Sneaking a Peek
Item and task prototypes have recently been released from PARCC, Partnership for Assessment of Readiness for College and Careers. This is the multi-state consortium which will be guiding the creation of the Common Core Assessments that will replace the current ISAT tests in 2014-2015. The online prototypes found on the PARCC website are designed to guide educators on the importance of content of the standards in the future technology-based assessments.

What follows is an excerpt from the PARCC website concerning the released items.

PARCC Item and Task Prototypes
The primary purpose of sharing item and task prototypes is to provide information and to support educators as they transition to the CCSS and the PARCC assessments. The dynamic, online prototypes presented on the PARCC website are designed to shine a light on important elements of the CCSS and to show how critical content in the standards may be manifested on PARCC’s next-generation, technology-based assessments.

The PARCC sample items and tasks can and should be viewed as one of the many types of materials educators can use during the transition to the CCSS and PARCC. In addition to educators, students and parents may also find the sample items and tasks to be a useful resource for learning more about the CCSS and how state assessments may appear in the future. The prototypes provided to date represent just a beginning to the complement of items and tasks that will be shared over time to represent the full range of assessment tasks that will be included on actual PARCC assessments beginning in 2014-2015. Additional prototypes and rubrics will be added over the coming months to paint a more complete picture of the PARCC assessment design in each content area and grade level.

To view the sample items, go to: http://www.parcconline.org and click on Item and Task Prototypes. The sample links are about half way down the page.

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parcconline.org
Creating Text-Dependent Questions for Close Reading

One way to create text-dependent questions is to follow these steps:

1. **Identify the Core Understanding and Key Ideas of the Text**
   Using a “backwards design” concept, teachers should begin the process of developing questions by identifying the major points students should understand.

2. **Start Small to Build Confidence**
   Students should be able to answer opening questions whose purpose is to orient students to the text. This will build their confidence and enable them to answer more difficult questions which should follow.

3. **Target Vocabulary and Text Structure**
   Develop questions which target the connections between the most powerful academic words and key ideas in the text.

4. **Tackle Tough Sections Head-on**
   Develop questions which assess the student’s understanding of the difficult sections of the text such as ones with difficult syntax or dense information.

5. **Create Coherent Sequences of Text Dependent Questions**
   The sequence of questions should not be random but begin with basic, opening questions and lead into a more difficult level of questions.

6. **Identify the Standards That Are Being Addressed**
   Identify the standards addressed in the questions developed and, if possible, create additional questions which address additional standards.

7. **Create the Culminating Assessment**
   The culminating activity should reflect the mastery of one or more of the standards, involve writing and be completed by students independently.

Source: [http://www.achievethecore.org/steal-these-tools/text-dependent-questions](http://www.achievethecore.org/steal-these-tools/text-dependent-questions)

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**A Close Reading of Lincoln’s Gettysburg Address**

A close reading of Lincoln’s “Gettysburg Address” can be done by breaking it down into three sections of instruction and reflection:

**Section 1 What’s at stake: a nation as a place and as an idea**

Two readings of the text are done before students translate the first two paragraphs into their own words.

They then answer questions about the first two paragraphs.

**Section 2 From funeral to new birth**

Students translate the final paragraph into their own words before answering questions about it.

**Section 3 Dedication as national identity and personal devotion**

Source: [http://www.achievethecore.org/steal-these-tools/close-reading-exemplars](http://www.achievethecore.org/steal-these-tools/close-reading-exemplars)

“Close reading is a careful and purposeful rereading of a text.”

- Dr. Douglas Fisher

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**Non-Text Dependent Questions**

1. Have you ever been to a funeral?
2. Lincoln says that the nation is dedicated to the proposition that “all men are created equal.” Why is equality an important value to promote?

   *The overarching problem with these questions is that they require no familiarity at all with Lincoln’s speech in order to answer them. Both seek to elicit a personal response that relies on individual experience and opinion.*

3. Why did the North fight the Civil War?
4. Did Lincoln think that the North was going to “pass the test” that the civil war posed?

   *These questions require students to go outside the text and they take students away from Lincoln’s point regarding equality and self-government. In his address, he never distinguishes between the North and South.*

Source: [http://www.achievethecore.org/steal-these-tools/close-reading-exemplars](http://www.achievethecore.org/steal-these-tools/close-reading-exemplars)
Focus on Standard for Mathematical Practice 1

The first Practice Standard, **Make sense of problems and persevere in solving them**, requires students to start a problem by looking for entry points and explaining to themselves the meaning of the problems. Students need to make conjectures, plan a pathway (rather than jumping in), monitor their progress and change course when necessary. When students finish a problem they need to check using a different method or representation (consider equations, verbal descriptions, tables, graphs or diagrams) and then ask themselves, “**Does this answer make sense?**” Proficient students should also understand the approaches of others and be able to identify correspondences between different approaches.

**How do I encourage MP1?**

- Ask what information they need and how to start.
- Provide ample wait time throughout a problem allowing students to go down a variety of paths.
- Have students reflect on how a problem relates to previous work.
- Ask students to construct their own solution pathway rather than following a provided one.
- Employ problems involving ideas that are currently at the forefront of the student’s developing mathematical knowledge.
- Provide students the answer to a problem and ask them to create a strategy that would lead to that answer.

Focus on Standard for Mathematical Practice 2

The second Practice Standard, **Reason abstractly and quantitatively**, requires students to make sense of quantities and relationships in problem situations. Mathematically proficient students should decontextualize and contextualize.

**Decontextualizing** is taking necessary information from a given situation, representing it symbolically and treating these symbols as if they have a life of their own.

**Contextualizing** is pausing during the manipulation process to probe into the meaning of the symbols. Students should be able to create a coherent representation, consider units, and attend to the meaning of quantities.

**How do I encourage MP2?**

- Have students justify their answer using a different representation.
- Have students label their answers.
- Have students write a real-life example.
- Have students explain their thinking.

**It is time to recognize that standards are not just promises to our children, but promises we intend to keep.**

- CCSSM, p. 5

Key Content Changes for High School

Students should:

- Focus on rewriting roots and equivalent expressions to reveal new information rather than “simplifying”.
- Use the concept of equals to reason through a problem.
- Model data and every day situations by creating, interpreting and comparing equations and functions.
- Use transformations to prove geometric ideas including congruence and similarity.
- Standards with a (+) are not required for students to be college and career ready, nor are they being assessed by PARCC. These standards are suggested for students that may go into higher mathematics. Some include:
  - Vectors
  - Complex conjugates and graphs
  - Matrices
  - Advanced inverse functions
  - Laws of sines and cosines
  - Expected value

**Useful free resources:**

- [www.geogebra.org](http://www.geogebra.org)
- [www.desmos.com](http://www.desmos.com)
Continuous School Improvement Connection

This best practice indicator is listed as a “Smart Start Indicator, CL7, in the Rising Star on IIRC system.

Helpful Resources

http://resourcesforhistoryteachers.wikispaces.com/ - features primary source, multicultural, and multimedia resources for teaching history in K-12 schools
http://www.parcconline.org/ - features the most up to date information on the progress of the assessments and the prototype items for CCSS.
http://illustrativemathematics.org/- provides K-12 illustrations of the range and type of work students experience in Common Core and publishes tools to support implementation
www.isbe.net/learningsupports, - includes Conditions for Learning indicators and an A-Z list of topics related to specific issues that create barriers to student learning.

Classroom Connections

This month, let’s take a closer look at just one, but a very significant, Conditions for Learning indicator:

“The environment of the school (physical, social emotional, and behavioral) is safe, welcoming, and conducive to learning.” *

Note that the learning environment, or school climate, includes so much more than physical surroundings! Research proves that the nature of interactions among people hugely impacts student and family engagement and therefore, student achievement.

As a classroom teacher, you are the most important professional impacting your students’ school experience. Teachers often create positive environments intuitively, but we know that making our efforts intentional significantly improves outcomes.

How do you foster support, respect, and high expectations in your classroom? Now is the time to set and model behavioral norms, by applying the “three Cs”:

**Collaboratively develop.** Invite your students to add thoughtful input when determining their class norms.

**Clearly communicate.** Norms require learning, as do academics. Teach and model with dignity and clarity.

**Consistently reinforce.** Acknowledge appropriate actions, correct inappropriate responses with dignity.

Learn more about school climate by clicking “CL7” at www.isbe.net/learningsupports/html/conditions.htm.

*Continuous School Improvement Connection:
*This best practice indicator is listed as a “Smart Start” Indicator, CL7, in the Rising Star on IIRC system.

WELCOME, to your second full month of the school year. And thank you, for making time to read Capture the Core despite the many demands of teaching class in full swing!

In last month’s issue, you were introduced to the state-wide effort to assist each district and school in building a Comprehensive System of Learning Supports that reduces barriers to teaching and learning and continuously engages and re-engages students in the learning process. Sounds ideal, doesn’t it? But, how does it happen?

A comprehensive approach works within a framework of district, school, and classroom systems designed to create optimal Conditions for Learning, and YOU are a part of this. Research (and teachers' good sense) point to Conditions for Learning as fundamental to student achievement. Conditions for Learning are included among the best practice indicators representing Eight Essential Elements of Effective Education within the Illinois Continuous School Improvement Model. These indicators are listed in the Rising Star on the Illinois Interactive Report Card system.

Regardless of what improvement model is used in your school and district, you can help ensure that Conditions for Learning (CL) indicators remain an important part of the school improvement dialogue. How do you do this?

1. **Become familiar with Conditions for Learning indicators and the research that backs them.** Find a list and links at www.isbe.net/learningsupports/html/conditions.htm.
2. **Create awareness in your school, among colleagues and in relation to your school improvement efforts.
3. **Stay tuned to the Learning Supports Web page at www.isbe.net/learningsupports for resources and training opportunities related to Conditions for Learning.

Thank YOU for striving for optimal Conditions for Learning!

Visit www.isbe.net to download this newsletter.