

Prepare for PARCC from a Tech Perspective Prepared for ESC Progress Network – September 2014



Topic: Discuss why teachers need to integrate technology NOW in their classrooms to help students be successful on online tests in the spring. What particular "skills are a must" will be discussed.

Specific Skills

- 1 – Keyboard – not necessarily able to type but know where to find keys such as:
 - number pad/keys
 - touch pad
- 2 – Basic skills
 - Drag and drop
 - Keyboarding (speed and accuracy)
 - Utilizing math functions
 - Playing videos
 - Copy, paste, cut, highlight as vocabulary and to do
- 3 – Stamina
 - Working on a computer
 - Reading on a computer for extended period of time
 - (Common Core states, "one page in a sitting in 4th grade, 2 pages in a sitting in 5th grade, 3 pages in a sitting in 6th grade")
- 4 – Problem Solving for Technology, Students (and teachers) should know what to do when:
 - Headphones don't work
 - There is no sound from video
 - Caps lock won't turn on/off
 - Document freezes

How can teachers prepare students?

- 1 – Work in activities into existing curriculum – at least once weekly
- 2 – Develop assessments using similar tools (DataDirector online assessments)
- 3 – Use practice test features such as math computation boxes for teacher designed questions (Don't forget the rulers and calculators)
- 4 – Build stamina through multifaceted questions using online tools
- 5 – Use some of the practice test from around the country. It doesn't matter if they different things since it is the skills we are working on.
 - Virginia: http://www.doe.virginia.gov/testing/sol/practice_items/
 - Smarter Balance: <http://www.smarterbalanced.org/practice-test/> (Click on big ad in middle)
 - Georgia: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/OAS.aspx>
 - Washington: <http://www.k12.wa.us/assessment/statetesting/testquestions/testquestions.aspx>
 - Internet4Classrooms: <http://www.internet4classrooms.com/assistance.htm> (This list other state tests as well)
 - PARCC Online: <http://practice.parcc.testnav.com/#> click on drop down to choose Math or ELA
 - NEW! ODE videos for students: <http://oh.portal.airast.org/ocba/students-and-families> Click on Resources
 - http://s1.daumcdn.net/editor/fp/service_nc/pencil/Pencil_chromestore.html - DAUM Equation Editor
- 6 – Use online content resources aligned to Common Core so they align to Ohio New Learning Standards
 - <http://illuminations.nctm.org> - Math
 - <http://www.readwritethink.org/> - ELA

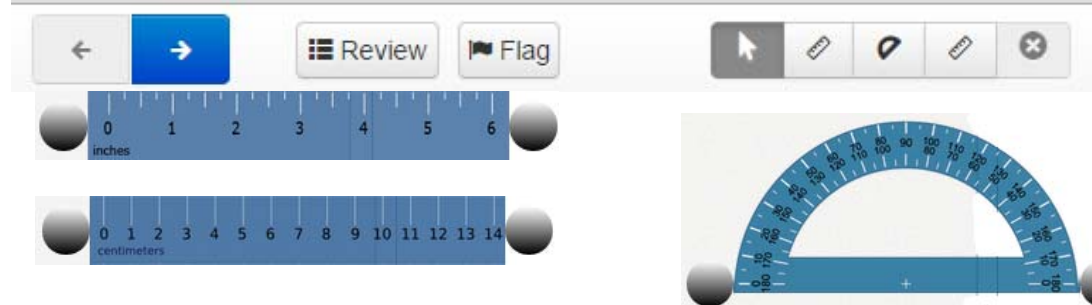
- <http://edsitement.neh.gov/> - Humanities and ELA



Skills Needed as Seen in Screen Shots of PARCC Practice Tests

Specific skills on testing – Math 3-5 Samples

1 – Knowing how to navigate



Note: if the student is further down the page when selecting one of these tools, they will not see it because it inserts at the top of the page.

2 – Making multiple choices for one question

For a school field trip, 72 students will be traveling in 9 vans. Each van will hold an equal number of students. The equation shows a way to determine the number of students that will be in each van.

$$72 \div 9 = ?$$

The given equation can be rewritten using a different operation.

Use the drop-down menus to select the operation and the numbers to complete the equation.

Choose... Choose... Choose... = 72

3 – Answering multiple questions on one problem



An art teacher will tile a section of the wall with painted tiles made by students in three art classes.

- Class A made 18 tiles
- Class B made 14 tiles
- Class C made 16 tiles

Part A

What is the total number of tiles that are to be used?

Enter your answer in the box.

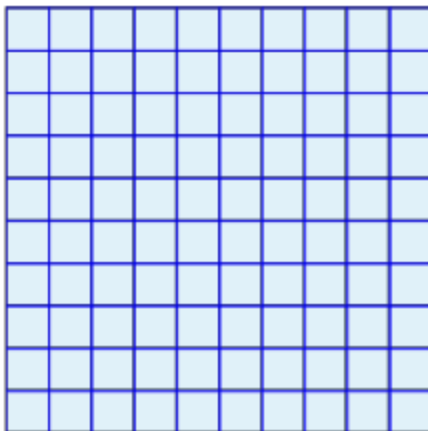
 tiles

Part B

The grid shows how much wall space the art teacher can use. Use the grid to create a rectangular array showing how the art teacher might arrange the tiles on the wall.

Select the boxes to shade them. Each tile should be shown by one shaded box.

10 x 10 Grid



Part C

Andy created a rectangular array showing how he would place 56 small tiles on the wall. He placed 7 tiles in each row. He wrote a multiplication equation using the ? symbol to stand for the number of rows he used.

Using the ? symbol to stand for the unknown number, write an equation that Andy could have written.



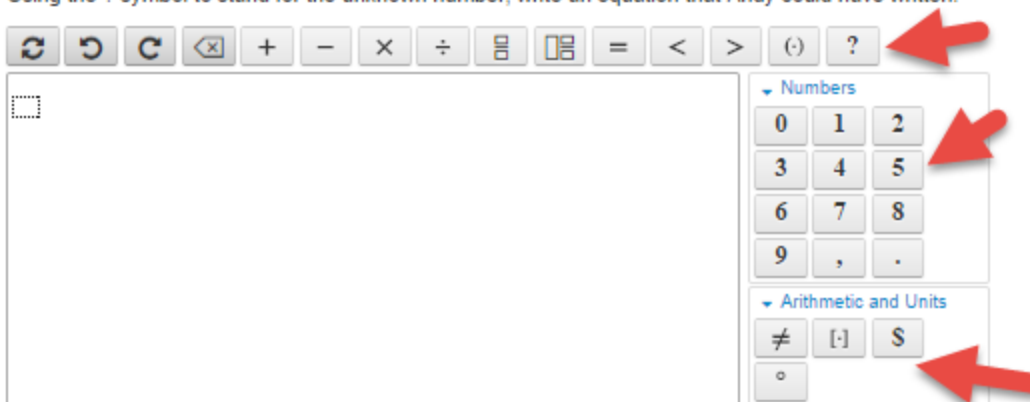
4 – Knowing how to use math tools on questions



Part C

Andy created a rectangular array showing how he would place 56 small tiles on the wall. He placed 7 tiles in each row. He wrote a multiplication equation using the ? symbol to stand for the number of rows he used.

Using the ? symbol to stand for the unknown number, write an equation that Andy could have written.

A digital math tool interface for a math problem. It includes a toolbar with icons for undo, redo, clear, backspace, and mathematical operators (+, -, ×, ÷, =, <, >, (,), ?). Below the toolbar is a large empty text box for the answer. To the right is a numeric keypad with buttons for digits 0-9, a decimal point, and a fraction button. Below the numeric keypad is an "Arithmetic and Units" section with buttons for ≠, [:], \$, and °. Three red arrows point to the question mark button in the toolbar, the number 5 button on the numeric keypad, and the \$ button in the Arithmetic and Units section.

Note: A teachers could take students to this screen and use it for their own questions posted on a slide, a document or on the board, giving students multiple opportunities to use the tools.

Note this variation which could be overlooked:

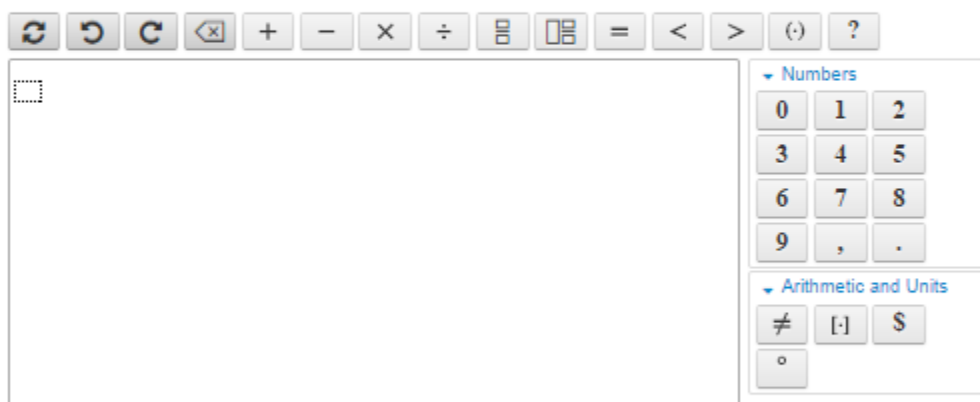
Ms. Morales has a bag of beads.

- 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.

A digital math tool interface for a math problem. It includes a toolbar with icons for undo, redo, clear, backspace, and mathematical operators (+, -, ×, ÷, =, <, >, (,), ?). Below the toolbar is a large empty text box for the answer. To the right is a numeric keypad with buttons for digits 0-9, a decimal point, and a fraction button. Below the numeric keypad is an "Arithmetic and Units" section with buttons for ≠, [:], \$, and °.

Specific skills on testing – Math 6-8 Samples

5 – Calculators available on some questions, it auto-closes when you go to the next question



6 – Using many math tools from drop down

Mr. Ruiz is starting a marching band at his school. He first does research and finds the following data about other local marching bands.

	Band 1	Band 2	Band 3
Number of Brass Instrument Players	123	42	150
Number of Percussion Instrument Players	41	14	50

Part A

Enter your answer in the box.

Mr. Ruiz realizes that there are brass instrument player(s) per percussion player.

Part B

Mr. Ruiz has 210 students who are interested in joining the marching band. He decides to have 80% of the band be made up of percussion and brass instruments. Use the unit rate you found in Part A to determine how many students should play brass instruments.

Show or explain all your steps.

7 – Plot on the map – means to click on map – how do they “undo” answer



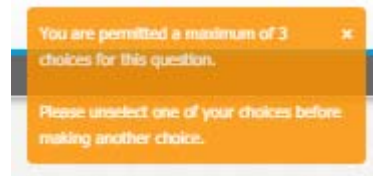
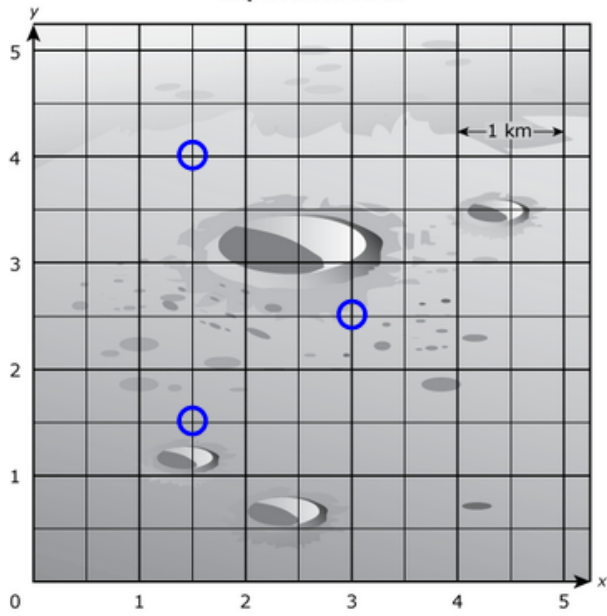
Scientists are sending a rover to the moon. Their plan is to study a rectangular placing a grid over the map as shown. On the grid, 1 unit represents 1 kilomet

Part A

The rover will land at (3.5, 1), explore up to (3.5, 4), and then over to (2, 4).

Plot these three points on the map.

Map of Moon Exploration Area



Note: Students need to know that simply clicking creates a plot point.

To undo I found by clicking a 4th point a tiny pop-up appeared in top left corner in white on orange (difficult for these old eyes to read) In that box it said how to undo.

You actually click on an existing point, it becomes “blurry” you click a new point and the old disappears.

8 – Drag and drop and box size

Note: the size of the receiving box looks like it only holds one answer but can grow to hold 2 or more.

Part A

Each box below identifies a line containing a pair of points. Indicate whether each line represents a proportional relationship between x and y by dragging the boxes to the appropriate location: Proportional Relationship or Not a Proportional Relationship.

Line 3 containing (3, 1) and (6, 2)

Line 4 containing (0, 2) and (5, 4)

Proportional Relationship

Line 1 containing (1, 3) and (2, 3)

Line 2 containing (1, 2) and (2, 4)

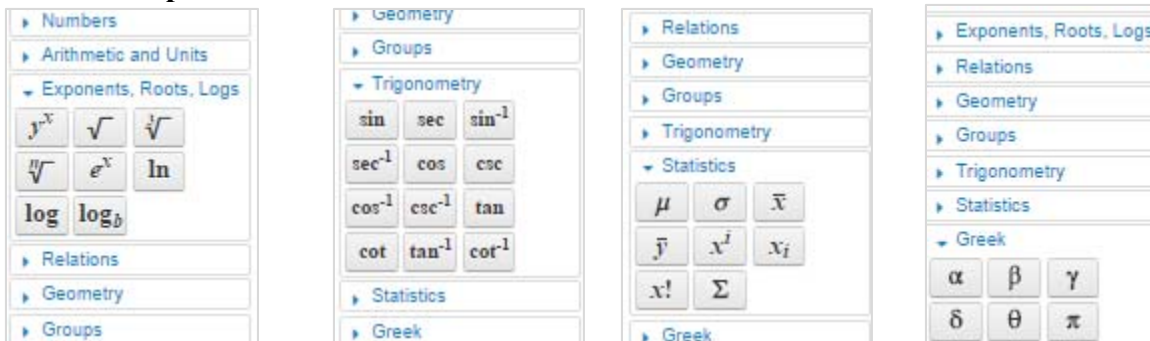
Not a Proportional Relationship

Line 5 containing (4, 4) and (5, 5)

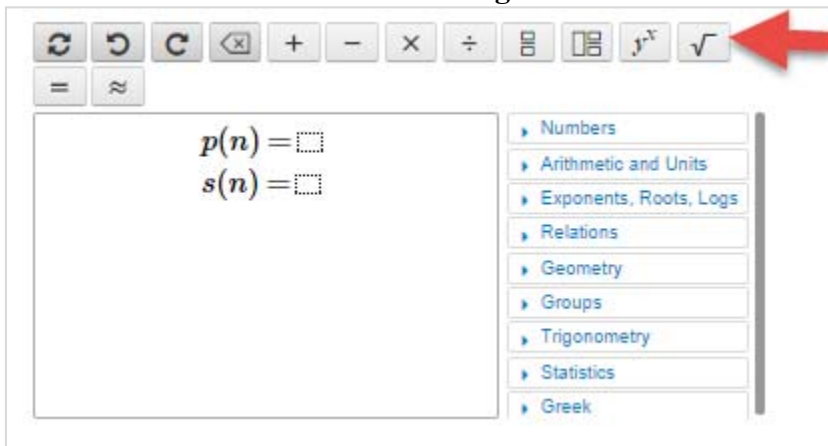
9 – Added grids



10 – Math options more detailed

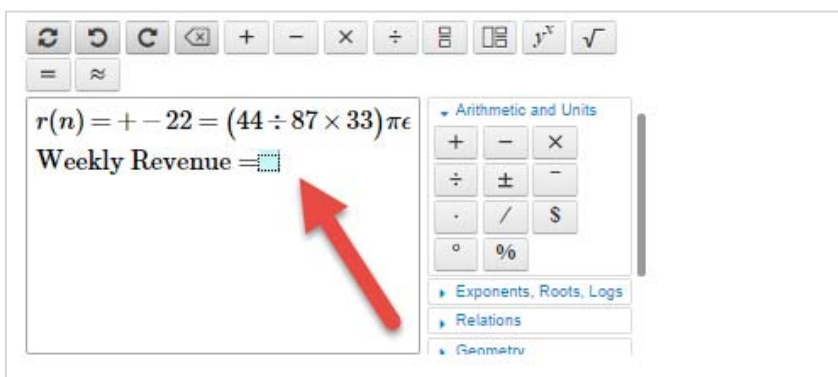


11 – Menu bar on formula box changes



12 – Pre-entered data allows for unlimited left-right typing, doesn't wrap

Note: The answer would not require this but it can disappear on practice test if too much info entered



Specific Skills on Testing ELA All Grades

1. Scrolling stories, tiny scroll bar and drag and drop in order

Today you will read two stories about characters who save family members. As you read these stories, you will answer questions and think about the characters. At the end of the task, you will be asked to write an essay using the information from the stories.

Select three details from the story that help create the setting. Drag and drop the details into the box titled Setting.

Read the passage from "The Cricket and the Cougar." Then answer the questions.

from "The Cricket and the Cougar"
by Katherine Chandler

- 1 One day the cougar was out walking in the woods. As he was stepping near an old rotten log, he heard a tiny voice say, "Oh, please don't step there. That's my house, and with one step more you will destroy it."
- 2 The cougar looked down and saw a little cricket sitting on the log. He roared, "And is it you, weak little creature, that dares to tell me where to step? Don't you know that I am king of the beasts?"
- 3 "You may be king of the beasts, but I am king of my house, and I don't want you to break it down, king or no king."
- 4 The cougar was amazed at such daring. "Don't you know, you weakling, that I could kill you and your house and all your relatives with one blow of my paw?"
- 5 "I may be weak, but I have a cousin no bigger than I am, who

Details from the Story

"The cougar looked down and saw a little cricket sitting on a log."

"He roared, "And is it you, weak little creature, that dares to tell me where to step?"

"Oh, oh!" he roared, "get out of my ear!"

"With every sting the cougar roared louder and scratched his ear and jumped around..."

Setting

"One day the cougar was out walking in the woods."

"The next day the cougar came back to the same spot and roared..."

2 – Recognizing multiple things in relatively small area

- Two tabs to read text
- Menu part for text editing
- Typing in text

Today you will read two stories about characters who save family members. As you read these stories, you will answer questions and think about the characters. At the end of the task, you will be asked to write an essay using the information from the stories.

Cricket and Cougar Kira-Kira

Read the passage from "The Cricket and the Cougar." Then answer the questions.

from "The Cricket and the Cougar"
by Katherine Chandler

- 1 One day the cougar was out walking in the woods. As he was stepping near an old rotten log, he heard a tiny voice say, "Oh, please don't step there. That's my house, and with one step more you will destroy it."
- 2 The cougar looked down and saw a little cricket sitting on the log. He roared, "And is it you, weak little creature, that dares to tell me where to step? Don't you know that I am king of the beasts?"
- 3 "You may be king of the beasts, but I am king of my house, and I don't want you to break it down, king or no king."
- 4 The cougar was amazed at such daring. "Don't you know, you weakling, that I could kill you and your house and all your relatives with one blow of my paw?"

You have read two stories in which one family member saves another. Write an essay describing the mosquito from "Cricket and Cougar" and one of the main characters from "Kira-Kira." For each character described:

- Explain how the thoughts, words, and/or actions of the character help you understand what the character is like
- Explain why the character chooses to save his or her family member

Be sure to include specific details from each story to support your ideas.

B / *I* / U / [List Bullets] / [List Numbers] / [Link] / [Image] / [Undo] / [Redo]

3 – Referencing text clues such as Paragraph 23 and knowing what that means



21 Pete: We often get asked to recreate the tree house from The Swiss Family Robinson.

22 Jack: How do you determine the shape of a tree house?

23 Pete: The trees will dictate how a floor plan lays out. Often these are unusual shapes. My tree houses tend to be square because it is less expensive to build square. If someone has all the time in the world to design a tree house, then I would make it wacky and fun!

24 Jack: Any crazy extras to include?

25 Pete: I have added fun stuff like water balloon launchers!

26 Jack: Do you name your tree houses?

27 Pete: We name them all the time: "Babylon," "The Temple of the Blue Moon," "Trillium," "Solace," "Uppermost," and many more.

28 Now get busy and draw up plans for your own tree house!

Life in the Limbs story © 2012 SEPS license by Curtis Licensing Indianapolis, IN. All rights reserved.

Part A
What is the meaning of the word dictate as it is used in paragraph 23?

- A. hint
- B. fix
- C. understand
- D. decide

Part B
Which phrase helps the reader understand the meaning of dictate?

- A. "...recreate the tree house..."
- B. "...determine the shape..."
- C. "...is less expensive to build..."
- D. "...has all the time in the world..."

4 – Color indicating activity

In this activity students drag these blue highlighted lines down to boxes in specific order. As they use a line it becomes yellow.

If they make a mistake, moving their mouse around will bring up the X to delete a text section.

Note: There is another example where they drag whole paragraphs

Read the article titled "Life in the Limbs." Then answer the questions.

Life in the Limbs
by Heather Kaufman-Peters

1 Imagine stepping out your front door to find yourself 40 feet above the ground overlooking a dense forest and a winding stream. Instead of hopping on your bike, you grab the handles of your very own zipline and fly 1000 yards over a pond, landing safely on the far bank.

2 Sound crazy? Not to Jonathan Fairoaks, who lives in a four-story tree house that he designed and built! In fact, as a tree house architect, Jonathan has built more than 380 custom tree houses across the United States.

3 Jonathan's love of tree-house living began when he was a kid. He started climbing trees when he was 10 years old, and he became an arborist (a person who cares for trees) in high school. He built his first tree house and lived in it while he was in college.

4 "It was delightful—like being on a ship because it moved with the wind," Jonathan says. "It was the most fun I ever had."

Select the two main ideas and drag them to the two boxes labeled Main Idea. Then choose one detail that best supports each main idea. Drag each detail into the box labeled Supporting Detail under the Main Idea it supports.

Possible Main Ideas

- Jonathan has his own 1000-yard zipline.
- Jonathan is an experienced tree house builder.
- Jonathan works carefully so that the tree houses do not hurt the tree.
- Jonathan lived in a tree house when he was in college.
- Jonathan advises readers to learn the names of trees.
- Jonathan once built a house in a crab apple tree.

Possible Supporting Details

- "In fact, as a tree house architect, Jonathan has built more than 380 custom tree houses across the United States."
- "Jonathan's love of tree-house living began when he was a kid."
- "It was the most fun I ever had."
- "I build a tree house so it helps the tree," he says.
- "Walk in the woods and learn the different trees. Spend time climbing and learn how to do it safely."
- "One of his favorite names is 'Ups and Downs.'"

Main Idea 1

Supporting Detail

"In fact, as a tree house architect, Jonathan has built more than 380 custom tree houses across the United States."

5. Knowing the difference between a tiny Radio button and a check box and reading for clues

- Radio buttons (circles) allow for 1 answer only
- Check boxes (squares) can have multiple answers
 - In this questions students were asked “Which two...”

Part A

What is the purpose of the braces described in the article?

- A. They fix broken tree limbs, so a tree can stand upright.
- B. They lock several trees together, so they can be used as a single unit.
- C. They join two trees into one unit, so they can be used as a single unit.

Part B

Which two details from the article help support the author's claim that building treehouses is not as easy as it seems?

- A. “Designing unique tree houses may be a lot of work, but it's no sweat.”
- B. “Hardwoods such as oak, maple, or birch are used for the frames of tree houses—but I did once build a wond tree.”
- C. “My treehouse is in two trees—an oak and a maple—on two posts to support the weight.”

6. Students click on a highlighted sentence and it turns yellow. To unselect they click again. It will not permit multiple answers.

Part A

Below are three claims that could be made based on the article "Earhart's Final Resting Place Believed Found."

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

Part A

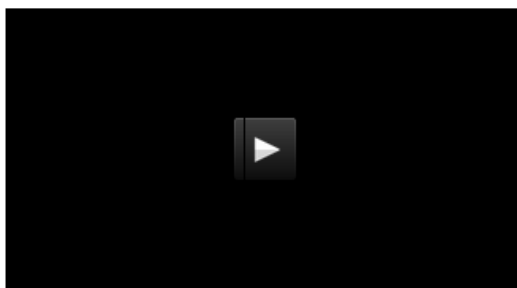
Below are three claims that could be made based on the article "Earhart's Final Resting Place Believed Found."

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

7. Manipulating video for understanding and knowing what time codes mean and how to access.

Amelia Earhart is a famous American remembered for her daring and bravery. Today you will read two texts and view a video to learn about Amelia Earhart. When you are finished reading, you will write an essay that analyzes the strength of the arguments the authors make in relation to Amelia Earhart's bravery.

Watch the video titled "Amelia Earhart: Life and Disappearance." Then answer the questions.



"Amelia Earhart: Life and Disappearance."
<http://www.watchmojo.com/index.php?id=9083>, courtesy of Watchmojo.com.

Part A

In the video "Amelia Earhart: Life and Disappearance," the narrator mentions people who qualified [Earhart's] skill as adequate. (1:04)

What meaning is this phrase intended to suggest to the viewer of the video?

- A. that Earhart's skill as a pilot deserved popular admiration
- B. that Earhart's skill as a pilot eventually allowed her to receive a license
- C. that Earhart's skill as a pilot may sometimes have been overrated
- D. that Earhart's skill as a pilot was surprising in a woman

Part B

Which piece of evidence from the video provides a second example of the correct response to Part A?

- A. the reference to Earhart earning her pilot's license (0:56)
- B. the quick smile on the face of the actress portraying Earhart (1:03)
- C. the excitement of the crowd greeting Earhart (1:05)
- D. the statement that Earhart did not actually pilot the plane in the first flight across the Atlantic (1:21)

8 – Multiple tabs and Stamina

Amelia Earhart is a famous American remembered for her daring and bravery. Today you will read two texts and view a video to learn about Amelia Earhart. When you are finished reading, you will write an essay that analyzes the strength of the arguments the authors make in relation to Amelia Earhart's bravery.

The Biography of Amelia Earhart

Earhart's Final Resting Place Believed Found

Amelia Earhart: Life and Disappearance

Read the website entry "The Biography of Amelia Earhart." Then answer the questions.

The Biography of Amelia Earhart

1 When 10-year-old Amelia Mary Earhart saw her first plane at a state fair, she was not impressed. "It was a thing of rusty wire and wood and looked not at all interesting," she said. It wasn't until Earhart attended a stunt-flying exhibition, almost a decade later, that she became seriously interested in aviation. A pilot spotted Earhart and her friend, who were watching from an isolated clearing, and

In this questions there are 3 tabs to reference.

Two tabs are text to read and one tab is a video to watch.

The scroll bar is small, indicating there is more text as compared to a long scroll bar.

The question wasn't copied but it was to the right of this text box.