Mathematically Connected Communities

Recommendations for Using PARCC Resources to Guide Instruction

Resource	***Usefulness***	***Guiding Questions for Aligning Curriculum and Instruction***
Claims Structure http://mc2.nmsu.edu/PARCC/Claims_Structure_page_(ELC_PPT).pdf	• Provides broad description of CCSS-M performance goals and how students demonstrate they are on-track for college are career readiness • Provides a big picture view of what will be measured on the PARCC assessment. • Sub Claims (A, B, C, D, E) are designed to provide guidelines that help educators to focus instruction on key priorities	• The content assessed by PARCC is weighted differently. o Sub Claims A & E: **Major Content** (~50%) o Sub Claim B: **Additional/Supplementary** content (~20%) o Sub Claims C & D: **Reasoning and Modeling** in the **Math Practices** (~30%) • What decisions can you make with the information PARCC has provided? • How does your current instruction support students' development of mathematical practices?
Model Content Frameworks (MCF) http://www.parcconline.org/parcc-model-content-frameworks	• Identify major, supporting, and additional content clusters by grade level • Describe fluency (pp. 8-9) and communicates the fluency expectations for each grade level • Describe important connections between standards to avoid teaching standards in isolation • Describe key advances from one grade level to the next • Describe natural connections between content standards and mathematical practices	• How are the major (~50%), supporting/additional (~20%) standards, and mathematical practice (~30%) reflected in your pacing guide? • What needs to be enriched in your curriculum resource to address in-depth focus standards identified in the MCF? • What are the concepts and skills that need to be reinforced and built upon from previous grades? • How does your mathematics resource provide a balance of conceptual and procedural development?
Task Types http://www.parcconline.org/samples/math	• Describe the types of tasks that will be developed for each grade level • Describe that the EOY includes only Type 1 items while the PBA includes Types 1, 2, and 3	• How does our curriculum develop skills in written arguments/justifications, critique of reasoning, or precision in mathematical statements (MP.3, MP.6)? • How are ensuring that students are learning mathematics through a variety of task types?
Evidence Tables (PBA and EOY) http://www.parcconline.org/mathematics-test-documents	• List the CCSS-M standards that will be tested on the Performance Based Assessment (PBA) and End-of-Year (EOY) assessment • Provide descriptions of how content standards are integrated or split in order to create tasks • List which math practices are connected to each standard for task development	• How can you connect the ideas of the evidence tables with your scope and sequence to ensure concepts are aligned and topics are prioritized? • What do you need to add or take out of your current scope and sequence?
Performance Level Descriptors (PLDs) http://parcconline.org/math-plds	• Communicate expectations about the level of performance necessary in each grade or subject for students to demonstrate proficiency (command) of content	• How does your current curriculum support the content learning and math practices outlined in the PLDs? • How can PLDs be used to write classroom based assessments, learning targets, and questions for units and lessons? • How can PLDs be used for students to self-assess their level of understanding of concepts?