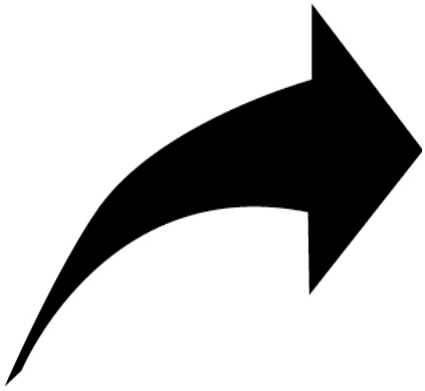
Meet the PARCC Challenge



with Clear Thinking

Polk Bros Foundation Center for Urban Education

Teacher.depaul.edu

PARCC Points

What is it?
PARCC stands for **P**artnership for **A**ssessment of **R**eadiness for **C**ollege and **C**areers

It is a test of mathematics and of reading.

Students will complete it in two parts: March and April/May.

The first part, which students take in March, includes multiple choice and another kind of question: Constructed Response questions. The Constructed Response question asks students to respond by writing about their ideas. The second part, which they will take in late April and in May, includes multiple choice items only.

The PARCC questions, whether they are multiple choice or constructed response, all are based on the Common Core Standards.

Who will take it?
All students in grades 3-12 enrolled in public schools in Illinois will take the test, although parents may "opt out" of the test.

When is it?

Chicago Public School PARCC Assessment "Windows" Spring 2015

Performance Based Assessments—include constructed responses—
March 9-April 2

End of Year Assessments
April 27 – May 22

Source: Chicago Public Schools Assessment Calendar
http://cps.edu/Performance/Documents/AssessmentCalendar_District.pdf

What other tests will students take?
Will students take the ISAT—the Illinois test that they had been taking each year in March?
No, the ISAT is over.
ISAT was a state-wide test that met a requirement that states receiving federal funds must have a state-wide test to measure student learning progress each year. Starting in 2015, PARCC will do that.

What is NWEA and why are students taking that test in CPS elementary schools?
NWEA is a test that is completely multiple choice. CPS elementary schools must give this test at least once—in May. They can also choose to take it in September and in January so they can find out how well their students are doing. But the NWEA test that has the greatest importance is the spring test, because a school's progress—including the school report card—will be based on comparing the schools spring 2014 NWEA scores to the school's spring 2015 scores. The NWEA is a "local assessment"—each school district in Illinois is required to have a way to measure growth from year to year.

What tests do the high schools use for that local assessment?
They use the EXPLORE, PLAN, and ACT tests, which include reading, math, science, and English. The English test is a test of grammar and usage.

How will PARCC accommodate diverse learners?
How will PARCC provide access for ELL students?
PARCC has organized an extensive set of options and supports for students with disabilities, English learners, and English learners with disabilities. PARCC provides an overview of its responsiveness to student needs for a fair and accessible assessment as well as specific options and supports. To learn about the accommodations and accessibility features, go to http://www.parconline.org/parcc-accessibility-features-and-accommodations-manual.

How will this year's PARCC test scores be used?
This is the first time students will take the PARCC. This summer, the results will be analyzed to set up a basis for evaluating students' progress in all the states that take the PARCC.

Why are only some states taking the PARCC?
PARCC is one of two organizations that got a contract to prepare tests based on the Common Core State Standards. The other organization, Smarter Balanced Assessment Consortium, has prepared a test that is like PARCC in that there is more writing. Some states chose will take that test. And some states are paying for the development of other tests.

What are the major differences between ACT, NWEA, ISAT, and PARCC?
The PARCC asks students to write responses, NWEA does not. While the 2014 ISAT did include written responses, called extended responses, they were essays, while the PARCC includes having students write stories, write from a character's point of view, and other kinds of writing, not just formal essays. ACT does include having students write essays in which they analyze different texts, so ACT is closer to PARCC than NWEA. But ACT was designed before the Common Core standards were developed, so it is not measuring the standards as completely as PARCC does. EXPLORE and PLAN do not include any writing.

The PARCC Difference: RIGOR

How is the PARCC test different from the tests of the past (including ISAT)?

PARCC gives this example:

Old Test Kind of Vocabulary Question	PARCC Example
Which two words are synonyms for heap? a. pile b. row c. corner d. mound e. pattern Students identify the meaning of words without any context.	*After students read a text with numbered paragraphs, they answer a series of questions, and each of the multiple choice questions requires them to make a choice—the first part—part A—asks them to analyze; the second part, part B, asks them to justify their analysis. They cannot choose a correct response to part B without carefully comprehending the text.* Part A. What is the meaning of the word dictate as it is used in paragraph 23? a. hint b. fix c. understand d. decide Part B. Which phrase helps the reader understand the meaning of dictate? a. "…recreate the tree house…" b. "…determine the shape…" c. "…is less expensive to build…" d. "…has all the time in the world…"

Source: http://www.parcconline.org/sites/parcc/files/oldvnew-elem.pdf

The PARCC Difference: Common Core

Contrast the Illinois Learning Standards for Reading with the Common Core Anchor Standards.

Common Core
College and Career Readiness Anchor Standards for Reading

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 **parts** 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 media and formats**, 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 AND LEVEL OF TEXT COMPLEXITY
10. Read and **comprehend complex literary** and **informational texts independently** and **proficiently**.

Illinois Reading Goals—now replaced by the Common Core standards.

- Read with understanding and fluency
- Read and understand the literature representative of various societies, eras, and ideas.
- Use the language arts to acquire, assess, and communicate information.

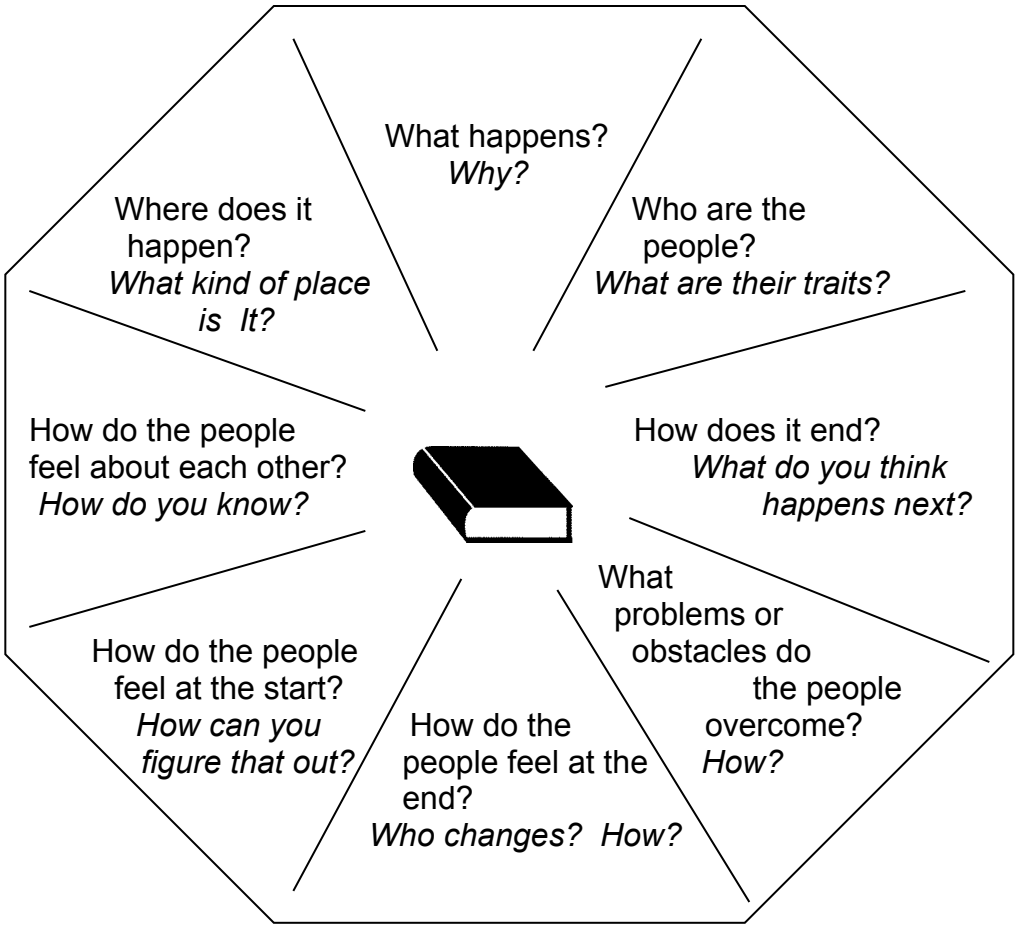
Core Reading Standards for Seventh Grade

READING LITERATURE	READING NONFICTION
KEY IDEAS AND DETAILS	***KEY IDEAS AND DETAILS***
1. **Cite** several pieces of textual **evidence** to **support analysis** of what the text says explicitly as well as **inferences** drawn from the text.	1. **Cite** several pieces of textual **evidence** to **support analysis** of what the text says explicitly as well as **inferences** drawn from the text.
2. **Determine** a **theme** or **central idea** of a text and **analyze** its **development** over the course of the text; provide an objective **summary** of the text.	2. **Determine** two or more **central ideas** in a text and **analyze** their **development** over the course of the text; provide an objective **summary** of the text.
3. **Analyze** how particular elements of a story or drama interact (e.g., how **setting** shapes the **characters** or **plot**).	3. **Analyze** the interactions between individuals, **events**, and **ideas** in a text (e.g., how **ideas** influence individuals or **events**, or how individuals influence **ideas** or **events**).
CRAFT AND STRUCTURE	***CRAFT AND STRUCTURE***
4. **Determine** the **meaning** of **words and phrases** as they are used in a text, including **figurative** and **connotative** meanings; **analyze** the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	4. **Determine** the **meaning** of **words and phrases** as they are used in a text, including **figurative**, **connotative**, and technical meanings; **analyze** the impact of a specific word choice on meaning and **tone**.
5. **Analyze** how a drama's or poem's form or **structure** (e.g., soliloquy, sonnet) contributes to its meaning.	5. **Analyze** the **structure** an **author** uses to organize a text, including how the major sections contribute to the whole and to the **development** of the **ideas**.
6. **Analyze** how an **author** develops and **contrasts** the points of view of different **characters** or **narrators** in a text.	6. **Determine** an **author's point of view** or **purpose** in a text and **analyze** how the **author** distinguishes his or her position from that of others.
INTEGRATION OF KNOWLEDGE AND IDEAS	***INTEGRATION OF KNOWLEDGE AND IDEAS***
7. **Compare** and **contrast** a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera **focus** and angles in a film).	7. **Compare** and **contrast** a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
8. (Not applicable to literature)	8. **Trace and evaluate** the **argument** and specific **claims** in a text, assessing whether the reasoning is sound and the **evidence** is relevant and sufficient to **support** the **claims**.
9. **Compare** and **contrast** a fictional portrayal of a time, place, or **character** and a historical account of the same period as a means of understanding how **authors** of fiction use or alter history.	9. Analyze how two or more **authors** writing about the same **topic shape** their presentations of key information by emphasizing different **evidence** or advancing different **interpretations** of facts.
RANGE AND LEVEL OF TEXT COMPLEXITY	***RANGE AND LEVEL OF TEXT COMPLEXITY***
10. By the end of the year, **read and comprehend** literature, including **stories**, **dramas**, and **poems**, in the grades 6–8 text complexity band **proficiently**, with scaffolding as needed at the high end of the range.	10. By the end of the year, **read and comprehend** literary **nonfiction** in the grades 6–8 text complexity band **proficiently**, with scaffolding as needed at the high end of the range.

Complete Reading Connects the Standards

READ THOUGHTFULLY.

The following diagram includes standards-based questions.
They are good questions to ask about any story—even stories on TV!
Choose a story. Read it and talk about answers to these questions.



CREATE!

- Write a preview for the story—tell why someone should read it.
- Illustrate the story. Draw pictures showing important events.
- Write a letter that someone in the story might have written.
- Choose music that the characters would like.
- Create the cartoon version.
- Tell about what might have happened before the story started.
- Write/draw the next part..
- Turn it into a play.
  - > List the events and characters. Note the characters' traits.
  - > Figure out the message or theme of the story. Then write the dialogue.

Connected Standards

READING STARTS WITH STANDARD 1
BUT DOES NOT END THERE…

Statement from PARCConline.org

Standard 1 is always combined with the teaching of any of the other standards.

PARCC items ask students to demonstrate *combined competence*—standard 1—read carefully and closely, with complex text (standard 10), plus at least one other standard.

Example from PARCC (Source: PARCConline.org)

Part A
What does the word "regal" mean as it is used in the passage?

a. generous
b. threatening
c. kingly
d. uninterested

Part B
Which of the phrases from the passage best helps the reader understand the meaning of "regal?"

a. "wagging their tails as they awoke"
b. "the wolves, who were shy"
c. "their sounds and movements expressed goodwill"
d. "with his head high and his chest out"

Specific CCSS alignment to:

a. RL.6.1 (use of evidence).
b. RL.6.4 (meaning of words and phrases).
c. RL.6.10 (complex texts).

e. Reflects a key shift, namely focusing on the words that matter most, not obscure vocabulary, but the *academic language* that pervades complex texts.
f. Rewards *careful, close reading* rather than requiring the students to race through the passage to determine the meaning of an academic word by showing the context within the passage that helped them determine the meaning of the word.

Connected Standards

Example from PARCC (third grade; PARCConline.org)

Students read one text, “How Animals Live,” then answer these text-based questions.

Part A
What is **one main idea** of “How Animals Live?”

a. There are many types of animals on the planet.
b. Animals need water to live.
c. There are many ways to sort different animals.*
d. Animals begin their life cycles in different forms.

Part B
Which sentence from the article best supports the answer to Part A?

a. “Animals get oxygen from air or water.”
b. "Animals can be grouped by their traits.”*
c. "Worms are invertebrates.”
d. "All animals grow and change over time.”
e. "Almost all animals need water, food, oxygen, and shelter to live."

PARCC notes:
While this is an example of a less complex item—one where the main idea and details to support it are explicit and readily found—students must *provide evidence* for the accuracy of their answer in Part B, illustrating one of the key shifts: use of textual evidence.

The Common Core Standards Cluster for these two questions:

Specific CCSS alignment to:

- RI.3.1 (evidence).
- RI.3.2 (main idea).
- RI.3.10 (complex text).

PARCC asks students to write thoughtfully about what they read.

Each of these is a task that students complete after responding to a series of questions about one, two, or three readings. In some of the items, students analyze readings and a video.

Third Grade Constructed Response Task
This story tells about Derrick's first camping trip.
Write Derrick's journal entry about this camping trip. Include information about how the characters responded to the events in the story as you write the journal.

Fourth Grade Constructed Response Task
Your class has been studying about the survival of the ponies on Assateague Island. Using information from the articles and the video, describe the roles that both the horses and humans play in the horses' survival. Use evidence from the articles and the video to support your answer.

Fifth Grade Constructed Response Task
You have read a passage from "The Growin' of Paul Bunyan." Think about how the story would be different if it were told from Johnny's point of view. Write a narrative story retelling the story from the point of view of Johnny. Be sure to use supporting details from the passage.

Sixth Grade Constructed Response Task
In the passage from *Magic Elizabeth*, the author creates a vivid setting and two distinct characters, Mrs. Chipley and Sally. Think about the details the author uses to establish the setting and the characters. Write an original story about what happens when Sally arrives at Aunt Sarah's house. In your story, be sure to use what you have learned about the setting and the characters as you tell what happens next.

Seventh Grade Constructed Response Task
You have read a passage from *The Count of Monte Cristo* and a scene from *Blessings*. Think about the similarities and differences in how the two authors develop the themes in each text. Write an essay in which you identify a theme from each text and analyze how each theme is developed. Be sure to include specific details from both selections.

Eighth Grade Constructed Response Task
In *Confetti Girl* and *Tortilla Sun*, the narrators have points of view different from those of their parents. Write an essay analyzing how these differences in points of view create tension in both stories. Remember to use details from both texts to support your ideas.

This kind of writing is very different from what students did in the past.
How will the classwork and homework of students change if teachers replace writing a five-paragraph essay about any topic with these kinds of challenging writing tasks based on analyzing what they read?

Expand a Story

CCSSR3—analyze relationships.

Story: _____

List three different characters.

*1*_____ *2*_____ *3*_____

INFER FEELINGS

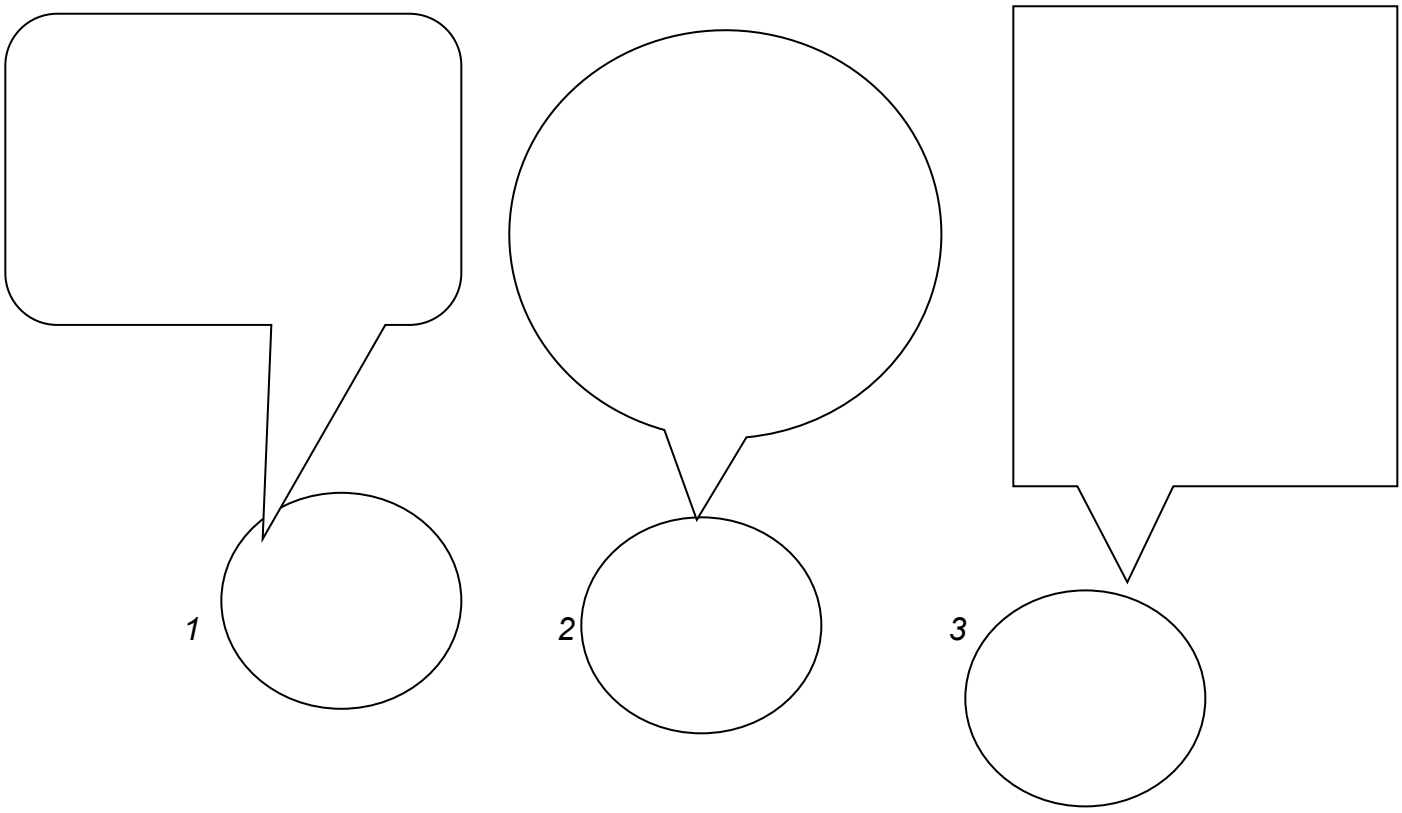
How do you infer each one felt? Explain your answer with evidence from the text.

Person 1 felt _____ because _____.

Person 2 felt _____ because _____.

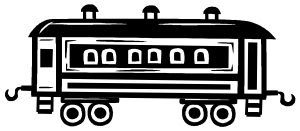
Person 3 felt _____ because _____.

Write what you think each one might have said about what happened?



Write the next part of the story!

Common Core teachers will ask students to think about questions and to question answers.

Meaningful  Math $ 

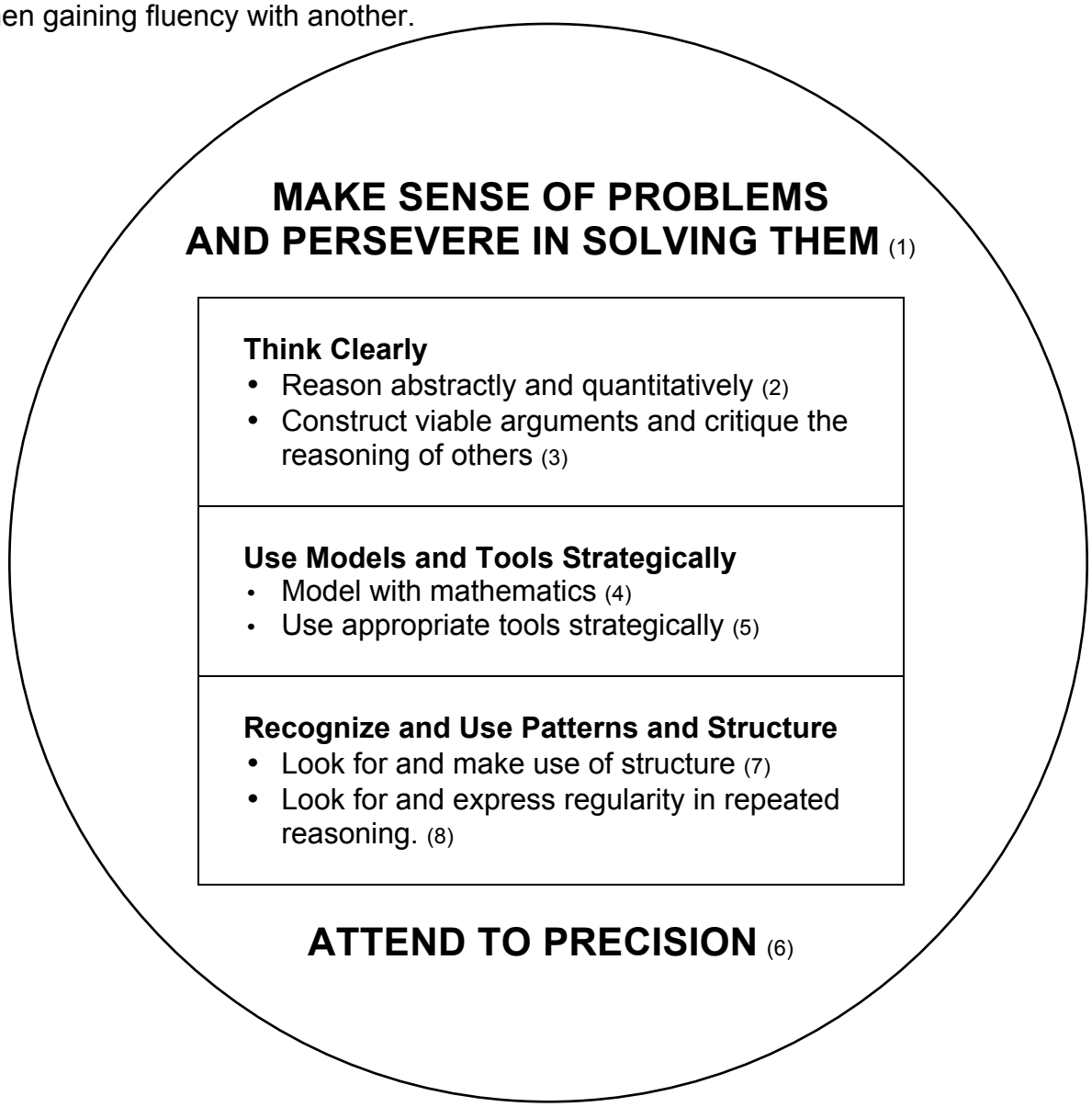
Common Core STANDARDS FOR MATHEMATICAL PRACTICE

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**.

What do those practice standards mean?
That finding an answer is not the destination—it's how you get there and the patterns you find as you solve a problem.

Strategic Problem Solvers Apply the **Common Core Math Practice Standards**

Two of the standards are essential every time students solve any problem, so they are outside the boxes. The standards in the boxes are important, but students need to move into the standards progressively, making one standard a continuing habit and then gaining fluency with another.



This diagram by the Center for Urban Education is based on "Grouping the SMPs" (McCallum 2011), Supporting Student Success, the Indiana Department of Education.

Matemáticas: Estándares para la Práctica de Matemáticas

CDE/CCSESA/Sacramento COE
Parent Handbook for the California Common Core Standards

Los Estándares para la Práctica de Matemáticas describen los comportamientos que deben desarrollar todos los estudiantes dentro de los Estándares Comunes. Estas prácticas se basan en "procesos y competencias" importantes que incluyen la resolución de problemas, razonamiento y prueba, comunicación, representación y elaboración de conexiones. Estas prácticas les permitirán a los estudiantes entender y aplicar las matemáticas con seguridad.

- Entender los problemas y perseverar en su resolución.
    - Encontrar el sentido de los problemas
    - Analizar, predecir y planear vías de solución
    - Verificar las respuestas
    - Preguntarse: "¿Esto tiene sentido?"

- Razonar de manera abstracta y cuantitativa.
    - Entender las cantidades y sus relaciones en los problemas
    - Crear representaciones coherentes de los problemas
    -
- Elaborar argumentos viables y críticas del razonamiento de los demás.
    - Entender y usar información para elaborar los argumentos
    - Hacer conjeturas y analizar si son ciertas
    - Justificar las conclusiones y responder a los argumentos de los demás

- Modelar con matemáticas.
    - Aplicar las matemáticas en los problemas de la vida diaria
    - Identificar cantidades en una situación práctica
    - Interpretar los resultados en el contexto de la situación y reflexionar sobre si los resultados tienen sentido o no

- Usar estratégicamente las herramientas adecuadas.
    - Considerar las herramientas disponibles durante la resolución de problemas
    - Estar familiarizados con las herramientas adecuadas de acuerdo con su grado escolar o curso (lápiz y papel, modelos concretos, regla, transportador, calculadora, hoja de cálculo, programas informáticos, contenido digital ubicado en un sitio web y otras herramientas tecnológicas)

- Ser precisos.
    - Comunicarse de manera precisa con los demás
    - Usar definiciones claras, señalar el significado de los símbolos y tener cuidado al especificar unidades de medida y clasificar ejes.
    - Calcular de manera precisa y eficiente

- Buscar y utilizar estructuras.
    - Discernir patrones y estructuras
    - Poder retroceder para tener una visión general y cambiar de perspectiva
    - Ver las cosas complicadas como objetos individuales o como si estuvieran formadas por diversos objetos

- Buscar e identificar maneras de crear atajos al resolver problemas.
    - Cuando se repitan los cálculos, buscar métodos generales, patrones y atajos
    - Ser capaz de evaluar si una respuesta tiene sentido o no

The PARCC Math Assessment will include three kinds of Tasks.

Task is another PARCC difference.

It's an assessment that asks students to use what they know to solve problems and answer questions and explain the reasoning they apply.

I. Tasks assessing *concepts, skills and procedures*	• Balance of conceptual understanding, fluency, and application • Can involve any or all mathematical practice standards • Machine scorable including innovative, computer-based formats • Will appear on the End of Year and Performance Based Assessment components • Sub-claims A, B and E
II. Tasks assessing *expressing mathematical reasoning*	• Each task calls for written arguments / justifications, critique of reasoning, or precision in mathematical statements (MP.3, 6). • Can involve other mathematical practice standards • May include a mix of machine scored and hand scored responses • Included on the Performance Based Assessment component • Sub-claim C
III. Tasks assessing *modeling / applications*	• Each task calls for modeling/application in a real-world context or scenario (MP.4) • Can involve other mathematical practice standards • May include a mix of machine scored and hand scored responses • Included on the Performance Based Assessment component • Sub-claim D

Math Problem Solver

The Problem—What will you figure out?

Your Strategy

The Solution

What's an idea you figured out by thinking about this problem?

Here's a preview of math—for more math go to http://www.ccsstoolbox.com/parcc/PARCCPrototype_main.html

4th Grade Sample Item

A. Baseball stadiums have different numbers of seats. Drag the tiles to arrange the stadiums from least to greatest number of seats.

San Francisco Giants' Stadium: 41,915 seats	Washington Nationals' Stadium: 41,888 seats	San Diego Padres' stadium: 42, 445 seats

Write your answer to the following problem in your answer booklet

B. Compare these statements from two students.
Jeff said, "I get the same number when I round all three numbers of seats in these stadiums."
Sara said, "When I round them, I get the same number for two of the stadiums but a *different* number for the other stadium."

Can Jeff and Sara both be correct?
Explain how you know

C. When rounded to the nearest hundred, the number of seats in Aces Baseball Stadium is 9,100.
What is the greatest number of seats that could be in this stadium?
Explain how you know.

Buses, vans, and cars (grade 4)

◀ About the task CCSSM Alignment **Part a** Scoring ▶

Three classes at Lakeview School are going on a field trip. The table shows the number of people in each class, including the teacher.

They can choose to use buses, vans, and cars.

	Total number of people
Mrs. Ruiz's Class	23
Mr. Yang's Class	25
Mrs. Evans' Class	24

Buses have 20 seats

Vans have 16 seats

Cars have 5 seats

Which three combinations can be used to take all three classes on the field trip?

- ☐ 1 bus and 4 vans
- ☐ 3 vans and 11 cars
- ☐ 1 bus and 1 van and 6 cars
- ☐ 1 bus and 8 cars
- ☐ 2 buses and 3 vans and 4 cars

Submit Answer

Parent Workshop Planner

Focus: _____

Date and Time:_____

Who will present? _____

Who will facilitate? _____

Outcomes—What will the workshop result in?

Who will be invited?

How will we invite parents?

How we will remind participants about the workshop:

Materials: What will they receive?

Activities: What will participants do?

Follow up: How we will follow up on the session

Parent Workshop Evaluation

¿Qué tan útiles fueron estas secciones de este taller?
How useful were these parts of the workshop?

	Nada Útiles Not Useful	**Medio Útiles** Somewhat Useful	**Muy Útiles** Very Useful
Presentaciones/Presentations			
Discusiones/Discussions			
Materiales proporcionados durante la sesión/Materials provided			

¿Cuáles fueron las ideas o la información más importante para usted?
What were the most important ideas or information you gained?

¿Que acción va a tomar usted basada en la sesión?
What will you do based on this session?

En una escala de 0 a 5, con 0 siendo lo más bajo y 5 siendo lo más alto ¿qué tan útil fue este taller?
On a scale of 0 to 5, how useful was this workshop?

PARCC Resources

Where can I find sample questions?
Go to this url: http://www.parcconline.org/take-the-test
--- the practice tests are there for all grades, 3-8 and high school.

Where can I get useful information?

PARCC and Common Core for Parents
http://www.pbslearningmedia.org/resource/780d2f2a-6d28-4635-9edc-0b7d57d40713/parcc-and-common-core-for-parents/

Parents' Guide to New Assessment in Illinois
http://www.isbe.net/assessment/pdfs/parcc/parcc-pta-guide-0214.pdf

Resources for Families: Common Core Illinois—Real Learning for Real Life
http://commoncoreil.org/resources-for-families/

Where can I get explanations of PARCC for Parents in several languages?

Guide to the New PARCC Assessment—For Parents
http://osse.dc.gov/publication/guide-new-parcc-assessment-parents