



# It Takes a City

## Introduction to PARCC: The Nuts & Bolts

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

# Activity

- There are three pieces of chart paper around the room. They are labeled: Family & Community Engagement, Standards, and Instructional Implications
- Using the markers write ways that your school/LEA has excelled in these areas.
- Lastly, stand near the topic area where you are most concerned.



# Session Goals

- Overview of the PARCC Assessment
- Introduction to the PARCC Accessibility Features
- Orientation to PARCC Accommodations



# PARCC FUNDAMENTALS

# Next Generation Assessments

- What does “Next Generation” mean?
  - Higher rigor, aligned to DC’s college- and career-ready standards
  - Available for computer administration, with technology enabled item types and new features



# Next Generation Transitions

Subject	Current	Future
Reading	DC CAS Reading	PARCC ELA
Math	DC CAS Math	PARCC Math
Writing	DC CAS Composition	PARCC ELA
Science	DC CAS Science	NGSS Assessment
Health	DC CAS Health	Next Gen Health
ELL	ACCESS	ASSETS
Alternate	DC CAS Alt	NCSC (National Center and State Collaborative)
Early Childhood	-	PARCC K-1; NC Consortium KEA
Formative/ Diagnostic	-	PARCC Diagnostic, Midyear, and Speaking & Listening assessments



District of Columbia Office of the State Superintendent of Education  
It Takes a City • It Takes a City to Knock it Out of the PARCC!

# Introduction to PARCC

- PARCC is DC's Next Generation Assessment of the Common Core State Standards in math and ELA/literacy, replacing DC CAS in math, reading and composition.
- Study of PARCC will refine Common Core implementation.



# What is the PARCC Consortium?

## The Partnership for Assessment of Readiness for College and Careers

1. Multistate group developing common, high quality **English language arts and Literacy (ELA)** and **mathematics tests** for **grades 3–11**
  - a) Linked to what students need to know for college and careers
  - b) Computer-based (paper available)
2. Includes two summative assessment components, for use starting in the 2014-15 school year:
  - a) Performance-Based Assessment (PBA)
  - b) End-of-Year Assessment (EOY)
3. Plus, non-summative components



# PARCC Implementation Timeline

2013-2014: Final CAS Administration, Field Test PARCC

2014-2015: PARCC Mid-Year Available Paper, PARCC summative administration

2015-2016: PARCC Non-Summative Assessments available computer based, PARCC K-1 available, PARCC continues

2016-2017: Last year for paper based PARCC



# PARCC Design

Beginning of  
School Year

End of  
School Year

← Flexible administration →

Diagnostic  
Assessment

Mid-Year  
Assessment

Performance-  
Based  
Assessment

End-of-Year  
Assessment

Speaking and  
Listening  
Assessment

75% of school  
year

90% of school  
year

← →



District of Columbia Office of the State Superintendent of Education  
It Takes a City • It Takes a City to Knock it Out of the PARCC!

# PARCC Design: Summative

## Performance-Based Assessment

- After 75 percent of the school year
- Extended tasks, applications of concepts and skills
  - **ELA/literacy:** Writing effectively when analyzing text, research simulation
  - **Math:** Solving multistep problems requiring abstract reasoning, precision, perseverance and strategic use of tools

## End-of-Year Assessment

- After 90 percent of the school year
- Innovative, short-answer items
  - **ELA/literacy:** Reading comprehension
  - **Math:** Short items that address both concepts and skills



# Testing Timing

- 8-10 total hours of testing administered in units across PBA and EOY
  - ELA: 3 PBA Units and 2 EOY Units
  - Math: 2 PBA Units and 2 EOY Units
- Scheduling flexibility: Multiple choices for 20 days of computer based admin and 10 days for paper based admin for PBA and EOY
- PBA Window-March 2<sup>nd</sup>-May 8<sup>th</sup>
- EOY Window-April 13<sup>th</sup>-June 5<sup>th</sup>

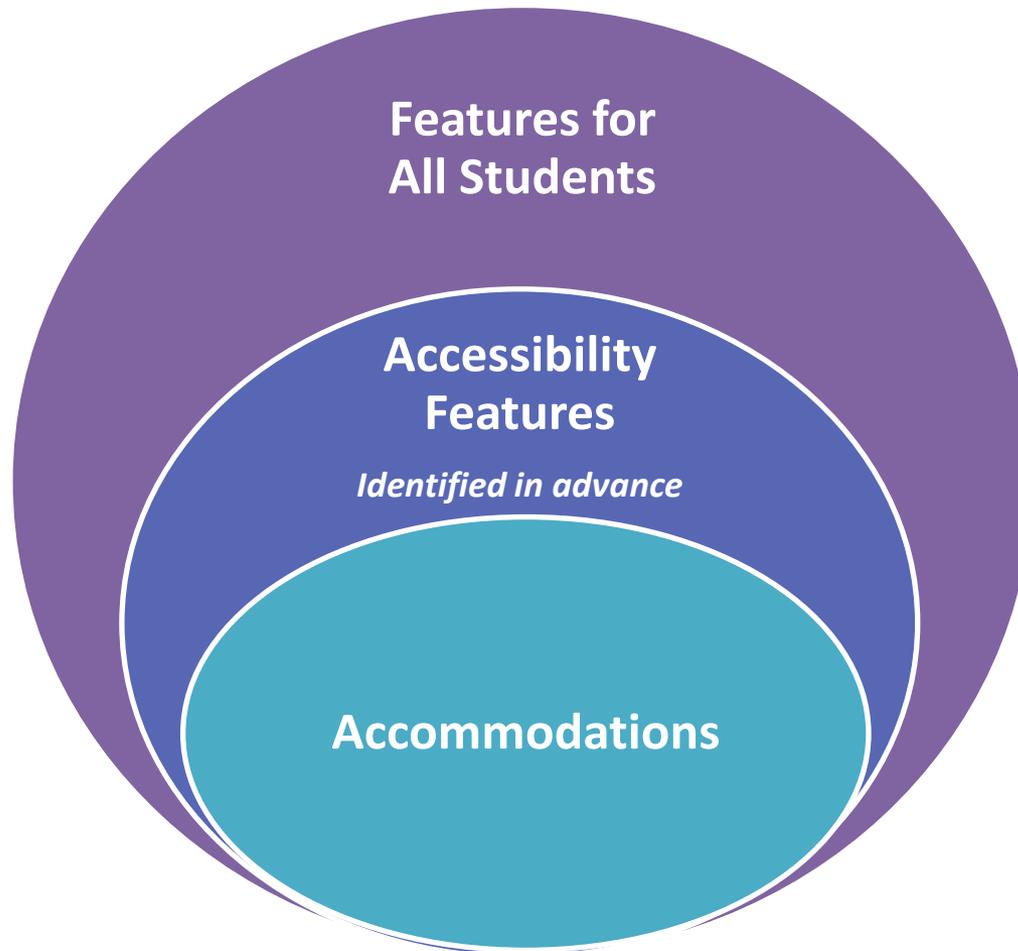


# Scoring

- Scoring and standard setting will not be completed until Summer 2015 (so, data Fall 2015)
  - 5 achievement levels
  - Link to “college and career ready” alignment: certain score on the PARCC should indicate a 75% chance of passing an intro college course without remediation. Research studies planned to back up those claims with data.



# PARCC and Accessibility 101



# PARCC Accessibility Features

*for All Students*

- Tool, support, scaffold, or preference that is built into the assessment system that can be used by **any student**.
- Universal design features expected to benefit a variety of students and are available to all students.
- Examples include: repeating directions, blank paper, highlighting, making notations in the test booklets, noise buffers/headphones



# PARCC Accessibility Features

## *Identified in Advance*

- Available to all students (i.e., not limited to students with IEPs, 504 Plans, or English learners), but will be selected and approved by educators prior.
- Examples: Color contrast overlay, large print book or magnifying devices, read aloud for math, small groups, frequent breaks, alternate location, specialized furniture
- <http://www.parconline.org/parcc-accessibility-features-and-accommodations-manual>



# Accommodations for Students with Disabilities and English Learners

*Adjustments to the test setting, test format, or test administration procedures that provide equitable access for students with disabilities (SWD), students who are English learners (ELs).*

Accommodations for the PARCC assessments include:

- Accommodations for SWD
  - Presentation Accommodations (ex: braille, paper, large print)
  - Response Accommodations (ex: calculator, scribe)
  - Timing and Scheduling Accommodations
- Accommodations for ELs
  - Ex: directions in native language, word to word dictionary
- Unique Accommodations



# BREAK!!



District of Columbia Office of the State Superintendent of Education  
It Takes a City • It Takes a City to Knock it Out of the PARCC!



PARCC Instructional Considerations  
*Tests Worth Taking; Questions Worth Answering*  
**Session B**

# Session Goals

- Understanding of the Common Core shifts and the PARCC Model Content Framework
- Orientation to PARCC sample items
- Orientation to PARCC Blueprints and Evidence Tables



# COMMON CORE FUNDAMENTALS

# Key Advances In the Common Core (Instructional Shifts)

## MATHEMATICS

Focus, coherence and clarity: emphasis on key topics at each grade level and coherent progression across grades

Balance between procedural fluency and understanding of concepts and skills

Mathematical practices:  
application, reasoning, modeling

**ANCHORED IN COLLEGE AND CAREER READINESS**



# Key Advances In the Common Core (Instructional Shifts)

## ENGLISH LANGUAGE ARTS/LITERACY

Balance of literature and informational texts; focus on text complexity/textual evidence

Emphasis on argument, informative/ explanatory writing, and research

Literacy standards for history, science and technical subjects

**ANCHORED IN COLLEGE AND CAREER READINESS**



# PARCC Claims about Students

Students are on-track or ready for college and careers

## ELA/Literacy

- Read sufficiently complex texts independently
- Write effectively to sources
- Build and present knowledge through evidence based research

## Math

- Solve problems: content and practice
- Reason mathematically
- Model real-world problems
- Have fluency with mathematics



PARCC

ENGLISH LANGUAGE ARTS/LITERACY

TEST ITEMS

# PARCC's Core Commitments to ELA/Literacy Assessment Quality

- **Questions Worth Answering:** Sequences of questions that draw students into deeper encounters with texts are the norm (as in an excellent classroom), rather than sets of random questions of varying quality.
- **Texts Worth Reading:** The assessments use authentic texts worthy of study instead of artificially produced or commissioned passages.
- **Better Standards Demand Better Questions:** Instead of reusing existing items, PARCC is developing custom items to the Standards.
- **Fidelity to the Standards:** PARCC evidence statements are rooted in the language of the Standards so that expectations remain the same in both instructional and assessment settings.



# Model Content Framework Chart for Grade 3 ELA

Modules

Reading Complex Texts RL/RI.3.10		Writing to Texts W.3.1-6, 9-10; RL/RI.3.1-10			Research Project W.3.1, 2, 4-9; RL/RI.3.1-10		
1 Extended Text		5-9 Short Texts		Routine Writing	2 Analyses	1-2 Narratives	1 Research Project
<b>A</b>	Literature	Myths/fables: 3-5 Science: 1-2 Social studies or arts: 1-2		Develop & convey understanding	Focus on opinions	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing
<b>B</b>	Informational	Literature: 3-5 Science: 1-2 Social studies or arts: 1-2		Develop & convey understanding	Focus on informing & explaining	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing
<b>C</b>	Literature	Literature: 3-5 Science: 1-2 Social studies or arts: 1-2		Develop & convey understanding	Focus on informing & explaining	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing
<b>D</b>	Informational	Literature: 3-5 Science: 1-2 Social studies or arts: 1-2		Develop & convey understanding	Focus on opinions	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing

## For Reading and Writing in Each Module\*

Cite evidence RL/RI.3.1	Analyze content RL/RI.3.2-9, SL.3.2-3	Study & apply grammar L.3.1-3, SL.3.6	Study & apply vocabulary L.3.4-6	Conduct discussions SL.3.1	Report findings SL.3.4-6
----------------------------	--	--	-------------------------------------	-------------------------------	-----------------------------

\*After selecting the standards targeted for instruction, texts and writing tasks with clear opportunities for teaching these selected standards should be chosen.

## Reading: Foundational Skills

Phonics & word recognition RF.3.3	Fluency RF.3.4
--------------------------------------	-------------------



# ELA PARCC Item Types

- **Evidence-Based Selected Response (EBSR)**—Combines a traditional selected-response question with a second selected-response question that asks students to show evidence from the text that supports the answer they provided to the first question. Underscores the importance of Reading Anchor Standard 1 for implementation of the CCSS.
- **Technology-Enhanced Constructed Response (TECR)**—Uses technology to capture student comprehension of texts in authentic ways that have been difficult to score by machine for large scale assessments (e.g., drag and drop, cut and paste, shade text, move items to show relationships).
- **Prose Constructed Responses (PCR)**—Elicits evidence that students have understood a text or texts they have read and can communicate that understanding well both in terms of written expression and knowledge of language and conventions. There are three of these items of varying types on each annual performance-based assessment.



# ELA/Literacy: Grade 6 Sample Item

## EBSR

### SAMPLE ITEM

#### Part A

Based on the passage from *Julie of the Wolves*, how does Miyax feel about her father?

- a. She is angry that he left her alone.
- b. She blames him for her difficult childhood.
- c. She appreciates his thorough knowledge of nature.
- d. She is grateful that he planned out her future.

#### Part B

Which sentence from the passage best shows Miyax's feelings for her father?"

- a. "She had been lost without food for many sleeps on the North Slope of Alaska."
- b. "This could be done she knew, for her father, an Eskimo hunter, had done so."
- c. "Unfortunately, Miyax's father never explained to her how he had told the wolf of his needs."
- d. "And not long afterward he paddled his kayak into the Bering Sea to hunt for seal, and he never returned."

Note the two parts to the question: A and B. If a student only gets part "A" correct, they can get partial credit

Note the quotations in part "B". Direct quotes from the text are used as evidence to support the response to part "A"

# ELA PARCC Item Types

- **Evidence-Based Selected Response (EBSR)**—Combines a traditional selected-response question with a second selected-response question that asks students to show evidence from the text that supports the answer they provided to the first question. Underscores the importance of Reading Anchor Standard 1 for implementation of the CCSS.
- **Technology-Enhanced Constructed Response (TECR)**—Uses technology to capture student comprehension of texts in authentic ways that have been difficult to score by machine for large scale assessments (e.g., drag and drop, cut and paste, shade text, move items to show relationships).
- **Prose Constructed Responses (PCR)**—Elicits evidence that students have understood a text or texts they have read and can communicate that understanding well both in terms of written expression and knowledge of language and conventions. There are three of these items of varying types on each annual performance-based assessment.



# ELA/Literacy: Grade 6 Sample Item

## TECR

**SAMPLE ITEM**

**Part A**

Choose one word that describes Miyax based on evidence from the text. There is more than one correct choice listed below.

- reckless
- lively
- imaginative
- observant
- impatient
- confident

**Part B**

Find a sentence in the passage with details that support your response to Part A. Click on that sentence and drag and drop it into the box below.

**Part C**

Find another sentence in the passage with details that support your response to Part A. Click on that sentence and drag and drop it into the box below.

# ELA PARCC Item Types

- Evidence-Based Selected Response (EBSR)—Combines a traditional selected-response question with a second selected-response question that asks students to show evidence from the text that supports the answer they provided to the first question. Underscores the importance of Reading Anchor Standard 1 for implementation of the CCSS.
- Technology-Enhanced Constructed Response (TECR)—Uses technology to capture student comprehension of texts in authentic ways that have been difficult to score by machine for large scale assessments (e.g., drag and drop, cut and paste, shade text, move items to show relationships).
- **Prose Constructed Responses (PCR)**—Elicits evidence that students have understood a text or texts they have read and can communicate that understanding well both in terms of written expression and knowledge of language and conventions. There are three of these items of varying types on each annual performance-based assessment.



# Prose Constructed Response - PBA

## Grade 7 Prose Constructed-Response

You have read two texts and watched a video describing Amelia Earhart. All three include the claim that Earhart was a brave, courageous person. The two texts and video are:

- “Biography of Amelia Earhart”
- “Earhart's Final Resting Place Believed Found”
- “Amelia Earhart’s Life and Disappearance”

Consider the argument the authors and narrator use to demonstrate Earhart’s bravery. Write an essay that analyzes the strength of the arguments about Earhart’s bravery. Remember to use textual evidence to support your ideas.



# PARCC Scoring Rubrics

## Research Simulation Task/Literary Analysis Task

The PARCC rubrics have been updated to reflect lessons learned from the PARCC field test. A PCR item asks students to produce a robust written reply to a prompt. The rubrics are a voluntary resource, aligned to the CCSS, and designed to help teachers pinpoint what the different types of PCR items – research simulation, literary analysis and narrative tasks – ask students to know and do.

Rubrics are available for:

- Grade 3 <http://www.parcconline.org/samples/english-language-artsliteracy/grade-3-generic-rubrics>
- Grades 4 & 5 <http://www.parcconline.org/samples/english-language-artsliteracy/grades-4-5-generic-rubrics>
- Grades 6 – 11 <http://www.parcconline.org/samples/english-language-artsliteracy/grades-6-11-generic-rubrics>



PARCC

MATHEMATICS TEST ITEMS

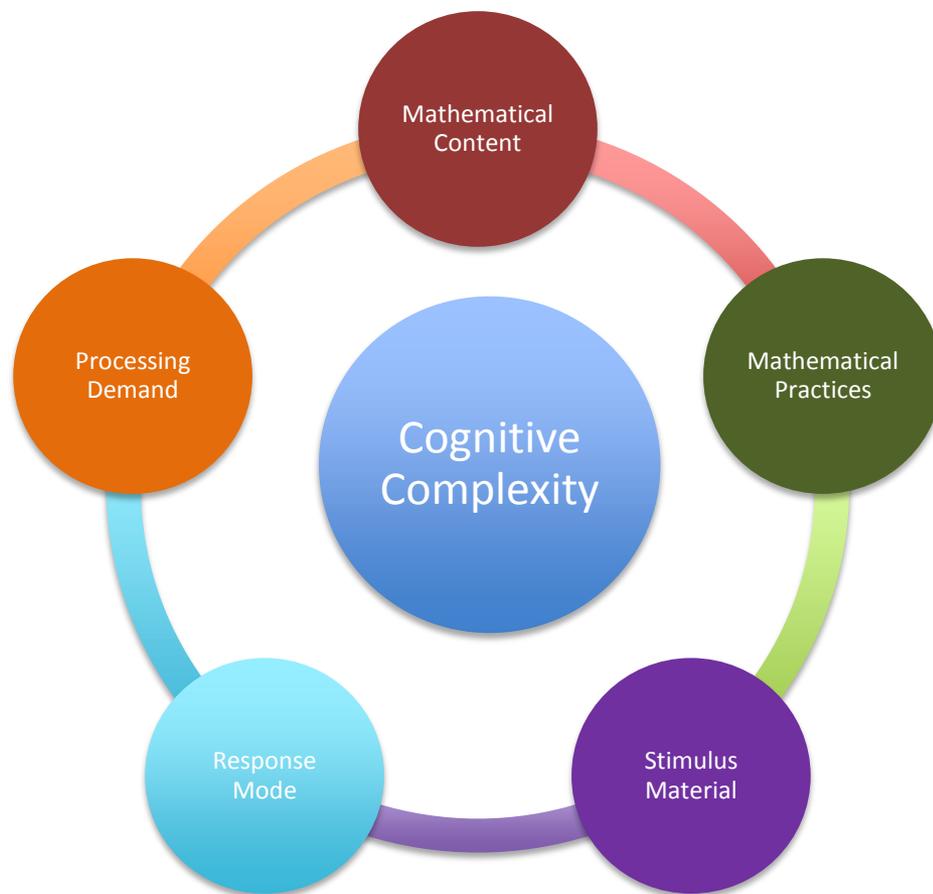
# Design of PARCC Math Summative Assessment

- Performance Based Assessment (PBA)
  - Type I items (Machine-scorable)
  - Type II items (Mathematical Reasoning/Hand-Scored – scoring rubrics are drafted but PLD development will inform final rubrics)
  - Type III items (Mathematical Modeling/Hand-Scored and/or Machine-scorable - scoring rubrics are drafted but PLD development will inform final rubrics)
- End-of-Year Assessment (EOY)
  - Type I items only (All Machine-scorable)



# Factors that determine the Cognitive Complexity of PARCC Mathematics Items

1. Mathematical Content
2. Mathematical Practices
3. Stimulus Material
4. Response Mode
5. Processing Demand



# Overview of PARCC Mathematics Task Types

Task Type	Description of Task Type
<b>I. Tasks assessing concepts, skills and procedures</b>	<ul style="list-style-type: none"> <li>• Balance of conceptual understanding, fluency, and application</li> <li>• Can involve any or all mathematical practice standards</li> <li>• Machine scorable including innovative, computer-based formats</li> <li>• Will appear on the End of Year and Performance Based Assessment components</li> <li>• Sub-claims A, B and E</li> </ul>
<b>II. Tasks assessing expressing mathematical reasoning</b>	<ul style="list-style-type: none"> <li>• Each task calls for written arguments / justifications, critique of reasoning, or precision in mathematical statements (MP.3, 6).</li> <li>• Can involve other mathematical practice standards</li> <li>• May include a mix of machine scored and hand scored responses</li> <li>• Included on the Performance Based Assessment component</li> <li>• Sub-claim C</li> </ul>
<b>III. Tasks assessing modeling / applications</b>	<ul style="list-style-type: none"> <li>• Each task calls for modeling/application in a real-world context or scenario (MP.4)</li> <li>• Can involve other mathematical practice standards</li> <li>• May include a mix of machine scored and hand scored responses</li> <li>• Included on the Performance Based Assessment component</li> <li>• Sub-claim D</li> </ul>

# Math: High School Type I Sample Item

- Item has two possible solutions
- Students have to recognize the nature of the equation to know how to solve
- Technology prevents guessing and working backward

Solve the following equation:

$$(3x - 2)^2 = 6x - 4.$$

When you are finished, enter the solution(s) below.

Solution 1:   

---

Click  to enter another solution or click .



# Math: Grade 3 Type II Sample Item

## SAMPLE ITEM

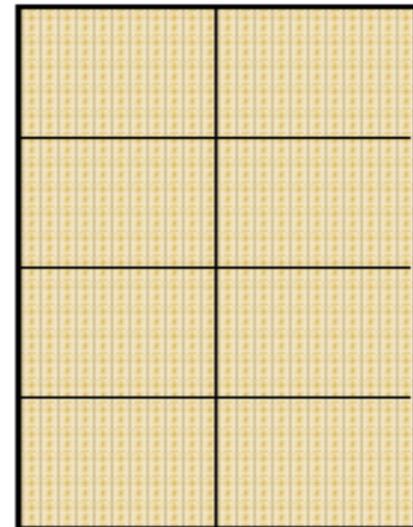
### Part A

A farmer plants  $\frac{3}{4}$  of the field with soybeans.  
Drag the soybean to the field as many times as needed to show the fraction of the field that is planted with soybeans.

Note: Part "A" of a multi-step problem



### Farmer's Field



Soybean

# Math: Grade 3 Type II Sample Item

## SAMPLE ITEM

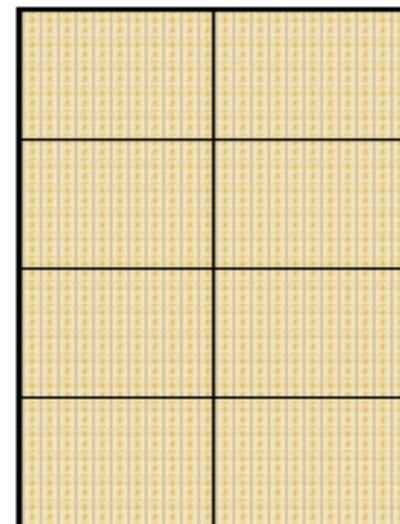


### Part B

Type a fraction different than  $\frac{3}{4}$  in the boxes that also represents the fractional part of the farmer's field that is planted with soybeans.

$$\frac{\boxed{3}}{\boxed{4}} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$

### Farmer's Field



[Reset](#)

Explain why the two fractions above are equal.

Part “B” of the multi-step problem, and, unlike traditional multiple choice, it is difficult to guess the correct answer or use a choice elimination strategy.

# Math: Fourth Grade Type III Sample Item

Ms. Morales has a bag of beads.

- She gives Elena 5 beads.
- She gives Damian 8 more beads than Elena.
- She gives Trish 4 times as many beads as Damian.

Ms. Morales then has 10 beads left in the bag.

Part A

How many beads did Damian and Trish each receive? Show or explain how you arrived at each answer.

Cut Paste Undo Redo

Part B

How many beads were in Ms. Morales' bag before any beads were given to students?

beads

PARCC  
BLUEPRINTS

# PARCC Blueprints and Test Specifications

## What are assessment blueprints and test specifications?

- Blueprints are a series of documents that together describe the content and structure of an assessment. These documents define the total number of tasks and/or items for any given assessment component, the standards measured, the item types, and the point values for each



# PARCC Evidence Tables

Grade: 11	
Claim: Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	Evidences to be measured on the PARCC Summative Assessment The student's response:
RL 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	<ul style="list-style-type: none"> <li>Provides strong and thorough textual evidence to support analysis of what the text says explicitly. (1)</li> <li>Provides strong and thorough textual evidence to support analysis of inferences drawn from the text. (2)</li> <li>Provides a determination of where the text leaves matters uncertain. (3)</li> </ul>
RL 2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	<ul style="list-style-type: none"> <li>Provides a statement of two or more themes or central ideas of a text. (1)</li> <li>Provides an analysis of how two or more themes or central ideas interact and build on one another to produce a complex account over the course of the text. (2)</li> <li>Provides an objective summary of a text. (3)</li> </ul>
RL 3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	<ul style="list-style-type: none"> <li>Provides an analysis of the impact of an author's choices regarding how to develop and relate elements of a story or drama (e.g. where a story is set, how the action is ordered, how the characters are introduced and developed). (1)</li> </ul>
RL 5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	<ul style="list-style-type: none"> <li>Provides an analysis of how an author's choices concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning. (1)</li> </ul>
RL 6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	<ul style="list-style-type: none"> <li>Provides an analysis of a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g. satire, sarcasm, irony, or understatement). (1)</li> </ul>
RL 9: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	<ul style="list-style-type: none"> <li>Demonstrates knowledge of how two eighteenth-century foundational works of American literature, two nineteenth-century foundational works of American literature, or two early-twentieth-century foundational works of American literature treat similar themes or topics. (1)</li> </ul>



# ELA Task “Item” Generation Model

## PARCC ‘s ELA Blueprint

### ELA Task Generation Model 11A.1PBA

Task Focus: Text structure

Task Type	Literary Analysis	
Grade	11	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text	
Number and type of Prose Constructed Response Items	1 PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards RL1 and RL5</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items (8 points) measuring standards RL 2,3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students read 1 additional literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students respond to 1 PCR</li> </ul>	



PARCC

KEY TERMS

# Activity

- *Automaticity*- the ability to do things without having to think about them at a conscious level.
  - Take 3 minutes and think of 5 things you do daily without thoroughly thinking about them.
  - Share your thoughts with the person beside you.



# Activity (Continued)

- *Michael sits quietly at his seat, staring at the paper before him. His pencil is clenched in his hand. His eyes dart across the words on the page. He doesn't understand what is expected of him. As a result he is embarrassed and a little panicky. This is a state test, and Michael knows he is not allowed to speak to anyone nearby. His feelings are troubling and he continues to look down at his paper and then down at his lap. As the minutes tick by on the clock, he feels more and more hopeless.*

*Mrs. Murphy observes the students as she sits at her desk. Occasionally, she cruises the room very quietly as to not disturb the students who appear to be working diligently. She sees Michael put his No. 2 pencil down. This does not bode well for Michael's test score. When time is up, Mrs. Murphy asks all students to put their pencils down and collects the test booklets and answer sheets in the appropriate manner.*

*At this point Mrs. Murphy approaches Michael.*

*"It looked like you were having some problems with the test Michael. Did you have trouble reading the text selections?"*

*Still looking down, "No, ma'am."*

*"Then why weren't you answering the questions?"*

*"I didn't know what they wanted me to say."*

*"So, you understood the readings, but you didn't understand the question?"*

*"No, ma'am. I didn't know what that word meant, analyze."*

*"But Michael we have gone over the definition of that word. You have done some activities in which you had to analyze how two articles addressed the same idea or theme. Do you remember that?"*

*"No, ma'am." Michael continues to look down, now at the floor. Mrs. Murphy looks concerned and gets on with the class.*



# Activity (Continued)

- Have you ever encountered a Michael in your classroom?
- What could you do to help Michael in the future?



# 55 Critical Words/27 Terms

Bruce D. Tayler

- Students' understanding of just 55 “**critical words**” contributes to **85% of success** on standardized assessments aligned with the Common Core, according to Marilee Sprenger, a noted expert on child literacy and brain development  
<http://www.marileesprenger.com/the-critical-words.html>
- There are 27 terms that are embedded *most often* in both in Common Core and the PARCC, collated into three levels of increasing complexity

# MOST PREVALENT TERMS ON WHICH PARCC QUESTIONS AND PROMPTS ARE BASED

## **ACTION**

### **Analyze**

(To break down into its constituent parts)

### **Identify**

(To recognize or establish as particular by support or expand the main/central idea.)

### **Describe**

(To tell or show with written or spoken words; point out facts or details)

### **Summarize**

(To state or express in concise form the essential whole.)

### **Support**

(To back up, justify with evidence)

### **Compare**

(Examine in order to note likenesses)

### **Contrast**

(To decide or conclude through reasoning or observation.)

### **Infer**

(To deduce, conclude, to derive by reasoning; to guess, figure out or surmise from evidence; the answer to, “*why* is that there?”)

## **TARGET**

### **Main/Central Idea**

(The author’s most important idea or the cognitive catalyst for the creation of his work.)

### **Key details**

(The specifics that are explicitly written in a text that noting individual features or characteristics)

### **Theme**

(A unifying or dominant idea or motif; what did you *learn*?)

### **Structure**

(The relationship of component parts that constitutes a components of something; usually in chronological order)

### **Claims**

(To assert as fact)

### **Meaning**

(The significance of something)

**Determine** (Examine in order to note differences)

# GUIDELINES FOR QUALITATIVE DIAGNOSTIC PRE-ASSESSMENT

- UNDERSTAND THE DEFINITION OF “DEFINITION.”  
“A statement of the meaning or significance of a word.”
- DISTINGUISH BETWEEN THE COMMON CORE-ALIGNED DEFINITION OF THE TERM FROM OTHER DICTIONARY REFERENCES.
- DO NOT DEFINE THE TERM WITH THE TERM.  
“Summary is a summation.”
- DO NOT USE A EXAMPLE AS A DEFINITION
- DO NOT USE A SYNONYM AS A DEFINITION
- DO NOT USE THE VERB FORM AS A DEFINITION  
“Conclusion means to conclude.”
- DURING REMEDIATION – HAVE STUDENTS DETERMINE THE DIFFERENCE BETWEEN SIMILAR TERMS – e.g. “Infer (derive information) and “interpret” (derive meaning)

# Questions



District of Columbia Office of the State Superintendent of Education  
It Takes a City • It Takes a City to Knock it Out of the PARCC!