



# **RI's Race to the Top**

## ***Steering Committee***

March 2014

# Common Core Initiative Mission

- The Common Core State Standards –
  - Provide a **consistent, clear** understanding of what students are expected to learn, so teachers and parents know what they need to do to help them.
  - Designed to be robust and **relevant to the real world**, reflecting the knowledge and skills that our young people need for success in college and careers.
  - Position US students to **compete successfully** in the global economy.

# Key Advances of the Common Core

## MATHEMATICS

Focus, coherence and clarity: emphasis on key topics at each grade level and coherent progression across grades

Procedural fluency and understanding of concepts and skills

Promote rigor through mathematical proficiencies that foster reasoning and understanding across discipline

High school standards organized by conceptual categories

## ENGLISH LANGUAGE ARTS/LITERACY

Balance of literature and informational texts; focus on text complexity

Emphasis on argument, informative/explanatory writing, and research

Speaking and listening skills

Literacy standards for history, science and technical subjects

**ANCHORED IN COLLEGE AND CAREER READINESS**

# •Focus

Topic	Grade							
	1	2	3	4	5	6	7	8
Whole Number: Meaning	■	■	■	●	●			
Whole Number: Operations	■	■	■	■	●	●		
Measurement Units	◆			■	■	■	●	●
Common Fractions			◆	■	■	●		
Equations & Formulas			◆	●	●		■	■
Data Representation & Analysis			◆	●	●	●		◆
2-D Geometry: Basics			◆	●	●	●	■	■
2-D Geometry: Polygons & Circles			◆				■	■
Measurement: Perimeter, Area & Volume				●	●			◆
Rounding & Significant Figures				●	●	●		
Estimating Computations				●	●	●		
Whole Numbers: Properties of Operations				●				
Estimating Quantity & Size				◆				
Decimal Fractions				●	■	●		
Relation of Common & Decimal Fractions				◆	■	●		
Properties of Common & Decimal Fractions				●	●			
Percentages					●			
Proportionality Concepts					●	●	●	◆
Proportionality Problems					●	●	■	■
2-D Geometry: Coordinate Geometry					◆	◆	●	●
Geometry: Transformations							●	●
Negative Numbers, Integers, & Their Properties						◆	●	■
Number Theory							●	◆
Exponents, Roots & Radicals							●	●
Exponents & Orders of Magnitude							◆	◆
Measurement: Estimation & Errors							◆	◆
Constructions Using Straightedge & Compass							■	◆
3-D Geometry							●	■
Geometry: Congruence & Similarity								■
Rational Numbers & Their Properties								◆
Patterns, Relations & Functions								◆
Proportionality: Slope & Trigonometry								◆

## Typical US State

Topics	G1	G2	G3	G4	G5	G6	G7	G8
Whole Number Meaning	●	●	●	●	●	●	●	●
Whole Number Operations	●	●	●	●	●	●	●	●
Measurement Units	●	●	●	●	●	●	●	●
Common Fractions	●	●	●	●	●	●	●	●
Equations & Formulas	●	●	●	●	●	●	●	●
Data Representation & Analysis	●	●	●	●	●	●	●	●
2-D Geometry: Basics	●	●	●	●	●	●	●	●
Polygons & Circles	●	●	●	●	●	●	●	●
Perimeter, Area & Volume	●	●	●	●	●	●	●	●
Rounding & Significant Figures	●	●	●	●	●	●	●	●
Estimating Computations	●	●	●	●	●	●	●	●
Properties of Whole Number Operations	●	●	●	●				
Estimating Quantity & Size	●	●	●	●	●	●	●	●
Decimal Fractions	●	●	●	●	●	●	●	●
Relationship of Common & Decimal Fractions	●	●	●	●	●	●	●	●
Properties of Common & Decimal Fractions	●	●	●	●	●	●	●	●
Percentages					●	●	●	●
Proportionality Concepts	●	●	●	●	●	●	●	●
Proportionality Problems	●	●	●	●	●	●	●	●
2-D Coordinate Geometry	●	●	●	●	●	●	●	●
Geometry: Transformations	●	●	●	●	●	●	●	●
Negative Numbers, Integers & Their Properties	●	●	●	●	●	●	●	●
Number Theory	●	●	●	●	●	●	●	●
Exponents, Roots & Radicals	●	●	●	●	●	●	●	●
Exponents & Orders of Magnitude	●	●	●	●	●	●	●	●
Measurement Estimation & Errors	●	●	●	●	●	●	●	●
Constructions w/ Straightedge & Compass	●	●	●	●	●	●	●	●
3-D Geometry	●	●	●	●	●	●	●	●
Congruence & Similarity	●	●	●	●	●	●	●	●
Rational Numbers & Their Properties	●	●	●	●	●	●	●	●
Patterns, Relations & Functions	●	●	●	●	●	●	●	●
Slope & Trigonometry	●	●	●	●	●	●	●	●

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Honors Colloquium

- ◆ Intended by 4 out of the 6 top-achieving counties
- | Intended by all but *one* of the top-achieving countries (5 out of 6)
- n Intended by *all* of the top-achieving countries

# K-12 and Postsecondary Roles in PARCC



## K-12 Educators & Education Leaders

- Educators are involved throughout the development of the PARCC assessments and related instructional and reporting tools to help ensure the system provides the information and resources educators most need

## Postsecondary Faculty & Leaders

- Nearly 750 institutions and systems covering hundreds of campuses across PARCC states have committed to help develop the high school assessments and set the college-ready cut score that will indicate a student is ready for credit-bearing courses

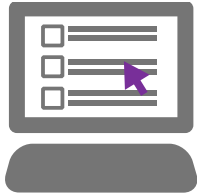
# PARCC Tests



## New tests and teaching tools in English Language Arts/Literacy & Mathematics

- **Tests worth taking**, made up of **texts worth reading** and **problems worth solving**
- Full of the kinds of **questions great teachers routinely ask** students
- Closely aligned to **college- and career-ready standards** that prepare students for success after high school

# PARCC Tests

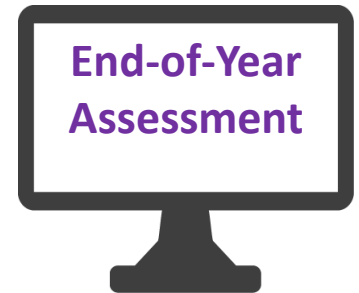
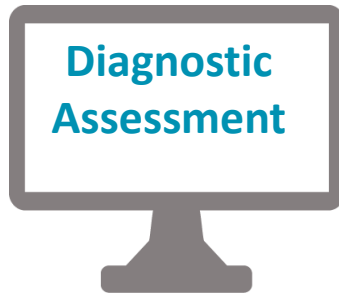


- Measure **problem-solving and critical thinking skills**
- Give **timely feedback to teachers and students** on strengths and weaknesses, allowing teachers to better meet student needs
- Determine whether students are **on track for college or career**
- Include a **writing component at every grade level**
- **Allow comparison** across schools, districts and states

# PARCC Assessment System

*Beginning of School Year*

*End of School Year*



*Formative tools*

*Summative assessments*



*Non-summative assessment*





# Summative Components



## Performance-Based Component (PBA)

### ELA/Literacy

Writing essays drawing evidence from sources, including multi-media

### Math

Solving multi-step problems that require reasoning and address real world situations

## End-of-Year Component (EOY)

### ELA/Literacy

Demonstrating comprehension of literary and informational texts

### Math

Demonstrating understanding of concepts, fluency, and application of knowledge

**PBA and EOY Combined = Total Score**

# Formative Tools



## Diagnostic Assessments

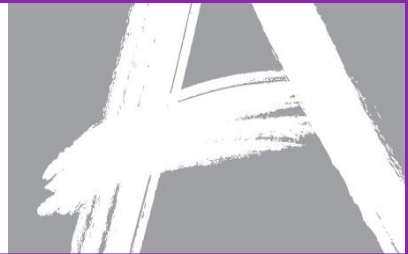
- **Grades 2-8**
- **Reading, Writing, Math**
- **Computer-based, adaptive**
- **Designed to pinpoint students' strengths and weaknesses**

*K-1 formative tools also available*

## Mid-Year Assessments

- **Grades 3-11**
- **ELA/Literacy and Math**
- **Computer- and paper-based test modules**
- **Designed to mirror summative assessments and to use for instructional purposes**

# Sample Grade 6 Math Question



Mr. Ruiz is starting a marching band at his school. He first does research and finds the following data about other local marching bands.

	<b>Band 1</b>	<b>Band 2</b>	<b>Band 3</b>
<b>Number of Brass Instrument Players</b>	123	42	150
<b>Number of Percussion Instrument Players</b>	41	14	50

Part A

Type your answer in the box. Backspace to erase.

Mr. Ruiz realizes that there are  brass instrument player(s) per percussion player.

Part B

Mr. Ruiz has 210 students who are interested in joining the marching band. He decides to have 80% of the band be made up of percussion and brass instruments. Use the unit rate you found in Part A to determine how many students should play brass instruments.

# •Sample Grade 7 ELA/Literacy Question

## SAMPLE ITEM

### STUDENT DIRECTIONS

You have read three texts describing Amelia Earhart. All three include the claim that Earhart was a brave, courageous person. The three texts are:

- “Biography of Amelia Earhart”
- “Earhart’s Final Resting Place Believed Found”
- “Amelia Earhart’s Life and Disappearance”

Consider the argument each author uses to demonstrate Earhart’s bravery.

Write an essay that analyzes the strength of the arguments about Earhart’s bravery in at least two of the texts. Remember to use textual evidence to support your ideas.

# •Sample Grade 3 ELA/Literacy Task

## •Question:

- 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.

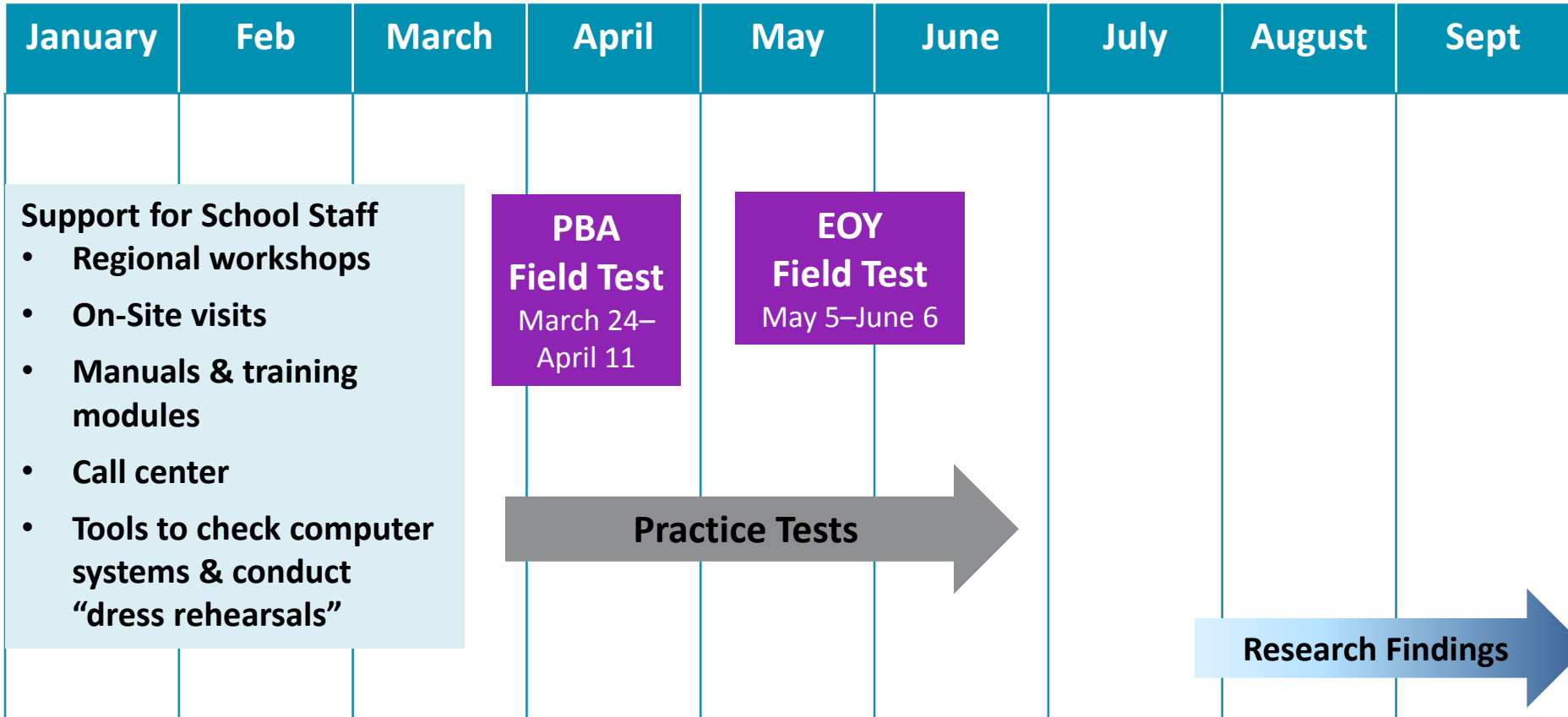
# Field Tests: A Key Milestone



**Before PARCC states administer these new tests in 2014–15, they must conduct field tests this spring.**

2010	2011	2012	2013	2014	2015
PARCC is launched, governing board meets	Test development begins	Item types released	Sample questions released	Field testing	Operational tests administered

# Field Tests: Timeline 2014



# Purpose of Field Tests



The field tests are designed to generate data to evaluate the quality of the test questions.

- Opportunity for a number of important research studies.
- Not designed to yield individual student, school, or district results.

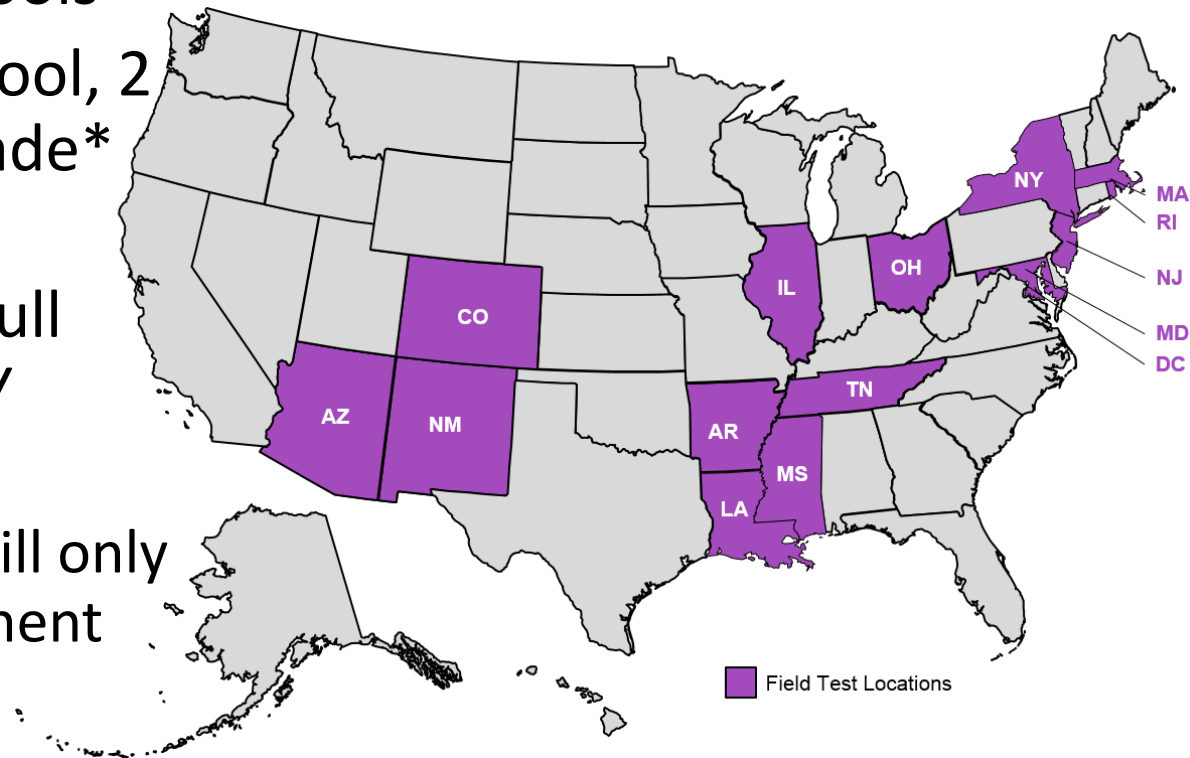




# Field Testing: Schools in 14 States & DC



- Over 1 million students
- Nearly 16,000 schools
- 1-3 grades per school, 2 classrooms per grade\*
- The field tests are designed like the full tests (PBA and EOY components)
  - Most students will only take one component



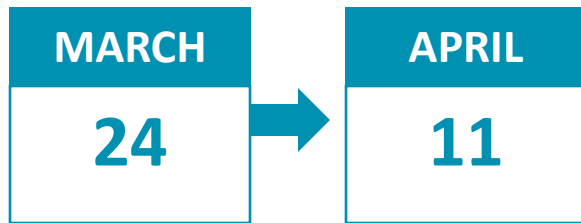
*\*in most cases*

# Field Test Benefits

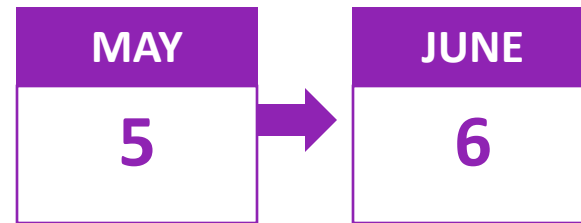


- **Students** become familiar with new item types and the test delivery platform
- **Parents** learn more about PARCC
- **Teachers** provide feedback to PARCC on “how it went”
- **Technology Coordinators** evaluate their schools’ technology systems
- **Administrators** evaluate overall readiness
- **Test Developers** measure the reliability of the test questions

# Two Windows for Field Tests



Field testing the **performance-based assessment**, which features writing in English Language Arts (ELA) and multi-step, real-world problems in math



Field testing the **end-of-year assessment**, which features reading comprehension in ELA and conceptual understanding in math

# Teachers and Students Will Be Heard



- Thousands of educators across PARCC states are reviewing PARCC test questions
- The field test is another chance to provide feedback on the development of the new tests
- Students and teachers will be asked to take surveys about their experience with the field tests when they are over



# Computer- and Paper-Based Tests



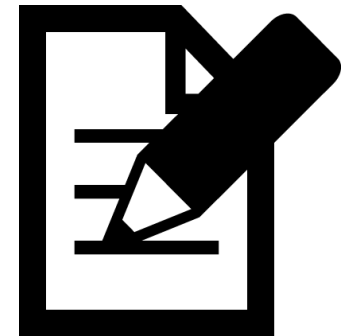
- **Field Tests**

- Most students will use PARCC's computer-based platform
- Paper-and-pencil versions of the field tests will also be administered



- **Tests in 2014–2015 and onward**

- Paper versions will be available for schools still in the process of gearing up
- Goal is for all students to take PARCC assessments on computer within a few years



# What's Next for PARCC



2014		2015			2016
Spring	Summer/Fall	Winter/Spring	Summer	Fall	Fall
Students take field tests	PARCC begins building tests	Mid-year assessments available	Performance level cut scores set	Diagnostic assessments available	Colleges & universities use scores to place student into credit-bearing courses
PARCC releases practice tests	Findings from research reported	Students take operational tests	Results of first operational assessments released		

# Resources



- **Model Content Frameworks**
  - [www.parcconline.org/parcc-model-content-frameworks](http://www.parcconline.org/parcc-model-content-frameworks)
- **Test Specifications and Blueprints**
  - <http://www.parcconline.org/assessment-blueprints-test-specs>
- **Sample items and tutorials for every tested subject and grade**
  - <http://practice.parcctestnav.com/#>
- **Educator Leaders Cadres**
  - Public ELC portal for educator resources!
    - <http://parcc.nms.org/>
- **Test Administration Training Modules**
  - PowerPoint and voice recorded guidance to guide test administration
    - Register here: [parcc.pearson.com/tms](http://parcc.pearson.com/tms)
- **Practice Test**
  - Available spring 2014



## **More Information**

[www.parcconline.org/field-test](http://www.parcconline.org/field-test)

Stay informed! Sign up for updates at

[www.parcconline.org](http://www.parcconline.org)