

# PARCC

*(Partnership for Assessment of Readiness for College and Careers)*

2016 - 2017

# Purpose of Tonight's Meeting

- Discuss district approaches to this assessment
- Review test specifications
- Parental support

# District Approaches

# Integrating Learning

- Reflects the daily student-learning experience in Haddon Township
- Emphasizes learning across disciplines (projects with real-world applications that include reading, math and social studies skills)

# Thinking Deeply

- Emphasizes critical thinking
- Analyze, discuss, evaluate, justify, and explain more of their thinking
- Reassure students that thinking deeply is challenging and encourage them to talk it out

# Higher Order Thinking

## REMEMBER

Recall prior learning.

- Can you recall....?
- Where is....? Who is....?
- How would you describe....?
- Could you explain....?

## UNDERSTAND

Retelling in your own words.

- What is the main idea of....?
- Can you find an example....?
- What might happen next....?

## APPLY

How would you solve a problem?

- What would happen if....?
- Who do you think....?
- How would you use....?

## ANALYZE

Separating a whole into parts to determine their relationship.

- Why do you think....?
- Can you compare....?
- Can you contrast....?
- What can you infer....?

## EVALUATE

Judging the value of something.

- Which is more important....?
- Is there a better solution....?
- What are the pros of....?
- What are the cons of....?

## CREATE

Combining ideas to make a new one.

- Could you invent....?
- What is your theory about...?
- How can you imagine....?

# Instructional Strategies for English Language Arts & Literacy (ELA/L)

Continued emphasis on writing and explaining, which is consistent with what occurs in our classrooms daily:

- grounded in evidence from the text
- regular practice with complex text
- increased exploration of content-rich nonfiction and informational texts

# Instructional Strategies in Math

Continued emphasis on problem solving:

- The focus is on understanding the problem, selecting a strategy, and showing the thought process in finding a solution
- Information is presented in a variety of ways such as written, oral, pictorial



# Instructional Strategies for Assessment

Teachers utilize assessments that require deep thinking in all subject areas:

- higher level thinking skills (analyze, synthesize, apply)
- more writing than traditional assessments

# Instructional Strategies for Technology Usage

## Skillful iPad Usage:

- Becoming familiar with keyboard
- Transferring “close reading” skills on paper texts to electronic passages
- Applying revision and editing skills to word processing

# What We Can Gain From PARCC?

The data we have received about students taking the PARCC has been important to us as a district. This information:

- assists the Haddon Township School District in planning and evaluating our educational programs
- drives ongoing curriculum development
- offers us the ability to develop instruction based on student needs

Please also keep in mind that the higher the percentage of students who take the test, increases the validity and reliability of our data. Therefore, it is important for all of our students to take the PARCC.

# Algebra I

Beginning with this year's 8<sup>th</sup> grade students (*Class of 2021*), in order to graduate students must:

- Take the Algebra I PARCC (in the year in which they take the course)
  - Earn a level 4 or 5 on the PARCC test
- OR
- Meet the criteria of the NJDOE Portfolio Appeal\*

*\*Must take the Algebra I PARCC test to be eligible for the portfolio pathway*

# Test Specifications

# Logistics for PARCC

- One testing window
- 5 days of testing
- Testing is done primarily in the morning
- The PARCC is taken on student iPads
- Software upgrades continue to streamline testing

# Assessment Units and Duration

ELA/L	Unit 1	Unit 2	Unit 3	Unit 4
Grade 3	90	75	90	na
Grades 4-5	90	90	90	na
Grades 6-11	110	110	90	na
Math	Unit 1	Unit 2	Unit 3	Unit 4
Grades 3-5	60	60	60	60
Grades 6-8	80	80	80	na
Algebra I, Geometry, Algebra II	90	90	90	na

# School Site Testing Dates 2017

**Edison** - March 27, 28, 29, 30, 31

**Stoy** - March 27, 28, 29, 30, 31

**Jennings**- April 3, 4, 5, 6, 7

**Strawbridge** - April 3, 4, 5, 6, 7

**Van Sciver** (5<sup>th</sup> grade only) - April 3, 4, 5, 6, 7

**Van Sciver** (3<sup>rd</sup> & 4<sup>th</sup>)- April 19, 20, 21, 24, & 25

**Haddon Twp. High School** - May 1, 2, 3, 4, 5

**Rohrer Middle School** - May 8, 9, 10, 11, 12



*~ Sample Questions ~*

# Grade 3 Literary Analysis Task

You read the articles “A Howling Success” and “The Missing Lynx.” Think about the key details in each article that show how people can help animals. Write an essay comparing and contrasting the key details presented in the two articles about how endangered animals can be helped. Use specific details and examples from both articles to support your ideas.

# Grade 6 Literary Analysis Task

Refer to the passage from the novel titled *Boy's Life* and the fable titled "Emancipation: A Life Fable." Then answer question 7 below.

**7)** You have read the passage from *Boy's Life* and "Emancipation: A Life Fable." Write an essay that identifies a similar theme in each text and compares and contrasts the approaches each text uses to develop this theme. Be sure to support your response with evidence from both texts.

# Grade 3 Math

Cindy is finding the quotient for  $27 \div 9$ . She says, "The answer is 18 because addition is the opposite of division and  $9 + 18 = 27$ ."

## Part A

Identify the incorrect reasoning in Cindy's statement.

Enter your explanation in the space provided.



▼ Math symbols

+	-	×	÷
$\frac{\square}{\square}$	$\square \square$	(·)	[·]
=	<	>	≠
\$	°	?	

## Grade 6 Math

A company makes yellow golf balls and white golf balls. The table shows the company's sales of yellow golf balls for the last 3 years.

**Yellow Golf Balls**

Year	Number of Yellow Golf Balls Sold
1	204,132
2	225,624
3	237,108

- The company expects sales of yellow golf balls to continue to increase in year 4.
- The company also expects the ratio of yellow golf ball sales to white golf ball sales in year 4 to be about 1 : 5 .
- The average selling price of a box of 12 yellow or 12 white golf balls is \$23.94.

Estimate the company's total sales, in dollars, of golf balls in year 4. Show all your work. Explain how you determined your estimate.

Enter your estimate, your work, and your explanation in the space provided.



▼ Math symbols

+	-	×	÷
±	-	·	/
=	≠	$\frac{\square}{\square}$	$\frac{\square}{\square}$
$y^x$	$\sqrt{\quad}$	$\sqrt[3]{\quad}$	$\pi$
(-)	°	·	

► Relations

► Geometry

# Parental Support

# What You Can Do...

As stated earlier, what is assessed on the PARCC is taught in our classes. Therefore, our students spend very little time engaged in “test prep”. However, to help your children on testing days:

- Encourage a positive attitude and approach to the assessment
- Ensure your child(ren):
  - Get a good night’s rest
  - Eat a healthy breakfast
  - Arrive to school on time
  - Bring a fully charged iPad
  - Bring earbuds