Goals

- Learn about the relationship between CCSS and PARCC
- Examine differences between the NJASK and the PARCC Assessment
- Take a closer look at the PARCC Assessment
- Learn about CCSS Instructional Shifts
- How are schools preparing?
- How can I help my child?
Common Core State Standards
What is PARCC?

- Partnership for the Assessment of Readiness for College and Careers

- Test measures ability to:
  - communicate effectively
  - reason well
  - solve real-world problems

- Content includes Math, Reading, and Writing

- Aligned to college and career expectations
How are Common Core and PARCC Related?

- PARCC measures progress within the CCSS
- Both PARCC and the CCSS are required by the State of New Jersey
PARCC Overview

- Computer-based assessment
- Mirrors classroom instruction
- Addresses concerns from higher education and employers
- Monitors expected student progress
- Results available earlier than before
- Valuable feedback to help students grow
Online Tests for an Online Era

★ PARCC tests are computer based and far more engaging and innovative than outgoing paper-and-pencil state tests

★ PARCC tests can be administered on a variety of devices
The SATs Are Changing . . .

- SATs will change in 2016
- Ensure students are college and career ready
- SATs will align with CCSS

- Relevant Words in Context
- Command of Evidence
- Essay Analyzing a Source
- Problems in Real-World Context
- Problem Solving & Data Analysis
- Heart of Algebra
- Advanced Math
Improved Standards Need Improved Assessment Items

- NOT reusing existing NJASK items
- PARCC has developed items designed for the CCSS
- Rigorous items
NJASK Test Specifications

Literacy

**Grade 3** - 18 questions, 2 writing tasks

**Grade 4** - 24 questions, 2 writing tasks

**Grade 5** - 30 questions, 2 writing tasks
NJASK Test Specifications

Math

**Grade 3** - 43 multiple choice, 8 short response, 4 extended response

**Grade 4** - 43 multiple choice, 8 short response, 4 extended response

**Grade 5** - 43 multiple choice, 10 short response, 5 extended response
What Are the Shifts at the Heart of PARCC’s Design?

1. **Focus**: Focus strongly where the Standards focus.

2. **Coherence**: Think across grades and link to major topics within grades.

3. **Rigor**: Pursuit of conceptual understanding, procedural skill and fluency, and application.
Focus

- PARCC assessments will focus strongly on where the Standards focus.
- Students will have more time to master concepts at a deeper level.
Fidelity to Standards

- PARCC Evidence Statements are rooted in the language of the CCSS
- Expectations remain the same in both instructional and assessment settings
Texts Worth Reading

- Authentic texts worthy of study
- NOT artificially produced passages
- Various text types/genres
Problems Worth Doing

- Multi-step problems
- Conceptual questions
- Applications
- Substantial procedures
Old Test vs. New Test
See the PARCC difference for yourself

NJASK Writing Prompt

Third Grade Example
Read the prompt below and complete the writing activity.

Jump out of bed! Look out the window! It is a perfect day!

Write a story about a day when the weather seemed perfect.

PARCC Writing Task

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

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

Be sure to describe why some solutions worked and other did not work.
Old Test vs. New Test
See the PARCC difference for yourself

Vocabulary on the NJASK

Fourth Grade Example
“Billy was a trifle dizzy, but he soon got over this.” What does “a trifle dizzy” mean in this sentence?

A. never  
B. mostly  
C. trivial  
D. title

Vocabulary on the PARCC

Fourth Grade Example

Part A: What is the meaning of the word avenge as it is used in the story?

A. believe  
B. make friends with  
C. get even  
D. scare

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

A. “In this forest, I am the chief of the animals!”  
B. “I don’t believe you, little insect,” snarled Cougar.  
C. “Ahrr! Ahrr!” cried the cougar in pain. “Get out of my ear!”
Old Test vs. New Test
See the PARCC difference for yourself

Math Problem on NJASK

Fifth Grade Example
The town of La Paz, Bolivia, is in the Andes Mountains.
Which of these units could be used to describe the distance of the town La Paz above sea level?
A. Degrees
B. Feet
C. Cubic Inches
D. Pounds

Math Problem on PARCC

Fifth Grade Example
Mr. Edmunds shared 12 pencils among his four sons as follows:
- Alan received $\frac{1}{3}$ of the pencils.
- Bill received $\frac{1}{4}$ of the pencils.
- Carl received more than 1 pencil.
- David received more pencils than Carl.

PART A: On the number line, represent the fraction of the total number of pencils that was given to both Alan and Bill combined. Use the buttons on the right to increase or decrease the number of equal sections on the number line.

PART B: What fraction of the total number of pencils did Carl and David each receive? Justify your answer.
Old Test vs. New Test
See the PARCC difference for yourself

Math Problem on NJASK
Third Grade Example
Which of the following symbols will make this statement true?

\[
\begin{align*}
\frac{2}{6} & \qquad \circ \qquad \frac{2}{8} \\
A. & \ < \\
B. & \ > \\
C. & \ = 
\end{align*}
\]

Math Problem on PARCC
Third Grade Example
Select the **three** fractions that make this comparison true.

\[
\begin{align*}
\frac{2}{6} & \ < \ \\
\frac{3}{6} , \frac{2}{4}, \frac{1}{6} & \ \text{A.} \\
\frac{2}{8} & \ \text{B.} \\
\frac{2}{3} & \ \text{D.} \\
\frac{2}{4} & \ \text{C.} \\
\frac{1}{6} & \ \text{E.} 
\end{align*}
\]
One Test Given in Two Parts

Performance Based Assessment (PBA)
March - 75% of content

**Literacy**
- read and analyze complex texts
- synthesize and compare information through writing
- vocabulary
- evidence-based responses

**Math**
- explain answers & reasoning
- critique the reasoning of others
- model solutions to real-world problems
One Test Given in Two Parts

End of Year Assessment (EOY)
May - 90% of content
machine scoreable

Literacy
➢ read and analyze complex texts
➢ vocabulary
➢ evidence-based responses

Math
➢ fluency
➢ application
➢ conceptual understanding
## Literacy Units on the PARCC

<table>
<thead>
<tr>
<th>Grade</th>
<th>Unit Time</th>
<th>PBA Unit 1</th>
<th>PBA Unit 2</th>
<th>PBA Unit 3</th>
<th>EOY Unit 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>Unit Time</td>
<td>75</td>
<td>75</td>
<td>60</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Est. Time on Task</td>
<td>50</td>
<td>50</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>Grade 4-5</td>
<td>Unit Time</td>
<td>75</td>
<td>90</td>
<td>60</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Est. Time on Task</td>
<td>50</td>
<td>60</td>
<td>40</td>
<td>50</td>
</tr>
</tbody>
</table>
# Literacy Test Specifications

## March test

<table>
<thead>
<tr>
<th>Multiple Choice</th>
<th>Writing Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong> - 6 questions</td>
<td><strong>Unit 1</strong> - 1 task</td>
</tr>
<tr>
<td><strong>Unit 2</strong> - 6 questions (3rd) 9 questions (4th-5th)</td>
<td><strong>Unit 2</strong> - 1 task</td>
</tr>
<tr>
<td><strong>Unit 3</strong> - 5 questions</td>
<td><strong>Unit 3</strong> - 1 task</td>
</tr>
</tbody>
</table>
Literacy Test Specifications

May test

Multiple Choice

Unit 1 - 13 questions (3rd-5th)

Writing Tasks

No writing tasks on the End of Year Assessment.
Literacy Sample Problem:
Evidence - Based Response

Part A

Based on “Real Treasure”, how does Grandma feel about leaving her home?

- She wishes she had left her trophy behind.
- She misses looking out of her own window.
- She is glad to leave her old, lonely house.
- She is sad to be far away from her friends.

Part B

Which sentence from the story best shows Grandma’s feelings about leaving home?

- “That first day, Grandma sat by the window and stared out.”
- “She rubbed her hands together and didn’t say anything right away.”
- “I won it riding Queen when I was 16 years old!”
- “I guess I miss my window at home.”
Literacy Sample Problem: 
Technology Enhanced Response

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.”

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

Part A Question: What is the purpose of the braces described in paragraph 6 of the article?
- They fix broken tree limbs, so a tree house will not fall down.
- They lock several trees together, so almost any kind of tree can be used.
- They join two trees into one unit, so a tree house looks secure.
- They help trees hold up a tree house, so the trees will not break.

Part B Question: Which two details from the article help support the answer to Part A?
- “Designing unique tree houses may sound tough, but Jonathan says it's no sweat.”
- “Hardwoods such as oak, maple, or hickory make the best trees for houses—but I did once build a wonderful tree house in a crabapple tree.”
- “My tree house is in two trees—an oak and a fir—and has three posts to support the weight.”
- “As a certified arborist, Jonathan tries to never harm the trees.”
- “The tree's center of gravity is at the top and the ends of its branches, so I build a house down at the center of the tree…”
- “The tree grows over the artificial limbs, and they become part of the tree…”
You have read two texts and watched one video on space explorations. All three discuss the classification of the planets. Based on the information you read and watched in *What is a Planet, When is a Planet Not a Planet?*, and *The Exploration of the Planet Pluto*, do you think the decision to reclassify Pluto as a dwarf planet was correct or incorrect? Be sure to include details from at least two sources to support your answer.
In the passage, the author developed a strong character named Miyax. Think about Miyax and the details the author used to create that character. The passage ends with Miyax waiting for the black wolf to look at her.

Write an original story to continue where the passage ended. In your story, be sure to use what you have learned about the character Miyax as you tell what happens to her next.
Old Mother West Wind and the Sandwitch both try to teach important lessons to the characters in the story.

Write an essay that explains how Old Mother West Wind’s and the Sandwitch’s words and actions are important about the characters to support your essay.
Math Units on the PARCC

<table>
<thead>
<tr>
<th></th>
<th>PBA Unit 1</th>
<th>PBA Unit 2</th>
<th>EOY Unit 1</th>
<th>EOY Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit Time</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td><em>Est. Time on Task</em></td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td><strong>Grade 4-5</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit Time</td>
<td>80</td>
<td>70</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td><em>Est. Time on Task</em></td>
<td>55</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>
Math Test Specifications
March test

Testing Item Details

Items will be divided between two testing sessions

Concepts, Skills, & Procedures - 10 items (3rd-4th)
9 items (5th)

Expressing & Critiquing Mathematical Reasoning - 4 items

Modeling Mathematics & Application - 3 items
Math Test Specifications

May test

Testing Item Details

Items will be divided between two testing sessions

Concepts, Skills, & Procedures - 39 items (3rd)
36 items (4th-5th)

Expressing & Critiquing Mathematical Reasoning - No items

Modeling Mathematics & Application - No items
Math Sample Problem:  
Fraction Model

Use the More or Fewer buttons as many times as needed to divide the circle into 6 equal parts.  
Then shade $\frac{1}{6}$ of the area of the circle. Divide the figure into the correct number of equal parts by using the More and Fewer buttons. Then shade by selecting the part or parts.
Math Sample Problem: Number Line

Plot the point that shows $\frac{5}{6}$ on the number line.
Math Sample Problem: Line Plot

Erik measures 10 oak leaves with a ruler. He records the lengths as shown.

<table>
<thead>
<tr>
<th>Lengths of Oak Leaves (inches)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 1/2 6 1/2 6 1 6 5 3/4 5 1/2</td>
</tr>
</tbody>
</table>

For each oak leaf, drag and drop an X onto the line plot to show the length.

Lengths of Oak Leaves

5 6 7

Length of Leaf (inches)
Math Sample Problem:
Multiple Select

Select the three choices that are factor pairs for the number 28.

A. 1 and 28
B. 2 and 14
C. 3 and 9
D. 4 and 7
E. 6 and 5
F. 8 and 3
Math Sample Problem: Drag and Drop

Drag and drop each number that is a multiple of 8 into the box.

1 2 4 8 20 24 36 58 64 80

Multiples of 8
Math Sample Problem: Explain Mathematical Thinking

Ava and Mia are comparing the fractions $\frac{3}{2}$ and $\frac{5}{6}$.

**PART A:** Ava created this number line to graph $\frac{3}{2}$.
Select the correct point on the number line to represent $\frac{3}{2}$.

[Number line with points labeled 0, 1, 2, 3, and pointers to the right of 2]

Mia created this number line to graph $\frac{5}{6}$.
Select the correct point on the number line to represent $\frac{5}{6}$.

[Number line with points labeled 0, 1, 2, 3, 4, 5, and 6, with pointers to the right of 5]

**PART B:** Is $\frac{3}{2}$ greater than or less than $\frac{5}{6}$? Explain how you know.

**PART C:** Write a fraction that is between $\frac{3}{2}$ and $\frac{5}{6}$.
Explain how you know your fraction is between $\frac{3}{2}$ and $\frac{5}{6}$.
Math Sample Problem: Drop Down Menu

Select a phrase from each drop-down menu to correctly complete each sentence.

The product of \( \frac{3}{5} \) and 4 is \( \text{Choose…} \) 4.

The product of \( 1 \frac{1}{2} \) and 2 is \( \text{Choose…} \) 2.

The product of \( \frac{5}{2} \) and \( \frac{13}{4} \) is \( \text{Choose…} \) \( \frac{13}{4} \).
Math Sample Problem: Equation Editor

Enter your answer in the space provided.

\[ \frac{3}{4} + \frac{4}{5} - \frac{7}{10} = \]
Math Sample Problem: Graphing on the Coordinate Plane

Graph points A, B, and C on the coordinate plane. Point A should be located at (4, 6), point B should be located at (6, 4), and point C should be located at (3, 0). Select the "Point A" button and plot the point. Select the "Point B" button and plot the point. Select the "Point C" button and plot the point. Be sure to graph all three points.
Math Sample Problem: Numerical Answer

Enter your answer in the box.

$0.35 \times 1.5 =$
In summary . . .

Old Test vs. New Test

**NJASK**

- Average Literacy Items Per Session
  - 3rd - 10 items
  - 4th - 13 items
  - 5th - 16 items

- Average Math Items Per Session
  - 3rd & 4th - 28 items
  - 5th - 29 items

**PARCC**

- Average Literacy Items Per Session
  - 3rd - 7.5 items
  - 4th - 9 items
  - 5th - 9 items

- Average Math Items Per Session
  - 3rd - 14 items
  - 4th - 11 items
  - 5th - 10.5 items
Testing Conditions

**Device**

*3rd grade and 4th grade*
- Testing on desktops
- Media Center

*5th grade*
- Testing on Chromebooks with mouse
- Classrooms

**Students needing accommodations**
- Testing on Chromebooks with mouse
- Small group setting

**Scheduling**
- Scheduling equity for all classrooms
- Morning/afternoon sessions
- Consistent across all 9 elementary schools
- 8 total testing sessions per year

All students will use headphones.
## NJASK Score Report

<table>
<thead>
<tr>
<th>Subject</th>
<th>Your Child's Scale Score</th>
<th>Your Child's Proficiency Level</th>
<th>Description</th>
<th>Statewide Scale Score Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts Literacy</td>
<td>200</td>
<td>✔</td>
<td>The Language Arts Literacy test measures reading comprehension and writing skills.</td>
<td>206.5</td>
</tr>
<tr>
<td>Mathematics</td>
<td>180</td>
<td>✔</td>
<td>The Mathematics test measures knowledge and skills in areas such as numerical operations, geometry, probability, data analysis, and patterns and algebra.</td>
<td>223.4</td>
</tr>
<tr>
<td>Science</td>
<td>253</td>
<td>✔</td>
<td>The Science test measures the student's ability to recall information and solve problems by applying science concepts in the Life, Physical, and Earth Sciences.</td>
<td>239.5</td>
</tr>
</tbody>
</table>
Draft of Individual Student Report

Hannah Berlin
Grades 7 - 8 • SID: D081000078 • George Washington Middle School • East Bridgewater School District • MA

OVERALL

Level 3: Moderate Command
Student earned a Level 3 and a scale score of 195*, demonstrating moderate command of the knowledge and skills required at this level in Mathematics.
* Margin of error = ± 3 points

SUBSCORES

Major Content
Near Expectations
Student demonstrates moderate ability to solve problems involving Major Content for the grade.

Additional & Supporting Content
At or Above Expectations
Student demonstrates strong ability to solve problems involving Additional and Supporting Content for the grade.

Expressing Mathematical Reasoning
Near Expectations
Student demonstrates moderate ability to express mathematical reasoning by constructing viable arguments, critiquing the reason of others, and attending to the precision when making mathematical statements.

Modeling and Application
Below Expectations
Student demonstrates limited ability to solve real-world problems with a degree of difficulty appropriate to the grade.

GROWTH

Compared to Massachusetts
49%ile
Student demonstrated larger growth than 49% of Massachusetts students with similar past performance taking this assessment.

Compared to PARCC
41%ile
Student demonstrated larger growth than 41% of PARCC students with similar past performance taking this assessment.
### Draft of Student Roster - Sub-Scores

**Grade 7**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Overall</th>
<th>Major Content</th>
<th>Additional &amp; Supporting</th>
<th>Expressing Reasoning</th>
<th>Modeling &amp; Application</th>
<th>Growth vs State</th>
<th>Growth vs PARCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athens, Manuel</td>
<td>204</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>40 %ile</td>
<td>58 %ile</td>
</tr>
<tr>
<td>Berlin, Hannah</td>
<td>178</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>31 %ile</td>
<td>53 %ile</td>
</tr>
<tr>
<td>Bridge, Beatrice</td>
<td>217</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>91 %ile</td>
<td>87 %ile</td>
</tr>
<tr>
<td>Cebrian, Colleen</td>
<td>221</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>72 %ile</td>
<td>60 %ile</td>
</tr>
<tr>
<td>Coyle, Kenneth</td>
<td>215</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>63 %ile</td>
<td>54 %ile</td>
</tr>
<tr>
<td>Combs, Kevin</td>
<td>161</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>39 %ile</td>
<td>33 %ile</td>
</tr>
<tr>
<td>Crittenden, Deanna</td>
<td>189</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>68 %ile</td>
<td>57 %ile</td>
</tr>
<tr>
<td>Croft, Sheryl</td>
<td>203</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>31 %ile</td>
<td>28 %ile</td>
</tr>
<tr>
<td>Dillingham, Marvin</td>
<td>222</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>54 %ile</td>
<td>48 %ile</td>
</tr>
</tbody>
</table>
## Draft of Student Roster – Item Scores

### Grade 8

#### Subject: Math | Results: Summative (Overall)

<table>
<thead>
<tr>
<th>Student Name</th>
<th>OVERALL</th>
<th>ITEM 1</th>
<th>ITEM 2</th>
<th>ITEM 3</th>
<th>ITEM 4</th>
<th>ITEM 5</th>
<th>ITEM 6</th>
<th>ITEM 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ahrens, Manuel</td>
<td>204</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Berlin, Hannah</td>
<td>176</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

### Evidence Statement

*Provide a summary of the text.*
## Draft School by Grade Summary Report

### George Washington Middle School

#### Grade 7

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>Performance Distribution</th>
<th>Students</th>
<th>≥ LVL 4</th>
<th>AVG</th>
<th>GROWTH VS STATE</th>
<th>GROWTH VS PARCC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>Performance Distribution</th>
<th>Students</th>
<th>≥ LVL 4</th>
<th>AVG</th>
<th>GROWTH VS STATE</th>
<th>GROWTH VS PARCC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Grade 8

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>Performance Distribution</th>
<th>Students</th>
<th>≥ LVL 4</th>
<th>AVG</th>
<th>GROWTH VS STATE</th>
<th>GROWTH VS PARCC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>Performance Distribution</th>
<th>Students</th>
<th>≥ LVL 4</th>
<th>AVG</th>
<th>GROWTH VS STATE</th>
<th>GROWTH VS PARCC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Performance Levels:**

1. MINIMAL COMMAND (150-171)
2. PARTIAL COMMAND (172-184)
3. MODERATE COMMAND (185-199)
4. STRONG COMMAND (200-212)
5. DISTINGUISHED COMMAND (213-230)
## Draft District by School Summary Report

### PARCC Assessment Results: 2014 - 2015

**Home > Massachusetts > East Bridgewater School District**

### East Bridgewater School District

**Subject:** ELA  
**Grade:** 7  
**Results:** Summative (Overall)

**View:** Performance  
**Growth**

---

### 32 SCHOOLS

- **Find a school**

- **Compare:** DISTRICT  
  STATE  
  PARCC

- **FILTERS**  
**DOWNLOAD**

---

### Performance Distribution

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>STUDENTS</th>
<th>≥ LEVEL 4</th>
<th>PERFORMANCE DISTRIBUTION</th>
<th>≥ LEVEL 4</th>
<th>AVG OVERALL</th>
<th>AVG READING</th>
<th>AVG WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DISTRICT AVG</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>East Bridgewater School District</td>
<td>5,664</td>
<td>45%</td>
<td>8% 21% 26% 28% 17%</td>
<td>204</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bongo Cormorant El Sch</td>
<td>204</td>
<td>40%</td>
<td>13% 19% 28% 18% 22%</td>
<td>191</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cardinal Basil Sch</td>
<td>198</td>
<td>35%</td>
<td>10% 13% 42% 26% 9%</td>
<td>186</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gaur Lagartija Community</td>
<td>177</td>
<td>45%</td>
<td>8% 21% 26% 28% 17%</td>
<td>209</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gibbon Palmcreeper MS</td>
<td>254</td>
<td>40%</td>
<td>13% 19% 28% 18% 22%</td>
<td>191</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goldenthroat Finch Elem</td>
<td>161</td>
<td>35%</td>
<td>10% 13% 42% 26% 9%</td>
<td>186</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Performance Levels:**

1. MINIMAL COMMAND (150-171)
2. PARTIAL COMMAND (172-184)
3. MODERATE COMMAND (185-199)
4. STRONG COMMAND (200-212)
5. DISTINGUISHED COMMAND (213-230)
# Draft State by District Summary Report

## Massachusetts

**Subject:** ELA  
**Grade:** 7  
**Results:** Summative (Overall)

### 327 Districts

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>STUDENTS</th>
<th>PERFORMANCE DISTRIBUTION</th>
<th>≤ LEVEL 4</th>
<th>AVG OVERALL</th>
<th>AVG READING</th>
<th>AVG WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STATE AVG</strong></td>
<td>81,664</td>
<td>8% 21% 26% 28% 17%</td>
<td>45%</td>
<td>204</td>
<td>119</td>
<td>85</td>
</tr>
<tr>
<td>Massachusetts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abington School Department</td>
<td>2040</td>
<td>13% 19% 28% 18% 22%</td>
<td>40%</td>
<td>191</td>
<td>98</td>
<td>93</td>
</tr>
<tr>
<td>Acton School Department</td>
<td>1980</td>
<td>10% 13% 42% 26% 9%</td>
<td>35%</td>
<td>186</td>
<td>87</td>
<td>99</td>
</tr>
<tr>
<td>Acushnet School Department</td>
<td>1770</td>
<td>8% 21% 26% 28% 17%</td>
<td>45%</td>
<td>209</td>
<td>112</td>
<td>97</td>
</tr>
</tbody>
</table>

### Performance Levels

1. **Minimal Command** (150-171)
2. **Partial Command** (172-184)
3. **Moderate Command** (185-199)
4. **Strong Command** (200-212)
5. **Distinguished Command** (213-230)
### Draft PARCC by State Summary Report

**All PARCC States**

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>STUDENTS</th>
<th>PERFORMANCE DISTRIBUTION</th>
<th>≥ LVL 4</th>
<th>AVG OVERALL</th>
<th>AVG READING</th>
<th>AVG WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC AVG 13 States</td>
<td>985,414</td>
<td>8% 21% 26% 28% 17%</td>
<td>45%</td>
<td>204</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arkansas</td>
<td>2040</td>
<td>13% 19% 28% 18% 22%</td>
<td>40%</td>
<td>191</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colorado</td>
<td>1980</td>
<td>10% 13% 42% 26% 9%</td>
<td>35%</td>
<td>186</td>
<td></td>
<td></td>
</tr>
<tr>
<td>District of Columbia</td>
<td>1770</td>
<td>8% 21% 26% 28% 17%</td>
<td>45%</td>
<td>209</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Performance Levels:**

1. MINIMAL COMMAND (150-171)
2. PARTIAL COMMAND (172-184)
3. MODERATE COMMAND (185-193)
4. STRONG COMMAND (200-212)
5. DISTINGUISHED COMMAND (213-230)
How Are We Preparing Our Students?

Math
➔ Curriculum aligned to CCSS
➔ Increased use of math manipulatives
➔ Experience with problem types
➔ Practice with testing environment

ELA
➔ Curriculum and Readers’/Writers’ Workshop lessons aligned to CCSS
➔ Use of paired texts, multimedia, close reading, and accountable talk
➔ Practice with testing environment

Technology
➔ Usage opportunities on desktops and chromebooks
➔ Working with students to improve digital literacy skills
## Literacy Shift 1: Read as Much Nonfiction as Fiction

<table>
<thead>
<tr>
<th>Students Must...</th>
<th>Parents Can...</th>
</tr>
</thead>
<tbody>
<tr>
<td>✫ Read more <strong>nonfiction</strong>.</td>
<td>✫ Supply more nonfiction texts.</td>
</tr>
<tr>
<td>✫ Know the features of nonfiction texts.</td>
<td>✫ Read nonfiction texts <strong>aloud or with</strong> your child.</td>
</tr>
<tr>
<td>✫ <strong>Enjoy</strong> and discuss the details of nonfiction.</td>
<td>✫ Have <strong>fun</strong> with nonfiction in front of them.</td>
</tr>
</tbody>
</table>
**Literacy Shift 2:**
Learn About the World by Reading

<table>
<thead>
<tr>
<th>Students Must...</th>
<th>Parents Can...</th>
</tr>
</thead>
<tbody>
<tr>
<td>★ Learn more in Social Studies and Science by reading.</td>
<td>★ Supply series of texts on topics of interest.</td>
</tr>
<tr>
<td>★ Handle “primary source” documents.</td>
<td>★ <strong>Find books that explain.</strong></td>
</tr>
<tr>
<td>★ Learn more through texts.</td>
<td>★ Discuss nonfiction texts and the ideas within.</td>
</tr>
</tbody>
</table>
**Literacy Shift 3:**
**Read More Complex Material Carefully**

<table>
<thead>
<tr>
<th>Students Must...</th>
<th>Parents Can...</th>
</tr>
</thead>
<tbody>
<tr>
<td>★ Reread.</td>
<td>★ Provide more challenging texts AND provide texts they WANT to read and can read comfortably.</td>
</tr>
<tr>
<td>★ Read material at comfort level AND work with more challenging text.</td>
<td>★ Know what is grade level appropriate.</td>
</tr>
<tr>
<td>★ “Unpack” the text.</td>
<td>★ Read challenging texts with them.</td>
</tr>
<tr>
<td>★ <strong>Handle frustration</strong> and keep pushing.</td>
<td></td>
</tr>
</tbody>
</table>

*Reading is the KEY to learning*
## Literacy Shift 4: Discuss Reading Using Evidence

<table>
<thead>
<tr>
<th>Students Must...</th>
<th>Parents Can...</th>
</tr>
</thead>
<tbody>
<tr>
<td>★ Find evidence to support their <strong>arguments</strong>.</td>
<td>★ Talk about text.</td>
</tr>
<tr>
<td>★ Form judgments.</td>
<td>★ Demand evidence in everyday discussions/disagreements.</td>
</tr>
<tr>
<td>★ Discuss what the author is “up to.”</td>
<td>★ Read aloud or read the same book. Have a book talk and discuss the evidence.</td>
</tr>
</tbody>
</table>
## Literacy Shift 5: Writing From Sources

<table>
<thead>
<tr>
<th>Students Must...</th>
<th>Parents Can...</th>
</tr>
</thead>
<tbody>
<tr>
<td>★ Make <strong>arguments in writing</strong> using text.</td>
<td>★ Encourage <strong>writing</strong> at home.</td>
</tr>
<tr>
<td>★ Compare multiple texts in writing.</td>
<td>★ Write together and use evidence/details.</td>
</tr>
<tr>
<td>★ Write well.</td>
<td></td>
</tr>
</tbody>
</table>
Literacy Shift 6: Academic Vocabulary

<table>
<thead>
<tr>
<th>Students Must...</th>
<th>Parents Can...</th>
</tr>
</thead>
<tbody>
<tr>
<td>★ Learn the words they can use in college and career.</td>
<td>★ <strong>Read often and constantly</strong> with your children.</td>
</tr>
<tr>
<td>★ Get smarter at using “the language of power”.</td>
<td>★ Read multiple books about the same topic.</td>
</tr>
<tr>
<td>★ Have multiple exposures to words.</td>
<td>★ Talk to your children and create language-rich environments.</td>
</tr>
<tr>
<td></td>
<td>★ Show how you learn new words.</td>
</tr>
</tbody>
</table>
# Math Shift 1: Learn More About Less

<table>
<thead>
<tr>
<th>Students Must...</th>
<th>Parents Can...</th>
</tr>
</thead>
<tbody>
<tr>
<td>★ Spend more time on <strong>fewer concepts</strong>.</td>
<td>★ <strong>Know what the priority work</strong> is for your child for their grade level.</td>
</tr>
<tr>
<td></td>
<td>★ Spend time with your child on priority work.</td>
</tr>
<tr>
<td></td>
<td>★ Ask your child’s teacher about his/her progress on priority work.</td>
</tr>
</tbody>
</table>
## Math Shift 2: Skills Across Grades

<table>
<thead>
<tr>
<th>Students Must...</th>
<th>Parents Can...</th>
</tr>
</thead>
<tbody>
<tr>
<td>★ <strong>Keep building</strong> on learning year after year.</td>
<td>★ Be aware what your <strong>child struggled with</strong> last year and how that will affect learning this year.</td>
</tr>
<tr>
<td></td>
<td>★ Advocate for your child and ensure that help is given for “<strong>gap</strong>” skills - fractions, negative numbers, etc.</td>
</tr>
</tbody>
</table>
# Math Shift 3: Speed and Accuracy

<table>
<thead>
<tr>
<th>Students Must...</th>
<th>Parents Can...</th>
</tr>
</thead>
<tbody>
<tr>
<td>★ Spend time <strong>practicing</strong> - a lot of problems on the same idea.</td>
<td>★ <strong>Push children</strong> to know/memorize basic facts.</td>
</tr>
<tr>
<td></td>
<td>★ Know all of the fluencies your child should have and prioritize learning of the ones they don’t have.</td>
</tr>
</tbody>
</table>
### Key Fluencies

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fluency Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Add/Subtract within 5 (math facts)</td>
</tr>
<tr>
<td>1</td>
<td>Add/Subtract within 10 (math facts)</td>
</tr>
<tr>
<td>2</td>
<td>Add/Subtract within 20 (math facts)</td>
</tr>
<tr>
<td></td>
<td>Add/Subtract within 100 (algorithm)</td>
</tr>
<tr>
<td>3</td>
<td>Multiply/Divide within 100 (math facts)</td>
</tr>
<tr>
<td></td>
<td>Add/Subtract within 1000 (algorithm)</td>
</tr>
<tr>
<td>4</td>
<td>Add/Subtract within 1,000,000 (algorithm)</td>
</tr>
<tr>
<td>5</td>
<td>Multi-digit multiplication (algorithm)</td>
</tr>
</tbody>
</table>
## Math Shift 4: Know It/Do It

<table>
<thead>
<tr>
<th>Students Must...</th>
<th>Parents Can...</th>
</tr>
</thead>
<tbody>
<tr>
<td>★ UNDERSTAND why the math works. MAKE the math work.</td>
<td>★ Notice whether your child REALLY knows why the answer is what it is.</td>
</tr>
<tr>
<td>★ TALK about why the math works.</td>
<td>★ Advocate for the TIME your child needs to learn key math.</td>
</tr>
<tr>
<td>★ PROVE that they know why and how the math works.</td>
<td>★ Provide TIME for your child to work hard with math at home.</td>
</tr>
<tr>
<td></td>
<td>★ Get better in the math your child needs to know.</td>
</tr>
</tbody>
</table>
Math Shift 5: Real World

<table>
<thead>
<tr>
<th>Students Must...</th>
<th>Parents Can...</th>
</tr>
</thead>
<tbody>
<tr>
<td>★ Apply math in <strong>real world</strong> situations</td>
<td>★ Ask your child to <strong>DO</strong> the math that comes up in your daily life</td>
</tr>
<tr>
<td>★ Know <strong>which math</strong> to use for which situation</td>
<td></td>
</tr>
</tbody>
</table>
## Math Shift 6: Think Fast/Solve Problems

<table>
<thead>
<tr>
<th>Students Must...</th>
<th>Parents Can...</th>
</tr>
</thead>
<tbody>
<tr>
<td>★ Be able to use <strong>core math facts</strong> fast</td>
<td>★ Notice which side of this coin your child is good at and where he/she needs to <strong>get better</strong></td>
</tr>
<tr>
<td>AND</td>
<td>★ Make sure your child is <strong>PRACTICING</strong> the math he/she struggles with</td>
</tr>
<tr>
<td>★ Be able to apply math in the real world</td>
<td>★ Make sure your child is thinking about math in real life</td>
</tr>
</tbody>
</table>
How can I help my child?

Before the PARCC Assessment

❖ Praise your child’s efforts
❖ Discuss nightly homework
❖ Connect with your child’s teacher
❖ Encourage your child to persevere
❖ Read to, with, and in front of your child
❖ Discuss what you read
❖ Mark testing days on a calendar
How can I help my child?

During the PARCC Assessment

❖ Make sure your child sleeps well each night before testing
❖ Make sure your child eats breakfast
❖ Ensure your child arrives to school on time
❖ Keep a positive attitude
❖ Limit electronics before bedtime
Resources

PARCC Resources

❖ PARCC Tutorial & Equation Editor Practice  http://parcc.pearson.com/tutorial/
❖ PARCC Practice Tests  http://parcc.pearson.com/practice-tests/
❖ PARCC Practice Test Answers  http://www.parcconline.org/practice-test-answers

Additional Resources

❖ Virtual Math Manipulatives  http://nlvm.usu.edu/
❖ PARCC Games  http://parccgames.com/