



It Takes a City

It Takes a City to Knock it Out of the PARCC!

ELA/ Literacy Strategies for Effective Instruction

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Plickers Formative Assessment

- How long have you been teaching?
- How much do you know about the ELA/ Literacy PARCC Assessment?
- When thinking about instruction, how often do you use or see evidence-based practices in your classroom or in the classroom of others?



Objective

- At the end of this session, participants will be able to:
 - Review the basic details of the PARCC assessment
 - Review Instructional Sample Instructional Frameworks
 - Review the definition of evidence-based practices
 - Workshop an instructional evidence-based practice
(takeaways = text adaptation)
 - Review instructional best practices, i.e. graphic organizers
 - Create Action Plan
(takeaways = S.W.O.T. and plan)



Features of the PARCC Summative Assessment

The PARCC summative assessment system is composed of two assessments:

- Performance Based Assessment
- End of Year Assessment

Check in: Which part of the assessment do you feel most comfortable about? Why?



PART I.

PARCC BASICS



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PARCC Summative Assessment ELA/ Literacy Performance Tasks

Literary Analysis Task

- Two literary passages
- PCR Item and Reading Comprehension Questions
- Focus on analysis

Narrative Task

- Two types: narrative story or narrative description
- One literary or informational passage
- Focus on elements of narrative
- PCR Item and Reading Comprehension Questions

Research Simulation Task

- One extended text and two shorter texts
- Informational text
- Often includes multi-media or audio stimulus
- PCR Item and Reading Comprehension Questions



Performance-Based Assessment

Eligible Item Types for Performance-Based Assessment (PBA):

- Evidence-Based Selected Response (**EBSR**)
- Technology-Enhanced Constructed Response (**TECR**)
- Prose-Constructed Response (**PCR**)



Sample Evidence-Based Selected Response (EBSR) Item

Part A: What does the word “regal” mean as it is used in the passage?

- A. generous
- B. threatening
- C. kingly*
- D. uninterested

Part B: Which of the phrases from the passage best helps the reader understand the meaning of “regal?”

- A. “wagging their tails as they awoke”
- B. “the wolves, who were shy”
- C. “their sounds and movements expressed goodwill”
- D. “with his head high and his chest out”*



Sample Technology-Enhanced Constructed Response (TECR) Item

Part A : Below are three claims that one could make based on the article “Earhart’s Final Resting Place Believed Found.”

Claims	Earhart and Noonan lived as castaways on Nikumaroro Island.
	Earhart and Noonan’s plane crashed into the Pacific Ocean.
	People don’t really know where Earhart and Noonan died.

Highlight the claim that is supported by the most relevant and sufficient evidence within “Earhart’s Final Resting Place Believed Found.”

Part B : Select **two** facts within the article that **best** provide evidence to support the claim selected in Part A.



Sample Prose-Constructed Response (PCR) Item

Use what you have learned from reading “Daedulus and Icarus,” by Ovid and “To a Friend Whose Work Has Come to Triumph,” by Anne Sexton to write an essay that analyzes how Icarus’s experience of flying is portrayed differently in the two texts.

As a starting point, you may want to consider what is emphasized, absent, or different in the two texts, but feel free to develop your own focus for analysis.

Develop your essay by providing textual evidence from both texts.



End-of-Year Assessment

The End of Year Assessment will be:

- Focused on supporting Reading Comprehension Claims
- Machine scored

Eligible Item Types for End of Year Assessment (EOY):

- Evidence-Based Selected Response (**EBSR**)
- Technology-Enhanced Constructed Response (**TECR**)



Part II.

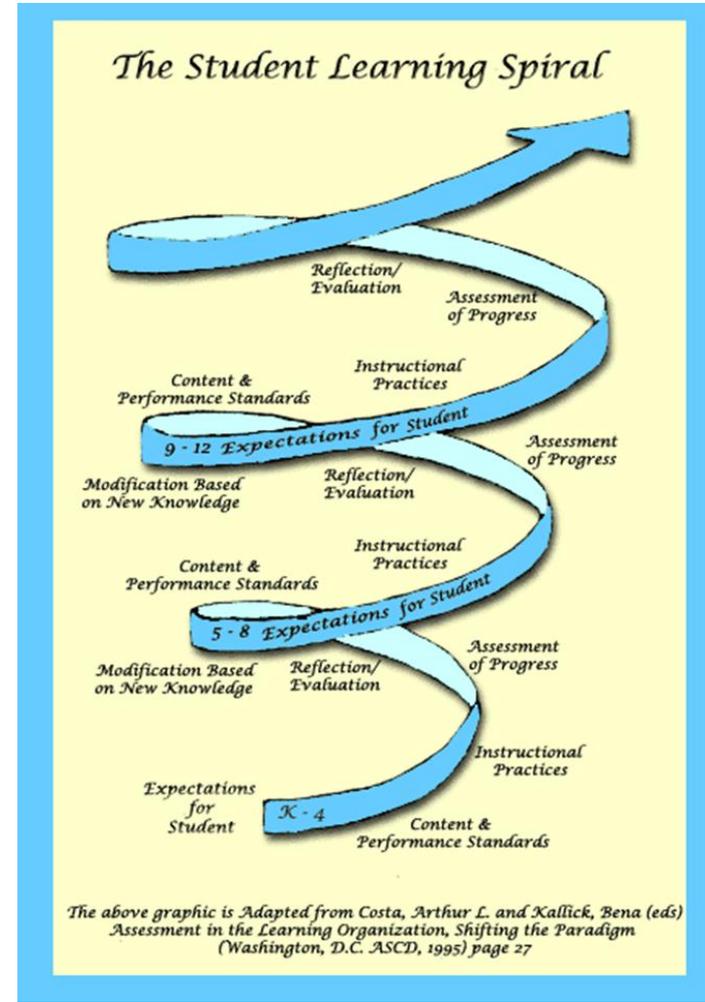
Instructional Frameworks



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Spiraling and Adapting

Will the content of the classroom instruction be appropriate/ accessible for all? If not, what can we do to spiral or adapt?



Various Instructional Designs

- **UDL** –designing your lesson with every child’s learning style(s) in mind. Random Selection.
 - Before the Lesson.
- **UBD**—designing your lesson with the end product or goal in mind. Backwards Mapping.
 - Before the Lesson.
- **Differentiation**—thinking of particular students and crafting supports to help those aforementioned students access the general curriculum/ curricula.
 - Before, During, and After the Lesson.



Part III.

Evidence-based Practices



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Evidence-based Practices

Evidence Based Practice (EBP) is “the conscientious, explicit and judicious use of current best evidence in making decisions about the care of the individual

patient. It means integrating Individual clinical expertise with the best available external clinical evidence from systematic research.”

(Sackett D, 1996)



EBP in Education

- Evidence-based practice is an intervention that is based in science (noun).
- Evidence-based practice is the disposition of a practitioner to base the selection of their interventions in science (verb).
- EBP uses a sound research design. The outcomes of students receiving a tested teaching strategy or intervention are compared to similar students who do not receive the intervention.



EBP in Education (Cont.)

- Is based on high quality data analysis. Researchers must be sure to carefully collect, store and examine the data.
- It involves other researchers to review the results. The study should be reported in a journal so other researchers can review the methods used and repeat the research in other settings.
- Both the Individuals with Disabilities Education Act (IDEA) and Elementary and Secondary Education Act (ESEA) require that schools use programs, curricula, and practices based on "scientifically-based research" "to the extent practicable."



EBP Menu

- Time Delay
- Discrete Trial Training
- Video Modeling
- Mnemonic Strategies
- Naturalistic Intervention
- Task Analysis
- Least-to-Most Prompting
- Parent Implemented Intervention
- Picture Exchange Systems
- And many more . . .

Check-in: Which evidence-based practice have you heard of/ used? Was it successful? What were some of the challenges? What were some of the strengths?



Text Adaptation

Adapted text is any text that has been changed from its original print format.

- Includes a variety of strategies to make traditional text accessible to students with a variety of learning styles
- May include presenting the text in a different visual manner (e.g. enlarged text), auditory (e.g. audio book) or simplified manner (e.g. abridged version)



Text Adaptation Example

The Grapes of Wrath (Steinbeck, 1939)

ORIGINAL

The man turned off the hose and screwed on the cap again. The little boys took the hose from him and they upended it and drank thirstily. The man took off his dark, stained hat and stood with a curious humility in front of the screen. "Could you see your way to sell us a loaf of bread, ma'am?"

Mae said, "This ain't a grocery store. We got bread to make san'widges."

"I know, ma'am." His humility was insistent. "We need bread and there ain't nothin' for quite a piece, they say."

"F we sell bread we gonna run out." Mae's tone was faltering.

"We're hungry," the man said.

"Whyn't you buy a san'widge? We got nice san'widges, hamburgs."

"We'd sure admire to do that, ma'am. But we can't. We got to make a dime do all of us." And he said embarrassedly, "We ain't got but a little."

Mae said, "You can't get no loaf a bread for a dime. We only got fifteen-cent loafs."

From behind her Al growled, "God Almighty, Mae, give 'em bread."

"We'll run out 'fore the bread truck comes."

"Run out, then, goddamn it," said Al. And he looked sullenly down at the potato salad he was mixing.

Mae shrugged her plump shoulders and looked to the truck drivers to show them what she was up against.

She held the screen door open and the man came in, bringing a smell of sweat with him. The boys edged in behind him and they went immediately to the candy case and stared in—not with craving or with hope or even with desire, but just with a kind of wonder that such things could be. They were alike in size and their faces were alike. One scratched his dusty ankle with the toe nails of his other foot. The other whispered some soft message and then they straightened their arms so that their clenched fists in the overall pockets showed through the thin blue cloth.

Mae opened a drawer and took out a long waxpaper-wrapped loaf. "This here is a fifteen-cent loaf."

The man put his hat back on his head. He answered with inflexible humility, "Won't you—can't you see your way to cut off ten cents' worth?"

Al said snarlingly, "Goddamn it, Mae. Give 'em the loaf."

The man turned toward Al. "No, we want ta buy ten cents' worth of it. We got it figgered awful close, mister, to get to California."

Mae said resignedly, "You can have this for ten cents."

"That'd be robbin' you, ma'am."

"Go ahead—Al says to take it." She pushed the wax papered loaf across the counter. The man took a deep leather pouch from his rear pocket, untied the strings, and spread it open. It was heavy with silver and with greasy bills.

"May soun' funny to be so tight," he apologized. "We got a thousan' miles to go, an' we don't know if we'll make it." He dug in the pouch with a forefinger, located a dime, and pinched in for it. When he put it down on the counter he had a penny with it. He was about to drop the penny back into the pouch when his eye fell on the boys frozen before the candy counter. He moved slowly down to them. He pointed in the case at big long sticks of striped peppermint. "Is them penny candy, ma'am?"

Mae moved down and looked in. "Which ones?"

"There, them stripy ones."

The little boys raised their eyes to her face and they stopped breathing; their mouths were partly opened, their half-naked bodies were rigid.

"Oh—them. Well, no—them's two for a penny."

"Well, gimme two then, ma'am." He placed the copper cent carefully on the counter. The boys expelled their held breath softly. Mae held the big sticks out.

"Take 'em," said the man.

They reached timidly, each took a stick, and they held them down at their sides and did not look at them.

But they looked at each other, and their mouth corners smiled rigidly with embarrassment.

ADAPTED:

The man stood at the door. "Can we buy some bread?"

Mae said, "We sell sandwiches, not bread."

The said, "We are hungry and only have money for bread."

Al yelled, "Give them the bread."

Mae did not want to but she opened the door.

The man and the two boys came in. the boys looked alike. They were dirty. Their clothes were thin.

Mae got a loaf of bread. "This is 15 cents."

"Can you cut off 10-cents' worth?" said the man. "We have to make our money last to California."

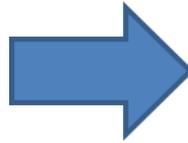
Al yelled again, "Give them the bread."

Mae gave the bread to them man.

The man saw the boys starting at the peppermint candy. 'is them penny candy? he asked.

Mae said, "No, Them's two for a penny."

The man laid the money on the counter. Mae gave each boy a candy stick.



This adaptation, created by Dr. Melissa Hudson, truncated the lexile category to 290L; adapted from novel used in 11th grade. This book is typically used in 11th grade and has an original lexile category of 680L.



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Side-notes about Text Adaptation

- Text adaptation is more than just lessening the words that are used. It supports students in the areas of:
 - Mitigating the confusion because of dialect/ local color
 - Substituting words of antiquity with modern words that may be easier to understand
(shorter does not automatically equate to accessible)



Side-notes about Text Adaptation

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Similar Strategies

- **Alternate Text:** providing another text about the same topic
- **Modified Text:** simplifying text to meet instructional goals and the needs of the reader
- **Passage Mapping:** summarizing the text paragraph-by-paragraph, stanza-by-stanza, etc. in the marginalia, index cards, etc.
- **Highlighting:** compartmentalizing specific parts of a text to focus on—similar to chunking
- **Read Aloud:** promoting an auditory component to the written text



Part IV.

Practicing Text Adaptation



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Text Adaptation in Practice

- Adapt that text!
 - We will read excerpts from selected texts.
 - I'll solicit audience participation to summarize paragraphs/ portions of the text.
 - The audience member who can wager to summarize or adapt the text in the fewest amount of words without losing the main idea of the passage will win a prize(s).

Note: We are all winners just for the effort we bring to this work every single day.



Part V.

Instructional Best Practices and Supports



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Writing with Purpose

The Unscrupulous Mother:

The Characterization of Amy Tan's Mother in "Fish Cheeks"

In life, people are often complex. There are many instances when a person's personality differs from their initial character and vice versa. Just as people and personalities vary in life, the same occurrence happens in literature. Amy Tan, a biographical writer, details stories about her family and illustrates that parents don't always have the best method of raising their children. Amy Tan's mother is not a good person based upon her words, actions, and effects on others.

Amy Tan's mother is not a good person based upon her words. Tan's mother sharply admonishes her daughter, Amy, by accusing her of wanting to be White (Tan 111). Accusing a person, especially a child, of being an imposter or fake could be hurtful. In society, when a parent alleges that his or her child is a fraud, it may leave emotional damages. On the other hand, some parents may want to be as honest and transparent with their children in order to build a trusting relationship. However, it is clear that children may be easily hurt or upset by seemingly unkind words.

Claim

Grounds

Warrant

Backing

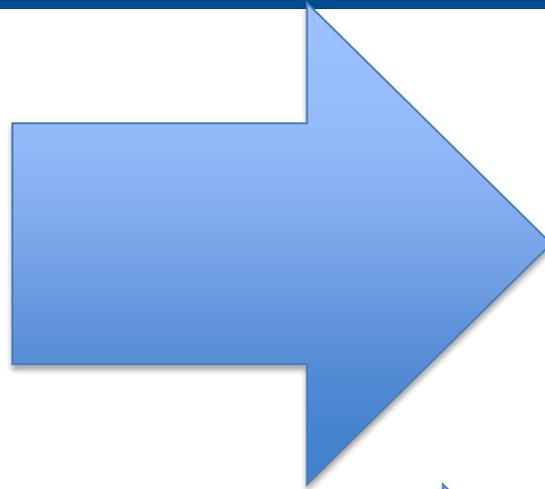
Rebuttal

Qualifier



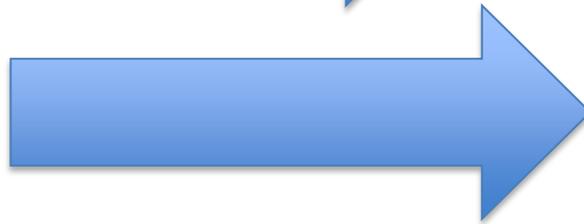
Graphic Organizers

- Claim:
- Grounds:
- Warrant:
- Backing:



- Thesis

- Rebuttal



- Antithesis

- Modality



- Synthesis



Thinking about Rubrics

- Take the CCSS Standard you were attempting to teach and assess
- Think about allowing your students to have a voice in the rubric making process.
- Consider the many types of assessments there are, e.g., norm-referenced, self-assessments, individual-referenced, curriculum-based, etc., and think about what you need the rubric to address and measure.



Part VI.

- Review/ Complete
S.W.O.T.
- Action Planning
Process



Final Points

- The Common Core State Standards should be driving your curricula creation and instruction.
- Test-taking skills and strategies are discrete.
- Strategically approach your instruction with a plan you know has the propensity to work.
- Stay flexible and creative.
- Support one another
- Utilize your resources



Objectives Revisited

- At the end of this session, participants will be able to:
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Contact Me!

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