



Preparing Today's Students for Tomorrow's Challenges



Northeast Regional Center

Collaboration among the Education Service Agencies of  
Apache, Coconino and Navajo County



## PARCC Releases: Additional Sample Items

Excerpted from a publication on PARCC <http://parcconline.org>

The Partnership for Assessment of Readiness for College and Careers (PARCC), has released additional sample items for both **English language arts/literacy** and **mathematics**. The sample items show how PARCC is developing tasks to measure the critical content and skills found in the Common Core State Standards (CCSS). The sample items have undergone PARCC's rigorous review process to ensure quality and demonstrate the content that will be on the assessments in 2014-2015.

The release of paper-based items is the first of two that PARCC will be providing throughout the remainder of the calendar year. PARCC will provide a complementary set of paper-based items in October, so that there will be sample items in each grade level. In November, all sample items will be re-released on the technology platform that students will use for the spring field test, providing an early opportunity for students and educators to engage with the tools and functionalities on the assessment. The primary purpose of sharing sample items is to provide information and to support educators as they continue the transition to the CCSS and the PARCC assessments. The sample items presented on the PARCC website demonstrate that core shifts at the heart of the CCSS are also integrated into the design of PARCC's assessments.

### Arizona Testing Information

Written by Sarah Gardner, Arizona State Assessment Director



The Assessment Division of the Arizona Department of Education continues to be a very busy and exciting place!

#### PARCC News:

The latest discussions have revolved around whether or not Arizona will adopt PARCC as the Arizona's next assessment. While Arizona continues to be very involved with the development of the PARCC assessment ultimately the selection of the state assessment will be made by the State Board of Education. It is expected that no matter which test the SBE selects it will most likely be computer or technology based. Technology based assessments match the expectation of the Arizona Standards. The underlying basis of the College and Career Ready Standards emphasizes the expectation that students' instructional opportunities will include access to technology. The assessment will be a reflection of what is being taught in the classroom. Students will solve real world problems, and show **how** they solved them. They will analyze and synthesize multiple texts to demonstrate comprehension, and then **convey** that understanding through a written response that provides **evidence** to support that writing.

The PARCC team at ADE, along with many Arizona teachers and coaches, has been developing resources for teachers and students, which will be available for use by the end of October. Please visit [www.azed.gov](http://www.azed.gov) to access these innovative resources as well as webinars, updates, and learning opportunities.

#### NCSC News: Transitioning from AIMS A to the new Alternate Assessment

The transition to the new alternate assessment is moving right along! At this time the National Center and State Collaborative (NCSC) is preparing for pilot testing phases. The pilot testing for 2013-2014 will begin late winter/early spring. The pilot test will include eligible students interacting with the actual test items. For more information about NCSC Assessment design-see the documents in the file link <http://www.azed.gov/special-education/files/2013/08/ncsc-summary-spring-2013.pdf> focusing on all of the Assessment Consortia.

NCSC is in the process of developing a Wiki where all AZ educators will be able to access the NCSC instructional supports. Once this site is available, the alternate assessment unit will send an email to PEA AIMS A test coordinators and put the link on the AIMS A webpage.

Our focus will continue to be on the roll-out of the instructional resources. The NCSC resources roll-out will be accompanied by mini recorded webinars for each of the main instructional components. So far, webinars are being recorded for Graduated Understandings-Instructional Families, Element Cards, and Planning Lessons. Look for links to these mini webinars in the fall.

If you missed the Live Mega Mathematics Webinar in December, please access the recording on the AIMS A webpage: <http://www.azed.gov/special-education/aims/a/teachers/>.

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#### Resources

Here are a few links containing additional information, including details on what each child will be expected to know and do in each grade and tips for parents:

<http://ccesa.az.gov/>

<http://www.azed.gov/standards-development-assessment/parcc-assessment/>

<http://www.azed.gov/standards-development-assessment/parcc-assessment/>

<http://parcconline.org/>

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

[www.pta.org/parentsguide](http://www.pta.org/parentsguide)

<http://www.azed.gov/standards-practices/files/2012/05/rttt-implementation-plan-2-6-12.pdf>

<http://www.parcconline.org/samples/item-task-prototypes>

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



## Observable AZCCRS Actions in Instruction

Source: [http://www.achievethecore.org/files/8713/7464/2390/SAP\\_HSS\\_612\\_D.pdf](http://www.achievethecore.org/files/8713/7464/2390/SAP_HSS_612_D.pdf)



The Instructional Practice Guides provide teachers with concrete examples of evidence which reflect the AZCCRS and which can be observed in classroom lessons. The types of questions teachers should be asking include the following:



Questions which repeatedly return students to the text to build understanding



Questions that require students to cite evidence from the text



Questions that support students in developing facility with academic and domain specific language



Questions that challenge students in deep examination of the text

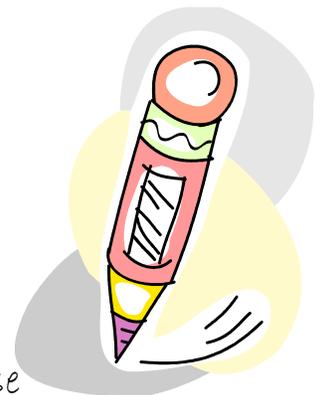


## Steps for Creating Text Dependent Questions

Source: <http://www.achievethecore.org/ela-literacy-common-core/text-dependent-questions/>

The following steps can be followed when creating text dependent questions.

1. Identify what students need to learn from the text.
2. Determine the key ideas and create a series of questions centered around them.
3. Identify the most powerful academic words and create questions which target the meanings of these words.
4. Find the most difficult sections of the text and develop questions which will enable students to comprehend those sections.



## Teaching Writing in Science

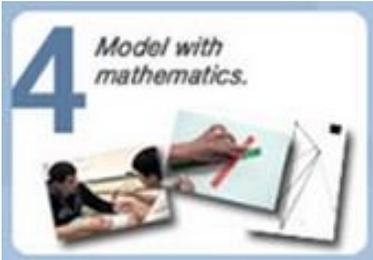
Source: <http://www.theatlantic.com/magazine/archive/2012/10/the-writing-revolution/309090/3/>

One approach to integrating writing into science is to provide students with key words to use when writing responses in science lessons. *Although* ... "hydrogen is explosive and oxygen supports combustion, a compound of them puts out fires." *Unless* ... "hydrogen and oxygen form a compound, they are explosive and dangerous." *If* ... "hydrogen and oxygen form a compound, they lose their original properties of being explosive and supporting combustion." The sentences the students create can then lead into written claims about their findings which would include evidence to support those claims.



## FOCUS ON THE MATHEMATICAL PRACTICES

### Mathematical Practice Standard 4: Model with Mathematics

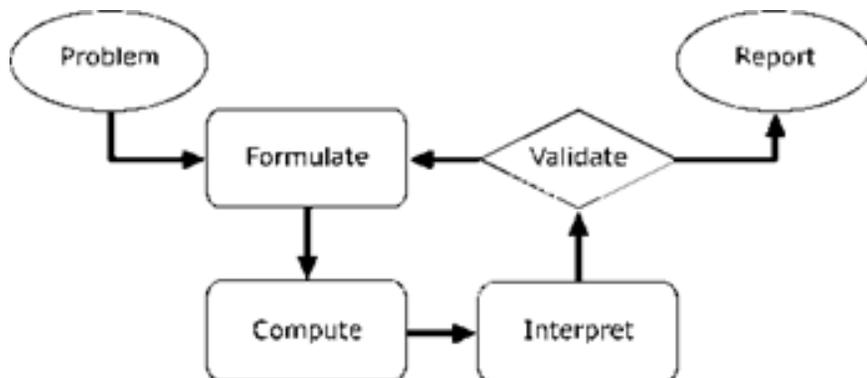


The fourth Practice Standard, **Model with Mathematics**, requires students to apply the mathematics they know to solve problems arising in everyday life, society, and the workforce. In early grades, this might be as simple as writing an addition equation to describe a situation. In

middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, where Modeling is one of the seven conceptual categories, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another.

A model can be very simple, such as writing total cost as a product of unit price and number bought, or using a geometric shape to describe a physical object like a coin. Even such simple models involve making choices. It is up to us whether to model a coin as a three-dimensional cylinder, or whether a two-dimensional disk works well enough for our purposes. Other situations—modeling a delivery route, a production schedule, or a comparison of loan amortizations—need more elaborate models that use other tools from the mathematical sciences. Real-world situations are not organized and labeled for analysis; formulating tractable models, representing such models, and analyzing them is appropriately a creative process. Like every such process, this depends on acquired expertise as well as creativity.

The basic modeling cycle is summarized in the diagram. It involves (1) identifying variables in the situation (2) formulating a model, (3) analyzing and performing operations on these relationships to draw conclusions, (4) interpreting the results of the mathematics in terms of the original situation, (5) validating the conclusions by comparing them with the situation, and then either improving the model or, if it is acceptable, (6) reporting on the conclusions and the reasoning behind them.



#### How do I encourage MP4?

Provide problems that require students to do the following:

- Apply techniques from current mathematical knowledge.
- Make assumptions and simplifications in a real-world situation.
- Explore “What-if” scenarios.
- Analyze data at hand, estimate data that are missing and draw reasonable conclusions

It is important that the teacher poses tasks that involve real world situations.

## FOCUS ON PARCC

Source:

<http://www.parcconline.org/mcf/mathematics/connections-parcc-assessment>

#### Assessment of the Standards for Mathematical Practice on PARCC

To measure the full range of the standards, the PARCC assessments will include tasks that require students to **connect mathematical content and mathematical practices**. Items will be designed to elicit evidence of whether students can:

- Solve problems **with connections to the practice standards**;
- **Express mathematical reasoning** by constructing mathematical arguments and critiques.

Questions asked will measure student learning **within and across various mathematical domains and practices**. The questions will cover the full range of mathematics, including the **varieties of expertise described by the practice standards**.