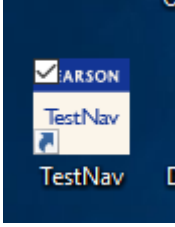
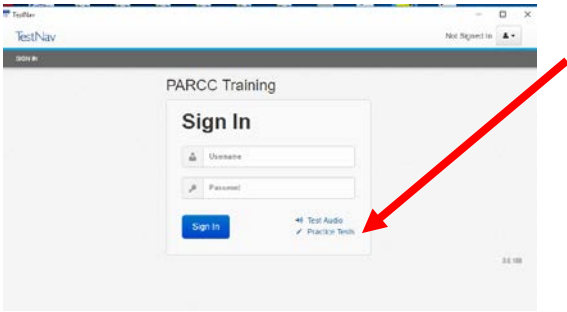

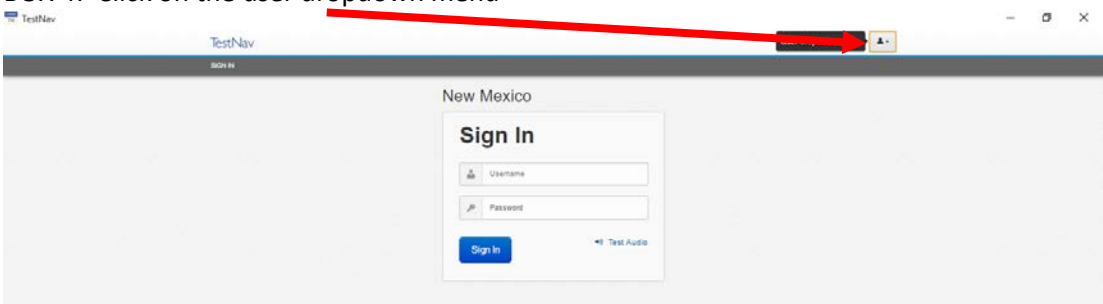
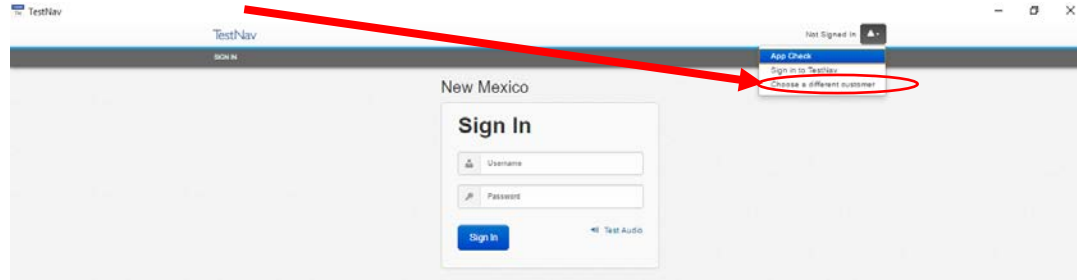


DSE: A Walk in the Park Agenda: Thursday, March 30, 2017.

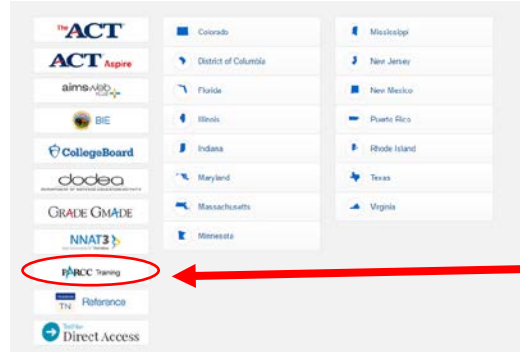
11:30 to 12:00-Reading and 2:50 to 3:20-Math

<p>Teacher-You should project this so the students can follow along on their Chromebook.</p>	<p>Students ( I cannot snip the Chromebook desktop ☹)</p>
<p>BOX 1: Go to the PARCC portal on the desktop</p> 	<p>Students do not log into their Chrome Book. They go to the App link at the bottom of start-up window and click on Test Nav.</p>
<p>BOX 2: Click on “PARCC Practice Tests” link without logging in. <b>If you do not see this function go to BOX 3.</b> If you see this item and can get into the practice test go to BOX 7.</p> 	<p>Students click on PARCC Practice Tests, as well.</p>
<p>BOX 3: If the student does not have the “Practice Test” option, they will need to change the customer login from New Mexico to PARCC training.</p>  <p>Oh dear! There is no practice test option. Should I panic??? No. Go to BOX 4. ☺</p>	
<p>BOX 4: Click on the user dropdown menu</p> 	

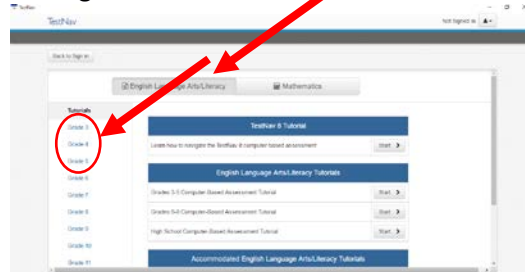
BOX 5: Click on "Choose a Different Customer."



BOX 6: Click on "PARCC Training" and return to box 3.

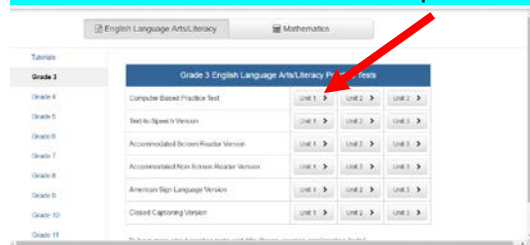


BOX 7: Choose the Subject and Grade-level that you are testing.



Students also choose the subject and Grade-level that they are testing in.

BOX 8: For reading, all students will choose the "computer based practice test" (UNIT 1). In math, the students will choose the "text-to-speech" version.

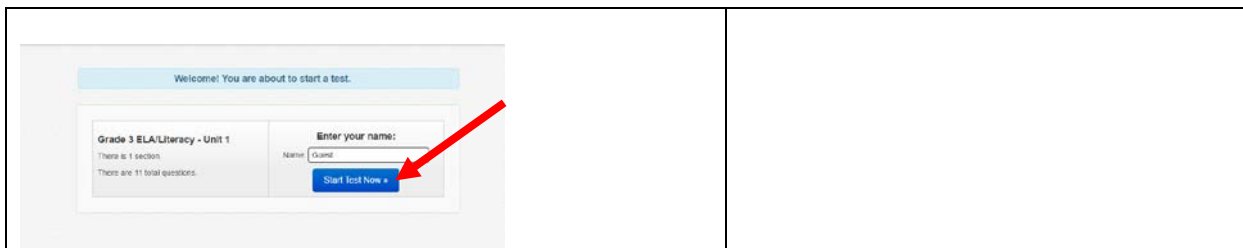


Students will do the same.

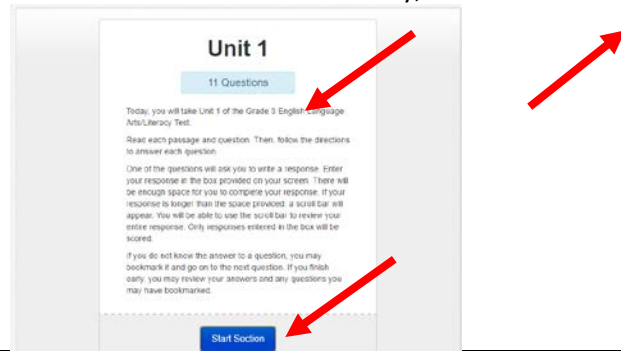
Reading: Computer Based Practice Test  
Math: Text-to-Speech Version

BOX 9: Leave the username as "GUEST." Click "Start Test Now."

Students do the same



BOX 10: Make a note that the start page tells the students how many questions they need to answer. Also, read the directions, which will also be read to every student on the actual test. Finally, click “Start Selection.”



Make a note to read the directions for every test. It may seem redundant but it is important for the standardization of the test for all students in all states. If directions are not read for every unit, exactly as written, that will be considered a testing irregularity and can cause all the tests to be thrown out by the NM PED. If that causes the school to go below the 95% participation rate, the school might drop a letter grade. Read all directions each and every time you give the test.

BOX 11: Emphasize the toolbar at the top of the test. The arrows allow the students to navigate forwards and backwards through the test from question to question.



BOX 12: Next, the “review” button lets the students see which questions they have completed and which questions they still need to complete at a single glance. Remind students that they need to review the test prior to closing out to make sure they did not miss any questions. You will not get to tell them this information during the actual PARCC test so inform students today. The “bookmark” button highlights a question that the student might want to return back to during the test. It will be indicated when they select the “review” button as being bookmarked. Once answered, the student will need to deselect “bookmark” button.



BOX 13: The next set of buttons are used during answering. The “X” is an answer eliminator. Students use this button to indicate which answers they know are not correct so they don’t re-read them while reviewing their answers.



BOX 14: This is what the screen should look like if students used the answer eliminator correctly.

What does **cross** mean as it is used in paragraph 28 of "Johnny Chuck Finds the Best Thing in the World"?


- A. excited
- B. lost
- C. upset
- D. scared

**Part B**

Which statement **best** supports the answer to Part A?

- A. "... ran this way and ran that way ..."
- B. "... hadn't found the Best Thing in the World."
- C. "... they started up the Lone Little Path ..."
- D. "They didn't hurry now ..."

BOX 15: The arrow or "select tool" should be chosen when the students are ready to answer the question and discontinue the use of the answer eliminator for any specific question.



The screenshot shows the TestNav toolbar with the following elements from left to right: a left arrow, a right arrow, a 'Review' dropdown menu, a 'Bookmark' icon, a mouse cursor icon (the select tool), an eraser icon, and a close icon. A red arrow points to the mouse cursor icon. The toolbar is set against a dark background with the text 'GRADE 3 ELA/LITERACY - UNIT 1 / UNIT 1 / 1 OF 11' and 'Guest' visible.

BOX 16: The final tool is the notepad. The notepad is a pop-up tool so students can take notes during the test. Information placed in the notepad will not be scored so, if the answer is open-ended, the student will need to copy and paste information into the actual space provided for the answer. If the test time is limited due to the student not qualifying for extended time, students SHOULD NOT use this function because it could take longer than the assessment allows to transfer information from the notepad to the answer box. Students should only use this tool if they know how to copy and paste.



The screenshot shows the TestNav toolbar with the following elements from left to right: a left arrow, a right arrow, a 'Review' dropdown menu, a 'Bookmark' icon, a notepad icon (the notepad tool), an eraser icon, and a close icon. A red arrow points to the notepad icon. The toolbar is set against a dark background with the text 'GRADE 3 ELA/LITERACY - UNIT 1 / UNIT 1 / 1 OF 11' and 'Guest' visible.

BOX 17: Make a note to inform the students on how to identify if the question is single choice or multi choice response. A ○ circle indicates that the student only has one answer choice in a question. A □ square indicates that the student has multiple answer choices (more than one answer is correct and the student needs to pick them all). Usually, a multi choice question TELLS the student to choose from a specific number such as “choose two details.”

**Part A**

How do the ideas in paragraph 11 build on ideas from paragraph 4 in the passage from *Pordy's Prickly Problem*?

- A. Paragraph 4 tells where Pordy will be living, and paragraph 11 tells why.
- B. Paragraph 4 introduces the idea that Pordy is safe, and paragraph 11 explains why.
- C. Paragraph 4 shows Pordy's mother is unhappy, and paragraph 11 describes some of the reasons why.
- D. Paragraph 4 tells why Pordy's mother wants her to climb the tree, and paragraph 11 gives more reasons why.

**Part B**

Which two details from the passage best support the answer to Part A?

- A. "Come on, Pordy, . . . ." (paragraph 4)
- B. ". . . she coaxed for the tenth time." (paragraph 4)
- C. "You're not safe down there." (paragraph 4)
- D. "We cannot run as fast as the fox . . . ." (paragraph 11)
- E. "So we stay up there." (paragraph 11)
- F. "Up in the branches." (paragraph 11)

BOX 18: Another important note is that students, when reading a passage, might see a word underlined. If you see any underlined words or phrases, the student can click on the word and it will open up a pop-up glossary that will give the student the definition and other pertinent information. (I couldn't find one on the practice tests to model).

BOX 19: For open responses, the students need to type the response in the space provided for the response. Only responses written in the box will be scored. If the response is longer than the space provides a scroll bar will appear and let the students move up and down throughout their answer.

**BOX 20:** For math, there are tool boxes that will be used to answer some of the questions. Discuss how these tools will be used and model their functionality with students. Specifically, play with the fractions and mixed fractions answer choices to give them practice.

Greg is volunteering at a track meet. He is in charge of providing the bottled water. Greg knows these facts:

- The track meet will last 3 days.
- There will be 117 athletes, 7 coaches, and 4 judges attending the track meet.
- One case of bottled water contains 24 bottles.

The table shows the number of bottles of water each athlete, coach, and judge will get for each day of the track meet.

Bottled Water for Track Meet	
Person Attending	Number of Bottles
Athlete	4
Coach	3
Judge	2

What is the **fewest** number of cases of bottled water Greg will need to provide for all the athletes, coaches, and judges at the track meet? Show your work or explain how you found your answer using equations.

Enter your answer and your work or explanation in the space provided.



Math symbols

+	-	×
÷	$\frac{\square}{\square}$	$\frac{\square}{\square}$
( )	[ ]	=
<	>	≠
\$	°	?



**BOX 21:** An example of an answer

What is the **fewest** number of cases of bottled water Greg will need to provide for all the athletes, coaches, and judges at the track meet? Show your work or explain how you found your answer using equations.

Enter your answer and your work or explanation in the space provided.



$(117 \times 4) + (7 \times 3) + (4 \times 2)$   
 $468 + 21 + 8 = 497$  bottles

$497 \times 3$  days  $\square = 1,491$  bottles

$1,491 \div 24$  bottles in a case  $\square = 62.1$  cases

I must add a case because if we have only 62 cases we will be short due to the remainder.

Math symbols

+	-	×
÷	$\frac{\square}{\square}$	$\frac{\square}{\square}$
( )	[ ]	=
<	>	≠
\$	°	?

What is the **fewest** number of cases of bottled water Greg will need to provide for all the athletes, coaches, and judges at the track meet? Show your work or explain how you found your answer using equations.

Enter your answer and your work or explanation in the space provided.



~~497~~  $\times 3$  days  $\square = 1,491$  bottles

$1,491 \div 24$  bottles in a case  $\square = 62.1$  cases

I must add a case because if we have only 62 cases we will be short due to the remainder. Therefore, I need 63 cases of water.

Math symbols

+	-	×
÷	$\frac{\square}{\square}$	$\frac{\square}{\square}$
( )	[ ]	=
<	>	≠
\$	°	?

