Objectives

1. To gain a better understanding of the PARCC Assessment

2. To explore sample PARCC test items
PARCC Assessment Overview
What is PARCC?

Partnership for Assessment of Readiness for College and Careers

- Common assessments fully aligned to the K-12 Illinois Learning Standards in English Language Arts & Math
- Emphasizes academic rigor, critical thinking, problem solving and college and career readiness for all students
PARCC Components

- Performance Based Assessment (PBA)
  - Occurs approximately after 75% of the school year (March 9 - April 3)
  - Literacy/English Language Arts - focus on writing effectively when analyzing text
  - Math - focus on solving multi-step problems by applying skills and conceptual understanding
PARCC Components

● End of Year Assessment (EOY)
  ○ Occurs approximately after 90% of the school year (April 27-May 22)
  ○ Literacy/English Language Arts - focus on reading comprehension
  ○ Math - focus on key content areas and demonstration of fact fluency
PARCC Components

- Students will spend approximately 6.5 to 7.5 hours on the PARCC test depending on grade
  - Not taken in one sitting
  - Assessment is broken into 2 parts (PBA & EOY), each part includes several units
    - Each unit can be completed in approximately 40-60 minutes
## How is PARCC different than ISAT?

<table>
<thead>
<tr>
<th>ISAT</th>
<th>PARCC</th>
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<tbody>
<tr>
<td>Paper/Pencil Test</td>
<td>Computer Based Test</td>
</tr>
<tr>
<td>Students tested once per year</td>
<td>Students tested twice per year</td>
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<td>Not focused on critical thinking</td>
<td>Faster results (in the future)</td>
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<tr>
<td>Primarily “bubble tests” with some constructed response</td>
<td>Comprehensive critical thinking and problem solving tasks</td>
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<tr>
<td>Results received after the school year ends</td>
<td>Assesses whether students are on track for success in college and careers</td>
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PARCC Results Will...

- Assist teachers in supporting students
- Inform parents and students on progress toward “on track” college and career readiness
- Inform schools and districts on curriculum, instructional and professional development needs
PARCC Results Will Not...

- Impact student’s grades
- Retain Students
What is D46 Doing to Prepare?

- ISBE Technology Readiness survey
- Preparing the infrastructure
- Preparing the devices (desktop computers, laptop computers and chromebooks)
- PARCC Field Testing (2013-2014)
- Aligning Curriculum to the New IL Learning Standards
- Professional development for teachers in close reading and math shifts
- PARCC Training for staff members
- Instructing students according to new shifts in standards
Technology Skills

- The tests will use technology to determine student understanding in authentic ways
  - Drag and drop
  - Shade text
  - Cut and past
  - Move items
  - Use of math tools (Online calculators for 6-11)
  - Graphing tools
  - Type written responses in ELA and Math
Parent Actions which Support Student Preparation

- Support your children with homework
- Encourage your children to read
- Expose your children to different kinds of texts
- Talk with your child about what they read
- Practice fluency with math facts
- Encourage real-life problem solving
- Explain/discuss the process for problem solving
- Encourage your child to justify their reasoning
- Practice typing and use other technology tools when applicable
Sample Questions: ELA

Read the passage from “The Cricket and the Cougar” and answer the questions.

from “The Cricket and the Cougar”

by Katherine Chandler

1 One day the cougar was out walking in the woods. As he was stepping near an old rotten log, he heard a tiny voice say, “Oh, please don’t step there. That’s my house, and with one step more you will destroy it.”

2 The cougar looked down and saw a little cricket sitting on the log. He roared, “And is it you, weak little creature, that dares to tell me where to step? Don’t you know that I am king of the beasts?”

3 “You may be king of the beasts, but I am king of my house, and I don’t want you to break it down, king or no king.”

4 The cougar was amazed at such daring. “Don’t you know, you weakling, that I could kill you and your house and all your relatives with one blow of my paw?”

5 “I may be weak, but I have a cousin no bigger than I am, who can master you in a fight.”

6 “O-ho! o-ho!” laughed the cougar. “Well, little boaster, you have that cousin here to-morrow, and if he does not master me, I’ll crush you, and your house, and your cousin all together.”
Part A
What is the meaning of the word **master** as it is used in paragraphs 5 and 6?

- A. understand
- B. conquer
- C. befriend
- D. frighten

Part B
Which detail from the story best supports the answer to Part A?

- A. “Don’t you know that I am king of the beasts?”
- B. “Well, little boaster, you have that cousin here to-morrow…”
- C. “Then he felt a stinging. ‘Oh, oh!’ he roared, ‘get out of my ear!”
- D. “The cricket sat on a log and looked on.”
Today, you will read two stories titled “Johnny Chuck Finds the Best Thing in the World” and “Me First.” As you read, think about the actions of the characters and the events of the stories. Answer the questions to help you write an essay.

Old Mother West Wind and the Sandwitch both try to teach important lessons to characters in the stories.

Write an essay that explains how Old Mother West Wind’s and the Sandwitch’s words and actions are important to the plots of the stories. Use what you learned about the characters to support your essay.

Read the story titled “Johnny Chuck Finds the Best Thing in the World.” Then answer the questions.

Johnny Chuck Finds the Best Thing in the World

by Thornton Burgess

1. Old Mother West Wind had stopped to talk with the Slender Fir Tree.

2. “I’ve just come across the Green Meadows,” said Old Mother.
Sample Questions: Math

Part A

A teacher has 24 feet of rope for 18 students to hold as they walk to the park. The students are placed an equal distance apart from each other. The teacher is holding one end of the rope. What is the distance, in feet, that each student should be from the next student?

A. \( \frac{2}{3} \)

B. \( \frac{3}{4} \)

C. \( \frac{4}{3} \)

D. \( \frac{3}{2} \)

Part B

Each of the three other classrooms has different lengths of rope and different class sizes. The teachers in those classrooms also use the ropes with their students. The students are placed an equal distance apart from each other. The teacher is holding one end of the rope.

For each classroom, what is the distance, in feet, that each student should be from the next person?

Drag and drop each number into the correct box.

<table>
<thead>
<tr>
<th>Class</th>
<th>Description</th>
<th>Distance Between Students</th>
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<tbody>
<tr>
<td>W</td>
<td>20 students in class 25-foot rope</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>16 students in class 18-foot rope</td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>24 students in class 22-foot rope</td>
<td></td>
</tr>
</tbody>
</table>

Options: \( \frac{3}{4} \), \( \frac{5}{4} \), \( \frac{9}{8} \), \( \frac{11}{3} \), \( \frac{11}{12} \)
On Saturday, Craig rode his bike $\frac{5}{8}$ of a mile. On Sunday, he rode his bike $\frac{1}{2}$ of a mile. Craig added $\frac{5}{8}$ and $\frac{1}{2}$ to find the total distance, in miles, he rode his bike on the two days. Craig said $\frac{5}{8} + \frac{1}{2} = \frac{6}{10}$ and plotted $\frac{6}{10}$ on this number line.

- Explain why Craig’s answer is not reasonable.
- Find the total distance, in miles, Craig rode on his bike on Saturday and Sunday.
- Explain how to use the number line to show your answer is correct.

Enter your answer and explanations in the space provided.
Activity:
Come to the Media Center to try some PARCC Sample Tests!
Parent Resources

- Illinois State Board of Education: PARCC
- New Illinois Learning Standards
- PARCC Test Tutorial
- PARCC Sample Items
- PARCC Practice Tests
- PARCC Games