An Overview of PARCC

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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.
- Our K–12 system is not adequately preparing students for college
- 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*. 

1/3 of college freshmen need remedial courses.
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: Voluntary K–2 assessments being developed, aligned to the Common Core State Standards

Grades 3–8: Timely data showing whether ALL students are on track for college and career readiness

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

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

Success In first-year, credit-bearing, postsecondary coursework

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

Formative Tools
- Designed to inform instruction during the school year

Diagnostic Assessments

Mid-Year / Interim Assessments

Speaking & Listening Assessments

End-of-Year Assessment
- ELA/L – reading, vocabulary
- Math – concepts & short applications

Performance-Based Assessment
- ELA/L – writing to sources
- Math – reasoning & modeling

Summative Assessments
- PBA and EOY results are combined to report student achievement and growth
Summative Assessments

Performance-Based Component (PBA)

ELA/Literacy
Writing essays drawing evidence from sources, including multimedia

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
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.
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
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
- **2014**: We are here!
- **2015**: SUMMER - PARCC Reports Research From Field Test Results
- **2016**: FALL - Release of Diagnostic and Formative Assessments
- **2016**: FALL - Use of Cut Scores for IHE Placement

**We are here!**

**Next year**
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**
  Model and apply what they know to solve problems
**Prompt:** Janice has a square wooden board dimensions 1 foot by 1 foot. She wants to make a rectangular sign with dimensions $\frac{5}{6}$ foot by $\frac{2}{3}$ foot by making two straight cuts to the board.

**Question:** What will the area in square feet be of the rectangular sign?
• 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
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 |
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
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
- \(\approx 75\%\) Computer Based Testing
- \(\approx 25\%\) Paper Based Testing
- Approximately 10,000 items
Computer Based Testing Numbers by State

AZ: 69,236
AR: 37,194
CO: 25,248
DC: 6,561
IL: 111,380
LA: 73,220
MD: 69,980
MA: 50,687
MS: 100,616
NJ: 112,527
NM: 11,997
NY: 15,905
OH: 16,375
RI: 1,476
TN: 44,768
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!
“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)

“...yes there was hard parts but there's always gonna be hard questions in life.”
(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)

“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

<table>
<thead>
<tr>
<th>Study</th>
<th>Brief Description</th>
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</thead>
<tbody>
<tr>
<td>1. Mode Comparability</td>
<td>Can paper- and computer-based assessments can be reported on the same scale?</td>
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<tr>
<td>2. Device Comparability</td>
<td>Are assessment results of tablet and desktop/laptop administrations comparable?</td>
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<td>3. Quality of Items and Tasks</td>
<td>Do the items measure what was intended to be measured? Do any items show bias, was human scoring reliable?</td>
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<td>4. Text-to-Speech Validity</td>
<td>Does the text-to-speech accommodation provide desired differential boost to those who need it?</td>
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<tr>
<td>5. High School Math Comparability</td>
<td>Can traditional and integrated EOC assessments be reported on the same scale?</td>
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<tr>
<td>6. Quality of Test Administration</td>
<td>Do test administrators understand administration protocols? Do students understand test directions?</td>
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<tr>
<td>7. Feasibility of International Benchmarking</td>
<td>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?</td>
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<tr>
<td>8. Psychometric Studies</td>
<td>Can assessment results be put on a vertical scale? What is the best way to combine results from the PBA and EOY?</td>
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### Timeline: Field Test to Operational Assessment

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<th>Month</th>
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<th>Winter 2014-15</th>
<th>Spring 2015</th>
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<tbody>
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<td>Field Testing</td>
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<td>Processing Results</td>
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<tr>
<td>Analysis and Research</td>
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<td>Data Review</td>
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<td>Operational Test Construction</td>
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<td>Publish Lessons Learned</td>
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<td>Spring Window</td>
<td>Feb 16-May 29</td>
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</table>

- **Field Testing**
  - April
  - May
  - June
  - July
- **Processing Results**
  - August
- **Analysis and Research**
  - September
- **Data Review**
  - October
- **Operational Test Construction**
  - November
  - December
  - Winter 2014-15
  - Spring 2015
Recently executed contracts:

- Operational Assessment Implementation
- Diagnostic Assessment Development
- 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](http://www.parcconline.org/parcc-model-content-frameworks)
## Performance-Level Descriptors

**Available online:** [http://parcconline.org/plds](http://parcconline.org/plds)

**Performance Level Descriptors – Grade 7 Mathematics**

<table>
<thead>
<tr>
<th>Level 5: Distinguished Command</th>
<th>Level 4: Strong Command</th>
<th>Level 3: Moderate Command</th>
<th>Level 2: Partial Command</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proportional Relationships</strong></td>
<td><strong>Proportional Relationships</strong></td>
<td><strong>Proportional Relationships</strong></td>
<td><strong>Proportional Relationships</strong></td>
</tr>
<tr>
<td>7.RP.1</td>
<td>Analyses and uses proportional relationships to solve real-world and mathematical problems, including multi-step ratio/percent problems.</td>
<td>Analyses and uses proportional relationships to solve real-world and mathematical problems, including multi-step ratio/percent problems.</td>
<td>Uses proportional relationships to solve real-world and mathematical problems, including simple ratio/percent problems.</td>
</tr>
<tr>
<td>7.RP.2b</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>7.RP.2c</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

*July 2015*
### Text Complexity Worksheets

#### Informal Complexity Analysis Worksheet

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Very Complex</th>
<th>Mark</th>
<th>Moderately Complex</th>
<th>Mark</th>
<th>Readily Accessible</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>PURPOSE</td>
<td>The text contains multiple authors and the primary purpose is visible, intricate, and abstract.</td>
<td></td>
<td>The primary purpose of the text is clear, coherent, and somewhat elevated, but the text may include multiple perspectives.</td>
<td></td>
<td>The primary purpose of the text is clear, coherent, and somewhat elevated, but the text may include multiple perspectives.</td>
<td>X</td>
</tr>
<tr>
<td>TEXT STRUCTURE</td>
<td>Connections among the themes are not always explicit, requiring extensive reading and thought.</td>
<td></td>
<td>Connections between ideas, processes, and events are explicit and directly relevant to the central theme.</td>
<td></td>
<td>Connections between ideas, processes, and events are explicit and directly relevant to the central theme.</td>
<td>X</td>
</tr>
<tr>
<td>LANGUAGE FEATURES</td>
<td>Language is often difficult to understand due to the use of complex sentence structures.</td>
<td></td>
<td>Language is relatively simple, with mostly conventional and literal vocabulary, with minimal sentence variation.</td>
<td></td>
<td>Language is relatively simple, with mostly conventional and literal vocabulary, with minimal sentence variation.</td>
<td>X</td>
</tr>
<tr>
<td>KNOWLEDGE DISPARITY</td>
<td>The subject matter of the text requires extensive background knowledge to understand the text fully.</td>
<td></td>
<td>The subject matter of the text requires no background knowledge to understand the text fully.</td>
<td></td>
<td>The subject matter of the text requires no background knowledge to understand the text fully.</td>
<td>X</td>
</tr>
<tr>
<td>USE OF GRAPHS (Optional)</td>
<td>Graphs are not necessary for understanding the text.</td>
<td></td>
<td>Graphs are necessary for understanding the text.</td>
<td></td>
<td>Graphs are necessary for understanding the text.</td>
<td>X</td>
</tr>
<tr>
<td>AUDIO STIMULUS (Optional)</td>
<td>Spoken language is highly authentic and conversational.</td>
<td></td>
<td>Spoken language includes some narrative, and the text is present in the text with which it is aligned.</td>
<td></td>
<td>Spoken language includes some narrative, and the text is present in the text with which it is aligned.</td>
<td>X</td>
</tr>
<tr>
<td>VISUALIZATION STIMULUS (Optional)</td>
<td>The visual presentation is sufficient to understand the text.</td>
<td></td>
<td>The visual presentation is sufficient to understand the text.</td>
<td></td>
<td>The visual presentation is sufficient to understand the text.</td>
<td>X</td>
</tr>
</tbody>
</table>

#### Final Placement Recommendation

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Readily Accessible</th>
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<tbody>
<tr>
<td>5</td>
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</tr>
</tbody>
</table>

*For more information about text selection:*

## 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.

<table>
<thead>
<tr>
<th>Task Type</th>
<th>Description of Task Type</th>
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</thead>
<tbody>
<tr>
<td>Type I</td>
<td>Balance of conceptual understanding, fluency, and application</td>
</tr>
<tr>
<td></td>
<td>Can involve any or all mathematical practice standards</td>
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<tr>
<td></td>
<td>Machine scoreable including innovative, computer-based formats</td>
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<tr>
<td></td>
<td>Will appear on the End of Year and Performance Based Assessment components</td>
</tr>
<tr>
<td></td>
<td>Sub-claims A, B and E</td>
</tr>
<tr>
<td>Type II</td>
<td>Each task calls for written arguments / justifications, critique of reasoning, or precision in math statements (MP.3, 6).</td>
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<tr>
<td></td>
<td>Can involve other mathematical practice standards</td>
</tr>
<tr>
<td></td>
<td>May include a mix of machine scored and hand scored responses</td>
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<tr>
<td></td>
<td>Included on the Performance Based Assessment component</td>
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<tr>
<td></td>
<td>Sub-claim C</td>
</tr>
<tr>
<td>Type III</td>
<td>Each task calls for modeling/application in a real-world context or scenario (MP.4)</td>
</tr>
</tbody>
</table>
# Technology Tutorial

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

## 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.

### Table: Tutorial Resources

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Audience</th>
<th>Publication Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial</td>
<td>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)</td>
<td>Students and Educators</td>
<td>1/17/2014</td>
</tr>
<tr>
<td>Equation Editor (EE) Quick Reference Guide</td>
<td>These quick reference guides will help familiarize students with how to use the Equation Editor Tool.</td>
<td>Students and Educators</td>
<td>3/26/2014</td>
</tr>
<tr>
<td>Equation Editor Tutorial</td>
<td>These tutorials will help familiarize students with how to use the TestNav 8 computer-based Text-to-Speech accommodation.</td>
<td>Students and Educators</td>
<td>4/6/2014</td>
</tr>
<tr>
<td>Text to Speech Tutorial</td>
<td>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.</td>
<td>Students and Educators</td>
<td>2/10/2014</td>
</tr>
<tr>
<td>Graphing Calculator (Windows)</td>
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</tr>
</tbody>
</table>
Sample Items

Try out sample test questions on the technology platform that students will use when taking the Field Test later this spring. Teachers, students, parents and others can access items (drag-and-drop, multiple select, etc.) and computer based tools (calculator, highlighter, etc.) that will be available. These Sample Item Sets are web-based, accessible in English or Spanish. To get a true understanding of the range of rigor, item types and functionalities, users should try test items in more than just one grade, as each grade has different item types. Sample Items will not be scored.

The PARCC ELA/Literacy summative assessments will include one prose constructed response (PCR) item for each of the tasks that appear on the performance-based portion of the PARCC summative assessments. PARCC draft generic rubrics are available to score the three PCR items for Grade 3, Grades 4-5, and Grades 6-11. Click here for more information: [PDF versions of the sample items are also available here]

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 if your device is compatible here.

<table>
<thead>
<tr>
<th>Name</th>
<th>Audience</th>
<th>ELA Literacy Rubric</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3-5 ELA Item Set</td>
<td>Grades 3-5 students</td>
<td>Grade 3 - Generic Rubrics (Draft)</td>
<td>While the availability of some passages is limited temporarily due to pending permissions, PARCC is continuing to present all sample items to support users in better understanding item types and functionalities.</td>
</tr>
<tr>
<td>Grade 3-5 Math Item Set</td>
<td>Grades 3-5 educators</td>
<td>Grade 4-5 - Generic Rubrics (Draft)</td>
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<tr>
<td>Grade 6-8 ELA Item Set</td>
<td>Grades 6-8 students</td>
<td>Grade 6-11 - Generic Rubrics (Draft)</td>
<td></td>
</tr>
<tr>
<td>Grade 6-8 Math Item Set</td>
<td>Grades 6-8 educators</td>
<td>Grade 6-11 - Generic Rubrics (Draft)</td>
<td></td>
</tr>
<tr>
<td>High School ELA Item Set</td>
<td>High school students</td>
<td>Grade 6-11 - Generic Rubrics (Draft)</td>
<td></td>
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<td>High school educators</td>
<td>Grade 6-11 - Generic Rubrics (Draft)</td>
<td></td>
</tr>
</tbody>
</table>

For further information about the PARCC Field Test, please visit the following sites:
- For general information, administration guidance and frequently asked questions on the PARCC Field Test, go to the PARCC Field Test Website
- To register students for testing and order testing materials, go to the PARCC Administrative Portal (PearsonAccess)

Ms. Morales has a bag of beads.
- She gives Elena 5 beads.
- She gives Damian 8 more beads than Elena.
- She gives Trish 4 times as many beads as Damian.

Ms. Morales then has 10 beads left in the bag.

**Part A**
How many beads did Damian and Trish each receive? Show or explain how you arrived at each answer.

**Part B**
How many beads were in Ms. Morales’ bag before any beads were given to students?

Enter your answer in the box.

beads
Updates and more information

- E-mail us criley@parcconline.org
- Follow us on Twitter @PARCCPlace @Callie_DC
- Visit our website www.parcconline.org
- Sign up for the PARCC Updates newsletter at www.parcconline.org
Questions?