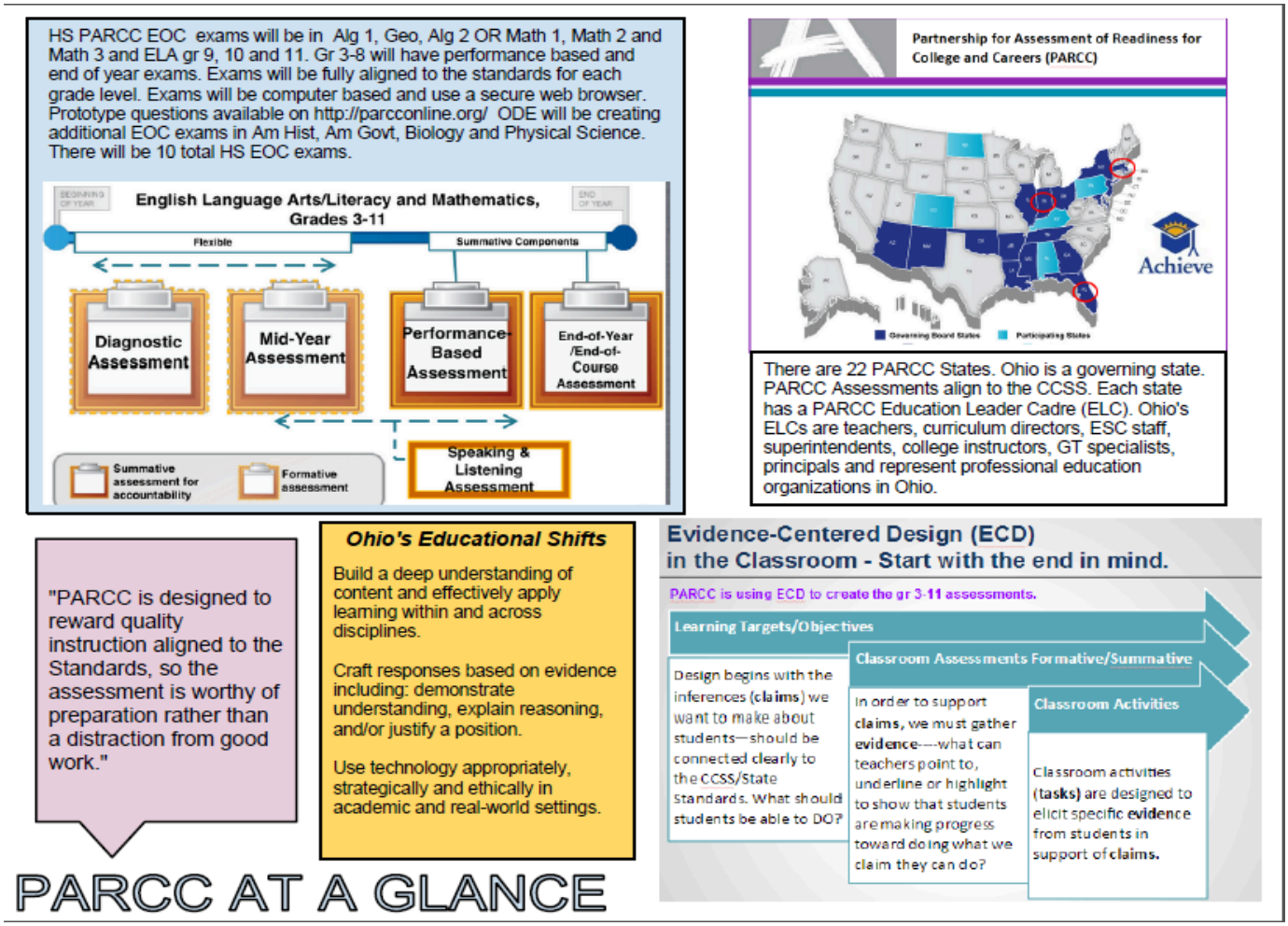
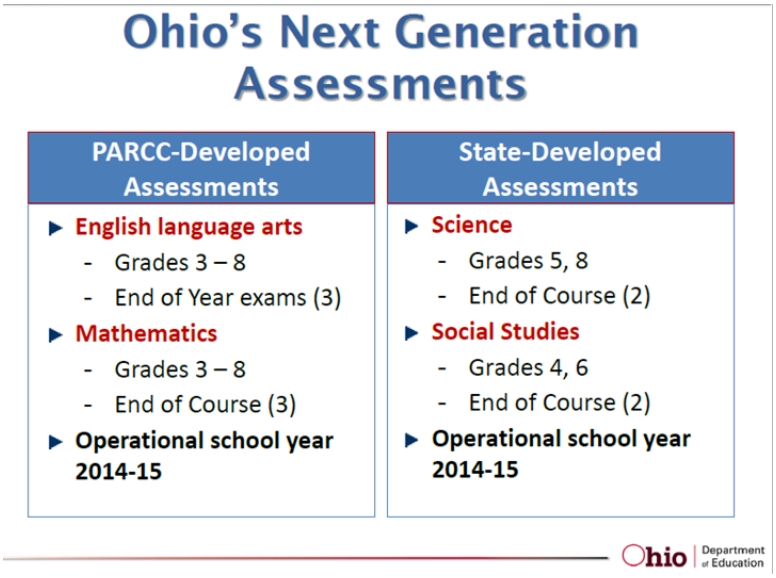
Information on PARCC and ODE regarding 2014-2015 testing





- **Note: In the 2014-2015 school year, End-of-Course exams will only be available in the spring.**
- **Note: The OAAs and OGT given in the 2012-2013 school year will remain the same as in previous years in both content and format.**
- **Note: The OAAs and OGT given in the 2013-2014 school year will have the same format as in previous years but may cover slightly different content. The major focus of these exams will be content that is common to both the current OACS and the new CCSS-M. However some content that**

is no longer a focus at a given grade level may still be included on the exams.

From the December Issue of "Ides of ODE"

Answers provided for PARCC mathematics questions

In response to many inquires about the implementing the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments for mathematics, the Office of Curriculum and Assessment will address several issues below. The FAQ document for mathematics also will be revised during the next several weeks.

Q. What PARCC End-of-Course exams will Ohio be using?

A. ODE expects to permit districts to select either of the two sequences of End-of-Course exams. These two sequences would be:

1. Traditional sequence of exams
a. Algebra I
b. Geometry
c. Algebra II
2. Integrated sequence of exams
a. Math I
b. Math II
c. Math III

Q. What if we are not following either of these sequences?

A. Districts will need to identify one of the two sequences of End-of-Course exams to use with their curriculum.

Q. What assessments will make up the summative assessments?

A. Both the grades 3-8 End-of-Year and the End-of-Course exams will be composed of two components:

1. Performance-Based Assessment – ODE anticipates that this assessment will have a testing window that is near the three-fourths point of the school year. This will include both machine and hand-scored questions.
2. End-of-Year – the testing window for this component will be as close to the end-of-year as possible and will be machine-scored only.

Q. If a student takes a high school course in the middle grades, what exam are students required to take?

A. In this situation, the current expectation is that the student would take the appropriate End-of-Course high school exam instead of the middle school grade-level End-of-Year exam.

Q. Anything new that we should know about?

A. Yes, PARCC has recently updated or posted the following:
1. Model Content Frameworks for Mathematics
2. PARCC Calculator Policy
3. PARCC Mathematics Reference Sheets

See the following information found at parcconline.org that relates to the previous question:

PARCC Model Content Frameworks

As part of its proposal to the U.S. Department of Education, the Partnership for Assessment of Readiness for College and Careers (PARCC) committed to developing model content frameworks for mathematics to serve as a bridge between the Common Core State Standards and the PARCC assessments.

PARCC developed the Model Content Frameworks to help:

- Inform development of item specifications and blueprints for the PARCC assessments, and
- Support implementation of the Common Core State Standards

The PARCC Model Content Frameworks were developed through a state-led process that included mathematics content experts in PARCC member states and members of the Common Core State Standards writing team. Although the primary purpose of the Model Content Frameworks is to provide a frame for the PARCC

assessments, they also are voluntary resources to help educators and those developing curricula and instructional materials. Users are advised to have a copy of the Common Core State Standards available for use in conjunction with the Model Content Frameworks.

The Model Content Frameworks for Mathematics have been updated. The November 2012 Model Content Frameworks for Mathematics can be downloaded in PDF format.

REVISIONS TO THE PARCC MODEL CONTENT FRAMEWORKS FOR MATHEMATICS

The Model Content Frameworks were first developed by the Partnership for Assessment of Readiness for College and Careers (PARCC) to guide development of the PARCC assessments and to support implementation of the Common Core State Standards (CCSS). In summer 2012, PARCC sought input on the Model Content Frameworks for revisions based on user experience with the documents as well as with implementation of the Common Core State Standards. A revised version was released in August 2012. Similar to the summer revision process, as PARCC states continued their analysis of the standards and the frameworks for purposes of developing the assessment blueprint and supporting implementation of the CCSS, a few additional areas were identified for revision to further clarify the coherence within and across grades and courses. Below is a list of the revisions made to the Model Content Frameworks. The Pathway Summary Tables (Tables 1 and 3 in the Model Content Frameworks) and the Assessment Limits Tables (Tables 2 and 4 in the Model Content Frameworks) for high school have been revised accordingly to reflect these final revisions.

Grade 8

Cluster or Standard	Change from August 2012 version 2.0 to November 2012 version 3.0
Functions Use functions to model relationships between quantities	Changed from SUPPORTING CONTENT (■) to MAJOR CONTENT (■)

Algebra I

Cluster or Standard	Change from August 2012 version 2.0 to November 2012 version 3.0
Interpreting categorical and quantitative data (S-ID) Summarize, represent, and interpret data on a single count or measurement variable (4)	S-ID.4 has been removed from ALGEBRA I and added to ALGEBRA II (*see Algebra II*)

Algebra II

Cluster or Standard	Change from August 2012 version 2.0 to November 2012 version 3.0
Interpreting categorical and quantitative data (S-ID) Summarize, represent, and interpret data on a single count or measurement variable (4)	S-ID.4 has been added to ALGEBRA II as ADDITIONAL CONTENT (○)
Summarize, represent, and interpret data on two categorical and quantitative variables (6)	S.ID.6a has been added to ALGEBRA II as SUPPORTING CONTENT (■); S-ID.6a is now cross-cutting for Algebra I and Algebra II.

Mathematics I

Mathematics II

Mathematics III

PARCC Assessment Reference Sheets for Grades 3 – 8

The PARCC reference sheet for grades 3 – 8 has been developed based on the intent of the Common Core State Standards for Mathematics. After a close examination of the Standards, it has been determined that no reference sheet is necessary for grade 3 and grade 4.

Grades 3 and 4 will not have a reference sheet because the Common Core State Standards for Mathematics for these grades do not require one. Students in grade 3 will measure lengths using rulers and measure and estimate volumes of objects. In addition, students in grade 3 will be developing conceptual understanding of area and perimeter and will not need conversions or formulas to do so.

Students in grade 4 will be required to know relative sizes of measurement units within one system of units. Therefore, the following requisite knowledge is necessary in grade 4 and will not be provided in a reference sheet for the grade 4 PARCC Assessment.

Grade 4(not on a reference sheet)

1meter =100 centimeters	1 kilometer =1000 meters
1 kilogram = 1000 grams	1 liter = 1000 milliliters
1 minute = 60 seconds	1 hour = 60 minutes
1 pound = 16 ounces	

The Common Core State Standards for grade 4 mathematics requires students to apply the area and perimeter formulas for rectangles. The intent of the Common Core State Standards at this grade level is to extend the conceptual understanding and discovery of area and perimeter by using models in real world and mathematical problems. Therefore, the area and perimeter formulas for rectangles are considered requisite knowledge.

The PARCC reference sheet for grades 5 – 8 will not include the requisite knowledge that is listed for grade 4 as well as the additional requisite knowledge listed below.

Grades 5-8 (not on a reference sheet)

1foot =12 inches	1 yard = 3 feet
1 day = 24 hours	1 meter = 1000 millimeters
1 gram = 1000 milligrams	1 liter = 1000 milliliters

Because the Common Core State Standards for grade 5 mathematics require students to convert among different-sized standard measurement units, it has been determined that the conversions listed for grades 4 and grades 5 – 8 in this document are considered to be requisite knowledge at these grades and will not be on a reference sheet. The area of a rectangle is also to be considered as requisite knowledge for grades 5 – 8 because the intent of the Common Core State Standards in Mathematics for these grades is for students to have a conceptual understanding of area of rectangles.

One will notice that the names of the measurement formulas provided on the reference sheet only include the name of the figure or object in which the measurement formula pertains to. The intent of the Common Core State Standards in Mathematics at grades 5 – 8 is to know and apply the measurement formulas. In order for students to be able to choose the correct formula, they will need to know the formula.

The PARCC Reference Sheet for grades 5 – 8 has been developed and reviewed by the PARCC Mathematics Operational Working Group, members of the Common Core State Standards writing team, and the PARCC State Leadership Team.

Grade 5 Reference Sheet

1 mile = 5,280 feet	1 pound = 16 ounces	1 cup = 8 fluid ounces
1 mile = 1,760 yards	1 ton = 2,000 pounds	1 pint = 2 cups

1 quart = 2 pints

1 gallon = 4 quarts

1 liter = 1000 cubic centimeters

Right Rectangular Prism	$V = Bh$ or $V = lwh$

Grade 6 Reference Sheet

1 inch = 2.54 centimeters

1 meter = 39.37 inches

1 mile = 5,280 feet

1 mile = 1,760 yards

1 mile = 1.609 kilometers

1 kilometer = 0.62 mile

1 pound = 16 ounces

1 pound = 0.454 kilograms

1 kilogram = 2.2 pounds

1 ton = 2,000 pounds

1 cup = 8 fluid ounces

1 pint = 2 cups

1 quart = 2 pints

1 gallon = 4 quarts

1 gallon = 3.785 liters

1 liter = 0.264 gallons

1 liter = 1000 cubic centimeters

Triangle	$A = \frac{1}{2}bh$
Right Rectangular Prism	$V = Bh$ or $V = lwh$

Grade 7 Reference Sheet

1 inch = 2.54 centimeters

1 meter = 39.37 inches

1 kilometer = 0.62 mile

1 pound = 16 ounces

1 cup = 8 fluid ounces

1 pint = 2 cups

1 mile = 5,280 feet	1 pound = 0.454 kilograms	1 quart = 2 pints
1 mile = 1,760 yards	1 kilogram = 2.2 pounds	1 gallon = 4 quarts
1 mile = 1.609 kilometers	1 ton = 2,000 pounds	1 gallon = 3.785 liters
		1 liter = 0.264 gallons
		1 liter = 1000 cubic centimeters

Triangle	$A = \frac{1}{2}bh$
Parallelogram	$A = bh$
Circle	$A = \pi r^2$
Circle	$C = \pi d$ or $C = 2\pi r$
General Prisms	$V = Bh$

Grade 8 Reference Sheet

1 inch = 2.54 centimeters	1 kilometer = 0.62 mile	1 cup = 8 fluid ounces
1 meter = 39.37 inches	1 pound = 16 ounces	1 pint = 2 cups
1 mile = 5,280 feet	1 pound = 0.454 kilograms	1 quart = 2 pints
1 mile = 1,760 yards	1 kilogram = 2.2 pounds	1 gallon = 4 quarts
1 mile = 1.609 kilometers	1 ton = 2,000 pounds	1 gallon = 3.785 liters
		1 liter = 0.264 gallons
		1 liter = 1000 cubic centimeters

Triangle $A = \frac{1}{2}bh$

Parallelogram $A = bh$

Circle	$A = \pi r^2$
Circle	$C = \pi d$ or $C = 2\pi r$
General Prisms	$V = Bh$
Cylinder	$V = \pi r^2 h$
Sphere	$V = \frac{4}{3}\pi r^3$
Cone	$V = \frac{1}{3}\pi r^2 h$
Pythagorean Theorem	$a^2 + b^2 = c^2$

High School Assessment Reference Sheet

1 inch = 2.54 centimeters

1 meter = 39.37 inches

1 mile = 5,280 feet

1 mile = 1,760 yards

1 mile = 1.609 kilometers

1 kilometer = 0.62 mile

1 pound = 16 ounces

1 pound = 0.454 kilograms

1 kilogram = 2.2 pounds

1 ton = 2,000 pounds

1 cup = 8 fluid ounces

1 pint = 2 cups

1 quart = 2 pints

1 gallon = 4 quarts

1 gallon = 3.785 liters

1 liter = 0.264 gallons

1 liter = 1000 cubic centimeters

Triangle	$A = \frac{1}{2}bh$
Parallelogram	$A = bh$
Circle	$A = \pi r^2$
Circle	$C = \pi d$ or $C = 2\pi r$
General Prisms	$V = Bh$
Cylinder	$V = \pi r^2 h$
Sphere	$V = \frac{4}{3}\pi r^3$

Cone	$V = \frac{1}{3}\pi r^2 h$
Pyramid	$V = \frac{1}{3}Bh$
Pythagorean Theorem	$a^2 + b^2 = c^2$
Quadratic Formula	$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$
Arithmetic Sequence	$a_n = a_1 + (n-1)d$
Geometric Sequence	$a_n = a_1 r^{n-1}$
Geometric Series	$S_n = \frac{a_1 - a_1 r^n}{1-r}$ $where\ r \neq 1$
Radians	$1\ radian = \frac{180}{\pi}\ degrees$
Degrees	$1\ degree = \frac{\pi}{180}\ radians$
Exponential Growth/Decay	$A = A_0 e^{k(t-t_0)} + B_0$

PARCC Calculator Policy

Grades 3 – 5 Calculator Policy

- PARCC mathematics assessments for Grades 3 – 5 will not allow for calculator usage. (AAF will consider an accommodation policy)

Grades 6 – 8 Calculator Policy

- PARCC mathematics assessments for Grades 6-7 will allow for an online four function calculator with square root.
- PARCC mathematics assessments for Grade 8 will allow for an online scientific calculator.
- PARCC mathematics assessments are to be divided into calculator and non-calculator sessions, provided that the other sessions of the assessment are locked.
- The same calculator with maximum functionality is to be used for all items on calculator sessions.

High School Calculator Policy

- PARCC mathematics assessments for High School will allow for an online calculator with functionalities similar to that of a TI-84 graphing calculator.
- PARCC mathematics assessments are to be divided into calculator and non-calculator sessions, provided that the other sessions of the assessment are locked.
- The same calculator with maximum functionality is to be used for all items on calculator sessions.

Have You Seen All the Released Prototype Questions?

Prototype questions for grades 3 and 4, 6 and 7, and High School have been released. More tasks were released after GCCTM's November workshop. Prototype questions are being developed by the Dana Center in Texas. Information about test items can be found at http://www.parcconline.org/classroom under the "Item and Task Prototypes" link and information about the "Prototype Project" can be found at http://www.ccsstoolbox.org/ under the "Resources for Implementation" tab.

TASK TYPES		
TYPE I: *TASKS ASSESSING CONCEPTS, SKILLS AND PROCEDURES*	TYPE II: *TASKS ASSESSING EXPRESSING MATHEMATICAL REASONING*	TYPE III: *TASKS ASSESSING MODELING / APPLICATIONS*
Type I tasks include a balance of conceptual understanding, fluency, and application. These tasks can involve any or all mathematical practice standards. Type I tasks will be machine scorable and will include innovative, computer-based formats. Type I tasks will appear on the End of Year and Performance Based Assessment components and generate evidence for measuring major, additional, and supporting content with connections to the mathematical practices as indicated in the PARCC Model Content Frameworks for Mathematics.*	Type II tasks call for written arguments/justifications, critique of reasoning, or precision in mathematical statements (MP. 3, 6). These tasks can also involve other mathematical practice standards. Type II tasks may include a mix of innovative, machine scored and hand scored responses. Type II tasks will be included on the Performance Based Assessment component and generate evidence for measuring mathematical reasoning with connections to content.	Type III tasks call for modeling/application in a real -world context or scenario (MP.4) and can also involve other mathematical practice standards. Type III tasks may include a mix of innovative, machine scored and hand scored responses. Type III tasks will be included on the Performance Based Assessment component and generate evidence for measuring mathematical modeling/application with connections to content.

Elementary Tasks

Grade	Task Title	Standards Assessed
3	Fractions on Number Line	NF.2, MP.7
3	Fluency	OA.7, MP.7
3	The Field	NF.1, MP.2
3	Flower Gardens	NF.1, NF.2, NF.3
3	Fractions on the Number Line	NF.2, NF.3, G.2, MP.3, MP.6, MP.7
3	Marianna's Fractions	NF.2, NF.3, G.2, MP.3, MP.6, MP.7
3	School Mural	OA.3, OA.5, MD.7
4	Buses, Vans, and Cars	NBT.5, OA.3, MP.1, MP.2
4	Deer in the Park	OA.3, NBT.5, MD.7, MD.8, MP.1, MP.2
4	Number of Stadium Seats	NBT.4, MP.3, MP.6
4	Ordering Juice Drinks	NBT.5, OA.3, MP.1, MP.2

Middle Grades Tasks

Grade	Task Title	Standards Assessed
6	Slider Ruler	RP.1, RP.2, RP.3, MP.8
6	Cake Weighing	NS.6, NS.7
6	Gasoline Consumption	RP.3, EE.9, MP.4
6	Inches and Centimeters	RP.1, EE.9, MP.2
7	Speed	RP.2b, RP.2d, MP.2
7	Anne's Family Trip	NS.3, MP.1
7	School Supplies	NS.3, MP.1
7	Spicy Veggies	RP.1, EE.3
7	TV Sales	RP.3, EE.1, MP.3

High School Tasks

Course?	Task Title	Standards Assessed
Algebra I, Math II	Functions	F-IF.9, MP.6
Algebra I, Math II	Seeing Structure in a Quadratic Equation	A-REI.4, MP.7

Algebra I, Math II	Seeing Structure in an Equation	A-SSE.3, MP.7
Algebra II, Math I	Cellular Growth	F-LE.2, F-BF.2, MP.2, MP.4
Algebra I, Math I	Golf Balls in Water	F-BF.1, F-LE.2, F-LE.5, MP.1, MP.2, MP.4
Algebra I, Math I	Isabella's Credit Card	F-IF.4, F-BF.1, MP.2, MP.4, MP.5
Algebra I, Math I	Rabbit Population	F-BF.1, F-LE.2, F-LE.5, MP.4
Algebra 1, Math 2	Transforming Graphs of Quadratic Functions	F-BF.3, MP.3, MP.7

Note: The prototype questions above are designed to show educators how mathematical concepts could be assessed on the PARCC tests using different technologies. Students at all grade levels will be taking these assessments on a computer. To better understand the standards and what students must know, please refer to the following two resources:

- **Illustrative Mathematics** (McCallum) http://www.illustrativemathematics.org/ Illustrative Mathematics provides guidance by illustrating the range and types of mathematical work that students should experience in a faithful implementation of the Common Core State Standards, and by publishing other tools that support implementation of the standards.
- **Learning Progressions** (McCallum) http://math.arizona.edu/~ime/progressions/ Narrative documents describing the typical learning progression of a topic, informed by both by research on children's cognitive development and by the logical structure of mathematics.

From the Quarterly Report: PARCC Governing Board Approves Math Assessments for College and Career Readiness, Retest Policy and Tech Specs

In the joint session, the Governing Board and ACCR agreed on a policy that establishes which PARCC high school mathematics assessments should be used to make college- and career-ready determinations (CCRD) for students, indicating the extent to which they are ready to enter directly into a credit bearing college math course such as College Algebra or Statistics.

The PARCC high school assessments will include course-based tests in Algebra I, Geometry and Algebra II, as well as equivalent integrated courses Mathematics 1, 2, and 3. For the first three years of PARCC, the CCRD in math will be based on an "enhanced" version of the final mathematics assessment (Algebra II or Mathematics 3) that include two additional performance based tasks that draw on students' knowledge of key concepts and skills from earlier high school mathematics courses. College mathematics faculty consider this foundational knowledge to be a key component of success in credit bearing courses. After one cohort of students has taken all three end-of-course assessments, PARCC will evaluate the data to determine whether incorporating results from the first two mathematics end-of-course assessments (Algebra I and Geometry, or Mathematics 1 and 2) will add validity to the CCRD, in which case they will be included in a manner to be determined. The K-12 and postsecondary leaders from the PARCC Governing Board and ACCR reached a unanimous conclusion.

The board also approved PARCC's creation of **retest opportunities** for grades 3-8 and high school. PARCC will first allow retest opportunities in the summer of 2015. PARCC will be able to offer retests once per year for grades 3-8 ELA/literacy and mathematics and three times per year for each high school end-of-course assessment. PARCC will make these retests available, but states will set their own policies on whether and how often to offer retests;

The board approved PARCC's **minimum technology specifications** on the hardware components needed to administer the PARCC assessments online, as well as recommended guidance to schools and districts for bandwidth needs and "rule of thumb" guidance regarding test-taker to device ratios. The specifications are posted at www.parcconline.org/technology. (Please note that specifications will change over time)

Minimum Guidelines for New Hardware Purchases

Hardware	Operating System	Networking	Device Type
• 1 GHz or faster processor • 1 GB RAM or greater memory • 9.5 inch (10 inch class) or larger screen size • 1024 x 768 or better screen resolution	• Windows 7 • Mac 10.7 • Linux (Ubuntu 11.10, Fedora 16) • Chrome OS • Apple iOS • Android 4.0	• Wired or wireless Internet connection	• Desktops, laptops, netbooks, thin client, and tablets that meet the hardware, operating system, and networking specifications

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Some more PARCC Information

PARCC Draft Accommodations

Recently open for public comment(closed Feb. 4)

- Reading access accommodation will allow the passages, test items and answer choices on the English language arts/literacy assessment to be read to students who have a disability that prevents them from accessing printed text or has not yet learned braille.
- The calculator policy will allow students who do not have the ability to calculate single digit numbers the use of a calculator for all items on the math assessment except those that measure fluency, as fluency is a skill required by the standards in some early grades.
- *Both accommodations will have specific eligibility criteria and will be limited to students who meet these criteria.*
- A full range of other instructional accommodations will be provided.

PARCC College and Career Readiness Determination:

- Students who earn a CCRD by performing at level 4 in ELA/literacy and enroll in College English Composition, Literature, and technical courses requiring college-level reading and writing have approximately a 0.75 probability of earning college credit by attaining at least a grade of C or its equivalent in those courses.
- Students who earn a CCRD by performing at level 4 in mathematics and enroll in College Algebra, Introductory College Statistics, and technical courses requiring an equivalent level of mathematics have approximately a 0.75 probability of earning college credit by attaining at least a grade of C or its equivalent in those courses.

PARCC Performance Level Descriptors:

- PARCC assessments will include a sufficient number of score points to support the accurate classification of student performance into five levels;
- Five levels will help provide better information across the full range of student performance, particularly for low-performing and high-performing students;
- Five levels will help schools better target assistance to students at all levels;
- Five levels will provide states with options for using performance levels with greater precision in various accountability mechanisms and decisions; and
- Five levels will provide increased opportunities for students, schools, and districts to demonstrate growth.
- Still open for comment
- Cut Scores will be determined in the Summer of 2015 using multiple stakeholders in the decision making process.
- Homepage for PARCC Assessment Policies http://www.parcconline.org/parcc-assessment-policies

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Some more ODE Information about measuring College readiness

Remediation Free Standards – ODE

- Common understanding of what academic performance level a HS graduate needs to demonstrate to

be able to be eligible to enroll in Freshmen courses.

- "Cut-Scores" for ACT and SAT that will be used by 2 and 4 Year Colleges in Ohio to determine readiness for "Freshmen level" classes.
- Agreement has been reached with 4 year main campus colleges.
- Agreement still in discussion with 2 year colleges and branch campus programs.

From an Article in the Plain Dealer

"Students can avoid remedial courses in college if they get minimal ACT or SAT scores"

CLEVELAND, Ohio -- For the first time, any high school student who receives an ACT test score of at least 18 in English, 21 in reading and 22 in math will not have to take remedial courses in any Ohio public college.

Students taking the SAT -- the other standardized test used for college admissions -- also can avoid costly remedial courses by scoring at least 430 in writing and 450 in critical reading for English, 450 in reading and 520 in math.

Presidents of the state's two- and four-year colleges and universities have established the **uniform standards for students to be considered "remediation free"** for college-level English, math, reading and science. They go into effect for the 2013 school year.

The minimum thresholds for the ACT are the same as when guidelines on college readiness were adopted by the **Ohio Board of Regents** in 2007.

But the minimum scores were simply recommendations, said Rebecca Watts, an associate vice chancellor who worked on the policy change. So, a student with an 18 ACT in English could enroll in credit courses at one college but be required to take a placement test and end up in a remedial class at another college.

"If you go into remedial classes it costs the same and takes the same amount of time and you don't get credit," she said. "Students get discouraged and leave."

Currently about 42 percent of all public high school students who enter a public college take at least one remedial course in English or math. Gov. John Kasich and Ohio Board of Regents Chancellor Jim Petro have pressed for ways to reduce the number of students who need remedial courses, which cover material that should have been mastered in high school.

A law adopted in the current state budget required the college presidents to establish statewide standards. Petro and Michael Sawyers, acting superintendent of public instruction at the **Ohio Department of Education**, had to issue a report by Dec. 31.

Policies for student success were established by an Ohio College Readiness Advisory Council, with input from several panels that included high school and college faculty and administrators.

The report includes detailed standards and expectations on what students should be learning in high school in the key subjects so they can successfully transition to college.

There is no test score for science, but institutions can determine student readiness based on skills required, the panel said.

"These uniform standards will help make it clear to students, parents and educators exactly what is needed to be considered remediation-free at any Ohio public college and university," Petro said in a news release.

Watts said a student's SAT and ACT scores do not guarantee admission to a college because each school has its own requirements. And if someone scores below the threshold that does not mean he will be placed in a remedial course. Colleges have placement procedures to determine that, she said.

And students deemed remediation-free may be required to take prerequisite courses and placement tests to get into specific academic programs.

ODE is also considering an early measure of College and Career Readiness (possibly PLAN or PSAT)

Professional Development Opportunites Supported by ODE

Ohio's New Learning Standards

Professional Learning Series: 2012-2013

In the 2012-2013 school year, the Ohio Department of Education will offer standards implementation support through a professional learning series on instruction. The professional learning series will address key common instructional shifts that are applicable for all subject areas and learners, specific instructional shifts within

subject areas; include models of instruction tied to the instructional shifts, and provide opportunities for educators to evaluate and design high- quality instruction around the shifts.

The professional learning series is designed for educators of all diverse learners, subjects and grade levels. The series is aligned to Ohio's New Learning standards, Ohio's Educator standards, specifically standards 1, 2 and 4, and Ohio's professional development standards.

The professional learning series will include:

A. **Webinar/Resources- November 2012 – March 2013**
   - Common and subject –specific recorded webcasts that promote deep understanding and ways to implement the shifts.
   - Recorded webcast on curriculum revision
   - Live webinar for those who have begun implementing the common instructional shift work.
   - Common and subject-specific resources on the shifts: modules, videos, texts
   - PARCC and ODE webinar

B. **Spring Regional Visions into Practice** professional learning sessions -**March- May 2013**.
   - Target subject area teachers and district level specialist (e.g., gifted, SWD, ELL)
   - Introduce Ohio's versions of the tri-state rubrics for ELA, Math, Science and Social Studies
   - Participants will interact with models of instruction (e.g., lessons, units) specific to the instructional shifts that can be evaluated using the tri-state rubrics
   - Delivery mode: Regional Face to face and online(video conferencing)
   - Facilitators: ODE staff

C. **Curriculum Revision Support Session- May 2013**
   - Driver: Alignment Toolkit – Phase 2
   - Common and where applicable subject specific
   - Delivery mode: Regional face to face regional meeting
   - Facilitators: ODE staff, RttT staff, and Regional ESC staff.

D. **Multi-day Summer Academy– July- Early August 2013**.
   - Educators will have the opportunity to evaluate and design high-quality instruction, using Ohio's tri-state rubric.
   - By levels: elementary, middle and high school
   - Elementary and middle – Interdisciplinary focus- Use the Eye of Integration
   - Two fall practicums- Review and model curricula submission
   - Delivery mode: Regional Face to face
   - Facilitators: Trained ESC and RCF staff

More detailed information about many of the PARCC topics can be found at:
http://www.parcconline.org/
You may be interested in exploring the following at this website:

Under the "The PARCC Assessment Tab"

- Item and Task Prototypes
- PARCC Assessment Policies
- Technology

Under the “In the Classroom” Tab

- Model Content Frameworks
- Classroom Resources

There are still many unanswered questions. Some decisions need approval of the Ohio legislature. Here is a short list of unanswered questions:

- Will Ohio support diagnostic and mid-year exams? If not, can individual schools or districts purchase them? Could they be used to measure growth for OTES?
- Will Ohio support re-testing? How will summer school be impacted?
- Which states or districts will pilot the tests in 2013-2014?
- What will be the new graduation requirement for Mathematics? Will End-of-Course Exams be a factor?
- Will PARCC exams impact the grade that a student receives for a given grade level or course? If so, how?
- How many questions will there be on the Performance Based Assessment and on the final End of Course Exam?
- How much time will students have to take the exams? Must they complete them in one sitting?
- Will Ohio colleges use PARCC’s measure of College Readiness to determine if a student needs to take remedial math?