Capture the Core

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First Grade

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PARCC Computer-Based Sample Test Questions

PARCC (Partnership for the Assessment of Readiness for College and Careers) has released 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 engage with the sample items using computer-based tools such as drag-and-drop, multiple select, text highlighting, and an equation builder. PARCC has also released online tutorials that demonstrate how students will navigate the test; how to use the computer-based tools; and features that make the test more accessible for all students, including those with disabilities and English learners.

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 level does not have all item types. The sample items will not be scored.

Information from the PARCC website

Click here to learn more:
http://www.parcconline.org/computer-based-samples

Standards-based Reporting Website

Illinois has a new and evolving one stop shop for information on Standards-based Reporting. On the website you will find implementation suggestions, webinars and PowerPoints to support you when ready to create a presentation to your staff and stakeholders.

Suggested resources list several excellent research based books to guide your journey. Any of them would be an excellent choice for a book study for a school or district.

Members of the Standards-based Reporting Committee have provided their contact information for those having specific questions and there is also a place to submit general questions regarding SBR.

This website can be found at the following link:
www.ISBEstandardsbasedreporting.com

Evidence Tables Released by PARCC

PARCC has released a set of test specification documents, called evidence statement tables, to help educators and the general public better understand the design of the PARCC assessments. Evidence statement tables and evidence statements describe the knowledge and skills that an assessment item or a task elicits from students. These are aligned directly to the Common Core State Standards, and highlight their advances especially around the coherency of the standards.

Documents are created for grades 3-11 in English Language Arts and Math. Click here to access these and scroll to the bottom of the page. Please note that while Math is separated into grade level documents, ELA is in a combined document.

Suggestions for use of these documents are to identify the skills for mastery at a particular grade level and infuse these skills into comprehension instruction, writing projects, and oral presentations.

Although these tables are helpful for understanding the design of PARCC, the most valuable tool that can be utilized by teachers is the New Illinois Learning Standards incorporating the Common Core Standards because the assessment is ultimately designed around the standards.

Reading Scope and Sequence

Although the evidence tables have not been created for K-2, foundational skills are the precursor for the PARCC assessment. It is critical that K-2 teachers lay the platform for all students.

To that end, ISBE created Teaching Guides that mirror the Model Content Frameworks issued by PARCC for 3rd-11th and based off the CCSS.

These guides are housed at http://isbe.net/common_core/pls/default.htm

- Select Level 2
- Scroll to ELA/Literacy Teachers' Guides to the PARCC Content Model Frameworks.

Use these guides to make decisions about when to introduce and cover essential skills throughout the year.

1st grade ELA/Literacy Teachers' Guides

Florida Center for Reading Research

From 2004 to 2007, a team of teachers at FCRR collected ideas and created Student Center Activities for use in kindergarten through fifth grade classrooms. Recently, these activities were aligned to the Common Core State Standards.

These differentiated reading activities are for use in small student groups and are designed to meet specific standards in K-5 Foundational, Writing, and Reading Skills (ELA-Literacy).
All educators are welcome to make print copies of the Student Center Activities as long as modifications are not made, the materials will only be used for non-profit educational purposes, and the copyright remains the same.

To access these free materials, use the following link: http://www.fcrr.org/assessment/ET/index.html . Click on Instructional Routines on the left side of the website and then scroll to the link at the bottom of the document.

PARCC Sample Platform

You can now try out the PARCC sample test questions on the same technology platform that students will use on this year's field test. Before you begin, make sure that your using appropriate operating systems and web browser requirements. Please reference http://www.pearsononlinetesting.com/TestNav/8/requirements_testnav_8_0_4.html for the complete list of supported systems. When you are certain that your function or tablet will work, go to http://practice.parcc.testnav.com/#. Once you get to the site, you may want to first watch the tutorial in the fourth tab. The third tab will then let you explore the computer-based tools such as drag-and-drop, multiple select, equation editor and graphing in the sample items. After you pick a grade band, you will be taken first to the ELA questions, but when you have finished the first section and continued, you will be taken to Part 2 – Math.

Try the third grade van for a field trip item to see how the drop down menus will work. The art teacher includes fill in the blank, but notice how you can also highlight boxes on a graphic. Give your students time to explore the equation editor on this item – it may take a few tries to get it down.

EQuIP Jury

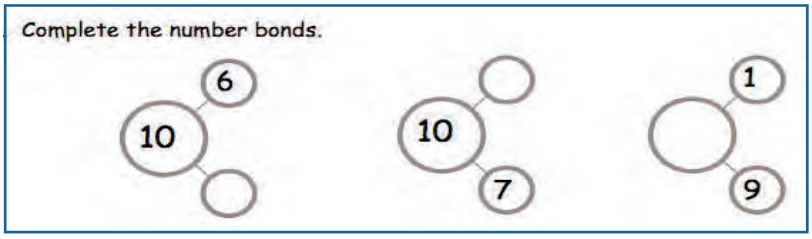
How do you determine if a lesson or unit is properly aligned to the New Illinois Learning Standards? To help educators answer questions like this Achieve, a non-profit organization, has developed the EQuIP (Educators Evaluating Quality Instructional Products) rubric. This January 53 teachers from 20 states, including Illinois, met in Washington D.C. to evaluate lessons and units that had been submitted by states, organizations, and individuals. These teachers were trained by Achieve to effectively use the EQuIP Rubric to provide comprehensive and evidence-based feedback to curriculum creators. Hundreds of teachers applied throughout the United States; four educators from Illinois were chosen. Achieve has selected and trained these teachers to be the new Jury Panel. If a lesson/unit receives an Exemplar or Exemplar if Improved rating, the lesson/unit and Jury Feedback Form will be posted on Achieve's website. Currently there is one K-2 lesson available.

To check them out go to http://www.achieve.org/EQuIP.

Sample Task

A New York State second grade lesson received an exemplar rating from EQuIP. http://www.achieve.org/files/SumsandDifferencesto20.pdf This 8-day unit spends time with a balance of conceptual understanding, procedural skill and fluency and application. Here are components that demonstrate the use of number bonds and basic application when adding within 20.

Mrs. Potter paints her fingernails one at a time from left to right. If she paints 1 fingernail, how many fingernails will she have unpainted? How many other combinations of painted and unpainted nails can she have?



Math proficiency is the gateway to a number of incredible careers that students may never have considered.

Danica McKellar

Comprehensive System of Learning Supports

Project-Based Learning

Project-Based Learning (PBL) as a school improvement strategy helps create engaging instructional strategies, increases student retention of content, improves collaboration and problem solving skills and improves students' attitudes towards learning. PBL is based on rigorous, practical learning through realistic classroom projects. This instructional method challenges students with in-depth, open-ended questions intended to encourage inquiry-based problem solving and critical thinking skills. *(Consortium for Policy Research in Education, N. J. (1991).*

The teacher's role in PBL is different than in a traditional instructional method. PBL is only successful in classrooms where teachers engage students by giving appropriate guidance and feedback. The teacher must carefully explain all responsibilities that are to be completed, offer detailed directions for how to develop the project, and constantly move about the classroom to answer questions and inspire student motivation. In order to create effective units using project-based learning, teachers must plan well and be flexible. In this method of instruction, teachers often find that they are in the role of learner and peer with the students. When assessing PBL, teachers can use a combination of objective tests, checklists, and rubrics; however, these often only measure task completion. Including a reflective writing element offers a self-evaluation of student learning.

PBL in the CCSS

"Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace."- Math Practice 4

"Conduct short research projects to answer a question (including a self-generated question)"- ELA Writing Standards

Classroom Strategies

Project-based learning can include several strategies and classroom activities such as:

- Asking and refining questions;
- Debating ideas;
- Making predictions;
- Designing plans and/or experiments;
- Collecting and analyzing data;
- Drawing conclusions;
- Communicating ideas and findings to others;
- Asking new questions; and
- Creating artifacts.

http://www.youtube.com/watch?v=vqY5wrSiWe0

Behind The Scenes

PBL Template http://bit.ly/LTC7aH

A well developed PBL lesson plan takes preparation and planning on the part of the teacher. Here is an example of steps to creating a PBL lesson. *(Hung,2009)*

Define the content- What is the learning outcome for the students?

Identify the context- Create a list of real-life activities that could be included to achieve the intended outcome.

List possible problems- Create a list of problems that could be included in the context activities.

Define potential solutions- Brainstorm the most viable solutions, include alternative ideas, as well. (Ensure that the students' skills and abilities are at the level needed to reach the solutions.)

Calibrate your activities– Cross check your solutions with the intended outcome. Then, which solutions support students' skills? What needs to be added to increase student challenges? What can be removed to increase student success?

Describe the task to your students– Only include task descriptions, not solutions.

Reflect on the Learning- Include multiple opportunities to check student progress when starting the project. Modify or adjust instruction, as needed, to meet the students' skills.

PBL Lesson Plan

Illinois Project in Practice - http://illinoispip.org/
Buck Institute - http://bie.org/
Learning Reviews - http://bit.ly/1e73CDB
Intel - http://intel.ly/1nWUbzk

Making Connections

Danielson Framework: Domain 1C, 3C

Conditions for Learning Indicators (Rising Star): CL 10, CL4

Related Conditions for Learning Indicators are included in the Rising Star on IIRC school improvement tool and accessible at the ISBE Learning Supports web site.

Hung, W. (2009). The 9-Step Problem Design Process for Problem-Based Learning: Application of the 3C3R Model. Educational Research Review, 4(2), 118-141.

Consortium for Policy Research in Education, N. J. (1991). Putting the Pieces Together: Systemic School Reform. CPRE Policy Briefs.