



# The Partnership for Assessment of Readiness for College and Careers

***PARCC Parent District Workshop***

***Time: 5:00-6:00 p.m.***


***Date: Monday, February 23, 2015***

***Location: Cicely L. Tyson Elementary School***



## The PARCC Goals

1. Create high-quality assessments
2. Build a pathway to college and career readiness for *all* students
3. Support educators in the classroom
4. Develop 21<sup>st</sup> century, technology-based assessments
5. Advance accountability at all levels
6. Build an assessment that is sustainable and affordable



# Purpose of High Quality Assessments

## Priority Purposes of PARCC Assessments:

1. Determine whether students are college- and career-ready or on track
2. Assess the full range of the Common Core Standards, including standards that are difficult to measure
3. Measure the full range of student performance, including the performance high and low performing students
4. Provide data during the academic year to inform instruction, interventions and professional development
5. Provide data for accountability, including measures of growth
6. Incorporate innovative approaches throughout the system



# Key Advances of the Common Core

## MATHEMATICS

Focus, coherence and clarity: emphasis on key topics at each grade level and coherent progression across grades

Procedural fluency and understanding of concepts and skills

Promote rigor through mathematical proficiencies that foster reasoning and understanding across discipline

High school standards organized by conceptual categories

## ENGLISH LANGUAGE ARTS/LITERACY

Balance of literature and informational texts; focus on text complexity

Emphasis on argument, informative/explanatory writing, and research

Speaking and listening skills

Literacy standards for history, science and technical subjects



**ANCHORED IN COLLEGE AND CAREER READINESS**



# Higher Expectations

## ELA/Literacy

Read sufficiently complex texts independently

Write effectively to sources

Build and present knowledge through research

## Math

Solve problems: content and mathematical practice

Reason mathematically

Model real-world problems

Have fluency with mathematics



## Goal #1: Create High Quality Assessments

- **Summative Assessment Components:**

**Performance-Based Assessment (PBA)** administered as close to the end of the school year as possible. **March 2, 2015- through March 27, 2015**

- The ELA/literacy PBA will focus on writing effectively when analyzing text.
- The mathematics PBA will focus on applying skills, concepts, and understandings to solve multi-step problems requiring abstract reasoning, precision, perseverance, and strategic use of tools

**End-of-Year Assessment (EOY)** administered after approx. 90% of the school year.

**April 27, 2015 through May 22, 2015**

- The ELA/literacy EOY will focus on reading comprehension.
- The math EOY will be comprised of innovative, machine scored, Type I task assessing concepts, skills, and procedures.



## PARCC ELA: Question Types

### **Evidence-Based Selected Response (EBSR)**

- **Two Part Question**

- Part A- The reader will be asked a question about what they have read.
- Part B- The reader will be asked to provide evidence from the text to support their answer in Part A (may also require application of textual evidence)

- **Technology-Enhanced Constructed Response (TECR)**

- The reader will be asked to answer a question through the use of technology.
- The reader will be required to drag and drop, highlight, select, and move objects on a test.

- **Prose Constructed Response (PCR)**

- Narrative, Literary Analysis, and Research Simulation



## PARCC ELA: Understanding PCR Items

### Prose Constructed Response (PCR)

**-Literary Analysis-** Students will be asked to compare two stories/literature passages that they have read, type their response in a box below, and provide evidence and/or details from the text to support their analysis.

#### **Different Topics May Include:**

- Analysis of structural elements
- Central idea/lesson of the story
- Characters, setting, events
- Author study
- Connecting a text and a related visual

**-Research Simulation-** Students will be asked to analyze a topic that is presented through informational text and/or multimedia. Students will read an anchor text, and then read/view two additional texts/media. Students will be asked to write an analytical essay that will synthesize information from all sources.





# PARCC ELA: Understanding PCR Items

Continued...

**Narrative**- Students will be asked to read a story. Students will also 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. This type of writing can be used to convey experiences or events, real or imaginary.



# ELA: Time Frames

## Grade 3

### Performance-Based Assessment (Three Days)

- Unit 1: 75 minutes (Literary Analysis)
- Unit 2: 75 minutes (Research Simulation)
- Unit 3: 60 minutes (Narrative Writing)

### End of Year (1 Day)

- Unit 1: 75 minutes



## ELA: Time Frames

### Grades 4-5

#### Performance-Based Assessment (Three Days)

Unit 1: 75 minutes (Literary Analysis)

Unit 2: 90 minutes (Research Simulation)

Unit 3: 60 minutes (Narrative Writing)

#### End of Year (1 Day)

Unit 1: 75 minutes



# ELA PBA Test Specifications

- **Grade 3 Specifications**

## Task Type: Literary Analysis

- 1 short text and 1 extended text
- 1 Prose-Constructed Response (PCR)
- EBSR/TECR- 6 questions (4 Reading Comprehension and 2 Vocabulary)

## Task Type: Research Simulation

- 1 short text and 1 extended text
- 1 Prose-Constructed Response (PCR)
- EBSR/TECR- 6 questions (4 Reading Comprehension and 2 Vocabulary)

## Task Type: Narrative

1 short text and (5) EBSR/TECR (Reading Comprehension Questions)



# ELA Test Specifications

## Grades 4-5 Specifications

### Task Type: Literary Analysis

- 1 short text and 1 extended text
- 1 Prose-Constructed Response (PCR)
- EBSR/TECR- 6 questions (4 Reading Comprehension and 2 Vocabulary)

### Task Type: Research Simulation

- 2 short text and 1 extended text
- 1 Prose-Constructed Response (PCR)
- EBSR/TECR- 9 questions (6 Reading Comprehension and 3 Vocabulary)

### Task Type: Narrative

- 1 short text (5) EBSR/TECR (Reading Comprehension Questions)



# ELA Specifications

## Minimum/Maximum Passage Length for Literary and Informational Text/Literary Nonfiction:

Grades 3-5 (200-800) words

Short text- closer to the beginning of word count range Ex: (200-400 words)

Extended Text- closer to the end of word count range Ex: (400-800 words)



# PARCC Math: Question Types

## Evidence-Centered Design (ECD)

ECD is a deliberate and systematic approach to assessment development that will help to **establish the validity** of the assessments, **increase the comparability** of year to year results, and **increase efficiencies /reduce costs**.

- **Claims**


- Design begins with the inferences (claims/objectives) we want to make about students. (What do we want students to be able to do?)

- **Evidence**

- In order to support claims, we must gather evidence. Evidence statements describe what within a student's work indicates that the student has mastered a specific standard. Evidence statements use exact standards language.

- **Tasks**

- Tasks are designed to elicit specific evidence from students in support of claims.



## PARCC Math: Task Types

The PARCC assessment for mathematics will involve three primary types of tasks: Type I, II, and III.

### Task I:

Require students to solve a contextual problem by applying the necessary concepts and skills. These problems relate directly to the Common Core Standards.

**EXAMPLE:** A large tank at the state aquarium is shown. There are two rectangular prisms which form the large tank. What is the volume of the large tank?

This question is directly correlated to the standard:

**CCSS: 5.MD.5c** Relate volume to the operations of multiplication and addition to solve real world and mathematical problems involving volume.





## TASK TYPE II

### Task II:

Require students to express mathematical reasoning; this done by the student explaining why or why not something works or justifying their answers.

**EX: Part A:** What is the number with the least value that can be made with the digits 6, 7, 5 using all the digits once?

**Part B:** Daniel says the number with the greatest value he can make is 657 because the 7 is in the place with the greatest value.

- Explain why Daniel is not correct
- What is the number with the greatest value he can make using all the digits once.
- Explain how you know this number has the greatest value.

Here students are not only being tested on the standard 3.NBT.1; however students are asked to use mathematical reasoning/ understanding of why or why not the answer provided works.



## TASK TYPE III

### Task III:

Require students to model/ application in a real world context or scenario and can also involve other mathematical practice standards. This provides evidence for measuring mathematical modeling with connections to content.

**EXAMPLE:** Jared is testing how much weight a bag can hold. He plans to put juice bottles into three bags. He wants each bag to have a total weight with the given range.

- Drag juice bottles into each bag so that the weight is within the given range.
- Leave the bag empty if the given range is not possible using juice bottles.



# PARCC Math: Task Types

## **Task I: Assess concepts, skills, and procedures**

- Machine scorable including innovative, computer based formats
- Can involve any or all mathematical practice standards.
- Balance of conceptual understanding, fluency, and application
- Will appear on the End of Year and Performance Based Assessment components.

## **•Task II: Assess expressing mathematical reasoning**

- These task call for written arguments/justifications, critique of reasoning or precision in mathematical statements.
- May include a mix of machine scored and hand scored responses
- Included only on the Performance Based Assessment

## **•Task III: Assess modeling / application**

- Each task calls for modeling/application in a real-world context or scenario
- Can involve other mathematical practice standards
- Included on the PBA component
- May include a mix of machine scored and hand scored responses



## ACTIVITY

### Sample Grade 5 Task Type III

#### Directions:

- 1.) Please refer to the back of pg. 5 in the Gr. 5 Performance Task packet, Mr. Edmund's Pencils.
- 2.) Working at your table in groups of 4-5 read, discuss, and solve the problem.
- 3.) Record your findings on the chart paper by answering all parts and showing all work.
- 4.) Please be ready to discuss aloud and/or rotate around the room to see other groups findings.



# Performance Based Assessment ( Focus Standards)

The PBA's primary focus is on 3 standards:

## Grade 3

- Operations & Algebraic Thinking
- Number & Operations with Fractions
- Measurement & Data

## Grade 4

- Operations & Algebraic Thinking
- Number & Operations in Base Ten
- Number & Operations in Fractions

## Grade 5

- Number & Operations in Base Ten
- Number & Operations Fractions
- Measurement & Data



# Math PBA Test Specifications

- **Grade 3 Specifications**

- Task Type I( Skills and Procedures)

- 8 questions worth 1 point each, 2 questions worth 2points

- Task Type II (Mathematical Reasoning)

- 2 questions worth 3 points each, 2 questions worth 4 points

- (7points total)

- Task Type III: (Mathematical Modeling)

- 2 questions worth 3 points, 1 questions worth 6 points (9 points total)



# Math PBA Test Specifications

## Grades 4-5 Specifications

### Task Type I ( Skills and Procedures)

- Gr. 4: 8 questions worth 1 point , 2 questions worth 2 points
- Gr. 5: 6 questions worth 1 point , 3 questions worth 2 points

### Task Type II (Mathematical Reasoning)

- Gr. 4: 2 questions worth 3 points , 2 questions worth 4 points
- Gr. 5: 2 questions worth 3 points , 2 questions worth 4 points

### Task Type III: (Mathematical Modeling)

- Gr. 4: 2 questions worth 3 points , 1 question worth 6 points
- Gr. 5: 2 questions worth 3 points , 1 question worth 6 points



# Math EOY Test Specifications

## Grades 3-5 Specifications

### Task Type I ( Skills and Procedures)

- Gr. 3: 34 questions worth 1 point, 5 questions worth 2 point
- Gr. 4: 28 questions worth 1 point, 8 questions worth 2 point
- Gr. 5: 28 questions worth 1 point, 8 questions worth 2 point





# Math: Time Frames

## Grade 3

### Performance-Based Assessment (Two Days)

- Unit 1: 75 minutes (Type I, II, and III Tasks)
- Unit 2: 75 minutes (Type I, II, and III Tasks)

### End of Year (Two Days)

- Unit 1: 75 minutes (Type I Tasks)
- Unit 2: 75 minutes (Type I Tasks)



## MATH: Time Frames

### Grades 4-5

#### Performance-Based Assessment (Two Days)

Unit 1: 80 minutes (Type I, II, and III Tasks)

Unit 2: 70 minutes (Type I, II, and III Tasks)

#### End of Year (Two Days)

Unit 1: 75 minutes (Type I Task)

Unit 2: 75 minutes (Type I Task)



## PARCC's Online Testing System

Students taking the PARCC online assessments have an opportunity to practice using the computer tools provided in PARCC's online testing system. These tools include both the enhanced technology and accessibility features available to all students. In addition to a tutorial and sample tasks for the purpose of learning how to use these tools log into:

<http://practice.parcctestnav.com/#>

<http://www.smarterbalanced.org/practice-test>