



## Thinking Protocol for Meaningful PARCC Test Prep

### Teacher Preparation for the MC<sup>2</sup> Thinking Protocol

- **Choose a sample PARCC test item** that addresses content studied in the current or previous curriculum units during your math instruction. Make a paper copy of the problem for each student with the questions listed in Step 1 below. Sample problems are available on the MC<sup>2</sup> website under *Preparing for PARCC* tabs at <https://mc2.nmsu.edu/teachers/preparing-for-parcc/>

- **For meaningful test prep, add these questions to the test item:**
  - What is the problem asking you to find?
  - What do you know about the problem and what steps might you take to solve it?
  - What questions do you have?
  - Explain your reasoning or thinking in solving the problem.

### MC<sup>2</sup> Thinking Protocol Steps (At least 15-20 minutes)

1. **Students think individually about the task and respond to following. (3+ minutes)**

- Think about Mathematics.
- Write about what you think.

2. **Students think with a partner about the task and add to their solution in a different color making sure not to erase any original ideas. (5+ minutes)**

- Talk about what you think.
- Listen to what others think.
- Paraphrase what others think.
- Students may add to their thinking or change their responses in a different color.

3. **Students think with the class while sharing strategies for solving the task. (6+ minutes)**

- What questions did you have about the math?
- Did any of you change your mind about your first answer?

4. **Students reflect on the process. (1+ minutes)**

- **Thumbs up** if you are totally confident and ready to take the PARCC test.
- **Thumbs sideways** if you are almost ready and need a little more practice before taking the PARCC test.
- **Thumbs down** if you are not feeling confident and we need to brainstorm ways to build your confidence.

Ask students what support they need in order to move everyone's thumb to the up position. Script on a poster the supports students request in order to be confident.

### Teacher Reflection on the MC<sup>2</sup> Thinking Protocol

In a PLC, discuss what data this process/task provides. Consider what instructional strategies are needed to support students' development of Mathematical Practices and flexibility in problem solving.

- What do students understand? Where is the evidence in the student work?
- What were misconceptions/gaps in the students' knowledge? Where is the evidence in the student work?
- What were the instructional strategies or classroom experiences that can help move the learning forward?

Share the student-generated posters that express the supports they need in order to be confident. Create next steps for all students.