PROFESSIONAL LEARNING TEAM REPORT
School Year: 2015-2016

PLT Title

A Walk in the PARCC

Blurb for PLT Conference Brochure

There is currently a lot going on with MCAS and PARCC tests. This year, we explored, examined and investigated the Algebra 1, Geometry, and Algebra 2 PARCC exams. Come meet with us to see what we've learned!

Contact Information *(Write * next to facilitator's name.)*

Name	School	Grade Level or Subject
Jen Aller	BHS	Mathematics 9-12
Patty Harper	BHS	Mathematics 9-12
Jennifer Hebert*	BHS	Mathematics 9-12
Diane Lints	BHS	Mathematics 9-12
Jacqueline Lovett	BHS	Mathematics 9-12
Dan Moresco	BHS	Mathematics 9-12
Mark Olowinski	BHS	Mathematics 9-12
Jess Pulido	BHS	Mathematics 9-12
Seema Shah	BHS	Mathematics 9-12
Julia Snell	BHS	Mathematics 9-12
Rob Sutton	BHS	Mathematics 9-12

PLT SMART Goal

During the 2015-2016 school year, we will explore, examine and investigate the high school PARCC exams in order to collect information to guide us next year in designing a department resource (such as a binder with lessons and practice problems). Indicator I.A.3

Key Actions

1. Locate and collect all high school PARCC exams

In Algebra 1, Geometry, and Algebra 2 groups, we printed the Performance Based Assessment and the End of the Year Assessment of the 2015 PARCC Exam.

2. Analyze the PARCC exams in subject groups for content, style, and format

3. Align the PARCC questions with current subject's curriculum

Findings

Algebra 1

- Style of questions are inherently different than what is typically used on assessments: check all that apply, select each correct statement with up to 6 answer choices, enter answer in a grid box, multi-part questions, very wordy, and critical thinking and analyzing skills frequently used more than simple fact recall or performing operation questions
- Content questions are focused around curriculum that typically occurs towards end of Algebra 1 as opposed to beginning of the year content

- Some content that is present on the PARCC Exam is not covered in the current Algebra 1 course: Exponential functions, transformations of general functions, reading and Interpreting information about a given function based on its graph, and describing real number system

Geometry:

- The honors course needs to add transformations
- The CP course needs to add constructions
- Both courses need to add coordinate circle geometry
- There were many different questions types, such as "select all that apply" and multi-step word problems. Students were asked to demonstrate their ability to analyze instead of plugging into a formula.

Algebra 2

- Many of the questions are in forms students are not familiar with. Some examples of these questions are: Select all that apply, more than three or four choices in multiple choice questions, progressive questions that require many steps to complete
- Out of 33 question types in the End of Year Assessment, five questions came from the Statistics standards that we do not cover to that degree.
- Exponential modeling is heavily covered in the test. Although we have integrated more exponential function practice in the Algebra 2 curriculum, we still do not cover to the degree of questions asked on the PARCC test.
- The PARCC is completed on a computer. This creates a unique challenge in Math since students do not currently take Math tests on computers. This is worrisome since it is necessary to answer in an exact manner, but many answers can be written in many different ways.

Recommendations / Next Steps

We need to wait for updates on MCAS 2.0 to make our work next year more meaningful.

We will be more mindful of creating thought provoking questions.

We will try to incorporate missing standards that are covered in the PARCC Exam and not in our current curriculum.