PREPARING FOR PARCC: A SHARED RESPONSIBILITY ACROSS CONTENT AREAS

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Grades 6-12
Mahwah Public Schools

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Grades 6-12
Mahwah Public Schools
A DISTRICT’S GOALS IN PREPARING FOR PARCC:

- Making this assessment a shared responsibility.
- Building confidence amongst teachers, regardless of content area.
- Creating a common language (e.g., DBQ/Synthesis/RST).
- Recognizing the importance of the skills integrated into each of PARCC’s performance-based assessments (PBAs).
WHAT ARE THE KEY SKILLS STUDENTS SHOULD BE DEVELOPING?

• Utilize specific textual evidence to support conclusions drawn from text.

• Integrate and evaluate content presented in diverse formats and media.

• Assess credibility and accuracy of each source.

• Analyze how two or more texts address similar themes.

• Synthesize information to bolster one’s argument.
PARCC ASSESSMENT DESIGN:

**Diagnostic Assessment**
- Early indicator of student knowledge and skills to inform instruction, supports, and PD
- Non-summative

**Mid-Year Assessment**
- Performance-based
- Emphasis on hard-to-measure standards
- Potentially summative

**Performance-Based Assessment (PBA)**
- Extended tasks
- Applications of concepts and skills
- Required

**End-of-Year Assessment**
- Innovative, computer-based items
- Required

**Speaking And Listening Assessment**
- Locally scored
- Non-summative, required
PARCC ADMINISTRATION (6-8):

### Performance-Based Component

<table>
<thead>
<tr>
<th>Grade</th>
<th>ELA/Literacy</th>
<th>Math</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Literary Analysis</td>
<td>Research</td>
<td>Narrative</td>
</tr>
<tr>
<td>3</td>
<td>50</td>
<td>60</td>
<td>40</td>
</tr>
<tr>
<td>4-5</td>
<td>80</td>
<td>80</td>
<td>50</td>
</tr>
<tr>
<td>6-8</td>
<td>80</td>
<td>85</td>
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### End-of-Year Component

<table>
<thead>
<tr>
<th>Grade</th>
<th>ELA/Literacy</th>
<th>Math</th>
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<tr>
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<td>Session 1</td>
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<tr>
<td>3</td>
<td>60</td>
<td>60</td>
<td>55</td>
</tr>
<tr>
<td>4-5</td>
<td>70</td>
<td>70</td>
<td>55</td>
</tr>
<tr>
<td>6-8</td>
<td>70</td>
<td>70</td>
<td>55</td>
</tr>
</tbody>
</table>

**Summative Total**

- 8 hours
- 9 hours, 20 minutes
- 9 hours, 25 minutes
PARCC ADMINISTRATION (9-11):

<table>
<thead>
<tr>
<th>Grades</th>
<th>Performance-Based Component</th>
<th>End-of-Year Component</th>
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<tbody>
<tr>
<td>9 - 10 Alg I/ Math I Geo/ Math II</td>
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<tr>
<td>Estimated Time on Task (minutes)</td>
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<tr>
<td>80</td>
<td>85</td>
<td>50</td>
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<tr>
<td>70</td>
<td>70</td>
<td>65</td>
</tr>
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<td>Summative Total</td>
<td></td>
<td>9 hours, 45 minutes</td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Performance-Based Component</th>
<th>End-of-Year Component</th>
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</thead>
<tbody>
<tr>
<td>11 Alg II / Math III</td>
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<td></td>
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<tr>
<td>Estimated Time on Task (minutes)</td>
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<td></td>
</tr>
<tr>
<td>80</td>
<td>85</td>
<td>50</td>
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<tr>
<td>70</td>
<td>70</td>
<td>55</td>
</tr>
<tr>
<td>Summative Total</td>
<td></td>
<td>9 hours, 55 minutes</td>
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</table>
PARCC SCORING

- PLD: “Performance Level Descriptor”
- CCR: “College and Career Ready”

Students earn 1-5 PLD score
By end of grade 11, a score of “4” or “5” = CCR
Accommodations:

- IEP → PNP (Personal Needs Profile)
  - Presentation Accommodations (e.g., visual/auditory aids, paper-and-pencil)
  - Response Accommodations (e.g., scribe, speech-to-text assistive technology, dictionaries for ELLs)
  - Timing/Scheduling Accommodations (e.g., organization of time, extra time)
  - Setting Considerations
In the past ...
Which all too often ends up looking like this...
The link is the task...
THE PARCC PBA
(PERFORMANCE-BASED ASSESSMENT)

1.) Research Simulation Task
   - Anchor Text
   - Writing

2.) Speaking/Listening Task (Research Simulation)
   - Locally scored

3.) Narrative
   - Anchor Text
   - Writing

4.) Literary Analysis
   - Anchor Text
   - Writing
WHAT IS AN ANCHOR TEXT?

- Print text or non-print text.

- Serves as main source with regards to writing the performance-based task.

- Includes multiple-choice questions, along with open-ended and interactive literacy experiences.
TEXT TYPES

○ Informational
  • Literary non-fiction
  • History and social science texts
  • Science and technical texts
  • Multi-media (texts that have both words and audio/video)

○ Literary
  • Poetry
  • Drama
  • Fiction
  • Multi-media (in the form of film radio etc.)
60% Writing and 40% Reading for ALL sections grades 6-11
MORE SPECIFIC INFORMATIONAL TEXTS

- Advertisements
- Agendas
- Autobiographies/biographies
- Company profiles
- Correspondence
- Essays/speeches
- Feature articles
- Government documents
- Histories
- Interviews
- Journal articles
- Legal documents/contracts
- Magazine articles/news articles
- Memoirs
- Editorial pieces
- Political cartoons
- Product specifications
- Recipes
- Science investigations
- Training manuals
SETTING SCHOOL-WIDE AND DEPARTMENT GOALS:

- **Step One (1):** Focus on RST.

- **Step Two (2):** Continue RST preparation school-wide, making cross-curricular emphasis.
  - Literary analysis skills introduced through ELA department.

- **Step Three (3):** RST work continues school-wide.
  - Narrative skills introduced through ELA department.
2011 vs. 2014

- NJASK / HSPA
  - Writing Prompts
  - Only seen in language arts classes

- PARCC
  - 3 performance-based assessments
    - Research Simulation Task
    - Literary Analysis Task
    - Narrative Task
  - Support skills needed in all content areas
MAKING LITERACY A SHARED RESPONSIBILITY

- School-wide pre- and post-assessments:
  - Grade 9: Biology
  - Grade 10: U.S. History I
  - Grade 11: Financial Literacy
  - Grade 12: English 12
THE PARCC PBA
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A LOOK AT A SAMPLE....

- Source A: *Men’s Fitness* article
- Source B: Data Table
- Source C: [YouTube clip](https://www.youtube.com)
**The Trends in Data:**

- Students ignored the visual (e.g., political cartoon, audio/video clip, artwork, image, etc.).

- Students did not have the sources “have a conversation with one another.”
WHERE CAN I IMPLEMENT RESEARCH SIMULATION TASK SKILLS?

• Curriculum Updates
• Do Now
• Homework
• Embedded in lessons / Transitions in discussions
• In-class writing
• Closure
• Performance-Assessment Task
• Encourage students to create their own RSTs
• Free Response / Open-ended section of assessment
• Lab Manuals
What are the key skills students should be developing?

• Utilize specific textual evidence to support conclusions drawn from text.

• Integrate and evaluate content presented in diverse formats and media.

• Assess credibility and accuracy of each source.

• Analyze how two or more texts address similar themes.

• Synthesize information to bolster one’s argument.
In different content areas:

<table>
<thead>
<tr>
<th>English Language Arts</th>
<th>Social Studies</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Integration of outside sources.</td>
<td>• Integration of outside sources.</td>
<td>• Integration of outside sources.</td>
</tr>
<tr>
<td>• Concentration on nonfiction.</td>
<td>• Concentration on nonfiction.</td>
<td>• Concentration on nonfiction.</td>
</tr>
<tr>
<td>• Focus on visual literacy.</td>
<td>• Focus on visual literacy.</td>
<td>• Focus on visual literacy.</td>
</tr>
<tr>
<td>• Full RST tasks.</td>
<td>• Full RST/DBQ tasks.</td>
<td>• RST in lab reports.</td>
</tr>
</tbody>
</table>
THE RESEARCH SIMULATION TASK

A TIME TO TALK...

- Questions/Concerns?
- Comfort level?
- Feedback?
A LOOK AT THE TASKS “IN ACTION:”

- NEWEST SAMPLE ITEMS
  - January 2014
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THE NARRATIVE PERFORMANCE-BASED ASSESSMENT

- Usage of authentic texts.

- Start with the “anchor text.”

- Multiple choice/open-ended/interactive literacy questions → writing.

- Awareness of language (literary and rhetorical devices).

- Completion of:
  - Short story
  - Historical account
  - Scientific process
FROM THE COMMON CORE STANDARDS:

- Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 (page 65 of 66 CCSS)

  “Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.”
A CLOSER LOOK AT A SAMPLE PROMPT:

- Anchor Text: excerpt from “The Gift of the Magi”

- In the above passage, the author develops an interesting husband/wife relationship between Jim and Della. Think about this relationship and the details the author uses to create the situation of gift-purchasing. The passage ends with Della purchasing a chain to match her husband’s beautiful gold watch.

Write an original story to continue where the passage ends. In your story, be sure to use what you have learned about the husband and wife characters as you tell what happens next.
NARRATIVE TASK
ENGLISH LANGUAGE ARTS

GRADES 6-8

- Little Women
- The Adventures of Tom Sawyer
- A Wrinkle in Time
- The Dark is Rising
- Dragonwings
- “The People Could Fly”
- “Eleven”
- Black Ships Before Troy: The Story of the Iliad

GRADES 9-12

- The Odyssey
- The Metamorphosis
- “The Nose”
- Candide
- “The Gift of the Magi”
- The Grapes of Wrath
- To Kill a Mockingbird
- The Canterbury Tales
- The Bluest Eye
NARRATIVE TASK
SOCIAL STUDIES

<table>
<thead>
<tr>
<th>GRADES 6-8</th>
<th>GRADES 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Boston Tea Party</td>
<td>The Trail of Tears</td>
</tr>
<tr>
<td>The Fall of the Roman Empire</td>
<td>The Dust Bowl</td>
</tr>
<tr>
<td>The Rise of the Mongol Empire</td>
<td>The Civil War</td>
</tr>
<tr>
<td>The French and Indian War</td>
<td>The Great Depression</td>
</tr>
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NARRATIVE TASK
SCIENCE

GRADES 6-8
- Glacier Formation
- Phases of the Moon
- Erosion and Deposition
- The Characteristics of Life

GRADES 9-12
- Cellular Division
- Cellular Respiration
- Newton’s Laws of Motion
- Cellular Transport
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THE LITERARY ANALYSIS
PERFORMANCE-BASED ASSESSMENT

- Usage of authentic texts.

- Start with the “anchor text.”

- Multiple choice/open-ended/interactive literacy questions → writing.

- Awareness of language (literary and rhetorical devices).

- Look at two texts dealing with similar themes.
A CLOSER LOOK AT A SAMPLE PROMPT:

- Anchor Text #1: “We Wear the Mask”
- Anchor Text #2: *Collected Articles* (excerpt)

- Use what you have learned from reading Dunbar’s “We Wear the Mask” and Douglass’s excerpt from his *Collected Articles* to write an essay that analyzes how both texts treat the issue of racism.

Develop your essay by providing textual evidence from both sources. Be sure to follow the conventions of Standard English.
THE “SKELETAL” STRUCTURE

I. Introduction
   I. Discuss theme
   II. Thesis Statement

II. Diction
   I. Link diction devices to theme

III. Syntax/Tone
   I. Link Sentence structure and word order to theme
   II. Tone and mood

IV. Conclusion
   I. Final thoughts on theme of passage
A LOOK AT SOME RESOURCES:

- The Pacific Northwest Tree Octopus
- New York Times Paired Texts
- ELA Common Core – Appendix B
- Games for Change
- Our Documents
- SS Primary Source Correlation
Next Steps... for your school building? for your department? for your classroom?