Additional PARCCing in the Rear

Hidden PARCCing Spots,
Beyond the Front End

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Changes for 2015-16

Section I

Changes in 2015-16

- One testing window instead of two
- 30 day window instead of 20
- Will take about 90 minutes less testing time (60 minutes math, 30 minutes ELA)
- Reduced number of test units
- More uniform test unit times
- Window will begin March 7th and end at the 90% mark of the school year

	2014-2015			2015-2016		
Grades	ELA	Math	Total	ELA	Math	Total
3	4	4	8	3	3 or 4	6 or 7
4-5	4	4	8	3	3 or 4	6 or 7
6-8	5	4	9	3	3 or 4	6 or 7
High School	5	4	9	3	3	6

P in the Rear

Unit Testing Times
Spring 2016 Administration

Version 1.0
September 16, 2015

Unit Testing Time

Unit testing time is the amount of time that must be provided to all students to complete the unit. Tables 2.1–2.3 show the amount of time for each unit by grade/course and subject. Please note, the total unit testing time for Unit 1 for mathematics in grades 7 and high school includes the time for both non-calculator and calculator sections.

Table 2.1 Unit Testing Times for Grades 3–5

Subject and Grade	Unit	Section	Unit Testing Time (Minutes)
Mathematics Grade 3 Mathematics Grade 4 Mathematics Grade 5	Unit 1	Non-calculator	60
	Unit 2	Non-calculator	60
	Unit 3	Non-calculator	60
	Unit 4	Non-calculator	60
English language arts/literacy (ELA/L) Grade 3*	Unit 1		90
	Unit 2		75
	Unit 3		90
ELA/L Grade 4* ELA/L Grade 5*	Unit 1		90
	Unit 2		90
	Unit 3		90

*Some schools will be selected for field testing in English language arts/literacy. If a school is selected, some students will take an additional unit: a field test task (unit time = 90 minutes). Additional information will be provided to selected schools.

PARCC
Partnership for Assessment of Readiness for College and Careers

Unit Testing Times
Spring 2016 Administration

Version 1.0
September 16, 2015

Table 2.2 Unit Testing Times for Grades 6–8

Subject and Grade	Unit	Section	Unit Testing Time (Minutes)
Mathematics Grade 6 Mathematics Grade 8	Unit 1	Non-calculator	80
	Unit 2	Calculator	80
	Unit 3	Calculator	80
Mathematics Grade 7	Unit 1	Non-calculator	80
		Calculator	
	Unit 2	Calculator	80
	Unit 3	Calculator	80
ELA/L Grade 6* ELA/L Grade 7* ELA/L Grade 8*	Unit 1		110
	Unit 2		110
	Unit 3		90

*Some schools will be selected for field testing in English language arts/literacy. If a school is selected, some students will take an additional unit: a field test task (unit time = 110 minutes). Additional information will be provided to selected schools.

Table 2.3 Unit Testing Times for High School

Subject/Course	Unit	Section	Unit Testing Time (Minutes)
Algebra I Geometry Algebra II Integrated Mathematics I, II, III)	Unit 1	Non-calculator	90
		Calculator	
	Unit 2	Calculator	90
	Unit 3	Calculator	90
ELA/L Grade 9* ELA/L Grade 10* ELA/L Grade 11*	Unit 1		110
	Unit 2		110
	Unit 3		90

*Some schools will be selected for field testing in English language arts/literacy. If a school is selected, some students will take an additional unit: a field test task (unit time = 110 minutes). Additional information will be provided to selected schools.

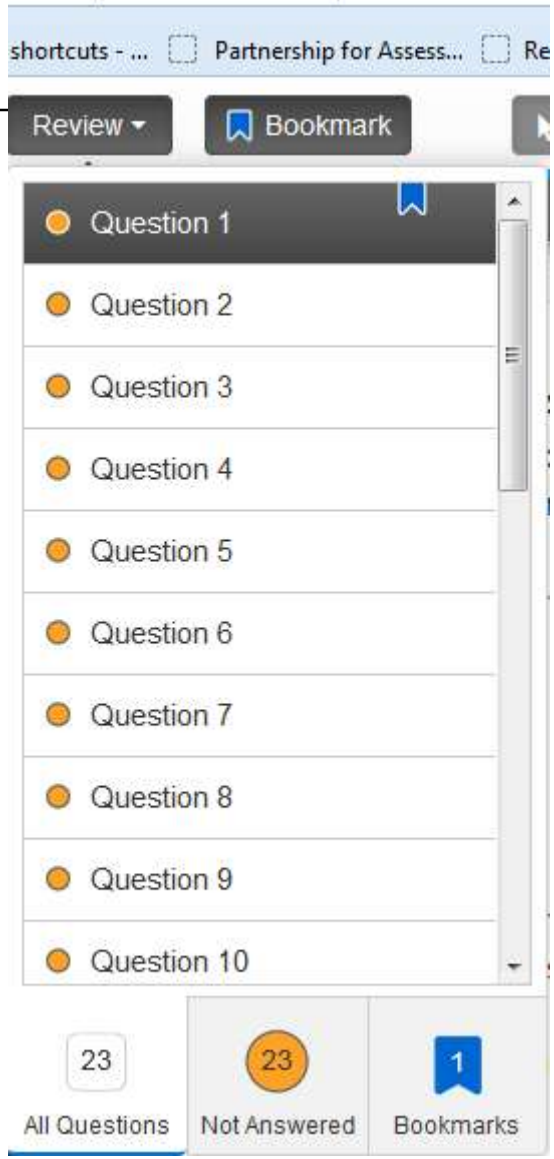
Any other changes?

- Field test will be embedded in the testing window
- No loss of performance tasks (extended tasks and writing responses) except in Algebra II and Integrated Math III (HS)
- Last year's results in late fall
  - November 12th – December 5th for 3rd – 8th
  - November 4th – 20th for High School
  - This coming year quicker turn around time

Computer Test Changes

- "Flag" is now "Bookmark"
- Review screen is dropdown
- Accessibility options (for all) needing a PNP are now:
  - Answer masking
  - General masking
  - Color contrast
  - Text to Speech for Math
  - Human Reader or signer to Math

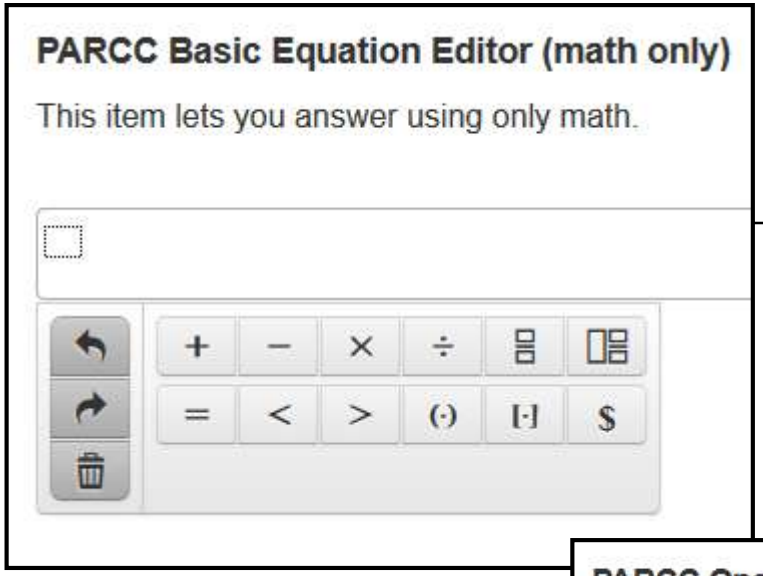
Updated Line Reader Mask Tool

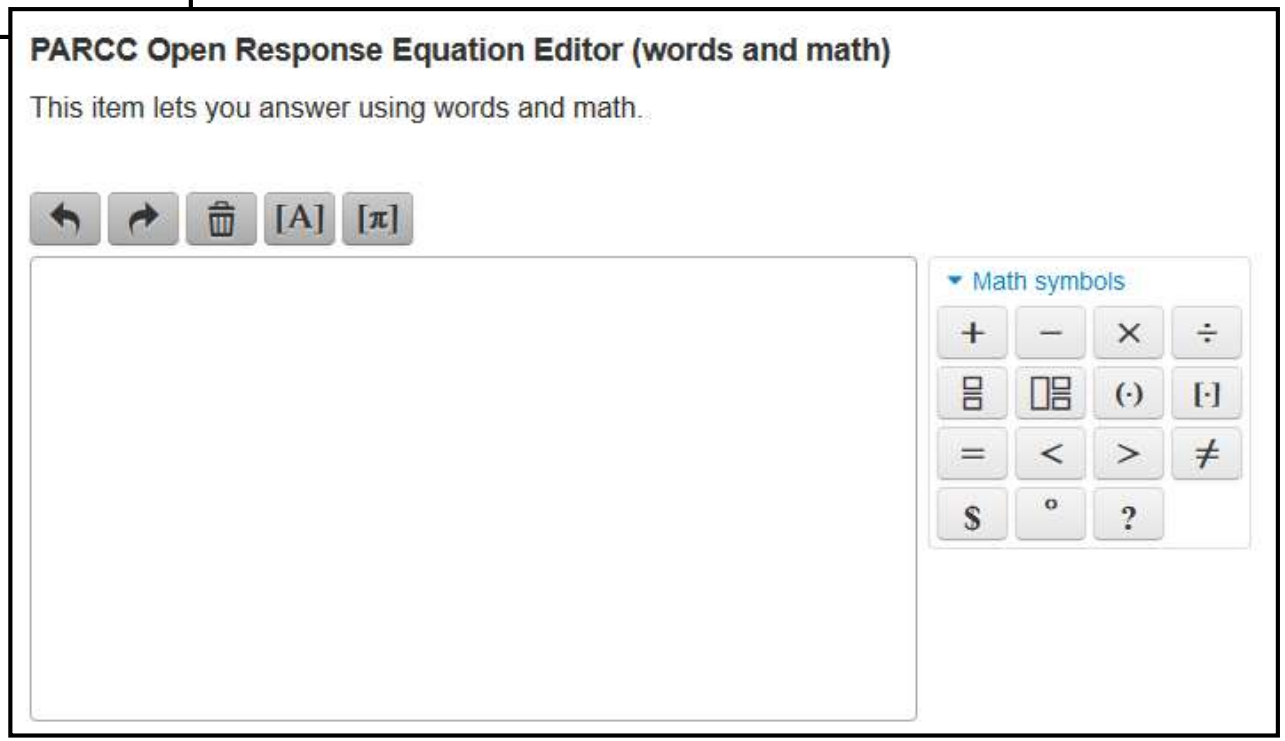


More Changes

- Copy/Paste buttons removed
  - Did not previously work
  - Use Control X/C/V (cut/copy/paste)
- Breaks
  - Medical breaks - Student testing time stops
  - Individual bathroom breaks - Student testing time does NOT stop
  - In-Chair Stretch Break - Student testing time does NOT stop

Equation Editor

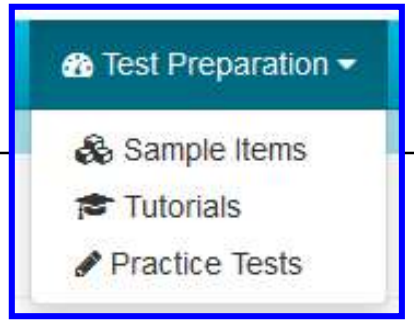




Worth the Review

Section II

Worth the Review



- Practice tests & tutorials
  - At http://parcc.pearson.com/
  - Reflect the new test features & changes
- Math to memorize
  - 3rd No reference sheet (Measure length, estimate volume)
  - 4th No reference sheet (Area and perimeter formulas for rectangles)
  - Continued on following slides…

Reference Sheets

PARCC

Partnership for Assessment of Readiness for College and Careers

Assessment Reference Sheet

Grade 5

1 mile = 5280 feet
1 mile = 1760 yards

1 pound = 16 ounces
1 ton = 2000 pounds

1 cup = 8 fluid ounces
1 pint = 2 cups
1 quart = 2 pints
1 gallon = 4 quarts
1 liter = 1000 cubic centimeters

Right Rectangular Prism	$V = B \times h$ or $V = l \times w \times h$

P in the Rear

PARCC

Partnership for Assessment of Readiness for College and Careers

Assessment Reference Sheet

Grade 6

1 inch = 2.54 centimeters
1 meter = 39.37 inches
1 mile = 5280 feet
1 mile = 1760 yards
1 mile = 1.609 kilometers

1 kilometer = 0.62 mile
1 pound = 16 ounces
1 pound = 0.454 kilograms
1 kilogram = 2.2 pounds
1 ton = 2000 pounds

1 cup = 8 fluid ounces
1 pint = 2 cups
1 quart = 2 pints
1 gallon = 4 quarts
1 gallon = 3.785 liters
1 liter = 0.264 gallons
1 liter = 1000 cubic centimeters

Triangle	$A = \frac{1}{2}bh$
Right Rectangular Prism	$V = Bh$ or $V = lwh$

P in the Rear

PARCC

Partnership for Assessment of Readiness for College and Careers

Assessment Reference Sheet

Grade 7

1 inch = 2.54 centimeters
1 meter = 39.37 inches
1 mile = 5280 feet
1 mile = 1760 yards
1 mile = 1.609 kilometers

1 kilometer = 0.62 mile
1 pound = 16 ounces
1 pound = 0.454 kilograms
1 kilogram = 2.2 pounds
1 ton = 2000 pounds

1 cup = 8 fluid ounces
1 pint = 2 cups
1 quart = 2 pints
1 gallon = 4 quarts
1 gallon = 3.785 liters
1 liter = 0.264 gallons
1 liter = 1000 cubic centimeters

Triangle	$A = \frac{1}{2}bh$
Parallelogram	$A = bh$
Circle	$A = \pi r^2$
Circle	$C = \pi d$ or $C = 2\pi r$
General Prisms	$V = Bh$

P in the Rear

Assessment Reference Sheet

Grade 8

1 inch = 2.54 centimeters
1 meter = 39.37 inches
1 mile = 5280 feet
1 mile = 1760 yards
1 mile = 1.609 kilometers

1 kilometer = 0.62 mile
1 pound = 16 ounces
1 pound = 0.454 kilograms
1 kilogram = 2.2 pounds
1 ton = 2000 pounds

1 cup = 8 fluid ounces
1 pint = 2 cups
1 quart = 2 pints
1 gallon = 4 quarts
1 gallon = 3.785 liters
1 liter = 0.264 gallons
1 liter = 1000 cubic centimeters

Triangle	$A = \frac{1}{2}bh$
Parallelogram	$A = bh$
Circle	$A = \pi r^2$
Circle	$C = \pi d$ or $C = 2\pi r$
General Prisms	$V = Bh$
Cylinder	$V = \pi r^2 h$
Sphere	$V = \frac{4}{3}\pi r^3$
Cone	$V = \frac{1}{3}\pi r^2 h$
Pythagorean Theorem	$a^2 + b^2 = c^2$

High School Assessment Reference Sheet

1 inch = 2.54 centimeters
1 meter = 39.37 inches
1 mile = 5280 feet
1 mile = 1760 yards
1 mile = 1.609 kilometers

1 kilometer = 0.62 mile
1 pound = 16 ounces
1 pound = 0.454 kilograms
1 kilogram = 2.2 pounds
1 ton = 2000 pounds

1 cup = 8 fluid ounces
1 pint = 2 cups
1 quart = 2 pints
1 gallon = 4 quarts
1 gallon = 3.785 liters
1 liter = 0.264 gallons
1 liter = 1000 cubic centimeters

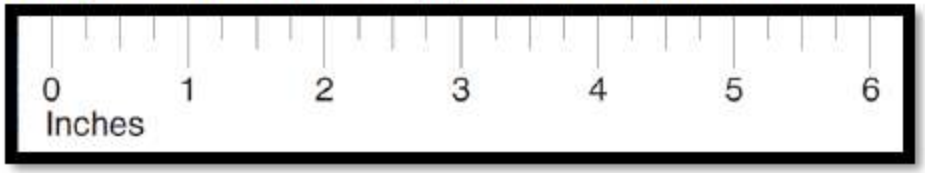
Triangle	$A = \frac{1}{2}bh$
Parallelogram	$A = bh$
Circle	$A = \pi r^2$
Circle	$C = \pi d$ or $C = 2\pi r$
General Prisms	$V = Bh$
Cylinder	$V = \pi r^2 h$
Sphere	$V = \frac{4}{3}\pi r^3$
Cone	$V = \frac{1}{3}\pi r^2 h$
Pyramid	$V = \frac{1}{3}Bh$

Pythagorean Theorem	$a^2 + b^2 = c^2$
Quadratic Formula	$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$
Arithmetic Sequence	$a_n = a_1 + (n-1)d$
Geometric Sequence	$a_n = a_1 r^{n-1}$
Geometric Series	$S_n = \frac{a_1 - a_1 r^n}{1 - r}$ where $r \neq 1$
Radians	$1 \text{ radian} = \frac{180}{\pi}$ degrees
Degrees	$1 \text{ degree} = \frac{\pi}{180}$ radians
Exponential Growth/Decay	$A = A_0 e^{k(t-t_0)} + B_0$

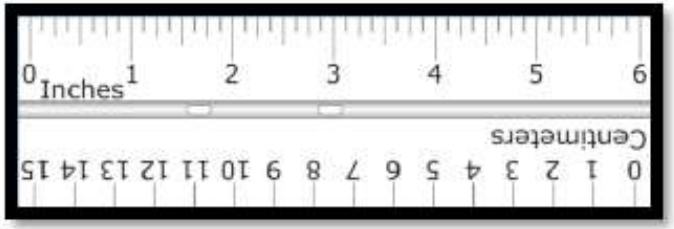
P in the Rear

Math Tools

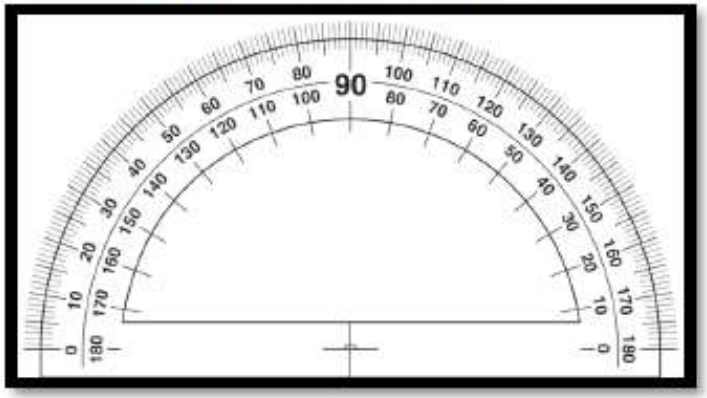
Grade 3 ruler provided on the PARCC paper-based assessments:



Grades 4-8 ruler provided on the PARCC paper-based assessments:

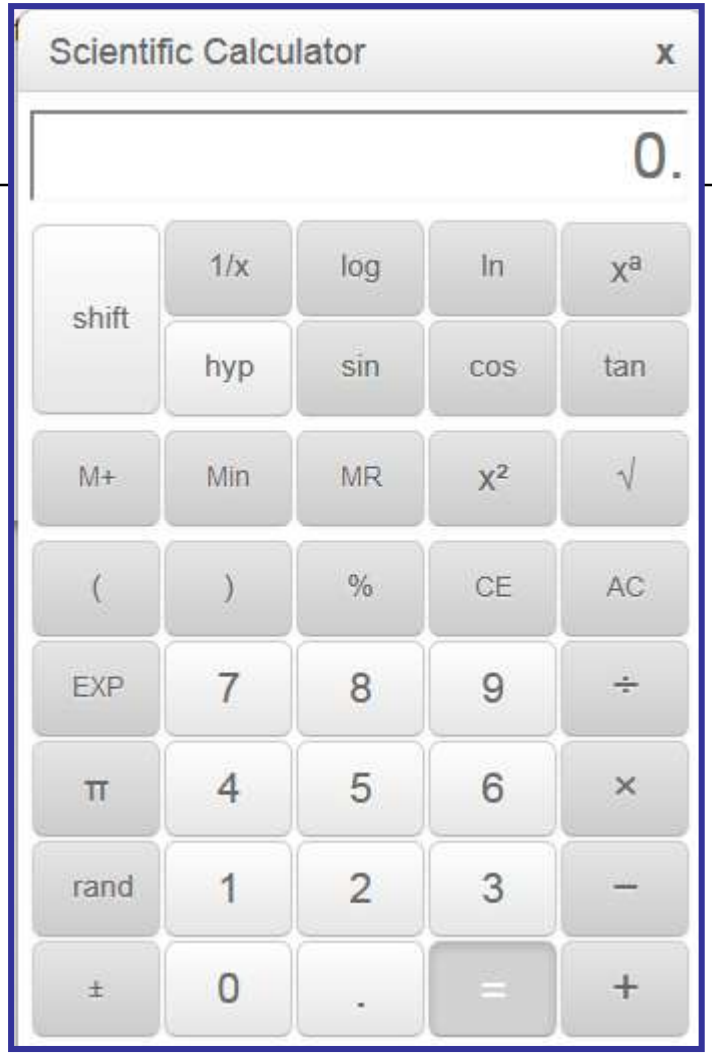


Grade 4-7 protractor provided on the PARCC paper-based assessments:



Math Tools

Grades 6 - 7



Grade 8

High School - TI 84 Graphing Calculator – Not displayed in PARCC practice tests

P in the Rear

Test Make-up & Scoring

Section III

Math Task Types

Overview of PARCC Mathematics Task Types

Task Type	Description	Reporting Categories	Scoring Method	Mathematical Practice(s)	Summative Assessment
Type I	conceptual understanding, fluency, and application	**Sub-Claim A:** Solve problems involving the major content for the grade level **Sub-Claim B:** Solve problems involving the additional and supporting content for the grade level	computer-scored only	can involve any or all practices	EOY and PBA
Type II	written arguments/ justifications, critique of reasoning, or precision in mathematical statements	**Sub-Claim C:** Express mathematical reasoning by constructing mathematical arguments and critiques	computer- and hand-scored tasks	primarily MP.3 and MP.6, but may also involve any of the other practices	PBA only
Type III	modeling/application in a real-world context or scenario	**Sub-Claim D:** solve real-world problems engaging particularly in the modeling practice	computer- and hand-scored tasks	primarily MP.4, but may also involve any of the other practices	PBA only

P in the Rear

Overview of Task Types

- The PARCC assessments for mathematics will involve three primary types of tasks: Type I, II, and III.
- Each task type is described on the basis of several factors, principally the purpose of the task in generating evidence for certain sub claims.

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 • Sub-claims A and B
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 • Sub-claim C
III. Tasks assessing *modeling / applications*	• Each task calls for modeling/application in a real-world context or scenario (MP.4) • Can involve other mathematical practice standards • May include a mix of machine scored and hand scored responses • Sub-claim D

What type question is this - I, II or III?

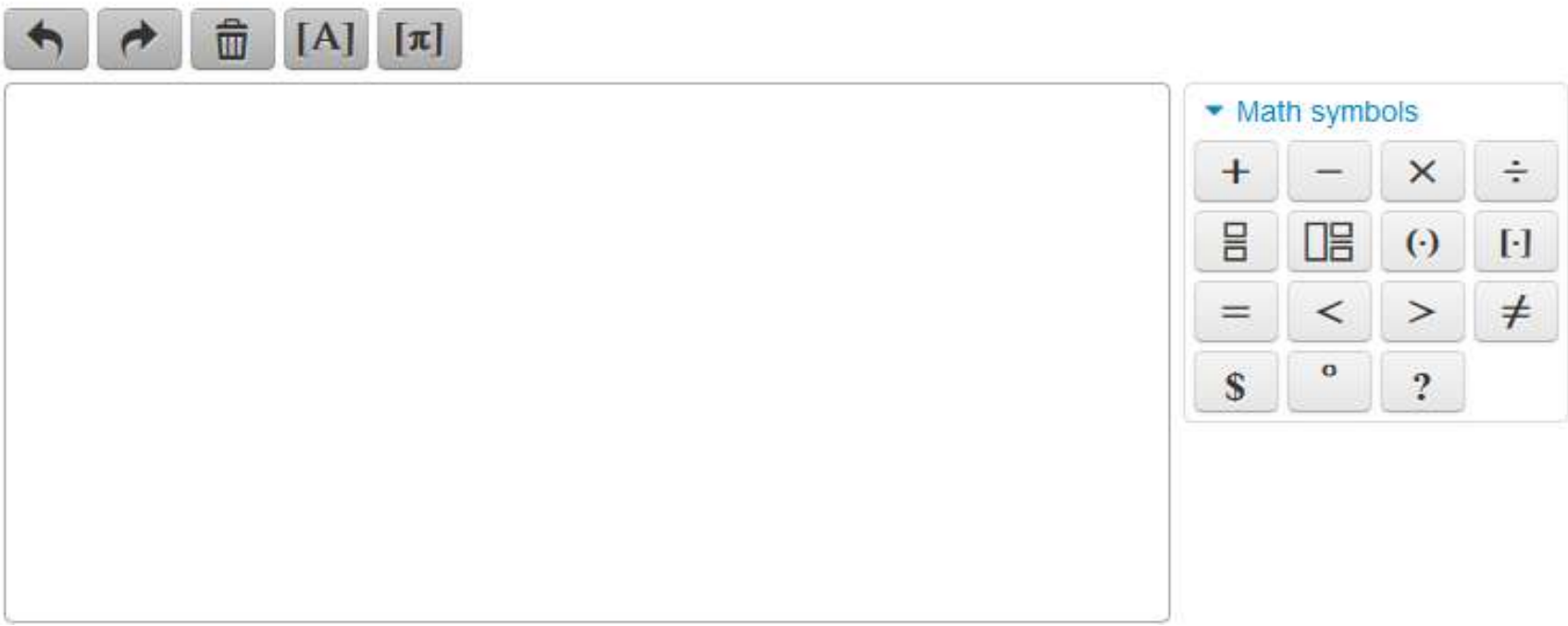
Cindy is finding the quotient for $27 \div 9$. She says, "The answer is 18 because addition is the opposite of division and $9 + 18 = 27$."

Part A

Identify the incorrect reasoning in Cindy's statement.

Enter your explanation in the space provided.

Type II – "Each task calls for written arguments/justifications, critique of reasoning or precision in mathematical statements."



What type question are these - I, II or III?

Gina's bedroom floor is in the shape of a rectangle. It is 10 feet long and 9 feet wide. What is the area of Gina's bedroom floor?

- A. 19 square feet
- B. 38 square feet
- C. 90 square feet

Type I – "Tasks assessing concepts, skills and procedures" … "machine scorable"

Jane bought 24 light bulbs. The light bulbs come in packs of 4.

How many packs of light bulbs did Jane buy?

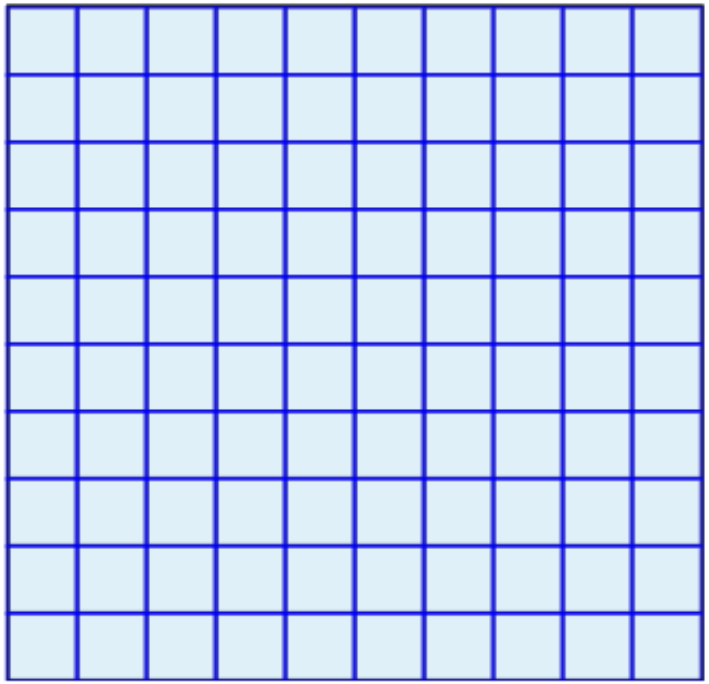
Enter your answer in the box.

What type question is this - I, II or III?

Adam needs to put 19 pictures from Classroom A and 23 pictures from Classroom B on a bulletin board. He wants to display the pictures in an array.

Part A

Select a box for each picture to create an array to represent the pictures on the bulletin board.



Type III – "Each task calls for modeling/application in a real-world context or scenario."

3rd – 8th
Total: 66 points

High School
Total: 81 points

40 points

49 points

14 points

14 points

18 points

12 points

PARCC High Level Blueprints - Mathematics

Math item counts per form*

	Items	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Algebra I	Math I	Geometry	Math II	Algebra II	Math III
	Type I 1 Point	32	26	26	24	24	22	23	23	25	23	21	19
	Type I 2 Point	4	7	7	6	6	5	9	9	8	9	10	11
	Type I 4 Point	-	-	-	1	1	2	2	2	2	2	2	2
	Type II 3 Point	2	2	2	2	2	2	2	2	2	2	2	2
	Type II 4 Point	2	2	2	2	2	2	2	2	2	2	2	2
	Type III 3 Point	2	2	2	2	2	2	2	2	2	2	2	2
	Type III 6 Point	1	1	1	1	1	1	2	2	2	2	2	2
TOTAL	Type I	36	33	33	31	31	29	34	34	35	34	33	32
	Type II	4	4	4	4	4	4	4	4	4	4	4	4
	Type III	3	3	3	3	3	3	4	4	4	4	4	4

*The assessment will also include embedded field-test items which will not count towards a student's score.

Claims Structure*:
Mathematics – Grades 3 - 8

Master Claim: On-Track for college and career readiness. The degree to which a student is college and career ready (or "on-track" to being ready) in mathematics. The student solves grade-level /course-level problems in mathematics as set forth in the Standards for Mathematical Content with connections to the Standards for Mathematical Practice.

Sub-Claim A: Major Content[1] with Connections to Practices
The student solves problems involving the Major Content[1] for her grade/course with connections to the Standards for Mathematical Practice.

26 - 31 points

Sub-Claim B: Additional & Supporting Content[2] with Connections to Practices
The student solves problems involving the Additional and Supporting Content[2] for her grade/course with connections to the Standards for Mathematical Practice.

9 - 14 points

Sub-Claim C: Highlighted Practices MP.3,6 with Connections to Content[3] (expressing mathematical reasoning)
The student expresses grade/course-level appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others, and/or attending to precision when making mathematical statements.

14 points

Sub-Claim D: Highlighted Practice MP.4 with Connections to Content (modeling/application)

The student solves real-world problems with a degree of difficulty appropriate to the grade/course by applying knowledge and skills articulated in the standards for the current grade/course (or for more complex problems, knowledge and skills articulated in the standards for previous grades/courses), *engaging particularly in the Modeling practice*, and where helpful making sense of problems and persevering to solve them (MP. 1),reasoning abstractly and quantitatively (MP. 2), using appropriate tools strategically (MP.5), looking for and making use of structure (MP.7), and/or looking for and expressing regularity in repeated reasoning (MP.8).

12 points

Total Exam :

66 points

[1] For the purposes of the PARCC Mathematics assessments, the Major Content in a grade/course is determined by that grade level's Major Clusters as identified in the *PARCC Model Content Frameworks v.3.0* for Mathematics. Note that tasks on PARCC assessments providing evidence for this claim will sometimes require the student to apply the knowledge, skills, and understandings from across several Major Clusters.

[2] The Additional and Supporting Content in a grade/course is determined by that grade level's Additional and Supporting Clusters as identified in the *PARCC Model Content Frameworks v.3.0* for Mathematics.

[3] Sub-Claim C includes only Major Content.

*Updated September 2014. All points from fluency items in Grades 3 – 6 were reallocated to Sub-Claim A or Sub-Claim B. Updated July 2015 to reflect the shortened test design.

Claims Structure*:
Mathematics – High School

Master Claim: On-Track for college and career readiness. The degree to which a student is college and career ready (or "on-track" to being ready) in mathematics. The student solves grade-level /course-level problems in mathematics as set forth in the Standards for Mathematical Content with connections to the Standards for Mathematical Practice.

Sub-Claim A: Major Content[1] with Connections to Practices
The student solves problems involving the Major Content[1] for her grade/course with connections to the Standards for Mathematical Practice.

21 – 30 points

Sub-Claim B: Additional & Supporting Content[2] with Connections to Practices
The student solves problems involving the Additional and Supporting Content[2] for her grade/course with connections to the Standards for Mathematical Practice.

14 – 21 points

Sub-Claim C: Highlighted Practices MP.3 and 6 with Connections to Content (expressing mathematical reasoning)
The student expresses grade/course-level appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others, and/or attending to precision when making mathematical statements.

14 points

Sub-Claim D: Highlighted Practice MP.4 with Connections to Content (modeling/application)

The student solves real-world problems with a degree of difficulty appropriate to the grade/course by applying knowledge and skills articulated in the standards for the current grade/course (or for more complex problems, knowledge and skills articulated in the standards for previous grades/courses), *engaging particularly in the Modeling practice*, and where helpful making sense of problems and persevering to solve them (MP. 1),reasoning abstractly and quantitatively (MP. 2), using appropriate tools strategically (MP.5), looking for and making use of structure (MP.7), and/or looking for and expressing regularity in repeated reasoning (MP.8).

18 points

Total Exam :

81 points[3]

[1] For the purposes of the PARCC Mathematics assessments, the Major Content in a grade/course is determined by that grade level's Major Clusters as identified in the *PARCC Model Content Frameworks v.3.0* for Mathematics. Note that tasks on PARCC assessments providing evidence for this claim will sometimes require the student to apply the knowledge, skills, and understandings from across several Major Clusters.

[2] The Additional and Supporting Content in a grade/course is determined by that grade level's Additional and Supporting Clusters as identified in the *PARCC Model Content Frameworks v.3.0* for Mathematics.

[3] There are an additional 0-9 points from integrated tasks that will be reported in the Master Claim.

* Updated July 2015 to reflect the shortened test design.

ELA Task Types & Model

- EBSR (Evidence-Based Selected-Response) – Usually Parts A & B, select your response(s)
- TECR (Technology Enhanced Constructed Response) – For example drag & drop
- PCR (Prose Constructed Response) – Essay

- Students read extended literature text
- Students respond to 1 vocabulary item exclusive to the extended literature text
- Students respond to 1-2 EBSR or TECR items exclusive to the extended literature text
- Students read 1 additional literature text
- Students respond to 1 vocabulary item exclusive to text 2
- Students respond to 1-3 EBSR or TECR items exclusive to text 2 and/or items tied to BOTH texts
- Students respond to 1 PCR item

Grade 3

	Task/Item Set	Number of Passages	Claims/Sub-Claims	Number of Points from EBSR/TECR Items	Number of Points from PCR Items
Unit 1	Literary Analysis Task	2	Reading Literary Text	8	3
			Reading Vocabulary	4	0
			Writing: Written Expression	0	9
			Writing: Knowledge of Language and Conventions	0	3
	Literary short passage set	1	Reading Literary Text	6	N/A
			Reading Vocabulary	2	
Unit 2	Research Simulation Task	2	Reading Informational Text	8	3
			Reading Vocabulary	4	0
			Writing: Written Expression	0	9
			Writing: Knowledge of Language and Conventions	0	3
Unit 3	Narrative Writing Task	1	Reading Literary Text	8	0
			Reading Vocabulary	0	0
			Writing Written Expression	0	9
			Writing: Knowledge of Language and Conventions	0	3
	Informational long passage set	1	Reading Informational Text	10	N/A
			Reading Vocabulary	2	
Totals		7		52 Reading	6 Reading 36 Writing

*An additional field test unit will sometimes be embedded in the assessment. PARCC states will determine the implementation of the embedded field test unit.

Grade 4

Unit	Task/Item Set	Number of Passages	Claims/Sub-Claims	Number of Points from EBSR/TECR Items	Number of Points from PCR Items
Unit 1	Literary Analysis Task	2	Reading Literary Text	8	4
			Reading Vocabulary	4	0
			Writing: Written Expression	0	12
			Writing: Knowledge of Language and Conventions	0	3
	Short passage set	1	Reading Literary Text or Reading Informational Text	6	N/A
			Reading Vocabulary	2	
Unit 2	Research Simulation Task	3	Reading Informational Text	12	4
			Reading Vocabulary	4	0
			Writing: Written Expression	0	12
			Writing: Knowledge of Language and Conventions	0	3
Unit 3	Narrative Writing Task	1	Reading Literary Text	8	0
			Reading Vocabulary	0	0
			Writing: Written Expression	0	9
			Writing: Knowledge of Language and Conventions	0	3
	Long passage or Paired passage set	1 or 2	Reading Informational Text or Reading Literary Text	10	N/A
			Reading Vocabulary	2	
Totals		8-9		56 Reading	8 Reading 42 Writing

Grade 5

Unit	Task/Item Set	Number of Passages	Claims/Sub-Claims	Number of Points from EBSR/TECR Items	Number of Points from PCR Items
Unit 1	Literary Analysis Task	2	Reading Literary Text	8	4
			Reading Vocabulary	4	0
			Writing: Written Expression	0	12
			Writing: Knowledge of Language and Conventions	0	3
	Literary short passage set	1	Reading Literary Text	6	N/A
			Reading Vocabulary	2	
Unit 2	Research Simulation Task	3	Reading Informational Text	12	4
			Reading Vocabulary	4	0
			Writing: Written Expression	0	12
			Writing: Knowledge of Language and Conventions	0	3
Unit 3	Narrative Writing Task	1	Reading Literary Text	8	0
			Reading Vocabulary	0	0
			Writing: Written Expression	0	9
			Writing: Knowledge of Language and Conventions	0	3
	Informational long or paired passage set	1 or 2	Reading Informational Text	10	N/A
			Reading Vocabulary	2	
Totals		8-9		56 Reading	8 Reading 42 Writing

Grades 6-11

Unit	Task/Item Set	Number of Passages	Claims/Sub-Claims	Number of Points from EBSR/TECR Items	Number of Points from PCR Items
Unit 1	Literary Analysis Task	2	Reading: Literary Text	8	4
			Reading: Vocabulary	4	0
			Writing: Written Expression	0	12
			Writing: Knowledge of Language and Conventions	0	3
	Long Passage Set	1	Reading: Informational Text or Reading: Literary Text	10	N/A
			Reading Vocabulary	2	
Unit 2	Research Simulation Task	3	Reading: Informational Text	12	4
			Reading: Vocabulary	4	0
			Writing: Written Expression	0	12
			Writing: Knowledge of Language and Conventions	0	3
	Short Passage Set	1	Reading: Informational Text or Reading: Literary Text	6	N/A
			Reading Vocabulary	2	
Unit 3	Narrative Writing Task	1	Reading: Literary Text	8	0
			Reading: Vocabulary	0	0
			Writing: Written Expression	0	12
			Writing: Knowledge of Language and Conventions	0	3
	Paired Passage Set	2	Reading: Major Claim	10	N/A
			Reading: Vocabulary	2	
Totals		10		68 Reading	8 Reading 45 Writing

*An additional field test unit will sometimes be embedded in the assessment. PARCC states will determine the implementation of the embedded field test unit.

Rubrics Available for PCR in Practice Test Areas

Grade 3

This set contains the Narrative Writing Task and the Literary Analysis Task. The Research Task is currently not available due to pending permissions. The task will be added as permissions are granted.

PBA Practice Tests

- Computer-Based Practice Test »
- Paper-Based Practice Test
- Large Print Paper-Based Practice Test
- TTS Practice Test »
- Accommodated Screen Reader Version »
- American Sign Language Version »
- Braille ASCII File (.brf)

EOY Practice Tests

- Computer-Based Practice Test »
- Paper-Based Practice Test
- Large Print Paper-Based Practice Test
- TTS Practice Test »
- Accommodated Screen Reader Version »
- American Sign Language Version »
- Braille ASCII File (.brf)

Additional Materials

- Grade 3 - Generic Rubric

Research Simulation Task and Literary Analysis Task

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	The student response • demonstrates ***full comprehension*** of ideas stated explicitly and/or inferentially by providing an ***accurate*** analysis; • addresses the prompt and provides ***effective*** development of the topic that is ***consistently appropriate*** to task, purpose, and audience; • uses ***clear*** reasoning supported by ***relevant***, text-based evidence in the development of the topic; • is ***effectively*** organized with ***clear and coherent*** writing; • uses language ***effectively*** to clarify ideas.	The student response • demonstrates ***comprehension*** of ideas stated explicitly and/or inferentially by providing a ***mostly accurate*** analysis; • addresses the prompt and provides ***mostly effective*** development of the topic that is ***appropriate*** to task, purpose, and audience; • uses **mostly clear** reasoning supported by ***relevant*** text-based evidence in the development of the topic; • is organized with ***mostly clear and coherent*** writing • uses language that is ***mostly effective*** to clarify ideas.	The student response • demonstrates ***basic comprehension*** of ideas stated explicitly and/or inferentially by providing a ***generally accurate*** analysis; • addresses the prompt and provides ***some*** development of the topic that is ***somewhat appropriate*** to task, purpose, and audience; • uses ***some*** reasoning and text-based evidence in the development of the topic; • demonstrates ***some*** organization with ***somewhat*** coherent writing; • uses language to express ideas with ***some*** clarity.	The student response • demonstrates ***limited comprehension*** of ideas by providing a ***minimally accurate*** analysis; • addresses the prompt and provides ***minimal*** development of the topic that is ***limited in its appropriateness*** to task, purpose, and audience • uses ***limited*** reasoning and text-based evidence; • demonstrates ***limited*** organization and coherence; • uses language to express ideas with ***limited*** clarity.	The student response • demonstrates ***no comprehension*** of ideas by providing an ***inaccurate or no*** analysis. • is ***undeveloped and/or inappropriate*** to the task, purpose, and audience; • includes ***little to no*** text-based evidence; • ***lacks*** organization and coherence; • ***does not*** use language to express ideas with clarity.
Knowledge of Language and Conventions		The student response to the prompt demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There may be a **few minor errors** in mechanics, grammar, and usage, but **meaning is clear**.	The student response to the prompt demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **occasionally impede understanding**, but the **meaning is generally clear**.	The student response to the prompt demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **often impede understanding**.	The student response to the prompt **does not demonstrate command** of the conventions of standard English at the appropriate level of complexity. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding**.

Example: 5th Grade

P in the Rear

Want to Dive Deeper?

- http://www.parcconline.org/assessments/test-design/mathematics/math-test-specifications-documents
  - Evidence Statements and Tables by grade level
  - Informational Guides by Grade Level & MORE
- http://www.parcconline.org/assessments/test-design/ela-literacy/test-specifications-documents
  - Evidence Tables
  - Task Models & MORE
- All PARCC information is available at: http://www.parcconline.org/
- All PARCC Manuals and Tutorials/Practice Tests are available at: http://parcc.pearson.com/

P in the Rear

Score Reporting

Section V

FIRSTNAME4 M. LASTNAME4

Date of Birth: 09/19/2000 ID: 99999999 **Grade: 6**

SAMPLE DISTRICT NAME

SAMPLE SCHOOL ONE NAME

COLORADO

ENGLISH LANGUAGE ARTS / LITERACY

Grade 6 Assessment Report, 2014–2015

This report provides information about how your child performed on the PARCC English language arts/literacy assessment. It shows whether your child met grade-level expectations and if your child is on track for the next grade level.

This test is just one measure of how well your child is performing academically. Other information, such as grades, teacher feedback and scores on other tests will help determine your child's academic strengths and needs.

To learn more about the test, and to view sample questions and practice tests, visit understandthescore.org.

ENGLISH LANGUAGE ARTS / LITERACY PERFORMANCE

Level 3

Your child performed at Level 3 and earned a score of 739

Students performing at levels 4 and 5 met or exceeded expectations.
For a description of each performance level, see page 2.

School average	District average	State average	PARCC average
741	765	745	739

READING

Reading score range: 10 to 90 Your child's score	Average of students just meeting expectations	School average
	50	52
44	District average	State average
	48	45

LITERARY TEXT

In this area, your child did not do as well as students who met the expectations.

Students meet expectations by showing they can read and analyze grade appropriate fiction, drama and poetry.

INFORMATIONAL TEXT

In this area, your child did almost as well as students who met the expectations.

Students meet expectations by showing they can read and analyze grade-appropriate non-fiction, including texts about history, science, art, and music.

VOCABULARY

In this area, your child did as well as or better than students who met the expectations.

Students meet expectations by showing they can use context to determine what words and phrases mean in grade-appropriate texts.

WRITING

Writing score range: 10 to 60 Your child's score:	Average of students just meeting expectations	School average
	35	39
30	District average	State average
	35	31

WRITING EXPRESSION

In this area, your child did not do as well as students who met the expectations.

Students meet expectations by showing they can compose well-developed, organized, and clear writing, using details from what they have read.

KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS

In this area, your child did as well as or better than students who met the expectations.

Students meet expectations by showing they can compose writing using the rules of standard English, including those for grammar, spelling, and usage.

LEGEND

Below Expectations | Nearly Meets Expectations | Meets or Exceeds Expectations

To see selected questions from the test, visit understandthescore.org.

P in the Rear

FIRSTNAME8 M. LASTNAME8

Date of Birth: 05/15/2000 ID: 99999999 **Grade: 9**

SAMPLE DISTRICT NAME

SAMPLE SCHOOL ONE NAME

ILLINOIS

MATHEMATICS

Algebra II Assessment Report, 2014–2015

This report provides information about how your child performed on the PARCC mathematics assessment. It shows whether your child met grade-level expectations and if your child is on track for college and careers.

This test is just one measure of how well your child is performing academically. Other information, such as grades, teacher feedback and scores on other tests will help determine your child's academic strengths and needs.

To learn more about the test, and to view sample questions and practice tests, visit understandthescore.org.

MATHEMATICS PERFORMANCE

Level 5

Your child performed at Level 5 and earned a score of 839

Students performing at levels 4 and 5 met or exceeded expectations.
For a description of each performance level, see page 2.

School average	District average	State average	PARCC average
761	835	758	747

ADDITIONAL INFORMATION ABOUT YOUR CHILD'S MATHEMATICS SCORE

MAJOR CONTENT

In this area, your child did as well as or better than students who met the expectations.

Students meet expectations by solving problems involving rational exponents, writing and interpreting algebraic expressions, rational and radical equations, graphs of functions, creating linear, quadratic, and exponential functions, and making inferences and justifying conclusions from data.

EXPRESSING MATHEMATICAL REASONING

In this area, your child did as well as or better than students who met the expectations.

Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.

ADDITIONAL & SUPPORTING CONTENT

In this area, your child did almost as well as students who met the expectations.

Students meet expectations by solving problems involving the complex number system, rational expressions and functions, systems of equations, trigonometric functions, interpreting data, and probability.

MODELING & APPLICATION

In this area, your child did as well as or better than students who met the expectations.

Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively and strategically using appropriate tools.

For a list of the major and additional content at each grade level, see parcconline.org/math.

LEGEND

Below Expectations | Nearly Meets Expectations | Meets or Exceeds Expectations

To see selected questions from the test, visit understandthescore.org.

P in the Rear

FIRSTNAME8 M. LASTNAME8

Date of Birth: 05/15/2000 ID: 99999999 **Grade: 9**

SAMPLE DISTRICT NAME

SAMPLE SCHOOL ONE NAME

ILLINOIS

MATHEMATICS

Algebra II Assessment Report, 2014–2015

HOW CAN I USE THIS REPORT TO HELP MY CHILD?

Use the report to start a discussion with your child's teacher(s) about his/her academic strengths and areas for improvement. You could ask:

- What can we do at home, in class and at school to help continue building my child's knowledge and skills in areas where he/she exceeds the expectations?
- What can we do at home, in class and at school to help support my child, where the expectations of the grade level were not met?

What are the PARCC tests? The tests measure how well students have learned grade-level material in English language arts/literacy and mathematics. Students who meet or exceed expectations are on track for the next grade level and, ultimately, for college and careers. The tests include questions that measure your child's fundamental skills and knowledge, and require students to think critically, solve problems and support or explain their answers. The test is one of several ways to help parents and teachers understand how well children are learning.

What do the performance levels mean? The performance levels listed below describe how well students met the academic expectations for their grade level.

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

How do the test scores this year compare to those in past years? The knowledge and skills tested this year are different - and in some cases more rigorous - than in the past. If your child's score is different than you expected, meet with your child's teacher to understand what that means and how you can help your child improve his or her performance.

How will my child's school use the test results? Results from the test give your child's teacher information about his/her academic performance. The results also give your school and school district important information to make improvements to the education program and to teaching.

How can I use the mathematics scores? The best way to make sense of these scores is to compare them to the average for students who met the expectations and the average for students in your child's school, district, and state. Also, look at the information below the scores. How is your child doing in each area of mathematics? Ask your child's teacher how you can give your child more opportunities to be challenged and how you can support his/her academic needs.

Probable range. The probable range in the score on this test is plus or minus 3 points. This is the amount of change that would be expected in your child's score if he/she were to take the test many times. Small differences in scores should not be over interpreted.

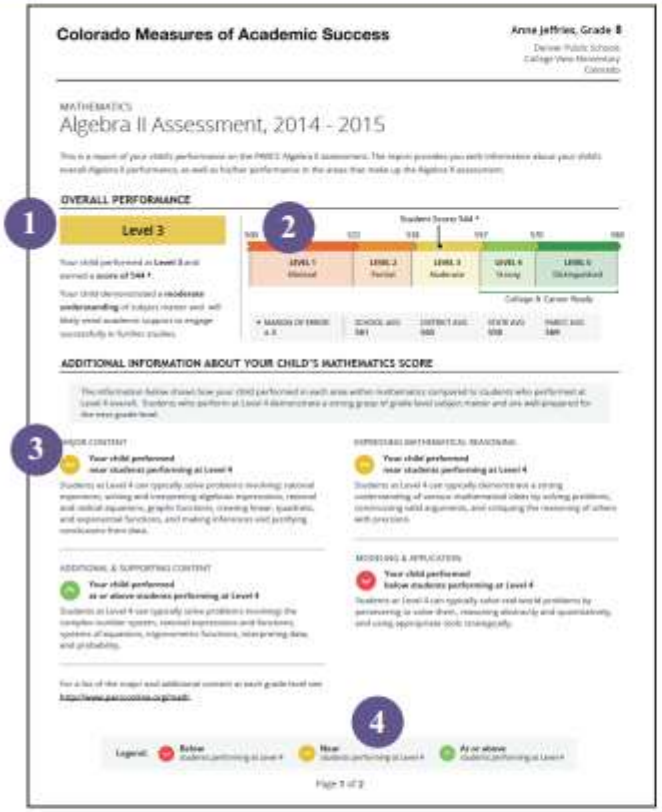
For information and resources, including sample PARCC test questions and the PTA's Guide to Student Success, visit understandthescore.org.

Same for Mathematics and ELA Score Reports

P in the Rear

Parent Guide to the PARCC Assessment Score Report

PARCC



As a parent, you want test results to provide clear and meaningful information about how your student is learning and whether your student is mastering the knowledge and skills needed to succeed in school and in life. The PARCC assessment and score reports were built by educators to do just that.

The reports provide information about your child's readiness. They highlight clear and detailed information about your student's performance on the PARCC English language arts and mathematics assessments. Because these new tests measure grade-level subject knowledge and skills, such as problem solving, critical thinking, and communications, you will know that the performance reflected on the score report is a strong indicator of your student's academic progress and readiness for the next step.

They provide actionable information. The reports are designed to give you relevant information to help you work with teachers and school officials to decide how best to support your student's needs and strengths.

They provide a frame of reference. The score reports provide more information than just a number and overall score; they also break down students' performance in sub-categories of each test. And the report shows how students' progress compares to that of other students in the same grade – at their school, within their district, and across state and national levels.

1 **Student Performance Overview –** Students receive a numerical score and, based on that score, are ranked in five performance levels, with Level 1 indicating the greatest need for improvement and Level 5 indicating the strongest performance. This section of the report provides your student's overall score and performance level for the mathematics test.

2 **Score Comparisons –** Unlike many previous state test score reports, PARCC score reports show how your student is performing compared to students in the same grade at the same school, across the school district, across the state, and across the states administering the PARCC assessment.

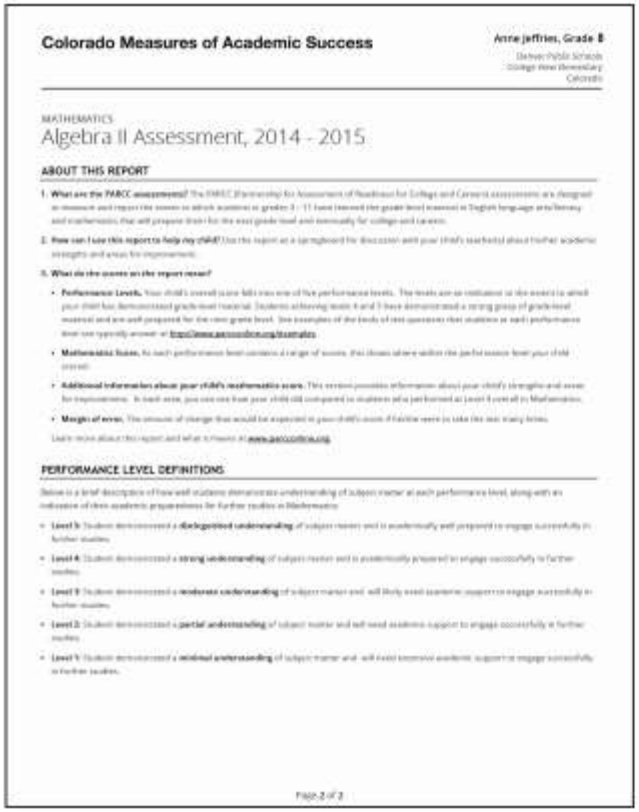
3 **Detailed Breakdowns –** The score report also provides information about your student's performance on specific skills within mathematics, so you can clearly see where your student is excelling or needs improvement. Each area includes a description of the skills that demonstrate a clear understanding of grade-level standards.

4 **Explanatory Icons –** You can quickly see how your student's performance in each area of the test compares with that of students at Level 4, as these students demonstrate a strong grasp of grade-level standards and are well prepared for the next grade.

P in the Rear

The First PARCC Parent Score Report

During the first year of PARCC's administration (2014-2015 school year), you will receive the PARCC score report for your child in the fall. In subsequent years, the goal is to deliver score reports before the end of the current school year. Additional time will be required to prepare the reports in year one because all students' scores must be tabulated to determine score ranges for the five performance levels that help explain how students are performing relative to the standards for their grade level.



Colorado Measures of Academic Success

Anne Jeffries, Grade 8

MATHEMATICS

Algebra II Assessment, 2014 - 2015

ABOUT THIS REPORT

PERFORMANCE LEVEL DEFINITIONS

What now? How the PARCC score reports can be used to enhance your child's education:

- Schools and districts can use the report information to better plan instruction, support, and enrichment for students in the coming year and to strengthen their instructional programs for all students.
- Teachers can use the information to personalize instruction to meet individual student needs.
- Parents can use information to understand their child's needs and strengths and work with their child's school to identify resources to support his or her education.
- It is important to have regular check-ins with teachers to help ensure your child is learning the skills necessary to remain on track.
- If your child is behind in a certain area, work with your child's school and teacher to identify resources for extra help during the summer – for example, summer school, scholastic camps or tutors.
- If your child is excelling in a certain area, work with your child's school and teacher to identify ways to enhance your child's learning and discuss the possibility of advanced coursework for the next school year.

Additional Resources for Parents:

The following resources provide information to help you support your child throughout the school year.

Be A Learning Hero: Tips and resources for math and English http://bit.ly/1ymC1PL

PTA "Parents' Guide to Student Success": An easy-to-use overview of the learning goals and suggested activities for your child in every grade. http://bit.ly/1nO1VkT

P in the Rear

Who scores my child's PARCC exam?

- In order to recruit from a large pool of qualified graders, the testing company advertises for open scoring positions on its corporate website as well as in online and local publications across the country.
- According to PARCC state requirements, only applicants who a have a Bachelor's degree or higher in mathematics, English, education or a related field may be hired.
- Scorers for the mathematics portions of the PARCC assessments hold at least a four-year degree in a related field and have demonstrated the knowledge needed to effectively score responses to math questions.
- Scorers for the English language arts and literacy portions of the PARCC assessments hold at least a four-year degree in English, education, history, psychology, journalism or a related field, and/or teacher certification or other work experience that will enable them to effectively score the literacy analysis, research simulation, or narrative writing tasks found in the PARCC assessments.
- Not all scorers are teachers, but as many as three-quarters have previous teaching experience. Half of all PARCC scorers are current K-12 teachers.

How are scorers trained?

- All PARCC scorers complete extensive training to evaluate student performance on a select and specific group of questions across multiple exams.
- The process of training and scoring PARCC exams on a question-by-question basis ensures that all scorers are well-versed in the subjects and skills that they are scoring. Rather than having a scorer score an entire portion of a student's assessment, they will instead score the same question on hundreds of student exams to ensure that scoring is fair and unbiased for each student's answers.
- During training, scorers and their instructors discuss the question and rubric and analyze several pre-scored sample answers to understand why the answers received certain grades.
- Scorers then must score two sets of practice answers, which they must pass in order to be deemed eligible to score that set of specific questions.
- Pearson instructors train each scorer for the questions they will be responsible for evaluating. Training for each question can take from three to four hours to several days, depending on the question.

How is the PARCC test scored?

- First, each student is assigned an identification number.
- Student answers are then separated and sorted question-by-question and sent to the scorers that have been trained and qualified to score that particular question. This maintains student anonymity and allows scorers to become experts in scoring one question at a time.
- Scorers work out of more than a dozen scoring centers across the country, and from their homes. There are strict procedures in place to protect test security.
- Scorers assign points to each answer. Depending on the question, up to six points could be available.
- Each scorer has a binder for each question with the scoring rubric and examples of pre-scored answers that they can use to compare their scoring against the guide that was prepared by educators.
- To ensure that scorers are maintaining accuracy standards throughout the scoring process, scorers will routinely be given pre-scored answers along with unscored answers. A scorer's evaluations must match the "true" scores at least 70 percent of the time.
- When a scorer's accuracy declines, they receive additional training on the test question. If a scorer cannot maintain consistency and accuracy, their previous scores are all put back into the system for re-scoring.

PearsonAccess Next

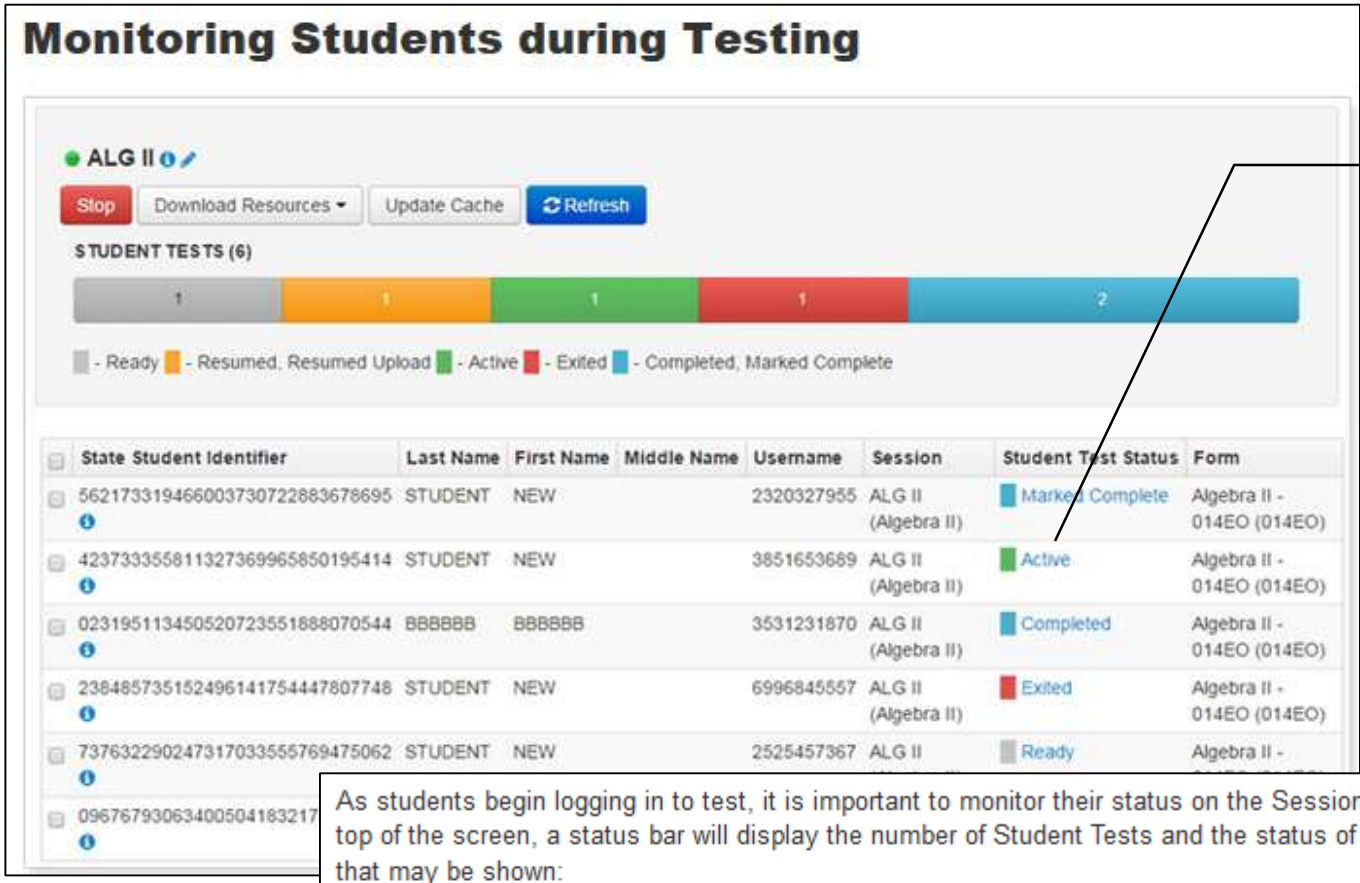
Beyond Start, Resume & Stop

Section IV

Early Warning System

- Saves locally if connectivity is lost
- Error 1004 – PAN unable to save response file – browse and give location
- Error 1009 – Unable to download test content from server – retry or exit test
- Error 1008 – Unable to send final responses to testing server – retry or exit test to save responses locally and work with your tech support to get them uploaded

Monitoring Students during Testing



Click a student's status to see real time testing progress

As students begin logging in to test, it is important to monitor their status on the Session Details page of PearsonAccess^{next}. At the top of the screen, a status bar will display the number of Student Tests and the status of those tests. Below are the possible statuses that may be shown:

- **Ready**: The student has not logged into TestNav
- **Resumed**: An exited student test has been resumed and the student may log back into TestNav
- **Resumed Upload**: An exited student test has been resumed and the student may log back into TestNav. This status indicates that TestNav will prompt for a saved student response file.
- **Active**: The student is currently logged into TestNav
- **Exited**: The student has exited out of TestNav
- **Completed**: The student has completed the test and student responses have been submitted to Pearson
- **Marked Complete**: A student's test may be marked complete if they will not be returning to test

A student in **Exited** status will need to be resumed in order to log back into TestNav. To resume a student test, check the box next to the student's name and select **Resume Student Tests** from the **Tasks** drop-down menu option.

Use the **Refresh** button to update student statuses. To view a student's progress on a test, click on their status and a window will open to display how many questions they have visited and answered.

Student Progress Window

Student Test & Item Progress

Total Items (23)

23

- Answered - No Reponse Required - Visited - Remaining

#	Section	Sequence	Visited	Answered	Last Update
1	1	1		✔	03/10/2015 10:21:56 AM
2	1	2		✔	03/10/2015 10:24:43 AM
3	1	3		✔	03/10/2015 10:26:15 AM
4	1	4		✔	03/10/2015 10:34:52 AM
5	1	5		✔	03/10/2015 10:37:06 AM
6	1	6		✔	03/10/2015 10:53:00 AM
7	1	7		✔	03/10/2015 10:53:02 AM
8	2	1		✔	03/12/2015 10:21:45 AM

Anything else?

- Can take test units and have students take make-up tests out of order
- Eliminated seal codes
- Make sure this year you've chosen 2015-16
- Your login needs to be reactivates by your test coordinator
- Most logins will require a password reset

Tech Skills Tidbits

Section VI

Technology Skills for Computer-Based Assessment

Please note that all skills begin in grade 3 (unless otherwise noted), and that the complexity of tools may vary by grade. This list is subject to change as it is based on the currently available tools. See the PARCC Tools, Accessibility Features, and Accommodations Available for Student Practice document for more information about resources available for practicing these skills:
http://www.parcconline.org/sites/parcc/files/parcc-tools-accessibility-features-and-accommodations-available-for-student-practice.pdf

	Technology Skill for Online Assessments	Notes/Examples
General Navigation	Ability to use and find navigation buttons	login, logout, username, password, save and resume, quit
	Basic pointer skills and selection with mouse	clicking and moving a mouse / clicking and moving on a tablet
	Tabbed browsing	familiarity with using tabbed browsing similar to the function used in browsers
	Keyboarding	using a keyboard to compose and edit a response; cut/copy/paste using keyboard shortcuts (ctrl+x, ctrl+c, ctrl+v)
	Scrolling	using scroll bars horizontally, vertically, possibly within a page
	Using an onscreen video/audio player	using online video and audio players to access multimedia content
Universal Access Features	Magnifier/zoom features	familiarity with Universal Access features to magnify or zoom
	Pop-up glossary	familiarity with Universal Access features to define words
	Background/text color	familiarity with Universal Access features to alter background and text color when needed
	Text-to-speech (TTS)	familiarity with Universal Access features specifically using Text-to-Speech
	Answer masking	familiarity with Universal Access features for reducing available response options
General Answering	Constructed response and fill in the blank (limited and unlimited characters)	using finite space to fill in a blank or using a text box that will grow as you type, and knowing the difference between the two
	Eliminate choice	ability to use strikethrough or other answer eliminating tools
	Line reader/line guide	use of a digital line guide to aide in reading text on a screen
	Drag and drop	understanding of individual drag and drop versus infinite cloner drag and drop objects
	Hot spots	understanding that clicking on certain parts of a picture/diagram may yield more information or provide answer selections
	Drop down menus	using drop down menus for selection purposes
	Highlighting text	ability to use mouse/pointer to highlight text in an on-screen environment
	Writing tools	text box with scroll bar for extended text entry; ability to use basic formatting features (e.g. font, size, bold, italics, underline, bulleting, numbering) and cut/copy/paste using keyboard shortcuts (ctrl+x, ctrl+c, ctrl+v)
Math Tools	Bar graphs	manipulating bars
	Graphs	manipulating points, line segments, functions and shading
	Interactive number lines	using slide bars and/or clicking to plot points
	Manipulating shapes	click, drag, resize, rotate, invert
	Using fraction models	ability to manipulate fraction models in a digital environment (e.g. highlight sections, change the number of sections)
	Simulations	familiarity with online simulations
	Exhibit / key (starts in grade 5)	ability to use a key to assist in answering a question (e.g. using formula sheets)
	Equation editor (grade band specific)	use of an online equation editor, preferably HTML based
	Ruler with inches (starts in grade 3)	use of an on screen ruler (by 1/4 in. grade 3, by 1/8 in. grades 4 and 5)
	Protractor (starts in grade 4)	use of a protractor on-screen to measure an angle (and select and drag a ray to make an angle of a given size)
	Ruler with centimeters (starts in grade 4)	use of an on screen ruler to measure lengths
	Calculator - 4 function w/ square root and percent (grades 6 & 7)	use of a basic non-scientific calculator on-screen
	Calculator - scientific (starts in grade 8)	use of a scientific calculator on-screen
	Calculator - TI Graphing (starts with Math I, II, III Algebra I, II, Geometry)	use of a graphing calculator on-screen

Teaching These Skills

- PARCC Tutorials & Practice Tests cover most of them if students have basic computer familiarity.
- More problematic areas include:
  - Typing Skills
  - Paragraph & Essay Writing
  - Use of the online Equation Editor
  - Manipulating Math Tools

P in the Rear

Mathematics

- Use of the online Equation Editor
  - Use the PARCC Practice Test Equation Editor for problems during math class.
  - You may also want to use these equation editors:
    - Daum Equation: http://s1.daumcdn.net/editor/fp/service_nc/pencil/Pencil_chromestore.html
    - Online LaTeX Equation Editor: http://www.codecogs.com/latex/eqneditor.php
    - Microsoft Word (older versions): http://www.uwec.edu/help/word03/equation.htm
    - Microsoft Word (newer versions):

    https://support.office.com/en-us/article/Where-is-Equation-Editor-6eac7d71-3c74-437b-80d3-c7dea24fdf3f
- Many math manipulatives available online for practice. Our district list of sites is at:

  http://www.epd86.org/index.php/85-assessmentcoord/819-math-manipulatives

ELA: Typing & Essays

- Typing practice is a must.
  - Our district online free typing practice links are at: http://www.epd86.org/index.php/82-web-links-level-2/742-typing
  - Offline, Tux Typing is free typing software you can install http://tux4kids.alioth.debian.org/tuxtype/
  - On a Chromebook, get the free app "Typing Tutor" from the Chrome Store. (Search: Typing Tutor) https://chrome.google.com/webstore/
  - Do not assume that if a student can write an essay with pencil and paper, they can do so on a computer. They need to practice indenting, wrapping, spacing, etc.

P in the Rear

Information & Thanks to:

- PARCC Online: http://www.parcconline.org
- The PARCC Pearson Portal: http://parcc.pearson.com/
- ISBE's PARCC Information: http://www.isbe.net/assessment/parcc.htm
- Jamey Baiter's PARCC Technology Bulletins from ISBE
- ISBE's Assessment Update Webinars