Shifting Gears
Using the CCSS, PARCC, NGSS and Educator Evaluation to Improve Student Achievement

Diagram:
- Gear labeled "Common Core" connected to "PARCC" and "Educator Evaluation"
- Gear labeled "Student Achievement" driven by the other two gears
Moving From ASK to PARCC

Immediate Changes:

- We have completed a pilot program for 5th grade and grades 3 to 6 will start in March, 2015.
- Paper/pencil to computer.
- Testing to take place twice a year, not once.
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.
CCSS: 3 Shifts in ELA/Literacy

1. Building knowledge through content-rich nonfiction.

2. Reading, writing, and speaking grounded in evidence from text, both literary and informational.

3. Regular practice with complex text and its academic language.
How do you develop your assessments?

Claims
Design begins with the inferences (claims) we want to make about students.

Evidence
In order to support claims, we must gather evidence.

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

• PARCC utilizes Evidence-Centered Design
Assess Your Assessments

- 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.
STUDENT PERSPECTIVE

- Use of technology vs. pencil/paper.
- Assessed twice a year vs. once.
- A more vigorous/demanding assessment.
- Students will be using the PARCC practice site in order to familiarize themselves with PARCC.
Flower gardens (grade 3)

The picture shows Mark’s flower garden.

Fill in the blank to make a fraction that represents the part of Mark’s garden that is covered with flowers.

\[
\frac{6}{\square}
\]

Which letter represents this fraction’s location on the number line?

A B C D E

0 \hspace{1cm} 1

Your answer: \[
\square
\]
Fractions on the number line (grade 3)

Drag a fraction to match each location on the number line.

\[\frac{3}{6}, \frac{3}{4}, \frac{1}{4}, \frac{4}{4}, \frac{2}{4}, \frac{1}{6}\]

[Diagram of a number line with arrows and fractions to match]
Instruction needs to reflect PARCC demands.
PARCC readiness needs to start immediately.
Formal PARCC training for examiners has begun: 5th grade pilot program, afterschool faculty & PDP meetings, release of PARCC resources, formal training at NBR for all examiners.
Many teachers will be examiners.
Instructional Components

- This is the area we need to continue to focus upon and perhaps rethink our current instructional practices and where we may need to modify them in order to be successful with PARCC.

- Problem solving, critical thinking and reasoning, higher level components, etc.

  The days of just gathering or finding information will not suffice. Now students must be able to put this information to use.
**SCHEDULING PERSPECTIVE**

- Two assessment periods: March/April and May/June, 20 days each.
- Students in Grades 3 through 6 will be assessed: 380 students.
- A morning and afternoon test period can be offered.
- Each grade level should be able to complete all test sections in three days (plus additional time for make-ups/technical issues).
FACILITIES PERSPECTIVE

- Four main areas can serve as assessment centers: the two computer labs and two classrooms using our COWS.
- Classrooms and resource areas will serve as small group assessment centers.
- Testing does interrupt the normal school day. However, it trumps what we normally do.
PARCC Resources

• Draft Generic Rubrics
  Developed for the scoring of the 3 Prose Constructed Response on the summative assessments. The language is aligned to the CCSS, the writing evidences, and the content specific performance-level descriptors for grade 3, grades 4-5, and grades 6-11. Use the rubrics to score classroom writings, score final written essays, help students edit and revise their work, demonstrate the criteria for excellence for specific writing skills, and create their own classroom rubrics or other formative assessment tools.

http://parcconline.org/sites/parcc/files/Grade3CondensedRubric.pdf
http://parcconline.org/sites/parcc/files/Grade4-5-ELACondensedRubricFORANALYTICANDNARRATIVEWRITING.pdf
http://parcconline.org/sites/parcc/files/Grade6-11-ELACondensedRubricFORANALYTICANDNARRATIVEWRITING.pdf
http://www.parcconline.org/practice-tests

Http://practice.parcc.testnav.com/#

PARCC@support.pearson.com
PARCC Resources

- Sample Items on the Technology Platform
- Educators can try the items across all grade levels to develop an understanding of the assessment’s range of rigor, item types and functionalities.
- [http://parcconline.org/computer-based-samples](http://parcconline.org/computer-based-samples)
Questions/Concerns??

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6/15/14