



Preparing Today's Students for Tomorrow's Challenges

The PARCC Assessment Career and College Readiness for the Next Generation

The Partnership for Assessment of Readiness for College and Careers (PARCC) is a consortium of states working together to develop a common set of K-12 assessments in English and math anchored in what it takes to be ready for college and careers. These new K-12 assessments will build a pathway to college and career readiness by the end of high school, mark students' progress toward this goal from 3rd grade up, and provide teachers with timely information to inform instruction and provide student support. The PARCC assessments will be ready for Arizona to administer during the 2014-2015 school year.

Arizona's Common Core Standards (ACCS) in English language arts/literacy and mathematics call on students to apply their skills and knowledge in ways demanded by

colleges, careers and citizenship in the 21st century. The next-generation assessment system envisioned by PARCC will have several benefits not found in current assessment systems including benefits to:

- students**, who will know if they are on track to graduate ready for college and careers;
- teachers**, who will receive regular results to guide learning and instruction;
- parents**, who will have clear and timely information about the progress of their children;
- states**, who will have valid results that are comparable across the member states, and;
- the nation**, since the assessments are based on the college- and career-ready, internationally-benchmarked CCSS.

These new grades 3 through high school assessments will build



The PARCC assessments will be administered via computer, and a combination of automated scoring and human scoring will

a pathway to college and career readiness and will replace the current AIMS test to measure student's progress in the 2014-2015 school year. It will be an assessment of Arizona's Common Core Standards.

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PARCC Updates from ADE

During the past three months PARCC members have been busy working on the summative assessments. Item blueprints have been developed, decisions have been made on the types of tasks students will be asked to perform, and sample prototype items have been released (access these items at www.parcconline.org).

Several PARCC committees and operational working groups (OWGs) have met to complete some of this work. Both the Math and the ELA/literacy Item Review Committees have met to review the first set of summative assessment items. The Passage Review Committee has met twice to review passages, check their grade placement, and determine text complexity levels. State Educator Leader Cadres, groups of 24 educators per state, met for the first time in August. Arizona's team has been meeting regularly via webinars and members are actively involved in providing professional development around the state,

among other roles. The Accessibility, Accommodations & Fairness OWG recently drafted a calculator policy that will be presented to PARCC's Governing Board for approval in the near future.

PARCC recently released sample prototype items and related power points that explain the different types of tasks students will engage in while taking the PARCC assessments. These are available on the PARCC website as well as on the ADE website (Assessment). These items demonstrate the interactive nature of the technology enhanced items, as well as the complexity of PARCC items.

PARCC Training and Resources

The following resources and presentations will be available on the ADE website (assessment page)

within the next few weeks:

Sample passage and item sets—Each passage has been assigned a grade level band and text complexity level, and several open ended questions, written to the passage and to the Common Core Standards, are included in the set (organized by DOK levels). Possible answers and think throughs have also been included.

Model Content Framework Sample Units and templates—Two sample units, one for 10th grade and one for the 6-8 grade band, have been developed. Two more sample units, one for grade band 3-5 and one for grade eleven, are in the works.

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Resources

Here are a few links containing additional information, including details on what each child will be expected to know and do in each grade and tips for parents:

<http://www.azed.gov/standards-development-assessment/parcc-assessment/>

<http://www.azed.gov/standards-development-assessment/parcc-assessment/>

- <http://parconline.org/>
- www.corestandards.org
- www.pta.org/parentsguide
- <http://www.azed.gov/standards-practices/files2012/05/rttt-implementation-plan-2-6-12.pdf>
- <http://www.youtube.com/watch?v=jxefsLG2eps&list=UUF0pa3nE3>

Coconino County Superintendent of Schools & ADE Present AIMS to PARCC

What changes are occurring with the AIMS assessment? How will the new PARCC assessment system differ from AIMS? What supports are available as educators transition from one assessment to the other? This presentation will provide information about the changes with AIMS, transition from AIMS to the new PARCC assessment, and updates on the new PARCC assessment system. **REGISTRATION INFORMATION COMING SOON!**

Coconino County: February 27, 2013, in Flagstaff.



College & Career Ready

Simply put, 'College and career readiness' is the umbrella under which many education and workforce policies, programs and initiatives

Northeastern Region Lighthouse Schools



The Northeastern Region is looking to highlight schools implementing ACCS. Contact us about your schools' efforts/successes and be highlighted as a Lighthouse School. Have your school featured in the Coconino County CC newsletter

Common Core Frequently Asked Questions

Q, I am a high school Social Studies Teacher. Am I responsible for the ELA ACCS?

A. Yes, there are ELA Standards for Science, History/Social Studies & Technical Subjects. The ELA Standards are a shared responsibility.

Q, Will the new assessment be multiple choice only or will there be open response and essay items as well?

A. The assessment system will include a mix of constructed response items, performance tasks, and computer-enhanced, computer-scored items.

Q. Will writing be assessed as a part of the CCSS assessments?

A. There will be student constructed responses for ELA and math. There is not a plan to have a separate writing assessment.

Q. What is the format for the assessments? We hear that they will be completed online, but wonder about the feasibility of that with many districts that lack the technology to implement such a task.

A. The proposed plan has students

in grades 6-11 taking the assessment online. Grades 3-5 is proposed to be paper and pencil, with the hope they can all be move to online in the future. The agency is conducting a review of districts within the state, and their ability to administer the assessment online.

Q. When will students in high school be held accountable for the new assessments?

A. The Department of Education will be releasing information on this in the upcoming months.

ELA Corner : What the 6 ELA Shifts look like in Science & the Technical Subjects

I'm a science teacher. I'm a social studies teacher. How do the ELA shifts impact our subject areas? What does it look like within my content area? How can I share the responsibility for these standards?

ELA within Science & Technical Subjects	Variety & Complexity of Scientific Texts	Students read &/or create a variety of informational texts of various scientific genres & complexity: science investigation reports, science articles, & scientific journal articles.
	Knowledge Building	Students build knowledge about the world through investigation & expand knowledge with information from related texts & media.
	Evidence-Based Analysis	Students engage in rich & rigorous evidence-based conversations about data from experiences & related texts.
	Writing from Multiple Sources	Writing emphasizes use of evidence from investigations & multiple sources to inform, solve problems, or make an argument (claims, evidence, & reasoning)
	Argumentation	Students engage in argumentation as a key feature of scientific practice to construct, present, & critique arguments.
	Academic Vocabulary	Students build their academic vocabulary through experience, discourse, images & visuals, & spiraling the content in increasing complex investigations & texts.

Pedagogical Shifts of the AACCS for ELA	Shift 1: Balancing Informational & Literary Text	Students read a true balance of informational & literary texts.
	Shift 2: Knowledge of Disciplines	Students build knowledge about the world (domains) through TEXT rather than the teacher or activities.
	Shift 3: Staircase of Complexity	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time & space & support in the curriculum for close reading.
	Shift 4: Text-based Answers	Students engage in rich & rigorous evidence based conversations about text.
	Shift 5: Writing Sources	Writing emphasizes use of evidence from sources to inform or make an argument
	Shift 6: Academic Vocabulary	Students build the transferable vocabulary they need to access grade level complex texts

Mathematics: Mathematics: CC Standards for Mathematics Content and Practice

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.

Arizona's Common Core Standards-Mathematics includes both content standards and practice standards. The Standards for Mathematical Practice describe a variety of expertise that math educators should develop in their students. The same eight practice standards are expected in grades K-12 with increasing levels of sophistication across the grades. Descriptions of each practice at a particular grade level can be found in the ACCS document behind the content standards. The Standards for Mathematical Practice are not meant to be taught in isolation. The Content and Practice

Standards need to be connected in both mathematics instruction and assessment. Content Standards which begin with the word "understand" are often good opportunities to connect the practices with content. Students who lack understanding of a topic may rely too heavily on procedures. However, students who are engaged in the practices where they are required to justify conclusions, represent problems abstractly, draw models or explain mathematics to another student are developing a deep conceptual understanding.

