



**Howard  
County**  
Public School System

**African American Community Parent  
Academy • Middle School Math & ELA  
PARCC Breakout Session  
March 14, 2015**

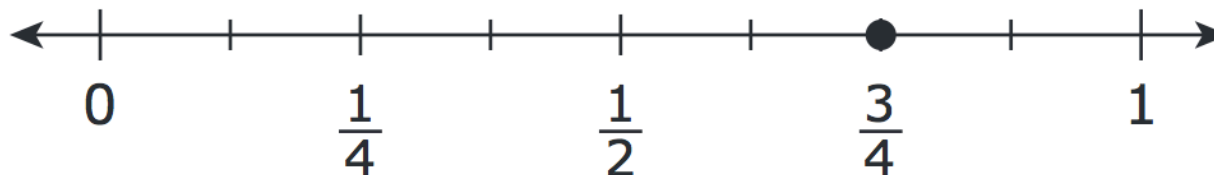


# OUTCOMES

- Examine the relationship between Maryland's College and Career-Ready Standards and PARCC
- Become more familiar with the PARCC Accessibility System and how it supports all students

Use the information provided to answer Part A and Part B for question 13.

This diagram shows a number line.



**13. Part A**

James has a board that is  $\frac{3}{4}$  foot long. He wants to cut the board into pieces that are each  $\frac{1}{8}$  foot long.

How many pieces can James cut from the board? Explain how James can use the number line diagram to determine the number of pieces he can cut from the board.

Enter your answer and your explanation in the space provided.

# HCPSS Administration

- Performance Based Assessment (PBA)
  - Window: March 2-27
- End of Year Assessment (EOY)
  - Window: April 20 – May 15
- English Language Arts (ELA)
  - 3rd-8th Grade and 10th Grade
- Math
  - 3rd-8th Grade, Algebra 1 and Algebra 2



# HCPSS Family Mathematics Support Center

Welcome

Toolkit

Elementary Math

Middle School Mathematics

High School Mathematics

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Search



**HCPSS schools, families, and the community--*together*, building mathematical proficiency for ALL students.**

The HCPSS Family Mathematics Support Center helps families:

- 1) Gain a better understanding of their child's mathematics program
- 2) Refresh or build understanding of new (or unfamiliar) math concepts, skills, and practices
- 3) Provide additional support and practice opportunities for students, as needed throughout the school year.

**Start by selecting a level** (e.g., elementary, middle or high school mathematics) **and course/grade.**

[Learn more](#)

1. Visit <http://www.hcpss.org>
2. Choose **Academics.**
3. Select **Mathematics.**
4. Click on the **Mathematics Support Center** link.

[HCPSSfamilymath.weebly.com](http://HCPSSfamilymath.weebly.com)



# PARCC Mathematics Assessments

Administered annually in Grades 3-8 and in HS mathematics courses (Algebra I and Algebra II)

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

- Includes both short and extended response questions focused on the use and application of mathematics content, knowledge, and skills

## **End Of Year Assessment (EOY):**

- Primarily short answer questions focused on knowledge, skills, and understandings



## PARCC Assessments

[PARCC Assessments](#)

[PARCC Accommodations](#)

[PARCC Accessibility Features](#)

[PARCC Sessions](#)

[www.hcpss.org/  
Academics/testing/PARCC](http://www.hcpss.org/Academics/testing/PARCC)

- Sample questions
- Practice tests
- Accessibility features
- Accommodations
- More details

Beginning in the 2014–2015 school year, all Maryland students will take the [PARCC](#), a new assessment test designed by the Partnership for Assessment of Readiness for College and Careers.

PARCC is a group of states, including Maryland, working together to develop new student assessments aligned with new curriculum standards.



The PARCC tests are designed to match the [Maryland College and Career-Ready Standards](#) and will provide a better assessment of whether students are meeting grade-level expectations and are on track for college or a career by the time they graduate from high school. The new assessments replace the Maryland School Assessments (MSA) in English and mathematics in grades 3-8, and replace the High School Assessments (HSA) in Algebra I and English 10. The science MSA will continue to be given to students in grades 5 and 8.

# How can you help your student in math?

- The best thing you can do is **ask questions**. Then **listen to what your student says**. Often, simply explaining something out loud can help your student figure out the problem.
- Encourage your student to **show all work**, complete with written descriptions of all thinking processes. This record will give your students something to look back on, either to review or to fix a mistake, and can also help the teacher understand how the problem was solved.
- Think of yourself as **more of a guide than a teacher**. **Don't take over** for your student. Doing that only encourages him/her to give up easily or to ask for help when a problem becomes difficult.



# Supporting the Mathematics Reasoning and Sense-Making at Home

What does this problem (solution) mean? Why does your method work?



What are some of the decisions you made? Do agree or disagree with those decisions NOW?



Did you use any models or other representations to help solve the problem?



Did you solve the problem in a different way? How do you know?

Would you like to change something about your solution now that you have heard thought of other ideas?

Does your answer make sense to you?



Are your explanations the same as anyone else's? How are they different?



## PARCC Livestream Chats

- *On-Demand Videos*

[www.hcppss.org/academics/testing/PARCC](http://www.hcppss.org/academics/testing/PARCC)