



**Title I Meeting**  
**September 26, 2013**  
**The Meeting House**  
**Columbia, Maryland**

# Aligning Instruction and Assessment

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 is Different About PARCC's Development Process?

- PARCC states first developed the Model Content Frameworks to provide guidance on key elements of excellent instruction aligned with the Standards.
- Then, those Frameworks informed the assessment blueprint design.

*So, for the first time. . .*



- PARCC is communicating in the same voice to teachers as it is to assessment developers!
- PARCC is designing the assessments around exactly the same critical content the standards expect of teachers and students.

# PARCC's Core Commitment to Quality

- **Focus:** focus strongly on where the Standards focus. Students will have more time to master concepts at a deeper level.
- **Instructional Shifts** are at the heart of the PARCC Design.
- **Better Standards Demand Better Questions:** custom items developed to the Standards.
- **Fidelity to the Standards:** rooted in the language of the Standards so that expectations remain the same in both instructional and assessment settings.

# PARCC's Core Commitment to Quality

- **Questions Worth Answering:** Sequences of questions that draw students into deeper encounters with texts, rather than sets of random questions of varying quality.
- **Problems worth doing:** Multi-step problems, conceptual questions, applications, and substantial procedures
- **Texts Worth Reading:** authentic texts worthy of study instead of artificially produced or commissioned passages.



# What Are the Shifts at the Heart of PARCC Design (and the Standards)?

## In English Language Arts:

- 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.

# What Are the Shifts at the Heart of PARCC Design (and the Standards)?

## In Mathematics:

- 1. Focus: Aligned** with the **focus** of the Standards, resulting in a variety of problem types and assessment of a concept in multiple ways
- 2. Coherence: Think** across grades, and **link** to major topics within grades—informed by multi-grade progressions.
- 3. Rigor:** In major topics, pursue **conceptual understanding**; procedural skill and **fluency**; and **application**

# TECHNOLOGY

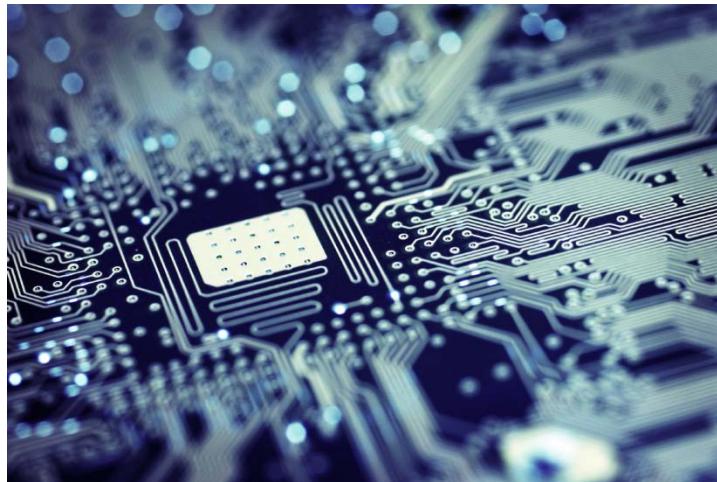


- Technology enhancements supporting **accessibility** (e.g., the ability to hover over a word to see and/or hear its definition, etc.)
- **Transformative formats** making possible what can not be done with traditional paper-pencil assessments (e.g., simulations to improve a model, game-like environments, drawing/constructing diagrams or visual models, etc.)
- Getting **beyond the bubble** and avoiding drawbacks of traditional selected response such as guessing or choice elimination.



# TECHNOLOGY

- 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.



# What We Know from the PARCC Prototypes

- Multiple steps
- Opportunity for partial credit
- Use of technology
- Increased rigor
- Model authentic instruction
- Item Analysis





## THE PARCC ASSESSMENT

[PARCC Assessment Design](#)

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## The PARCC Assessment

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PARCC's next-generation assessment system will provide students, educators, policymakers and the public with the tools needed to identify whether students — from grade 3 through high school — are on track for postsecondary success and, critically, where gaps may exist and how they can be addressed well before students enter college or the workforce.

[Click here](#) to find PARCC Advances in Assessment and Sample Items.

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## FEATURED RESOURCES

### PARCC Publishes Features and Glossary

PARCC published answers to Frequently Asked Questions and a Glossary of frequently used PARCC assessment terms and definitions. [Read more >>](#)

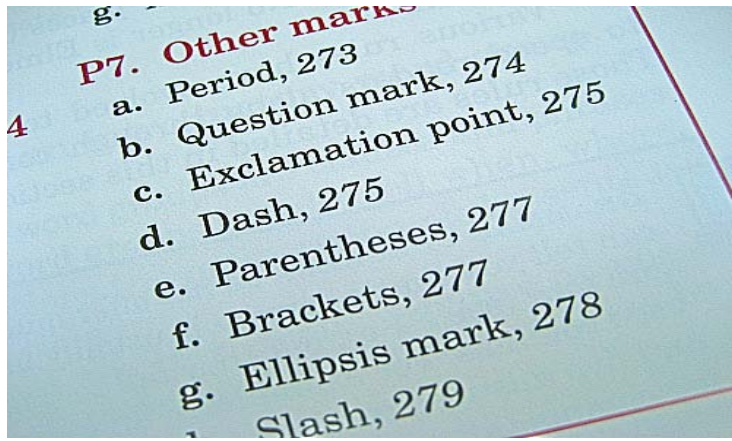
### PARCC Accessibility Features and Accommodations Manual

On June 26, 2013, the PARCC Governing Board approved policies in the first edition of the PARCC Accessibility Features and Accommodations Manual. The manual will undergo a number of iterations,... [Read more >>](#)

## LATEST NEWS

### PARCC Technology Bundle RFP

Washington, D.C. - September 10, 2013 - The Partnership for Assessment of Readiness for College and Careers (PARCC), a 20-state consortium working



# English Language Arts/Literacy



# Grade 3—End of Year Assessment

## SAMPLE ITEM

Read all parts of the question before responding

### 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 detail 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.”

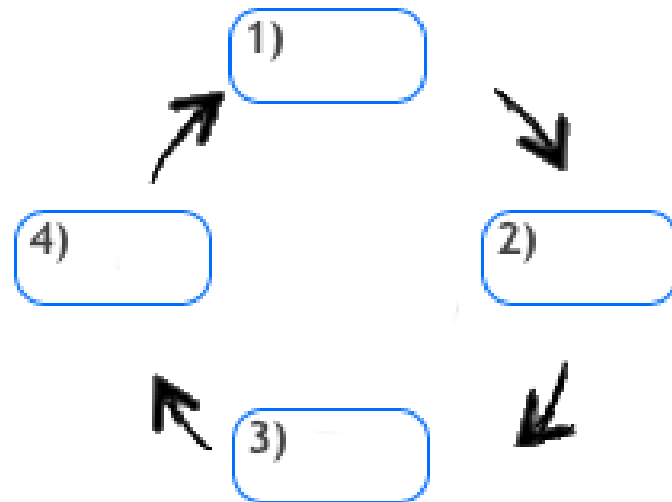
# Grade 3—End of Year Assessment

## SAMPLE 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:

Egg  
Adult  
Pupa  
Larva









## SAMPLE ITEM

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

<b>Claims</b>	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 evidence 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.



# Grade 10—Literary Analysis (Vocabulary)

## SAMPLE ITEM

### Part A

What does the word *vanity* mean in these lines from the text “ Daedalus and Icarus ” ?

“ Proud of his success, the foolish Icarus forsook his guide, and, bold in vanity, began to soar ” (lines 348-350)

- |                                       |  |
|---------------------------------------|--|
| <input type="checkbox"/> a. arrogance | <input type="checkbox"/> b. fear       |
| <input type="checkbox"/> c. heroism   | <input type="checkbox"/> d. enthusiasm |

### Part B

Which word from the lines of text in Part A best helps the reader understand the meaning of *vanity*?

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> a. proud   | <input type="checkbox"/> b. success |
| <input type="checkbox"/> c. foolish | <input type="checkbox"/> d. soar    |

# Inclusion of Actual Text Passages

## Grade 4 Sample Items - Passage #1

Read the story *Kira-Kira* by Cynthia Kadohata. Then answer the questions to gather more ideas for the character description you will write upon completing this task.

### **Kira-Kira** by Cynthia Kadohata

- 1 My sister, Lynn, taught me my first word: *kira-kira*. I pronounced it *ka-a-ahhh*, but she knew what I meant. *Kira-Kira* means “glittering” in Japanese. Lynn told me that when I was a baby, she used to take me onto our empty road at night, where we would lie on our backs and look at the stars while she said over and over, “Katie, say *kira-kira, kira-kira*.” I loved that word! When I grew older, I used *kira-kira* to describe everything I liked: the beautiful blue sky, puppies, kittens, butterflies, colored Kleenex.
- 2 My mother said we were misusing the word; you could not call a Kleenex *kira-kira*. She was dismayed over how un-Japanese we were and vowed to send us to Japan one day. I didn’t care where she sent me, so long as Lynn came along.
- 3 I was born in Iowa in 1951. I know a lot about when I was a little girl, because my sister used to keep a diary. Today I keep her diary in a drawer next to my bed.
- 4 I like to see how her memories were the same as mine, but also different. For instance, one of my earliest memories is of the day Lynn saved my life. I was almost five, and she was almost nine. We were playing on the empty road near our house. Fields of tall corn stretched into the distance wherever you looked. A dirty gray dog ran out of the field near us, and then he ran back in. Lynn loved animals. Her long black hair disappeared into the

# Item Analysis of Prototypes

- Item Advances
- Rationale for answer choices
- Alignment with CCSS and with PARCC assessment claims and evidence statements
- Scoring points and rationale

**Sample Items for Grade 6: Excerpt from *Julie of the Wolves* by Jean Craighead George**

**Sample Item 1: Questions and Standards**

**Part A Question:** Which statement best describes the central idea of the text?

a. Miyax is far from home and in need of help. \*

b. Miyax misses her father and has forgotten the lessons he taught her.

c. Miyax is cold and lacks appropriate clothing.

d. Miyax is surrounded by a pack of unfriendly wolves.

**Sample Item 1: Advances and Answers**

**Part A Item Advances:** The skills of reading carefully, making inferences, and applying understanding of a text are essential for college and career readiness. This Evidence-Based Selected-Response question allows students to demonstrate comprehension of the central idea of the text: Miyax is lost far away from her home and needs help from the wolves to survive. The item advances assessment by asking students to offer proof of their answer as demonstrated by the inclusion of a Part B.

Answering this complex item will help prepare students for the culminating activity in this Narrative Task—writing an original story to continue where the passage ended.

**Part A Answer Choice Rationales:** Option A is correct, as the text focuses on the fact that Miyax has become lost far from home and needs food to survive. Her best chance of getting food is to make friends with the wolves. Option B is incorrect, although Miyax misses her father, she has not forgotten the lessons she learned from him. In fact, those lessons are what give her the idea to seek food from the wolves. Option C is incorrect because although the Miyax is in a cold environment, she is wearing a parka. Option D is incorrect, although Miyax is near the wolves, there is no indication they are unfriendly or threatening. In fact, to her they represent a chance of surviving her situation.

**Part B Item Advances:** Part B of this Evidence-Based Selected-Response question takes the item in a new direction that calls for students to show the evidence they used to help them determine the central idea of the text. Part B asks students to identify a sentence from the text that best helps develop the

**Part B Question:** Which sentence best helps develop the central idea?

a. "Miyax pushed back the hood of her



# Mathematics

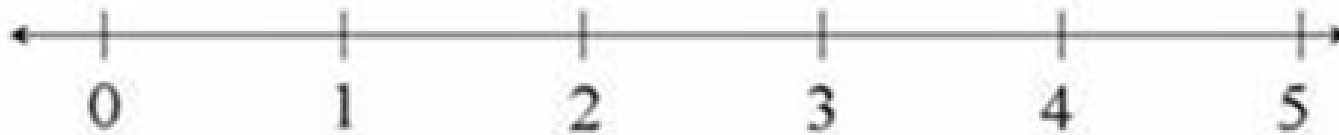


# Grade 3 Mathematics

## SAMPLE ITEM

Drag each fraction to the correct location on the number line.

●      ●      ●  
 $\frac{1}{2}$     $\frac{3}{2}$     $\frac{6}{2}$



The fraction number line task is adapted from a task available at <http://illustrativemathematics.org>.

[Reset](#)

### For More Item Specific Information

 PARCC Math Sample Problems\_GR3\_Frac-Num-LineV2.pdf

<http://parconline.org/samples/mathematics/grade-3-mathematics>

# Grade 3 Mathematics (Fluency)

## SAMPLE ITEM

Click on all the equations that are true.

$8 \times 9 = 81$

$54 \div 9 = 24 \div 6$

$7 \times 5 = 25$

$8 \times 3 = 4 \times 6$

$49 \div 7 = 56 \div 8$

**For More Item Specific Information**



PARCC Math Sample Problems\_GR3FluencyV2.pdf



The Tasty Treats Cake Factory bakes cakes to sell for a grocery chain. Each cake is weighed to see how close it is to the factory's target weight of 30 ounces. The scale shows how close the cake's weight is to the target. The scale will display:

- A positive number if the cake's weight is over 30 ounces.
- A negative number if the weight is less than 30 ounces.



The table shows two readings from the scale on Tuesday.

Cake	Reading
F	-5 oz.
G	-3 oz.

Which of the following statements is true?

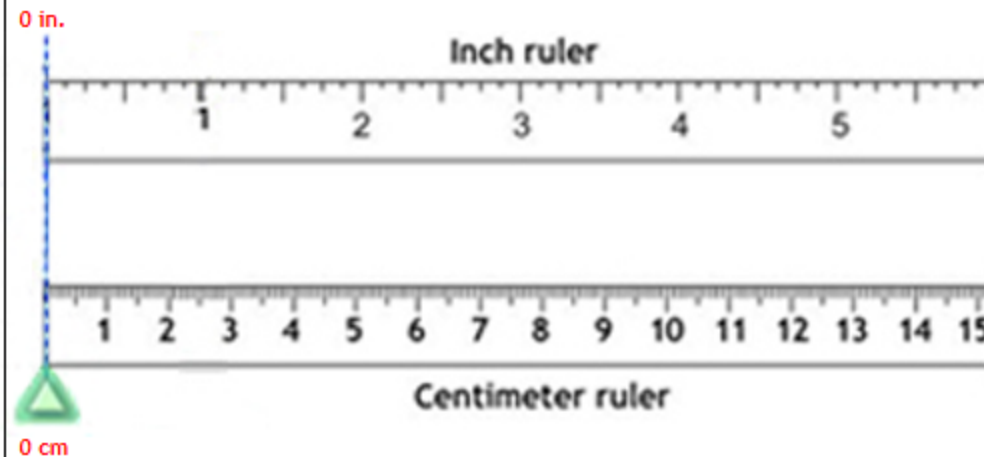
- Cake F weighs less than Cake G because  $-5 < -3$ .
- Cake F weighs more than Cake G because  $-5 < -3$ .
- Cake F weighs less than Cake G because  $-3 < -5$ .
- Cake F weighs more than Cake G because  $-3 < -5$ .

On Wednesday, the factory records the weights of 5 cakes. The reading with the largest absolute value belongs to:

- The cake that weighs the least.
- The cake that weighs the most.
- The cake that is closest to the target weight.
- The cake that is furthest from the target weight.

## SAMPLE ITEM

Drag the slider to explore the relationship between the number of inches and the number of centimeters.



Select all of the statements that accurately represent the relationship between the number of inches and the number of centimeters.

- The ratio of centimeters to inches is 1 to 2.54.
- The ratio of centimeters to inches is 2.54 to 1.
- $i = 2.54c$ , where  $i$  represents the number of inches and  $c$  represents the number of centimeters
- $c = 2.54i$ , where  $i$  represents the number of inches and  $c$  represents the number of centimeters
- For every centimeter, there are 2.54 inches.
- For every inch, there are 2.54 centimeters.

# PARCC Accessibility Features and Accommodations

- ✓ PARCC Accessibility Features and Accommodations Manual, First Edition
- ✓ Frequently Asked Questions on the Manual
- ✓ Teacher PARCC Brochure for Students with Disabilities
- ✓ Parent PARCC Brochure for Students with Disabilities
- ✓ White Paper





## THE PARCC ASSESSMENT

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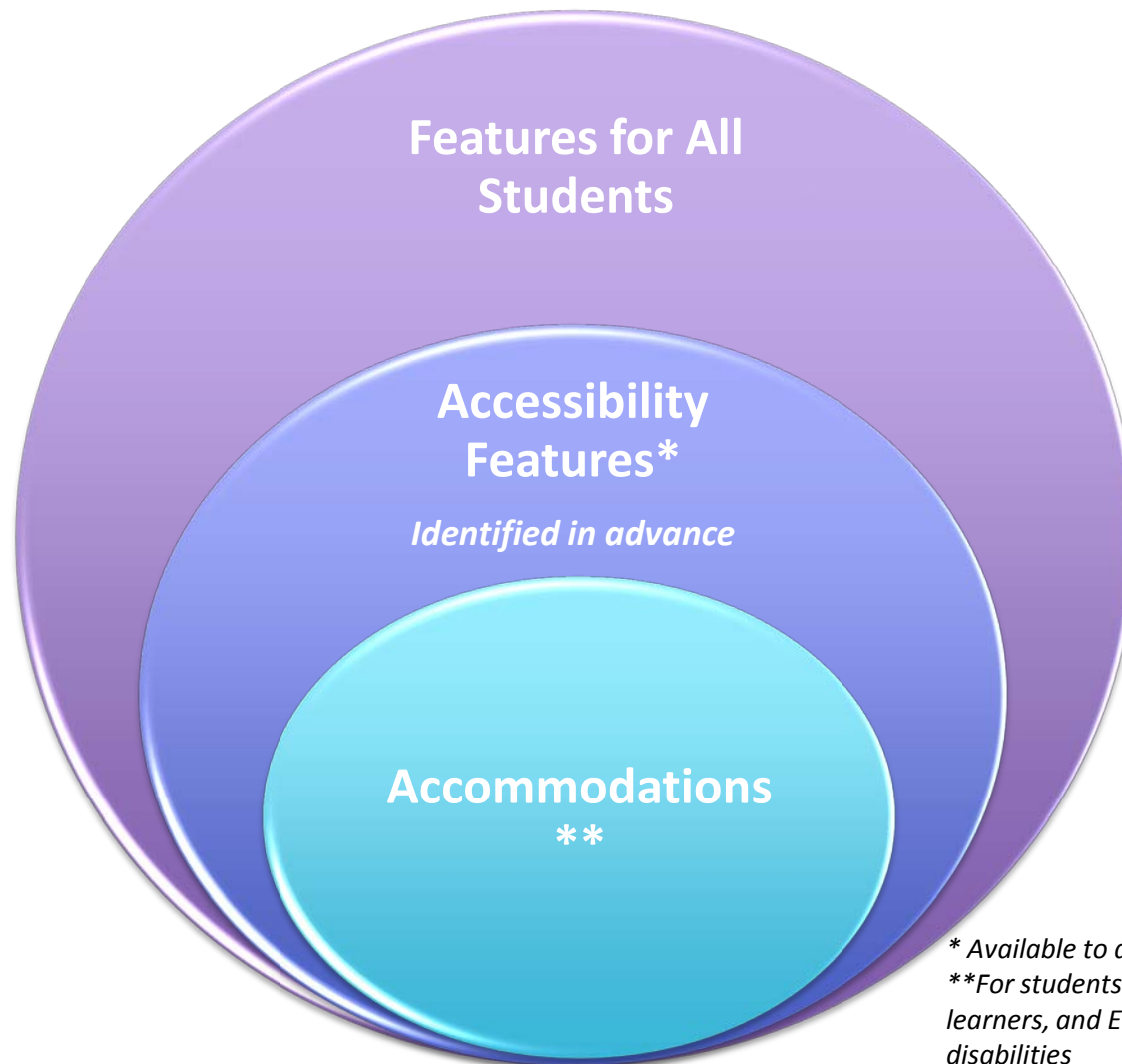
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# PARCC Comprehensive Accessibility Policies



*\* Available to all participating students*  
*\*\*For students with disabilities, English learners, and English learners with disabilities*

# Accessibility Features for All Students

- ✓ Tool, support, scaffold, or preference that is built into the assessment system that can be activated by *any student*, at his or her own discretion.
- ✓ Universal Design features expected to benefit a diverse array of students and are available to all students.
- ✓ Provided onscreen, stored in a toolbar, or are accessible through a menu or control panel, as needed.
- ✓ During the assessment, students can choose which accessibility features they need for specific items. Examples include: audio amplification, highlighting, pop-up glossary, etc.



# Accessibility Features for All Students

## Accessibility Features for All Students

**Audio Amplification**

**Eliminate Answer Choices**

**Flag Items for Review**

**Highlight Tool**

**Headphones**

**Magnification/Enlargement Device**

**NotePad**

**Pop-Up Glossary**

**Spell Checker**

**Writing Tools**

**Blank Paper** *(provided by test administrator)*

**General Administration Directions Clarified** *(by test administrator)*

**General Administration Directions Read Aloud and Repeated** *(by test administrator)*

**Redirect Student to Test** *(by test administrator)*

# Accessibility Features Identified in Advance

- ✓ **Available to all students** (i.e., not limited to students with IEPs, 504 plans, or English learners), but will be selected and “turned on” by school-based educators prior to the assessment, **based on each student’s Personal Needs Profile (PNP)**.
- ✓ Based on each student’s individual needs, a PNP is created for the student to ensure that he or she receives appropriate access without the distraction of other tools and features that are *not* required by the student.
- ✓ Although school-based educators will enable specific accessibility features for students, the student will decide whether or not to use the feature. These accessibility features will be readily available on the computer-delivered testing platform.

# Accessibility Features Identified in Advance

## Accessibility Features Identified in Advance

**Answer Masking**

**Background/Font Color (Color Contrast)**

**General Masking**

**Line Reader Tool**

**Text-to-Speech for the Mathematics Assessments**

# Administrative Considerations for All Students

Principals may determine that any student may require one or more of the following test administration considerations, regardless of the student's status as a student with a disability or who is an English learner:

- ✓ Small group testing
- ✓ Frequent breaks
- ✓ Time of day
- ✓ Separate or alternate location
- ✓ Specified area or seating
- ✓ Adaptive and specialized equipment or furniture



# **Proposed Accommodations for Students with Disabilities**

# Presentation Accommodations

Content Area	Presentation Accommodations
<b>ELA/Literacy</b>	<ul style="list-style-type: none"><li>•Text-to-Speech or Video of a Human Interpreter for the ELA/Literacy Assessments, including items, response options, and passages*</li><li>•Braille Edition of ELA/Literacy Assessments<ul style="list-style-type: none"><li>•(Hard-copy braille tests and refreshable braille displays for <i>ELA/Literacy</i>)</li></ul></li><li>•Closed-Captioning of Multimedia Passages on the ELA/Literacy Assessments</li><li>•Descriptive Video</li></ul>
<b>Mathematics</b>	<ul style="list-style-type: none"><li>•Video of a Human Interpreter for the Mathematics Assessments for a Student Who is Deaf or Hard of Hearing</li><li>•Braille Edition of Mathematics Assessments<ul style="list-style-type: none"><li>•(Hard-copy braille tests for <i>Mathematics</i>)</li></ul></li></ul>
<b>Both Content Areas</b>	<ul style="list-style-type: none"><li>•Additional Assistive Technology (Guidelines available fall 2013)</li><li>•Tactile Graphics</li><li>•Video of a Human Interpreter for Test Directions for a Student Who is Deaf or Hard of Hearing</li></ul>

# Response Accommodations

Content Area	Response Accommodations
<b>ELA/Literacy</b>	Scribing or Speech-to-Text (i.e., Dictation/Transcription or Signing) for constructed responses on the English Language Arts/Literacy Assessments*
	Word prediction on the ELA/Literacy Performance-Based Assessment*
<b>Mathematics</b>	Calculation Device and Mathematics Tools* (on Non-calculator Sessions of Mathematics Assessments)
<b>Both Content Areas</b>	Additional Assistive Technology (Guidelines available fall 2013)
	Braille note-taker
	Scribing or Speech-to-Text (i.e., Dictation/Transcription or Signing) for the Mathematics assessments, and for selected response items on the English Language Arts/Literacy assessments



# **Proposed Accommodations Policies for English Learners**



# Proposed Guidance on Selecting Accommodations for English Learners

**When selecting accommodations for English learners, consider the student's:**

- 1. Level of English language proficiency (ELP) on the state ELP test**
  - Beginning, Intermediate, or Advanced
- 2. Literacy development in the native language**
  - Native language literacy
  - Interrupted schooling/literacy background
- 3. Background factors that impact effective accommodations use**
  - Grade/age
  - Affective filter (i.e., level of student anxiety/comfort with English)
  - Time in U. S. schools

# Accommodations for English Learners

**KEY for Table 5 below:**

- **Highly recommended** for use by English learners at this English language proficiency level
- ⊙ **Recommended** for use by English learners at this English language proficiency level
- **May not be appropriate** for students at this ELP level

Accommodation	Beginning	Intermediate	Advanced
Extended Time	●	●	●
General Administration Directions Clarified in Student's Native Language (by test administrator)	●	⊙	○
General Administration Directions Read Aloud and Repeated as Needed in Student's Native Language (by test administrator)	●	⊙	○
Scribe or Speech-to-Text: Responses Dictated for Mathematics Assessment in English	●	⊙	○
Word-to-Word Dictionary (English/Native Language)	○	●	●

# Additional Accommodation Supports Coming in the Fall


- ✓ Appendices providing additional support
- ✓ Test Administration Manual
- ✓ Style Guide
- ✓ Assistive Technology Guidelines
- ✓ Translation Policy
- ✓ Online professional development module on accommodations policies
- ✓ State-level professional development on selecting, administering, evaluating, and monitoring accommodations
- ✓ Accommodations policies for the Speaking & Listening and Diagnostic Assessments

# With Approval of Waiver from USDE

- Field Testing
  - All schools in Maryland will field test part of the test
  - No accountability in 2013-14
- Accessibility and Accommodation



# Learning Management System (LMS)




Maryland State Department of  
**EDUCATION**  
Preparing World Class Students

↑ ⓘ Login

**Welcome** Curriculum Resources Student Resources Common Core Resources Parent Resources


Welcome to MSDE Blackboard Learn

### Welcome to MSDE



"Maryland continues to lead the nation in many education categories, as exemplified in our State's fifth straight number one ranking by Education Week, but we must never stop strengthening our classrooms. As educators, our responsibility is to maintain our progress, to make certain that our next generation and those that follow are ready for the world that awaits."  
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## MARYLAND COMMON CORE ACADEMIC STANDARDS VIDEO INTERSTITIALS



### MSDE Course Catalog

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# The LMS Provides:



- ✓ a centralized catalog of professional learning resources and courses
- ✓ access to public resources
- ✓ access to resources limited to Maryland educators
- ✓ access to national resources

# With the LMS Educators Can:



- ✓ enroll in Professional Development and Student courses offered by MSDE
- ✓ register for classroom and online training courses and workshops (with integrated online payment processing)
- ✓ participate in Professional Learning e-Communities across the State


# LMS Public Resources

Maryland State Department of **EDUCATION**  
Preparing World-Class Students

Welcome | Curriculum Resources | Student Resources | Common Core Resources | Parent Resources


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# Curriculum Management System (CMS)

The screenshot displays the Maryland State Department of Education's Curriculum Management System (CMS) website. The header features the MDE logo with the tagline "Preparing World-Class Students" and navigation links for "Welcome", "Curriculum Resources", and "Student Resources". A secondary navigation bar includes "Curriculum", "Elementary", "Middle School", "High School", and "Disciplinary Literacy".

On the left, the "Educator Resources" sidebar lists "Common Core Standards" and "EEA Professional Growth Resources". On the right, the "Student Support Resources" sidebar lists "Adolescent Literacy" and "Student Support Module Webinar".

The main content area is titled "Curriculum Management System" and features a banner with the MDE logo and the slogan "Achievement Matters Most". Below the title is a photograph of a diverse group of students and a teacher collaborating at a table. At the bottom of the main area, there is a collage of educational icons, including a word cloud with terms like "mathematics", "reading", and "writing"; a "STEM" logo; a chalkboard with the equation  $y = mx + b$ ; and various educational materials like books and a globe.


# LMS Resources Limited to Maryland

**Maryland State Department of EDUCATION**  
Preparing World Class Students

Welcome | Curriculum Resources | Student Resources | Common Core Resources | Parent Resources


Welcome to MSDE Blackboard Learn

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Enter credentials to access courses and/or eCommunities which you are enrolled. For login assistance, please click here.

USERNAME:

PASSWORD:

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# LMS Resources with Limited Access

- LEA Professional Development E-Community
- Assistant Superintendent E-community
- Maryland Advisory Council for Virtual Learning
- CPD Liaisons E-Community
- PD Courses Offered for Credit (Teachers)
- Student Courses offered for Credit
- Bridge Project Review Committee
- EEA materials

# Additional Resources

- ✓ PARCC [www.PARCCOnline.org](http://www.PARCCOnline.org)
- ✓ Common Core Standards [www.corestandards.org](http://www.corestandards.org)
- ✓ MSDE Learning Management and Curriculum Systems <https://msde.blackboard.com>
- ✓ MD Learning Links [www.marylandlearninglinks.org](http://www.marylandlearninglinks.org)
- ✓ Resources from ACHIEVE [www.achievethecore.org](http://www.achievethecore.org)
- ✓ EQulP resources from ACHIEVE [www.achieve.org/equip](http://www.achieve.org/equip)
- ✓ Next Generation Science Standards [www.nextgen.org](http://www.nextgen.org)



# Contact Information

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