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
Let's 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.
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.
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**
Standards for Mathematical Practice
A set of 8 standards that describe the ways in which the mathematical content standards should be taught. Same K-HS

Standards for Mathematical Content
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.
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.
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 understanding.”
<table>
<thead>
<tr>
<th>Grade</th>
<th>1</th>
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<th>5</th>
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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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Required Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Add/subtract within 5</td>
</tr>
<tr>
<td>1</td>
<td>Add/subtract within 10</td>
</tr>
<tr>
<td>2</td>
<td>Add/subtract within 20</td>
</tr>
<tr>
<td></td>
<td>Add/subtract within 100 (pencil and paper)</td>
</tr>
<tr>
<td>3</td>
<td>Multiply/divide within 100</td>
</tr>
<tr>
<td>4</td>
<td>Add/subtract within 1,000,000</td>
</tr>
<tr>
<td>5</td>
<td>Multi-digit multiplication</td>
</tr>
<tr>
<td>6</td>
<td>Multi-digit division</td>
</tr>
<tr>
<td>7</td>
<td>Multi-digit decimal operations</td>
</tr>
<tr>
<td>8</td>
<td>Solve $px + q = r$, $p(x + q) = r$</td>
</tr>
<tr>
<td></td>
<td>Solve simple $2 \times 2$ systems by inspection</td>
</tr>
</tbody>
</table>
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.”
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.
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.

Students demonstrate fluency in areas set forth in the Standards for Content in grades 3-6.

Students are on-track or ready for college and careers.
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.
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.
Which angle has a measure of 65°?
You can use the protractor to help you find the answer.

A.

B.

C.

D.
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 \( p - n \).
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. $\frac{1}{3^{12}}$
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.

$(\underline{\quad}, \underline{\quad})$
Grade 6 Modeling Task

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.
Coherence: Making Connections within a Grade

PARCC Algebra II/Mathematics III Reasoning Task

The functions $f(x) = 1 - x$ and $g(x) = \frac{0.11}{x}$ 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).

**Part B**

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

**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.
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
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
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

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**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

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

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

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**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

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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.
# 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade-Specific Standard</th>
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</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>With prompting and support, ask and answer questions about key details in a text.</td>
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<tr>
<td>Grade 1</td>
<td>Ask and answer questions about key details in a text.</td>
</tr>
<tr>
<td>Grade 2</td>
<td>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</td>
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<tr>
<td>Grade 3</td>
<td>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
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<td>Grade 4</td>
<td>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
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<td>Grade 5</td>
<td>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
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<td>Grade 6</td>
<td>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
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<td>Grade 7</td>
<td>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
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<td>Grade 8</td>
<td>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</td>
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<td>Grades 9-10</td>
<td>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
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<tr>
<td>Grades 11-12</td>
<td>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.</td>
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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
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
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 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
Changes in Text Complexity

Old Lexile Ranges
Realigned CCSS Lexile Ranges
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.
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.
Along with the standards themselves, the shifts are the “bricks and mortar” of the PARCC assessment.
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.
Design of the Assessment System

Formative Tools
- Designed to support instruction during the school year

Diagnostic Assessments & K-1 Tools

Mid-Year / Interim Assessments

Speaking & Listening Assessments

End-of-Year Assessment

Performance-Based Assessment

Summative Assessments
- Designed to measure student achievement and growth
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 Core State Standards
- **11** million students in tested grades
- **High School College and Career Ready Determinatio**n exempts students from placement testing and remediation
- **Spring 2014** field testing
- **2014-2015** roll out
## Summative Assessments

*Measure and report achievement and growth*

<table>
<thead>
<tr>
<th>Performance-Based Component (PBA)</th>
<th>End-of-Year Component (EOY)</th>
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</thead>
<tbody>
<tr>
<td><strong>ELA/Literacy</strong></td>
<td><strong>ELA/Literacy</strong></td>
</tr>
<tr>
<td>Writing essays drawing evidence from sources, including multi-media, some comprehension</td>
<td>Demonstrating comprehension of literary and informational texts</td>
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<tr>
<td><strong>Math</strong></td>
<td><strong>Math</strong></td>
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<tr>
<td>Solving multi-step problems that require reasoning and address real world situations</td>
<td>Demonstrating understanding of concepts and procedures and carrying out short applications</td>
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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
<table>
<thead>
<tr>
<th>Claim</th>
<th>Sub-Claim</th>
<th>Performance Level</th>
<th>Scale Score</th>
<th>Sub-Score</th>
</tr>
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<tr>
<td>Math</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>Major Content</td>
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<td>X</td>
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<tr>
<td>Additional &amp; Supporting Content</td>
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<td>X</td>
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<tr>
<td>Expressing Mathematical Reasoning</td>
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<td>X</td>
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<tr>
<td>Modeling and Applications</td>
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<td>X</td>
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</tbody>
</table>
Students are on-track or ready for college and careers

Students read and comprehend a range of sufficiently complex texts independently

Students write effectively when using and/or analyzing sources.

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

- 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)
- Written Expression (W.X.1-10 and Disciplinary Writing Standards)
- Conventions and Knowledge of Language (L.X.1.-3)
<table>
<thead>
<tr>
<th>Claim</th>
<th>Sub-Claim</th>
<th>Performance Level</th>
<th>Scale Score</th>
<th>Sub-Score</th>
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</thead>
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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.
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."
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.
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

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."

Although Earhart's acquisitions were steep, challenging.

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
Literary Analysis Task

- Literary 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).
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.

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.

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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...”
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.

**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)
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 Earhart’s bravery.

1. The Biography of Amelia Earhart
2. Earhart’s Final Resting Place Believed Found
3. Amelia Earhart: Life and Disappearance

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.

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

The Biography of Amelia Earhart

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

Fields of Fingerprints: DNA Testing for Crops

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.
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.

**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)
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.

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.”

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

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)
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.

PARCC Comprehensive Accessibility System

Features for All Students

Accessibility Features*

*Identified in advance

Accommodations**

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

In Brief
During the 2014-2015 school year, the new computer-based PARCC state assessments, which measure students’ mastery of Common Core State Standards, included accessibility features, such as accommodations and testing accommodations. In Grades 3 through 11, it will be implemented to provide equal access to the online PARCC assessments (Performance-Based Assessment and the Full-Year PARCC Access). Accessibility features for all students and individuals with disabilities provide accommodations that educators can provide for individual students as needed.

PARCC has classified accommodations as accommodations that students with disabilities and students who are English-language-learner students require. New measures in referring, 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 it can help educators enhance the participation of students with disabilities in the new PARCC assessments.

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 achievement results included in the state accountability system. Unless a student’s Individualized Education Program (IEP) team determines that the student will participate in an alternate assessment, the student must participate in the PARCC assessments aligned language content areas (LACAs) and main content areas.

For students with disabilities, PARCC’s identified accommodations include the PARCC assessments that all and few students can choose from to meet the PARCC assessments. The PARCC assessments and accommodations improve the quality of data and accuracy of results as they provide the opportunity for students with disabilities to access the online assessments.

To answer these questions, take a look at the PARCC Accessibility System. [Note: Although PARCC allows a paper-based assessment for students’ use, full access to accessibility features and accommodations are available to the online assessments, as well as students with disabilities as an accommodation tool.]

From the Start: A Focus on Accessibility
Expanding student access, increasing student participation, providing equitable opportunities for students, and providing students who are able to demonstrate their growth in a PARCC assessment system, and accessibility policies, educators address the PARCC Accessibility Features and Accommodations Manual. This includes the PARCC assessments and accommodations.

In the beginning, PARCC aimed to accomplish the goals of accessibility and student outcomes. This was the ability of students with disabilities, English-language-learner students, and students who are at risk or below grade level to build on these assessments. Universal design begins at the local level and ensures that the educational system is designed to meet the needs of students, which includes providing students with disabilities the opportunity to meet their educational needs.

In the PARCC assessments, all students can self-identify features that help them show what they know and are able to do. However, the PARCC Accessibility System has explicitly on page 2 when students need support; built into the PARCC assessments moves to ensure that students can participate appropriately. It’s more inclusive at each level of support.

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


We are here!

**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

Next year