



Agenda

- I. Welcome and Introduction
- II. An Overview of the Common Core State Standards
- III. ELA Shifts- Common Core in the Reading Classroom
- IV. Preparing for PARCC
 - A. Timeline
 - B. Samples
 - C. Q &A
- V. Ice Cream Sundae Bar



PARCC

- Partnership for Assessment of Readiness for College and Career




PARCC's Fundamental Advance

PARCC is designed to *reward quality instruction aligned to the Common Core State Standards*, so the assessment is worthy of preparation rather than a distraction from good work.




PARCC's Core Commitments to ELA/Literacy Assessment Quality

- **Questions Worth Answering:** Sequences of questions that draw students into deeper encounters with texts are the norm (as in an excellent classroom), rather than sets of random questions of varying quality.
- **Texts Worth Reading:** The assessments use authentic texts worthy of study instead of artificially produced or commissioned passages.
- **Better Standards Demand Better Questions:** Instead of reusing existing items, PARCC is developing custom items to the Standards.
- **Fidelity to the Standards:** PARCC evidence statements are rooted in the language of the Standards so that expectations remain the same in both instructional and assessment settings.




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

1. PARCC builds a staircase of text complexity to ensure students are on track each year for college and career reading.
2. PARCC rewards careful, close reading rather than racing through passages.
3. PARCC systematically focuses on the words that matter most—not obscure vocabulary, but the academic language that pervades complex texts.



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


4. PARCC focuses on students rigorously citing evidence from texts throughout the assessment.
5. PARCC includes 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. PARCC requires writing to sources rather than writing to de-contextualized expository prompts.
7. PARCC also includes rigorous expectations for narrative writing, including accuracy and precision in writing in later grades.



Shift 3: Building knowledge through content rich nonfiction

8. PARCC assesses not just ELA but a full range of reading and writing across the disciplines.
9. PARCC simulates research on the assessment, including the comparison and synthesis of ideas across a range of informational sources.






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

SO...

Two standards are always in play—whether items are focused on reading or writing. These standards are:

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



Three Innovative Item Types That Showcase Students' Command of Evidence with Complex Texts

- **Evidence-Based Selected Response**

- Two part question
- Asks students to show evidence from the text that supports the answer they provided to the first question.

- **Technology-Enhanced Response**

- Uses technology to capture student comprehension of texts in authentic ways
- drag and drop, cut and paste, shade text, move items to show relationships

- **Prose Constructed Responses**

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



Grade 3, Item #1—Part A

The article includes these details about Eliza's life:

- She wrote newspaper articles to tell others about what she saw in Alaska to inform those who had not been there. (paragraph 1)
- She wrote the first guidebook about Alaska. (paragraph 1)
- She was the first woman to work at the National Geographic Society, where she wrote many articles and books. (paragraph 11)


What do these details help show about Eliza?

- a) They show that she shared the benefits of her experiences with others.*
- b) They show she had many important jobs during her lifetime, but becoming a photographer was one of her proudest moments.
- c) They show that her earlier travels were more exciting than the work she did later in her life.
- d) They show that she had a careful plan for everything she did in her life.



Grade 3, Item #1—Part B

Ideas from paragraphs 1 and 11 were used to help you learn about Eliza. Click on two other paragraphs that include additional support for the answer in Part A. There are more than two paragraphs that include additional support, but you need to only choose two.



Grade 3, Item #2—Part A

Which statement best describes how the events in paragraphs 13 through 15 are related to each other?

- a) They explain how Washington, D.C., would change if cherry trees were planted around the city.
- b) They show that Eliza found a new way to get cherry trees planted in Washington, D.C.*
- c) They compare the ways Eliza and Mrs. Taft tried to add beauty to Washington, D.C.
- d) They describe how Mr. Takamine gave Eliza the idea to bring cherry trees to Washington, D.C.



Grade 3, Item #2—Part B

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

- a) “When they bloomed, the trees became clouds of pink blossoms.”
- b) “She kept trying for more than twenty years!”
- c) “She wrote a letter to the president’s wife, Mrs. Taft.”*
- d) With the help of Mr. Takamine, a generous Japanese scientist, they had the trees sent from Japan.



Grade 5, Item # 2

Choose the two correct main ideas and drag them into the empty box labeled “Main Ideas.” Then choose one detail that best supports each main idea. Drag each detail into the empty box labeled “Supporting Details.”

Possible Main Ideas	Possible Supporting Details
Jonathan has his own 1000-yard zipline.	"In fact, as a tree house architect, Jonathan has built more than 380 custom tree houses across the United States."*
Jonathan is an experienced tree house builder.*	"Jonathan's love of tree-house living began when he was a kid."
Jonathan works carefully so that tree houses do not hurt the trees.*	"It was the most fun I ever had."
Jonathan lived in a tree house when he was in college.	"I build a tree house so it helps the tree,' he says."*
Jonathan advises readers to learn the names of trees.	"Walk in the woods and learn the different trees. Spend time climbing and learn how to do it safely."
Jonathan once built a house in a crab apple tree.	"One of his favorite names is 'Ups and Downs.'"

Main Ideas	Supporting Details



Grade 3, Item #3

You have read two texts about famous people in American history who solved a problem by working to make a change.

Write an article for your school newspaper describing how Eliza and Carver faced challenges to change something in America.

- In your article, be sure to describe in detail why some solutions they tried worked and others did not work.
- Tell how the challenges each one faced were the same and how they were different.



Understanding PARCC

- Question and Answer Session