2017 Next Generation MCAS Instructional Implications

Office of Data and Accountability Data Inquiry Team

Principal Professional Development
March 2, 2017
Seating for this session

Mathematics

Grade 3 - 8 Paper
Room 2-13 A/B

Grade 3 - 8 Computer
Room 2-12 A/B

ELA

Grades 3-5
Warren Street (SCC-Right)
Sit by mode (Paper or Online)

Grades 6-8
Washington Street (SCC-Left)
Sit by mode (Paper or Online)
Objectives

Build Next Gen MCAS assessment literacy by...

- Understanding high-level differences between PARCC, MCAS, and Next Gen MCAS

- For ELA: Experiencing 2017 MCAS tasks by reading passages, answering items, outlining a sample text-based narrative essay, and distinguishing grade-level expectations within a given grade span.

- For Math: Experiencing 2017 MCAS tasks by reviewing open response items, generating a sample responses, analyzing the DOK and knowledge demands of tasks, and identifying grade level expectations expressed in item-specific rubrics.
# Agenda

<table>
<thead>
<tr>
<th>TIME</th>
<th>MIN</th>
<th>TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:50 - 10:20</td>
<td>30</td>
<td>Introduction to and Highlighting Key Differences in Next Gen MCAS</td>
</tr>
<tr>
<td>10:20 - 11:05</td>
<td>45</td>
<td>Examining Tasks and Student Responses on MCAS</td>
</tr>
<tr>
<td>11:05 - 11:20</td>
<td>15</td>
<td>Closing Synthesis and Q&amp;A</td>
</tr>
</tbody>
</table>
ELA Parking Lot

Question & Answer Time

11:10 - 11:20

Add your rolling questions to:

https://todaysmeet.com/MCAS
Math Parking Lot

Question & Answer Time
11:10 - 11:20

Add your rolling questions to:
https://todaysmeet.com/MathMCAS
Turn and Talk: Comparing Two Items

Legacy MCAS

Malik will make a carving from a block of ice. The block of ice is in the shape of a rectangular prism. The dimensions of the block of ice are shown in the diagram below.

What is the volume, in cubic feet, of the block of ice?

MCAS 2017

A box is in the shape of a right rectangular prism. The base of the box has an area of 15 square inches. The height of the box is 12 inches.

What is the volume, in cubic inches, of the box?

Enter your answer in the box.

• What differences do you notice between these two items? What similarities?
• What different types of instruction must student encounter for each type of task?
What differences do you notice between these two items? What similarities?

What different types of instruction must student encounter for each type of task?
Turn and Talk: Comparing Two Items

Legacy MCAS

In the selection, the spaces between paragraphs 9 and 10, 44 and 45, and 49 and 50 all show a change in
A. plot.
B. time.
C. theme.
D. narrator.

MCAS 2017

Part A
Which statement best describes the main character between paragraph 4 and paragraph 10 in the story?
A. The main character is angry because the shoes make her walk quickly.
B. The main character is frustrated because the shoes seem more clever than she is.
C. The main character is scared because the shoes seem to be in control of her.
D. The main character is jealous because the shoes have been tricked by other people.

Part B
Which statement from paragraphs 4 through 10 supports the answer to Part A?
A. “Yep,’ I hurried along at the pace of a speed-walker.”
B. “I was stuck in those shoes once,’ she said.”
C. “Someone tells me to outsmart a pair of shoes, and I can’t.”
D. “I put my hands over my face, certain I’d smash right into that tree.”

• What differences do you notice between these two items?
• What similarities do you notice?
• What instruction would prepare a student to complete each task?
# How does MCAS 2.0 differ from MCAS 1.0 and PARCC?

<table>
<thead>
<tr>
<th>Subject</th>
<th>MCAS 1.0</th>
<th>PARCC</th>
<th>Next Gen MCAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 3-8, HS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades Testied</td>
<td>ELA, Math, Science, Alt</td>
<td>ELA, Math</td>
<td>ELA, Math</td>
</tr>
<tr>
<td>Paper Only</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Untimed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Universal Accessibility Features</td>
<td>Magnification or Overlays, Test Directions, Place Marker. Test Admin Redirects Student’s Attention to the Test, Amplification available to SWD</td>
<td>Highlight Tool, Zoom Tool, Line Reader, Answer Eliminator, Item Flag, Audio Aids, Note pad all are available for PARCC as Universal Accessibility Features</td>
<td>Computer: Highlight Tool, Zoom Tool, Line Reader, Answer Eliminator, Item Flag, Audio Aids, Note pad</td>
</tr>
<tr>
<td>MC, SA, SR, OR, Long Comp (separate task)</td>
<td>MC, MS, EBSR, SA, TEI, PCR (integrated)</td>
<td>MC, MS, EBSR, SR, TEI, OR, narrative, text-based essay (integrated)</td>
<td></td>
</tr>
<tr>
<td>SGP</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This is not an exhaustive list of differences and includes known information as of 2.9.17.
Transition to Next-Generation Tests for ELA & Math

2017
CBT required* for
g. 4 and 8
CBT optional for
g. 3, 5, and 6

2018
CBT required* for
g. 4, 5, 7, and 8
CBT optional for
g. 3 and 6

2019
CBT required* for
3–8 and 10

* Paper-based testing will be available for students with disabilities who require a paper-and-pencil test as well as for new ELL students unfamiliar with computers.
Important Links to Resources

- **Test Design Overview**
- **Math Test Design Blueprint**
- **ELA Test Design Blueprint**

(3 Min) Independent review
(7 Min) Small group materials review
(5 Min) Small group discussion:
What key instructional implications do you want to highlight for your teachers?

- **Math Reference Sheets**
- **Accessibility and Accommodation Manual**
- **ELA Graphic Organizers (Accommodations)**
- **Keyboarding skills**
- **Computer-based assessment tech skills**
- **Practice Tests**
- **Appendix**
English Language Arts
Going deep

• We are going to devote time to understanding the narrative writing task in depth for one grade band

• In understanding the task, we hope that this will be able to help you translate that understanding into instructional action
# ELA Item Types

<table>
<thead>
<tr>
<th>Question Type</th>
<th>Total Points</th>
<th>Domain Assessed</th>
<th>Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Choice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students select the correct answer(s)</td>
<td>1 or 2</td>
<td>Reading Comprehension</td>
<td>Grades 3–8</td>
</tr>
<tr>
<td>from among several answer options.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology Enhanced</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students taking the computer-based test</td>
<td>2</td>
<td>Reading Comprehension</td>
<td>Grades 3–8</td>
</tr>
<tr>
<td>answer questions using technology such</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>as drag-and-drop or hot spot.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short Response</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students construct a short written</td>
<td>3</td>
<td>Reading Comprehension</td>
<td>Grades 3 and 4</td>
</tr>
<tr>
<td>response, approximately the length of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a paragraph.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Narrative Essay*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students write an essay in response to</td>
<td>12–15</td>
<td>Writing</td>
<td>Grades 3–8</td>
</tr>
<tr>
<td>text they have read (expected response</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>length is two pages for grade 3; four</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pages for grades 4–8).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text-Based Essays</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students write an essay in response to</td>
<td>7</td>
<td>Reading Comprehension and</td>
<td>Grades 3–5</td>
</tr>
<tr>
<td>text(s) they have read (expected</td>
<td></td>
<td>Writing</td>
<td>Grades 6–8</td>
</tr>
<tr>
<td>response length is one page for grades</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3–5; two pages for grades 6–8).</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Writing Item Types: Grades 3–8

★ Response to reading, including essays

★ Scored in both reading comprehension and writing
Today you will read and answer questions on a story about a man seeking to complete an important mission. When you have finished reading and answering questions, you will write a narrative story using details from your reading.

Read the passage from *The Seven Keys of Daibad*. Then answer the questions.

from *The Seven Keys of Eklebed*

by Paul Haven

1. Bahauddin Shah stumbled through the darkened passageway, gripping the cold stone wall for balance and keeping his head low to avoid the rocky ceiling. The sound of his footsteps echoed back at him through the gloom, and his heart thumped beneath his loose-fitting shirt.

2. The old man wore a heavy iron key chain around his belt, and it weighed down on him in more ways than one.

3. There was so little light.

4. Bahauddin held a small lantern in his right hand that threw his shadow onto the dark red wall above him. Making his face seem impossibly long and his beard even thicker than it really was, which was pretty thick indeed. The shadow would have scared the living daylights out of anyone who'd seen it, except there was no daylight.

This question is a text-based essay question. Your essay should:

- Present and develop a narrative that uses details from the passage.
- Include correct grammar, spelling, and punctuation.

Write a continuation of the story of Bahauddin Shah using details from the passage. Describe what you think might happen after Bahauddin Shah climbs out of the Salt Caverns. What obstacles might he face, and what actions might he take to overcome them?
Narrative Essay Analysis Frame

In order to understand the expectations for student narrative writing, we will:

- Analyze the narrative writing task for the middle grade of the 3-5 or 6-8 grade level band (Grade 4 or Grade 7)

- Outline components of an exemplar response based on the writing standard descriptors for the grade and the MCAS scoring guidance.

- Compare against the narrative writing task for the grade above and below to see how expectations differ.
At your table groups...

- **(3 Min)** Read/skim the passage, prompt, and narrative writing standard for gr. 4 or gr. 7

- **(7 Min)** Outline key points to include in an exemplar response using the rubric as guidance
Vertical alignment of expectations

At your table groups...

- **(3 Min)** Read/skim the passage, prompt, and narrative writing standard for the previous grade level (grade 3 or grade 6).

- **(4 Min)** Consider how the task differs from grade level to grade level.
Guiding questions for analyzing grade BELOW

How does the task differ between grade levels?

- Examine the **writing standard descriptors** - how do the grade level expectations differ for this grade and the one above?

- Examine the **text** - how does the text complexity differ for this grade and the one above?

- Examine the **prompt** - how does the complexity of the writing task differ for this grade level and the one above?

- Examine the **scoring guidance** - Do the scoring expectations for this grade differ from the one above?
Vertical alignment of expectations

Examining the grade above

At your table groups...

- **(3 Min)** Read/skim the passage, prompt, and narrative writing standard for the grade level above (grade 5 or grade 8).

- **(4 Min)** Consider how the task differs from grade level to grade level.
Guiding questions for analyzing grade ABOVE

How does the task differ between grade levels?

• Examine the **writing standard descriptors** - how do the grade level expectations differ for this grade and the one below?

• Examine the **text** - how does the text complexity differ for this grade and the one below?

• Examine the **prompt** - how does the complexity of the writing task differ for this grade level and the one below?

• Examine the **scoring guidance** - Do the scoring expectations for this grade differ from the one below?
Writing Expectations

Paper-based test

Narrative Essay:
★ Gr. 3: 2 pages
★ Gr. 4–8: 4 pages

Text-Based Essays:
★ Gr. 3–5: 1 page
★ Gr. 6–8: 2 pages

Computer-based test

★ Students type responses into boxes that provide a similar amount of space to the paper-based test.
★ Item-level directions will indicate an estimated amount of space for each response (number of characters)

★ Scoring rubric is same for grades 3-5 and grades 6-8
Practice Tests and PARCC Student Work Samples

• **Practice Tests** (We will be working off of this site for the remainder of the session, so please navigate here!)

• Guidance for using the practice tests
  • [Released PARCC narrative essay student work samples](#)
Machine-scored Items, Grade 4 or Grade 7

- (4) Independently answer items

- (8) Examine answers in pair or triad:
  - Why is an answer is correct? How would a student would know it is the correct answer choice?
  - What do students need to know and be able to do to answer the item correctly?
  - What is the DOK of the item?

<table>
<thead>
<tr>
<th>DOK 1:</th>
<th>Recall; memorization; simple understanding of a word or phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOK 2:</td>
<td>Basic Application: Covers level 1 plus paraphrase, summarize, interpret, infer, classify, organize, compare, and determine fact from fiction. There is a correct answer, but it may involve multiple concepts.</td>
</tr>
<tr>
<td>DOK 3:</td>
<td>Strategic Thinking: Students must support their thinking by citing references from text or other sources. Students are asked to go beyond the text to analyze, generalize, or connect ideas. Requires deeper knowledge. Items may require abstract reasoning, inferences between and across readings, application of prior knowledge, or text support for an analytical judgment about a text.</td>
</tr>
<tr>
<td>DOK 4:</td>
<td>Extended Thinking: Requires higher-order thinking, including complex reasoning, planning, and developing of concepts. Usually applies to an extended task or project. Examples: evaluates several works by the same author; critiques an issue across time periods or researches topic/issue from different perspectives; conducts longer investigations or research projects.</td>
</tr>
</tbody>
</table>
So What?

How does this inform your definition of CDTs?

How have you come to understand how expectations change across grade levels?

How do these tasks compare to those you're seeing in classrooms?

What is the key learning that you want to bring back to teachers? How will you engage them in this learning?
Driving Back to the Parking Lot

Question & Answer Time

Responding to your rolling questions:

https://todaysmeet.com/MCAS
Feedback, Please!

www.tinyurl.com/PD3-2-17
Mathematics
Welcome to Math!

• We are going to devote time to understanding the open response items on MCAS 2.0.

• In understanding the tasks, we hope that this will be able to help you translate that understanding into instructional action.
# Math Item Types

<table>
<thead>
<tr>
<th>Question Type</th>
<th>Total Points</th>
<th>Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Choice</td>
<td>1</td>
<td>Grades 3–8</td>
</tr>
<tr>
<td><em>Students select one correct answer from among several answer options.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple Select</td>
<td>1</td>
<td>Grades 3–8</td>
</tr>
<tr>
<td><em>Students select more than one correct answer from among several answer options.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short Answer/Fill-in-the-Blank</td>
<td>1</td>
<td>Grades 3–8</td>
</tr>
<tr>
<td><em>Students construct a short written response, typically only a word or a number.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology Enhanced</td>
<td>1 or 2</td>
<td>Grades 3–5</td>
</tr>
<tr>
<td><em>Students answer questions using technology such as drag-and-drop or hot spot (on the computer).</em></td>
<td>1, 2, or 4</td>
<td>Grades 6–8</td>
</tr>
<tr>
<td>Open Response</td>
<td>2 or 3</td>
<td>Grade 3</td>
</tr>
<tr>
<td><em>Students write a response to a multi-part item that includes answers and explanations to all parts.</em></td>
<td>3 or 4</td>
<td>Grades 4–8</td>
</tr>
</tbody>
</table>

4 open response items on each test
Scoring Math open response items

★ Each rubric is item-specific
★ Find rubrics on the practice test site:

Mathematics Practice Tests

A practice test for each grade is available below for you to use to familiarize yourself with the kinds of items and format used for the tests.

Please select your grade level to view practice tests.

- The practice test platforms have a default login of "Guest", however, users can choose to enter a name when they begin. This is for the teacher's reference when printing reports at the end of the scorable practice tests. This information is not captured or maintained in the system. Teachers can assign numerical values to each student as a login if it is preferred.
- Paper practice tests can be printed. The material on these tests is non-secure.

Grade 3

Grade 4

Grade 4 Resources

- Computer-Based Answer Key/Scoring Rubric
- Paper-Based Answer Key/Scoring Rubric

Grade 5
Open response item #12, Grade 4

★ (4) Independently solve the item. Create an exemplar grade-level response.
★ (6) Paired discussion

★ Examine the aligned standard: What student thinking is required?
★ Examine the DOK Wheel: Determine the DOK Level of this task.
★ Examine Rubric: What do students need to demonstrate to meet grade-level expectations?
★ (if time) What does instruction need to look like to prepare students for this task?
**Solve open response items**

<table>
<thead>
<tr>
<th>Option 1: Grade 3 #6</th>
<th>Option 2: Grade 8 #6</th>
</tr>
</thead>
</table>

★ (4) Independently solve the item. Create an exemplar grade-level response.

★ (6) Paired discussion

★ Examine the aligned standard: What student thinking is required?
★ Examine the DOK Wheel: Determine the DOK Level of this task.
★ Examine Rubric: What do students need to demonstrate to meet grade-level expectations?
★ (if time) What does instruction need to look like to prepare students for this task?
Whole group discussion

★ What is the key learning you want to bring back to teachers?
★ How will you engage them in this learning?
Machine scored items

<table>
<thead>
<tr>
<th>Option 1: Paper-based</th>
<th>Option 2: Computer-based</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3 or 7</td>
<td>Grade 4 or 8</td>
</tr>
</tbody>
</table>

★ (6) Independently solve the items.
★ (6) Discuss answers in pair or triad
  ★ Why is the answer correct? How would a student know it is correct?
  ★ Name what you need to know and be able to do to answer the item correctly.
  ★ Determine the DOK of the item.
So What?

How does this inform your definition of CDTs?

How have you come to understand how expectations change across grade levels?

How do these tasks compare to those you're seeing in classrooms?

What is the key learning that you want to bring back to teachers? How will you engage them in this learning?
Driving Back to the Parking Lot

Question & Answer Time

Add your rolling questions to:
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Feedback, Please!

www.tinyurl.com/PD3-2-17
APPENDIX

Includes test design resources by tested subject
### ELA Test Design

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of 1-Point Questions (Multiple-choice)</th>
<th>Number of 2-point Questions (Multiple-choice or tech-enhanced)</th>
<th>Number of Short Responses</th>
<th>Number of Essays (includes Narrative &amp; Text-Based Essays)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>18</td>
<td>4</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>18</td>
<td>4</td>
<td>1</td>
<td>2</td>
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<td>5</td>
<td>18</td>
<td>4</td>
<td>0</td>
<td>3</td>
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<td>6</td>
<td>18</td>
<td>4</td>
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<tr>
<td>7</td>
<td>18</td>
<td>4</td>
<td>0</td>
<td>3</td>
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<tr>
<td>8</td>
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<td>4</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
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<td></td>
</tr>
<tr>
<td>Technology Enhanced</td>
<td>1 or 2</td>
<td>Grades 3–5</td>
</tr>
<tr>
<td><em>Students answer questions using technology such as drag-and-drop or hot spot (on the computer based test only).</em></td>
<td>1, 2, or 4</td>
<td>Grades 6–8</td>
</tr>
<tr>
<td>Open Response</td>
<td>2 or 3</td>
<td>Grade 3</td>
</tr>
<tr>
<td><em>Students write a response to a multi-part item that includes answers and explanations to all parts.</em></td>
<td>3 or 4</td>
<td>Grades 4–8</td>
</tr>
</tbody>
</table>
# Math Test Design

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of 1-Point Questions (includes Multiple-choice, multiple-select, short answer/fill-in-the-blank, or technology-enhanced)</th>
<th>Number of 2-point Questions (includes Multiple-choice, multiple-select, short answer/fill-in-the-blank, or technology-enhanced)</th>
<th>Number of 4-point Questions (includes Multiple-choice, multiple-select, short answer/fill-in-the-blank, or technology-enhanced)</th>
<th>Number of Open Response Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>34</td>
<td>2</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>32</td>
<td>4</td>
<td>0</td>
<td>4</td>
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<td>5</td>
<td>32</td>
<td>4</td>
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<td>4</td>
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<tr>
<td>6</td>
<td>24</td>
<td>4</td>
<td>2</td>
<td>4</td>
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<tr>
<td>7</td>
<td>24</td>
<td>4</td>
<td>2</td>
<td>4</td>
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<tr>
<td>8</td>
<td>24</td>
<td>4</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>
Text Based Essay

Read the passage and folktale about fear. Then answer the questions that follow.

Fear Factors  Conquering Fear

Read the article "Fear Factors" about the causes of fear.

Fear Factors
by Jeanna Dryer

1. What gives you the creeps? Does the sight of a mouse cause you to break into a sweat? Does the thought of the dentist's office send shivers up your spine?

2. Fears come in many varieties. At times, everyone feels afraid. In fact, about 6.3 million people in the United States have specific fears called phobias (FOE-bee-ahz). Scientists are still trying to figure out what causes phobias. One thing they do know: All fears cause a series of reactions inside your body.

3. Let's take a closer look at what's happening inside your body as your hair stands on end.

Fight or Flight

Believe it or not, fear can be good for you. Fear is your body's...
Tony Sarg was a puppet maker who worked with marionettes, small wooden puppets that are moved by strings. Read the passage about Tony Sarg, and then answer the questions that follow.

**BALLOONS**
**OVER**
**BROADWAY**

*by Melissa Sweet*

1. From the time he was a little boy, Tony Sarg loved to figure out how to make things move. He once said he became a marionette man when he was only six years old.

2. His father had asked him to feed their chickens at six-thirty in the morning—every day. Tony had an idea—what if he could feed
Today you will read the story “A Once-in-a-Lifetime Experience.” Pay close attention to the actions of the characters and the events in the story. Answer the questions to help you prepare to write a narrative story.

Read the story “A Once-in-a-Lifetime Experience.” Then answer the questions.

A Once-in-a-Lifetime Experience
by Sandra Breswerick

It was my idea to invite Derrick, the new kid in our neighborhood, on our annual father-and-son weekend trip. Derrick had never been camping or fishing.

“Great idea!” Dad said. “It’ll be a once in a lifetime experience for him, one he’ll never forget.”

Dad and I didn’t realize how true that would turn out to be.

The car blew a tire on the way to our campsite. Not an impressive start.

“A minor setback, that’s all,” Dad said as Derrick and I tumbled out of the car to help.

It was dark by the time we reached the campsite, got the boat into the water, and set up the tent. There was a stiff, icy breeze blowing off the lake.

Derrick shivered as he examined the sky. “That isn’t snow, is it?”

“Snow?” I said.

“It never snows in March!” Dad protested.

But those big flakes fell fast and heavy, blanketing the ground.

I burst out laughing. Derrick grinned. But Dad was horrified. He hustled us into the tent so we wouldn’t catch pneumonia or something. But first he made sure we didn’t track any snow into the tent with us.

“We need to keep the floor dry,” Dad insisted. “There’s nothing worse than sleeping in wet sleeping bags.”

He passed out sandwiches after we settled in. “Minor setback,” he assured Derrick. “The snow should be gone tomorrow.” Dad reached for the large bottle of cola to pour us each a drink.
Presentation of Multiple Passages

Read the article and poem about penguins. Then answer the questions that follow.

Based on the article and the poem, why do male penguins put their eggs and chicks on their feet?

- A. The ice is very cold.
- B. The sun is very bright.
- C. The young penguins are shy.
- D. The other penguins are dangerous.

Read the poem about penguins.

My Father’s Feet

To keep myself up off the ice,
I find my father’s feet are nice.
I snuggle in his belly fluff,
1-Point Multiple-Choice Item

Read the two poems and then answer the questions that follow.

Read the poem "First Night."

First Night

Dear Zuri,
I wish that you were here.
I ramped out my first night
in my aunt’s backyard.

Sleeping was hard
with all the sparkling beauty hanging overhead.

Night-lights, Zuri, everywhere!
Clusters of fireflies
dancing ‘round my head,

kleeping me from bed
for hours.

And the sky! I’ve never seen one
so blue-black, like a thick overcoat
all buttoned up with stars.

In “First Night,” what is the most likely reason the speaker says “sleeping was hard”?

- A. The speaker is playing outside.
- B. The speaker is admiring nature.
- C. The speaker is talking to someone.
- D. The speaker is waiting for someone.
2-Point Multiple-Choice Item

Today you will read a passage from the story titled *Magic Elizabeth*. As you read and answer the questions, pay close attention to the characters to help prepare you to write a narrative story.

Read the passage from *Magic Elizabeth*.

*by Norma Kassirer*

1. It all began one rainy night at the end of a summer.
2. "As if we didn’t have enough trouble!" groaned Mrs. Chipley.
   "There it goes and rains on us!"
3. Sally, clinging to Mrs. Chipley’s plump hand, was almost running to keep up with her. The bright feather on Mrs. Chipley’s black hat, which had started out so proudly erect, had gradually wilted, and now drooped sadly down the back of that lady’s stout neck. Sally’s red suitcase, its handle firmly gripped by Mrs. Chipley’s other hand, bumped in a steady rhythm against her right leg. But Mrs. Chipley strode purposefully on, as if she had no time to notice small discomforts.
4. The two of them had come all the way across the city on the bus, and during the ride the sky had darkened and the street lights had bloomed all at once. High-piling storm clouds snuffed out the light of

**Part A**

Which option describes the main purpose of paragraph 3 in the passage?

- A. to give the reasons Mrs. Chipley and Sally are going to Aunt Sarah’s house.
- B. to reveal that Sally’s Aunt Sarah will be in town only for a short time.
- C. to show Sally’s confusion about how to handle the situation.
- D. to explain that Mrs. Chipley has a daughter who needs help.

**Part B**

Which detail from paragraph 4 best supports the answer to Part A?

- A. "‘Going back again too, pretty soon, your ma tells me,’ said Mrs. Chipley."
- B. "‘Only came back here to sell the house.’"
- C. "‘But never you mind, honey,’ she went on, without slackening her furious pace at all . . . .”
- D. "‘I’m sure I didn’t know what else to do but call her, what with your mom and dad away on that business trip, and we don’t want to spoil it for them . . . .’"
Technology Enhanced Item

Today you will read the story “A Once-in-a-Lifetime Experience.” Pay close attention to the actions of the characters and the events in the story. Answer the questions to help you prepare to write a narrative story.

A Once-in-a-Lifetime Experience
by Sandra Beswetherick

1. It was my idea to invite Derrick, the new kid in our neighborhood, on our annual father-and-son weekend trip. Derrick had never been camping or fishing.

2. “Great idea!” Dad said. “It’ll be a once-in-a-lifetime experience for him, one he’ll never forget.”

3. Dad and I didn’t realize how true that would turn out to be.

4. The car blew a tire on the way to our campsite. Not an impressive start.

5. “A minor setback, that’s all,” Dad said as Derrick and I tumbled out of the car to help.

6. It was dark by the time we reached the campsite, got the boat into the water, and set up the tent. There was a stiff, icy breeze.

Drag and drop into the chart the way that Dad responds to each event during the camping trip. Not every response will be used.

How Dad Responds

- Dad feels sad that the trip was not a success.
- Dad gets everyone to work together to make it safely back to shore.
- Dad talks about how much fun it is to catch fish.
- Dad starts to feel happier.

<table>
<thead>
<tr>
<th>Events</th>
<th>How Dad Responds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Derrick asks if it is snowing.</td>
<td>Dad hurries the boys into the tent.</td>
</tr>
<tr>
<td>The boys make fish faces.</td>
<td></td>
</tr>
<tr>
<td>Derrick asks if there should be water in the boat.</td>
<td></td>
</tr>
</tbody>
</table>
## So What? (Notes from ELA session)

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does this inform your definition of CDTs?</td>
<td>●</td>
</tr>
<tr>
<td>How have you come to understand how expectations change across grade levels?</td>
<td>●</td>
</tr>
<tr>
<td>How do these tasks compare to those you're seeing in classrooms?</td>
<td>●</td>
</tr>
<tr>
<td>What is the key learning that you want to bring back to teachers? How will you engage them in this learning?</td>
<td>●</td>
</tr>
</tbody>
</table>