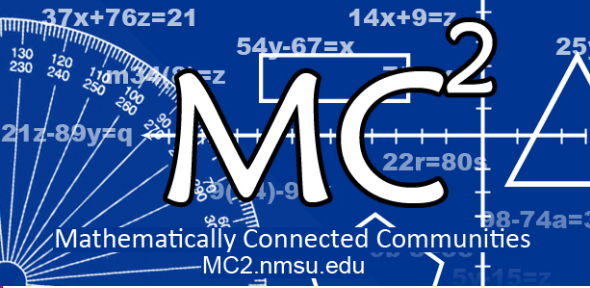


October 15, 2014
Webinar

Count Down to

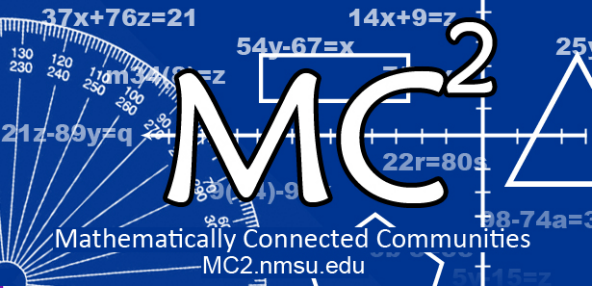
PARCC

Partnership for Assessment of
Readiness for College and Careers



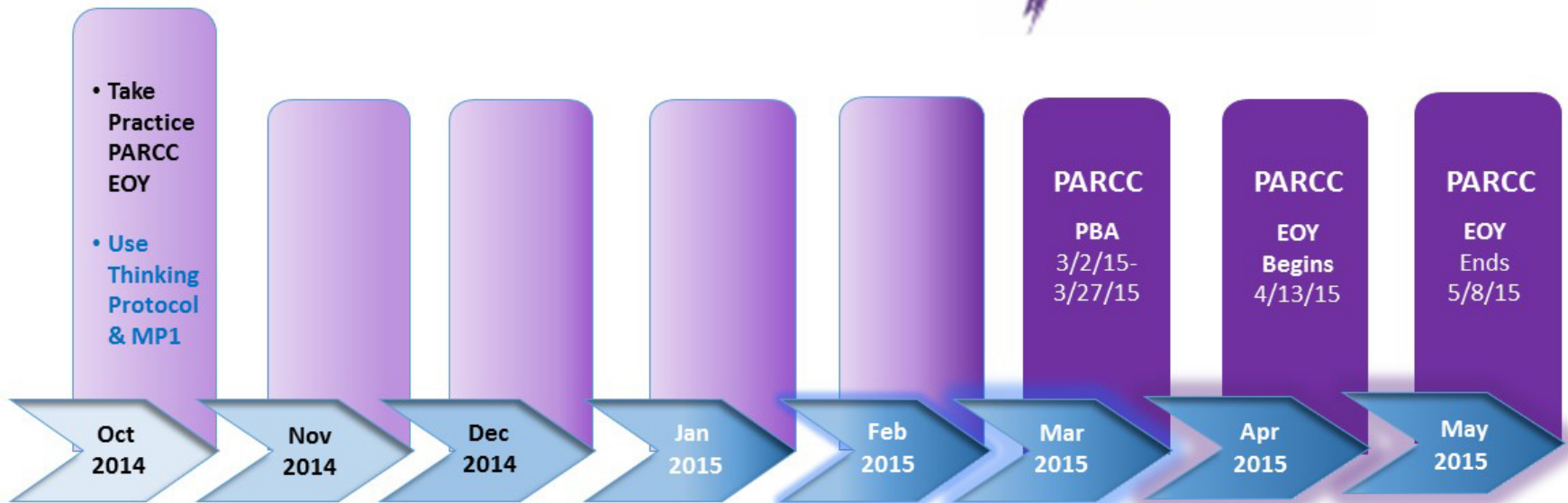
Webinar Agenda...

- Overview of Countdown to PARCC Format (10 min.)
- Description of October Resources (15 min.)
- Q & A – Please type in questions that you would like for us to address (15 min.)



Monthly Resources for Teachers

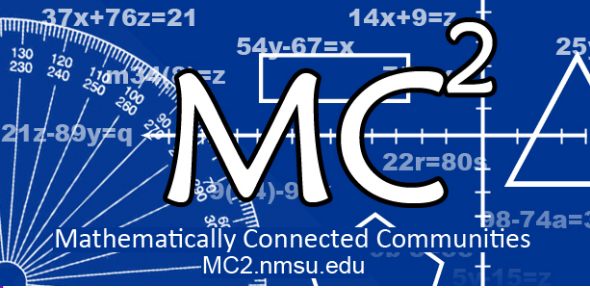
Count Down to PARCC



Color Code KEY: Teacher Support & Classroom Strategies

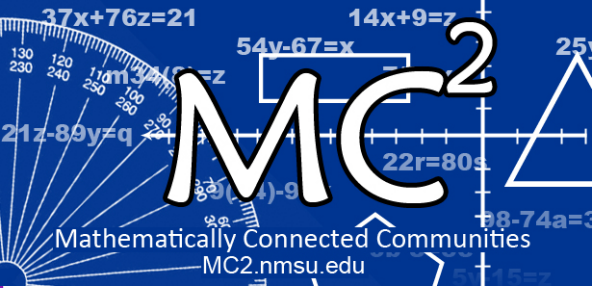
*The bulleted tasks above are recommended by MC² to assist teachers in preparing for PARCC.

Click on the image to enlarge the graphic.



Aligned to CCSS-M with Emphasis on Math Practices 1, 3, 4, and 6

- 1. Make sense of problems and persevere in solving them.**
2. Reason abstractly and quantitatively
- 3. Construct viable arguments and critique the reasoning of others**
- 4. Model with Mathematics**
5. Use appropriate tools strategically
- 6. Attend to precision**
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning



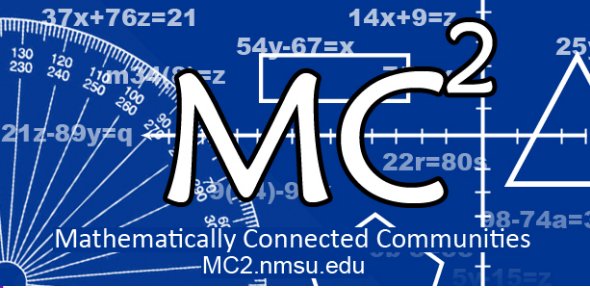
What can you expect to find on the Countdown each month?

Supports for Teachers

- Suggestions for teachers to develop a solid understanding of PARCC expectations for students
- Ideas for using the PARCC website and your curriculum resources to design activities for students

Supports for Daily/Weekly Classroom Instruction to:

- Build student **confidence and competence** with PARCC assessment items and solving various and complex tasks
- Develop students' **critical thinking** skills in mathematics and habits of minds outlined in the CCSS-M Standards for **Mathematical Practice**
- Develop familiarity with test item technology (**testnav**) and the various types of assessment items that students will encounter on PARCC assessments



October – For Teachers

Take the EOY Practice Test:

<http://practice.parcc.testnav.com/#>

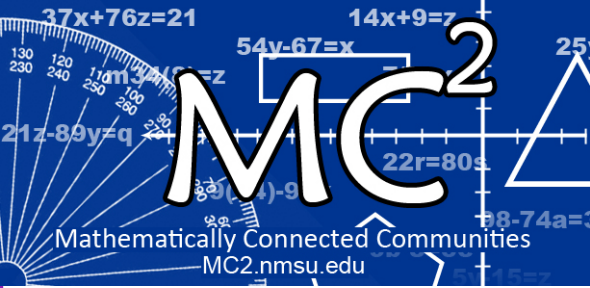
Note: The practice test will take 20-40 minutes. An answer sheet is provided with the standards that is targeted for each practice item.



A screenshot of the PARCC website's navigation menu. The menu is located at the top of the page and includes the following items: 'Home', 'Resources', 'Sample Items', 'Tutorial', and 'Practice Tests'. The 'Practice Tests' item is currently selected, and a dropdown menu is visible below it, showing 'English Language Arts/Literacy' and 'Mathematics'. The 'Home' page content is partially visible below the menu, including a paragraph about the PARCC Field Test and a list of resources.

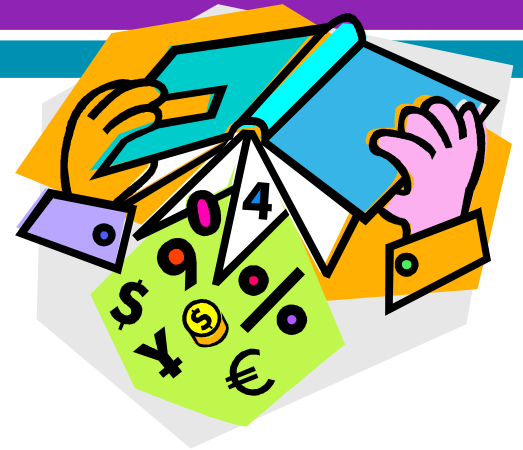
Discuss with Colleagues:

- What is the math in the question(s)?
- What math practices are used to solve the problem? What types of mathematical thinking/reasoning are expected?
- What technology experiences do students need in order to be successful with the testing format?



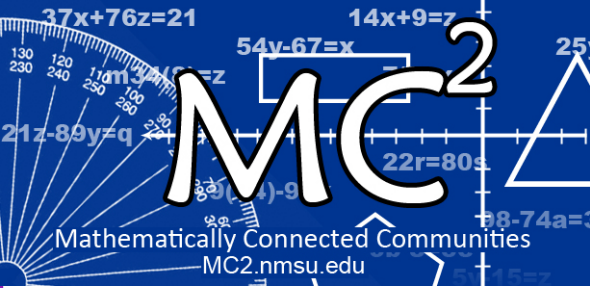
October – For Teachers (continued)

Review your current curriculum and instructional resources – Consider how well the resources are aligned to CCSS-M. Modify lessons to match expectations of CCSS-M and PARCC.



Discuss with Colleagues:

- ❖ What experiences do students need with math practices to solve the PARCC EOY problems?
- ❖ How well aligned are the mathematics resources? Will the mathematical tasks prepare students for the expectations of PARCC?
- ❖ If not, how might tasks and lessons be modified to change the level of cognitive demand of the task?
- ❖ Choose the rich mathematics tasks within the resources and modify lessons to align to CCSS-M and PARCC expectations.

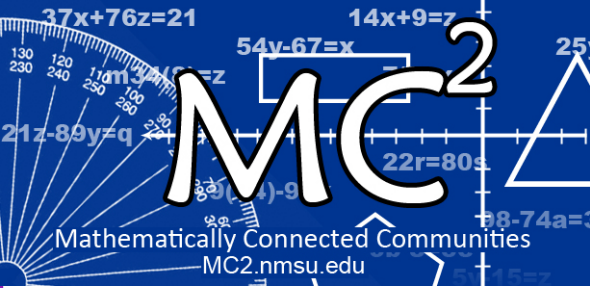


October – For the Classroom

Use rich mathematical tasks in class that promote MP1:
Make Sense of Problems and Persevere in Solving Them

Ask students to reflect on MP1 by using these sentence starters...

- I made sense of the question by...
- I started solving the problem by...
- When I got stuck, I persevered by...
- I compared my answer or strategy to others by...
- I knew my answer made sense because...
- I made connections to someone else's strategy or approach when...



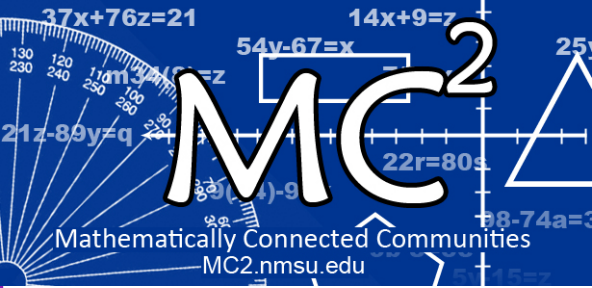
October – For the Classroom (continued)

Use the MC² Thinking Protocol for sample PARCC items
1-2 per week as a class warm-up or formative assessment

Thinking Protocol (15-20 min.):

1. Students think individually about the test item. (3 min)
2. Think with a partner about the problem. Change colored writing utensils to add to the solution. Don't erase from your original ideas. (5 min.)
3. Share strategies. Teacher selects 2-3 students or partners to share their ideas. The purpose is to add new ideas/strategies to the whole group's thinking. (6 min.)
4. Ask students to reflect on the problem and identify what was easy about the problem. What required more effort? (1 min.)

Go to: <http://mc2.nmsu.edu/>



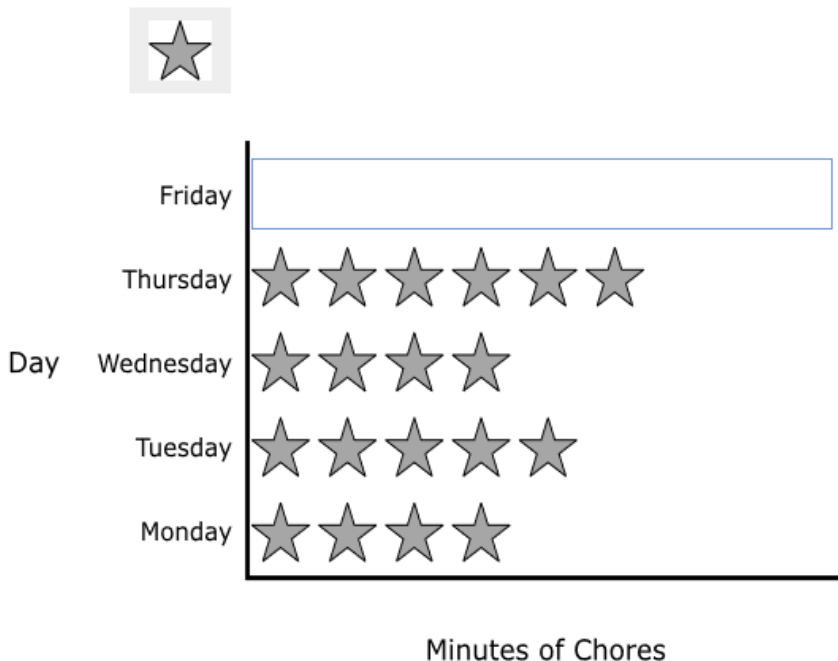
October – For the Classroom

(Sample Test Item)

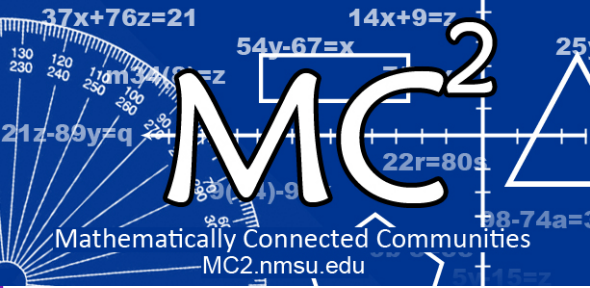
3rd Grade PARCC EOY Sample Assessment Item #9: Standard 3.MD.3-1

Jana gets a sticker for every 5 minutes she spends on her chores each day. She puts them on a picture graph as shown.

Jana spends a total of 130 minutes doing chores during the week. Complete the picture graph to show how many stickers Jana gets on Friday.



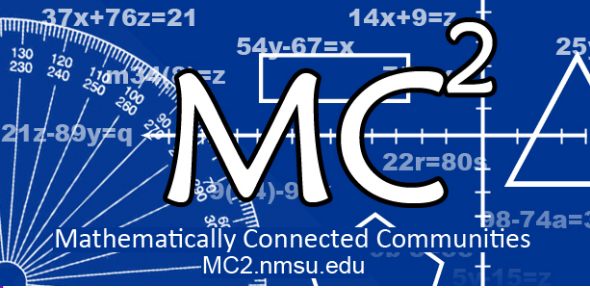
- What do you know about the problem?
- What questions do you have?
- Explain your reasoning or thinking in solving the problem?



Coming in November

- Using Claims Structure, PARCC Model Content Frameworks, and Performance Level Descriptors (PLDs) to plan instruction
- Using the Thinking Protocol to practice writing viable arguments and critiquing reasoning of others (MP3)

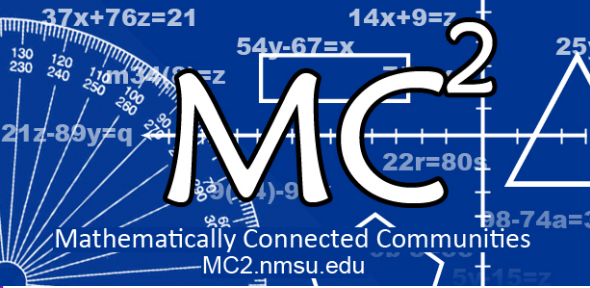
Go to: <http://mc2.nmsu.edu/>



Questions and Input

- What are the most pressing needs of teachers in helping students prepare for the PARCC assessment?
- What questions or suggestions do you have regarding MC² Countdown to PARCC?

Go to: <http://mc2.nmsu.edu/>



Thank you!

Please send us comments or suggestions for future webinars.

mc2@nmsu.edu