



PARCC OVERVIEW- Race to the Top

Updated November 2014



PARCC - What's in a Name?

Partnership
For **A**ssessment
Of **R**eadiness
For **C**ollege and **C**areers





Acronyms You Need To Know

PBA – Performance-Based Assessment

EOY – End-of-Year Assessment

PLD - Performance Level Descriptors

PNP – Personal Needs Profile

CBT – Computer-Based Assessment

PBT – Paper-Based Assessments



Acronyms You Need To Know

EBSR – Evidence-Based Selected Response

TECR – Technology-Enhanced Constructed
Response

PCR – Prose Constructed Response

ECD – Evidence-Centered Design

LAT - Literacy Analysis Task

RST - Research Simulation Task

NT - Narrative Task



LOGISTICS



NOTICE:

**Email from: Chris Koch State
Superintendent - December 1, 2014**

“As we work together to implement our new assessment system, we have heard from a number of high school educators with concerns regarding PARCC implementation this spring. In response to these concerns, we have worked with our vendor and are able to offer a one-time opportunity to allow districts their choice of the sets for the high school PARCC assessments during the 2014-15 administration.”

PARCC Assessment

Level 3

ELA11 = ELA/Literacy III

ALG02 = Algebra II

MAT3I = Mathematics III

Level 2

ELA10 = ELA/Literacy II

GEO01 = Geometry

MAT2I = Mathematics II

Level 1

ELA09 = ELA/Literacy I

ALG01 = Algebra I

MAT1I = Mathematics I



Test Administration Windows

2014-15 Illinois State Assessments (Required for all Eligible Students)

PARCC¹

All students in grades 3 through 8, English III, and Algebra II/Integrated Math 3

Regular Administration Windows:

School/District START DATE	Spring Regular Administration of Computer-Based Testing *Paper/Pencil administration should occur during the first two weeks of each designated testing window	
On or before September 1	PBA²	March 9 - April 3, 2015
After September 1		March 16 - April 10, 2015
On or before September 1	EOY³	April 27 - May 22, 2015
After September 1		May 4 - 29, 2015

[2014-2015 Test Administration Dates](#)



“Sessions” and “Units”

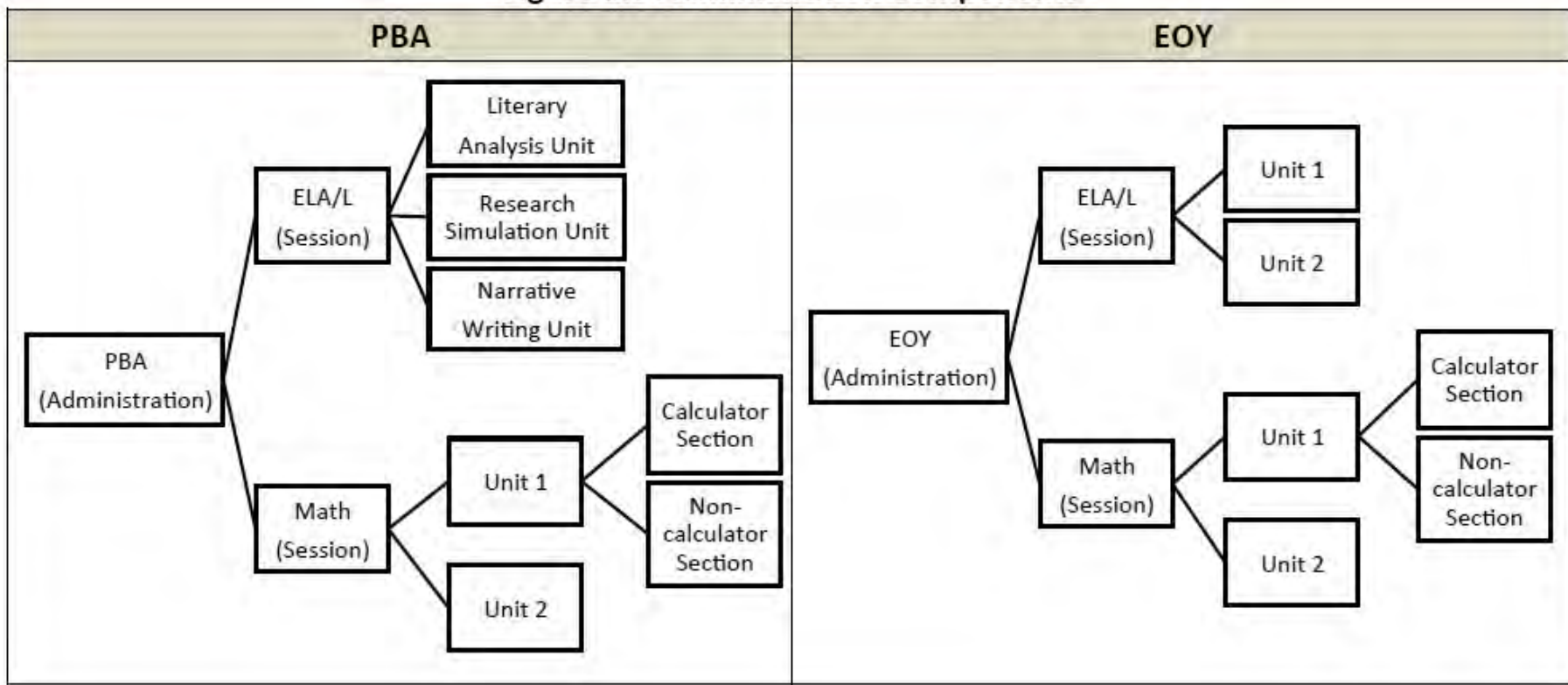
A **session** includes all of the units for a content area and may be scheduled across one or more days. Sessions refer to the groups of tested students that are scheduled together (as set up in PearsonAccess Next for computer-based testing).

Each content area (or session) of the PARCC assessments is comprised of **units**.



Administration Components

Figure 1.0 Administration Components





PBA and EOY

What is the difference in each of these tests?

Performance-Based Assessment (PBA)

- after **75%** of instructional time

End-of-Year Assessment (EOY)

- after **90%** of instructional time





FAQs about Scheduling

Q: How long will the testing window be at my school?

A: CBT = 20 consecutive school days and PBT = 10 consecutive school days

Q: What happens if my school has a break in the middle of our assigned testing window?

A: Breaks (e.g. spring break) may fall into the middle of a window and will not count against the 20 days (CBT) or 10 days (PBT) as long as testing days remain within the overall administration window and fall on consecutive days.



FAQs about Scheduling

Q: Is there a particular time during the testing window in which our school must schedule test units?

A: No. Schools may test any time during the testing window during regular school hours. Make-up sessions must be scheduled within the 20/10 consecutive school days allowed for testing.

Q: Do students in the same grade/course need to take the same unit at the same time?

A: For PBT, each unit must be completed by all students within a grade/course at a school on the same school day (with the exception of make-up testing).



FAQs about Scheduling

Q: Do the units need to be administered in order?

A: Yes. All units within a content area must be scheduled and administered in sequential order for an assigned group of students.

Q: Is it required that content areas be administered in a particular order?

A: No. Schools may use their discretion in scheduling which content areas are scheduled on what days, so long as units within each content area are administered in sequential order, with the exception of make-up testing.



FAQs about Scheduling

For example, schools may schedule one full content area first, as shown here:

Grade 8 – Performance-Based Assessment:

Day 1	Day 2	Day 3	Day 4	Day 5
Mathematics: Unit 1	Mathematics: Unit 2	ELA/L: Literary Analysis Unit	ELA/L: Research Simulation Unit	ELA/L: Narrative Writing Unit

Alternatively, schools may schedule content areas as alternating between ELA/L and mathematics:

Grade 8 – Performance-Based Assessment:

Day 1	Day 2	Day 3	Day 4	Day 5
ELA/L: Literary Analysis Unit	Mathematics: Unit 1	ELA/L: Research Simulation Unit	Mathematics: Unit 2	ELA/L: Narrative Writing Unit



PARCC Unit Times

The PARCC states are committed to re-examining the session test times again following the spring 2015 administration and adjusting the time accordingly to ensure the right balance between generating useful and timely information for teachers and families, and minimizing the time the test sessions take.

[PARCC Unit Times](#)



UNIT TIMES

		PBA Unit 1	PBA Unit 2	PBA Unit 3	EOY Unit 1	EOY Unit 2
GRADE 3 ELA	Unit Time	75	75	60	75	-
	<i>Est. Time on Task</i>	50	50	40	50	-
GRADE 3 MATH	Unit Time	75	75		75	75
	<i>Est. Time on Task</i>	50	50		50	50
GRADES 4-5 ELA	Unit Time	75	90	60	75	-
	<i>Est. Time on Task</i>	50	60	40	50	-
GRADES 4-5 MATH	Unit Time	80	70		75	75
	<i>Est. Time on Task</i>	55	50		50	50
GRADES 6-8 ELA	Unit Time	75	90	60	60	60
	<i>Est. Time on Task</i>	50	60	40	40	40
GRADES 6-8 MATH	Unit Time	80	70		80	75
	<i>Est. Time on Task</i>	55	50		60	50



Who May Administer PARCC?

- **Educators** employed by the district who hold a Professional Educator License
- **Administrators**
- **Paraprofessionals** who are under the constant-line-of-sight supervision of a licensed educator
- **Substitute teachers** who hold a Substitute Teaching License hired by the district
- **School psychologists, school social workers, school counselors, and speech language pathologists** who hold a PEL endorsed in a School Support Personnel field
- **School librarians** who hold a PEL



Who May Not Administer PARCC?

- **Technology staff** (without an Educator License) may not serve as Test Administrators. They may serve as proctors who assist the Test Administrators.
- **Student teachers** may not serve as test administrators. They may serve as proctors who assist the Test Administrators.
- **Parents** are not allowed to be present in the classroom with their children during testing. There are two exceptions:
 1. The parent's presence is required as part of the student's IEP or 504.
 2. The parent is employed by the district and his or her duties require him or her to be present in the child's classroom.



Allowable Calculators

- Grades 3-5: No calculators allowed, except for students with an approved calculator accommodation (see below)
- Grades 6-7: Four-function with square root and percentage functions
- Grade 8: Scientific calculators
- High school: Graphing calculators (with functionalities consistent with TI -84 or similar models)

Additionally, schools must adhere to the following additional guidance regarding calculators:

- No calculators with Computer Algebra System (CAS) features are allowed.
- No tablet, laptop (or PDA), or phone-based calculators are allowed during PARCC assessments.
- Students are not allowed to share calculators within a testing session.
- Test administrators must confirm that memory on all calculators has been cleared before and after the testing sessions.
- Calculators with “QWERTY” keyboards are not permitted.
- If schools or districts permit students to bring their own hand-held calculators for PARCC assessment purposes, test administrators must confirm that the calculators meet PARCC requirements as defined above.

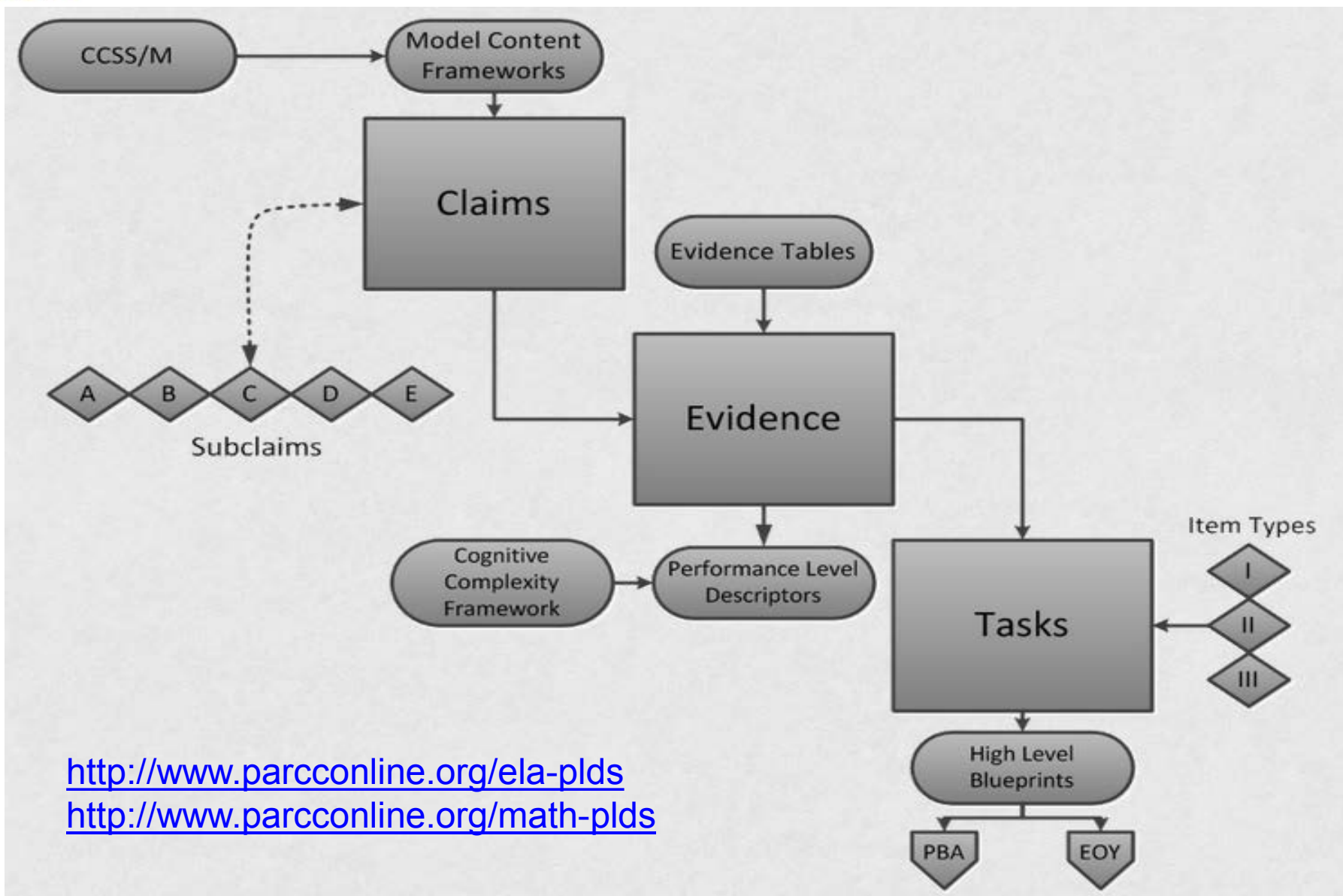


Student Information System (SIS)

[ISBE SIS Power Point Presentation - December 2014](#)

PARCC Pre-ID File

- Students in grades 3-8 will be captured according to their grade level at time of enrollment. Students in high school will be captured according to their **spring course assignment**.
- Home school districts are responsible for entering Pre-ID information **including PNP/Accommodations for each student**.
- Files due in SIS **no later than noon** on the following dates:
PBA: December 8, 2014 (extension)
EOY: January 23, 2015
- Student counts for both paper-based and computer-based testing will be generated according to these files. Any changes to the files after these dates may require you to place an additional materials order.

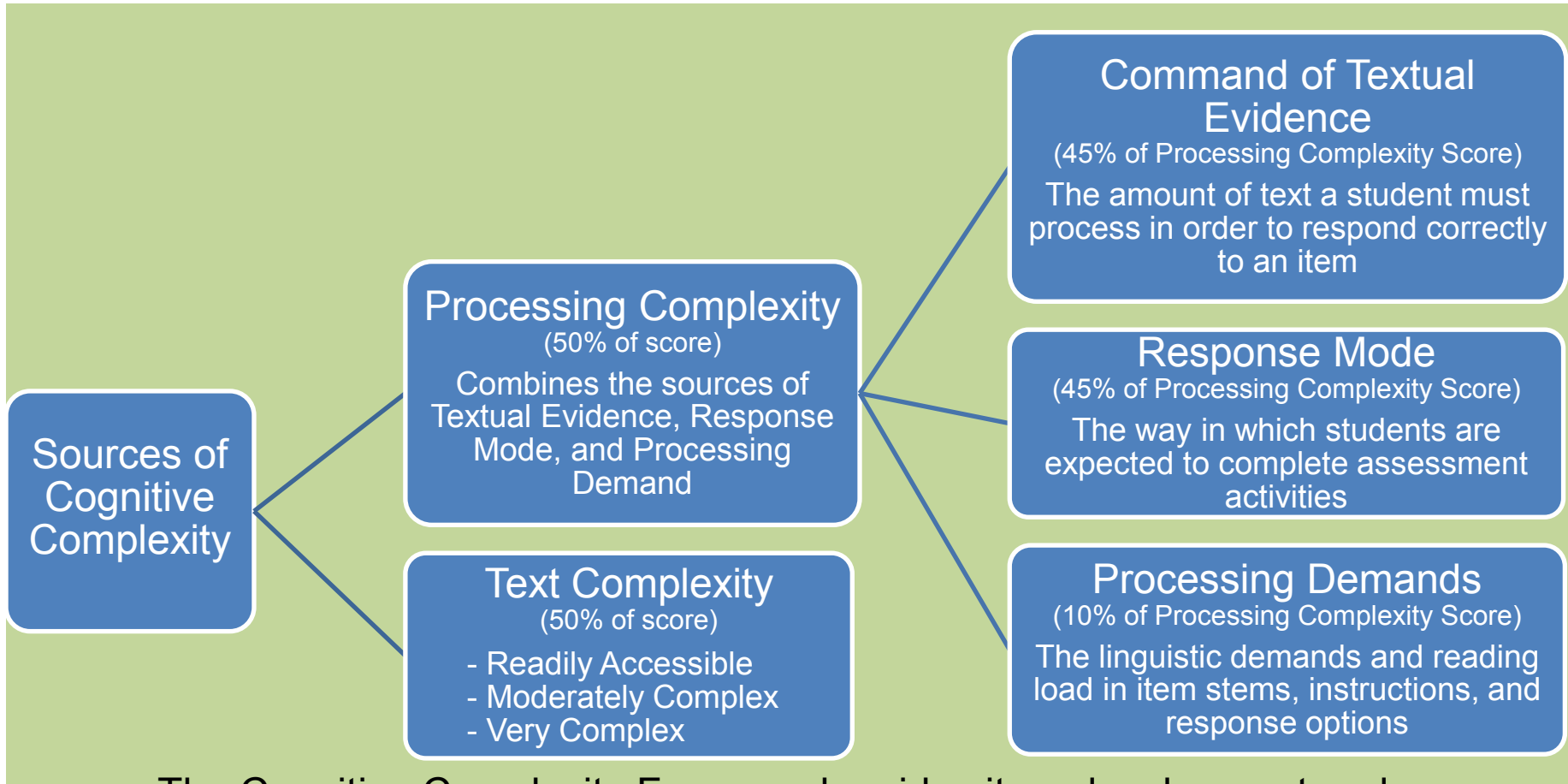


<http://www.parcconline.org/ela-plds>
<http://www.parcconline.org/math-plds>



Cognitive Complexity

<http://www.aera.net/LinkClick.aspx?fileticket=v1rGISYcCqk%3D&portalid=38>



The Cognitive Complexity Framework guides item development and recognizes that text complexity and item/task complexity interact to determine the overall complexity of a task.



CLAIMS



Claims for ELA

ELA/Literacy for Grades 3–11

“On Track” Master Claim/Reporting Category:

Students are “on track” to college and career readiness in ELA/Literacy.

Major Claim: Reading Complex Text

Students read and comprehend a range of sufficiently complex texts independently.

Major Claim: Writing

Students write effectively when using and/or analyzing sources.

SC: Vocab. Interpretation and Use (RL/RI.X.4 and LX.4-6)
Students use context to determine the meaning of words and phrases.

SC: Reading Literature (RL.X.1-10)
Students demonstrate comprehension and draw evidence from readings of grade-level, complex literary text.

SC: Reading Informational Text (RI.X.1-10)
Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational texts.

SC: Written Expression (W.X.1-10)
Students produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

SC: Conventions and Knowledge of Language (LX.1-3)
Students demonstrate knowledge of conventions and other important elements of language.

SC: Research (data taken from Research Simulation Task)
Students build and present knowledge through integration, comparison, and synthesis of ideas

[Performance Level Descriptors for ELA](#)



Claims for Mathematics

Master Claim: Students are on-track or ready for college and careers

Sub-claim A: Students solve problems involving the major content for their grade level with connections to practices

Sub-Claim B: Students solve problems involving the additional and supporting content for their grade level with connections to practices

Sub-claim C: Students express mathematical reasoning by constructing mathematical arguments and critiques

Sub-Claim D: Students solve real world problems engaging particularly in the modeling practice

Sub-Claim E: Student demonstrate fluency in areas set forth in the Standards for Content in grades 3-6





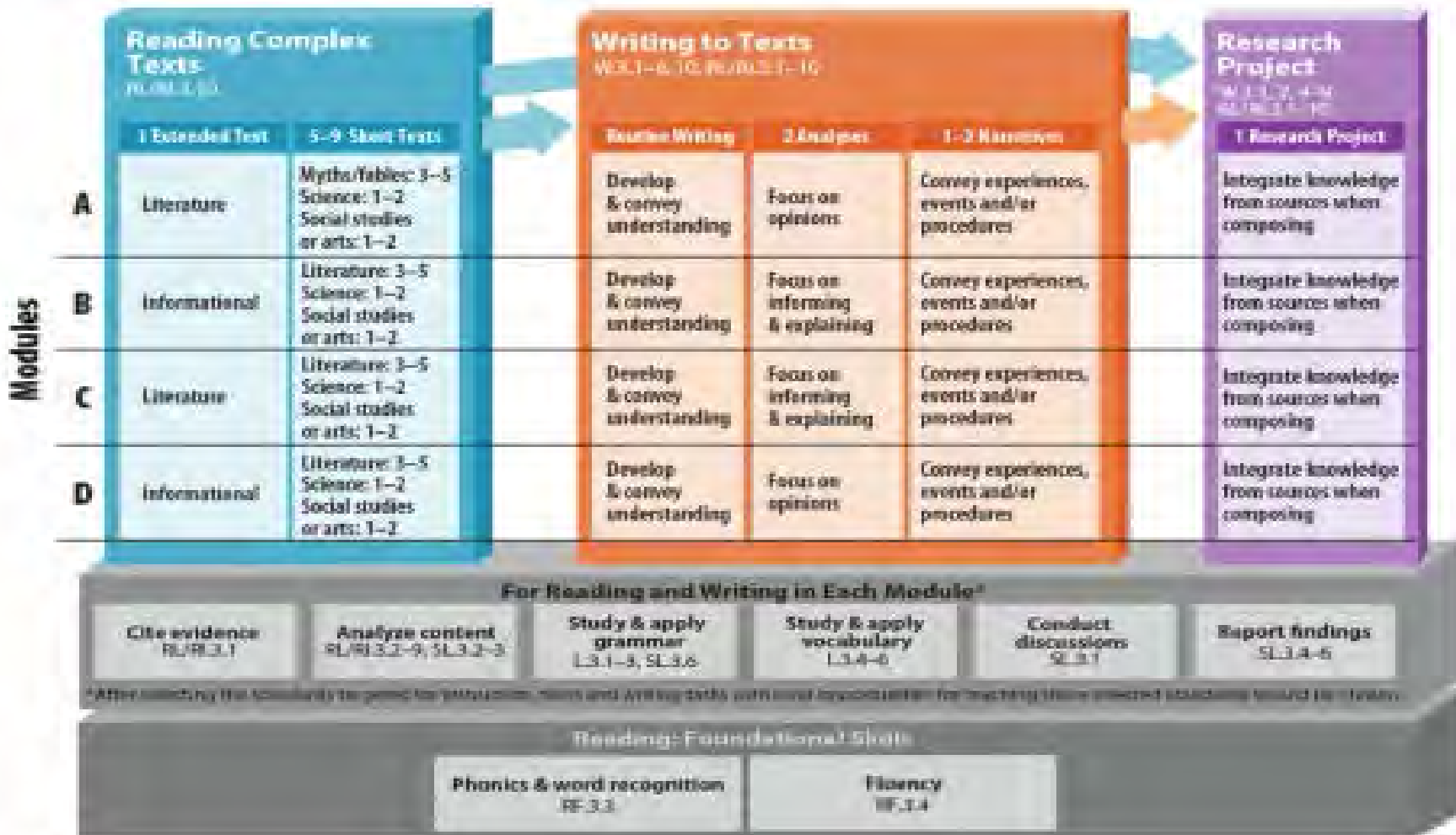
Model Content Frameworks

The Model Content Framework for **ELA** for each grade level (grades 3–11) is divided into four sections:

- Narrative Summary of the ELA Standards
- The Model Content Framework Chart
- Key Terms and Concepts for the Model Content Framework Chart
- Writing and Speaking and Listening Standards Progressions Charts

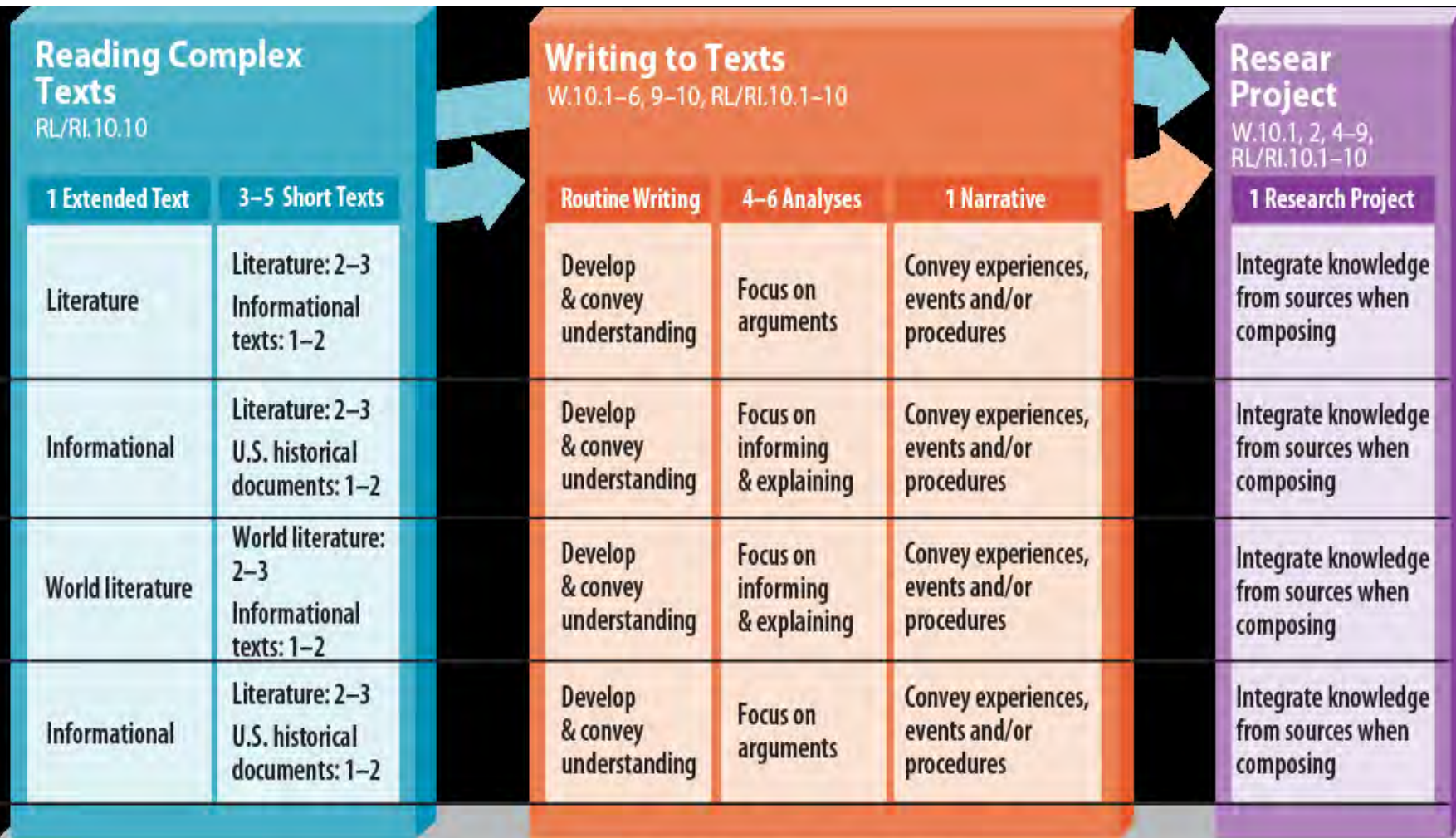


3rd Grade Framework Sample





10th Grade Framework Sample



For Reading and Writing in Each Module*

Cite evidence RL/RI.10.1	Analyze content RL/RI.10.2-9, SL.10.2-3	Study & apply grammar L.10.1-3, SL.10.6	Study & apply vocabulary L.10.4-6	Conduct discussions SL.10.1	Report findings SL.10.4-6
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*After selecting the standards targeted for instruction, texts and writing tasks with clear opportunities for teaching these selected standards should be chosen.



Model Content Framework

The Model Content Framework for **Math** is divided into seven sections:

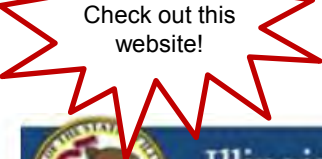
- Examples of Key Advances from the Previous Grade
- Fluency Expectations or Examples of Culminating Standards
- Examples of Major Within-Grade Dependencies
- Examples of Opportunities for Connections among Standards, Clusters, or Domains
- Examples of Opportunities for In-Depth Focus
- Examples of Opportunities for Connecting Mathematical Content and Mathematical Practices
- Content Emphasis by Cluster

<http://www.parcconline.org/mcf/mathematics/grades-3-8-standards-analysis>

Standards Analysis –Deep discussion on what to teach and how to teach the standards so you are covering the gaps in curriculum. **The Do and the Don't section is worth reading.**

Love this site! It has everything you need for curriculum development aligned to math common core.

<http://www.carrollk12.org/instruction/instruction/elementary/math/curriculum/common/default.asp>



ISBE Model Math Curriculum



High School Mathematics Standards with PARCC Emphasis Coding

Traditional				Integrated		
Algebra 1	Geometry	Algebra 2		Math I	Math II	Math III
			<ul style="list-style-type: none"> ■ Major Content □ Supporting Content ○ Additional Content 			
			The Real Number System			
			N-RN			
			Extend the properties of exponents to rational exponents.			
			1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. <i>For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5(1/3)^3$ to hold, so $(5^{1/3})^3$ must equal 5.</i>		■	
			2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.		■	
			Use properties of rational and irrational numbers.			
			3. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.			○



EVIDENCE



Overview of ELA Evidence Statements

- The tables contain the **Reading, Writing and Vocabulary** Major claims and the evidences to be measured on the PARCC Summative Assessment.
- Evidences **describe what students might say or do** to demonstrate mastery of the standards.
- An item on the PARCC assessment **may measure multiple standards and multiple evidences.**



Reading **ELA**/Literacy Evidence Tables

Grade →
Claim →

Grade: 3	
Claim: Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	Evidences to be measured on the PARCC Summative Assessment The student's response:
RL 1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none"> Provides questions and/or answers that show understanding of a text, referring explicitly to the text as the basis for the answers. (1) Provides references to details and/or examples in a text when explaining when explaining the basis for the answers. (2)
RL 2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	<ul style="list-style-type: none"> Provides a recounting of stories, including fables, folktales and myths from diverse cultures. (1) Provides a statement of the central message, lesson or moral in a text. (2) Provides an explanation of how a central message, lesson or moral is conveyed through details in a text. (3)
RL 3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<ul style="list-style-type: none"> Provides a description of characters in a story (e.g., their traits, motivations, or feelings). (1) Provides an explanation of how characters' actions contribute to the sequence of events. (2)
RI 5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	<ul style="list-style-type: none"> Provides references to parts of stories, dramas, and poems when writing about a text, using terms such as chapter, scene and stanza. (1) Provides a description of how each successive part of a text builds on earlier sections. (2)
RI 7: Explain how specific aspects of a	<ul style="list-style-type: none"> Provides an explanation of how a specific aspect of a text's illustrations

Standard
S:
RL –
Reading
Literary
RI –
Reading
Information

Evidences



Evidence Tables in ELA

Grade: 6	
Claim: Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	Evidences to be measured on the PARCC Summative Assessment The student's response:
RL 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none">• Provides textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text . (1)¹
RL 2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<ul style="list-style-type: none">• Provides a statement of a theme or central idea of a text. (1)• Provides a description of how the theme or central idea is conveyed through particular details. (2)• Provides a summary of the text distinct from personal opinions or judgments. (3)
RL 3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	<ul style="list-style-type: none">• Provides a description of how a particular story's or drama's plot unfolds in a series of episodes toward a resolution. (1)• Provides a description of how the characters respond or change as the plot moves toward a resolution. (2)

[Grade 6 ELA Evidence Table](#)



Overview of Math Evidence Statements

- Evidence statement key
- Evidence statement text
- Clarifications
- Math practice alignment (IMPORTANT)
 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.



Evidence Tables in Math

Grade 5 Math Evidence Table



Grade 5 PBA/MYA

Per the PARCC Calculator Policy, PARCC mathematics assessments for Grades 3 – 5 will not allow for calculator usage.

Evidence Statement Key	Evidence Statement Text	Clarifications	MP
5.NBT.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	<ul style="list-style-type: none"> i) Tasks have “thin context” or no context. ii) Tasks involve the decimal point in a substantial way (e.g. by involving, for example, a comparison of a tenths digit to a thousandths digit or a tenths digit to a tens digit). 	2, 7
5.NBT.3a	Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g. $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times \frac{1}{10} + 9 \times \frac{1}{100} + 2 \times \frac{1}{1000}$	<ul style="list-style-type: none"> i) Tasks assess conceptual understanding, e.g. by including a mixture (both within and between items) of expanded form, number names, and base ten numerals. ii) Tasks have “thin context” or no context. 	7
5.NBT.3b	Read, write, and compare decimals to thousandths. b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	<ul style="list-style-type: none"> i) Tasks assess conceptual understanding, e.g. by including a mixture (both within and between items) of expanded form, number names, and base ten numerals. ii) Tasks have “thin context” or no context. 	7
5.NBT.A.Int.1	Demonstrate understanding of the place value system by combining or synthesizing knowledge and skills articulated in 5.NBT.A	i) See ITN Appendix E , section A, “Illustrations of Innovative Task Characteristics,” subsection 4, “Integrative tasks with machine scoring of responses entered by computer interface,” subsection “Illustration at the cluster level.”	1, 7
5.NBT.5-1	Multiply multi-digit whole numbers using the standard algorithm.	<ul style="list-style-type: none"> i) Tasks do not explicitly assess fluency. ii) The given factors are such as to require an efficient/standard algorithm (e.g., 726×48). Factors in the task do not suggest any obvious ad hoc or mental strategy (as would be present for example in a case such as 725×40). iii) Tasks do not have a context. iv) For purposes of assessment, the possibilities are 2-digit \times 3-digit. 	-



There are **4 types of evidence statements** are being used to describe what a task should be assessing.

1. Exact standards language -PBA-EOY

2. Derived from exact standards language - by splitting a content standard -PBA and EOY

3. Sub-claim C & D evidence statements.

- Content connected to expressing mathematical reasoning.
- Highlighted practices: MP.3 (construct viable arguments/critic reasoning of others) and 6 (attend to precision) PBA only
- Sub-claim D focuses on MP.4 w/possible connections to MP. 1, 2, 5, 7, and/or 8.
- 2.OA.A is the first standard listed as “securely held” content
- Second set of content from previous grade PBA

4. Integrative evidence statements that express plausible direct implications of the standards without going beyond the standards to create new requirements. EOY



Instructional Uses –Roberta will be elaborating on these...

- To see ways to combine standards naturally when designing instructional tasks
- To determine and create instructional scaffolding (to think through which individual, simpler skills can be taught first to build to more complex skills)
- To develop rubrics and scoring tools for instructional tasks



TASKS



PARCC Blueprints

PARCC Blueprints

Items are to be distributed across the reading claims with 25% of the items being TECRs and 75% of the items being EBSRs.

Grade 3 Common Form Specifications (PEA):

Task Type	# of Passages	Claims/Sub-Claims	Item Types		Maximum # of Points from PCRs ¹	Task Models Applicable: Standards measured	# of each task model to be developed	# of items/ points for each level of complexity from EBSR/TECR items
			# of EBSR/TECR items (total points) * In LA Task 2 items are TECRs * In RS Task 2 items are TECRs * In NW Task 1 item is a TECR	# of PCRS				
A Literature Analysis Task—for a given form, choose only one task model	2 *1 short text *1 extended text *See table for word count guidelines	Reading Literature	4(8)	1	2	3A1: Analysis of the contribution of illustrations. RL 1, 2, 3,7 3A2: Central idea/lesson of literature from diverse cultures. RL1, 2, 3 3A3: Characterization in a story. RL 1,2,3,7 3A4: Author's study including analysis of illustration. RL 1,2,3,7,9	3A1: 6 3A2: 5 3A3: 6 3A4: 6	This column contains information in regards to the Standards measured: the reading and writing standards being measured on each task model are listed. For example, "RL 2, 3, 5" is listed. This means Reading Literature standards 2, 3 and 5 are being
		Reading Vocabulary	2(4)		0	RL 4 and L4,5,6 (any combination)		
		Writing Written Expression	0		7	W1 and/or W2 W4,5,6,7,8,10		
		Writing Knowledge Language and Conventions	0		4	L1,2,3,6		
B Research Simulation Task—for a given form, choose only one task model	2 *1 short text *1 extended text *See table for word count guidelines	Reading Information	4(8)	1	2	3B1: Analyzing the relationship between a series of concepts. RI 1,2,3,5,9 3B2: Analyzing the role of illustrations. RI 1,2,3,5, 7, 9	3B1: 12 3B2: 11	
		Reading Vocabulary	2 (4)		0	RI 4 and L4,5,6 (any combination)		
		Writing Written Expression	0		7	W1 and/or W2 focus W4,5,6,7,8,10		
		Writing Knowledge Language and Conventions	0		4	L1,2,3,6		

There are three task types, Research, Literary Analysis, and Narrative Writing. The Grade may be any grade 3-11. Note: Only 2 tasks are shown in this screen shot)

NOTE- In conjunction with this document, refer to CCSS, task models, evidence tables and generic rubrics for analytic and narrative writing.

This column contains information in regards to:

1. Grade; Task Model and task type. (A – Literary Analysis Task Model; B- Research Analysis Task Model; C- Narrative Task Model) For example, "3A1" refers to 3-grade; "A" - task model (Literary Analysis) and "1" refers to the task type.

2. Task Focus: this is the overall focus of the task. For example, in 3A1 the focus of this task is the "analysis of the contribution of illustrations".

3. Standards measured: the reading and writing standards being measured on each task model are listed. For example, in 3A1, "RL 1, 2, 3, 7" is listed. This means Reading Literature standards



ELA Item Guideline Link

[Item Guideline for ELA/Literacy PARCC Summative Assessment](#)

- This site will give you a booklet that is in depth about how the questions will be written for PARCC
- Item Guidelines for PARCC summative assessment
- Look at pg. 33 specifically at Narrative Writing



Additional Considerations for Narrative Story and Narrative Description PCRs

- a. Student is asked to consider the information and ideas in the fact box and provided by the authentic informational text and then prompted to **produce a narrative description.**
- b. Students should have to **draw out explicit details presented in the text** and also to **draw inferences from the text.** The prompt needs to cue this and also that the inferences must derive logically from the text.
- c. Narrative description prompts should not focus on creating fanciful ideas, but to **develop the ideas based on facts/reasonable judgments one can make from logical inferences.**
- d. Narrative description prompts should allow students to demonstrate that they can **write demonstrating evidences of standard 2 combined with evidences from standard 3.**
- e. Care should be taken to avoid calling a prompt a narrative description when prompt is calling for a **summary or an explanation (i.e. only standard 2 evidences are demonstrated).**
- f. A clear distinction between a narrative description prompt and one that would be found on the Research Simulation Task is that the **prompt calls for evidence of standard 3 (in combination with others) to be demonstrated.**
- g. Narrative description prompts should provide students with specific expectations for their writing by telling students to:**
 - **The form, audience, topic, and purpose for writing.**
 - **Support answer with specific information or details from [text].**
 - **Use precise words and phrases, relevant descriptive details, and sensory language from [fill in the text type/title] to [task focus from task model].**
 - **The details may be explicitly stated in the article or inferred logically from the text.**
 - **Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, quotations, or examples appropriate to the audience's knowledge of the topic.**
 - **Organize the narrative to make [task focus from task model].**
 - **Use appropriate narrative techniques to ensure readers understand [task focus from task model]**
 - **Writing will be scored for [fill in] and provide access to rubric**
- Notes: Students will have an opportunity to plan their writing and will have the ability to take notes on the text read. The reading questions linked to a task help students gather ideas for the writing required. Students will only have time to produce one draft, but they will be scored based on this constraint.



Narrative Writing

Check out this
website!

[Illinois Writing Matters](#)

Considerations for Narrative Story and Narrative Description PCR:

- Consider info in fact box and info from informational text and produce a narrative description
- Not fanciful ideas but developed ideas based on facts/reasonable judgments
- Narrative prompts should tell students (to):
 - ✓ The form, audience, topic, and purpose
 - ✓ Support answer with specific info/details from text
 - ✓ Use precise words and phrases, descriptive details, sensory language
 - ✓ The details may be explicit or inferred from the text
 - ✓ Develop the topic (facts, extended definitions, quotations, examples)
 - ✓ Organize the narrative (task focus from task model)
 - ✓ Use appropriate narrative techniques to ensure readers understand
 - ✓ How the writing will be scored and provide access to rubric



Overview of PARCC ELA/Literacy Task Types

Two standards are always in play—whether they be reading or writing items, selected-response or constructed-response items on any one of the four components of PARCC.

- Reading Standard One (Use of Evidence)
- Reading Standard Ten (Complex Texts)



Task Types: ELA Performance-Based Assessment

LAT-Literacy Analysis Task

- Read Text Closely asking students to consider literature worthy of close study and compose analytic essays
- This separates college ready and non-college ready readers

NT-Narrative Task

- Describe experiences, events, real or imaginary
- Write a story, detail a scientific process, write a historical account, describe an account of events, scenes, or objects

RST-Research Simulation Task

- Skills of observation, deduction, proper use of evaluation of evidence across different types of text
- Students look at several types of articles and multimedia-1st article is an anchor text to introduce the topic
- Students answer a series of questions
- Students then write an analysis essay



ELA PBA Types - Replicate these in class

Literary: The Literature Task plays an important role in honing students' ability to read complex text closely, a skill that research reveals as the most significant factor 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: The 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. (Content teachers need to set questions like these)

Research: The Research Simulation Task is an assessment component worthy of student preparation because it asks students to exercise the career- and college-readiness skills of observation, 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 the texts by answering a series of questions and synthesizing information from multiple sources in order to write two analytic essays.



Task Types: **MATH** Performance-Based Assessment

Task Type	Description of Task Type
I. Tasks assessing concepts, skills and procedures	<ul style="list-style-type: none">• Balance of conceptual understanding, fluency, and application• Can involve any or all mathematical practice standards• Machine scored 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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



Design of PARCC **Math** Summative Assessment

Performance-Based Assessment (PBA)

- Type I items (Machine-scored) Sub claims A, B, and E
- Type II items - Mathematical Reasoning (Hand-scored – Scoring rubrics are drafted but PLD development will inform final rubrics) Sub claim C
- Type III items - Mathematical Modeling (Hand-scored and/or Machine-scored - Scoring rubrics are drafted but PLD development will inform final rubrics) Sub claim D

End-of-Year Assessment (EOY)

- Type I items only (All Machine-scored)



SAMPLE QUESTIONS



Practice Tests

[Computer-Based Practice Tests](#)
[Computer and Paper-Based Tutorials](#)

Go to PARCC Assessment at top of the website

- Go to Practice Tests
- Inside this page, click on PARCC Practice Test
- Top of this page choose Practice Test, it will pull down and click on English Language Arts or Math
- Scroll down to the grade level





ACADEMIC VOCABULARY



Words from the 4th Gr. ELA Test

Express
Speaker
Faces
Task
Essay
Theme
Detail
Phrases
Setting
Column

Evidence
Titles
Best
Demonstrate
Summarizes
Speaker thoughts
Communicate
Different structures
Matching
Structural elements
Rhyme
Rhythm

Dialogue
Description
Author
Mainly organize
Uniquely
Outcome
Phrase
Statement
Roles
Slack tide



Academic Vocabulary Check

What academic vocabulary would students need to know in order to complete this question?



10th Grade Example From PARCC ELA

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. □

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.

Develop your essay by providing textual evidence from both texts. Be sure to follow the conventions of standard English.



10th Grade Example From PARCC ELA

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. □

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**.

Develop your essay by providing **textual evidence** from both texts. Be sure to follow the **conventions** of standard English.



Jim Burke says it best...

“A thorough survey of various textbooks, assignments, content area standards, and examinations yields the following list of words. You cannot expect to succeed on assignments if you do not understand the directions. The words fall into several categories, which are not identified on this sheet: **nouns (e.g., What you read or create); verbs (e.g., What the assignment asks you to do); adjectives (e.g., specific details about what you must do); and adverbs, which provide very important information about how to do the assignment.**”



Academic Vocabulary

What words do we teach?

What grade level needs to introduce the words, practice the words, master the words, and review the words?

RESOURCES:

<http://www.englishcompanion.com/pdfDocs/acvocabulary2.pdf>

<http://www.opsu.edu/www/education/BuildAcademicVoc.pdf>

Marzano's *Academic Vocabulary*

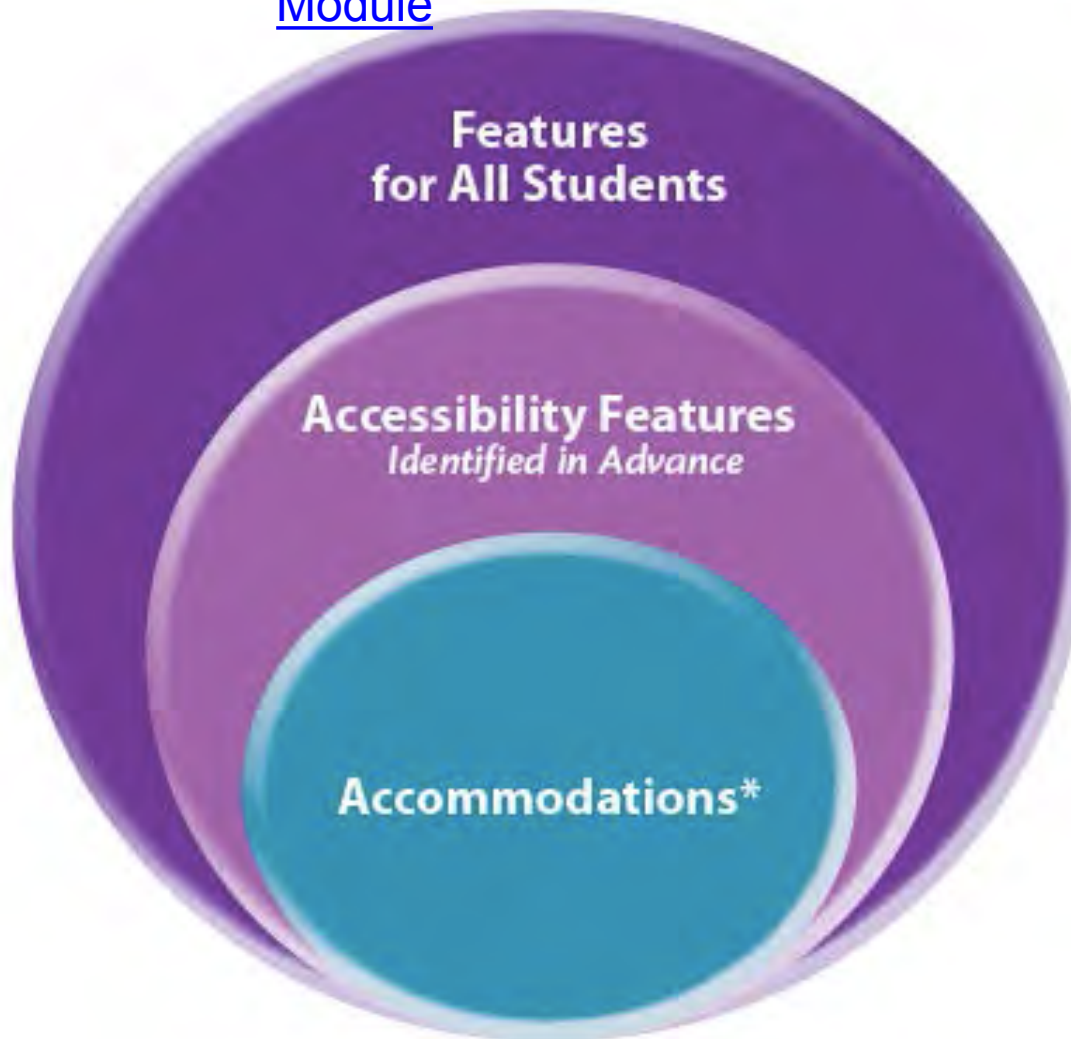


ACCESSIBILITY and ACCOMMODATIONS

PARCC Accessibility System

[Accessibility Features and Accommodations Overview](#)

[Accessibility Training Module](#)



* For students with disabilities, English learners, and English learners with disabilities



The PARCC ACCESSIBILITY AND ACCOMMODATIONS MANUAL

PARCC'S GOALS for promoting student access

- Universal design during every stage of the development of the assessment
- Minimize/eliminate irrelevant features in the assessment
- Measure the full range of complexity of the standards
- Using technology for accessibility
- Building accessibility without sacrificing validity
- Using item review, bias and sensitivity review, policy development and review, and research

Complete Manual: Download for you district and schools.

[Accessibility Features and Accommodations Manual, 3rd Edition](#)

<http://www.parcconline.org/parcc-accessibility-features-and-accommodations-manual>
[Appendices A-K for accommodations....](#)



Presentation Accommodations

- Alter the method or format of the test administration

Response Accommodations

- Allow use of alternative methods to provide answers to test items

Timing/Scheduling Accommodations

- Extended time
- Changes in test administration



PARCC Appendix D

Guidelines for Accommodations

It will be monitored because accommodations can soften the CLAIM that the standard in the assessment wants to assess

- Braille
- Closed Captioning
- Descriptive Video
- Paper Pencil
- Tactile Graphics
- Text to Speech (no device can connect to internet)
- Calculation devices on the non-calculator part of the test



PNP

Personal Needs Profile

- This will be accessible to individual students.
- Local school districts will make decisions based on the manual.
- Special or Unique cases will be decided at the State Board Level.

Over accommodating is a HINDRANCE



Resources

- Model Content Frameworks
www.parcconline.org/parcc-model-content-frameworks
- Test Specifications and Blueprints
<http://www.parcconline.org/assessment-blueprints-test-specs>
- Sample items and tutorials for every tested subject and grade
<http://practice.parcc.testnav.com/#>
- Educator Leaders Cadres
 - Public ELC portal for educator resources!
<http://parcc.nms.org/>
- Test Administration Training Modules
 - PowerPoint and voice recorded guidance to guide test administration
parcc.pearson.com/tms
- Practice Test
<http://practice.parcc.testnav.com/#>