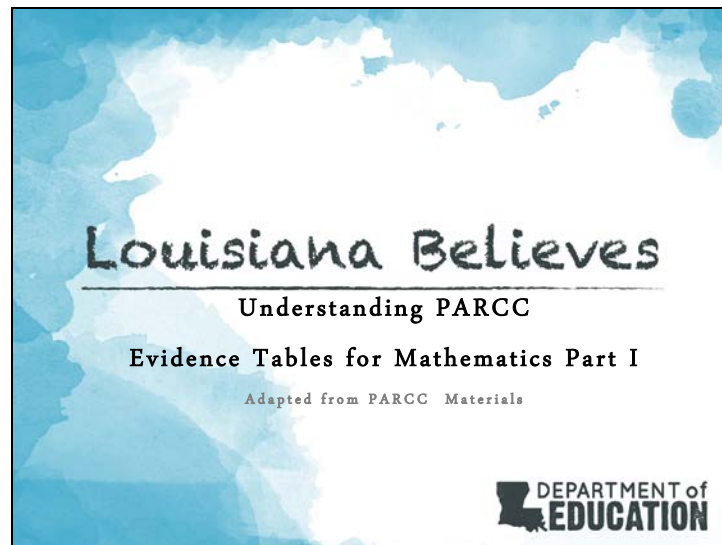


Slide 1



This presentation is the first of two designed to be used as a Training Module on PARCC's Evidence Tables. This presentation provides the basics in helping teachers to interpret the Evidence Statements. The second presentation, *PARCC Evidence Statements for Mathematics Part II: Evaluating Tasks*, is posted in the Teacher Leader Library <http://www.louisianabelieves.com/resources/library/louisiana-teacher-leaders>

These notes are designed to be used as a facilitator guide.

This presentation was created with the intent of using digital materials; therefore, information has been copied from Evidence Statements and provided in the slides. It may be beneficial for participants to have printed copies of the Common Core State Standards for Mathematics and the Evidence Tables for the targeted audience.

The documents to be used by participants when completing activities in this presentation include:

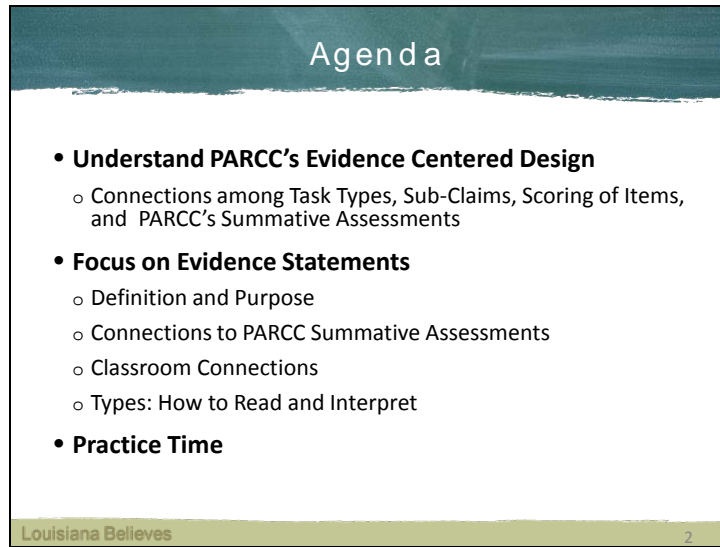
Grade 3 Math PBA Evidence Table

Grade 8 Math PBA and EOY Evidence Tables

All three documents are posted in the Teacher Leader Library for session FA2.

Evidence Statement Tables for other grades are posted on the PARCC website at <http://www.parcconline.org/assessment-blueprints-test-specs>.

Slide 2

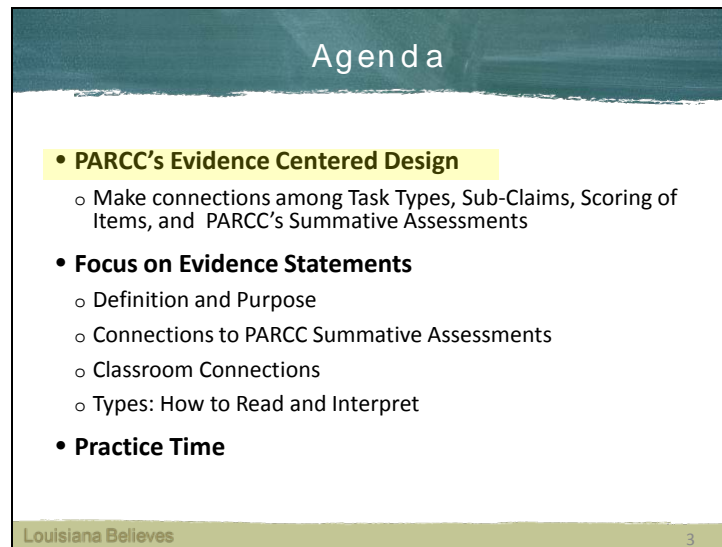


Agenda

- **Understand PARCC’s Evidence Centered Design**
 - Connections among Task Types, Sub-Claims, Scoring of Items, and PARCC’s Summative Assessments
- **Focus on Evidence Statements**
 - Definition and Purpose
 - Connections to PARCC Summative Assessments
 - Classroom Connections
 - Types: How to Read and Interpret
- **Practice Time**

Louisiana Believes 2

Review slide.



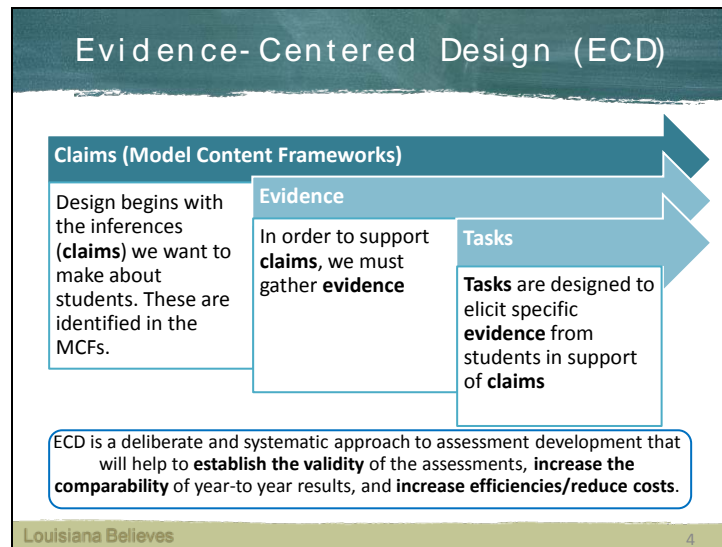
Agenda

- **PARCC's Evidence Centered Design**
 - Make connections among Task Types, Sub-Claims, Scoring of Items, and PARCC's Summative Assessments
- **Focus on Evidence Statements**
 - Definition and Purpose
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Louisiana Believes

3

Let's take a look at Evidence Centered Design.



PARCC is using an Evidence-Centered Design to drive the development of its summative assessments.

The ECD process includes

- identifying potential claims about what constitutes student proficiency
- identifying evidence (what students might say, do or produce that will constitute evidence for the claims), and
- creating the kinds of situations – the tasks or items -- that give students the optimal opportunity to produce the desired evidence.

As an over-simplified example, let's say that a teacher is going to assess his/her students on a unit involving adding and subtraction of fractions with unlike denominators. The analogous steps might be that the teacher:

- makes a claim about the proficiency expected, such as "each of my students will score 75% or higher on the unit assessment."
- identifies what evidence the student must show, such as
 - rewrites an expression showing sum/difference of unlike denominators as an expression of fractions with like denominators
 - solves problems without context
 - writes and solves an equation to solve two-step applications (real-life word problems)
- creates specific items/tasks that allow students the opportunity to show proficiency for each evidence statement.

Claims Driving Design: Mathematics for the PARCC Summative Assessments

Master Claim: On-Track for college and career readiness. The degree to which a student is college and career ready (or “on-track” to being ready) in mathematics. The student solves grade-level /course-level problems in mathematics as set forth in the Standards for Mathematical Content with connections to the Standards for Mathematical Practice.

Total Exam Score Points:
82 (Grades 2-8), 97 or 107(HS)

Sub-Claim A: Major Content¹ with Connections to Practices

The student solves problems involving the Major Content¹ for her grade/course with connections to the Standards for Mathematical Practice.

37 pts (3-8),
42 pts (HS)

Sub-Claim B: Additional & Supporting Content² with Connections to Practices

The student solves problems involving the Additional and Supporting Content² for her grade/course with connections to the Standards for Mathematical Practice.

14 pts (3-8),
23 pts (HS)

Sub-Claim C: Highlighted Practices MP.3, 6 with Connections to Content³ (expressing mathematical reasoning)

The student expresses grade/course-level appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others, and/or attending to precision when making mathematical statements.

12 pts (HS),
14 pts (HS),
4 pts (Alg I/Math 3 CCR)

Sub-Claim D: Highlighted Practice MP.4 with Connections to Content (modeling/application)

The student solves real-world problems with a degree of difficulty appropriate to the grade/course by applying knowledge and skills articulated in the standards for the current grade/course (or for more complex problems, knowledge and skills articulated in the standards for previous grades/courses), *engaging particularly in the Modeling practice*, and where helpful making sense of problems and persevering to solve them (MP.1) reasoning abstractly and quantitatively (MP.2), using appropriate tools strategically (MP.5), looking for and making use of structure (MP.7), and/or looking for and expressing regularity in repeated reasoning (MP.8).

12 pts (3-8),
18 pts (HS),
6 pts (Alg I/Math 3 CCR)

Sub-Claim E: Fluency in applicable grades (3-4)

The student demonstrates fluency as set forth in the Standards for Mathematical Content in her grade.

5-7 pts (3-4)

¹ For the purposes of the PARCC Mathematics assessments, the Major Content in a grade/course is determined by that grade level's Major Clusters as identified in the PARCC Model Content Frameworks v.3.0 for Mathematics. Note that tasks on PARCC assessments providing evidence for this claim will sometimes require the student to apply the knowledge, skills, and understandings from across several Major Clusters.
² The Additional and Supporting Content in a grade/course is determined by that grade level's Additional and Supporting Clusters as identified in the PARCC Model Content Frameworks v.3.0 for Mathematics.
³ For 3–8, Sub-Claim C includes only Major Content. For High School, Sub-Claim C includes Major, Additional and Supporting Content.

5

PARCC’s overriding master claim is directly linked to the primary reason for the development of the CCSS - the need to drive instruction such that all students exit high school as college and career ready. This claim is also the basis for the information provided in PARCC’s Model Content Framework.

In mathematics, one sees the claims connected clearly to the instructional shifts of the CCSS as

- the assessment will focus where the standards focus
- the assessment will promote coherence across grades and concepts with integrated tasks leveraging major, additional, and supporting content as well as the mathematical practices
- the assessment will promote rigor through mathematical reasoning and modeling with connections to content.

Summarize the slide, noting that there are five sub-claims identified by a letter (A–E) and stating the focus of each sub-claim (as noted in the red text on the slide).

The five sub-claims will be used as reporting categories for the PARCC summative assessments. Remind participants that prior to 2014, the reporting categories for iLEAP and LEAP assessments were based on strands found in the state standards (e.g., Number, Geometry). The 2014 reporting categories were based on CCSS grade-level domains (e.g., Numbers and Operations in Base Ten, Numbers and Operations –Fractions).

Note: PARCC will use results from field and diagnostic testing to determine if fluency items will have a timing component. Until that decision has been made, teachers should assume that fluency items will be timed.

Model Content Frameworks
Grade 6 Content Emphases

Key: ■ Major Clusters; ■ Supporting Clusters; ● Additional Clusters

Subclaim A Subclaim B

Ratios and Proportional Reasoning
■ Understand ratio concepts and use ratio reasoning to solve problems.

The Number System
■ Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
● Compute fluently with multi-digit numbers and find common factors and multiples.
■ Apply and extend previous understandings of numbers to the system of rational numbers.

Expressions and Equations
■ Apply and extend previous understandings of arithmetic to algebraic expressions.
■ Reason about and solve one-variable equations and inequalities.
■ Represent and analyze quantitative relationships between dependent and independent variables.

Geometry
■ Solve real-world and mathematical problems involving area, surface area, and volume.

Statistics and Probability
● Develop understanding of statistical variability.
● Summarize and describe distributions.

6.NS.2 and 6.NS.3 – Subclaim E if timed;
Subclaim B if untimed

Louisiana Believes 6

This slide shows the relationship between three of the sub-claims and the Model Content Framework Grade 6 Content Emphases. The content emphases indicate which clusters within a CCSS domain are considered Major, Supporting, or Additional clusters using green, blue, and yellow icons, respectively, to identify those clusters.

Student results from items based on CCSS found in the Major Clusters (green) would be reported in Sub-claim A. Results from items found in Supporting (blue) or Additional (yellow) Clusters would be reported in Sub-claim B.

6.NS.2 and 6.NS.3 are fluency standards. Because they are in a cluster marked as Additional, results from those items would be reported either in Sub-claim B or Sub-claim E, depending on whether the item is timed or not. There are instances in which a fluency item would definitely **not** be timed. For example, if division of a multi-digit whole number is required in a word problem, the item would not be timed as reading would affect the time needed to complete the item. If the item is purely mathematical in nature, such as $2832 \div 12$, then the item could be timed.

What is not evident from the Model Content Framework Content Emphases is which standards will be addressed under Sub[claim C (Reasoning) and Sub-claim D (Modeling). More on that to come.

| Overview of PARCC Mathematics Task Types | |
|--|--|
| Task Type | Description of Task Type |
| I. Tasks assessing concepts, skills and procedures | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Each task calls for written arguments / justifications, critique of reasoning, or precision in mathematical statements (MP.3, 6). Can involve other mathematical practice standards May include a mix of machine scored and hand scored responses (requires rubric) Included on the Performance Based Assessment component Sub-claim C |
| III. Tasks assessing modeling / applications | <ul style="list-style-type: none"> Each task calls for modeling/application in a real-world context or scenario (MP.4) Can involve other mathematical practice standards May include a mix of machine scored and hand scored responses (requires rubric) Included on the Performance Based Assessment component Sub-claim D |

For more information see PARCC Task Development ITN Appendix D.

Louisiana Believes 7

PARCC has identified three item/task types that will be used to allow students the opportunity to show proficiency. This slide shows the relationship of each task type to the sub-claims and the two PARCC summative assessments (PBA and EOY) as well as the focus of each task type. Notice that tasks written to standards found in

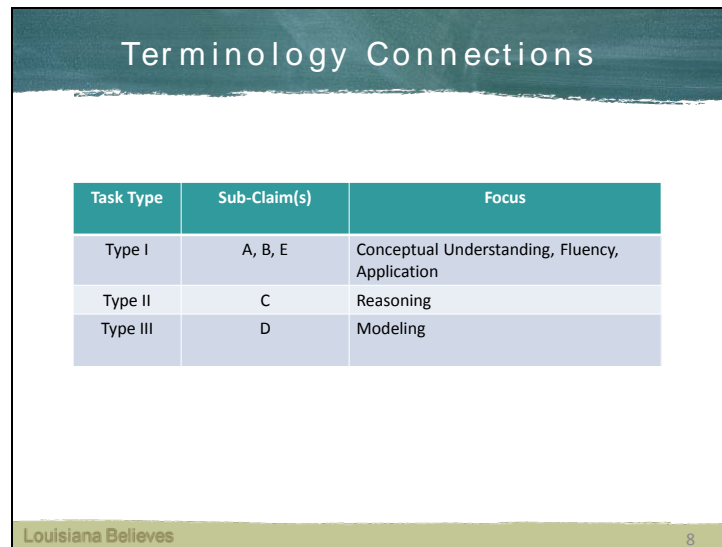
- Sub-Claims A, B, and E are Type I tasks (machine scorable) only
- Sub-Claim C task are Type II tasks
- Sub-Claim D tasks are Type III tasks

Get a show of hands to determine the participants' awareness of these task types and where examples of the tasks can be found. They are:

- LDOE 2014-15 PARCC Assessment Guides for Mathematics.
(Teacher Toolbox, End-of Year Assessment at <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments>)
- Sample Mathematics Items (pdf format) at <http://www.parcconline.org/samples/math>
- Sample Math Items (digital format) at <http://practice.parcctestnav.com/#>
- EOY Practice Tests (digital format) – Type I tasks only – at <http://practice.parcctestnav.com/#>

Ask participants why it is necessary to machine score Type I items/tasks. (More cost efficient and faster. Turn around time on EOY assessments must be quick.)

Ask participants to form small groups to think about word associations that will help them to remember how task types relate to sub-claims and the focus for each task type. Allow 2 minutes for this discussion. One possible listing of associations is provided on the next slide for use as needed after the discussion period ends.



The image shows a slide titled "Terminology Connections" with a table. The table has three columns: "Task Type", "Sub-Claim(s)", and "Focus". The rows are: Type I (Sub-Claim(s): A, B, E; Focus: Conceptual Understanding, Fluency, Application), Type II (Sub-Claim(s): C; Focus: Reasoning), and Type III (Sub-Claim(s): D; Focus: Modeling). At the bottom left of the slide is the text "Louisiana Believes" and at the bottom right is the number "8".

| Task Type | Sub-Claim(s) | Focus |
|-----------|--------------|--|
| Type I | A, B, E | Conceptual Understanding, Fluency, Application |
| Type II | C | Reasoning |
| Type III | D | Modeling |

The connection among Task Type (I, II, or III), Sub-claim(s), and focus of each will be an important one in understanding Evidence Statements and their connection to classroom instruction.

Some educators may also want to make the connection that Type I means machine-scored and that the nature of Type II and Type III tasks will require students to write explanations, show their work, etc., although some parts of these tasks may be machined-scored.

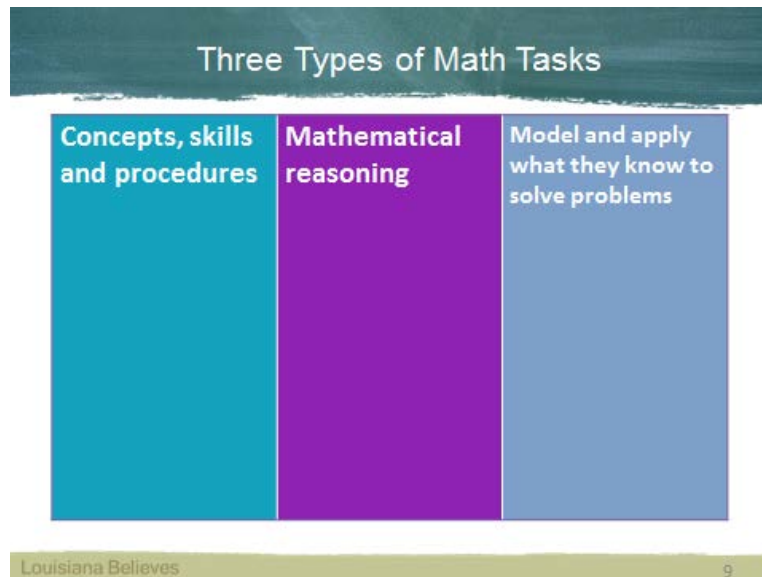
In the next, slide participants will have the opportunity to think about how to create one of each task type by focusing on the Pythagorean Theorem.

BEFORE ADVANCING THE SLIDE,

have participants form small groups and to spend 1 minute making sure that each participant

- remembers the wording of the Pythagorean Theorem.
- knows the circumstances under which the theorem can be applied.

Show the next slide.

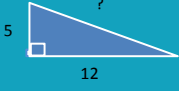


1) Ask participants to write one task for each of the three task types in which the Pythagorean Theorem would be the content focus. Allow 5 – 6 minutes for this.

2) Have three different groups share what they wrote and have them explain why they think the task they wrote matches the task type. Tasks written should not be evaluated. The point of this activity is to have participants think about creating different task/item types using a single topic.

When this discussion is completed click to start slide 10. Because the slide is a duplicate of slide 9 with more information, it may appear that the slide does not change, but it will.

Three Types of Math Tasks

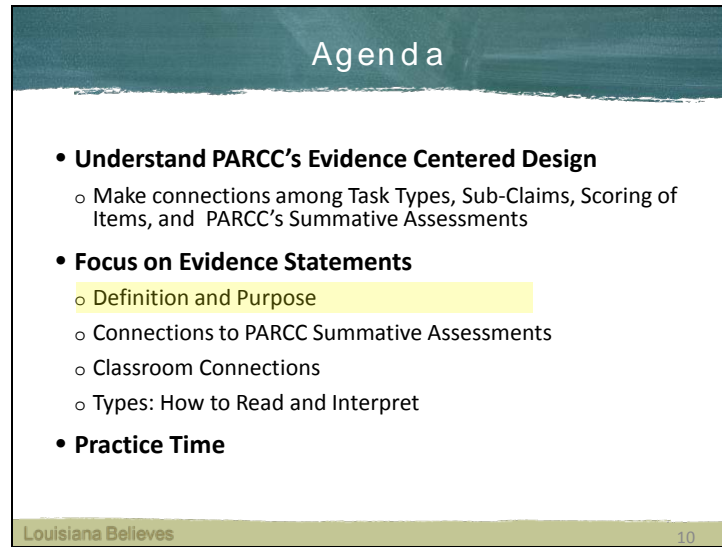
| Concepts, skills and procedures | Mathematical reasoning | Model and apply what they know to solve problems |
|---|---|---|
|  | What is the distance between A (3,6) and B (15, 1)? Show your work and justify your answer. | A painter is using a 30 foot extension ladder. He follows the safety regulations, making sure the base of the ladder is 1 foot from the wall for every 4 feet of ladder height. How high up the wall will the ladder reach? Use drawings, equations, and/or words to explain your solution. |

Louisiana Believes 9

Now, share the three tasks that are provided as examples by clicking once, pausing to allow time for the task to be read, and then repeating the process until all examples are shared.

Please make sure that participants understand that these are NOT PARCC items, but are taken from various sources.

Note: Because slide 9 was created after the TL Summit and inserted in this guide, the page numbers on the images of the slides in this document only will be off from each point on. The slide number printed above each slide IS correct.



Agenda

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 - Types: How to Read and Interpret
- **Practice Time**

Louisiana Believes

10

What are Mathematics Evidence Statement Tables and Why are They Needed?

- Evidence Statements describe what students might say or do to demonstrate mastery of the standards with connections to the mathematical practices.
- An Evidence Statement table includes all the evidences to be measured on each of the PARCC Summative Assessments and include clarifications for item writing purposes.
- Evidence Statements unpack the standards in a way that is meaningful to test developers and educators.
- Evidence Statements are directly aligned to the claims presented by PARCC.
- Evidence Statements indicate when the PARCC assessment will measure multiple standards and practices.

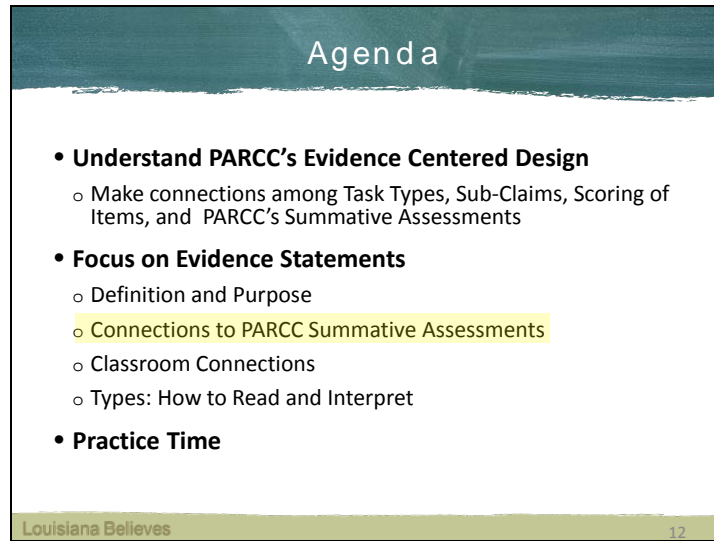
Louisiana Believes 11

Indicate to participants that they will be examining Evidence Statements. The first step is to know what Evidence Statements are and what purpose they serve.

Review the information on the slide or have the participants read the slide on their own.

The unpacking of the standards was done very carefully to ensure that the coherence, rigor, and intent of the standards were not compromised.

Indicate that for each grade, Evidence Statements are organized into two tables – one for the Performance-based Assessment and the second for the End-of-Year Assessment.



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Louisiana Believes

12

PARCC Blueprints

PARCC
Partnership for Assessment of
Readiness for College and Careers

PARCC High Level Blueprints - Mathematics

Math item counts per form

| Assessment | Item | 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 |
| | TOTAL | 39 | 36 | 36 | 34 | 33 | 33 | 30 | 34 | 34 | 34 | 34 | 35 |
| PBA/MYA | Type I 1 Point | 8 | 8 | 5 | 6 | 8 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| | Type I 2 Point | 2 | 2 | 3 | 2 | 2 | 1 | - | - | - | - | - | - |
| | Type II 3 Point | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| | Type II 4 Point | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| | Type III 3 Point | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| | Type III 6 Point | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 3 |
| PBA/MYA TOTAL | Type I | 10 | 10 | 9 | 10 | 10 | 11 | 10 | 10 | 10 | 10 | 10 | 10 |
| | Type II | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 5 |
| | Type III | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 5 |

Louisiana Believes PBA Total: 17 Items

Shown on this slide is a copy of PARCC’s blueprint for mathematics summative assessments. The blueprint shows how many of each task type (I, II, III) will be on the Performance-based and End-of-Year summative assessments. The information for Grade 6 has been highlighted in yellow.

In addition to the number of task types, there is information about the point values for each task type.

For Grade 6 mathematics:

- There are 34 Type I tasks on the EOY. Of those, 26 tasks will be worth 1 point, 7 tasks will be worth 2 points, and 1 task will be worth 4 points.
- There are 17 items on the PBA, 10 tasks are Type I, 4 tasks are Type II, 3 tasks are Type III. Type I tasks will be worth 1 or 2 points; Type II tasks will be worth 3 or 4 points, and Type III tasks will be worth 3 o

Participants should see the LDOE PARCC Assessment Guides posted on the LDOE website for additional information.

Should there be questions about the Mid-Year Assessment (MYA), this is an optional PARCC assessment that will have the same format as the PBA. Mid-Year Assessments will be developed during the coming school year.

Evidence Table

PARCC
Partnership for Assessment of Readiness for College and Careers

Grade 5 PBA/MYA
Per the PARCC Calculator Policy, PARCC mathematics assessments for Grades 3 – 5 will not allow for calculator usage.

| Evidence Statement Key | Evidence Statement Text | Clarifications | MP |
|------------------------|---|---|------|
| 5.NBT.1 | Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. | i) Tasks have "thin context" or no context. ii) Tasks involve the decimal point in a substantial way (e.g. by involving, for example, a comparison of a tenth's digit to a thousandth's digit or a tenth's digit to a ten's digit). | 2, 7 |
| 5.NBT.3a | Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times \frac{1}{10} + 9 \times \frac{1}{100} + 2 \times \frac{1}{1000}$. | i) Tasks assess conceptual understanding, e.g. by including a mixture (both within and between items) of expanded form, number names, and base ten numerals. ii) Tasks have "thin context" or no context. | 7 |
| 5.NBT.3b | Read, write, and compare decimals to thousandths. b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. | i) Tasks assess conceptual understanding, e.g. by including a mixture (both within and between items) of expanded form, number names, and base ten numerals. ii) Tasks have "thin context" or no context. | 7 |
| 5.NBT.A.1a.1 | Demonstrate understanding of the place value system by combining or synthesizing knowledge and skills articulated in 5.NBT.A. | i) See IIN, Appendix E, section A, "Illustrations of Innovative Task Characteristics," subsection 4, "Integrative tasks with machine scoring of responses entered by computer interface," subsection "Illustrations of the 'Innovative' level." | 1, 7 |

Louisiana Believes 14

Evidence Statements are grouped and placed into Evidence Tables based on the summative assessment to which they apply. Above is an excerpt from the Grade 5 Evidence Table for the Mathematics **Performance-based Assessment**.

Evidence Table

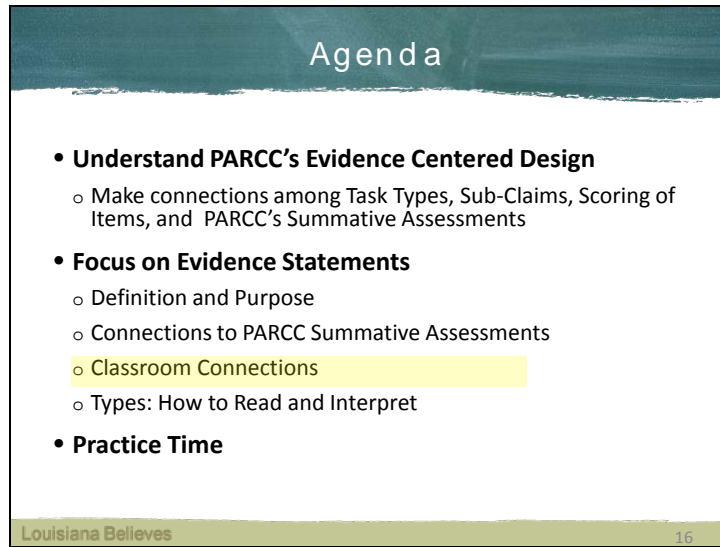
PARCC
Louisiana Assessment of Student Skills

Grade 5 EOY
Per the PARCC Calculator Policy, PARCC mathematics assessments for Grades 3 – 5 will not allow for calculator usage.

| Evidence Statement Key | Evidence Statement Text | Clarifications | MP |
|------------------------|--|--|------|
| 5.OA.1 | Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. | i) Expressions have depth no greater than two, e.g., $3 \times [5 + (8 + 2)]$ is acceptable but $3 \times [5 + (8 + [4 - 2])]$ is not. | 7 |
| 5.OA.2-1 | Write simple expressions that record calculations with numbers. For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. | i) Note that expressions elsewhere in CCSS are thought of as recording calculations with numbers (or letters standing for numbers) as well; see for example 6.EE.2a. See also the first paragraph of the Progression for Expressions and Equations . | 7 |
| 5.OA.2-2 | Interpret numerical expressions without evaluating them. For example, recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$ without having to calculate the indicated sum or product. | None | 7 |
| 5.OA.3 | Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "add 3" and the starting number 0, and given the rule "add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Find out informally who this is so. | None | 3, 8 |

Louisiana Believes 15

This is an excerpt from the first page of the Grade 5 Math Evidence Table for the **End-of-Year** summative assessment. There is some overlap of Evidence Statements between the PBA and the EOY assessments, but the Evidence Tables for the PBA and the EOY for a grade are not identical.



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 - Types: How to Read and Interpret
- **Practice Time**

Louisiana Believes

16

The slide features a dark teal header with the title 'Of What Benefit to Teachers Are Evidence Statements?' in white. The main content is a white box with a black border containing a bulleted list. The footer is a light green bar with the text 'Louisiana Believes' on the left and the number '17' on the right.

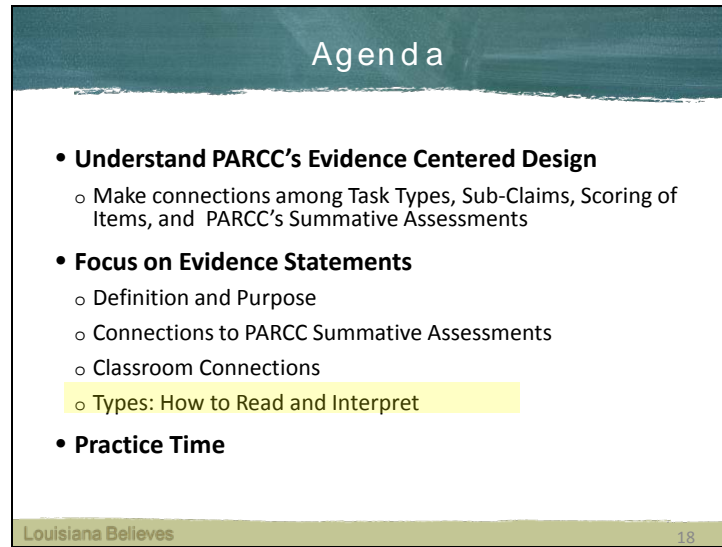
Of What Benefit to Teachers Are Evidence Statements?

- Determine how students will be assessed on PARCC Summative Assessments
- Understand information found in
 - [PARCC Sample items and EOY Practice Tests](#)
 - [LDOE PARCC Assessment Guide](#)
- For instructional use,
 - evaluate pre-made tasks for alignment to PARCC assessments
 - create PARCC-like tasks

Louisiana Believes 17

Before clicking to show the text in the body of the slide, ask participants to consider the question now that they have the definition of Evidence Statements. Generate some responses from the audience without revealing the remainder of the slide's text.

Click to show the text in the body of the slide and compare to what the participants stated. The responses on the slide are some of the expected responses, but others may also be valid.



Agenda

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Louisiana Believes

18

The slide features a dark teal header with the title 'Types of Evidence Statements' in white. The main content is on a white background with a black border. It includes an introductory sentence, a numbered list of four types of evidence statements, a small footnote, and a footer with the logo 'Louisiana Believes' and the number '19'.

Types of Evidence Statements

Several types of Evidence Statements are used to describe what a task should be assessing, including:

1. Those using **exact standards language**
2. Those transparently **derived from exact standards** language, e.g., by splitting a content standard
3. **Integrative evidence statements** indicate proficiencies that align to more than one standard and reinforce coherence reflected in the CCSS.*
4. **Sub-claim C (reasoning) & D (modeling) evidence statements**, which put MP.3, 4, 6 as primary with connections to content

* Wording modified by LDOE.

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Review the slide.

Indicate to participants that they will look at examples of each of these.

Evidence Statements using Exact Standards

1. Those using **exact standards language**

PARCC
Grade 3 - PBA
Per the PARCC Calculator Policy, PARCC mathematics assessments for Grades 3 – 5 will not allow for calculator usage.

| Evidence Statement Key | Evidence Statement Text | Clarifications | MP |
|------------------------|---|--|------|
| 3.OA.1 | Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 . | i) Tasks involve interpreting products in terms of equal groups, arrays, area, and/or measurement quantities. For more information see CCSS Table 2, p. 88. ii) Tasks do not require students to interpret products in terms of repeated addition, skip-counting, or jumps on the number line. iii) The indicated example refers to describing a context. Just describing a context is not the only way to meet the standard. For example, number ways to count the standard would be to identify contexts in which a total can be expressed as a specified product. | 4, 2 |

| Grade 8 - PBA | | | | |
|---------------|---|--|----|------------|
| Key | Evidence Statement Text | Clarifications | MP | Calculator |
| 8.EE.1 | Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^5 = 1/3^7 = 1/27$. | i) Tasks do not have a context. ii) Tasks center on the properties and equivalence, not on simplification. For example, a task might ask a student to classify expressions according to whether or not they are equivalent to a given expression. | 7 | No |

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Evidence statements are identified by an Evidence Statement Key. The format of the Evidence Statement Key indicates the type of Evidence Statement. **When the Evidence Statement Key is the same as the code for the CCSS**, then the Evidence Statement text and the CCSS will have the same wording. An example of two **exact language** Evidence Statements are 3.OA.1 and 8.EE.1.

Other information included in the Evidence Statement tables include:

- Clarifications about the Evidence Statement.
- Alignment of the Evidence Statement to one or more Math Practices. Note: In some cases, there may be no alignment to a Math Practice.
- For grades 6 and above, an indication as to whether students would be able to use a calculator on an item written to the Evidence Statement. For grades 3-5, only students with a documented calculator accommodation may use calculators on the PARCC assessment so this column is not needed.

Evidence Statements **Derived** from Exact Standards

2. Those transparently **derived from exact standards** language, e.g., by splitting a content standard. Here 8.F.5 is split into 8.F.5-1 and 8.F.5-2.

| Key | Evidence Statement Text | Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks | Relationship to MP |
|---------|---|---|--------------------|
| 8.F.5-1 | Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). | j) Pool should contain tasks with and without contexts. | 2, 5 |
| 8.F.5-2 | Sketch a graph that exhibits the qualitative features of a function that has been described verbally. | j) Pool should contain tasks with and without contexts. | 2, 5, 7 |

CCSS 8.F.5
 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

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Note that in the above Evidence Statements, **the Evidence Key starts with the CCSS code but adds a hyphen and a number to indicate that the standard has been split.** This always happens when the text for an Evidence Statement was created by splitting a standard .

For reference:

The exact wording of CCSS 8.F.5 is provided for reference. The colors used in the Evidence Statement table match the colors in the text of the CCSS to show which part of the CCSS was used to create the Evidence Statement 8.F.5-1 and which part was used to create Evidence Statement 8.F.5-2.

Ask participants to discuss with a partner what “tasks with and without context” means. (A context gives a problem meaning, generally in the form of a word problem. A problem without context is sometimes called a “naked math problem.”)

Evidence Statements Derived from Exact Standards

For the PBA, tasks will assess 3.OA.3. This CCSS has been split into 4 Evidence Statements 3.OA.3-1, 3.OA.3-2, 3.OA.3-3 and 3.OA.3-4. The full text of 3.OA.3 is listed in the CCSS.

For Type 1 tasks, "Evidence Statement Text" may represent all or part of CCSS.

"Clarifications" provide item developers and educators with guidance on the depth and breadth of the tasks.

"MP" - Mathematical Practices provide guidance on how content should be connected to practices.

| Evidence Statement Key | Evidence Statement Text | Clarifications: | MP |
|------------------------|---|---|------|
| 3.OA.3-1 | Use multiplication within 100 (both factors less than or equal to 10) to solve word problems in situations involving equal groups, arrays, or area, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. | i) All products come from the harder three quadrants of the times table ($a \cdot b$ where $a > 5$ and/or $b > 5$). ii) 50% of tasks involve multiplying to find the total number (equal groups, arrays); 50% involve multiplying to find the area. iii) For more information see CCSS Table 2, p. 89 and the Progression document for Operations and Algebraic Thinking . | 1, 4 |
| 3.OA.3-2 | Use multiplication within 100 (both factors less than or equal to 10) to solve word problems in situations involving measurement quantities other than area, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. | i) All products come from the harder three quadrants of the times table ($a \cdot b$ where $a > 5$ and/or $b > 5$). ii) Tasks involve multiplying to find a total measure (other than area). iii) For more information see CCSS Table 2, p. 89 and the Progression document for Operations and Algebraic Thinking . | 1, 4 |
| 3.OA.3-3 | Use division within 100 (quotients related to products having both factors less than or equal to 10) to solve word problems in situations involving equal groups, arrays, or area, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. | i) All quotients are related to products from the harder three quadrants of the times table ($a \cdot b$ where $a > 5$ and/or $b > 5$). ii) A third of tasks involve dividing to find the number in each equal group or in each equal row/column of an array; a third of tasks involve dividing to find the number of equal groups or the number of equal rows/columns of an array; a third of tasks involve dividing an area by a side length to find an unknown side length. iii) For more information see CCSS Table 2, p. 89 and the Progression document for Operations and Algebraic Thinking . | 1, 4 |
| 3.OA.3-4 | Use division within 100 (quotients related to products having both factors less than or equal to 10) to solve problems in situations involving measurement quantities other than area, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. | i) All quotients are related to products from the harder three quadrants of the times table ($a \cdot b$ where $a > 5$ and/or $b > 5$). ii) 50% of tasks involve finding the number of equal pieces; 50% involve finding the measure of each piece. iii) For more information see CCSS Table 2, p. 89 and the Progression document for Operations and Algebraic Thinking . | 1, 4 |

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Reveal the bubbles on this slide after asking the following questions:

- From what Evidence Table are these Evidence Statements taken? (Grade 3 – PBA)
- What CCSS is the foundation for these Evidence Statements? How can you tell and what does the numbering indicate? (Click once to reveal first bubble)
- Click to reveal the second bubble as it contains general information that Type I Tasks written to an Evidence Statement are not required to address all parts of the Evidence Statement. For example, for 3.OA.3-1, the word problem would not be expected to include equal groups, arrays and area. Item developers would choose one of them when writing a task.

Mathematical Practices.

Sometimes you will see more than one or no Mathematical Practices listed for an Evidence Statement. Most Mathematical Practices listed have a natural connection to the content and are a direct consequence of the evidence statement. Writers are asked to find ways in which to incorporate the Math Practice in the items that are written to align with the Evidence Statement.

| A Closer Look at Evidence Statements and Clarifications | | |
|---|---|--|
| Key | Evidence Statement Text | Clarifications |
| 3.OA.3-3 | Use division within 100 (quotients related to products having both factors less than or equal to 10) to solve word problems in situations involving equal groups, arrays, or area, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. | <p>i) All quotients are related to products from the harder three quadrants of the times table (where $a > 5$ and/or $b > 5$)</p> <p>ii) A third of tasks involve dividing to find the number in each equal group or in each equal row/column of an array; a third of tasks involve dividing to find the number of equal groups or the number of equal rows/columns of an array; a third of tasks involve dividing an area by a side length to find an unknown side length.</p> <p>iii) For more information see CCSS Table 2, p. 89 and the Progression document for Operations and Algebraic Thinking.</p> |

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Ask participants to read the **Evidence Statement Text** with the idea of analyzing all the content required. Give them about 2 minutes to do this. Things that should be noted are:

- Multiplication facts from 1×1 through 10×10 . (Even though the product of 8×12 is within 100, the factor requirements indicate that such content will not be covered on the EOY.)
- Solving word problems of three types: equal groups, arrays and areas
- e.g. means “for example;” therefore, the use of drawings and equations are not required.

Then, ask participants to do a similar analysis of the **Clarifications** within 2 minutes. They are:

- At least one of the factors used must be greater than 5
- The three different types of word problems will be equal in distribution. No one is more important than the others.
- Page 89 of the CCSS and the Math Progression document for the Operations and Algebraic Thinking Domain should be used to determine the kinds of problems that students should be able to do.

Return to the previous slide.

Have participants examine all four Evidence Statements formed by splitting 3.OA.3.

- Asks participants to identify how the factors for 3.OA.1 and 3.OA.2 differ from 3.OA.3 and 3.OA.4 (multiplication would also include factors of 0).
- Ask participants how 3.OA.2 and 3.OA.4 differ from 3.OA.1 and 3.OA.3. (Word problems are on measurement, but may not include area.)

Integrative Evidence Statements

Integrative evidence statements indicate proficiencies that align to more than one standard and reinforce coherence reflected in the CCSS.*

Items written to Integrative Evidence Statements will appear only on the EOY assessment.

An Evidence Statement could be integrated across

- **Grade/Course** –4.Int.2 (Integrated across Grade 4)
- **Domain** –5.NBT.Int.1(Integrated across the NBT Domain)
- **Cluster** – 8.EE.C. Int.1 (Integrated across Expressions and Equations, Cluster C)

The extension numbers “.1, .2, 3-3” on all “Int” Evidence Statements are used for numbering/ordering purposes for item developers.

*Wording modified by LDOE

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Review the slide. The next three slides show these Evidence Statements.

Integrative Evidence Statements

Grade/Course – Ex. 4.Int.1 (Integrated across Grade 4)

| Key | Evidence Statement Text | Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks | Relationship to MP |
|---------|--|--|--------------------|
| 4.Int.1 | Solve one-step word problems involving adding or subtracting two four-digit numbers. | The given numbers are such as to require an efficient/standard algorithm (e.g., $7263 + 4875$, $7263 - 4875$, $7406 - 4637$). The given numbers do not suggest any obvious <i>ad hoc</i> or mental strategy (as would be present for example in a case such as $16,999 + 3,501$ or $7300 - 6301$, for example). i) Grade 4 expectations in CCSSM are limited to whole numbers less than or equal to 1,000,000; for purposes of assessment, both of the given numbers should be limited to 4 digits. | MP.1 |

Draws on content from ALL of grade 4

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25

Cluster – 5.NBT.Int.1
(Integrated across NBT Domain in Grade 5)

| Key | Evidence Statement Text | Clarifications | Relationship to MPs |
|-------------|--|---|---------------------|
| 5.NBT.Int.1 | Perform exact or approximate multiplications and/or divisions that are best done mentally by applying concepts of place value, rather than by applying multi-digit algorithms or written strategies. | i) Tasks have no context. ii) See ITN Appendix F , section A, "Illustrations of Innovative Task Characteristics," subsection 4, "Integrative tasks with machine scoring of responses entered by computer interface," subsection "Illustrations at the domain level." | 1, 7 |

Draws on content from the NBT Domain in Grade 5

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Writers can choose any standard or combination of standards that are found **within the NBT domain** in Grade 5 as the basis for an item.

Integrative Evidence Statements

Cluster – 8.EE.C.Int.1
(Integrated across EE Domain, Cluster C)

| Key | Evidence Statement Text | Clarifications | Relationship to MPs |
|--------------|--|--|---------------------|
| 8.EE.C.Int.1 | Solve word problems leading to linear equations in one variable whose solutions require expanding expressions using the distributive property and collecting like terms. | i) For an example of an illustrative task see 2009 CCRS: "If a bar of soap balances $\frac{3}{4}$ of a bar of soap and $\frac{3}{4}$ of a pound, how much does the bar of soap weigh?" At least 80% of tasks should involve contextual word problems (a noncontextual word problem could be "the sum of two times a number and 8 is 16"). | 4, 6, 7 |

Draws on content from Grade 8, Domain Expressions and Equations, Cluster C

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27

Ask participants to indicate how we can determine which standards are connected to this integrative Evidence Statement. (Look in the Grade 8 math CCSS, find the Expressions and Equations domain, find the third cluster.)

There is only one standard in this cluster; however, that standard has two parts. So items written to this Evidence Statement would address both 8.EE.C.7a and 8.EE.C.7b.

| Sub-claim C Evidence Statements | | | | |
|--|--|--|---------------|------------|
| 4. Sub-claim C (reasoning) Evidence Statements, which put MP.3 and MP.6 as primary with connections to content | | | | |
| Evidence Statement Key | Evidence Statement Text | Clarifications | MP | Calculator |
| 7.C.7.4 | Present solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equal signs appropriately (for example, rubrics award less than full credit for the presence of nonsense statements such as $1 + 4 = 5 + 7 = 12$, even if the final answer is correct), or identify or describe errors in solutions to multi-step problems and present corrected solutions. Content Scope: Knowledge and skills articulated in 7.EE.3 | None | 1, 3, 6, 7, 8 | Yes |
| 7.C.8 | Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. Content Scope: Knowledge and skills articulated in 6.NS.C, 6.EE.A, 6.EE.B | Tasks may have scaffolding if necessary in order to yield a degree of difficulty appropriate to grade 7. | 3, 6 | Yes |

The Evidence Statements for Reasoning and Modeling (Sub-claims C and D) have a unique evidence statement key system. The C or D represents the sub-claim; thus, in this case, we see two examples of Evidence Statements for Sub-claim C (Reasoning).

The first part of the Evidence Statement Key (7 in this example) represents the grade level. The 7.4 represents the internal numbering schema for this grade level and sub-claim. It does not represent any numbering from the Common Core State Standard.

For Sub-claim C (Reasoning), the Evidence Statement Text indicates the CCSS associated with that Evidence Statement. If more than one standard is listed, tasks may target one or more of those standards.

IMPORTANT NOTE: A CCSS listed as part of an Evidence Statement in Sub-claim C **will not** be assessed in a Modeling task. Most Reasoning Tasks and Modeling Tasks will involve some element of reasoning as they require explanations. Making this separation of standards will prevent one CCSS from being evaluated too many times on the PBA.

While Math Practices 3 and 6 are the focus in all Reasoning tasks, other Math Practices may also be included as indicated in 7.C.7.4.

Ask participants to look closely at the CCSS listed for 7.C.8. They are Grade 6 standards, meaning that the item is based on content that should have been mastered or “securely held” from previous grades. Therefore, the grade 6 standards will determine the content limitations for the assessment tasks, but students will still be expected to use reasoning appropriate to grade 7.

| Sub-claim D Evidence Statements | | | | |
|--|--|--|---------------|------------|
| 4. Sub-claim D (modeling) Evidence Statements, which put MP. 4 as primary with connections to content | | | | |
| Evidence Statement Key | Evidence Statement Text | Clarifications | MP | Calculator |
| 7.D.1 | Solve multi-step contextual word problems with degree of difficulty appropriate to grade 7, requiring application of the grade 7 knowledge and skills articulated in the Evidence Statements on the PBA (excludes the Reasoning Evidence Statements which are those that start with 7.C) | Tasks may have scaffolding if necessary in order to yield a degree of difficulty appropriate to grade 7. | 4. 1, 2, 5, 7 | Yes |
| 7.D.2 | Solve multi-step contextual problems with degree of difficulty appropriate to grade 7, requiring application of knowledge and skills articulated in 6.EE.A, 6.EE.C, and 6.G | Tasks may have scaffolding if necessary in order to yield a degree of difficulty appropriate to grade 7. | 4. 1, 2, 5, 7 | Yes |


The Evidence Statements for Reasoning and Modeling (Sub-claims C and D) have a unique evidence statement key system. The C or D represents the sub-claim; thus, in this case, we see two examples of Evidence Statements for Sub-claim D (Modeling).

The .1 and .2 represents the internal numbering schema for this grade level and sub-claim. It does not represent any numbering from the Common Core State Standard.

Remember from the previous slide that any standard listed in a Reasoning Evidence Statement will not be used to write items for Modeling. Item developers can develop Modeling Tasks aligned to any other CCSS found in the PBA table. For example standard 7.EE.3 is to be used in Reasoning Tasks developed for 7.C.7.4 (see previous slide); therefore, the CCSS 7.EE.3 cannot be used when creating Modeling Tasks for Evidence Statement 7.D.1.

Note that:

- 7.D.2 is a securely held Modeling Evidence Statement
- 6.EE.C is listed in the text for Evidence Statement 7.D.2. Standards from clusters 6.EE.A and 6.EE.B were part of the Reasoning Evidence Statement on the previous slide, but this is okay since 7.D.2 permits the use of standards from a different cluster, 6.EE.C.
- Math Practice 4 (Modeling) is the focus for all Modeling Evidence Statements, but as indicated in both examples above, other MPs may also be included. This does NOT mean that all four additional MPs listed are a required part of the tasks written to these two Evidence Statements.

| Sub-claims C and D Evidence Statements | | | |
|---|--|--|------|
|  | | | |
| Grade 3 - PBA | | | |
| Evidence Statement Key | Evidence Statement Text | Clarifications | MP |
| 3.C.7 | Distinguish correct explanation/reasoning from that which is flawed, and-if there is a flaw in the argument-present corrected reasoning. (For example, some flawed "student" reasoning is presented and the task is to correct and improve it.) Content Scope: Knowledge and skills articulated in 2.NBT. | Tasks may have scaffolding if necessary in order to yield a degree of difficulty appropriate to Grade 3. | 3, 6 |
| 3.D.1 | Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 3, requiring application of knowledge and skills articulated in the Evidence Statements on the PBA (excludes Reasoning Evidence Statements). | Tasks may have scaffolding if necessary in order to yield a degree of difficulty appropriate to Grade 3. | 4 |
| 3.D.2 | Solve multi-step contextual problems with degree of difficulty appropriate to Grade 3, requiring application of knowledge and skills articulated in 2.OA.A, 2.OA.B, 2.NBT, and/or 2.MD.B. | Tasks may have scaffolding if necessary in order to yield a degree of difficulty appropriate to Grade 3. | 4 |

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Spend a minute or two to ask participants to tell what information they can determine about the three Evidence Statements above.

Grade 3
Performance Based Assessment Evidence Tables

First row: Reasoning - securely held content

Second row: Modeling – on grade level content

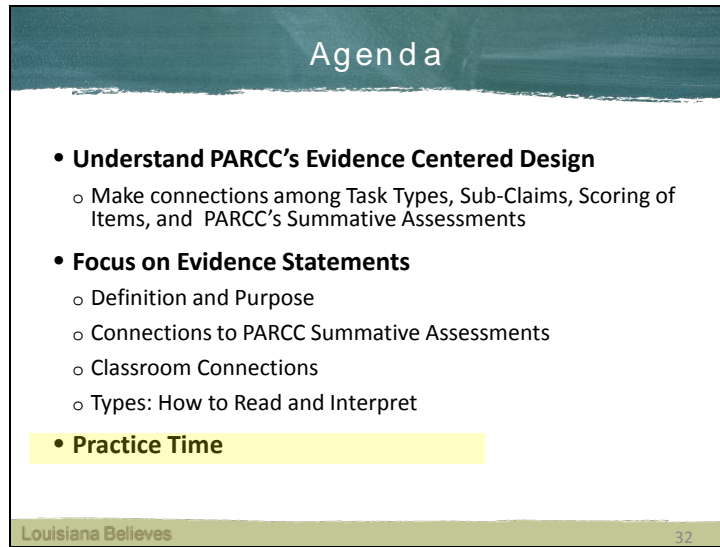
Third row: Modeling – securely held content

Scaffolding is allowed (breaking into increments to assist students in the process)

Slide 32

| Task Type | Description | Reporting Categories | Scoring Method | Mathematical Practice(s) | Summative Assessment |
|-----------|--|---|--|--|----------------------|
| Type I | Conceptual understanding, fluency, and application | <p>Sub-claim A: Solve problems involving the <u>major content</u> for the grade level</p> <p>Sub-claim B: Solve problems involving the <u>additional and supporting content</u> for the grade level</p> <p>Sub-claim E: Demonstrate fluency as indicated in the <u>CCSS</u> for grades 3-6</p> | Computer-scored only | Can involve any or all mathematical practice standards | EOY and PBA |
| Type II | written arguments/justifications, critique of reasoning, or precision in mathematical statements | Sub-claim C: Express mathematical <u>reasoning</u> by constructing mathematical arguments and critiques | a mix of computer-scored and hand-scored tasks | Primarily MP.3 and MP.6, but may also involve any of the other practices | PBA only |
| Type III | modeling/application in a real-world context or scenario | Sub-claim D: solve real-world problems engaging particularly in the <u>modeling</u> practice | a mix of computer-scored and hand-scored tasks | Primarily MP.4, but may also involve any of the other practices | PBA only |

This chart was created by LDOE and is included in the LDOE PARCC Math Assessment Guide. It is designed to serve as a quick reference to show connections among Task Types, Sub-claims, Scoring Methods, Math Practices, as well as the PBA and EOY summative assessments.



Agenda

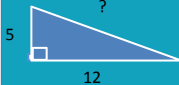
- **Understand PARCC's Evidence Centered Design**
 - Make connections among Task Types, Sub-Claims, Scoring of Items, and PARCC's Summative Assessments
- **Focus on Evidence Statements**
 - Definition and Purpose
 - Connections to PARCC Summative Assessments
 - Classroom Connections
 - Types: How to Read and Interpret

• **Practice Time**

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32

Three Types of Math Tasks

| | | |
|--|---|--|
| Concepts, skills and procedures $a^2+b^2=c^2$  | Mathematical reasoning $a^2+b^2=c^2$ What is the distance between A (3,6) and B (15, 1)? Show your work and justify your answer. | Model and apply what they know to solve problems A painter is using a 30 foot extension ladder. He follows the safety regulations, making sure the base of the ladder is 1 foot from the wall for every 4 feet of ladder height. How high up the wall will the ladder reach? Use drawings, equations, and/or words to explain your solution. |
|--|---|--|

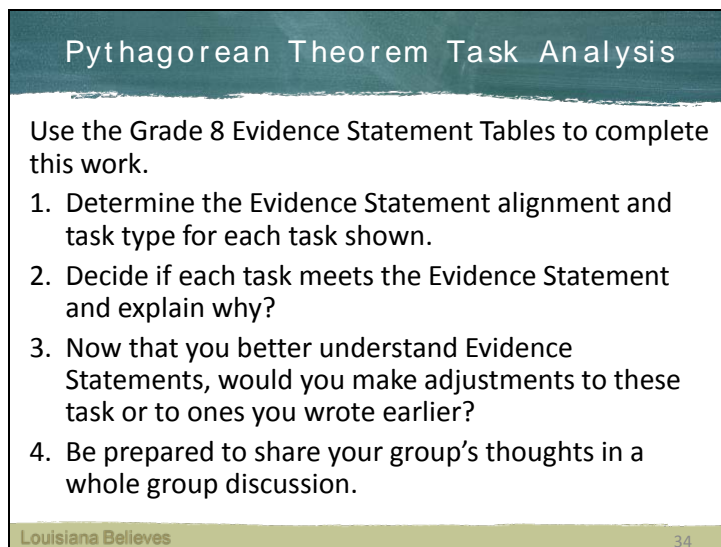
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Ask participants if anyone knows the grade level in which the Pythagorean Theorem is part of the Major Content. (Grade 8)

Ask participants to form groups of two or three.

Once this is done, ask them to follow the instructions on the next slide. To assist with the process, the following is recommended:

- One participant in each group should show this slide on his/her computer
- Others in the group should open the PBA or EOY Evidence Tables for Grade 8 math on their computers. If there are 3 members, one member can open the PBA table and another open the EOY table.

A slide titled "Pythagorean Theorem Task Analysis" with a dark green header. The main content is white with a black border. It contains instructions to use Grade 8 Evidence Statement Tables and a four-step numbered list. The footer is a light green bar with the text "Louisiana Believes" on the left and "34" on the right.

Pythagorean Theorem Task Analysis

Use the Grade 8 Evidence Statement Tables to complete this work.

1. Determine the Evidence Statement alignment and task type for each task shown.
2. Decide if each task meets the Evidence Statement and explain why?
3. Now that you better understand Evidence Statements, would you make adjustments to these task or to ones you wrote earlier?
4. Be prepared to share your group's thoughts in a whole group discussion.

Louisiana Believes 34

Starting on the left side of the slide:

- 8.G.7-1 – Type I task – Machine Scored
- 8.C.5.3 (aligned to 8.C.8 in cluster 8.G.B) – Type II task – Reasoning – Hand-Scored with rubric
- Because of the limitation that Reasoning and Modeling Evidence Statements cannot address the same standards, there is not a Modeling Evidence Statement in the Grade 8 Tables aligned to the Pythagorean Theorem. However, high school geometry students can be asked to complete such a task using securely-held knowledge using HS.D.1-2. See the Geometry course PBA Evidence Table at http://www.parcconline.org/sites/parcc/files/ESTableGeometryPBA_MYAforPARCC_FinalV2.pdf.

This process allows PARCC to assess coherence across grades.

If time permits, have participants engage in the activity on the next slide.

A Closer Look at Evidence Statements for Sub-claims C and D

- Use the Grade 3 Math PBA Evidence Table to complete the following:
 1. How many Evidence Statements are there for Sub-Claim C?
 2. List the categories into which these Evidence Statement fall. How might teachers use this information to prepare students for the PARCC PBA?
 3. How many Evidence Statements are there for Sub-claim D? Compare and contrast these. Why is there a need for fewer modeling Evidence Statements than reasoning Evidence Statements?

Louisiana Believes 35

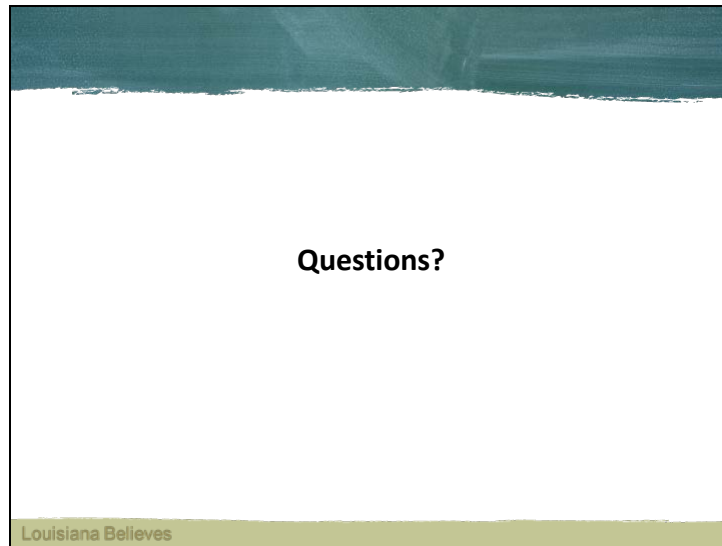
This activity can be modified to accommodate different grade levels. It can also be adjusted to compare the types of problems that students in different grade levels are asked to complete.

Answers to the above:

- There are 17 Sub-claim C Evidence Statements in Grade 3.
- a) Numbers in parentheses are the number found in each category. Categories require explanations/reasoning based on
 - properties of operations (3)
 - relationship between multiplication and division (1)
 - using concrete referents such as diagrams and connecting diagrams to written (symbolic) method (2)
 - distinguishing correct/flawed reasoning and the ability to present correct reasoning if that provided is flawed (6 on grade level and 1 securely held knowledge)
 - finding solutions to word problems using valid chains of reasoning (2)
 - number line diagrams (2)
- b) Teachers need to be sure that students have practice completing each type of problem and using the designated standards.

3) There are only two Sub-claim D evidence statements. One of these Evidence Statements is on-grade level and the other is securely held knowledge. Both of these require solving multi-step word problems. Because Modeling Evidence Statement may use any standard referenced in the PBA, other than those used in Sub-claim C, this focuses the work on word problems, but allows a wide range of content when creating items.

Slide 37

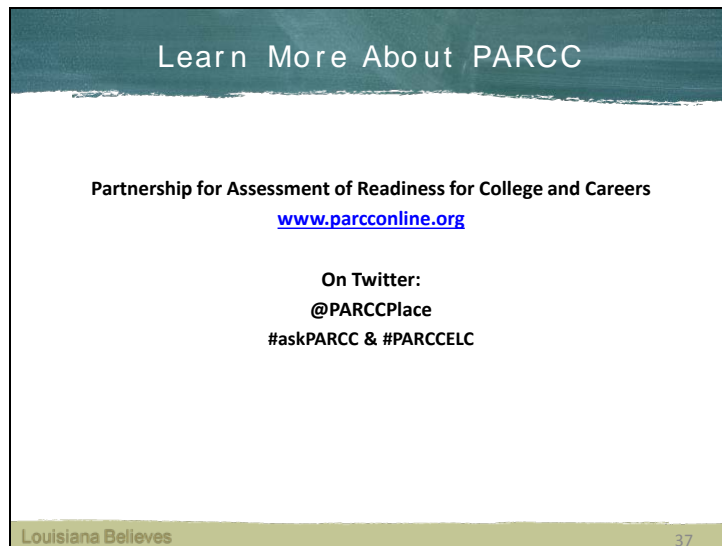


Questions?

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This slide features a dark teal header with a white, torn-paper-style border. The word "Questions?" is centered in a bold, black font. At the bottom, there is a light green footer with the text "Louisiana Believes".

Slide 38



Learn More About PARCC

Partnership for Assessment of Readiness for College and Careers
www.parcconline.org

On Twitter:
@PARCCPlace
#askPARCC & #PARCCELC

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This slide features a dark teal header with the text "Learn More About PARCC" in white. Below the header is a white, torn-paper-style border. The main content includes the full name of the organization, its website URL, and its Twitter handle and hashtags. At the bottom, there is a light green footer with the text "Louisiana Believes" and the slide number "37".