

Louisiana Believes

Teacher's Guide to PARCC Results

February 29, 2016

Purpose and Objectives

Objectives

- Identify what matters most for students to learn in ELA and math and how that is measured on end-of-year assessments.
- Identify the instructional resources available to support aligned instruction and assessments.

Agenda

- What matters most in ELA and math?
- How do assessments measure what matters?
- What resources support aligned instruction and assessments?

What matters most in English language arts?

In English language arts, our standards and the aligned assessments require students to **read, understand, and express understanding** of complex, grade-level texts.

1. They use language and vocabulary to comprehend what texts say.
2. They use topics, themes, and main ideas to comprehend what texts mean.
3. They build opinions about texts through discussions using evidence.
4. They write about texts using evidence, grade-level conventions, and spelling.

What matters most in English language arts?

Grade 5 LEAP

Literary Analysis Task Item

Where the Red Fern Grows and “The Lighthouse Lamp” are written from different points of view.

Write an essay analyzing the impact of point of view on events in the passage from Where the Red Fern Grows and the impact of point of view on events in the poem, “The Lighthouse Lamp.”

Use specific examples from both texts to support your answer.

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What matters most in English language arts?

Grade 5 ELA Guidebook Unit Assessment Task

Consider how the narrator's point of view influences how events are described in *The Lion, the Witch, and the Wardrobe*. How would descriptions change if told from a different point of view?

Choose one of the scenes below, and rewrite it from the first person point of view of the identified character.

Be sure that the rewritten scene maintains the themes of the novel.

Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases.

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What matters most in English language arts?

ELA Guidebook 2.0 Lesson

- https://learnzillion.com/lesson_plans/10059-lesson-16-writing-a-narrative-from-the-point-of-view-of-a-different-narrator

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What matters most in English language arts?

- How are these tasks different from tasks teachers have done previously with students?
- How does the lesson model instruction that is similar to what your teachers are doing? Different?

What matters most in math?

In math, our standards and the aligned assessments require students to become fluent and proficient with mathematical concepts.

1. They demonstrate conceptual understanding, procedural skill, and fluency.
2. They apply their understandings to real world examples, non-routine problems, and tasks.
3. They refine mathematical reasoning through speaking, writing, and solving problems.

What matters most in math?

5th Grade EOY Item

Mr. Edmunds shared 12 pencils among his four sons as follows:

- Alan received $\frac{1}{3}$ of the pencils
- Bill received $\frac{1}{4}$ of the pencils
- Carl received more than 1 pencil
- David received more pencils than Carl

PART A

- On the number line, represent the fraction of the total number of pencils that was given to both Alan and Bill combined.

PART B

- What fraction of the total number of pencils did Carl and David each receive? Justify your answer.

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What matters most in math?

Math Guidebook ECR Task

1. Mike collected milk from 3 of his cows at the dairy farm. From the first cow, he collected $\frac{4}{5}$ gallon of milk. The second cow produced $\frac{6}{8}$ gallon, and the last cow produced $\frac{3}{4}$ gallon.
 - a) How many gallons of milk did Mike collect in all? Show how you found your answer. Write your answer as a mixed number.
 - b) After using some of the milk he collected for baking, Mike found that he only had $\frac{5}{6}$ gallon of milk left. How much milk did he use for baking? Show how you found your answer.
2. Mike baked brownies, cookies, and cake for treats for the family and others working on the farm. He used $\frac{1}{8}$ pound less flour to make the cookies than he used to make the cake. He used $\frac{1}{4}$ pound more flour to make the cake than he used to make the brownies. If Mike used $\frac{1}{2}$ pound of flour to make the cake, how much flour did he use to make the brownies? How much flour did he use to make the cookies? Show how you found your answers.
3. With the remaining $\frac{5}{6}$ gallon of milk, Mike decided to make chocolate milk and strawberry milk for his children to have with their baked treats. He used $\frac{1}{3}$ gallon of milk for the chocolate milk and $\frac{1}{4}$ gallon of milk for the strawberry milk. How much regular milk was left? Show how you found your answer.

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 - a) How many gallons of milk did Mike collect in all? Show how you found your answer. Write your answer as a mixed number.
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Agenda

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How do assessments measure what matters?

a student to determine literal and figurative meanings

The information below outlines the design of the Grade 5 ELA Assessment.

UPDATE:
Standards
and Session 2
Clarified

Grade 5 ELA Test Design

Test Session	Focus of Session	# of Passages	Number/Type of Items	Assessable Grade 5 Content Standards
Session 1	Research Simulation Task (RST)	3	7 SR and 1 PCR	RI.1–3, 5–10; RI4, L.4–5; W.1–2, 4, 7–10; L.1–2 and appropriate Language Progressive Skills
Session 2	EITHER the Literary Analysis Task (LAT)	2	5 SR and 1 PCR	RL1–3, 5–7, 9-10; RL4, L.4–5; W.1–4, 9–10; L.1–2 and appropriate Language Progressive Skills
	OR the Narrative Writing Task (NWT) + 1 or 2 passage sets	2-3	4 SR and 1 PCR (NWT) + 6 SR for additional passage set(s)	
Session 3	Reading Literary and Informational Texts	at least 3	15 SR	RL.1–3, 5–7, 9-10; RI.1–3, 5–10; RL4, RI4, L.4–5
Approximate Percentage of Points by Claim: Reading—61%; Writing—39%				
SR: Selected Response Items—students select answer(s); includes multiple-choice items (one- and two-part) and multiple-select items (items that require more than one correct answer)				
PCR: Prose Constructed Response—requires an extended written response				
RI: Reading Informational Text; W: Writing; L: Language; RL: Reading Literature				


JOHN DOE • GRADE 4
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OVERVIEW

The English Language Arts/Literacy (ELA/L) Assessment measures whether students are on track to be successful in ELA coursework for the next grade level. This report includes your student's overall score and achievement level compared to other students in the same grade.


This test is just one measure of how well your student is performing academically. Other information, such as grades, teacher feedback, and scores on other tests will help determine your student's academic strengths and needs. For more information about the test, interpreting results, and instructional resources, please visit <http://www.louisianabelieves.com/resources/parents-students>.

OVERALL STUDENT PERFORMANCE


LEVEL

SCORE
714
 APPROACHING BASIC

Your student scored 714 on a scale of 650 to 850, and performed at the Approaching Basic level. Students performing at this level will need significant support to be prepared for further studies in this content area.

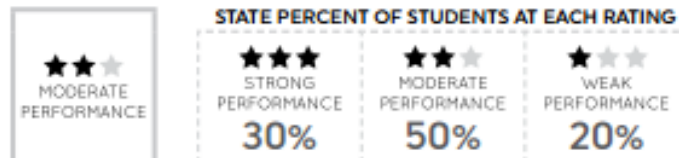
DISTRICT AVERAGE

LEVEL

SCORE
731
 BASIC


STATE AVERAGE

LEVEL

SCORE
743
 BASIC

READING PERFORMANCE




LITERARY TEXT


STRONG PERFORMANCE


In this area, your student is able to read and analyze grade-appropriate fiction, drama, and poetry very well and is prepared for further studies.

INFORMATIONAL TEXT


MODERATE PERFORMANCE

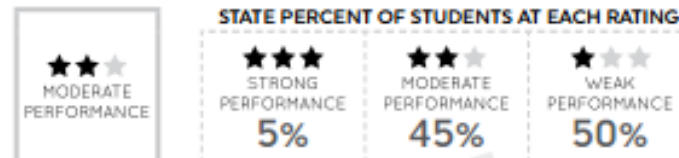
Your student can read and analyze grade-appropriate non-fiction, including texts about history, science, art, and music. Your student may need additional support to be fully prepared for further studies.

VOCABULARY



WEAK PERFORMANCE

Your student will need significant support in using context to determine what words and phrases mean in grade-appropriate texts.

WRITING PERFORMANCE




WRITTEN EXPRESSION


MODERATE PERFORMANCE


Your student can compose well-developed, organized, and clear writing, using details from what he/she read, but may need additional support to be fully prepared for further studies.


KNOWLEDGE & USE OF LANGUAGE CONVENTIONS



STRONG PERFORMANCE

Your student can compose writing using the rules of standard English (including those for grammar, spelling, and usage) and is prepared for further studies.

LEGEND


STRONG PERFORMANCE
Prepared for further studies


MODERATE PERFORMANCE
May need additional support to be fully prepared for further studies


WEAK PERFORMANCE
Will need significant support for further studies

How do assessments measure what matters?

5. Tommy bought a baseball card in March. In August, he learned that the value of his card was $\frac{13}{10}$ of what he paid for it. Which statement best explains how the value of Tommy's baseball card changed from March to August?
- Ⓐ The value has decreased because whenever you multiply a number by a fraction less than 1, the product is less than the number you started with.
 - Ⓑ The value has decreased because whenever you multiply a number by a fraction greater than 1, the product is less than the number you started with.
 - Ⓒ The value has increased because whenever you multiply a number by a fraction less than 1, the product is greater than the number you started with.
 - Ⓓ The value has increased because whenever you multiply a number by a fraction greater than 1, the product is greater than the number you started with.
6. Scott has an aquarium that is in the shape of a rectangular prism. He knows the aquarium has a volume of 192 cubic feet. The height of the aquarium is 4 feet.
- What are the possible dimensions for the base of the aquarium?
- Ⓐ length = 6 feet, width = 8 feet
 - Ⓑ length = 8 feet, width = 16 feet
 - Ⓒ length = 12 feet, width = 12 feet
 - Ⓓ length = 12 feet, width = 16 feet

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OVERVIEW

The Mathematics Assessment measures whether students are on track to be successful in math coursework for the next grade level. This report includes your student's overall score and achievement level compared to other students in the same grade.

This test is just one measure of how well your student is performing academically. Other information, such as grades, teacher feedback, and scores on other tests will help determine your student's academic strengths and needs. For more information about the test, interpreting results, and instructional resources, please visit <http://www.louisianabelieves.com/resources/parents-students>.

OVERALL STUDENT PERFORMANCE

LEVEL
3
 BASIC

SCORE
739

Your student scored 739 on a scale of 650 to 850, and performed at the Basic level. Students performing at this level may need additional support to be prepared for further studies in this content area.

DISTRICT AVERAGE

LEVEL
2
 APPROACHING
 BASIC

SCORE
724

STATE AVERAGE

LEVEL
3
 BASIC

SCORE
748

MAJOR CONTENT

★★★
 STRONG
 PERFORMANCE

Your student can solve problems involving addition, subtraction, multiplication and division, place value, fraction comparisons and addition and subtraction of fractions with same denominators, and is prepared for further studies.

ADDITIONAL & SUPPORTING CONTENT

★★★
 MODERATE
 PERFORMANCE

Your student demonstrated understanding of solving problems involving number and shape patterns, simple measurement conversions, angle measurements, geometric shapes classification, and representations of data, but may need additional support to be prepared for further studies.

EXPRESSING MATHEMATICAL REASONING

★★★
 WEAK
 PERFORMANCE

Your student did not demonstrate understanding of creating and justifying logical mathematical solutions, and analyzing and correcting the reasoning of others, and needs significant remediation to be prepared for further studies.

MODELING & APPLICATION

★★★
 MODERATE
 PERFORMANCE

Your student demonstrated understanding of solving real-world problems, representing and solving problems with symbols, and reasoning quantitatively and strategically using appropriate tools, but may need additional support to be prepared for further studies.

LEGEND

★★★
 STRONG
 PERFORMANCE
 Prepared for
 further studies

★★★
 MODERATE
 PERFORMANCE
 May need additional
 support to be fully
 prepared for
 further studies

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 WEAK
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 Will need significant
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How do assessments measure what matters?

- Why is alignment between curriculum and assessments around what matters most for student learning important?
- What are the implications of this alignment that need to be considered when preparing teachers?

Agenda

- What matters most in ELA and math?
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What resources are available?

Instructional Resources:

- [English Language Arts Guidebook Units](#)
- [English Language Arts Planning Resources](#)
- ELA Text Resources: [Building text sets](#), [finding strong texts](#), and [determining text complexity](#)
- [ELA Instructional strategies](#) for whole group, small group, and independent instruction
- [Mathematics Planning Resources](#)
- [Math guidebooks](#) include an explanation of strong math instruction, remediation guidance and instructional tasks
- [Teacher Toolbox](#)
- [Grade-specific resource libraries](#)

Assessment Resources

- [EAGLE](#) assessment tool includes all guidebook tasks and additional tasks and items
- [Practice Tests and Guidance](#)
- [Assessment Guides](#)
- [Teacher's Guide to PARCC Results](#)
- [Teacher Leader assessment presentations](#)
- [PARCC Released Items](#)
- [IEP, IAP, LEP, and PNP with related webinars](#)

Reflection

- What is 1 thing that surprised you?
- What are 2 things that impact your work?
- What are 3 things that challenged, changed, or confirmed what you already knew coming into today's presentation?