



## GET READY FOR ONLINE ASSESSMENTS

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### Timeline for Online Assessments

#### 2013-2014

4th and 7th grades—Social Studies

5th and 8th grades—Science



#### 2014-2015

4th and 5th grade—Social Studies

5th and 8th grade—Science

12th grade—Social Studies and Science

3rd—11th—English Language Arts and Math (PARCC)

### What do teachers need to do to get ready?

- ◇ Make sure you have implemented new standards fully !
- ◇ Get familiar with the timeline
- ◇ [Look at the sample tests \(ePats\)](#)

[www.pearsonaccess.com/co](http://www.pearsonaccess.com/co)—  
Under Support Tab

- ◇ Observe field testing or talk to someone who participated—  
SMS 7th, RV 5th, MV 5th, SV 5th, WHS 12th soon
- ◇ Review sample items for PARCC—  
[www.parcconline.org](http://www.parcconline.org)
- ◇ Ask questions if you are not sure!

## What can I do to get my students ready?

Expose students to test format through ePats

Use keyboarding whenever possible

3rd grade—1 page

4th grade—2 pages

5th grade—3 pages

Make sure you are having students read challenging text—

CCSS Grade Bands	Text-Analysis Tools		
	Lexile	SR	RMM
2-3	420-820	0.05-2.48	3.53-6.13
4-5	740-1010	0.84-5.75	5.42-7.92
6-8	925-1185	4.11-10.66	7.04-9.57
9-10	1050-1335	9.02-13.93	8.41-10.81
11-CCR	1185-1385	12.30-14.50	9.57-12.00

\*Texts such as poetry, drama, transcripts, and those depicting step-by-step processes will be assigned a grade level based on a qualitative evaluation

Make sure students can transfer knowledge to a new situation

[Cognitive Rigor Resources](#) on Weld Re-4 District Web Page

## What can I do to get parents ready?

Have the practice tests set up during parent conferences.

Show concrete examples of old assessment questions from released items and new items (Sample from 5th grade Science Follows)

**5**

Complete the table below to show whether each characteristic belongs to a plant or animal. Place an **X** in the appropriate box beside each characteristic.

Characteristic	Part of a Plant	Part of an Animal
feathers		<b>X</b>
seeds	<b>X</b>	
fur		<b>X</b>
leaf	<b>X</b>	
backbone		<b>X</b>
stem	<b>X</b>	
root	<b>X</b>	
beak		<b>X</b>

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**Standard 3 / Assessment Objective 3.1.2.b**

Depth of Knowledge: 1

Difficulty Level: M

Type: Constructed Response

**Two-point Rubric:**

2 points	all 8 characteristics labeled correctly
1 point	5 or more characteristics labeled correctly
0 points	4 or fewer characteristics labeled correctly









# 5th grade Science Question from Online Practice test

## Sample Item 3

Type your responses in the box.

Compare and contrast the physical characteristics of polar bears and grizzly bears listed in the chart. Explain how these characteristics help them survive in their environments.

Polar Bear	Grizzly Bear
 White fur	 Brown fur
 Round shape, thick, sharp claws, long fur on bottom	 Long oval shape, very long curved claws, some fur on bottom
 Long, sharp canines with sharp-edged molars	 Sharp canines with flat molars

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Spell Check Cut Copy Paste Undo Redo

Type Your Answer Here

0 of 500 characters

Item Information	
Grade:	5
Standard:	2. Life Science
Concepts and Skills Mastered:	1. All organisms have structures and systems with separate functions.
Evidence Outcome:	b. Analyze and interpret data to generate evidence that all organisms have structures that are required for survival in both plants and animals.

Scoring Guide	
Points	Attributes
3	Student responses may include but are not limited to: The white fur of the polar bear helps it blend in with the snowy environment. The round-shaped foot helps it walk on ice and the fur on the bottom keeps the feet warm. The sharp molars help it tear apart food. The brown fur helps the grizzly bear blend in with the forest and the long claws help it climb trees. The flat molars helps the grizzly bear grind the berries and plants it eats.
2	Student demonstrates a partial understanding of the task.
1	Student demonstrates a very limited understanding of the task and the task is incomplete.
0	No response or off topic.

