PARCC
Parent Information Session
February 24th
Presented by:

- Michael Donovan, Principal
  Ridgewood Avenue School
- Dirk Phillips, Principal
  Glen Ridge High School
- Winnie Boswell
  Director of Technology
- Mary Lynn De Pierro
  Director of Student Services
Remember...
CAT, Iowa Tests, SRAs, EWT

ESPA, GEPA, HSPA

NJASK
PARCC

Partnership for Assessment of Readiness for College and Careers
Before

- Why PARCC?
- When will students take it?
- How are Teachers and Students Prepared?
- What has the District needed to do to be Ready?
- What If I don’t want my child to take it?
During

- Where will the students take the test?
- Types of Questions?
- Do we have the computers and connectivity abilities needed?
- How will this impact the daily schedules?
- Do the children have the technology skills to complete the test?
- What are the special accommodations?
After

- When will the Results Arrive?
- How will the Results be Used?
- How will the Results impact Teachers, Schools, and District?
Why PARCC?

- The new standardized test mandated by the State
- Aligned to the Common Core
- Integrate Technology
# When will students take it?

## Performance Based Assessment

<table>
<thead>
<tr>
<th>Grade</th>
<th>Regular Testing</th>
<th>Make-Up Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>March 2(^{nd}) - March 6(^{th})</td>
<td>March 2(^{nd}) - March 20(^{th})</td>
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<tr>
<td>4th</td>
<td>March 9(^{th}) - March 13(^{th})</td>
<td>March 9(^{th}) - March 27(^{th})</td>
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<tr>
<td>5th</td>
<td>March 2(^{nd}) - March 6(^{th})</td>
<td>March 2(^{nd}) - March 20(^{th})</td>
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<tr>
<td>6th</td>
<td>March 9(^{th}) - March 12(^{th})</td>
<td>March 9(^{th}) - March 27(^{th})</td>
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## End of Year Assessment

<table>
<thead>
<tr>
<th>Grade</th>
<th>Regular Testing</th>
<th>Make-Up Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>April 27(^{th}) - April 29(^{th})</td>
<td>April 27(^{th}) - May 15(^{th})</td>
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<tr>
<td>4th</td>
<td>May 4(^{th}) - May 6(^{th})</td>
<td>May 4(^{th}) - May 15(^{th})</td>
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<tr>
<td>5th</td>
<td>April 27(^{th}) - April 29(^{th})</td>
<td>April 27(^{th}) - May 15(^{th})</td>
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<tr>
<td>6th</td>
<td>May 4(^{th}) - May 7(^{th})</td>
<td>May 4(^{th}) - May 22(^{nd})</td>
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# GRHS March Testing Schedule

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>3/2-3/6</td>
<td>LA-7, Unit 1</td>
<td>LA-7, Units 2-3</td>
<td>LA-8, Unit 1</td>
<td>LA-8, Units 2-3</td>
<td>Math 7, Units 1-2</td>
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<tr>
<td>Week 2</td>
<td>LA-9, Unit 1</td>
<td>LA-9, Units 2-3</td>
<td>LA-10, Unit 1</td>
<td>LA-10, Units 2-3</td>
<td>Math 8, Units 1-2</td>
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<td>3/9-3/13</td>
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<tr>
<td>Week 3</td>
<td>LA-11, Unit 1</td>
<td>LA-11, Units 2-3</td>
<td>Algebra 1, Units 1-2</td>
<td>Geometry, Units 1-2</td>
<td>Algebra 2, Units 1-2</td>
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<td>3/16-3/20</td>
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<tr>
<td>Week 4</td>
<td>Make Ups LA Unit 1 All HS Grades</td>
<td>Make Ups LA Units 2-3 All HS Grades</td>
<td>Make Ups Math Units 1-2 All HS Grades</td>
<td>Make Ups Math Units 1-2 All HS Grades</td>
<td>Make Ups Math Units 1-2 All HS Grades</td>
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<td>3/23-3/27</td>
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<tr>
<td>Week</td>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
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</tr>
<tr>
<td>Week 1</td>
<td>Day A (Per 1-2)</td>
<td>Day B (Per 1-4)</td>
<td>Day C (Per 1-2)</td>
<td>Day A (Per 1-4)</td>
<td>Day B Per (1-4)</td>
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<tr>
<td>4/27-5/1</td>
<td>LA -7, Unit 1-2</td>
<td>Math 7, Unit 1-2</td>
<td>LA-8, Unit 1</td>
<td>Math 8, Unit 1-2</td>
<td>Algebra 1, Unit 1-2</td>
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<tr>
<td>Week 2</td>
<td>MS Make-Ups</td>
<td>MS Make-Ups</td>
<td>MS Make-Ups</td>
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<tr>
<td>5/4-5/8</td>
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<tr>
<td>Week 3</td>
<td>Day A (Per 1-4)</td>
<td></td>
<td></td>
<td>Day B (Per 1-4)</td>
<td>Day B (Per 1-4)</td>
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<tr>
<td>5/11-5/15</td>
<td>LA-9, Unit 1</td>
<td></td>
<td></td>
<td>LA-10, Unit 1</td>
<td></td>
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<tr>
<td>Week 4</td>
<td>Day C (Per 1-4)</td>
<td>Day A (Per 1-4)</td>
<td>Day B (Per 1-4)</td>
<td>Make Ups</td>
<td>Make Ups</td>
</tr>
<tr>
<td>5/18-5/22</td>
<td>LA-11, Unit 1</td>
<td>Geometry, Unit 1-2</td>
<td>Algebra 2, Unit 1-2</td>
<td>LA – HS</td>
<td>Math -HS</td>
</tr>
</tbody>
</table>

**May (Tentative)**
How are Teachers and Students Prepared?

- Aligning Curriculum to Common Core
- Training in Common Core
- School-Level Training
- PARCC Resources and Websites
- Sample Questions and Tests
What has the District needed to do to be Ready?

- Computers
- Bandwidth
- Training
- Scheduling
What If I don’t want my child to participate?

- Notify your child’s Principal
- Alternate Setting/Supervised
- Independent Activity
Where will the students take the test?

- Computer Labs
- Library
- Classrooms
Types of Questions?

- Evidence Based
- Technology Enhanced
- Constructed Response
Sample Questions

Today, you will read two stories titled "Johnny Chuck Finds the Best Thing in the World" and "Me First." As you read, think about the actions of the characters and the events of the stories. Answer the questions to help you write an essay.

Part A
What does cross mean as it is used in paragraph 28 of "Johnny Chuck Finds the Best Thing in the World"?
A. excited
B. lost
C. upset
D. scared

Part B
Which statement best supports the answer to Part A?
A. "... ran this way and ran that way ... ."
B. "... hadn't found the Best Thing in the World."
C. "... they started up the Lone Little Path ... ."
D. "They didn't hurry now ... ."
Today you will analyze passages from two novels. As you read these texts, you will gather information and answer questions about the characters and points of view so you can write an analytical essay.

Read the passage from the novel *Confetti Girl*. Then answer the questions.

by Diana Lopez

1. Mom always had after-school projects waiting for me. "Can you help decorate cookies?" she'd say. Or, "Go outside and pick some flowers." Or, "Fix my nails, please." She loved to paint them, but since she wasn't coordinated with her left hand, her right-hand nails looked like a preschooler's coloring page.

2. I guess those projects were chores, but they were fun, too. Now when I come home, I've got to sweep, fold towels, or scrub the bathroom sink. Dad helps, but sometimes he makes a big mess.

3. Like today. He's got flour, potato skins, and crumpled napkins on the counter. The pot boils over with brown scum. And I don't want to talk to him because I'm still mad about the volleyball game, but I
Where would a point be plotted to show $\frac{5}{3}$ on the number line?

Select the place on the number line to plot the point.
Sample Questions

Today you will research an experiment involving elephants. First, you will read an article about the experiment. Then you will view a video and read a passage of the actual study. As you review these sources, you will gather information and answer questions about how the sources present information so you can write an analytical essay.

Watch the video “Elephants Show Cooperation.” Then answer the questions.

Read the statements from the video. Two statements represent facts and two represent reasoned judgments. Drag and drop those sentences into the correct places in the table.

<table>
<thead>
<tr>
<th>Facts</th>
<th>Reasoned Judgments</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Scientists now believe [elephants are] among the world’s most cognitively advanced animals.”</td>
<td></td>
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<tr>
<td>“Elephants recently aced an IQ test with two of them even figuring out shortcuts the researchers hadn’t thought of.”</td>
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<tr>
<td>“Finally, and to the surprise of the researchers, these two elephants used an alternative strategy in getting the corn, with the one at the bottom of the video holding the rope in place with her foot while the other pulls the rope with her trunk.”</td>
<td></td>
</tr>
<tr>
<td>“Scientists say the test highlights not only the intelligence of individual elephants but also their ability to cooperate and understand the value of teamwork.”</td>
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</tbody>
</table>
Sample Questions

Mariela is standing in a building and looking out of a window at a tree. The tree is 20 feet away from Mariela. Mariela’s line of sight to the top of the tree creates a 42° angle of elevation, and her line of sight to the base of the tree creates a 31° angle of depression.

What is the height, in feet, of the tree?

Enter your answer in the box.
Do we have the computers and connectivity abilities needed?

Absolutely!
How will this impact the daily schedules?

- All Staff will be Involved
Do the children have the technology skills to complete the test?

- Keyboarding
- Online Learning (ex: Study Island, Khan)
- Technology Enrichment
- Practice
What are the Special Accommodations?

- For All
  - Available Technology Tools (ex: highlighting, answer making)
  - Audio for Math

- For Some
  - IEP and 504 Students
  - Extended Time, Alternate Location
Accessibility Features for **ALL** students taking PARCC

- Blank paper
- Magnification/enlargement device
- Audio amplification
- Headphones/ear buds

- Answer Masking
- Color contrast
- Eliminate Answer choices
- Writing Tools/Pop-up Glossary

Flag Items for Review
- Highlight tool
- Line Reader tool
- NotePad

General Administration Directions
- Clarified, Read Aloud and Repeated as needed
- Redirect Student to the Test
Keep Calm
And
Wait for Exam Results
When will the Results Arrive?

- Probably in November!
How will the Results be Used?

- Review Individual Student Data
- Review Grade-Level and School-Wide Data
- Compare to Peer Groups and State
- Teacher Evaluation (10%)
- Possible Criteria for HS Graduation
Individual Student Report: ELA/L

Hannah Berlin, Grade 7
East Bridgewater School District
George Washington Middle School
Massachusetts

ELA / Literacy: Summative Assessment, 2014 - 2015
Parent & Guardian Report

How did my student perform on the overall ELA/L assessment?

Level 2: Partial Command
Student earned a Level 2 and scale score of 176 *, demonstrating partial command of the knowledge and skills required at this level in ELA / Literacy.

* Margin of error = ± 3 points
I read that many children in NY did not pass the Core standards test last year for their grade level. Is there a chance children in GR would be held back based on their test results?

What if my child doesn't type well enough yet?

Are these test scores shown on high school transcripts (thinking about college applications)?
What possible ramifications will the overall PARCC have on: - the school system overall based on the overall test results - the teachers and administrators (we don't want to lose good teachers - on the students in future years
To what extent the PARCC results will be used as part of the criteria for Gifted and Talented programs, which currently include a heavy reliance on standardized tests.
O How much time has been taken away from the process of truly learning to prepare the kids to take the test and how much more time will be taken away to administer the test?
O How have the teacher’s curriculums be affected?
O How far behind the grade level are our children falling and will they be prepared to move up to the next grade given this deficiency?
O How often will the teachers of Glen Ridge be expected to adjust their curriculum to teach to any deficits that PARCC identifies?
O PARCC currently does not know what the PASS/FAIL score is - how is Glen Ridge dealing with this when training the students to take the test?
PARCC fully expects 60 - 70% of the students taking the test to "fail" (we don't know what that standard is), how will Glen Ridge address this when results are given - in other words, how much more time will be given to training for the test?

If students are getting A's & B's in their classes and "fail" PARCC how will that affect the student?

If the results are in after June 2015, will students and teachers be asked to have a midyear modification on what/how they are teaching in order to address any deficits identified?
Why did Glen Ridge agree to administer a test that over half of the original states have now rejected because it is not appropriate - questions use subjective language in order to gear students to specific answers or even confuse students.

Why did Glen Ridge decide that mid terms and finals (which are given in College) are not preparing our kids for college when no standardized testing is given once they leave High School?

How many kids will be taking the PARCC at any given time?

Are students (and their parents) allowed to Refuse the test?

How do students (and parents) go about refusing - to whom do they address their emails and/or hard copy letters?

Will students who have refused to take the PARCC be given educational material to work on while their peers are taking the test or will parents be providing it?
Are the test results used for college admission like an SAT test result? What are the ramifications in regards to college admission for a high school student who opts out of testing?
If your child does not have an IEP, yet is diagnosed with dyslexia - what are the accommodations that will be provided? I reviewed the manuals, and could not find any accommodations specifically addressing dyslexia.
O Why is that more emphasis is being placed on testing rather than focusing critical resources on teaching in the classroom?

O How will an online test be administered when the town has limited technology resources?

O I have heard that some parents plan to "opt out" or NOT have the children take the PARCC, how is this possible if it is state mandated test?
Why did the state drop the NJASK in favor of the PARCC test? What is the benefit to the students, the school, etc. of one test vs. the other?

How is that this test has gone so far towards implementation and is now getting so much push back? Was there sufficient opportunity given to publicly disclose the changes?

Have these changes be sufficiently vetted by qualified educational experts or rather by administrators and politicians seeking to find excuses for ineffective teaching and classroom curriculum or performance?
First, let me say that I think that our children will be as prepared as any in the state to take this test. My concern, having taken the sample test, is that it seems to be a pretty big departure from the types of things that the kids have been asked to do up to this point. My 4th grader in particular, is a nervous test-taker and a student that struggles with her overall confidence as it relates to her school work - especially in math. I worry that she'll see this test and her nerves will take over, and she will not feel that she did well and will be down on herself for that. She's already very nervous and has spent time at home on the PARCC website trying to prepare. I have to say that it seems crazy to me that a 4th grader is prepping for a state test on her own time. But that's an aside.
Perhaps I am wrong, but it is my understanding that this year's test results will not be used by the district in any capacity. I understand how we got here (to PARCC), and I know that the district needs the children to take the test for a variety of reasons.

My question is this: Can you please explain to me why it benefits my children to take THIS test right now? What does my kid get out of it? If it is universally understood that this test will not be a good barometer of their abilities and knowledge (as it seems to be), why would I, as a parent, want them to participate?

Also, I assume that someone has been monitoring the GR Facebook pages. There is a lot going on over there. I think it might be a benefit to whoever is presenting to address some of the rumors and publicity that PARCC has been receiving. In particular, the rumors of data mining, and Pearson's financial incentives seem to be particularly damaging.
Since there are numerous learning styles, what is being done to accommodate children who don't do well on standardized tests?

If a child is passing all their classes but fails the PARCC will they be required to take remedial classes which can be detrimental to self esteem.

If a child passes all their classes but fails the PARC Junior and senior year, will they be held back?

Is PARCC a predictor of SAT or ACT as those are currently the tests used for college admission. If there is no link what is the point?

What are the consequences to the child of opting out of the test?
Since the test is online, what provisions are in place to insure site access during the testing process (e.g. We see in the FAQ that the internet circuit / firewall / switch was upgraded, but are there redundant components)?
How can a parent opt out his/her child from taking the PAARC?

Where will the students who are not taking the assessment be kept during testing?

Thank you in advance for any information you can provide, at this time, in regards to my questions.