can use features that help them show what they know and are able to do. However, in the PARCC Accessibility System (see graphic on page 2), there are different levels of support built into the PARCC assessments that make it so that more students can participate equitably. Let's take a closer look at each level of support.

In Brief

During the 2014–2015 school year, the new computer-based PARCC state assessments, which measure students' mastery of Common Core State Standards in mathematics and English language arts/literacy in Grades 3 through 11, will be implemented. To provide equitable access to the online PARCC assessments (Performance-Based, Midyear, and End-of-Year), PARCC has embedded accessibility features for all students and developed other accessibility features that educators can provide for individual students as needed.

PARCC also has identified accommodations that students with disabilities and students who are English learners may require. To support educators in selecting, providing, and evaluating accessibility features and accommodations, PARCC has developed a policy document, the *PARCC Accessibility Features and Accommodations Manual*.

This brief takes a look at what's inside the *PARCC Accessibility Features and Accommodations Manual*, with a focus on how teachers can use the information to enhance the participation of students with disabilities in the new PARCC assessments.

PARCC
Partnership for Assessment of Readiness for College and Careers

Expanding Access

Accessibility Features and Accommodations for English Learners in PARCC Assessments—A Teacher's Guide

Helping English Learners Show What They Know and Are Able to Do

A Focus on Accessibility

Features for All Students

In Brief

PARCC
Partnership for Assessment of Readiness for College and Careers

https://www.parcconline.org/accessibility-accommodations-and-fairness

Next Steps For PARCC

SEPTEMBER States launch PARCC

SUMMER Model Content Frameworks Released

AUGUST Item Prototypes Released

APRIL Test Blueprints released

APRIL PARCC Becomes Independent Non-Profit

2010 — 2011 — 2012 — 2013

We are here!

Next year

2014 — 2015 — 2016

WINTER/SPRING Field Test/Practice Test Online

SUMMER PARCC Reports Research From Field Test Results

SPRING First Administration of New Tests

SUMMER Establishment of Cut Scores

FALL Release of Diagnostic and Formative Assessments

FALL Use of Cut Scores for IHE Placement

PARCC
Partnership for Assessment of Readiness for College and Careers

PARCC Question & Answer