

Instructor Lesson Plan

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Writing Performance Objectives

Instructional Goal Statement

A group of approximately 50 K-8 educators at North Woolmarket Elementary and Middle School in Biloxi, Mississippi will be able to create with proficiency assessment items which reflect the rigor of the Common Core State Standards (CCSS) and the format of The PARCC Assessment in preparation for its full implementation during the 2014-2015 school year. The group of educators will have access to a resource folder, including the content standards, assessment blueprints, practice tests, etc.

Performance Objectives for Superordinate and Subordinate Skills

The performance objectives for the superordinate and subordinate skills (see Table 3 and Table 4) describe what the K-8 educators (the learners) at North Woolmarket Elementary and Middle School will be able to do when the professional development is complete. The performance objectives below were derived from the superordinate and subordinate skills identified in the instructional analysis. Each performance objectives includes a description of the tools available to the learners (condition), a description of the skill including actions, content, and concepts (behavior), and a description of acceptable performance of the skill (criteria).

Skills & Matching Performance Objectives—ELA

	Steps	Performance Objective
1	Choose complex text(s).	Using Word Count Guidelines and Text Complexity Analysis Worksheet, choose complex text(s) to ensure proper rigor and formatting of assessment item(s).
1.1	Identify text(s) as literary or informational.	Using Literary vs. Informational Text reference sheet, identify text(s) as literary or informational to ensure proper rigor and formatting of assessment item(s).
1.1.1	Distinguish between literary text and informational text.	Using Literary vs. Informational Text reference sheet, PARCC Sample Items, and PARCC Practice Tests, distinguish between literary texts and informational texts to ensure proper rigor and formatting of assessment item(s).
1.2	Recall Word Count Guidelines on Common Form Specifications.	Using Common Form Specifications, recall Word Count Guidelines to ensure proper rigor and formatting of assessment item(s).
1.3	Identify text(s) as short or extended.	Using Common Form Specifications, identify text(s) as short or extended to ensure proper rigor and formatting of assessment item(s).
1.3.1	Distinguish between short texts and extended texts.	Using Word Count Guidelines on the Common Form Specifications, PARCC Sample Items, and PARCC Practice Tests, distinguish between short texts and extended texts to ensure proper rigor and formatting of assessment item(s).
1.4	Recall Lexile Range Guidelines for specific grade bands.	Using Text Complexity Analysis Worksheet, recall Lexile Range Guidelines for specific grade bands to ensure proper rigor and formatting of assessment item(s).
1.5	Identify complexity text(s).	Using Text Complexity Analysis Worksheet, identify the complexity of text(s) to ensure proper rigor and formatting of assessment item(s).
1.5.1	Distinguish between Very Complex, Moderately Complex, and Readily Complex according to a set of criteria.	Using Text Complexity Analysis Worksheet, distinguish between Very Complex, Moderately Complex, and Readily Complex to ensure proper rigor and formatting of assessment item(s).
2	Specify CCSS to measure.	Using Standards Measured column on Common Form Specifications and English/Language Arts Content Standards (CCSS), specify CCSS to measure to ensure proper rigor and formatting of assessment item(s).
2.1	Recall Standards Measured column on Common Form Specifications.	Using the Standards Measured column on Common Form Specifications, recall standards measured to ensure proper rigor and formatting of assessment item(s).
2.2	Recall English/Language Arts Content Standards (CCSS).	Using the English/Language Arts Content Standards (CCSS), recall English/Language Arts Content Standards to ensure proper rigor and formatting of assessment item(s).
3	Specify performance level.	Using PARCC ELA Performance Level Descriptors, specify performance level for item(s) on the assessment to ensure proper rigor of assessment item(s).
3.1	Recall Performance Levels 2-5 on PARCC ELA Performance Level Descriptors.	Using PARCC ELA Performance Level Descriptors, recall Performance Level 2-5 to specify performance level for the item(s) on the assessment to ensure proper rigor of assessment item(s).
4	Determine task type to assess.	Using Summative Assessment Table, PARCC Sample Items, PARCC Practice Tests, and Task Type column on Common Form Specifications, determine task type to assess to ensure proper rigor and formatting of assessment item(s).

4.1	Identify three types of ELA tasks.	Using Summative Assessment Table, identify three types of ELA tasks to determine task type to assess to ensure proper rigor and formatting of assessment item(s).
4.1.1	Distinguish between the three types of ELA tasks.	Using Summative Assessment Table, PARCC Sample Items, and PARCC Practice Tests, distinguish between the three types of ELA tasks to determine task type to assess to ensure proper rigor and formatting of assessment item(s).
4.2	Recall Task Type column on Common Form Specifications.	Using the Task Type column on Common Form Specifications, recall task type to determine task type to assess so as to ensure proper rigor and formatting of assessment item(s).
5	Determine type of item.	Using Task Type column on Common Form Specifications and Types of Items Resource Sheet, determine type of item to ensure proper formatting of assessment item(s).
5.1	Identify three types of ELA items.	Using Types of ELA Items reference sheet, identify three types of ELA items to determine type of item to ensure proper formatting of assessment item(s).
5.1.1	Distinguish between the three types of ELA items.	Using Types of ELA Items, PARCC Sample Items, and PARCC Practice Tests, distinguish between the three types of ELA items to determine type of item to ensure proper formatting of assessment item(s).
5.2	Recall Item Types column on Common Form Specifications.	Using the Task Type column on Common Form Specifications, recall item types to determine type of item to ensure proper formatting of assessment item(s).
6	Create assessment item(s).	Using resources available in The PARCC Assessment Resource folder and the Assessment Item Checklist, create assessment item(s) to ensure proper rigor and formatting of assessment item(s).
6.1	Compose the stem(s) of the assessment item(s).	Using the Assessment Item Checklist, compose the stem(s) of the assessment item(s) to ensure proper rigor and formatting of assessment item(s).
6.2	Compose the responses of the assessment item(s) for EBSR and TECR items.	Using the Assessment Item Checklist, compose the responses of the assessment item(s) for EBSR and TECR items to ensure proper rigor and formatting of assessment item(s).
6.3	Evaluate the assessment item(s).	Using the Assessment Evaluation Rubric, evaluate the assessment item(s) according to a set of specific criteria to ensure proper rigor and formatting.

TABLE 3: Superordinate and Subordinate Skills and Matching Performance Objectives—ELA

Skills and Matching Performance Objectives—Math

	Steps	Performance Objective
1	Specify CCSS to measure.	Using Evidence Tables and Mathematics Content Standards (CCSS), specify CCSS to measure to ensure proper rigor and formatting of assessment item(s).
1.1	Recall Evidence Statement Key and Evidence Statement Text columns on the Evidence Tables.	Using the Evidence Statement Key and Evidence Statement Text columns on Evidence Tables, recall Evidence Statement Key and Evidence Statement Text columns on the Evidence Tables to ensure proper rigor and formatting of assessment item(s).
1.2	Recall Mathematics Content Standards (CCSS).	Using the Mathematics Content Standards (CCSS), recall Mathematics Content Standards to ensure proper rigor and formatting of assessment item(s).
2	Specify performance level.	Using PARCC Mathematics Performance Level Descriptors, specify performance level for item(s) to ensure proper rigor and formatting of assessment item(s).
2.1	Recall Performance Levels 2-5 on PARCC Mathematics Performance Level Descriptors.	Using PARCC Mathematics Performance Level Descriptors, recall Performance Levels 2-5 to ensure proper rigor and formatting of assessment item(s).
3	Determine task type to assess.	Using Summative Assessment Table, PARCC Sample Items, PARCC Practice Tests, and Evidence Statement Text column on the Evidence Tables, determine task type to ensure proper rigor and formatting of assessment item(s).
3.1	Identify three types of mathematical tasks.	Using Summative Assessment Table, identify three types of mathematical tasks to ensure proper rigor and formatting of assessment item(s).
3.1.1	Distinguish between the three types of mathematical tasks.	Using Summative Assessment Table, PARCC Sample Items, and PARCC Practice Tests, distinguish between the three types of mathematical tasks to ensure proper rigor and formatting of assessment item(s).
3.2	Recall Evidence Statement Text column on the Evidence Tables.	Using the Evidence Statement Text column on the Evidence Tables, recall Evidence Statement Text column on the Evidence Tables to ensure proper rigor and formatting of assessment item(s)..
4	Clarify the task.	Using the Clarification column on the Evidence Tables, clarify the task to ensure proper rigor and formatting of assessment item(s).
4.1	Recall Clarification column on the Evidence Tables.	Using the Evidence Tables, recall Clarification column on the Evidence Tables to ensure proper rigor and formatting of assessment item(s).
5	Determine mathematical practice.	Using the Evidence Tables and Mathematical Practices, determine mathematical practice to ensure proper rigor and formatting of assessment item(s).
5.1	Identify eight mathematical practices.	Using Mathematical Practices, identify eight mathematical practices to ensure proper rigor and formatting of assessment item(s).
5.1.1	Distinguish between the eight mathematical practices.	Using Mathematical Practices, PARCC Sample Items, and PARCC Practice Tests, distinguish between the eight mathematical practices to ensure proper rigor and formatting of assessment item(s).
5.2	Recall MP (Mathematical Practices) column on the Evidence Tables.	Using the Evidence Tables, recall MP (Mathematical Practices) column on the Evidence Tables to ensure proper rigor and formatting of assessment item(s).
6	Create assessment item(s).	Using the resources available in The PARCC Assessment Resource folder, create assessment item(s) to ensure proper rigor and

		formatting of assessment item(s).
6.1	Compose the stem(s) of the assessment item(s).	Using the Assessment Item Checklist, compose the stem(s) of the assessment item(s) to ensure proper rigor and formatting of assessment item(s).
6.2	Compose the responses of the assessment item(s) for selected-response items.	Using the Assessment Item Checklist, compose the responses of the assessment item(s) for selected-response items to ensure proper rigor and formatting of assessment item(s).
6.3	Evaluate the assessment item(s).	Using the Assessment Evaluation Rubric, evaluate the assessment item(s) according to a set of specific criteria to ensure proper rigor and formatting.

TABLE 4: *Superordinate and Subordinate Skills and Matching Performance Objectives—Math*

Developing Assessment Instruments

Assessment Plan and Instruments

In order to evaluate performance, the learners will create an assessment composed of at least ten assessment items reflecting the rigor of CCSS and the format of PARCC. The assessment will measure the intellectual skills of the learners as it requires them to perform certain cognitive activities such as the ability to identify and distinguish between various types of tasks and item types and to apply complex combinations of simple rules to perform the task of creating assessment items.

As part of the assessment, the learners will create new assessment items and/or revise already existing assessment items according to a specific set of criteria on the Assessment Evaluation Rubric—English/Language Arts (see Figure 11) and/or the Assessment Evaluation Rubric—Mathematics (see Figure 12) to ensure proper rigor and formatting.

Assessment Evaluation Rubric—English/Language Arts

Insufficient	Sufficient	Proficient
1 Text Complexity Text(s) do not follow word count, complexity, and/or task guidelines. No evidence of knowledge about word count and/or complexity of chosen text(s).	2 Text Complexity Text(s) follow some word count, complexity, and/or task guidelines. Some evidence of knowledge about word count and/or complexity of chosen text(s).	3 Text Complexity Text(s) follow all word count, complexity, and/or task guidelines. Evidence of knowledge about word count and/or complexity of chosen text(s).
1 Standards-Focused Does not align clearly to a specific CCSS content area, strand, and standards. No evidence of knowledge about English/Language Arts Content Standards.	2 Standards-Focused Aligns to a specific CCSS content area, strand, and standards but is unclear. Some evidence of knowledge about English/Language Arts Content Standards.	3 Standards-Focused Aligns clearly to a specific CCSS content area, strand, and standards. Evidence of knowledge about English/Language Arts Content Standards.
1 Appropriate Performance Level Performance level does not align appropriately with CCSS and PARCC. No evidence of knowledge about performance levels.	2 Appropriate Performance Level Performance level aligns somewhat with CCSS and PARCC. Some evidence of knowledge about performance levels.	3 Appropriate Performance Level Performance level aligns appropriately with CCSS and PARCC. Evidence of knowledge about performance levels.
1 Type of Task Specific type of task (literary analysis, narrative writing, and/or research simulation) is not clearly identifiable. No evidence of knowledge about types of ELA tasks.	2 Type of Task Specific type of task (literary analysis, narrative writing, and/or research simulation) is somewhat identifiable. Some evidence of knowledge about types of ELA tasks.	3 Type of Task Specific type of task (literary analysis, narrative writing, and/or research simulation) is clearly identifiable. Evidence of knowledge about types of ELA tasks.
1 Type of Item Specific type of item (EBSR, TECR, and/or PCR) is not clearly identifiable. No evidence of knowledge about types of ELA items.	2 Type of Item Specific type of item (EBSR, TECR, and/or PCR) is somewhat identifiable. Some evidence of knowledge about types of ELA items.	3 Type of Item Specific type of item (EBSR, TECR, and/or PCR) is clearly identifiable. Evidence of knowledge about types of ELA items.
1 Assessment Stems Stem does not provide enough or has extra information; Is not grammatically correct; Uses negatives and absolutes; Is not written in the language of the standard; is contrived	2 Assessment Stems Stem may or may not provide enough or exclude extra information; be grammatically correct; avoid the use of negatives and absolutes; be written in the language of the standard; be contrived	3 Assessment Stems Stem provides enough and excludes extra information; is grammatically correct; avoids the use of negatives and absolutes; is written in the language of the standard; is authentic
1 Assessment Responses Responses are not plausible; are not grammatically correct; are not similar in length and form; are not logically ordered or structurally parallel; do not avoid all or none choices; avoid obvious distracters	2 Assessment Responses Responses may or may not be plausible; be grammatically correct; be similar in length and form; be logically ordered or structurally parallel; avoid all or none choices; avoid obvious distracters	3 Assessment Responses Responses are plausible; are grammatically correct; are similar in length and form; are logically ordered or structurally parallel; avoid all or none choices; avoid obvious distracters; distracters point out errors in thinking

FIGURE 11: *English/Language Arts Assessment Evaluation Rubric*

Assessment Evaluation Checklist—Mathematics

Insufficient	Sufficient	Proficient
1 Standards-Focused Does not align clearly to a specific CCSS content area, strand, and standards. No evidence of knowledge about Mathematics Content Standards.	2 Standards-Focused Aligns to a specific CCSS content area, strand, and standards but is unclear. Some evidence of knowledge about Mathematics Content Standards.	3 Standards-Focused Aligns clearly to a specific CCSS content area, strand, and standards. Evidence of knowledge about Mathematics Content Standards.
1 Appropriate Performance Level Performance level does not align appropriately with CCSS and PARCC. No evidence of knowledge about performance levels.	2 Appropriate Performance Level Performance level aligns somewhat with CCSS and PARCC. Some evidence of knowledge about performance levels.	3 Appropriate Performance Level Performance level aligns appropriately with CCSS and PARCC. Evidence of knowledge about performance levels.
1 Type of Task Specific type of task (concepts, skills, and procedures; mathematical reasoning; and/or modeling/applications) is not clearly identifiable. No evidence of knowledge about types of Mathematical tasks.	2 Type of Task Specific type of task (concepts, skills, and procedures; mathematical reasoning; and/or modeling/applications) is somewhat identifiable. Some evidence of knowledge about types of Mathematical tasks.	3 Type of Task Specific type of task (concepts, skills, and procedures; mathematical reasoning; and/or modeling/applications) is clearly identifiable. Evidence of knowledge about types of Mathematical tasks.
1 Clarification of Task Task clarifications according to evidence tables are not clearly identifiable. No evidence of knowledge about task clarifications.	2 Clarification of Task Task clarifications according to evidence tables are somewhat identifiable. Some evidence of knowledge about task clarifications.	3 Clarification of Task Task clarifications according to evidence tables are clearly identifiable. Evidence of knowledge about task clarifications.
1 Mathematical Practice(s) Does not align clearly to relevant mathematical practice(s). No evidence of knowledge about mathematical practice(s).	2 Mathematical Practice(s) Aligns somewhat to relevant mathematical practice(s). Some evidence of knowledge about mathematical practice(s).	3 Mathematical Practice(s) Aligns clearly to relevant mathematical practice(s). Evidence of knowledge about mathematical practice(s).
1 Assessment Stems Stem does not provide enough or has extra information; Is not grammatically correct; Uses negatives and absolutes; Is not written in the language of the standard; is contrived	2 Assessment Stems Stem may or may not provide enough or exclude extra information; be grammatically correct; avoid the use of negatives and absolutes; be written in the language of the standard; be contrived	3 Assessment Stems Stem provides enough and excludes extra information; is grammatically correct; avoids the use of negatives and absolutes; is written in the language of the standard; is authentic
1 Assessment Responses Responses are not plausible; are not grammatically correct; are not similar in length and form; are not logically ordered or structurally parallel; do not avoid all or none choices; avoid obvious distracters	2 Assessment Responses Responses may or may not be plausible; be grammatically correct; be similar in length and form; be logically ordered or structurally parallel; avoid all or none choices; avoid obvious distracters	3 Assessment Responses Responses are plausible; are grammatically correct; are similar in length and form; are logically ordered or structurally parallel; avoid all or none choices; avoid obvious distracters; distracters point out errors in thinking

FIGURE 12: *Mathematics Assessment Evaluation Rubric*

Developing Instructional Strategy

Delivery System and Materials

As part of the analysis, a questionnaire was distributed by email to all classroom and special area educators at North Woolmarket Elementary School. When asked on the questionnaire which professional development delivery format they were most interested in, the majority of the educators surveyed supported a topic-related workshop (see Figure 3).

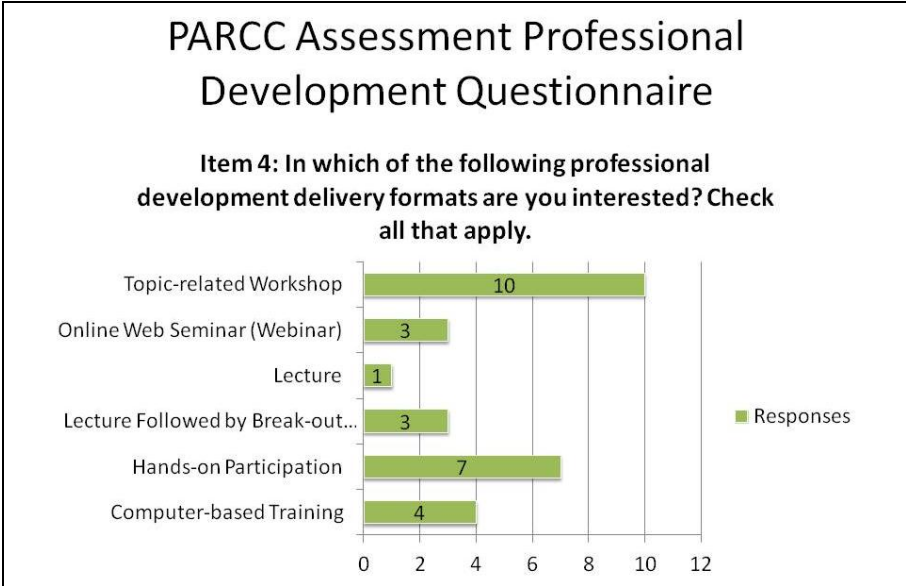


FIGURE 3: Results from Item 4 of The PARCC Assessment Professional Development Questionnaire.

In addition to being a delivery format highly supported by the learners, a topic-related workshop would also provide an opportunity for the learners to apply new information about the rigor and formatting assessment items while also guiding them in creating an assessment they can use in the classroom. Additionally, as part of the workshop, the learners will be able to analyze any problems and/or difficulties in the process to figure out solutions with the aid of a facilitator and other learners. Finally, the learners will have an opportunity to share their experiences and ideas with colleagues as part of a workshop.

For the reasons stated above, the instruction will be delivered as a topic-related workshop. The learners will be expected to bring to the workshop an already existing assessment. During the workshop, the learners will have access to a PARCC Assessment Resource Folder, which will include all of the information necessary to create assessment items which reflect the rigor of

CCSS and the format of PARCC. The learners will use the resource folder to revise the already existing assessment to ensure proper rigor and formatting.

Availability of already existing instructional materials

A vast amount of instructional resources is already available concerning the CCSS and The PARCC Assessment. Most of these resources are in print, PowerPoint, and video formats at both the CCSS website located at <http://www.corestandards.org/> and The PARCC Assessment website located at <http://www.parcconline.org/>. Primarily, a print-based format will be used as the method for delivering this instructional product because it is easily accessible and is already widely available. In addition to the print format, a website linking the learners to relevant information at the PARCC website and at The PARCC Assessment Educator Resources website will also be available. Although it is meant primarily for use after the professional development if the folder is not readily available to the learners, it will also be used to show the learners the website's ease of use for when they may need to use it for future purposes. The PARCC Assessment Educator Resources website is located at <http://createassessment.weebly.com/>.

Concerning The PARCC Assessment educator resources, a nation-wide field test of The PARCC Assessment was conducted in 14 PARCC states and the District of Columbia beginning on March 24, 2014 and ending as recently as June 6, 2014. The field test was administered to ensure the validity, reliability, and fairness of the assessment. Because the field test has only recently concluded, it is highly probable that some resources will be updated and/or revised based on feedback from educators who have administered the field test and students who have taken it. For this reason, new and/or revised instructional materials and resources are expected, which will require additional future additional professional development opportunities on the topic of creating assessment items which reflect the format of PARCC.

Production and implementation constraints

The most challenging constraint concerning the production and implementation of this instructional product is time. As evidenced by the fact that PARCC has been in the process of developing assessments since 2011, the creation of assessment items requires a vast amount of time because it requires research and much trial and error.

In order to address this constraint, it is important that the most relevant and up-to-date resources be available to the learners so as to protect instructional time. Also, because the learners will be revising an already existing assessment to reflect the rigor of CCSS and the format of PARCC, additional time is saved on not having to create a completely new assessment.

Amount of instructor facilitation

This instructional product requires high facilitation by the instructor. The instructor has the responsibility of presenting the new information in a way that is easily accessible to the learners in a short amount of time. For this reason, a The PARCC Assessment Resources folder will be available for quick and easy access for referencing information or if understanding needs to be further clarified. Additionally, the instructor is responsible for guiding the learners in creating assessment items and providing feedback as they practice creating them.

Cluster and Sequence

The instruction is clustered and sequenced according to the process of creating assessment items which reflect the rigor of CCSS and the format of PARCC (see Table 5).

Clusters*	Instructional Goal Steps																																									
1 ELA	<p>Step 1: Choose complex text(s).</p> <table border="1" data-bbox="483 821 954 926"> <tr><td colspan="5">Cluster 1 Objectives</td></tr> <tr><td>1.1</td><td>1.2</td><td>1.3</td><td>1.4</td><td>1.5</td></tr> <tr><td>1.1.1</td><td></td><td>1.3.1</td><td></td><td>1.5.1</td></tr> </table> <p>Step 2: Specify CCSS to measure.</p> <table border="1" data-bbox="483 982 954 1056"> <tr><td colspan="2">Cluster 1 Objectives</td></tr> <tr><td>2.1</td><td>2.2</td></tr> </table> <p>Step 3: Specify performance level.</p> <table border="1" data-bbox="483 1113 954 1186"> <tr><td colspan="2">Cluster 1 Objectives</td></tr> <tr><td>3.1</td><td></td></tr> </table> <p>Step 4: Determine task type to assess.</p> <table border="1" data-bbox="483 1243 954 1348"> <tr><td colspan="2">Cluster 1 Objectives</td></tr> <tr><td>4.1</td><td>4.2</td></tr> <tr><td>4.1.1</td><td></td></tr> </table> <p>Step 5: Determine type of item.</p> <table border="1" data-bbox="483 1404 954 1509"> <tr><td colspan="2">Cluster 1 Objectives</td></tr> <tr><td>5.1</td><td>5.2</td></tr> <tr><td>5.1.1</td><td></td></tr> </table> <p>Step 6: Create assessment item.</p> <table border="1" data-bbox="483 1566 954 1640"> <tr><td colspan="3">Cluster 1 Objectives</td></tr> <tr><td>6.1</td><td>6.3</td><td>5.2</td></tr> </table>	Cluster 1 Objectives					1.1	1.2	1.3	1.4	1.5	1.1.1		1.3.1		1.5.1	Cluster 1 Objectives		2.1	2.2	Cluster 1 Objectives		3.1		Cluster 1 Objectives		4.1	4.2	4.1.1		Cluster 1 Objectives		5.1	5.2	5.1.1		Cluster 1 Objectives			6.1	6.3	5.2
Cluster 1 Objectives																																										
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Cluster 1 Objectives																																										
6.1	6.3	5.2																																								
2 Math	Step 1: Specify CCSS to measure.																																									

	Cluster 2 Objectives
	1.1 1.2
	Step 2: Specify performance level.
	Cluster 2 Objectives
	2.1
	Step 3: Determine task type to assess.
	Cluster 2 Objectives
	3.1 3.2
	3.1.1
	Step 4: Clarify task.
	Cluster 2 Objectives
	4.1
	Step 5: Determine mathematical practice.
	Cluster 2 Objectives
	5.1 5.2
	5.1.1
	Step 6: Create assessment item.
	Cluster 2 Objectives
	6.1 6.3 5.2

* Cluster is designed to require approximately 50 minutes.

TABLE 5: *Performance Objectives Sequenced and Clustered*

Instructional Strategy

The instructors will **gain learner attention** by having them review the results of Item 9 on the PARCC Assessment Professional Development Questionnaire (see Figure 9). This particular item from the questionnaire was chosen because it highly influenced the creation of the instructional goal during the analysis, and it provides a purpose for learning. For example, Item 9 asks: *How would you describe your current skill level in creating assessment items which reflect the format and rigor of The PARCC Assessment?* After the learners have had an opportunity to review the data, the instructor will ask: *Is it okay that 58% of teachers believe that their skills at creating assessment items are novice or average? How can we increase the percentage of teachers who believe that their skills are proficient or expert? What would be a reasonable percentage for those who believe their skill is proficient and/or expert?*

The instructors will **describe the goal** in The PARCC Assessment Resources folder for the learners to consider. The instructor will state the learning objective: *The learner will be able to create with proficiency assessment items which reflect the rigor of the Common Core State*

Standards (CCSS) and the format of The PARCC Assessment using available resources. The learning objective will be clearly visible to the learners throughout the workshop.

The instructors will **recall prior knowledge** by presenting assessment items in varying formats to the learners for them to classify. Two ELA assessment items, one in MCT2 format and one in PARCC format, and two math assessment items, one in MCT2 format and one in PARCC format, will be presented to the learners. They will then classify the assessment items as MCT2 format or PARCC format. The instructor will ask the following questions to recall prior knowledge about both formats: *How do you know this item is MCT2? How do you know this item is PARCC? What do you notice is similar about the two formats? What do you notice is different?* Learners will share their responses with the small group.

At this point in the instruction, the grade levels will break out into two groups—one group for ELA and one group for mathematics—in order to present the content. Each group will be under the guidance of one instructor. The instructors will **present content** by directing the learners to read the information provided in their PARCC Assessment Resources folder (see Figure 14 and Figure 15) and explaining the various resources and how to use them using The PARCC Educator Resources website. Each instructor will begin by introducing the process for creating an assessment item using the job aid specifically created for their content area (see Figure 16 and Figure 17) in the resource folder. In addition to listing the steps in the process, the job aid will also provide examples of each step. The learners will be able to use this job aid throughout the guided learning and practice activities to recall relevant information. Each instructor will then explain each step in the process of creating assessment items in detail, beginning with step one and culminating in the final step—*Create the assessment item(s)*. Each instructor will provide and explain the resources available for each step of the process.

The PARCC Assessment Educator Resources—ELA

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FIGURE 14: *The PARCC Assessment Resource Folder Table of Contents for ELA*

The PARCC Assessment Educator Resources—Math

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Step 1: Specify CCSS to Measure	
3 rd Grade Mathematics Content Standards	03
3 rd Grade PBA Evidence Table	06
3 rd Grade EOY Evidence Table	11
Step 2: Specify Performance Level	
3 rd Grade Mathematics Performance Level Descriptors	15
Step 3: Determine Task Type	
3 rd Grade Summative Assessment Table (Task Types)	24
Step 4: Clarify the Task (see 3rd Grade Evidence Tables)	
Step 5: Determine Mathematical Practice	
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Step 6: Create Assessment Item	
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Assessment Evaluation Rubric for Math	27
3rd Grade Mathematics EOY Practice Test	28

FIGURE 15: *The PARCC Assessment Resource Folder Table of Contents for Mathematics*

Creating an Assessment Item—ELA Job Aid

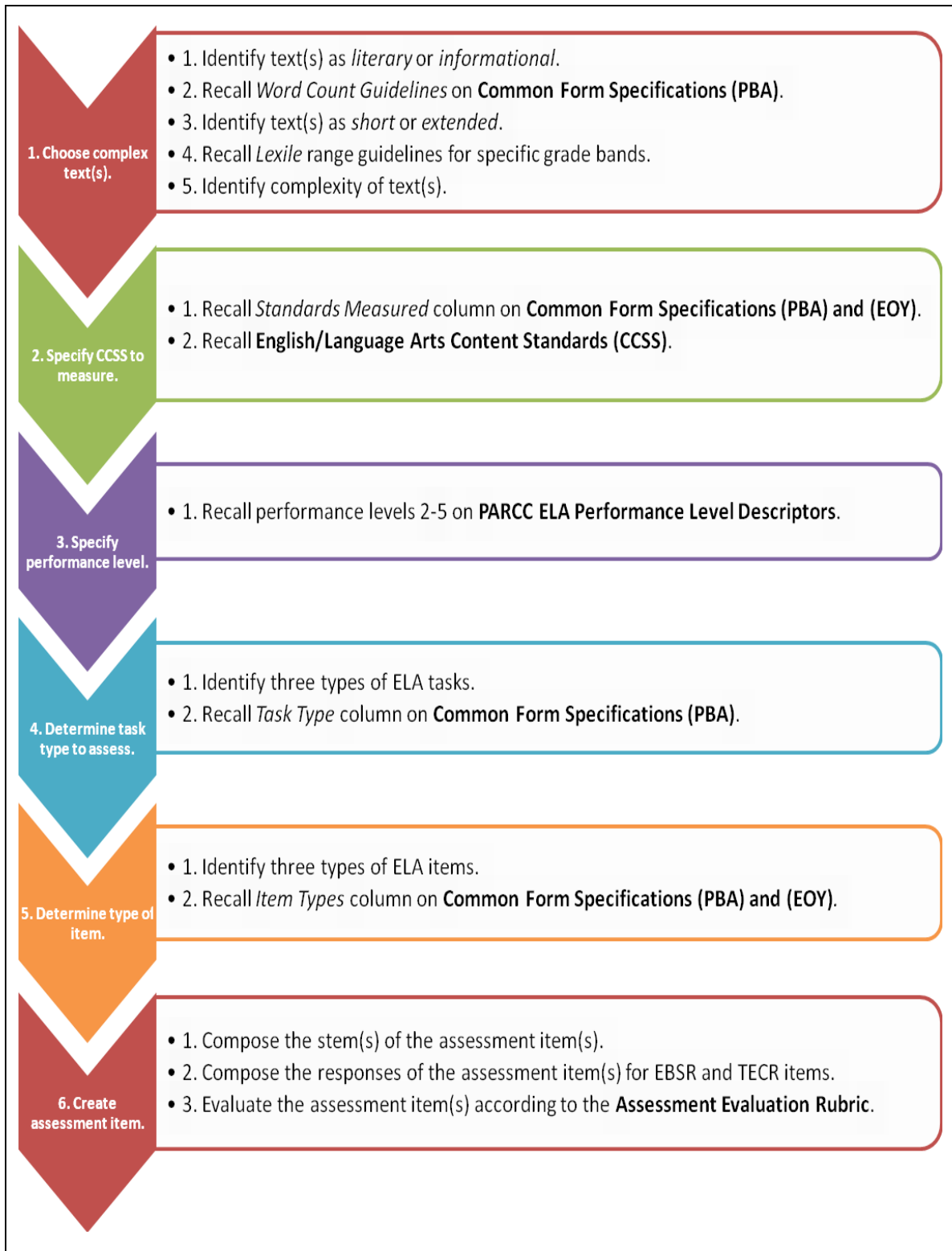


FIGURE 16: *Creating an Assessment Item—ELA Job Aid*

Creating an Assessment Item—Math Job Aid

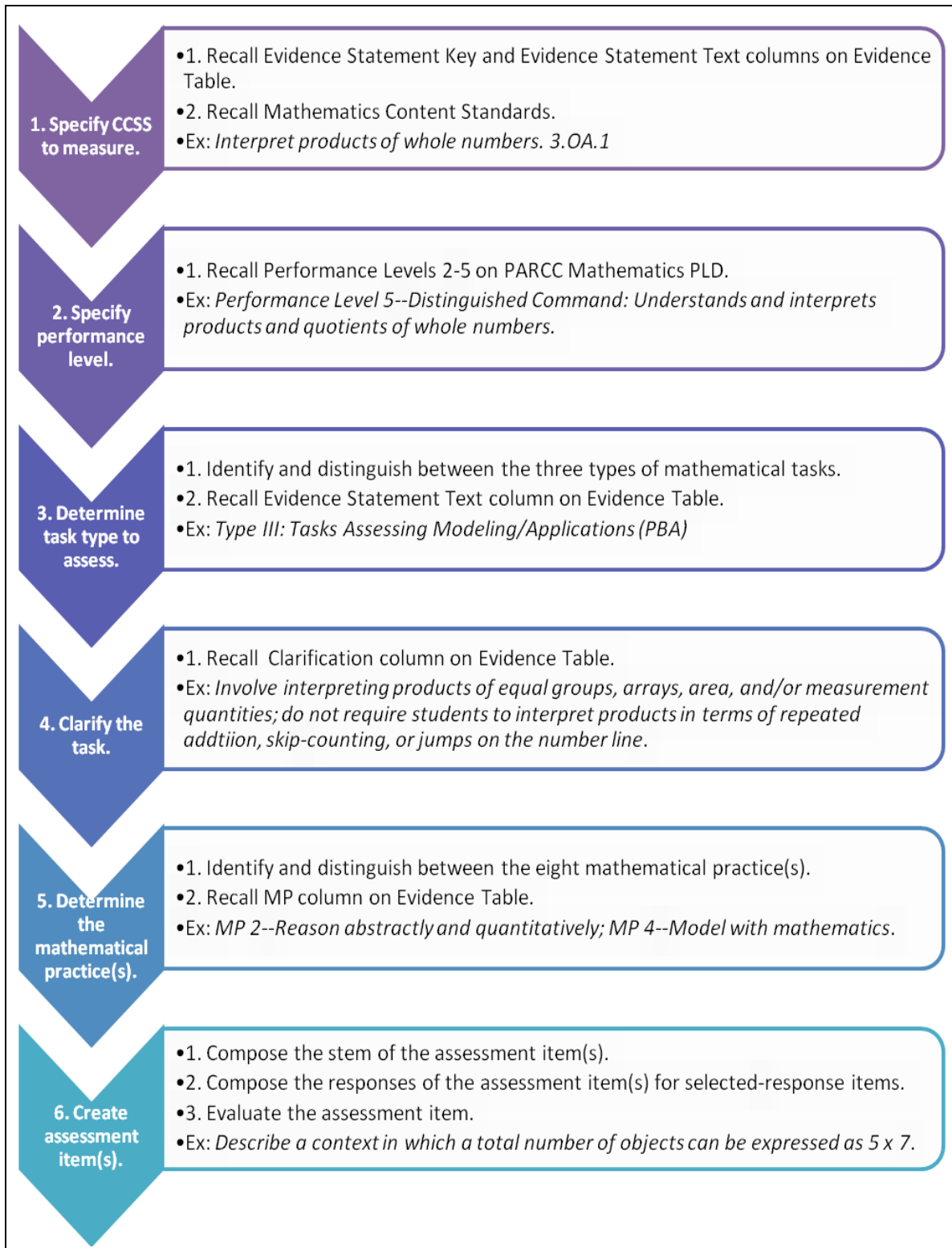


FIGURE 17: *Creating an Assessment Item—Math Job Aid*

Each instructor will **guide learning** by having the learners identify and classify various PARCC practice test items according to its standard, its performance level, its task type, and its item type. Learners will record this information beside the practice test items provided in the resource folder. Each instructor will verify correct identification and classification of the assessment items and address any misconceptions the learners may have about their analysis of the item.

Each instructor will provide time for the learners to **practice** creating assessment items using the appropriate Assessment Evaluation Rubric and the contents of The PARCC Assessment Educator Resources folder as references. Learners will be encouraged to work with at least one other teacher in the same or similar content areas. For example, two teachers who teach reading and language would work on ELA assessment items while two teachers who teach math would work on Mathematics assessment items.

Each instructor will **provide feedback** to the learner in various ways. First, each instructor, acting as a subject matter expert in the ELA or mathematics content areas, may provide feedback. In addition, the learners may compare the assessment items they have created to the Assessment Evaluation Rubric(s) to provide self-feedback. Finally, because the learners will be working with other teachers in their grade-level and/or content area, their peers may also provide feedback and insight into the assessment items. As the learners continue to practice creating assessment items, they may revise and/or change assessment items according to the feedback and critique of the subject-matter experts (instructors), the Assessment Evaluation Rubric(s), as well as their peers and colleagues.

The instructor will **assess performance** by having the learners create a CCSS-focused, PARCC-formatted assessment composed of the assessment items created and/or revised according to a specific set of criteria as part of the workshop. The final assessment will be evaluated using either the Assessment Evaluation Rubric—English/Language Arts or the Assessment Evaluation Rubric—Mathematics to guarantee proper CCSS rigor and PARCC formatting of the assessment items.

The instructor will **enhance retention and transfer** by having the learners continue to revise already existing and create new assessments to reflect the rigor of CCSS and the format of PARCC using the resources available in The PARCC Assessment Educator Resources folder. Learners will also be directed to additional resources, both in print and online at <http://www.parcconline.org/> and at <http://createassessment.weebly.com/>. Continued use of

the Assessment Evaluation Rubric(s) will be encouraged to ensure acceptable rigor and accurate formatting is maintained as new assessments are created.