



# MC<sup>2</sup> Countdown to PARCC (DRAFT Month-to-Month Description)

The MC<sup>2</sup> Countdown offers a viable method to prepare students for high stakes assessments AND be engaged in learning rich mathematics at the same time. The strategies outlined in the Countdown develop students' critical thinking skills in mathematics and habits of minds outlined in the CCSS-M Standards for Mathematical Practice in order to build confidence and competence solving various and complex tasks.

Month	October	November	December	January	February	March	April	May	
<b>Actions &amp; Supports for Teachers</b>	<ul style="list-style-type: none"> <li>Teachers take the <b>practice EOY online practice test</b> for their grade level. Discuss implications for instruction with colleagues. <a href="http://parcc.pearson.com/practice-tests/">http://parcc.pearson.com/practice-tests/</a></li> <li>Collaborate with other teachers to develop (or choose from textbooks) <b>rich mathematics tasks</b> that promote math practices. Plan daily learning experiences that include rich mathematical tasks and students engaged in math practices.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers study the <b>Claims Structure, Model Content Framework (MCF), Evidence Tables and Performance Level Descriptors (PLDs)</b> for their grade level. Discuss implications for instruction with colleagues. <b>Refer to MC<sup>2</sup> Resource Overview.</b></li> <li>Continue to collaborate with colleagues to plan rich mathematics tasks aligned to CCSS-M as a regular part of the mathematics curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers take the <b>Performance Based Assessment (PBA) Practice Test.</b></li> <li>Collaborate with other teachers to develop (or choose from textbooks) <b>rich mathematics tasks</b> that promote math practices.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers continue to collaborate with colleagues to plan rich mathematics tasks aligned to CCSS-M as a regular part of the mathematics curriculum.</li> <li>Continue to work <b>rich math tasks</b> and implement math task in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers continue providing <b>rich mathematical tasks</b> that support student learning and are aligned to CCSS-M and math practices.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers continue <b>providing rich mathematical tasks</b> that support student learning and are aligned to CCSS-M and math practices.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers continue providing <b>rich mathematical tasks</b> that support student learning and are aligned to CCSS-M and math practices.</li> </ul>	<b>Celebrate our Efforts</b>	
<b>Classroom</b>	<ol style="list-style-type: none"> <li>Use "<b>Thinking Protocol</b>" with one test item a week that is aligned with class content. Thinking protocol focuses on what the question is asking (rather than the solution.)</li> <li>Students use <b>MP.1</b> to practice making sense of the problem.</li> </ol> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>Students become familiar with EOY item format, equation editor, and technology.</li> <li>Students learn strategies for making sense of problems.</li> </ul>	<ol style="list-style-type: none"> <li>Use "<b>Thinking Protocol</b>" with one test item a week that is aligned with class content.</li> <li>Use a <b>Think/Pair/Share</b> to develop mathematical arguments to defend solutions (<b>MP.3</b>). Keep a record of student strategies on a poster.</li> </ol> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>Students become comfortable with various solution strategies and writing mathematical arguments.</li> </ul>	<ol style="list-style-type: none"> <li>Students begin to use <b>PBA sample items in class using Thinking Protocol</b> to develop <b>MP.4 and MP.6.</b></li> <li>Students take <b>Mid-Year Diagnostic</b> and afterwards are given a chance to discuss their experience. What was easy? What required more effort?</li> <li>Teachers and students brainstorm ideas for how to <b>develop strategies for tackling hard problems.</b></li> </ol>	<ol style="list-style-type: none"> <li>Students take <b>Practice Performance Based Assessment (PBA)</b> on computers and afterwards are given a chance to discuss their experience. What was easy? What required more effort?</li> <li>Brainstorm ideas for how to <b>develop strategies for tackling hard problems.</b></li> <li>Continue weekly <b>Thinking Protocol with electronic performance-type test items</b> as warm-up once a week. Use student initiated strategies for test practice.</li> <li>Review previous test items that students had difficulty with and the strategies they used to solve them. What new ideas do they have for solving?</li> </ol> <p><b>Purpose:</b> Play with and get comfortable with online testing in a non-threatening environment. By brainstorming strategies, students gain a sense of empowerment and confidence that they have some control of the test.</p>	<ol style="list-style-type: none"> <li>Continue weekly <b>Thinking Protocol with electronic PBA-type test items</b> as warm-up once a week. Use student initiated strategies for test practice.</li> <li>Review previous test items that students had difficulty with and the strategies they used to solve them. What new ideas do they have for solving?</li> </ol>	<ol style="list-style-type: none"> <li><b>Take practice EOY</b> after students have completed testing PBA. Again discuss what was easy and what required more effort. Have student reflect on strategies that supported their learning. Continue to practice these strategies.</li> </ol>	<ol style="list-style-type: none"> <li>Continue weekly <b>Thinking Protocol with electronic EOY-type test items</b> as warm-up once a week. Use student initiated strategies for test practice.</li> </ol>		<p><b>Testing Window for PBA:</b> 3/2/15 – 3/27/15</p>