


**A shifting Landscape**




**Key Ideas**

- The landscape of assessment is shifting
- The focus is on measuring student learning
- The focus is on measuring student learning
- The focus is on measuring student learning


**ISAT Math Computation**




**PARCC Math Computation**



**ISAT Math Problem Solving**



**PARCC Math Problem Solving**



**Math Skills**

Grade	5
Subject	Math
Item	1

**ELA Skills**

Grade	5
Subject	ELA
Item	1

**PBA and EOY**


Progress Report Assessment (PBA)  
End of Year Assessment (EOY)

We are: Self-directed, lifelong learners,  
Effective communicators,  
Complex, creative, & analytical thinkers,  
And collaborative & productive citizens.


# PARCC Updates




**ISAT Comprehension**




**PARCC Comprehension**



**ISAT Written Response**

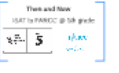


**PARCC Written Response**




**Item and Item**

ISAT to PARCC @ 5th grade



**PARCC Item**




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**ISAT Math Computation**




**PARCC Math Computation**



**ISAT Math Problem Solving**



**PARCC Math Problem Solving**



**Math Data**



**ELA Skills**



**PBA and EOY**



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# PARCC Updates



**ISAT Comprehension**



**PARCC Comprehension**



**ISAT Written Response**




**PARCC Written Response**




**Form and File**

ISAT to PARCC @ 5th grade



**PARCC Test**



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# PARCC Updates







# A shifting Landscape

We need to be adaptable

We are focusing on the content embedded in the standards

We want to put our students and teachers in the best position for success (THEY ARE ALL WORKING SO HARD!!!)

# Big Ideas

Intent of the Common Core:

Critical Thinking  
Deep Conceptual Understanding  
Problem Solving  
Communication  
Evidence



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# **ELA Shifts**

Reading and Writing Connection

Focus on Evidence

Challenging Students to go back into the Text

Integration Across Content

Higher Level Thinking

# Math Shifts

Focus

Coherence

Rigor

1. Make sense of problems & persevere in solving them
2. Reason abstractly & quantitatively
3. Construct viable arguments & critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for & make use of structure
8. Look for & express regularity in repeated reasoning

# **PBA and EOY**

## **Performance Based Assessment (PBA)**

Begins March 9

3 ELA Sessions and 2 Math Sessions

## **End-Of-Year (EOY)**

Begins April 27

1 or 2 ELA Session and 2 Math Sessions

# Then and Now

## ISAT to PARCC @ 5th grade



GRADE  
**5**



Grade 5  
English Language Arts/Literacy

# ISAT Text

This passage shows how friendship can be so important.

## All the Way to the Duck Pond

by Sandra Beswetherick



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11 Nicole glances back at me.  
12 At least I *wish* it didn't matter. It'll get you down if you let it.  
13 "You can hit that ball!" I say. "I've seen you!"  
14 "Yeah? Where?" asks Laura, sitting beside me on the bench.  
15 "In the city park next to her house," I say right back. "Last Saturday."  
16 Laura doesn't believe me. No one does. No one believes that Nicole can clobber that ball. And it's making Nicole not believe it, too. Her body's all stiff. She's standing all wrong. She's choking up too far on the bat.

16 Amanda pitches. The ball goes way up, then drops down. Why can't she pitch to Nicole the same way she pitches to everyone else?  
17 Nicole swings hard, misses, and spins like a top.  
18 Ron, the first baseman, laughs. Brandon, lying on his back, folds his hands under his head, using third base as a pillow. Even Ms. Perce makes a face that says *ouch*.  
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20 Last Saturday—when we didn't play on teams. When we just took turns with the neighborhood kids. And when no one called us shrimps or dared to move in from the outfield when we were at bat.  
21 Nicole looks at me again. This time she smiles, I think, even though the smile is crooked. But she fixes her grip on the bat.  
22 Amanda pitches really slowly again. It's as if the ball will never reach home plate. But Nicole leans forward and swings.  
23 *Thunk!*  
24 She hits it! For the first time ever at school, she actually hits it! The ball pops up, then bounces to the ground behind her. Foul ball.  
25 "See, Nicole?" I shout. "You *can* hit that ball!"  
26 "Big deal," Laura says. "It didn't go anywhere."  
27 "Hit it again!" I yell, ignoring Laura. "Harder!"  
28 Nicole's smile isn't so crooked anymore. She takes a deep breath and lets it out. She spreads her feet wider apart and bends her knees a little. Then she takes a few practice swings.  
29 Nicole's getting ready to show everyone. I just know it. She's going to blast that ball like she did last Saturday when she whammed it into the duck pond.  
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31 Nicole glances in his direction. Her smile grows wider. She takes one more practice swing.  
32 Amanda throws the ball. It's another slow one.  
33 "Come on, Nicole!" My hands are clenched together in a knot. "Hit it all the way to the duck pond!" I don't care if nobody but Nicole understands what I mean.  
34 Nicole steps forward, bringing the bat back over her shoulder. I squeeze my hands even tighter and almost close my eyes.  
35 *Craack!*  
36 The ball sails high over Amanda's head. Amanda stands there with her mouth hanging open, watching it go. And the fielders—for a second, it's as if their feet grew roots into the ground.

37 "Run, Nicole!" I holler.  
38 She crosses first base, then keeps going to second and third. Dust flies up behind her.  
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- 16 Amanda pitches. The ball sails high over the field, heading straight  
17 to Nicole the same way she always does.  
18 Nicole swings hard, missing the ball completely.  
19 Ron, the first baseman, falls on his head, using third base as a  
20 "Nicole, you can do it! Last Saturday!"  
21 Last Saturday—when we won the neighborhood kids. Amanda  
22 from the outfield when we were all out.  
23 Nicole looks at me again. Her mouth is crooked. But she fixes her eyes on  
24 Amanda pitches really slow. The ball is on the plate. But Nicole leans forward  
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26 She hits it! For the first time in a long time, the ball goes  
27 up, then bounces to the ground.  
28 "See, Nicole?" I shout. "Big deal," Laura says.  
29 "Hit it again!" I yell, ignoring the crowd.  
30 Nicole's smile isn't so crooked. She spreads her feet wider than  
31 practice swings.  
32 Nicole's getting ready to swing. She's holding the bat like she did last Saturday.  
33 "Action, at last!" It's Brandon. "See you really slam it." The crowd  
34 Nicole glances in his direction. He's ready for the practice swing.  
35 Amanda throws the ball. Nicole swings.  
36 "Come on, Nicole!" My friend says. "Go to the duck pond!" I don't  
37 Nicole steps forward, bracing her hands even tighter and all  
38 *Craaack!*  
39 The ball sails high over the field, hanging open, watching the crowd  
40 grew roots into the ground.



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## English Language Arts/Literacy

swallowing them whole, then catching more. Your thick feathers protect you from the freezing water.

- 3 You stay in the sea for hours until your belly is full. Then you turn to head back to shore.
- 4 That's when something goes wrong.
- 5 As you come to the surface for air, the water feels unfamiliar. It is thick, and it burns your eyes. You try to swim away, but suddenly your wings are too heavy to lift and you can barely propel yourself. Your body wobbles and rolls. You feel bitterly cold. You shiver and gasp for breath.
- 6 What you don't know is that just hours ago, a cargo ship called *Treasure* hit a reef and split apart. As it sank, 1,300 tons of toxic crude oil gushed into the sea. Oil surrounds your breeding ground—the largest African penguin breeding ground in the world.
- 7 You are not the only penguin that has become soaked with the poisonous oil. Thousands of others have been trapped in the massive oil slick.
- 8 The impact of oil on a penguin (or any bird) is immediate and devastating. You are shivering because the oil has caused your layers of feathers to separate. Freezing water now lashes at your sensitive skin. Your eyes hurt because the oil has burned them. Your wings are heavy because they are coated with oil.
- 9 But your instinct for survival is strong. Somehow you struggle back to shore, fighting the waves and the current. The trip, usually effortless, is an agonizing ordeal. You manage to stagger onto the beach and back to your nest. You lick and peck at your feathers, desperate to clean them. Finally you give up. There is nothing to do but stand there, terrified, dazed, and silent.

**Strange Creatures**

- 10 Then the beach is invaded by enormous creatures.
- 11 They are humans, but you don't know that. You have never seen a human before. These men and women know what you don't: that this oil spill is a catastrophe for you and your species. Some of them have devoted their lives to helping birds like you, birds caught in oil spills and other human-made disasters. They have helped with bird rescues around the world. All they care about is saving your life.
- 12 But how could you know this?
- 13 As the humans swarm the beach, you are overcome with panic. A man catches you. You lash out viciously with your powerful jaws and razor-sharp beak. You bite his arm, ripping his skin through the fabric of his thick coat. He doesn't let

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(image id: 00002002071), copyright © by AP Photo/Obed Zilwa. Used by permission.

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brushed with a toothbrush. Then the bird gets rinsed under a hose. The whole process takes about an hour. Even with more than 12,500 volunteers, it took a month to bathe all 20,000 birds at the center.



Photograph of penguins being released after rescue (Image Id: 00072102471), copyright © by AP Photo/Jon Hrusa. Used by permission.

### The Spreading Spill

- 8 While workers bathed penguins at the rescue center, another crisis was developing. Oil from the spill had started moving north toward Dassen Island. Tens of thousands of penguins were in the oil's path. But we already had our hands full with 20,000 recovering birds. Supplies were running low. If any more birds were oiled, we wouldn't have enough resources to save them.
- 9 One researcher came up with an idea: What if the Dassen penguins were temporarily moved out of harm's way? The method had never been tried before. Experts decided to give it a chance. Workers rounded up a large number of the penguins on Dassen Island and released them near Port Elizabeth, 500 miles away. The hope was that by the time the seabirds swam home, the oil would be gone. The plan worked! Another 20,000 penguins were saved.

### Amazing Rescue

- 10 The entire penguin rescue operation took about three months. In the end, more than 90 percent of the oiled penguins were successfully returned to the wild. In a previous large-scale penguin rescue, only half of the oiled birds survived. We could hardly believe that our efforts worked!
- 11 But for me, the most inspiring part was the work of the volunteers. Rescuing penguins isn't glamorous. The stench of the rescue center—a mix of penguin droppings and dead fish—made people feel sick. The scratches and bites of

Read the article "Update on Penguin Rescue Efforts from Oil Spill in South Atlantic." Then answer question 15.

## Update on Penguin Rescue Efforts from Oil Spill in South Atlantic

- 1 This is a follow-up to an earlier diary about the threat posed by oil spilled by a freighter that broke up off Nightingale Island, home to approximately half of the world's endangered Northern Rockhopper penguin population.
- 2 Here is a brief recap of key events. On March 16, for reasons no one has been able to determine, a fully loaded freighter containing soybeans slammed into the rocks off Nightingale Island in the Tristan da Cunha archipelago (a World Heritage site) in the south Atlantic. The freighter broke in half and sank, dumping at least 1500 tons of fuel oil in the seas, which formed a heavy oil slick around the island, threatening marine life. The penguins attracted the most attention as they are critically endangered. Because of the remote location, it took wildlife rescue teams nearly a week to reach the island by boat and set up operations. Wildlife biologists estimate that half of the 20,000 penguin colony have had some exposure to the oil and over 300 oiled penguins have already died.
- 3 Thanks to outreach and updates by marine biologist David Guggenheim, the difficult wildlife rescue operation is starting to get broader attention by NGOs<sup>1</sup> and the media. CNN has finally covered the story.
- 4 This tragedy has been filled with unsung acts of heroism large and small. I want to sing their praises.
- 5 Shortly after the freighter ran aground, the cruise ship Prince Albert and fishing vessel Edinburgh responded to the distress signal and assisted in the difficult task of evacuating the 22 crew members of the MS Oliva (Valetta) before it broke apart and sank. A rescue team from the Prince Albert used small pontoon vessels to reach the stricken ship, navigating rough seas and rocks in the process. The crew members were brought to the Edinburgh, which was small enough to dock on the island.
- 6 The residents of the island and the wildlife rescue teams have been working around the clock to save the penguins and other marine animals affected by

the oil. There are other affected

- 7 (1) Locate and search the seas to find the penguins, plucking the penguins from sea-splash.
- 8 At last report, the birds and seals are
- 9 (2) Treat the oiled penguins. This requires a labor of love from several dozen
- 10 Once treated, the swimming pool is cleaned frequently.
- 11 The more severe cases are in warehouses and observation. To prevent pneumonia, the pens and





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# ISAT Comprehension

1

Which is a synonym for the word *collapses* in paragraph 7?

- A Falls
- B Steals
- C Squats
- D Jumps

2

What happened *before* the baseball game at school started?

- A Nicole hit a homerun in the park.
- B Nicole hit a homerun in gym class.
- C Nicole teased children on the field.
- D Nicole was often picked first for teams.





# PARCC Comprehension

Refer to the article by Lauren Tarshis titled “The Amazing Penguin Rescue” and the article by Dyan deNapoli titled “The Amazing Penguin Rescue.” Then answer questions 13 and 14.

## 13. Part A

Which sentence **best** states a difference between how information is presented in the article by Lauren Tarshis and how information is presented in the article by Dyan deNapoli?

- Ⓐ The article by Tarshis puts the reader in the role of a penguin affected by an oil spill event, while the article by deNapoli tells how a person was affected by an oil spill event.
- Ⓑ The article by Tarshis focuses on statistics to provide more information about an oil spill event, while the article by deNapoli shares the emotional effects on rescuers after an oil spill event.
- Ⓒ The article by Tarshis tells about the cause of an oil spill event, while the article by deNapoli highlights the process used to clean the penguins affected by an oil spill event.
- Ⓓ The article by Tarshis offers details about the experience of the rescuers who assist after an oil spill event, while the article by deNapoli discusses the causes of an oil spill event.

## Part B

Select **two** details from the articles that support the answer to Part A. Select one detail from the article by Lauren Tarshis and one detail from the article by Dyan deNapoli.

- Ⓐ “As it sank, 1,300 tons of toxic crude oil gushed into the sea.” (from the article by Tarshis)
- Ⓑ “You are not the only penguin that has become soaked with the poisonous oil.” (from the article by Tarshis)
- Ⓒ “And they intend to save every single one.” (from the article by Tarshis)
- Ⓓ “I was about to take part in what would become the largest animal rescue operation ever attempted.” (from the article by deNapoli)
- Ⓔ “The rescuers had set up makeshift pools, which held about 100 oiled birds each.” (from the article by deNapoli)
- Ⓕ “It takes two people—one to hold the penguin, another to do the washing.” (from the article by deNapoli)

Refer to the article by Lauren Tarshis titled “The Amazing Penguin Rescue” and the article by Dyan deNapoli titled “The Amazing Penguin Rescue.” Then answer questions 13 and 14.

**13. Part A**

Which sentence **best** states a difference between how information is presented in the article by Lauren Tarshis and how information is presented in the article by Dyan deNapoli?

- Ⓐ The article by Tarshis puts the reader in the role of a penguin affected by an oil spill event, while the article by deNapoli tells how a person was affected by an oil spill event.
- Ⓑ The article by Tarshis focuses on statistics to provide more information about an oil spill event, while the article by deNapoli shares the emotional effects on rescuers after an oil spill event.
- Ⓒ The article by Tarshis tells about the cause of an oil spill event, while the article by deNapoli highlights the process used to clean the penguins affected by an oil spill event.
- Ⓓ The article by Tarshis offers details about the experience of the rescuers who assist after an oil spill event, while the article by deNapoli discusses the causes of an oil spill event.

**Part B**

Select **two** details from the articles that support the answer to Part A. Select one detail from the article by Lauren Tarshis and one detail from the article by Dyan deNapoli.

- Ⓐ “As it sank, 1,300 tons of toxic crude oil gushed into the sea.” (from the article by Tarshis)
- Ⓑ “You are not the only penguin that has become soaked with the poisonous oil.” (from the article by Tarshis)
- Ⓒ “And they intend to save every single one.” (from the article by Tarshis)
- Ⓓ “I was about to take part in what would become the largest animal rescue operation ever attempted.” (from the article by deNapoli)
- Ⓔ “The rescuers had set up makeshift pools, which held about 100 oiled birds each.” (from the article by deNapoli)
- Ⓕ “It takes two people—one to hold the penguin, another to do the washing.” (from the article by deNapoli)

# ISAT Comprehension

1

Which is a synonym for the word *collapses* in paragraph 7?

- A Falls
- B Steals
- C Squats
- D Jumps

2

What happened *before* the baseball game at school started?

- A Nicole hit a homerun in the park.
- B Nicole hit a homerun in gym class.
- C Nicole teased children on the field.
- D Nicole was often picked first for teams.

# ISAT Written Response

1

What does the author want the reader to learn from Nicole's success? Use information from the passage and your own observations and conclusions to support your answer.

# PARCC Written Response

Refer to the article by Lauren Tarshis titled "The Amazing Penguin Rescue," the article by Dyan deNapoli titled "The Amazing Penguin Rescue," and the article "Update on Penguin Rescue Efforts from Oil Spill in South Atlantic." Then answer question 17.

**17.** You have read three articles about penguin rescue efforts after an oil spill.

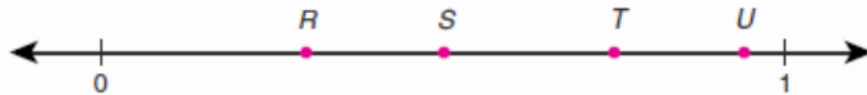
- from "The Amazing Penguin Rescue" by Lauren Tarshis
- "The Amazing Penguin Rescue" by Dyan deNapoli
- "Update on Penguin Rescue Efforts from Oil Spill in South Atlantic"

Write an essay explaining the similarities and differences in each article's point of view about penguin rescue efforts after an oil spill. Support your essay with information from all **three** sources.

# ISAT Math Computation

3

Which letter on the number line below best represents the location of  $\frac{3}{4}$ ?



**A** R

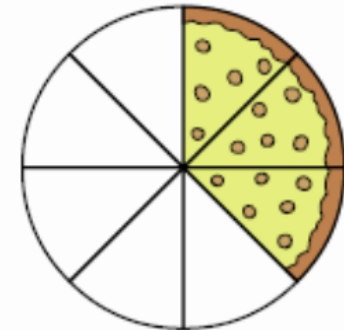
**B** S

**C** T

**D** U

6

A pizza was cut into 8 equal pieces. Ben ate 2 pieces, and Sam ate 3 pieces.



What fractional part of the pizza did Ben and Sam eat?

$\frac{3}{8}$

**A**

$\frac{3}{5}$

**B**

$\frac{5}{8}$

**C**

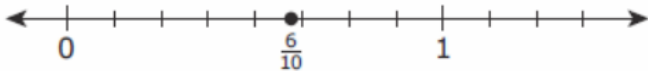
$\frac{8}{5}$

**D**



# PARCC Math Computation

9. On Saturday, Craig rode his bike  $\frac{5}{8}$  of a mile. On Sunday, he rode his bike  $\frac{1}{2}$  of a mile. Craig added  $\frac{5}{8}$  and  $\frac{1}{2}$  to find the total distance, in miles, he rode his bike on the two days. Craig said  $\frac{5}{8} + \frac{1}{2} = \frac{6}{10}$  and plotted  $\frac{6}{10}$  on this number line.



- Explain why Craig's answer is not reasonable.
- Find the total distance, in miles, Craig rode on his bike on Saturday and Sunday.
- Explain how to use the number line to show your answer is correct.

Enter your answer and explanations in the space provided.

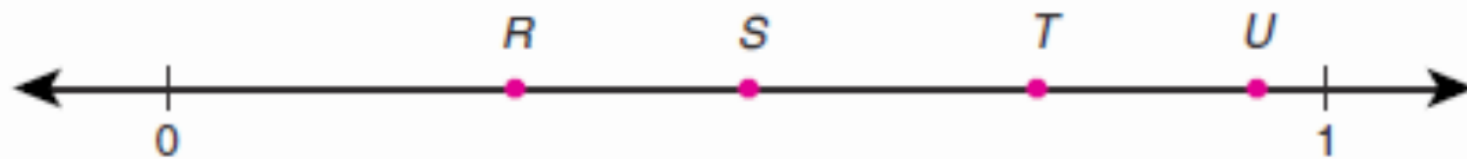
10. Which statement describes  $\frac{3}{8} \times \frac{4}{9}$ ?

- Ⓐ  $\frac{3}{8} \times \frac{4}{9}$  is 3 groups of  $\frac{4}{9}$ , divided into 8 equal parts.
- Ⓑ  $\frac{3}{8} \times \frac{4}{9}$  is 8 groups of  $\frac{4}{9}$ , divided into 3 equal parts.
- Ⓒ  $\frac{3}{8} \times \frac{4}{9}$  is 3 groups of  $\frac{4}{9}$ , divided into 72 equal parts.
- Ⓓ  $\frac{3}{8} \times \frac{4}{9}$  is 8 groups of  $\frac{4}{9}$ , divided into 12 equal parts.



3

Which letter on the number line below best represents the location of  $\frac{3}{4}$ ?



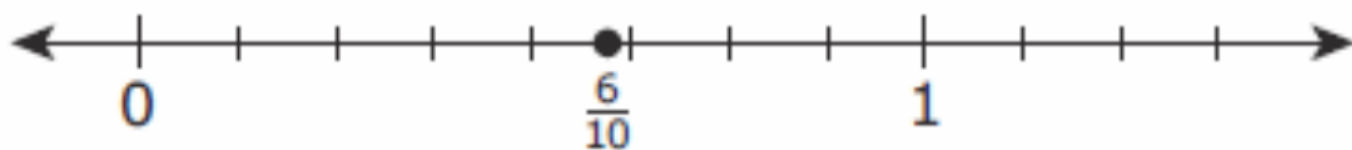
**A** *R*

**B** *S*

**C** *T*

**D** *U*

9. On Saturday, Craig rode his bike  $\frac{5}{8}$  of a mile. On Sunday, he rode his bike  $\frac{1}{2}$  of a mile. Craig added  $\frac{5}{8}$  and  $\frac{1}{2}$  to find the total distance, in miles, he rode his bike on the two days. Craig said  $\frac{5}{8} + \frac{1}{2} = \frac{6}{10}$  and plotted  $\frac{6}{10}$  on this number line.

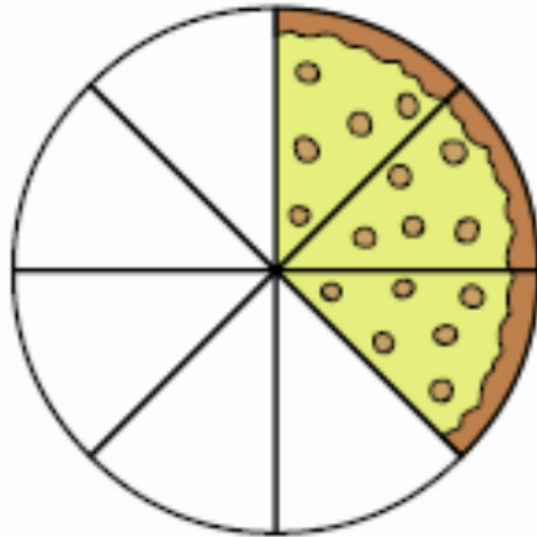


- Explain why Craig's answer is not reasonable.
- Find the total distance, in miles, Craig rode on his bike on Saturday and Sunday.
- Explain how to use the number line to show your answer is correct.

Enter your answer and explanations in the space provided.

**6**

A pizza was cut into 8 equal pieces. Ben ate 2 pieces, and Sam ate 3 pieces.



What fractional part of the pizza did Ben and Sam eat?

$$\frac{3}{8}$$

**A**

$$\frac{3}{5}$$

**B**

$$\frac{5}{8}$$

**C**

$$\frac{8}{5}$$

**D**

?

**D U**

**10.** Which statement describes  $\frac{3}{8} \times \frac{4}{9}$ ?

- Ⓐ  $\frac{3}{8} \times \frac{4}{9}$  is 3 groups of  $\frac{4}{9}$ , divided into 8 equal parts.
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# ISAT Math Problem Solving

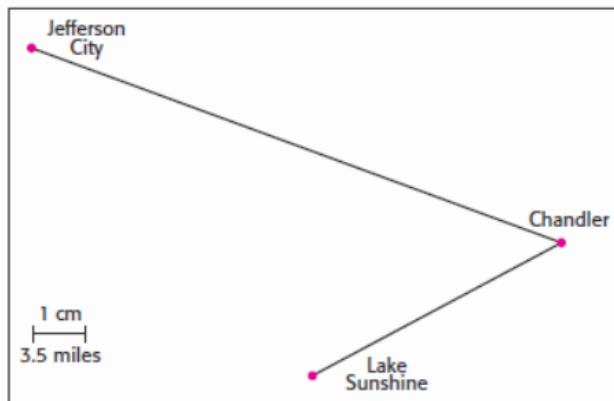
Below is an extended-response sample item, followed by 3 student samples.

This extended-response sample item is classified to assessment objective 7.5.07, "Solve problems involving map interpretation (e.g., one inch represents five miles, so two inches represent ten miles)."

1

Use your centimeter ruler to help you answer this problem.

Below is a map showing the locations of Jefferson City, Chandler, and Lake Sunshine.



What is the total distance in miles from Jefferson City to Chandler to Lake Sunshine?

Show all your work. Explain in words how you found your answer. Write why you took the steps you did to solve the problem.

## DIRECTIONS

Make sure you

- show all your work in solving the problem,
- clearly label your answer,
- write in words how you solved the problem,
- write in words why you took the steps you did to solve the problem, and
- write as clearly as you can.

Below is an extended-response sample item, followed by 3 student samples.

This extended-response sample item is classified to assessment objective 7.5.07, "Solve problems involving map interpretation (e.g., one inch represents five miles, so two inches represent ten miles)."

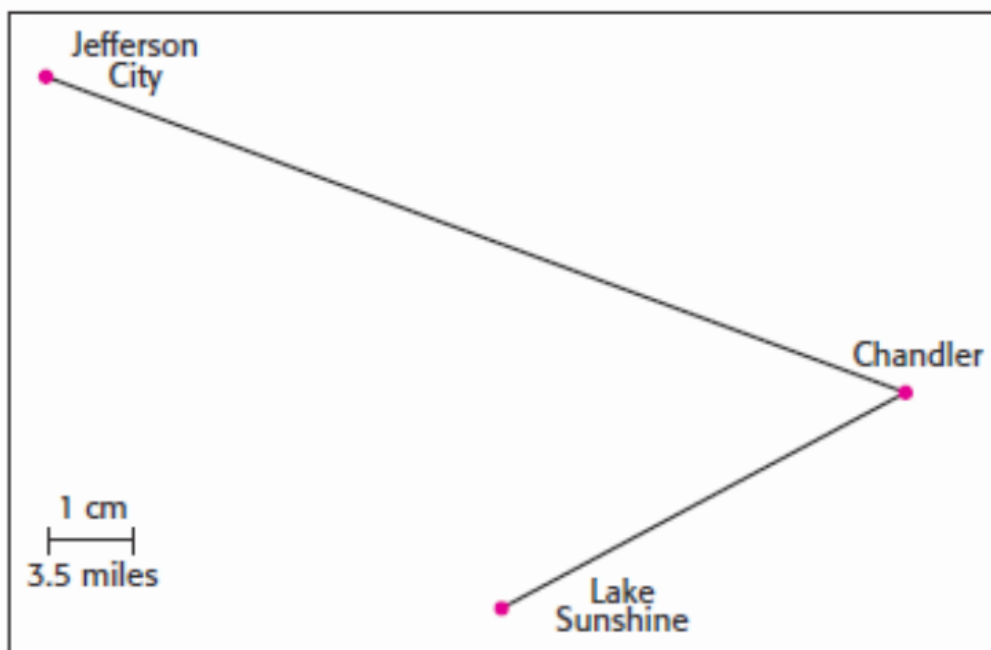
**DIRECT**

- Make sure
- show a
- clearly
- write in
- write in
- write a

1

Use your centimeter ruler to help you answer this problem.

Below is a map showing the locations of Jefferson City, Chandler, and Lake Sunshine.



What is the total distance in miles from Jefferson City to Chandler to Lake Sunshine?

Show all your work. Explain in words how you found your answer. Write why you took the steps you did to solve the problem.

# Problem Solving

## **DIRECTIONS**

**Make sure you**

- show all your work in solving the problem,**
- clearly label your answer,**
- write in words how you solved the problem,**
- write in words why you took the steps you did to solve the problem, and**
- write as clearly as you can.**

# PARCC Math Problem Solving

Use the information provided to answer Part A through Part C for question 14.

Shannon is building a rectangular garden that is 18 feet wide and 27 feet long.

## 14. Part A

Write an equation that represents the area of Shannon's garden. In your equation, let  $g$  represent the area of Shannon's garden. Then solve your equation.

Enter your equation and your solution in the space provided.

## Part B

Shannon is putting a fence around the garden, except where there is a gate that is 3 feet wide.

One foot of the fence costs \$43. The cost of the gate is \$128.

Write an expression that represents the total cost of the fence and the gate.

Explain how you determined your expression.

Enter your expression and your explanation in the space provided.

## Part C

Use your expression from Part B to find the total cost, in dollars, of the fence and the gate.

Enter your answer in the space provided.



# PARCC Math P

Use the information provided to answer question 14.

Shannon is building a rectangular garden

## 14. Part A

Write an equation that represents the area of Shannon's garden. In your equation, let  $g$  represent the area of Shannon's garden. Then solve your equation.

Enter your equation and your solution in the space provided.

## Part B

Shannon is putting a fence around the garden. She has a gate that is 3 feet wide.

One foot of the fence costs \$43. The total cost of the fence is \$1,716.

Write an expression that represents the total cost of the fence.

the area of Shannon's garden. In your  
of Shannon's garden. Then solve your

tion in the space provided.

### **Part B**

Shannon is putting a fence around the garden, except where there is a gate that is 3 feet wide.

One foot of the fence costs \$43. The cost of the gate is \$128.

Write an expression that represents the total cost of the fence and the gate.

Explain how you determined your expression.

Enter your expression and your explanation in the space provided.

### **Part C**

Use your expression from Part  
fence and the gate.

cost of the gate is \$120.

the total cost of the fence and the

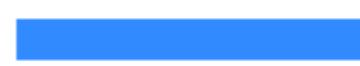
ession.

tion in the space provided.

### Part C

Use your expression from Part B to find the total cost, in dollars, of the fence and the gate.

Enter your answer in the space provided.



# Big Ideas

Intent of the Common Core:

Critical Thinking  
Deep Conceptual Understanding  
Problem Solving  
Communication  
Evidence



We are: Self-directed, lifelong learners;  
Effective communicators;  
Complex, creative, & adaptive thinkers;  
And collaborative & productive citizens.




**A shifting Landscape**




**Key Ideas**

- The landscape of assessment is shifting
- The focus is on measuring student learning
- The focus is on measuring student learning
- The focus is on measuring student learning


**ISAT Math Computation**




**PARCC Math Computation**



**ISAT Math Problem Solving**



**PARCC Math Problem Solving**



**Math Data**

Grade	5
Subject	Math
Item	1234
Score	100

**ELA Skills**

- Reading
- Writing
- Speaking and Listening
- Language

**PBA and EOY**


- Progress Based Assessment (PBA)
- End of Year (EOY)
- End of Course (EOC)

We are: Self-directed lifelong learners,  
Effective communicators,  
Complex, creative & analytic thinkers,  
And collaborative & productive citizens.


# PARCC Updates




**ISAT Comprehension**




**PARCC Comprehension**



**ISAT Written Response**




**PARCC Written Response**




**Item and Item**

ISAT to PARCC @ 5th grade



**PARCC Test**



We are: Self-directed, lifelong learners;  
Effective communicators;  
Complex, creative, & adaptive thinkers;  
And collaborative & productive citizens.



# PARCC Updates

