PARCC's Fundamental Advance

PARCC is designed to reward

quality instruction aligned to the Standards,

so the ***assessment is worthy of preparation***

rather than a distraction from good work.

What are Performance Level Descriptors?

Performance Level Descriptors or PLDs describe what students at each performance level know and can do relative to the grade-level or course content standards assessed.

PARCC Established 5 PLDs

- Level 5: Students performing at this level demonstrate a **distinguished** command of the knowledge, skills, and practices embodied by the Common Core State Standards assessed at their grade level.

- Level 4: **Strong** command…
- Level 3: **Moderate** command…
- Level 2: **Partial** command…
- Level 1: **Minimal** command…

PARCC's Core Commitments to ELA/Literacy Assessment Quality

- **Texts Worth Reading**: Authentic texts worthy of study instead of artificially produced or commissioned passages.
- **Questions Worth Answering**: Sequences of questions that draw students into deeper encounters with texts rather than sets of random questions of varying quality.
- **Better Standards Demand Better Questions:** Custom items written to the Standards instead of reusing existing items.
- **Fidelity to the Standards**: PARCC evidences are rooted in the language of the Standards so that expectations remain the same in both instructional and assessment settings.

PARCC Design for ELA

1. **Complexity:** Regular practice with complex text and its academic language.
2. **Evidence:** Reading and writing grounded in evidence from text, literary and informational.
3. **Knowledge:** Building knowledge through content rich nonfiction.

Shift 1: Regular practice with complex text and its academic language

1. A **staircase of text complexity** to ensure students are on track each year for college and career reading.
2. Rewards careful, **close reading** rather than racing through passages.
3. Systematically focuses on the **academic language** that pervades complex text - not obscure vocabulary.

Shift 2: Reading and writing grounded in evidence from text, literary and informational

4. Rigorously **citing evidence** from texts throughout the assessment (including selected-response items).
5. Questions with **more than one right answer** to allow students to generate a range of rich insights that are substantiated by evidence from text(s).
6. **Writing to sources** rather than writing to de-contextualized expository prompts.
7. **Rigorous expectations** for narrative writing, including accuracy and precision in writing in later grades.

Shift 3: Building knowledge through content rich nonfiction

8. Assesses not just ELA but a full range of **reading and writing** across the disciplines of **science and social studies**.
9. **Simulates research** on the assessment, including the comparison and synthesis of ideas across a range of informational sources.

Evidence with Complex Texts is at the Core of Every Part of the Assessment!

Two standards are always in play:

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

(In selected-response and constructed-response items for reading and writing!)

Three Innovative Item Types

Range of Prose Constructed Responses (PCR)—

- Elicits evidence that students have understood a text or texts they have read and can communicate that understanding well in terms of written expression and knowledge of language and conventions.
- There are ***four*** of these items of varying types on each annual performance-based assessment.

Three Innovative Item Types

Evidence-Based Selected Response (EBSR)—

- Combines a traditional selected-response question with a second selected-response question that asks students to show evidence from the text that supports their answer to the first question.
- Underscores the importance of Reading Anchor Standard 1 for implementation of the CCSS.

Three Innovative Item Types

Technology-Enhanced Constructed Response (TECR)—

- Uses technology to capture student comprehension of texts in authentic ways that have been difficult to score by machine for large scale assessments (e.g., drag and drop, cut and paste, shade text, move items to show relationships).

Performance-Based Components

- **Literary Analysis Tasks** – students will ***read literature and compose an analytic essay.***
- **Narrative Tasks** – students will ***convey real or imaginary, experiences or events*** (e.g. write a story, detail a scientific process, write a historical account of important figures, describe an account of events, scenes or objects).
- **Research Simulation Tasks** – students will ***analyze an informational topic*** presented through ***several articles or multimedia stimuli*** and then ***answer a series of questions, synthesizing information from multiple sources,*** in order to ***write two analytic essays.***

Questions Worth Answering

Grade 10 Prose Constructed-Response Item

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.

Evidence-Based Selected-Response Item Grade 10

Part A

Which of the following sentences best states an important theme about human behavior as described in Ovid's "Daedalus and Icarus"?

a. Striving to achieve one's dreams is a worthwhile endeavor.
b. The thoughtlessness of youth can have tragic results.*
c. Imagination and creativity bring their own rewards.
d. Everyone should learn from his or her mistakes.

Part B

Select three pieces of evidence from Ovid's "Daedalus and Icarus" that support the answer to Part A.

a. "and by his playfulness retard the work/his anxious father planned" (lines 310-311)*
b. "But when at last/the father finished it, he poised himself" (lines 312-313)
c. "he fitted on his son the plumed wings/ with trembling hands, while down his withered cheeks/the tears were falling" (lines 327-329)
d. "Proud of his success/the foolish Icarus forsook his guide" (lines 348-349)*
e. "and, bold in vanity, began to soar/rising above his wings to touch the skies" (lines 350-351)*
f. "and as the years went by the gifted youth/began to rival his instructor's art" (lines 376-377)
g. "Wherefore Daedalus/enraged and envious, sought to slay the youth" (lines 384-385)
h. "The Partridge hides/in shaded places by the leafy trees…for it is mindful of its former fall" (lines 395-396, 399)

Grade 6 Prose Constructed-Response Item

In the passage, the author developed a strong character named Miyax. Think about Miyax and the details the author used to create that character. The passage ends with Miyax waiting for the black wolf to look at her.

Write an original story to continue where the passage ended. In your story, be sure to use what you have learned about the character Miyax as you tell what happens to her next.

Evidence-Based Selected-Response Item Grade 6

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”*

Grade 6 Technology-Enhanced Selected-Response Item

Part A

Choose one word that describes Miyax based on evidence from the text. There is more than one correct choice listed below.

A. reckless
B. lively
C. imaginative*
D. observant*
E. impatient
F. confident

Part B

Find a sentence in the passage with details that support your response to Part A. Click on that sentence and drag and drop it into the box below.

Part C

Find a second sentence in the passage with details that support your response to Part A. Click on that sentence and drag and drop it into the box below.

Understanding the Research Simulation Task

- Session 1:
  - Students begin by reading an anchor text that introduces the topic. EBSR and TECR items ask students to gather key details about the passage to support their understanding.
  - Then, they write a summary or short analysis of the piece.
- Session 2:
  - Students read two additional sources (may include a multimedia text) and answer a few questions about each text to learn more about the topic so they are ready to write the final essay and to show their reading comprehension.
  - Finally, students mirror the research process by synthesizing their understandings into an analytic essay using textual evidence from several of the sources.

Questions Worth Answering

Grade 7 Analytical Prose Constructed-Response

Item #1

Based on the information in the text "Biography of Amelia Earhart," write an essay that summarizes and explains the challenges Earhart faced throughout her life. Remember to use textual evidence to support your ideas.

Grade 7 Prose Constructed-Response Item #2

You have read three texts describing Amelia Earhart. All three include the claim that Earhart was a brave, courageous person. The three texts are:

- "Biography of Amelia Earhart"
- "Earhart's Final Resting Place Believed Found"
- "Amelia Earhart's Life and Disappearance"

Consider the argument each author uses to demonstrate Earhart's bravery.

Write an essay that analyzes the strength of the arguments about Earhart's bravery in at least two of the texts. Remember to use textual evidence to support your ideas.

Grade 7 Technology-Enhanced Constructed-Response Item

Below are three claims that one could make based on the article "Earhart's Final Resting Place Believed Found."

Claims	Earhart and Noonan lived as castaways on Nikumaroro Island.
	Earhart and Noonan's plane crashed into the Pacific Ocean.
	People don't really know where Earhart and Noonan died.

Part A

- Highlight the claim that is supported by the most relevant and sufficient facts within "Earhart's Final Resting Place Believed Found."

Part B

- Click on two facts within the article that best provide evidence to support the claim selected in Part A.

Understanding the End-of-Year Assessment

- Students will be given ***several passages*** to read closely.
- EBSR and TECR questions will assess higher order skills such as critical reading and analysis, the comparison and synthesis of ideas within and across texts, and determining the meaning of words and phrases in context.

Grade 3 Evidence-Based Selected-Response - Item #1

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

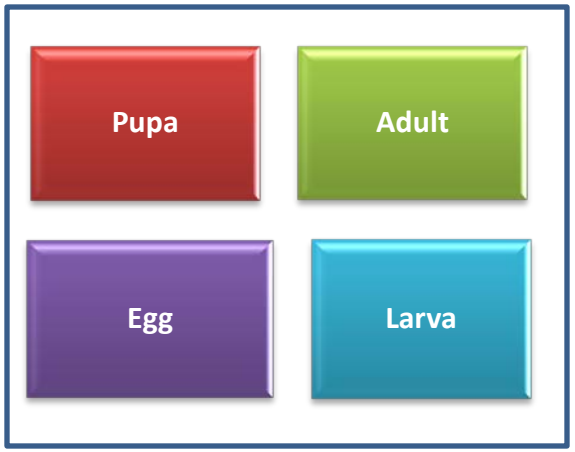
Which sentence from the article best supports the answer to Part A?

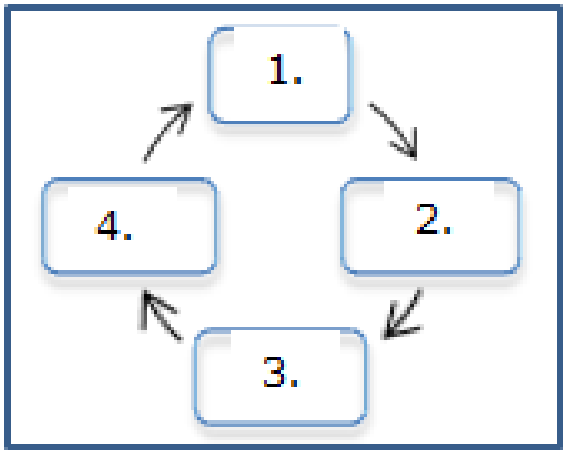
a. “Animals get oxygen from air or water.”
b. "Animals can be grouped by their traits.”*
c. "Worms are invertebrates.”
d. "All animals grow and change over time.”
e. "Almost all animals need water, food, oxygen, and shelter to live."

Grade 3 Technology-Enhanced Constructed-Response Item

Drag the words from the word box into the correct locations on the graphic to show the life cycle of a butterfly as described in "How Animals Live."

Words:



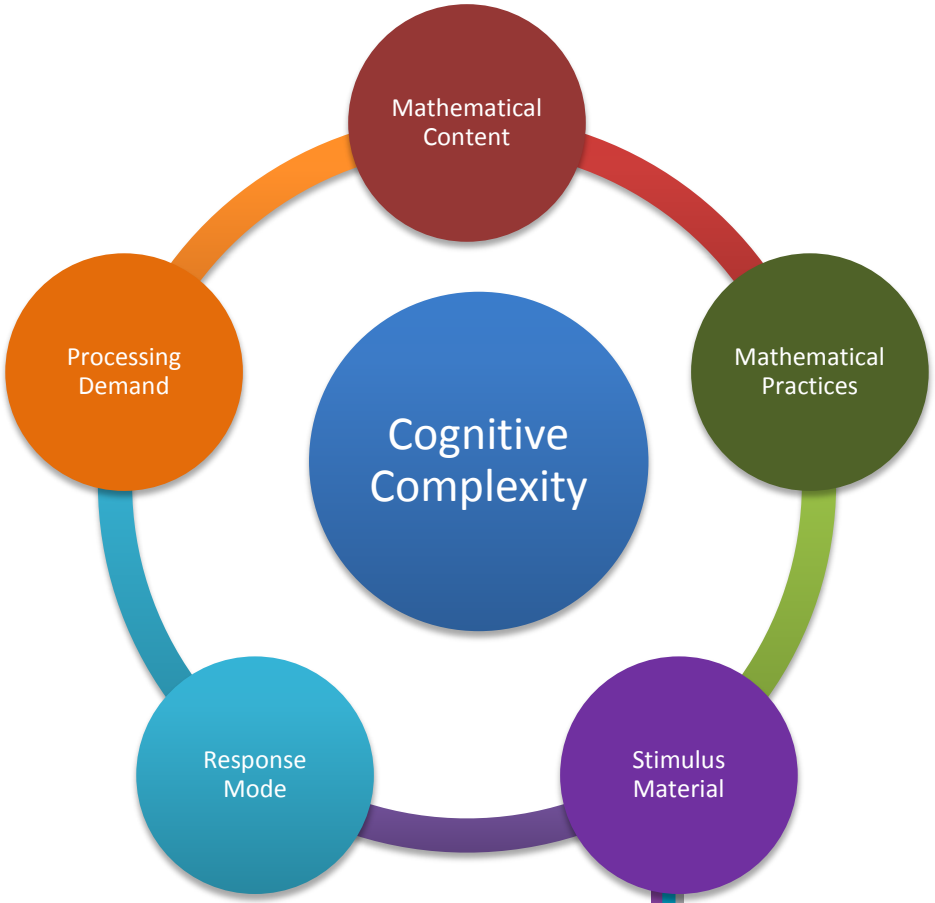


PARCC's Core Commitments to Mathematics Assessment Quality

- **Focus:** Items will focus on major, and additional and supporting content.
- **Problems worth doing**: Problems will include conceptual questions, applications, multi-step problems and substantial procedures.
- **Better Standards Demand Better Questions:** Custom items written to the Standards instead of reusing existing items.
- **Fidelity to the Standards** : PARCC evidences are rooted in the language of the Standards so that expectations remain the same in both instructional and assessment settings.

Factors that determine the performance levels (Cognitive Complexity)

1. Mathematical Content
2. Mathematical Practices
3. Stimulus Material
4. Response Mode
5. Processing Demand



PARCC Design for Math

1. **Focus:** The PARCC Assessment will focus strongly where the Standards focus
2. **Coherence**: Think across grades and link to major topics within grades
3. **Rigor**: In major topics, pursue conceptual understanding, procedural skill and fluency, and application.

Advances in Assessment Demanded by the Shifts

Shift #1 – **Focus** strongly where the Standards focus

Advance: 70% or more of the assessment will measure the major work in grades 3-8

- Focus allows for a variety of problem types to get at concept in multiple ways.
- Students will have more time to master concepts at a deeper level.

Advances in Assessment Demanded by the Shifts

Shift #2 - **Coherence: Think** across grades, and **link** to major topics within grades

Advance: The assessment design is informed by multi-grade progressions in the Standards and the *Model Content Frameworks*.

- Key beginnings are stressed (e.g., ratio concepts in grade 6), as are key endpoints and takeaway skills (e.g., fluency with the multiplication table in grade 3).

Advances in Assessment Demanded by the Shifts

Shift #2 - **Coherence: Think** across grades, and **link** to major topics within grades

Advance: Integrative tasks draw on multiple standards to ensure students are making important connections.

- The Standards are not treated as a checklist.

Advances in assessment demanded by the shifts

Shift #3 - Rigor: In major topics, pursue **conceptual understanding,** procedural skill and **fluency**, and **application**

Advance: PARCC assessments will reach the rigor in the Standards through innovations in technology and item design.

Using Technology to Advance Assessment and the Shifts

- Supporting **accessibility** (the ability to hover over a word to see and/or hear its definition, etc.)
- **Transformative formats** (simulations to improve a model, game-like environments, drawing/ constructing diagrams or visual models, etc.)
- Getting **beyond the bubble** to avoid guessing or choice elimination.

Using Technology to Advance Assessment and the Shifts

- Capturing **complex student responses** through a device interface (e.g., using drawing tools, symbol palettes, etc.)
- Machine scorable multi-step tasks are **more efficient** to administer and score.

Overview of Mathematics Task Types

PARCC mathematics assessments will include three types of tasks.

Task Type	Description of Task Type
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
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
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

For more information see PARCC Item Development ITN Appendix D.

Stadium Task Part 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

Stadium Task Part B

Write your answer to the following problem in your answer booklet.

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

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.

Stadium Task Part C

Write your answer to the following problem in your answer booklet.

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.

TV Sale Task Part A

A store is advertising a sale with 10% off all items in the store. Sales tax is 5%.

A 32-inch television is regularly priced at $295.00. What is the total price of the television, including sales tax, if it was purchased on sale? Fill in the blank to complete the sentence. Round your answer to the nearest cent.

The total cost of the television is $ _____ .

TV Sale Task Part B

Write your answers to the following problem in your answer booklet.

A store is advertising a sale with 10% off all items in the store. Sales tax is 5%.

Adam and Brandi are customers discussing how the discount and tax will be calculated.

Here is Adam's process for finding the total cost for any item in the store.

- Take 10% off the original price.
- Then, add the sales tax to the discounted price.

Adam represents his process as:

$$T = \underbrace{0.9p}_{\text{sale price}} + \underbrace{0.05(0.9p)}_{\text{sales tax}}$$

Here is Brandi's process for finding the total cost for any item in the store.

- Determine the original price of the item, including sales tax.
- Then, take 10% off.

Brandi represents her process as:

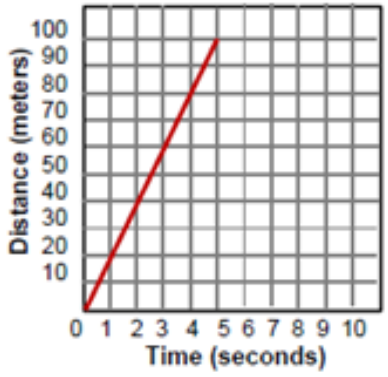
$$T = \underbrace{1.05p}_{\text{T.V. price plus tax}} - \underbrace{0.10(1.05p)}_{\text{10\% off discount}}$$

In both equations, T represents the total cost of the television and p represents the regular price.

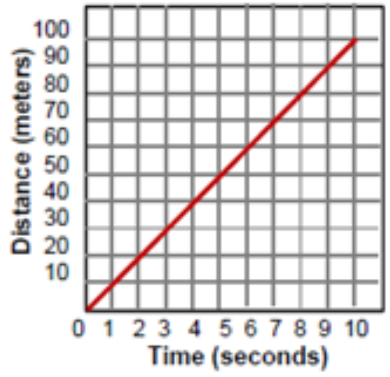
Are they both correct? Use the properties of operations to justify your answer.

Grade 7 Sample Item

Object A



Object B



Object C

Time (seconds)	Distance (meters)
0	0
3	10
6	20
9	30

Object C moves at constant speed.

Object D

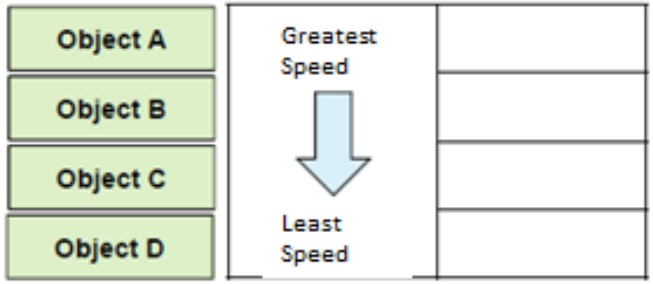
Time (seconds)	Distance (meters)
0	0
1.5	10
3	20
4.5	30

Object D moves at constant speed.

The speed of an object is defined as the change in distance divided by the change in time.

Information about objects A, B, C and D are shown in the graphs and tables.

Based on the information given, drag and drop the object names in order from greatest speed to least speed in the table provided.



Reflects Key Features and Assessment Advances – Grade 7: Speed

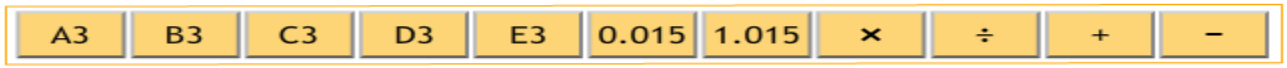
- A multi-point problem is devoted to a single standard about proportional relationships, which are a major focus in grades 6 and 7.
- Unlike traditional multiple choice, it is difficult to guess the correct answer or use a choice elimination strategy.
- Variants of the task could probe understanding of unit rates and representations of proportional relationships by showing different scales on the two graphs, and/or by presenting the data in tables C and D with the ordered pairs not equally spaced in time.

Isabella's Credit Card
Part A

Isabella owes a balance of $300 on her credit card. She has stopped making purchases with the card, and she plans to make a $40 payment each month until her debt is paid and her credit card balance is $0. The monthly rate is 1.5%, and interest is added each month to the balance that remains.

Consider the spreadsheet. In a spreadsheet, each entry (cell) is referred to by its column letter and row number. For example, 260.00 is the entry in cell D2 of this spreadsheet.

	A	B	C	D	E
1	Month	Amount owed ($)	Monthly payment ($)	Remaining amount owed after payment ($)	Amount owed after 1.5% interest charge($)
2	1	300.00	40.00	260.00	263.90
3	2	263.90	40.00		



Drag the tiles to write a formula to find the value of cell D3.

D3 = ☐ ☐ ☐

Drag the tiles to write a formula to find the value of cell E3.

E3 = ☐ ☐ ☐

Submit Answer

PARCC
Partnership for Assessment of Readiness for College and Careers

Isabella's Credit Card
Part B

Isabella owes a balance of $300 on her credit card. She has stopped making purchases with the card, and she plans to make a $40 payment each month until her debt is paid and her credit card balance is $0. The monthly rate is 1.5%, and interest is added each month to the balance that remains.

Fill in the blanks with values to correctly complete the spreadsheet. Use dollar amounts written as decimals rounded to the nearest cent.

	A	B	C	D	E
1	Month	Amount owed ($)	Monthly payment ($)	Remaining amount owed after payment ($)	Amount owed after 1.5% interest charge($)
2	1	300.00	40.00	260.00	263.90
3	2	263.90	40.00		
4	3		40.00		

Submit Answer

PARCC
Partnership for Assessment of Readiness for College and Careers

Isabella's Credit Card
Part C

Isabella owes a balance of $300 on her credit card. She has stopped making purchases with the card, and she plans to make a $40 payment each month until her debt is paid and her credit card balance is $0. The monthly rate is 1.5%, and interest is added each month to the balance that remains.

Fill in the blanks based on your calculations. Use dollar amounts written as decimals rounded to the nearest cent.

At the end of the sixth month, how much will Isabella still owe on the credit card?

$ [ ]

Isabella will finish paying off her credit card debt in [ ] months.

What is the amount of Isabella's last payment?

$ [ ]

Submit Answer

High School Prototype
Isabella's Credit Card - Part A

Isabella owes a balance of $300 on her credit card. She has stopped making purchases with the card, and she plans to make a $40 payment each month until her debt is paid and her credit card balance is $0. The monthly rate is 1.5%, and interest is added each month to the balance that remains.

Consider the spreadsheet. In a spreadsheet, each entry (cell) is referred to by its column letter and row number. For example, 260.00 is the entry in cell D2 of this spreadsheet.

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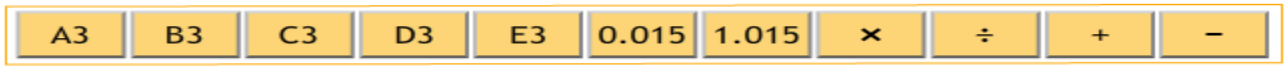
3	2	263.90	40.00		



Drag the tiles to write a formula to find the value of cell D3.

D3 = ☐ ☐ ☐

Drag the tiles to write a formula to find the value of cell E3.

E3 = ☐ ☐ ☐

Submit Answer

PARCC
Partnership for Assessment of Readiness for College and Careers

Isabella's Credit Card
Part B

Isabella owes a balance of $300 on her credit card. She has stopped making purchases with the card, and she plans to make a $40 payment each month until her debt is paid and her credit card balance is $0. The monthly rate is 1.5%, and interest is added each month to the balance that remains.

Fill in the blanks with values to correctly complete the spreadsheet. Use dollar amounts written as decimals rounded to the nearest cent.

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1	Month	Amount owed ($)	Monthly payment ($)	Remaining amount owed after payment ($)	Amount owed after 1.5% interest charge($)
2	1	300.00	40.00	260.00	263.90
3	2	263.90	40.00		
4	3		40.00		

Submit Answer

PARCC
Partnership for Assessment of Readiness for College and Careers

Isabella's Credit Card
Part C

Isabella owes a balance of $300 on her credit card. She has stopped making purchases with the card, and she plans to make a $40 payment each month until her debt is paid and her credit card balance is $0. The monthly rate is 1.5%, and interest is added each month to the balance that remains.

Fill in the blanks based on your calculations. Use dollar amounts written as decimals rounded to the nearest cent.

At the end of the sixth month, how much will Isabella still owe on the credit card?

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What is the amount of Isabella's last payment?

$ [ ]

Submit Answer