**Assessment Design**

English Language Arts/Literacy and Mathematics, Grades 3-11

- **Diagnostic Assessment**
  - Early indicator of student knowledge and skills to inform instruction, supports, and PD
  - Non-summative

- **Mid-Year Assessment**
  - Performance-based
  - Emphasis on hard-to-measure standards
  - Potentially summative

- **Performance-Based Assessment (PBA)**
  - Extended tasks
  - Applications of concepts and skills
  - Required

- **End-of-Year Assessment**
  - Innovative, computer-based items
  - Required

- **Speaking And Listening Assessment**
  - Locally scored
  - Non-summative, required

**END OF YEAR**

**BEGINNING OF YEAR**

- **2 Optional Assessments/Flexible Administration**

  - **Mid-Year Assessment**
    - Performance-based
    - Emphasis on hard-to-measure standards
    - Potentially summative

  - **Performance-Based Assessment (PBA)**
    - Extended tasks
    - Applications of concepts and skills
    - Required

  - **End-of-Year Assessment**
    - Innovative, computer-based items
    - Required

2 parts combined for CCR score

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The released PARCC Item Prototypes have much to show us about implementing the CCSS

• In August 2012 PARCC released item prototypes that have already been tried out on students.

• Teachers of all grade levels can benefit from studying the prototypes for every grade level. Items will be very similar except that the texts they are based on will be appropriate for a grade level.

• Teachers or departments can build into grade-level departmentalized exams some similar items so that students begin now to learn how to answer questions as they might appear on the PARCC CCSS assessments.

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This Assessment Blueprint was released in Dec. 2012. We can expect an updated version in April 2013.

| Preliminary Blueprint for Grades 3–11 Performance-Based Assessment (34–49 points towards CCR) |
|---|---|---|
| **Day 1—Session 1: Research Simulation Task** | **Day 1—Session 2: Research Simulation Task** (Topically/thematically connected to Session 1 to allow for Session 2 writing task) | **Day 2 – Engaging with Literature Task (grades 3–5)/Literature Analysis Task (grades 6–8)/Literary Analysis Task (grades 9–11)** |
| **Passage Description** | **Prose Constructed-Response** | **Passage Description** | **Prose Constructed-Response** | **Passage Description** | **Prose Constructed-Response** |
| One informational anchor text | Recounting (Grades 3)/Summary (Grades 4–11, see grade-level distinctions above) | Three (3) informational (shorter) texts related to the anchor text (approximately 30 minutes of reading) (one multimedia) | Two (2) to three (3) per passage = six (6) to nine (9) total points (approximately 10 minutes) | For grades 3–8, one (1) shorter piece of literature and one (1) extended piece of literature | For grades 9–11, one (1) shorter piece of literature and one (1) extended piece of literature or literary nonfiction |
| Expression: 3–5 Conv.: 2–3 | Informational (shorter) texts (one is multimedia) | Reading Info: 3–6 (split CAR and CSI) Vocab.: 3 | Expression: 4–6 Conv.: 2–3 | EBSR and/or TECR Reading Items: | Prose Constructed-Response Items: |
| **Total Points Supporting Claims in Day 1—Session 1** | Reading: 0 Writing: 5–8 Research: Written Expression | **Total Points Supporting Claims in Day 1—Session 2** | Reading: 6–9 Writing: 6–9 Research: All CSI + Written Expression | **Total Points Supporting Claims in Day 2** | **Passage Description** | **Prose Constructed-Response** |
| **Preliminary Blueprint for Grades 3–11 End-of-Year Assessment (at least 50 points towards CCR)** | **EBSR and/or TECR Reading Items** | **Prose Constructed-Response** |
| **Passage Description** | At least 50 reading points | **Analytic** |
| Six (6) texts | 6–9 points per passage | Expression: 3–5 Conventions: 2–3 |
| One text may be multimedia | At least 10 points towards Vocabulary from total reading points | | | Opportunities for both CAR and CSI |
| % of Literature to % Informational to change based on grade level (see ELA/Literacy Technical Plan) | **Total Points Supporting Claims from End-of-Year Assessment (at least 50 points towards CCR)** | **Total Points Supporting Claims from Summative Assessment (84–99 points towards CCR)** |
| **Total Points Supporting Claims from Performance-Based Assessment (34–49 points towards CCR)** | **EBSR and/or TECR Reading Items** | **Prose Constructed-Response** |
| Reading: 12–15 Writing: 22–34 | At least 50 reading points | **Analytic** |
| • Expression: 14–22 | 6–9 points per passage | Expression: 3–5 Conventions: 2–3 |
| • Conventions and Knowledge of Language: 8–12 | At least 10 points towards Vocabulary from total reading points | | Opportunities for both CAR and CSI |
| Research: All CSI + Written Expression from Research Task | **Prose Constructed-Response** |
| **Total Points Supporting Claims from Summative Assessment (84–99 points towards CCR)** | **Prose Constructed-Response** |
| **EBSR and/or TECR Reading Items** | **Prose Constructed-Response** |
| Reading: 62–65 | **Analytic** |
| • CAR: 80% of non-vocabulary reading questions | Expression: 3–5 Conventions: 2–3 |
| • CSI: 20% of non-vocabulary reading questions | | | Opportunities for both CAR and CSI |
| • Vocab.: Must be at least 10–15 points | **Total Points Supporting Claims from Summative Assessment (84–99 points towards CCR)** | **Prose Constructed-Response** |
| Writing: 22–34 Research: All CSI + Written Expression from Research Task | **Prose Constructed-Response** |

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/ITN 2012-31 – PARCC Item Development; Appendix B 14
Three Innovative Item Types That Showcase Students’ Command of Evidence with Complex Texts

• 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.

• Range of 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 four of these items of varying types on each annual performance-based assessment.
Three Innovative Item Types That Showcase Students’ Command of Evidence with Complex Texts (cont.)

• 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).

• For examples of TECR items with animations, go to this site: http://www.pearsonassessments.com/pai/ai/Products/NextGeneration/VideoSeries.htm
Evidence in the Selected-response Items

• Most of the Selected-response Items require students to cite evidence for their choice of answer. These items contain a Part A and a Part B.

• If a student does NOT cite the correct evidence in Part B for his answer in Part A, he gets no credit for either part or partial credit for some items.

• For this reason, all ELA/Literacy teachers must demand evidence at every opportunity in their daily lessons.
The Performance-Based Assessment (PBA) Day One—Research Simulation Task

• Day One has two sessions:

  Session One
  - Read an informational anchor text
  - Write a summary of the anchor text

  Session Two
  - Read two more related texts
  - Answer Evidence-based and Technology-enhanced selected response items
  - Write an analytical paper that synthesizes at least two of the sources (as in a research paper)
The Performance-Based Assessment (PBA)  
Day Two—Literary Analysis & Narrative Tasks

• Day Two currently has one session:
  - Read a literary text or an informational text in history, social studies, science, or technical subject
  - Write a narrative based on the text (see the next slide for more details)
  - Read two related literary texts
  - Answer Evidence-based and Technology-enhanced selected response items
  - Write an analytical paper based on the two literary texts
Narrative writing in PARCC assessments: Narrative Story and Narrative Description

• The narrative story about real or imagined situations and characters uses time as its deep structure. Such writing includes the subgenres of creative fiction, as well as memoirs, anecdotes, biographies, and autobiographies.

• The narrative description differs from the narrative story in that it is used to create for the reader a vivid impression of a person, phenomenon, event, or procedure under study. For example, in history/social studies, students might write narrative descriptions about individuals and events, selecting from their sources only the most relevant information. In science, students might write narrative descriptions of step-by-step procedures of investigations so that others can replicate their procedures to test their results.
The Item Prototype for Day 1, Session 1

• This released anchor text that students were given to read was for Grade 7; the text was a “Biography of Amelia Earhart” from the Official Website: http://www.ameliaearhart.com/about/bio.html

• Then students were given this question:

Based on the information in the text “Biography of Amelia Earhart,” write an essay that summarizes and explains the challenges Earhart faced throughout her life. Remember to use textual evidence to support your ideas.
Analysis of That Task

• The skill of reading closely in order to summarize information is a career- and college-readiness skill.

• This PCR item differs from traditional summary prompts that broadly ask for chronological biographical details. Instead, it asks students to focus on a particular aspect of Earhart’s life, requiring students to first select critical evidence from the text and organize that evidence into a summary of her quest to become an aviator.
Writing that Summary Tests Many Standards

• W.7.2 Write informative/explanatory texts. (see entire standard a – f, p. 42)

• W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

• RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as draw inferences from the text.

• RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

• L.7.1, L.7.2, L.7.3 Grammar and Usage; Capitalization, Punctuation, & Spelling; Knowledge of Language Conventions (see entire standards, p. 52)
Day 1, Session 2 of the PBA in ELA

- Session 2 continues the Research Simulation Task.

- Students get two more texts that are related in content to the Anchor Text from Session 1. One of these texts can be multi-media.

- Students will first get EBSR and TECR items to answer on each of the texts before they have an analysis task that must include two of the three texts the students have seen.
The PCR task for Day 1, Session 2

• This task is similar to real research done by students because they must first comprehend the texts, and then they must synthesize information from multiple texts to answer a research question.

• The released prototype included a video on Amelia Earhart that can be viewed at this site: http://www.watchmojo.com/index.php?id=9083
You have read three texts describing Amelia Earhart. All three include the claim that Earhart was a brave, courageous person. The three texts are:

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

Consider the argument each author uses to demonstrate Earhart’s bravery.

Write an essay that analyzes the strength of the arguments about Earhart’s bravery in at least two of the texts. Remember to use textual evidence to support your ideas.
That question tested the following standards (see the Standards document for the complete wording):

W.7.2 Write informative/explanatory texts

W.7.4 Produce clear and coherent writing

W.7.7 Conduct short research projects to answer a question

W.7.8 Gather relevant information from multiple print and digital sources

W.7.9 Draw evidence from text to support analysis, reflection and research

(continued)
That question tested the following standards (continued):

RI.7.1  Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

RI.7.8  Trace and evaluate the argument and specific claims, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims

RI.7.9  Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts

L.7.1, L.7.2, L.7.3 Grammar and Usage; Capitalization, Punctuation, & Spelling; Knowledge of Language Conventions
What are the instructional implications of the released Day 1 Item Prototypes?

What changes in instruction need to occur?

• Every teacher can teach focused summary writing.

• Every teacher can teach multiple standards in a lesson.

• Every teacher can pair texts that are on the same topic.

• All teachers must consider more than print as text; that is, videos, photos, political cartoons, art, and other genres need to be part of the curriculum.
Day Two of the Performance-Based Assessment

• A Literature Analysis Task that includes reading 1 short and 1 extended literary text
  - At least 4 selected response evidence-based items, each having 2 parts (A for answer; B for evidence)
  - At least 2 vocabulary items, each having 2 parts (A for answer; B for evidence)
  - 2 of the above 6 items are technology-enhanced
  - A PCR (Prose Constructed Response) that will require either an argument or an explanatory/informative piece based on the two texts
Day Two of the Performance-Based Assessment

- A Narrative Writing task that involves reading 1 short text
  - That text could be literature, history/social studies or science/technical subject
  - At least 4 selected response evidence-based items, each having 2 parts (A for answer; B for evidence)
  - 1 technology-enhanced item
  - 1 PCR (Prose Constructed Response) that will be either a narrative story or a narrative description (depending upon the type of text)
Range of Prose Constructed Responses (PCR)

• Over the two days on the PBA, the students must write four types of responses. Our students are currently accustomed to a 1-hour prompt response that calls for no reading on the FCAT Writing Test. On the PARCC tests, items elicit 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.

Our students must now be prepared to write a summary, a synthesis of multiple informational texts to answer a research question, a narrative based on a literary text or on a social studies, science or technical text, and a literary analysis using two literary texts. These could vary a bit from one test version to another.
Here is an example of a released narrative task:

Grade 6 Prose Constructed Response from the Narrative Writing Task based on the novel, *Julie of the Wolves*

In the passage, the author developed a strong character named Miyax. Think about Miyax and the details the author used to create that character. The passage ends with Miyax waiting for the black wolf to look at her.

Write an original story to continue where the passage ended. In your story, be sure to use what you have learned about the character Miyax as you tell what happens to her next.
Here is an example of a released literary analysis item:

Use what you have learned from reading “Daedalus and Icarus” by Ovid and "To a Friend Whose Work Has Come to Triumph” by Anne Sexton to write an essay that provides an analysis of how Sexton transforms “Daedalus and Icarus.”

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. Be sure to follow the conventions of standard English.
Grade 6 EBSR from Narrative Writing Task (Vocabulary) based on an excerpt from the novel *Julie of the Wolves*

**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”
The Previous EBSR Item

• The Grade 6 EBSR Item awarded 2 points if the student correctly chose the answer to Part A and the answer to Part B. There was no opportunity for partial credit on this item.

• That item tested 2 Standards:

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
Grade 6 EBSR from the Narrative Writing Task

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 sea, and he never returned.”
The Previous EBSR Item

• The Grade 6 EBSR Item awarded 2 points if the student correctly chose the answer to Part A and the answer to Part B. There was no opportunity for partial credit on this item.

• That item tested 2 Standards:

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
Part A
Which of the following sentences best states an important theme about human behavior as described in Ovid’s “Daedalus and Icarus”?

a. Striving to achieve one’s dreams is a worthwhile endeavor.
b. The thoughtlessness of youth can have tragic results.
c. Imagination and creativity bring their own rewards
d. Everyone should learn from his or her mistakes.
Grade 10 Literary Analysis EBSR

Part B
Select three pieces of evidence from Ovid’s “Daedalus and Icarus” that support the answer to Part A.

a. "and by his playfulness retard the work/his anxious father planned" (lines 310-311)

b. "But when at last/the father finished it, he poised himself" (lines 312-313).

c. "he fitted on his son the plumed wings/ with trembling hands, while down his withered cheeks/the tears were falling" (lines 327-329).

d. "Proud of his success/the foolish Icarus forsook his guide” (lines 348-349).

e. "and, bold in vanity, began to soar/rising upon his wings to touch the skies” (lines 350-351)

f. "and as the years went by the gifted youth/began to rival his instructor's art” (lines 376-377)

g. "Wherefore Daedalus/enraged and envious, sought to slay the youth” (lines 384-385)

h. "The Partridge hides/in shaded places by the leafy trees...for it is mindful of its former fall” (lines 395-399)
The previous EBSR question is aligned to the following standards:

**RL.10.1**
The student’s response
• provides strong and thorough textual evidence to support analysis of inferences drawn from the text.

**RL.10.2**
The student’s response
• provides a statement of a theme or central idea of a text
• provides an analysis of how a theme or central idea emerges and is shaped and refined by specific details over the course of the text.
The previous EBSR question was scored this way:

• The student earned 2 points for identifying the theme correctly and also selecting three details that support the theme

• The student earned 1 point for identifying the theme correctly and selecting two details that support the theme

• The student earned 0 points for identifying one detail (or none) that supports the theme or misidentifies the correct theme (e.g., no partial credit if details are identified but theme is misidentified or theme is identified but not supported by multiple details.)
Grade 6 TECR from Narrative Text listed above

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

☐ a. reckless
☐ c. imaginative
☐ e. impatient

☐ b. lively
☐ d. observant
☐ f. 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.
The Previous TECR Item

• It is important to note that the previous item required students to answer Part A and then to highlight and drag and drop into the boxes in Part B their “proof” or evidence of their answer in Part A. Obviously, because more than one answer is correct, a number of “support” statements can also be correct. The correct answers just have to support the one answer the student chose in A.

• Thus, such an item combines both both Technology-enhanced and Evidence (TECR and EBSR).
The Previous TECR Item

• The Grade 6 TECR Item awarded 2 points if the student correctly chose the answer to Part A and two correct answers for Part B. One point was awarded if the student correctly chose one sentence from the text that supported a correct answer in Part A.

• That item tested 2 Standards:
  RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

  RL.6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
Technology-enhanced Constructed Response Item: Grade 3
ELA/Literacy

Drag the words from the word box into the correct locations on
the graphic to show the life cycle of a butterfly as described in
the text, “How Animals Live.”

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

<table>
<thead>
<tr>
<th>Claims</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Earhart and Noonan lived as castaways on Nikumaroro Island.</td>
<td></td>
</tr>
<tr>
<td>Earhart and Noonan’s plane crashed into the Pacific Ocean.</td>
<td></td>
</tr>
<tr>
<td>People don’t really know where Earhart and Noonan died.</td>
<td></td>
</tr>
</tbody>
</table>

**Part A**

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

**Part B**

- Click on two facts within the article that best provide evidence to support the claim selected in Part A.
In that Grade 7 TECR, points are awarded as follows:

• The previous Grade 7 Item awards 2 points for answering A correctly and two correct facts in B.

• One point is given for answering A correctly and identifying one fact for B.

• No points are awarded if A is not correct.

Evidence (Reading Standard 1) is vital!
As we analyze that item, we need to make these observations:

• Specific CCSS alignment to:
  - RI.7.1 (use of evidence).
  - RI.7.8 (author’s claims and evidence).
  - RI.7.10 (complex texts).

• This item helps students gather information and details for use on the second Prose Constructed Response.

• Requires students to employ reasoning skills, since all of the claims listed could be made, but only one is supported by the most relevant and sufficient facts.

• Reflects the key shifts of reading closely and weighing evidence by offering credit for Part B only if Part A is correct.
Retaking PARCC Assessments

• PARCC will first allow retest opportunities in the summer of 2015.

• PARCC will be able to offer retests once per year for grades 3-8 ELA/literacy and mathematics and three times per year for each high school end-of-course assessment.

• PARCC will make these retests available, but states will set their own policies on whether and how often to offer retests.
The End-of-Year Assessments

• Students will not be asked to write any essays (PCRs).

• The EOY will have EBSR and TECR items.

• Texts could include videos.

• Ratio of Literary Passages to Informational:
  Grades 3 – 5: 50% Literary to 50% Informational
  Grade 6 – 8: 45% Literary to 55% Informational
  Grades 9 – 11: 30% Literary to 70% Informational

• Raw scores are converted as on most tests.

• The Field Test RFP calls for the following breakdown in points:
  Grade 3: EOY—52 pts., PBA—86 pts.
  Grades 4 & 5: EOY—52 pts., PBA—104 pts.
  Grades 6, 7, 8, 9, 10 & 11: EOY—52 pts., PBA—120 pts.
Reporting of Scores

Students will receive both a scale score and performance level scores for ELA/Literacy and for mathematics, and scale scores for the reading and writing categories. Performance level scores will be reported according to five levels.

Level 5: Distinguished Command
Level 4: Strong Command
Level 3: Moderate Command
Level 2: Partial Command
Level 1: Minimal Command

Students who earn a CCRD by performing at level 4 in ELA/literacy and enroll in College English Composition, Literature, and technical courses requiring college-level reading and writing have approximately a 0.75 probability of earning college credit by attaining at least a grade of C or its equivalent in those courses.
Timeline Through First PARCC Administration in 2014-2015

PARCC Assessment Implementation

- **Spring 2013**: Pilot/field testing begins
- **Summer 2013**: Model Instructional Units Released
- **Fall 2013**: Expanded field testing of diagnostic assessment
- **Winter 2014**: K-2 Formative Tools Released
- **Spring 2014**: College-ready tools released
- **Summer 2014**: Diagnostic assessments released
- **Fall 2014**: Optional Diagnostic and Midyear PARCC Assessments
- **Winter 2015**: Standard Setting in Summer 2015
- **Spring 2015**: Summative PARCC Assessments

**PARCC Tools & Resources**

- Partnership Resource Center launched
- Professional development modules released
- Model Instructional Units Released
- Expanded field testing of diagnostic assessment
- Summer 2013
- Winter 2014
- Spring 2015

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More PRCC Updates Coming Soon

April 2013

• Draft accommodations policy for students with disabilities for public comment
• Draft policy for English Language Learners for public comment
• Performance levels descriptors for public comment
• More detailed information about test blueprints, evidence statements and reporting categories for assessment components in math and ELA/Literacy

June 2013

• Information about field test timeline and participation guidelines
• Information about the timeline, design and cost of non-summative components (diagnostic, MYA, Speaking & Listening and K-2
• Information about the timeline for PD modules
What can teachers do every day to reflect implementation of the Common Core and PARCC Assessments?

• Use complex texts as often as possible. (Reading Standard 10 Informational and Literary Text)

• Ask text-dependent questions that force students back into the text.

• Ask students to cite evidence every time they answer a question or make a presentation. (Reading Standard 1 Info. & Lit. Text; Speaking and Listening 3 & 4; Writing 1 & 9)

• Ask students to write a summary of some part of your lesson. (Reading Standard 2 Info. & Lit. Text)
What can teachers do every day to reflect implementation of the Common Core and PARCC Assessments? (cont.)

• When you have finished a text and students have understood it, have them *relate* it to other texts.

• Be sure that **all writing** is linked to a text that students have read first.

• Incorporate **non-print texts** into lessons (informational videos, photos, paintings, political cartoons, etc.)

• **Collaborate** with other teachers—those who teach the same subject/grade, others in your department, teachers of other subjects.
Most information taken from the PARCC website:
http://www.parcconline.org

Please email Diane Fettrow at fettdi@earthlink.net