

An Overview of PARCC

Callie Riley, Senior Policy Associate, PARCC, Inc.
(@Callie_DC)

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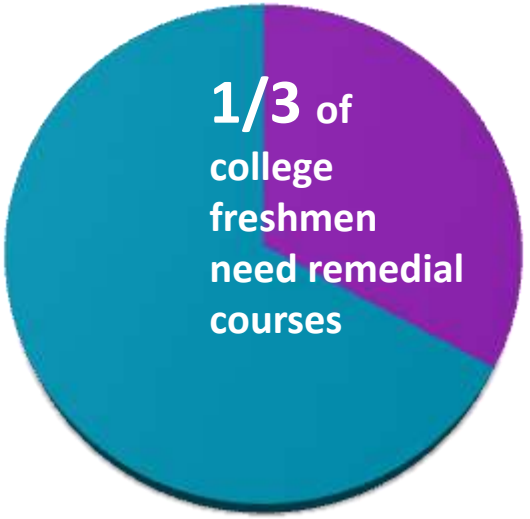
Why Higher Standards and New Assessments *Now*?

By the year 2020, 65% of all jobs will require some postsecondary education or training.

To ensure future economic sustainability, we must prepare all students to access postsecondary opportunities:

- The PARCC assessment system will impact millions of students.
- CCSS and PARCC have the potential to substantially improve educational equity, postsecondary opportunity, and economic mobility if ***implemented with fidelity by K-12 and embraced by postsecondary institutions***.
- **Our K–12 system is not adequately preparing** students for college



The PARCC Consortium

- **14** states plus DC
- **Nearly 10** million students in tested grades
- Aligned to the **Common Core State Standards**
- Developed by educators in **nearly two dozen states**
- 2013-14 **field testing**
- **2014-15 roll out**

PARCC: Governed by the States

- Governing Board
- Advisory Committee on College Readiness
- PARCC K-12 State Leads/Governing Board Deputies
- Postsecondary Engagement Team
- Operational Working Groups
- PARCC State Item Review Committees
- Educator Leader Cadre Members
- Performance Level Descriptor Panel Members
- Technical Issue and Policy Working Group Participants
- Transition and Implementation Institute Team Members

Together, PARCC states determined their priorities:

Preparing all students to be **college and career ready**

Measuring the full range of CCSS and performance

Supporting educators with data and tools

Utilizing technology

Comparability across schools and states

Streamlining the transition from high school to college by enabling direct placement into college-credit bearing courses for students who master the content

The Goal: Getting All Students College and Career Ready

Ongoing student support/interventions

K–2 → Grades 3–8 → High School → **Success In first-year, credit-bearing, postsecondary coursework**

Voluntary K–2 assessments being developed, aligned to the Common Core State Standards

Timely data showing whether ALL students are on track for college and career readiness

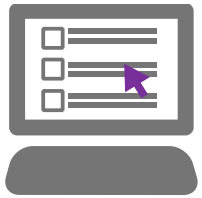
College readiness score to identify who is ready for college-level coursework

Targeted interventions and supports:
- State-developed 12th-grade bridge courses

Professional development for educators

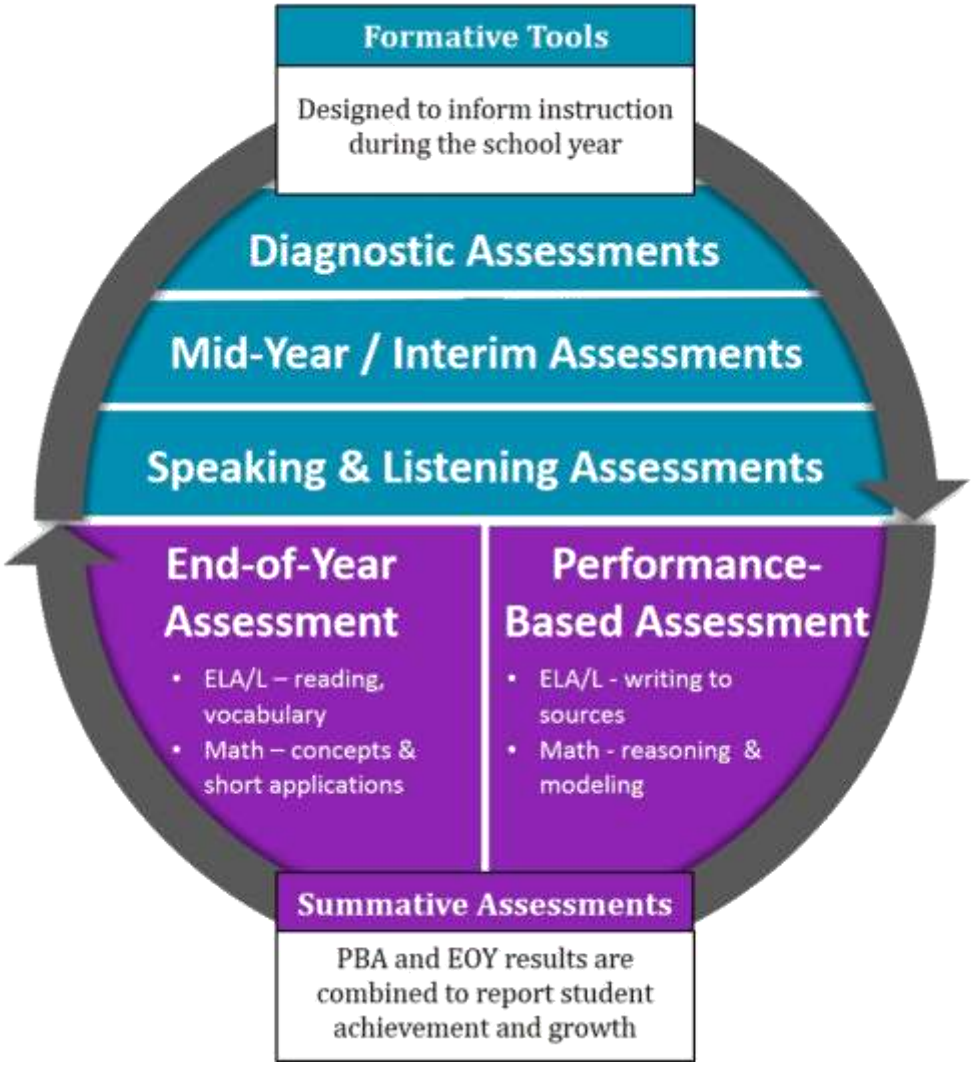
PARCC Tests: Developed by States

- Measure **problem-solving and critical thinking skills**
- Give **timely feedback to teachers and students** on strengths and weaknesses, allowing teachers to better meet student needs
- Determine whether students are **on track for college or career**
- Include a **writing component at every grade level**



- **Allow comparison** across schools, districts and states

PARCC Assessment *System*



Summative Assessments

Performance-Based Component (PBA)

ELA/Literacy

Writing essays drawing evidence from sources, including multi-media

Math

Solving multi-step problems that require reasoning and address real world situations

End-of-Year Component (EOY)

ELA/Literacy

Demonstrating comprehension of literary and informational texts

Math

Demonstrating understanding of concepts, fluency, and application of knowledge

PBA and EOY Combined = Total Score

Formative Tools

For use during the school year

Diagnostic Assessments

- Grades 2-8
- Reading, Writing, Math
- Computer adaptive
- Designed to pinpoint students' learning needs
- Links to interventions/enrichments

Mid-Year/Interim Assessments

- Grades 3-11
- ELA/Literacy and Math
- Computer- and paper-based
- Built from released PBA tasks
- Can be used for assessment at individual, classroom, school levels

K-1 Tools

- Grades K-1
- Reading and math
- Checklists, running records, performance tasks
- Links to interventions/enrichments

Speaking & Listening Tools

- Grades 3-12
- Performance-based activities
- Spontaneous oral response to oral prompt; share findings of research in an oral presentation

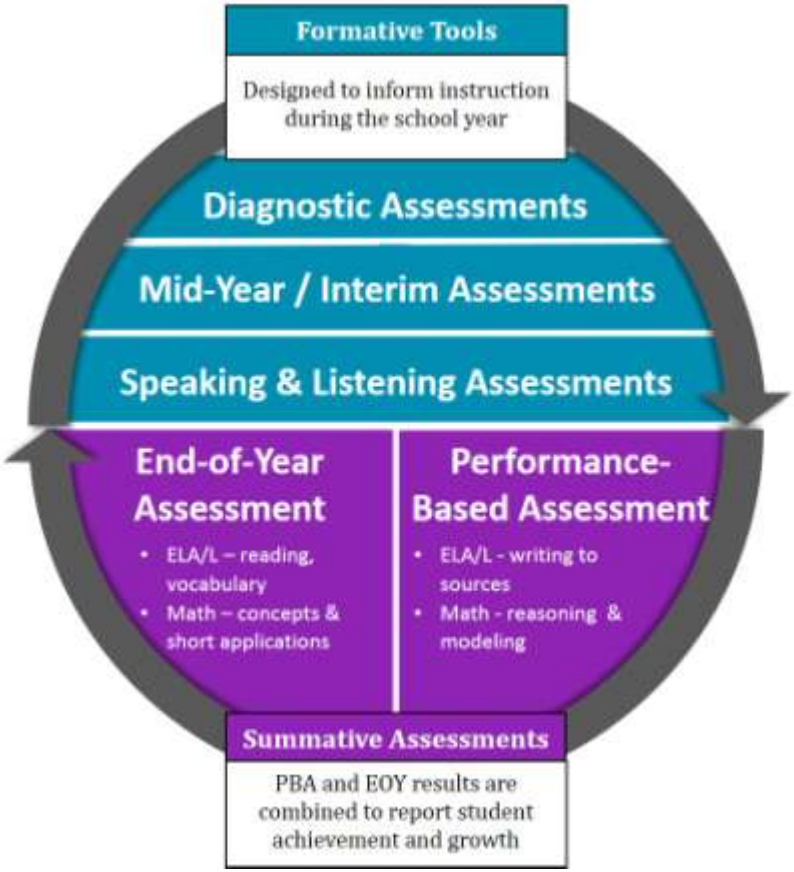
Promoting Success: College without Remediation

- Students will be able to enter into entry-level, credit-bearing courses at postsecondary institutions **without remediation** in ELA/Literacy and/or math
- Upon adoption, **guaranteed exemption** from remedial coursework at more than 700 colleges and universities
- For more, go to: www.parcconline.org/parcc-assessment-policies

Testing Time

PARCC advocates that students take the right tests – not that students spend more time testing.

- **PARCC tests are being given instead of, not in addition to, current state tests.**
- ***This amounts to less than 1% of instructional time over the course of the school year.***
- **The assessment will be broken into multiple, shorter sessions so that students are not being tested on all the content in one or two sittings.**



Promoting Success: Student Access

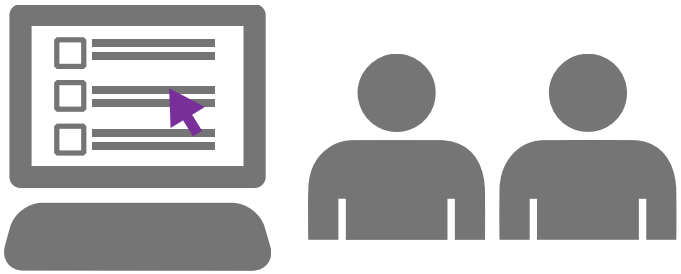
PARCC is committed to the following principles:

- Use **Universal Design principles** to create accessible tests
- Measure the **full range** of complexity of the CC standards
- Use **technology** to make the assessment highly accessible
- Conduct **bias and sensitivity reviews** of all items

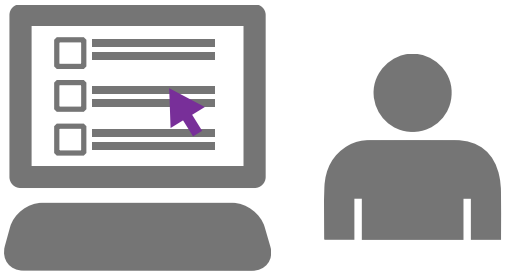
Technology in Schools

PARCC tests can be taken on a range of devices including: desktops, laptops, netbooks and tablets. These should be available for instruction and testing.

Some rule-of-thumb guidance:



Schools with up to **three tested grades** should consider having at least **one device for every two students** for the largest tested grade.



A school that has **six tested grades,** such as a K–8 school, should consider having **one device per student** in the largest tested grade.

Where We Started, Where We Are and Next Steps

2010

SEPTEMBER
States launch PARCC

2011

SUMMER
Model Content Frameworks Released

2012

AUGUST
Item Prototypes Released

2013

APRIL
Test Blueprints released

APRIL
PARCC Becomes Independent Non-Profit

We are here!

2014

WINTER/SPRING
Field Test/Practice Test Online

SUMMER
PARCC Reports Research From Field Test Results

Next year

2015

SPRING
First Administration of New Tests

SUMMER
Establishment of Cut Scores

2016

FALL
Release of Diagnostic and Formative Assessments

FALL
Use of Cut Scores for IHE Placement

Sample Items

In Math, Students will …

Solve grade-level problems

Express mathematical reasoning by constructing mathematical arguments and critiques

Solve real-world problems

Demonstrate mathematical fluency

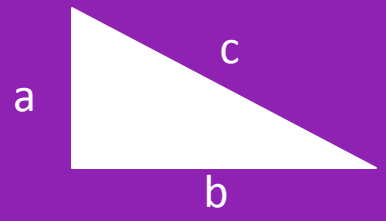
Types of Math Tasks

Concepts, skills and procedures

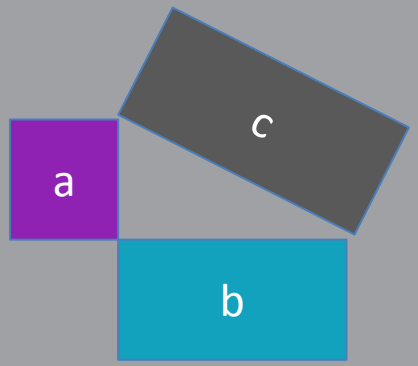
$a^2+b^2=c^2$

Mathematical reasoning

$a^2+b^2=c^2$



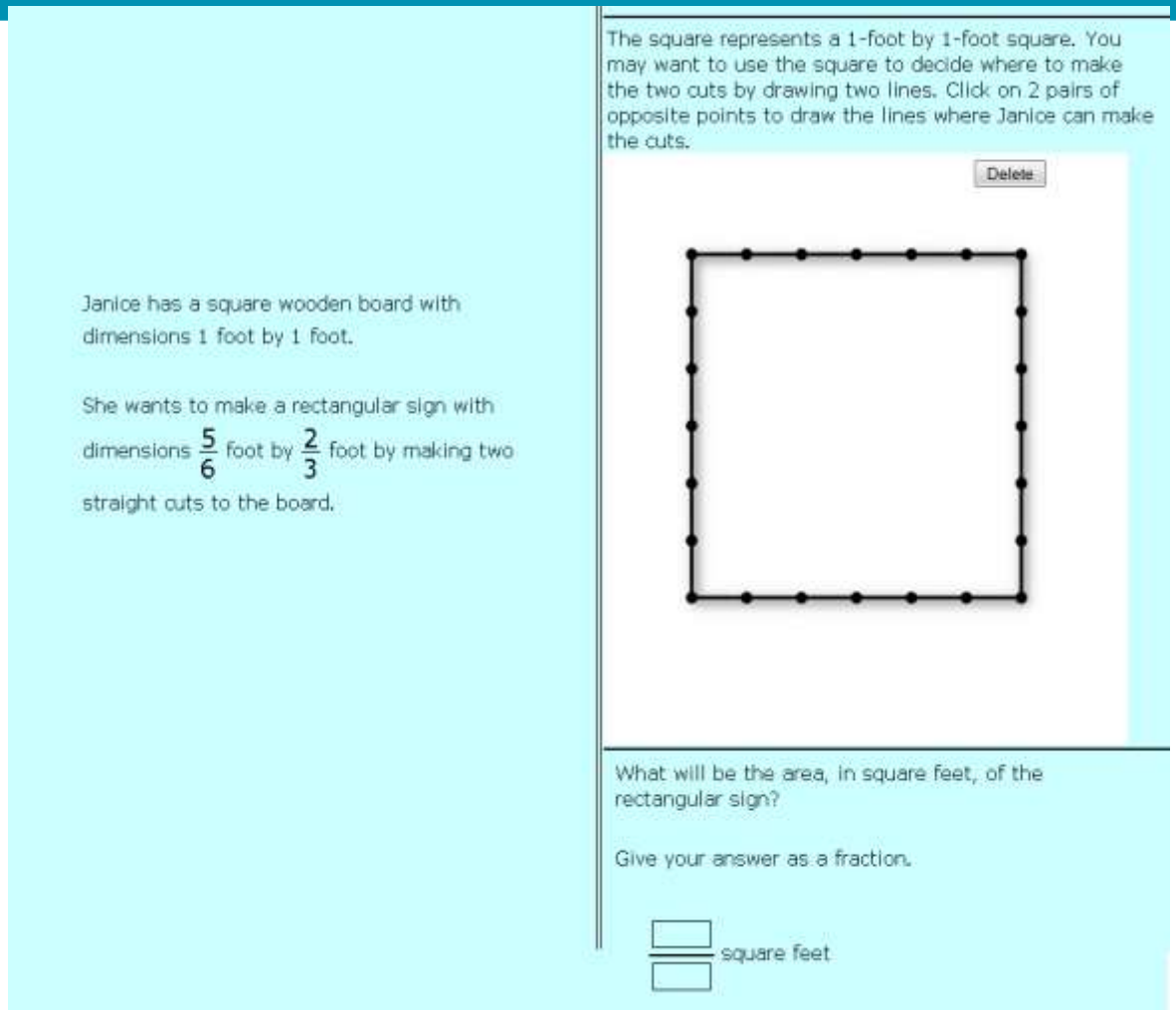
Model and apply what they know to solve problems



PARCC Technology Enhanced Item: 5th Grade Mathematics: Area of a Cut Board

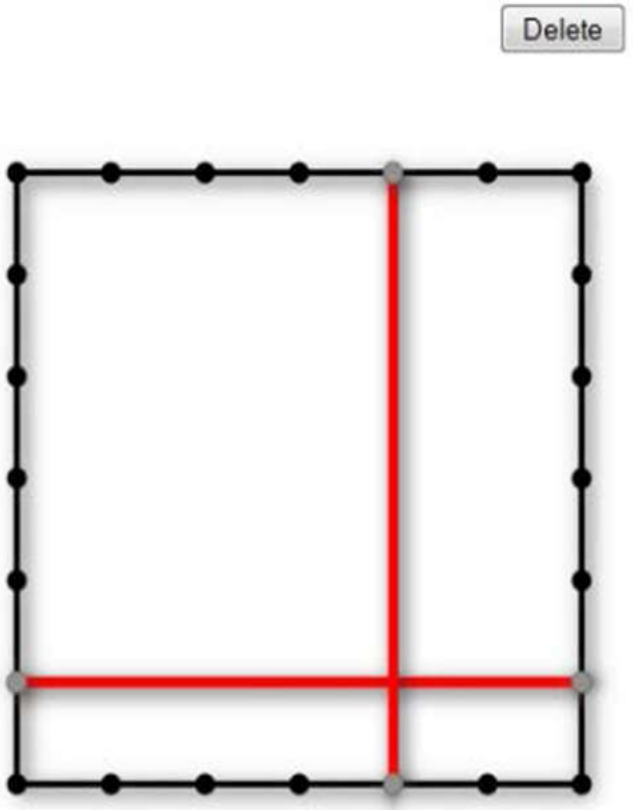
- **Prompt:** Janice has a square wooden board dimensions 1 foot by 1 foot. She wants to make a rectangular sign with dimensions 5/6 foot by 2/3 foot by making two straight cuts to the board.

- **Question: What will the area in square feet be of the rectangular sign?**



Using Technology to Model the Equation: 5th Grade Mathematics: Area of a Cut Board

- Here the area of the board is 1 square foot and **students can use the technology to create a diagram that helps them solve the problem**.
- The student types the answer in the space provided and the technology scores the item by checking to see if the value is equivalent to 10/18 .
- **Key Advances:**
  - Students multiply fractions
  - While student could use basic multiplication applications to find the right answer, they are required to use a model
  - Using the model requires students to apply concepts by thinking critically and analytically
  - This item can be used in the classroom to provide a deeper conceptual understanding of multiplication of fractions



PARCC Algebra I/Math I Sample Item

Myla's swimming pool contains 16,000 gallons of water when it is full. On Thursday, her pool was only partially full. On Friday, Myla decided to fill her pool completely using a hose that flowed at a rate of 10 gallons per minute. It took her 5 hours to completely fill her pool.

Part A

Type a number into each box to complete the sentences.

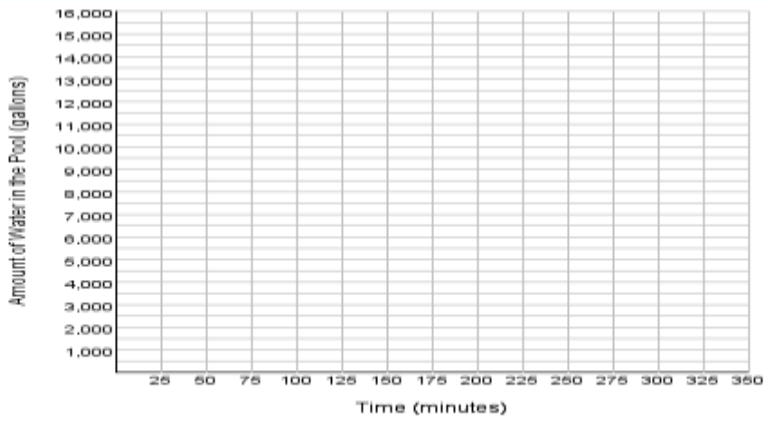
Before Myla started filling the pool, there were [ ] gallons of water in the pool.

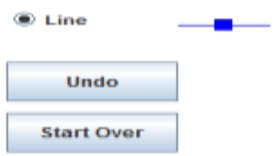
The rate at which water is being added to the pool is [ ] gallons per **hour**.

Part B

On the coordinate plane provided, graph a linear function that represents the number of gallons of water in Myla's pool given the amount of time, in minutes, she spent filling her pool on Friday.

Select two points on the coordinate plane and the line containing the two points will be automatically drawn. You can undo your last step by clicking "Undo". You can reset the tool by clicking "Start Over".

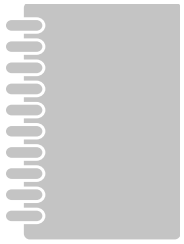


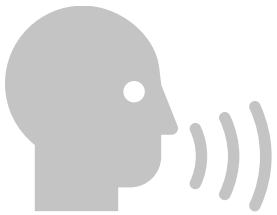


Key Advances

- Students construct a linear function based on real world facts
- Students must think about the context and use the regularity in the linear rate to create a good mental model of the situation
- The questions in this item are sequenced to provide students with a deeper understanding of the mathematical concept
- Item can be used in the classroom for instructional purposes
- Students may receive partial credit

ELA/Literacy





Students will have to:

- Show they can read and understand complex reading passages
- Write persuasively
- Conduct research and present findings
- Demonstrate speaking and listening skills

ELA/Literacy

Students read and comprehend a range of sufficiently complex texts independently.			Students write effectively when using and/or analyzing sources.		Students build and present knowledge through research and the integration, comparison, and synthesis of ideas.
Reading Literature	Reading Informational Text	Vocabulary Interpretation and Use	**Written Expression**	**Conventions and Knowledge of Language**	

PARCC Grade 10 English Language Arts/Literacy Sample Item: Evidence Based Selected Response

Students read an excerpt from "Daedalus and Icarus" from Ovid's Metamorphoses Volume Two and answer the following questions:

Part A

Which of the following sentences best states an important theme about human behavior as described in Ovid's "Daedalus and Icarus"?

a. Striving to achieve one's dreams is a worthwhile endeavor.

b. The thoughtlessness of youth can have tragic results.

c. Imagination and creativity bring their own rewards

d. Everyone should learn from his or her mistakes.

Part B

Select three pieces of evidence from Ovid's "Daedalus and Icarus" that support the answer to Part A.

a. "and by his playfulness retard the work/his anxious father planned" (lines 310-311)

b. "But when at last/the father finished it, he poised himself" (lines 312-313).

c. "he fitted on his son the plumed wings/ with trembling hands, while down his withered cheeks/the tears were falling" (lines 327-329).

d. "Proud of his success/the foolish Icarus forsook his guide" (lines 348-349)."

e. "and, bold in vanity, began to soar/rising upon his wings to touch the skies"

f. "and as the years went by the gifted youth/began to rival his instructor's art "

g. "Wherefore Daedalus/enraged and envious, sought to slay the youth "

h. "The Partridge hides/in shaded places by the leafy trees…for it is mindful of its former fall "

Key Advances

Part A:

- Requires students to determine one of the themes of the myth as recounted in this version
- Requires synthesis of several parts of the myth to determine the answer
- Lays the foundation for Part B in which students must locate evidence to justify their answer

Part B:

- Students must read carefully to answer both parts correctly
- Student must use textual evidence to justify their answer to Part A.
- Student may receive full or partial credit

PARCC Grade 10 English Language Arts/Literacy Sample Item: Prose Constructed Response

Students read an excerpt from both "Daedalus and Icarus," from Ovid's Metamorphoses Volume Two and “To a Friend Whose Work Has Come to Triumph” by Anne Sexton and respond to the following prompt:

Use what you have learned from reading “Daedalus and Icarus” by Ovid and “To a Friend Whose Work Has Come to Triumph” by Anne Sexton to write an essay that provides an analysis of how Sexton transforms “Daedalus and Icarus.”

- As a starting point, you may want to consider what is emphasized, absent, or different in the two texts, but feel free to develop your own focus for analysis.
- Develop your essay by providing textual evidence from both texts. Be sure to follow the conventions of standard English.

Key Advances

- Students must draw evidence from two texts and cite this evidence clearly to analyze how the author draws upon and transforms source materials
- Student must cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- Students are required to demonstrate that they can apply knowledge of language and conventions of writing

Field Test Update

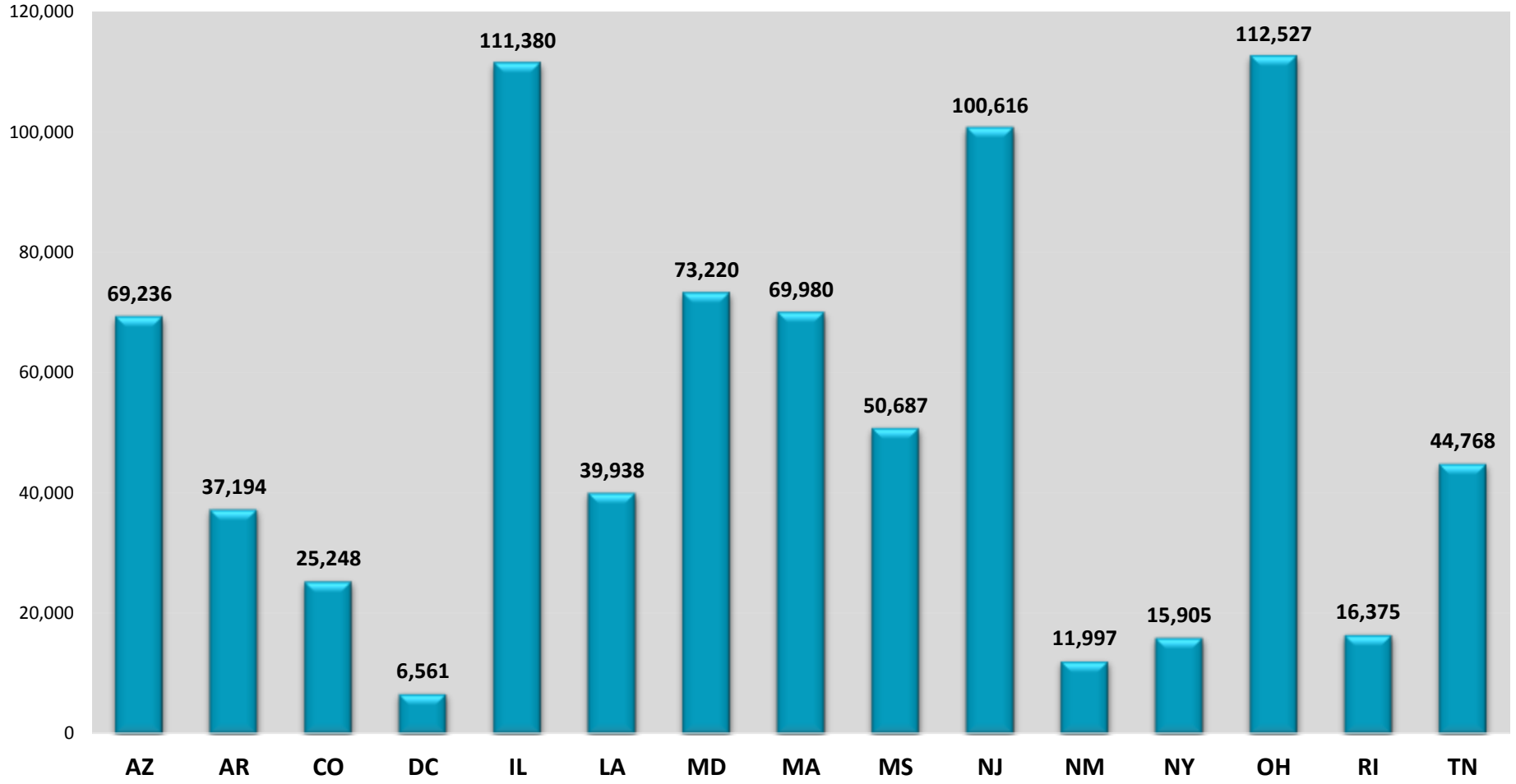
Field Test Scope

PBA Field Test Window:
March 24-April 11

EOY Field Test Window:
May 5 – June 6

- 14 States + The District of Columbia
- Over 1 million students in nearly 16,000 schools
- ≈75% Computer Based Testing
- ≈25% Paper Based Testing
- Approximately 10,000 items

Computer Based Testing Numbers by State



Early Lessons Learned

- ✓ Technology system platform worked well, minor glitches were resolved quickly
- ✓ Schools benefited from conducting a “dress rehearsal”
- ✓ Sample questions and tutorials set up students for success
- ✓ Test administration manuals need refinement
- ✓ Social media has benefits and risks

Feedback through surveys

- Test Administrator surveys: 7,619
- School/District Leader surveys: 1,018
- School/district emails: approximately 50-75
- Optional student survey

In total to date, feedback from approximately 8,700 school/district sources!

What we are hearing from students and educators

"I like this test so much more than [the state test] because it makes you think."
(from media interview)

"Something about the test was that there were questions that you had to go back in the story to look for the answer"
(from student survey)

"It would be great if you could add the accessibility features by student rather than by test session."
(from school/district survey)

"…yes there was hard parts but there's always gonna be hard questions in life."
(from student survey)

"The language used in the [test manual] directions was unnecessarily complex and could have been simplified."
(from school/district survey)

"… Time seemed just right. Students really enjoyed the movies, and seemed more engaged in their writing."
(from test administrator survey)

How Will PARCC Use Feedback?

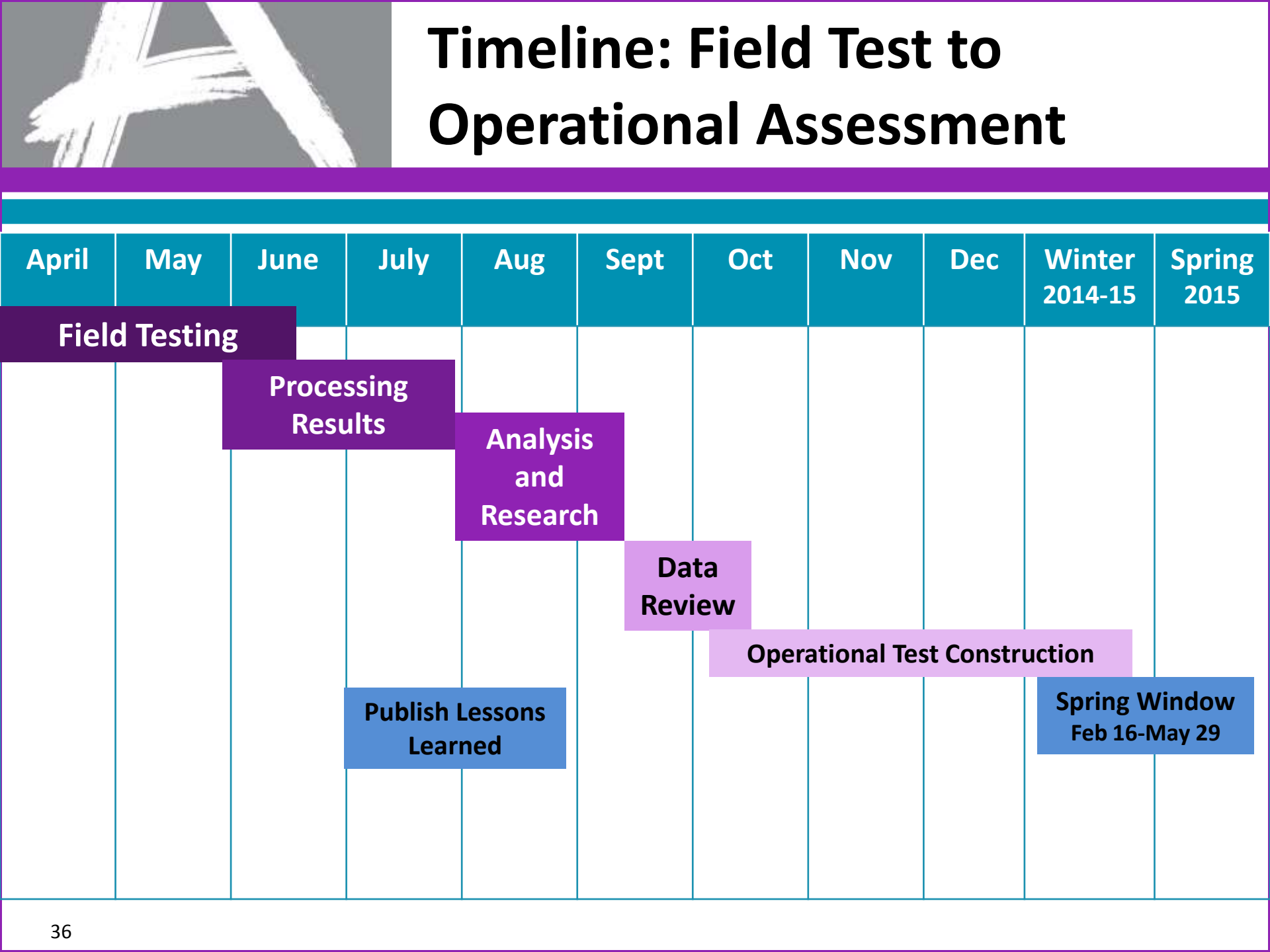
- **PARCC will use feedback in summer planning meetings to identify lessons learned and issues to address for next year**

- **Feedback will be used to inform decisions related to:**
  - Minor adjustments to the technology platform
  - Streamlining administrative portal set-up
  - Refining test administration policies and procedures
  - Simplifying and clarifying test administration manuals and supporting documents

Related Research

Study	Brief Description
1. Mode Comparability	Can paper- and computer-based assessments can be reported on the same scale?
2. Device Comparability	Are assessment results of tablet and desktop/laptop administrations comparable?
3. Quality of Items and Tasks	Do the items measure what was intended to be measured? Do any items show bias, was human scoring reliable?
4. Text-to-Speech Validity	Does the text-to-speech accommodation provide desired differential boost to those who need it?
5. High School Math Comparability	Can traditional and integrated EOC assessments be reported on the same scale?
6. Quality of Test Administration	Do test administrators understand administration protocols? Do students understand test directions?
7. Feasibility of International Benchmarking	Which international assessments should we plan to link PARCC scale to from a content perspectives? More specifically, how do the frameworks and descriptions of performance benchmarks of international assessments (i.e. PISA, PIRLS, TIMSS) compare with those of PARCC?
8. Psychometric Studies	Can assessment results be put on a vertical scale? What is the best way to combine results from the PBA and EOY?

Timeline: Field Test to Operational Assessment



News, updates, and looking ahead

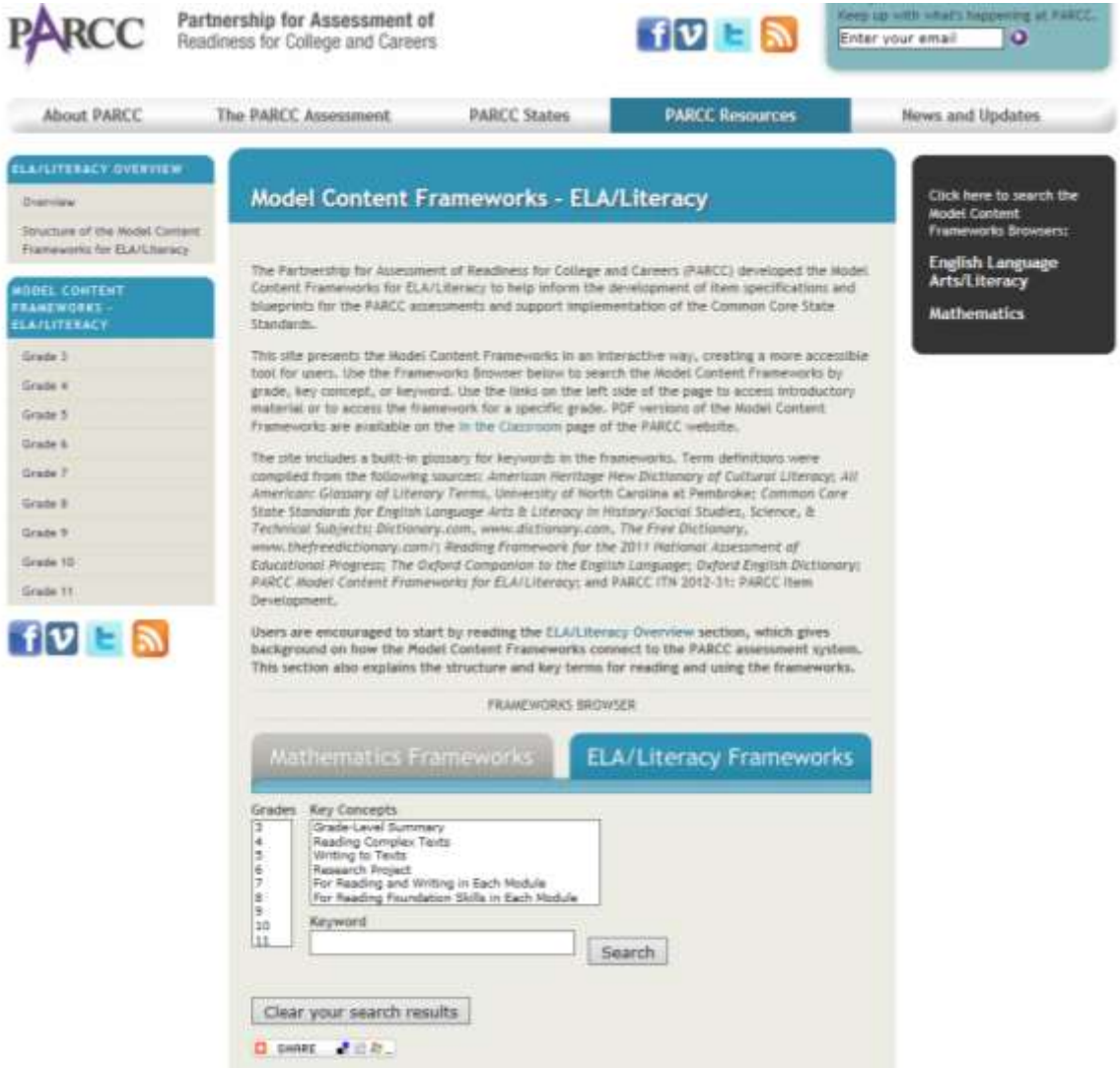
- **Recently executed contracts:**
  - **Operational Assessment Implementation**
  - **Diagnostic Assessment Development**
    - Computer-based, adaptive. Reading, Writing, mathematics. Implementation 2015-2016
  - **Professional Online Learning Modules Development**
    - Five Modules: (1) PARCC System, (2) Diagnostic Assessment,(3) Mid-Year Assessment, (4) Speaking and Listening, (5) Accessibility
  - **K-1 Formative Assessment Tools Development**
- **Expanded practice tests – Fall 2014**
- **Standard setting – Summer 2015**
- **Partnership Resource Center**

Resources for Educators

ELC Portal:
A public portal for educator resources

http://parcc.nms.org

Model Content Frameworks

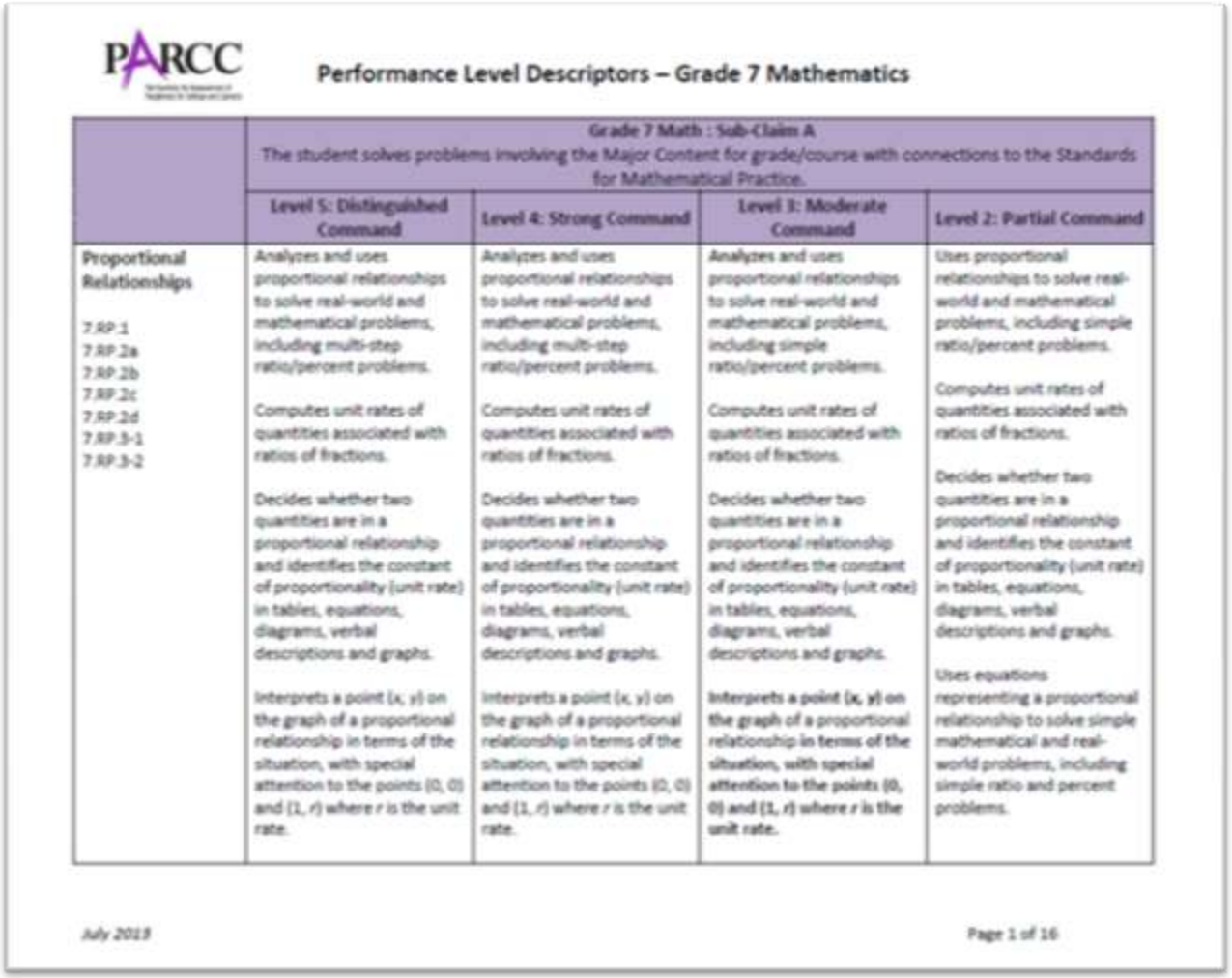


Use the PARCC Frameworks Browsers for [English Language Arts/Literacy] and [Mathematics] to access and search online versions of the Model Content Frameworks.

www.parcconline.org/parcc-model-content-frameworks

Performance-Level Descriptors

Available online: http://parcconline.org/plds



PARCC

Performance Level Descriptors – Grade 7 Mathematics

	Grade 7 Math : Sub-Claim A The student solves problems involving the Major Content for grade/course with connections to the Standards for Mathematical Practice.			
	Level 5: Distinguished Command	**Level 4: Strong Command**	**Level 3: Moderate Command**	**Level 2: Partial Command**
Proportional Relationships 7.RP.1 7.RP.2a 7.RP.2b 7.RP.2c 7.RP.2d 7.RP.3-1 7.RP.3-2	Analyzes and uses proportional relationships to solve real-world and mathematical problems, including multi-step ratio/percent problems. Computes unit rates of quantities associated with ratios of fractions. Decides whether two quantities are in a proportional relationship and identifies the constant of proportionality (unit rate) in tables, equations, diagrams, verbal descriptions and graphs. Interprets a point (x, y) on the graph of a proportional relationship in terms of the situation, with special attention to the points (0, 0) and (1, *r*) where *r* is the unit rate.	Analyzes and uses proportional relationships to solve real-world and mathematical problems, including multi-step ratio/percent problems. Computes unit rates of quantities associated with ratios of fractions. Decides whether two quantities are in a proportional relationship and identifies the constant of proportionality (unit rate) in tables, equations, diagrams, verbal descriptions and graphs. Interprets a point (x, y) on the graph of a proportional relationship in terms of the situation, with special attention to the points (0, 0) and (1, *r*) where *r* is the unit rate.	Analyzes and uses proportional relationships to solve real-world and mathematical problems, including simple ratio/percent problems. Computes unit rates of quantities associated with ratios of fractions. Decides whether two quantities are in a proportional relationship and identifies the constant of proportionality (unit rate) in tables, equations, diagrams, verbal descriptions and graphs. Interprets a point (x, y) on the graph of a proportional relationship in terms of the situation, with special attention to the points (0, 0) and (1, *r*) where *r* is the unit rate.	Uses proportional relationships to solve real-world and mathematical problems, including simple ratio/percent problems. Computes unit rates of quantities associated with ratios of fractions. Decides whether two quantities are in a proportional relationship and identifies the constant of proportionality (unit rate) in tables, equations, diagrams, verbal descriptions and graphs. Uses equations representing a proportional relationship to solve simple mathematical and real-world problems, including simple ratio and percent problems.

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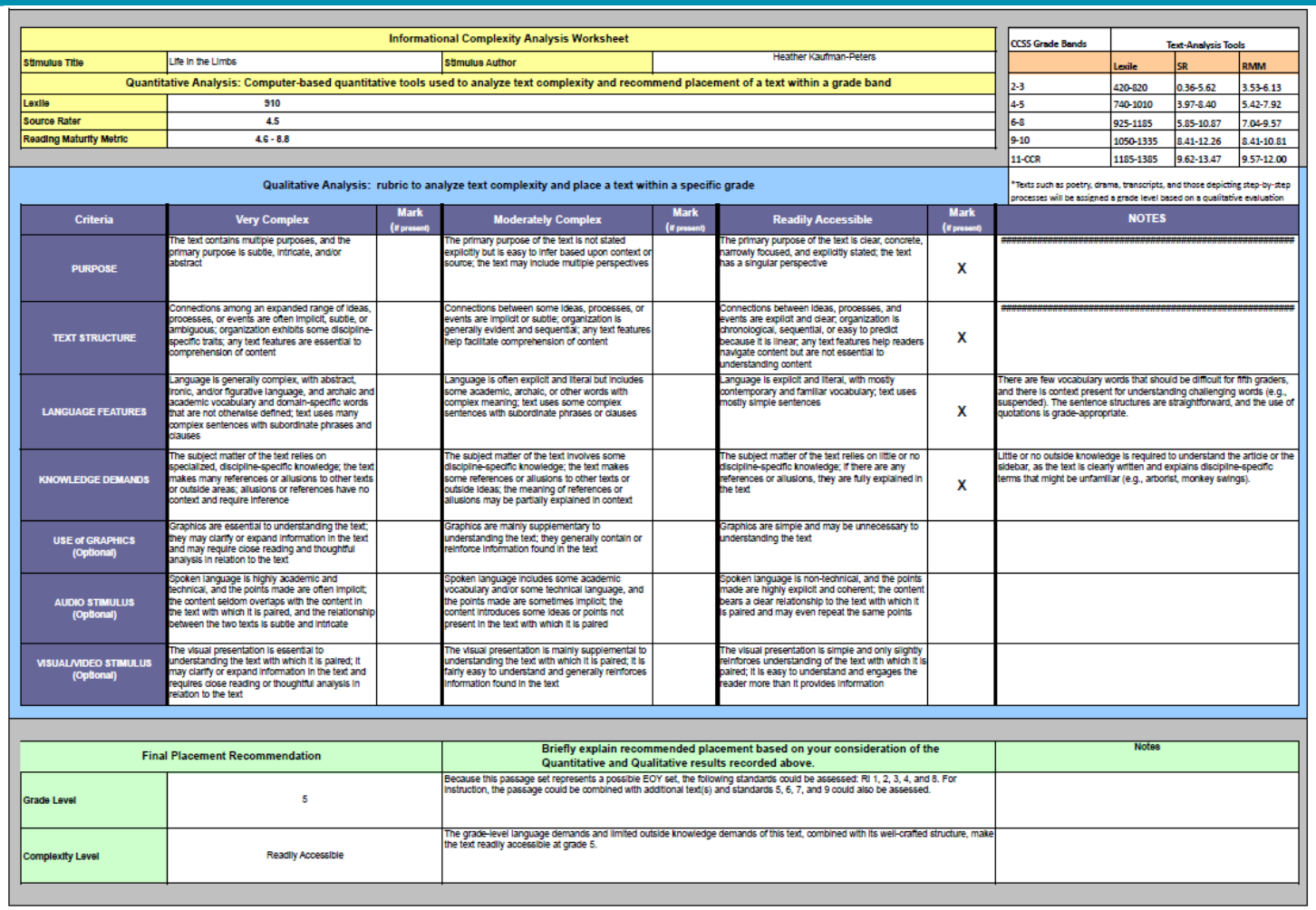
Text Complexity Worksheets



Informational Complexity Analysis Worksheet			
Stimulus Title	Life in the Limbs	Stimulus Author	Heather Kaufman-Peters
Quantitative Analysis: Computer-based quantitative tools used to analyze text complexity and recommend placement of a text within a grade band			
Lexile	910		
Source Rater	4.5		
Reading Maturity Metric	4.6 - 8.8		

CCSS Grade Bands	Text-Analysis Tools		
	Lexile	SR	RMM
2-3	420-820	0.36-5.62	3.53-6.13
4-5	740-1010	3.97-8.40	5.42-7.92
6-8	925-1185	5.85-10.87	7.04-9.57
9-10	1050-1335	8.41-12.26	8.41-10.81
11-CCR	1185-1385	9.62-13.47	9.57-12.00

*Texts such as poetry, drama, transcripts, and those depicting step-by-step processes will be assigned a grade level based on a qualitative evaluation

Qualitative Analysis: rubric to analyze text complexity and place a text within a specific grade

Criteria	Very Complex	Mark (if present)	Moderately Complex	Mark (if present)	Readily Accessible	Mark (if present)	NOTES
PURPOSE	The text contains multiple purposes, and the primary purpose is subtle, intricate, and/or abstract		The primary purpose of the text is not stated explicitly but is easy to infer based upon context or source; the text may include multiple perspectives		The primary purpose of the text is clear, concrete, narrowly focused, and explicitly stated; the text has a singular perspective	X	##########
TEXT STRUCTURE	Connections among an expanded range of ideas, processes, or events are often implicit, subtle, or ambiguous; organization exhibits some discipline-specific traits; any text features are essential to comprehension of content		Connections between some ideas, processes, or events are implicit or subtle; organization is generally evident and sequential; any text features help facilitate comprehension of content		Connections between ideas, processes, and events are explicit and clear; organization is chronological, sequential, or easy to predict because it is linear; any text features help readers navigate content but are not essential to understanding content	X	##########
LANGUAGE FEATURES	Language is generally complex, with abstract, ironic, and/or figurative language, and archaic and academic vocabulary and domain-specific words that are not otherwise defined; text uses many complex sentences with subordinate phrases and clauses		Language is often explicit and literal but includes some academic, archaic, or other words with complex meaning; text uses some complex sentences with subordinate phrases or clauses		Language is explicit and literal, with mostly contemporary and familiar vocabulary; text uses mostly simple sentences	X	There are few vocabulary words that should be difficult for fifth graders, and there is context present for understanding challenging words (e.g., suspended). The sentence structures are straightforward, and the use of quotations is grade-appropriate.
KNOWLEDGE DEMANDS	The subject matter of the text relies on specialized, discipline-specific knowledge; the text makes many references or allusions to other texts or outside areas; allusions or references have no context and require inference		The subject matter of the text involves some discipline-specific knowledge; the text makes some references or allusions to other texts or outside ideas; the meaning of references or allusions may be partially explained in context		The subject matter of the text relies on little or no discipline-specific knowledge; if there are any references or allusions, they are fully explained in the text	X	Little or no outside knowledge is required to understand the article or the sidebar, as the text is clearly written and explains discipline-specific terms that might be unfamiliar (e.g., arborist, monkey swings).
USE of GRAPHICS (Optional)	Graphics are essential to understanding the text; they may clarify or expand information in the text and may require close reading and thoughtful analysis in relation to the text		Graphics are mainly supplementary to understanding the text; they generally contain or reinforce information found in the text		Graphics are simple and may be unnecessary to understanding the text		
AUDIO STIMULUS (Optional)	Spoken language is highly academic and technical, and the points made are often implicit; the content seldom overlaps with the content in the text with which it is paired, and the relationship between the two texts is subtle and intricate		Spoken language includes some academic vocabulary and/or some technical language, and the points made are sometimes implicit; the content introduces some ideas or points not present in the text with which it is paired		Spoken language is non-technical, and the points made are highly explicit and coherent; the content bears a clear relationship to the text with which it is paired and may even repeat the same points		
VISUAL/VIDEO STIMULUS (Optional)	The visual presentation is essential to understanding the text with which it is paired; it may clarify or expand information in the text and requires close reading or thoughtful analysis in relation to the text		The visual presentation is mainly supplemental to understanding the text with which it is paired; it is fairly easy to understand and generally reinforces information found in the text		The visual presentation is simple and only slightly reinforces understanding of the text with which it is paired; it is easy to understand and engages the reader more than it provides information		

Final Placement Recommendation		Briefly explain recommended placement based on your consideration of the Quantitative and Qualitative results recorded above.	Notes
Grade Level	5	Because this passage set represents a possible EOY set, the following standards could be assessed: RI 1, 2, 3, 4, and 8. For instruction, the passage could be combined with additional text(s) and standards 5, 6, 7, and 9 could also be assessed.	
Complexity Level	Readily Accessible	The grade-level language demands and limited outside knowledge demands of this text, combined with its well-crafted structure, make the text readily accessible at grade 5.	

For more information about text selection:

http://www.parcconline.org/sites/parcc/files/PARCCCombinedPassageSelectionGuidelinesandWorksheets.pdf

Blueprints

Math item counts per form

Assessment	Items	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Algebra I	Math I	Geometry	Math II	Algebra II	Math III
EOY	Type I 1 Point	34	28	28	26	24	26	21	19	19	19	19	19
	Type I 2 Point	5	8	8	7	8	5	11	12	12	12	12	14
	Type I 4 Point	-	-	-	1	1	2	3	3	3	3	3	2
EOY TOTAL	Type I	39	36	36	34	33	33	35	34	34	34	34	35
PBA/MYA	Type I 1Point	8	8	6	8	8	10	10	10	10	10	10	10
	Type I 2 Point	2	2	3	2								
	Type II 3 Point	2	2	2	2								
	Type II 4 Point	2	2	2	2								
	Type III 3 Point	2	2	2	2								
	Type III 6 Point	1	1	1	1								
PBA/MYA TOTAL	Type I	10	10	9	10								
	Type II	4	4	4	4								
	Type III	3	3	3	3								

Overview of Task Types

- The PARCC assessments for mathematics will involve three primary types of tasks: Type I, II, and III.
- Each task type is described on the basis of several factors, principally the purpose of the task in generating evidence for certain sub claims.

Task Type	Description of Task Type
I. Tasks assessing *concepts, skills and procedures*	• Balance of conceptual understanding, fluency, and application • Can involve any or all mathematical practice standards • Machine scorable including innovative, computer-based formats • Will appear on the End of Year and Performance Based Assessment components • Sub-claims A, B and E
II. Tasks assessing *expressing mathematical reasoning*	• Each task calls for written arguments / justifications, critique of reasoning, or precision in math statements (MP.3, 6). • Can involve other mathematical practice standards • May include a mix of machine scored and hand scored responses • Included on the Performance Based Assessment component • Sub-claim C
III. Tasks assessing *modeling /*	• Each task calls for modeling/application in a real-world context or scenario (MP.4)

Technology Tutorial

PARCC Partnership for Assessment of Readiness for College and Careers

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

Home | Resources | Sample Items | Tutorial | Practice Tests

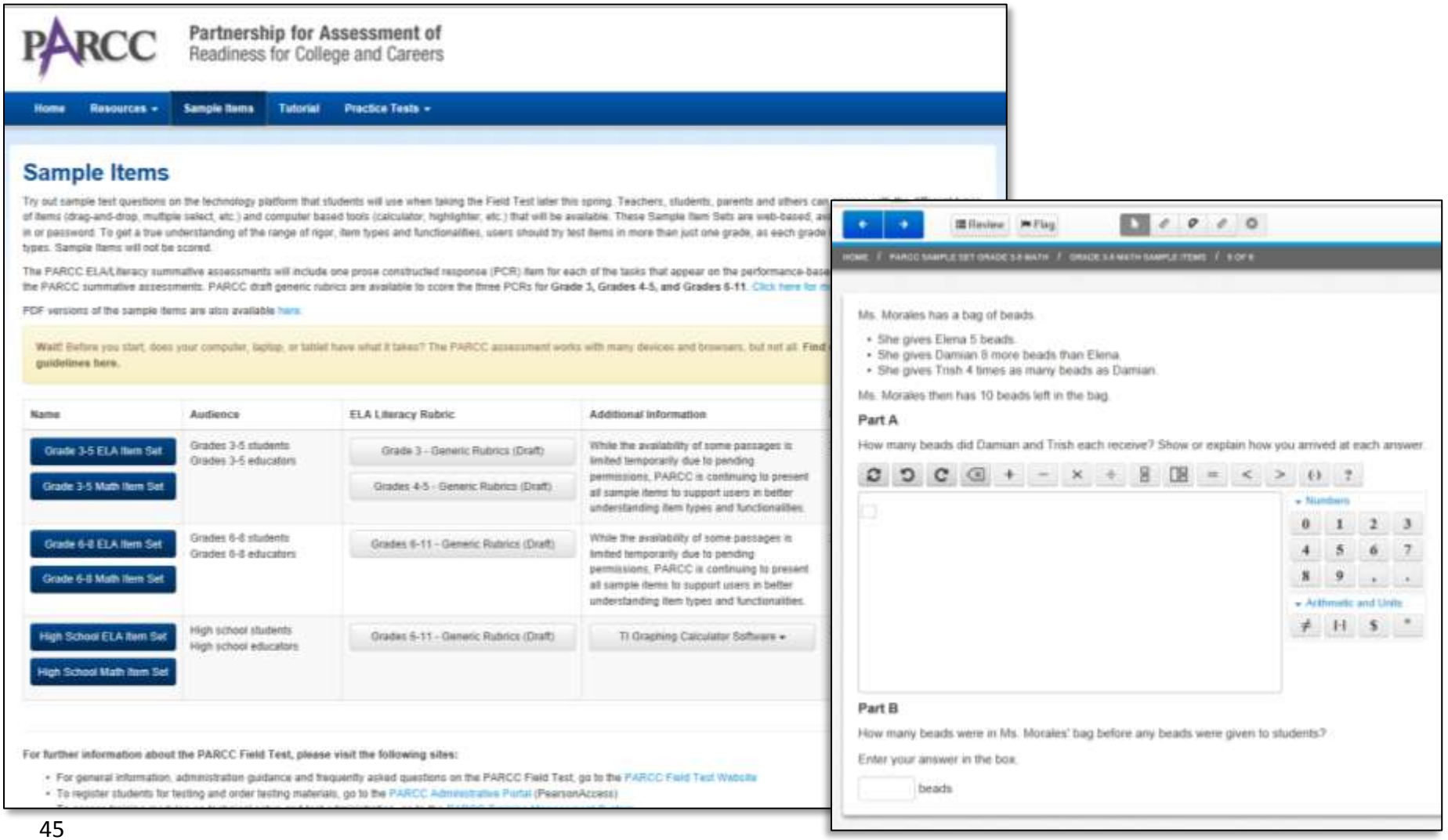
Tutorial

The purpose of the **tutorial** is to demonstrate the navigation and tools available on the assessment technology platform (TestNav 8). The tutorial will contain a sequence of screens that demonstrate basic TestNav 8 navigation and tools. The items appearing in this tutorial are not PARCC items. They are samples used to allow students and educators to gain familiarity with the technology platform that will be used for PARCC assessments.

Wait! Before you start, does your computer, laptop, or tablet have what it takes? The PARCC assessment works with many devices and browsers, but not all. **Find out the technology guidelines here.**

Name	Description	Audience	Publication Date
Tutorial	This tutorial should be used to familiarize students with how to navigate the TestNav 8 computer-based environment (advancing, going back, tool bar, embedded supports and accommodations)	Students and Educators	1/17/2014
Equation Editor (EE) Quick Reference Guide	These quick reference guides will help familiarize students with how to use the Equation Editor Tool.	Students and Educators	3/26/2014
Equation Editor Tutorial		Students and Educators	Coming Soon
Text to Speech Tutorial	These tutorials will help familiarize students with how to use the TestNav 8 computer-based Text to Speech accommodation.	Students and Educators	4/6/2014
Graphing Calculator (Windows)	These links connect to Texas Instruments' Graphing Calculator software trial version that can be downloaded and accessed for 90 days. The software may be used to familiarize students with the online Texas Instruments TI-84+ graphing calculator which is available in the Infrastructure Trial, Field Tests, and Operational Tests for High School math. At this time, there is a version for Windows and a Macintosh version, but there is not currently an iOS or Chromebook version.	Students and Educators	2/10/2014
Graphing Calculator (Mac)	These links connect to Texas Instruments' Graphing Calculator software trial version that can be downloaded and accessed for 90 days. The software may be used to familiarize students with the online Texas Instruments TI-84+ graphing calculator which is available in the Infrastructure Trial, Field Tests, and Operational Tests for High School math.	Students and Educators	2/10/2014

Sample Items



Updates and more information

- E-mail us
  criley@parcconline.org
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Questions?