

## Tools and Resources

The tools and resources below will provide opportunities for states to engage, involve, and empower educators around the implementation of the Common Core State Standards (CCSS) and PARCC assessments. The development and dissemination of these resources should be built into each PARCC state’s communications and engagement plan. This will help ensure states are providing district leaders, administrators, school leaders and classroom teachers with regular, hands-on experiences with PARCC tools and resources – in alignment with the state’s broader engagement activities and any state-specific resources in development. All tools and resources will be available as they are released at <http://PARCCOnline.org>

Model Content Frameworks		
Model Content Frameworks	<b>Purpose</b>	The PARCC Model Content Frameworks identify the “big ideas” in the Common Core State Standards for each grade level, help determine the focus for the various PARCC assessment components, support the development of the PARCC assessment blueprints, and provide guidance to district- and school-level curriculum leaders around the development of aligned instructional materials.
	<b>Primary Audience(s)</b>	State and district curriculum directors are the primary audience or intended “user” of the content frameworks; the model frameworks are also accessible for teachers to use as a resource in their classroom
	<b>Timeline</b>	The Model Content Frameworks will be released in <b>Fall 2011</b> .
	<b>Relevant Talking Points/ Key Messages</b>	<ul style="list-style-type: none"> <li>• The Model Content Frameworks for English language arts/Literacy (ELA/literacy) and Mathematics aim to serve as a bridge between the standards and the PARCC assessments and provide greater insight into the Common Core State Standards (CCSS).</li> <li>• The model content frameworks are voluntary and are not intended to be curricula or scopes and sequences. Rather, their primary intended use is to support states and districts as they engage in their own curricular development efforts by providing more detail about the Common Core State Standards and their connection to the PARCC assessment system. In addition, they will provide a foundation for the PARCC test specifications and blueprints.</li> <li>• The Model Content Frameworks are being developed through a collaborative state-led process between state and national experts and members of the CCSS writing teams; PARCC helped manage this process. Part of this process included three rounds of review, including a public review in which about two-thirds of the nearly 2,000 comments have been submitted by K-12 educators.</li> </ul>

Model Instructional Units		
Model Instructional Units	Purpose	PARCC is developing model instructional units, which will be aligned to the Common Core State Standards and Model Content Frameworks. These model instructional units will serve multiple purposes: (a) provide educators across PARCC states with examples to concretely demonstrate a variety of means to implement the Common Core State Standards in the classroom; (b) allow for the development and sharing of ideas for instructional implementation of the CCSS across PARCC states; (c) encourage the development of additional PARCC tools useful to PARCC state educators as they implement the CCSS in the classroom and prepare for the PARCC assessments.
	Primary Audience(s)	The model instructional units will be developed for use by teachers and local and state curriculum directors.
	Timeline	It is expected that the first of the model instructional units will be available <b>Fall 2012</b> .
	Relevant Talking Points/ Key Messages	<ul style="list-style-type: none"> <li>Any model instructional units developed by PARCC will be voluntary and aim primarily to provide a common illustration of how the Common Core may be organized and taught in the classroom.</li> <li>The model instructional units will reflect, build on, and fill gaps in existing or in-process state-developed model units aligned to the Common Core State Standards and the PARCC assessments.</li> <li>The model units will be developed with educator input to ensure PARCC is developing materials that are most useful to educators.</li> <li>The model units will add to the robust set of instructional materials being developed across PARCC states, individually and collectively.</li> <li>The units will serve as resources that teachers can use in their classroom but will also serve as models for teachers and curriculum directors to use as they develop additional materials aligned to the CCSS.</li> </ul>

Item and Task Prototypes		
Item and Task Prototypes	Purpose	PARCC is contracting with two research universities, one that will focus on English language arts/literacy (ELA/literacy) and the other that will focus on mathematics, to develop models of innovative, online-delivered items and rich performance tasks proposed for use in the PARCC assessments. These prototypes will include both assessment and classroom-based tasks. It is expected that a portion of these tasks will be released to serve as sample tasks for PARCC states through the Partnership Resource Center.
	Primary Audience(s)	The released tasks will be available for use by a broad audience but are intended to serve as models for teachers, schools, districts, and states as they implement the Common Core State Standards and the PARCC assessments.
	Timeline	It is expected that the tasks will be piloted in Fall 2011 and Spring 2012 and be made available <b>Summer 2012</b> .

	<b>Relevant Talking Points/ Key Messages</b>	<ul style="list-style-type: none"> <li>• Educators will be involved throughout the development of the prototypes, including participating in content reviews, piloting of the items and tasks, and participating in data reviews. An iterative review process will allow many opportunities for educator feedback.</li> <li>• The development of prototypes is a critical component of PARCC’s goal of creating truly innovative item types that measure the full range and depth of the knowledge and skills in the Common Core State Standards.</li> <li>• The prototypes will generate samples/models of assessment and classroom items and tasks that reflect the innovation central to the PARCC assessment system.</li> </ul>
--	--	---

<b>Educator Leader Cadres</b>		
<b>Educator Leader Cadres</b>	<b>Purpose</b>	<p>PARCC will bring together 24-member teams of K-16 educators from across PARCC states to develop expertise on the CCSS and PARCC and to help them become leaders in their states and among their peers. The Educator Leader Cadres (ELC) will also play a role in the design and development of useful tools that are aligned to the Common Core and the PARCC assessments. Over time, the goal will be to help each state increase the size and impact of its educator leader cadre. States are encouraged to think about how the ELCs will fit into their broader plans for professional development and implementation. The goal of these ELCs is to help each state build and expand the number of educators who understand, support and feel ownership for the successful implementation of the CCSS and PARCC assessments.</p>
	<b>Primary Audience(s)</b>	<p>State teams will include K-12 teachers, school and district leaders, local and state curriculum directors, and postsecondary representatives.</p>
	<b>Timeline</b>	<p>The first Educator Leader Cadre meeting will occur in <b>2012</b>. There will be annual meetings of the cadres in 2013 and 2014. There will be two regional meetings held and each state team will attend one of the two meetings. Following each meeting, there will be continued engagement through online networking and learning modules.</p>
	<b>Relevant Talking Points/ Key Messages</b>	<ul style="list-style-type: none"> <li>• Participants in the Educator Leader Cadres will build expertise in the Common Core State Standards and PARCC assessments by engaging in analyses of the standards and sample tasks and by collaborating on the development of additional PARCC resources.</li> <li>• The ELCs will empower participating educators to be leaders in their states, districts and schools around the implementation of Common Core State Standards and common assessments.</li> </ul>

Professional Development Modules		
Professional Development Modules	Purpose	PARCC will develop professional development modules focused on the assessments. The modules will be a series of training programs to help teachers, school and district leaders, and testing coordinators understand the new assessment system. The programs will be administered and available online. The first set of planned modules will focus on the administration of the assessment and corresponding roles and responsibilities. The second set of planned modules will focus on use of the assessment data. Through these tools, teachers and school leaders will learn how to read results from the assessments, make inferences about the results, and diagnose learning gaps to make relevant instructional decisions.
	Primary Audience(s)	The professional development modules will be developed for use by teachers, instructional staff, and school and district administrators.
	Timeline	It is expected that the described professional development modules will be available <i>Spring/Summer 2013</i> .
	Relevant Talking Points/ Key Messages	<ul style="list-style-type: none"> <li>The online professional development modules will be a series of training programs to help those educators – including teachers, school and district leaders – who are directly responsible for administering the new PARCC assessments.</li> </ul>

College-Ready Tools		
College-Ready Tools	Purpose	PARCC will develop a set of college readiness tools aligned to the CCSS and PARCC assessments. PARCC is in the process of working with its member states and the higher education community to further define this set of tools. The set of tools may include a model 12 <sup>th</sup> -grade bridge course for students who don't score college ready on the high school assessment or online tools to help diagnose students' gaps in college-ready skills.
	Primary Audience(s)	The college readiness tools will be developed for use by teachers, school leaders, and higher education.
	Timeline	It is expected that the college readiness tools will be available <i>Winter/Spring 2014</i> .
	Relevant Talking Points/ Key Messages	<ul style="list-style-type: none"> <li>The college-ready tools will be developed collaboratively by K-12 and postsecondary educators, leaders and content experts to help strengthen the alignment between states' K-12 and postsecondary systems. The college-ready tools will be critical resources for those students who have gaps in their college- and career-ready academic preparation – and for the educators who are responsible for helping their students close those gaps before leaving high school.</li> <li>The college-ready tools will provide one way for teachers and school leaders to encourage students to make the most of their 12<sup>th</sup> grade year as they prepare for postsecondary opportunities.</li> </ul>

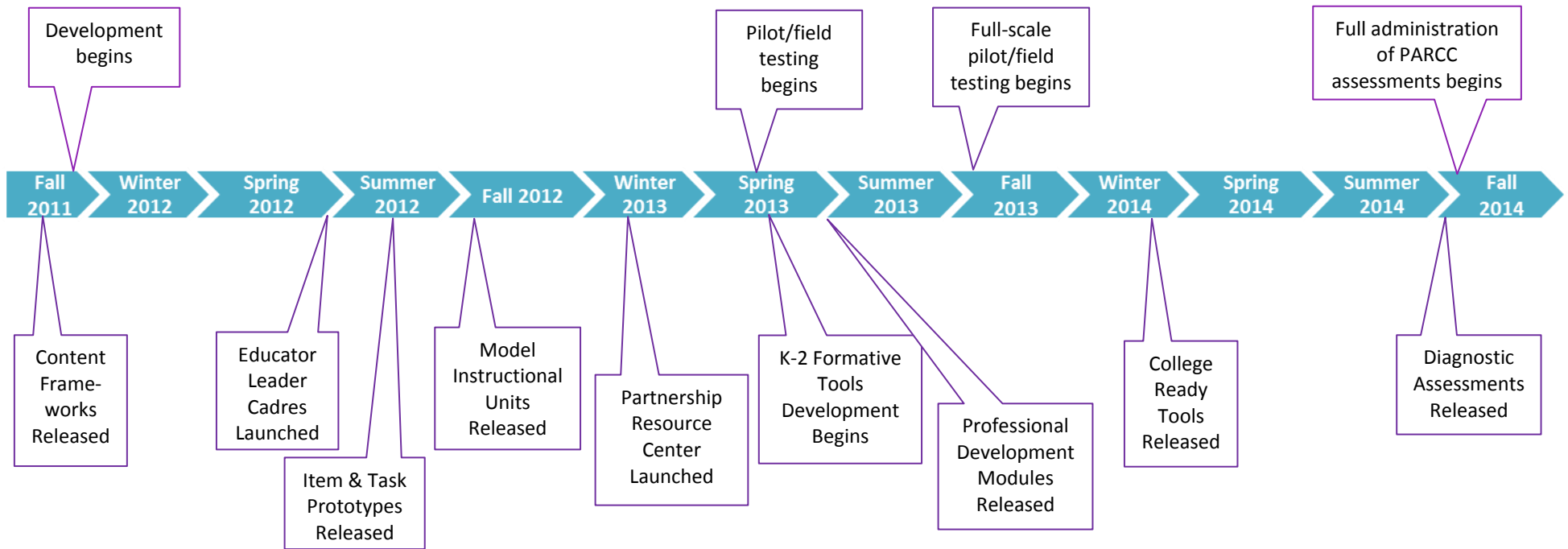
Diagnostic Assessments		
<b>Diagnostic Tools</b>	<b>Purpose</b>	PARCC will develop diagnostic assessments in reading <sup>1</sup> , writing and mathematics, which can be used by classroom teachers at any time throughout the school year to assess the extent to which students are on track to mastering the CCSS at their grade levels. The assessments will be used to inform instruction throughout the school year.
	<b>Primary Audience(s)</b>	The diagnostics assessments will be developed as a resource primarily for teachers.
	<b>Timeline</b>	It is expected that the diagnostic assessments will be available <b>Fall 2014</b> .
	<b>Relevant Talking Points/ Key Messages</b>	<ul style="list-style-type: none"> <li>• One element of the reading diagnostic assessment is a text complexity tool, which will provide a diagnostic of a student's ability to read texts independently in order to provide useful guidance to educators, parents, and students about appropriate texts for students when reading independently.</li> <li>• These assessments will be useful for the implementation of the ELA/Literacy CCSS in the classroom, as they will help educators meet the demands of the ELA/Literacy standards to teach appropriately complex texts by helping teachers understand what "appropriately complex" really means.</li> <li>• The diagnostic assessment in math will help educators understand the extent to which students have mastered the key ideas in mathematics ("highlighted domains") in order to pinpoint areas needing improvement or identify areas in which students are excelling. In addition, it will provide greater detail about students who are above and below grade level so teachers can individualize instruction.</li> </ul>

K-2 Formative Tools		
<b>K-2 Formative Tools</b>	<b>Purpose</b>	To help states measure student knowledge and skills across the full range of the CCSS, PARCC will develop optional assessment components for grades K–2. These formative tools will consist of developmentally-appropriate measures, including observations, checklists, running records and performance tasks that reflect milestones within given windows during the school year. The measures will produce results that identify appropriate interventions or enrichment activities and will be capable of supporting measures of growth.
	<b>Primary Audience(s)</b>	The K-2 formative tools will be developed as a resource for teachers but also for use by schools, districts, and states.
	<b>Timeline</b>	It is expected that development of the K-2 formative tools will begin in <b>Spring 2013</b> .
	<b>Relevant Talking Points/ Key Messages</b>	<ul style="list-style-type: none"> <li>• The voluntary K-2 tools will provide states with a model for administering a fully aligned K-12 assessment system, measuring the full range of the Common Core State Standards.</li> <li>• The K-2 tools will help educators prepare students for later grades and provide information for educators about the knowledge and skills of the students entering third grade, allowing classroom teachers and administrators to adjust instruction as necessary.</li> <li>• The K-2 tools are being designed to curtail learning gaps that develop during these early years, gaps that are often very hard to mitigate in later years.</li> </ul>

<sup>1</sup> The diagnostic assessment in reading was originally referred to as the "text complexity tool" in PARCC's Race to the Top application.

Partnership Resource Center		
Partnership Resource Center	Purpose	The Partnership Resource Center (PRC) will be an online warehouse of all the tools PARCC is developing, including the Model Content Frameworks, sample tasks and assessment items, and the model instructional units. Educators will be able to use these resources to develop additional tasks, create formative assessments, and align other instructional materials. PARCC will also populate the PRC with resources being developed independently and collectively by PARCC states and districts, as well as by relevant national organizations.
	Audience(s)	The PRC and the resources housed within it will be accessible to anyone interested in using them, including teachers, principals, students, parents, states, and the general public.
	Timeline	It is expected that the PRC will be available <b>Winter 2013</b> .
	Relevant Talking Points/ Key Messages	<ul style="list-style-type: none"> <li>• The PRC is intended to be a one-stop shop for resources aligned to the CCSS and PARCC.</li> <li>• Throughout the development of the PRC, PARCC will be coordinating with states and other organizations to ensure the PRC includes the highest-quality resources from across states, districts, and national organizations.</li> </ul>

## PARCC Assessment Implementation



## PARCC Tools & Resources Implementation

Many of the PARCC tools/resources will include periods of input before they are finalized. Some of this input will likely be collected through the Educator Leader Cadres (ELCs).