



La diferencia de PARCC:

Una mejor medición de lo que los estudiantes deben saber para alcanzar el éxito en cada nivel escolar

ANTES

En Lengua y Literatura, los exámenes solían incluir principalmente preguntas de opción múltiple, de modo que los estudiantes no expresaban sus ideas por escrito lo suficiente. En cambio, identificaban palabras sin usarlas en contexto.

En matemática, los estudiantes generalmente memorizaban procedimientos o fórmulas, pero no aprendían el razonamiento de conceptos matemáticos clave. En general, nuestros exámenes requerían que los estudiantes memorizaran información, en lugar de explicarla.

English Language Arts/Literacy, Grade 5

OLD TEST ITEM	PARCC TEST ITEM
<p>Which two words are synonyms for heap?</p> <p>A. pile B. row C. corner D. mound E. pattern</p>	<p>PART A What is the meaning of the word dictate as it is used in paragraph 23*?</p> <p>a. Hint b. Fix c. Understand d. Decide</p> <p>PART B Which phrase helps the reader understand the meaning of dictate?</p> <p>a. "...recreate the tree house..." b. "...determine the shape..." c. "...is less expensive to build..." d. "...has all the time in the world..."</p> <p><small>*Students will have a reading passage in front of them with numbered paragraphs to which they can refer.</small></p>
<p>WHAT'S DIFFERENT?</p>	
<p>Students must identify the meaning of words without context.</p>	<p>At first, this may look like the multiple choice questions of the past. But note that in Part A students have the advantage of the reading passage to gather meaning and, in Part B, students are asked to find words in the reading passage that back up their choice in Part A. PARCC focuses attention on vocabulary, particularly <i>academic language</i>, which is emphasized in the standards.</p>

AHORA

En Lengua y Literatura, los estudiantes deben leer, analizar y explicar el significado de lo que leen. PARCC evalúa la escritura en cada nivel y ayuda a que los estudiantes construyan un vocabulario.

En matemática, PARCC requiere que los estudiantes "razonen" en términos matemáticos, que usen los conceptos matemáticos para resolver problemas reales y que demuestren cómo llegaron a ese resultado.

Mathematics, Grade 4

OLD TEST ITEM	PARCC TEST ITEM
<p>Justine is using the stickers below to decorate a picture frame.</p> <p>1. What fraction of Justine's stickers are hearts? Which of the number in your fraction represents the whole set of stickers?</p> <p>2. Draw and label a number line and mark an X on the number line to show the location of the fraction of Justine's stickers that are ladybugs.</p> <p>BE SURE TO LABEL YOUR RESPONSES 1 AND 2.</p>	<p>Ava and Mia are comparing the fractions $\frac{3}{2}$ and $\frac{5}{6}$.</p> <p>PART A: Ava created this number line to graph $\frac{3}{2}$.</p> <p>Select the correct point on the number line to represent $\frac{3}{2}$.</p> <p>Mia created this number line to graph $\frac{5}{6}$.</p> <p>Select the correct point on the number line to represent $\frac{5}{6}$.</p> <p>PART B: Is $\frac{3}{2}$ greater than or less than $\frac{5}{6}$? Explain how you know.</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p>PART C: Write a fraction that is between $\frac{3}{2}$ and $\frac{5}{6}$.</p> <div style="border: 1px solid black; width: 100%; text-align: center; padding: 5px;"> <input style="width: 50px; height: 20px;" type="text"/> </div> <p>Explain how you know your fraction is between $\frac{3}{2}$ and $\frac{5}{6}$.</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>
<p>WHAT'S DIFFERENT?</p>	
<p>Notice the focus on procedure (counting, in this case). You can also see that students do not engage with the material.</p>	<p>The PARCC item is in several parts. Part A asks students to show they know that a fraction is a number, rather than just a ratio (like heart stickers to total number of stickers in the old test item). This puts the focus on understanding the concept. Students interact with the problem by placing fractions on the number line, an example of using technology to enhance the question.</p> <p>In Part B, students are asked to make sense of the fractions as numbers by comparing them — taking a step beyond just putting them on the number line.</p> <p>In Part C, students apply their understanding by creating a fraction that is between $\frac{3}{2}$ and $\frac{5}{6}$. You can see that the tasks build upon one another and ask students to do more than just procedures. Students are asked to demonstrate understanding and apply and explain their knowledge.</p>

"La participación de los padres es el mejor recurso para que el estudiante logre un excelente desempeño en la escuela. La Asociación de Padres y Maestros (PTA, por sus siglas en inglés) de Maryland se enorgullece en colaborar con el Departamento de Educación del estado de Maryland y otras entidades, con el fin de ayudar a los padres a comprender los resultados de los exámenes." — Elizabeth Ysla Leight, presidenta, PTA de Maryland