

88'S BEST

At the Board of Education meeting, we will be honoring two students as 88's Best.

Attached you will find information about Mario Macedo from Addison Trail and Gregory Ross from Willowbrook, the January 27, 2014 honorees.

DISTRICT 88'S BEST

Mario Macedo

Hard work, sacrifice, and discipline characterize Addison Trail's 88's Best January selection Mario Macedo. Mario has demonstrated a consistent level of excellence in his academic performance throughout his four years at Addison Trail. Mario's outstanding performance in the classroom has earned him a place on the distinct honor roll for all four years, two AT's Best awards, a student of the semester recognition, and acknowledgment as both an AP Scholar and Illinois State Scholar.

When asked about what drives him, Mario responded with explaining that his parents have taught him hard work and sacrifice. Mario's parents left family and the world they knew in Mexico behind when he was one to give him and his siblings better opportunities to succeed in America. His parents have taught him discipline in his academic studies and that the only way to better yourself is through learning and education. He has learned to appreciate what he has, the opportunities his parents have given him, and to always work hard in school.

Mario's excellence in the classroom is not only demonstrated by his exceptional grades, but also by the courses he has taken. Mario will graduate this year having successfully completed fifteen AP courses and ten additional honors courses. Many of Mario's teachers recall his quite demeanor, hard work, and exceptional academic efforts. When asked, Mrs. Becky Cibulka commented on Mario by stating, "When I had Mario as a freshman he was a quiet leader. I was so impressed with his work ethic and his drive for excellence. He was part of the first class that was able to take AP Human Geography at Addison Trail and he earned a 5 on his AP test because of all of his hard work."

Not only does Mario commit himself to academics, but he also excels in other areas. Mario has been a four year member of our Academic Team, Math Team, and Debate Team (Treasurer 11/12). Over the past two years, he has also been a member of various groups/clubs including our Science Olympiad, DECA (state qualifier), Youth and Government, Model UN, and Science Club. He has even taken a Particle Physics Course at Fermilab.

Mario is also heavily involved in community service here at Addison Trail and within the village. Over the past four years, he has volunteered his time for the Food Drive, Kiwanis Breakfast, Key Club, Easter Egg Hunt, and Activity Fair.

Along with the influence his parents have had on his academic career, Mario credits his math and science teachers for being good teachers and helping build his interest in these subject matters. Mario especially credits Mr. Steve Nelson as being good teacher and Science Olympiad coach for nurture his passion for science and helping him to be the best he can be.

Though Mario has not chosen a college yet, he is focused on studying Aerospace Engineering. He is waiting to hear back from the University of Illinois, University of Michigan, Northwestern, MIT, and Cal-Tech. We are confident that with his credentials, hard working attitude, and discipline; Mario will be successful at whatever university he chooses. We wish him the best of luck. Congratulations Mario!

DISTRICT 88'S BEST

Gregory Ross

The academic universe at Willowbrook High School has many stars, but one that burns particularly brightly is senior Gregory Ross. As a leader with a stellar academic career at Willowbrook, we are proud to bestow upon Gregory the recognition of being named as one of DuPage High School District 88's Best.

As a student, Gregory consistently challenges himself with a rigorous course load while maintaining a class ranking within the ninety-ninth percentile. Gregory is currently enrolled in five AP classes and was named an AP Scholar with Distinction and an Illinois State Scholar. He also received a National Merit Scholarship Program Letter of Commendation. Additionally, he has previously completed a lengthy list of additional AP and honors level courses and has been named to the Distinction Honor Roll each semester of his high school career. Furthermore, Gregory is a member of our Social Studies Honor Society -- Civitas, our math honor society -- Mu Alpha Theta, the National English Honor Society, and the National Honor Society. He was part of the 2013 state competition team for Econ Challenge that was awarded 2nd place.

Beyond the classroom, Gregory has been involved with Habitat for Humanity, helping build an inner-city house in Washington, D.C. He also serves as treasurer of Key Club and is a member of Blue Crew.

Gregory still finds time to volunteer at a food pantry for the past two summers. He has taken two river trips down the Grand Canyon's Colorado River to collect scientific data to be studied by ecologists and researchers who study the canyon.

Gregory's success and attributes are evident to staff members throughout Willowbrook.

English teacher Terri Woebel states, "Greg's work in English class is exemplary. He writes impressive essays with exceptional style, content, and structure that all students should strive for when writing. Greg helped raise the standards for those around him. His writing is consistently impressive and notably improved throughout the year, due to his dedication to process work. He has drive and passion to improve, and he is always ready to think

outside the box and make impressive connections to other disciplines and to life. I can honestly say I looked forward to reading his work each time he turned in an assignment. I knew that I would have the opportunity to learn something new from this talented young man. I was in awe of Greg, for I assumed he must concentrate his time on English and writing because his work is exemplary. However, Greg proved that he truly is a well-rounded scholar, excelling in all academic areas.”

Brian Eslick, social studies teacher, adds, “Greg Ross certainly represents the best of the district. He is thorough, driven, pensive, thoughtful and diverse. He is never afraid to take a challenge head on and insists on excellence. He is willing to roll up his sleeves and work hard independently, or with others on activities inside and outside the classroom. He is a tremendous positive influence on the culture of the classroom and learns from failures as well as from successes. He is among the most talented students I have taught. This is a well-deserved honor.”

As he looks to the future, Gregory has applied to the University of Chicago, Northwestern University, and Columbia University in New York. Although he has not specified a major at this time, his current career interests lie in urban planning, journalism, and economics.

Willowbrook High School is proud and honored to recognize Gregory Ross for his success both academically and beyond the classroom and for exemplifying what it means to be one of District 88’s Best!

PARCC Assessment Pilot

The Board will hear a presentation regarding the upcoming PARCC assessment pilot to take place in both schools this spring. Included in the packet are the plans for the pilot as well as sample test items for both Math and English Language Arts.

PARCC Field Test Overview

PARCC: Partnership for Assessment of Readiness for College and Careers

Board of Education Meeting

January 27, 2014

Purpose of Field Test

- To review the exam items so PARCC can build quality assessments for testing in 2014-2015.
- To pilot the logistics of the exams.
- To allow schools the opportunity to experience the administration of a PARCC exam.

Details of the Field Test

- PARCC states will have the opportunity to field test the Performance-Based Assessment (PBA) and End-of-Year Assessment (EOY) in English/Language Arts (ELA) and Math.
- Some students will take a paper exam and others will take a computer-based exam.

Types of Assessments

Definitions from PARCC on the types of assessments that will be administered during the pilot and the Spring of 2015:

Performance-Based Assessment (PBA) - “administered as close to the end of the school year as possible. The ELA/literacy PBA will focus on writing effectively when analyzing text. The mathematics PBA will focus on applying skills, concepts, and understandings to solve multi-step problems requiring abstract reasoning, precision, perseverance, and strategic use of tools.”

End-of-Year Assessment (EOY) - “administered after approx. 90% of the school year. The ELA/literacy EOY will focus on reading comprehension. The math EOY will be comprised of innovative, machine-scorable items.”

These assessments, along with a Speaking and Listening assessment, will be required of all students.

Information derived from www.parcconline.org/field-test

Field Test Sample

- Over one million students will be participating in the pilot across all PARCC states.
- Students and schools were randomly selected, but the objective is to pilot test a cross-section of all demographic categories.

Information derived from www.parcconline.org/field-test

ATHS and WBHS Field Test Sample

- Both ATHS and WBHS have selected or will be selecting which students/sections of students will be in the pool to be a part of the pilot.
- From that pool, the state will select which students will take the pilot exam.

Pilot Exams in D88

School Name	Grade/Course	Subject Area	Number of Classes	Mode of Admin.	Component
Addison Trail	Algebra I	Mathematics	2	Online	EOY
Addison Trail	10	ELA	4	Online	EOY
Addison Trail	11	ELA	4	Online	EOY
Willowbrook	Algebra I	Mathematics	2	Paper	PBA
Willowbrook	Geometry	Mathematics	3	Paper	PBA & EOY
Willowbrook	11	ELA	4	Paper	PBA



High School - Mathematics

Summative Assessments at the High School Level

Task Types

Type I: Tasks assessing concepts, skills and procedures

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](#) [1].*

Sample Tasks

Type II: Tasks assessing expressing mathematical reasoning

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.

Sample Tasks

Type III: Tasks assessing modeling / applications

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.

Sample Tasks

- [High School Functions](#) [2]
- [High School \(Seeing Structure in a Quadratic Equation\)](#) [3]
- [High School \(Seeing Structure in an Equation\)](#) [4]
- [Algebra I/Math II: Picture Frame](#) [5] (New!)
- [Algebra I: Myla's Swimming Pool](#) [6]
- [Algebra II/Math III: Green Tea Observational Study](#) [7]
- [Prototype Items](#) [8] (You will be taken to the Dana Center site, which recommends the use of Firefox or Internet Explorer 9 to explore prototype items.)
- [Algebra II/Math III: Graphs of Functions](#) [9] (New!)
- [Algebra I/Math II: Michelle's Conjectures](#) [10]
- [Geometry/Math III: Geometric Construction Connection](#) [11]
- [Prototype Items](#) [8] (You will be taken to the Dana Center site, which recommends the use of Firefox or Internet Explorer 9 to explore prototype items.)
- [Algebra I/Math I: Popcorn Inventory](#) [12] (New!)
- [Algebra I/Math I: Brett's Race](#) [13] (New!)
- [Algebra I/Math II: Mini-Golf Prices](#) [14] (New!)
- [Algebra II/Math III: Temperature Changes](#) [15]

*PARCC's Model Content Frameworks for Mathematics designate clusters as **Major**, **Additional** and **Supporting** for each grade and course. As discussed in the Model Content Frameworks, some clusters that are not major emphases in themselves are designed to *support* and strengthen areas of major emphasis, while other clusters that may not connect tightly or explicitly to the major work of the grade would fairly be called *additional*.

Source URL: <http://www.parcconline.org/samples/mathematics/high-school-mathematics>

Links:

- [1] <http://www.parcconline.org/mcf/mathematics/parcc-model-content-frameworks-browser>
- [2] <http://www.parcconline.org/samples/mathematics/high-school-functions>
- [3] <http://www.parcconline.org/samples/mathematics/high-school-seeing-structure-quadratic-equation>
- [4] <http://www.parcconline.org/samples/mathematics/high-school-seeing-structure-equation>
- [5] <http://www.parcconline.org/sites/parcc/files/HS-Alg1Math2PictureFrame.pdf>
- [6] http://www.parcconline.org/sites/parcc/files/PARCC_SampleItems_Mathematics_HSAIg1MylaPool_081913_Final.pdf
- [7] http://www.parcconline.org/sites/parcc/files/PARCC_SampleItems_Mathematics_HSAIg1MathIIIGreenTeaStudy_081
- [8] http://www.ccsstoolbox.com/parcc/PARCCPrototype_main.html
- [9] <http://www.parcconline.org/sites/parcc/files/HighSchoolAlg2Math3-GraphsofFunctions.pdf>
- [10] http://www.parcconline.org/sites/parcc/files/PARCC_SampleItems_Mathematics_HSAIg1MathIIMichelleConjecture_0
- [11] http://www.parcconline.org/sites/parcc/files/PARCC_SampleItems_Mathematics_HSGeoMathIIIGeometricConnectio
- [12] <http://www.parcconline.org/sites/parcc/files/HSAlg1Math1PopcornInventory.pdf>
- [13] <http://www.parcconline.org/sites/parcc/files/BRHSSampleItem.pdf>
- [14] <http://www.parcconline.org/sites/parcc/files/HSAlg1Math2MiniGolfPrices.pdf>
- [15] <http://www.parcconline.org/sites/parcc/files/HSAlg1Math3TemperatureChanges.pdf>

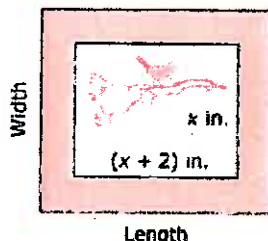


Sample Mathematics Item: Algebra I/Mathematics II
“Picture Frame”

November 2013



Sam uses one-inch frames for pictures for which the length is 2 inches (in.) longer than the width, as shown.



The area of the frame for a picture that is x inches wide is given by the expression:

$$(x + 4)(x - 2) - (x + 2)x$$

There are four descriptions shown. Drag the correct expression to the appropriate box below the corresponding description.

x	$(x - 2)$	$(x - 4)$
$(x - 2)x$	$(x - 4)(x - 2)$	

the length of the
picture alone, in
inches

the length of the
frame, in inches

the area of the
picture alone, in
square inches

the area of the
picture and frame
together, in
square inches

--	--	--	--

Click on a choice and drag it to a box.

HS	Picture Frame
Type	Type I 2 Points
Evidence Statement	A-SSE.1-2: Interpret quadratic expressions that represent a quantity in terms of its context. a) Interpret parts of an expression, such as terms, factors, and coefficients. b) Interpret complicated expressions by viewing one or more of their parts as a single entity
Most Relevant Standards for Mathematical Content	A-SSE.1: Interpret expressions that represent a quantity in terms of its context. a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</i> This standard is major content in the course based on the PARCC Model Content Frameworks.
Most Relevant Standards for Mathematical Practice	This task requires students to make use of the structure provided in the diagram and the formula (MP.7). In addition, students must contextualize that structure to address the descriptions (MP.2).
Item Description and Assessment Qualities	This application task requires students to understand a diagram and formula, and then use expressions within that formula to represent a quantity in terms of its context. The situation allows for possible explanations so students have to carefully attend to the meaning of the variable and the context of the situation. The answer space is technology-enhanced so it can be scored immediately. Unlike traditional multiple choice, it is difficult to guess the correct answer or use a choice elimination strategy.
Scoring Information	The length of the picture alone in inches: $(x + 2)$ The length of the frame in inches: $(x + 4)$ The area of the picture alone in square inches: $(x + 2)x$ The area of the picture and frame together in square inches: $(x + 4)(x + 2)$ The student must get all 4 parts correct to earn 2 points and 3 parts correct to earn 1 point.

Myla's swimming pool contains 15,000 gallons of water when it is full. On Thursday, her pool was only partially full. On Friday, Myla decided to fill her pool completely using a hose that flowed at a rate of 10 gallons per minute. It took her 5 hours to completely fill her pool.

Part A

Type a number into each box to complete the sentences.

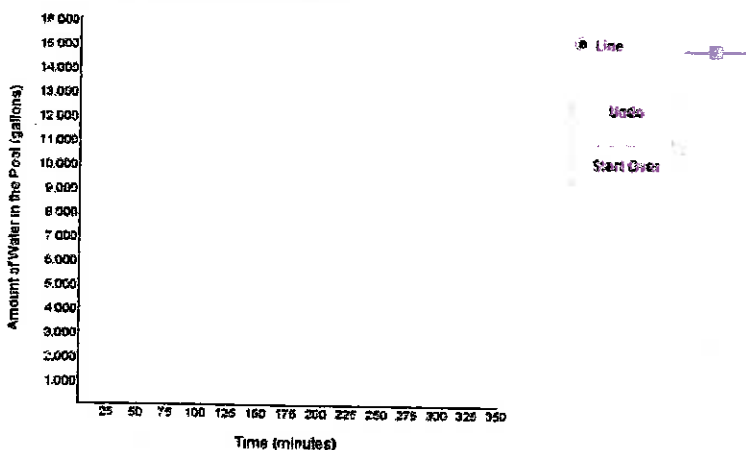
Before Myla started filling the pool, there were gallons of water in the pool.

The rate at which water is being added to the pool is gallons per hour.

Part B

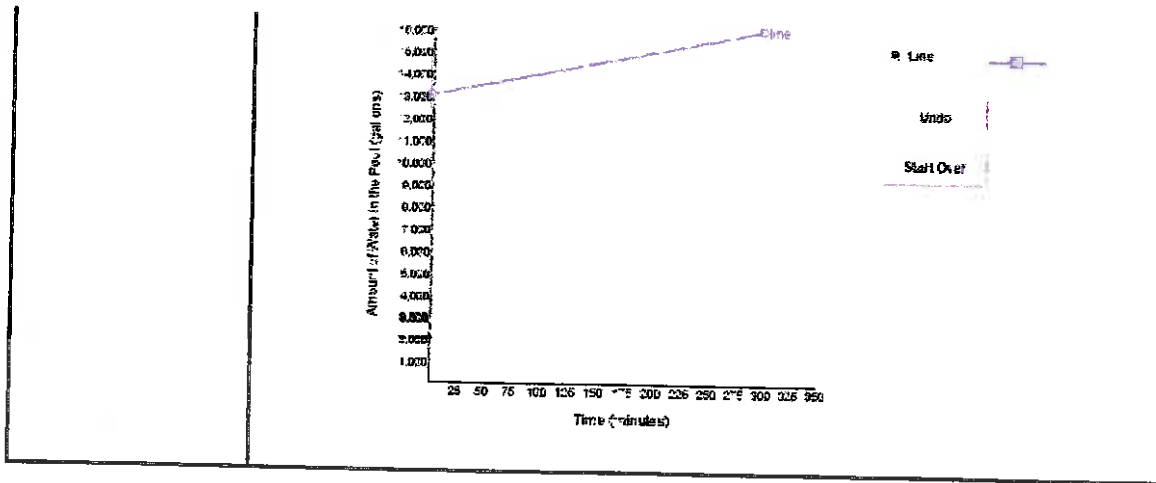
On the coordinate plane provided, graph a linear function that represents the number of gallons of water in Myla's pool given the amount of time, in minutes, she spent filling her pool on Friday.

Select two points on the coordinate plane and the line containing the two points will be automatically drawn. You can undo your last step by clicking "Undo". You can reset the tool by clicking "Start Over".



Algebra I	Myla's Swimming Pool
Item Type	Type I – 2 points
Evidence Statement	HS-Int.3-2: Solve multi-step contextual word problems with degree of difficulty appropriate to the course, requiring application of course-level knowledge and skills articulated in F-LE, A-CED.1, A-SSE.3, F-IF.B, F-IF.7, limited to linear and quadratic functions. Clarifications for H-Int.3-2:

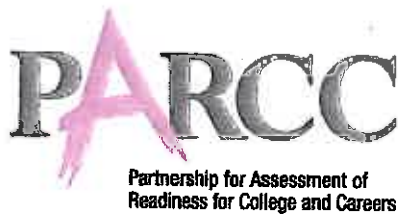
	i) F-LE is the primary content and at least one of the other listed content elements will be involved in tasks as well. For rational solutions, exact values are required. For irrational solutions, exact or decimal approximations may be required. Simplifying or rewriting radicals is not required.
Most Relevant Standards for Mathematical Content	F-LE.2: Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). This standard is supporting content in the course based on the PARCC Model Content Frameworks.
Most Relevant Standards for Mathematical Practice	Students must think about the context and use the regularity in the linear rate to create a good mental model of the situation (MP.8).
Item Description and Assessment Qualities	This task illustrates how linear functions in Algebra I build on previous understandings of equations, functions and proportional reasoning so that they can be used as an important tool for solving multi-step contextual word problems that are expected at high school. Students use an interpretation in context to identify the two parameters of a linear equation and then use this information to construct the graph. Unlike traditional multiple choice, it is difficult to guess the correct answer or use a choice elimination strategy.
Scoring Information	Task is worth 2 points. Task can be scored as 0, 1, or 2. Part A – 1 point Student types “13,000” or “13000” in the first blank and “600” in the second blank. Part B – 1 point Student graphs $f(m) = 13,000 + 10m$



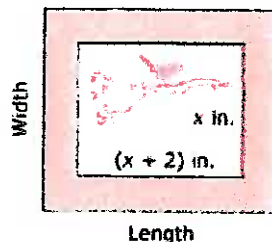


Sample Mathematics Item: Algebra I/Mathematics II
“Picture Frame”

November 2013



Sam uses one-inch frames for pictures for which the length is 2 inches (in.) longer than the width, as shown.



The area of the frame for a picture that is x inches wide is given by the expression:

$$(x + 4)(x + 2) - (x + 2)x$$

There are four descriptions shown. Drag the correct expression to the appropriate box below the corresponding description.

x

$(x + 2)$

$(x + 4)$

$(x + 2)x$

$(x + 4)(x + 2)$

the length of the
picture alone, in
inches

the length of the
frame, in inches

the area of the
picture alone, in
square inches

the area of the
picture and frame
together, in
square inches

Click on a choice and drag it to a box.

HS	Picture Frame
Type	Type I 2 Points
Evidence Statement	A-SSE.1-2: Interpret quadratic expressions that represent a quantity in terms of its context. a) Interpret parts of an expression, such as terms, factors, and coefficients. b) Interpret complicated expressions by viewing one or more of their parts as a single entity
Most Relevant Standards for Mathematical Content	A-SSE.1: Interpret expressions that represent a quantity in terms of its context. a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</i> This standard is major content in the course based on the PARCC Model Content Frameworks.
Most Relevant Standards for Mathematical Practice	This task requires students to make use of the structure provided in the diagram and the formula (MP.7). In addition, students must contextualize that structure to address the descriptions (MP.2).
Item Description and Assessment Qualities	This application task requires students to understand a diagram and formula, and then use expressions within that formula to represent a quantity in terms of its context. The situation allows for possible explanations so students have to carefully attend to the meaning of the variable and the context of the situation. The answer space is technology-enhanced so it can be scored immediately. Unlike traditional multiple choice, it is difficult to guess the correct answer or use a choice elimination strategy.
Scoring Information	The length of the picture alone in inches: $(x + 2)$ The length of the frame in inches: $(x + 4)$ The area of the picture alone in square inches: $(x + 2)x$ The area of the picture and frame together in square inches: $(x + 4)(x + 2)$ The student must get all 4 parts correct to earn 2 points and 3 parts correct to earn 1 point.

High School – Seeing Structure in an Equation

It is given that:

$$24 + 10x + x^2 = p - (x - 5)^2$$

Find the value of p .

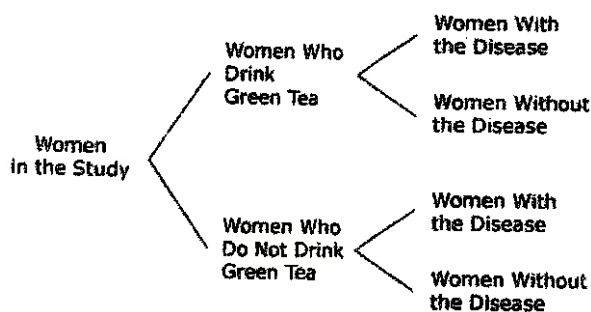
When you are finished, enter your answer below.

$p =$

High School	Seeing Structure in an Equation
Type	Type I, Claim A
Most relevant Standard(s) for Mathematical Content	A-SSE, Seeing Structure in Expressions
Most relevant Standard(s) for	Students must make sense of this problem (MP.1), an unusual two-variable equation that all by itself determines the value of one of its

Mathematical Practice	variables. Students can look for and make use of the structure of the equation (MP.7), recognizing for example that it is linear (not quadratic) in the sought-after variable, and seeing that if the rightmost term were to be expanded, then the quadratic terms in the equation would cancel. Note that it is easy to mistakenly expand $-(x - 5)^2$ as $-x^2 + 10x + 25$, leading to the incorrect answer $p = -1$. A student who attends to precision (MP.6) will recheck his or her steps or re-work the problem another way -- for example, by moving the $-(x - 5)^2$ term to the other side of the equation before expanding it.
Item description and assessment qualities	This is an integrative task that synthesizes knowledge and skills detailed in the content standards for Algebra, especially A-SSE (Seeing Structure in Expressions). Unlike traditional multiple choice, it is difficult to guess the correct answer or use a choice elimination strategy.
Scoring	Full credit requires entering the correct answer 49 in the box.

In an observational study, a researcher collected data from 70,000 non-smoking women aged 40-years or older in China who volunteered for the study. The researcher made a sketch to represent the study as shown.



Part A

Women in the study who drank green tea had a statistically significant lower rate of a certain disease than women who did not drink green tea.

Use the drop-downs to complete a valid statement about the conclusions that can be made on the basis of the result of the study.

causes
is associated with

From this study, it can be concluded that drinking green tea
difference in the rates of the disease and this result of the study can be generalized to

the women in the study only
non-smoking women in China aged 40-years and older only
all non-smoking women in China

Part B

To further investigate the relationship between drinking green tea and the disease rate, the researcher decides to conduct a statistical experiment with 70 non-smoking women in China who did not participate in the observational study.

Use the drop-down menus to complete valid statements about the experiment.

In this experiment, participants in the treatment group should

The participants in the control group should

The participants should be assigned to the groups

at random
based on whether they like green tea
based on the group in which they want to participate

be asked to drink green tea
be asked to not drink green tea
have the disease
not have the disease

NOTE: These choices are the same for the first two drop-down menus.

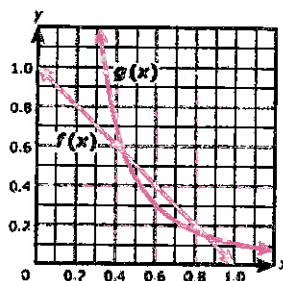
Algebra 2 and Math III	Green Tea Observational Study
Item Type	Type I – 2 point
Evidence Statement	S-IC.3-1: Recognize the purposes of and differences among sample surveys, experiments, and observational studies. Clarifications for S-IC.3-1: i) The "explain" part of standard S-IC.3 is not assessed here; See Subclaim D for this aspect of the standard. ii) See GAISE report, Guidelines for Assessment and Instruction in Statistics Education (GAISE) Report.
Most Relevant Standards for Mathematical Content	S-IC.3: Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. This standard is major content in the course based on the PARCC Model Content Frameworks.
Most Relevant Standards for Mathematical Practice	This is a MP.4 task assessing S-IC.3 which is a modeling standard as indicated by the star symbol (*).
Item Description and Assessment Qualities	The first part of this task requires students to analyze the methods of an observational study and relate the methods to the inferences that can be made on the basis of the result of such studies. In the second part, students are required to identify three major components of sound statistical experiments: well-defined treatments, appropriate experimental units to which these treatments can be assigned and random assignment of treatments to experimental units. The Standards and the GAISE Report require statistics education so that students can be prepared for colleges and careers that increasingly interact with situations like the one described here. Informed consumers of information need to know the limitations of a study based on methodology so that incorrect assumptions are not made simply based on the size of the sample or prestige of the researchers.
Scoring Information	Part A – 1 point: Student chooses "is associated with" and "the women in the study only". Part B – 1 point: Student chooses "be asked to drink green tea"; "be asked to not drink green tea"; and "at random."



Sample Mathematics Item: Algebra II/Mathematics III
"Graphs of Functions"

November 2013

The functions $f(x) = 1 - x$ and $g(x) = \frac{0.11}{x^2}$ are defined for all values of $x \neq 0$. The graphs are shown in the coordinate plane.



Part A

Explain how you can use the graph to find the solution(s) of the equation $f(x) = g(x)$. In your answer, provide the approximate value(s) of the solution(s).

Ans: _____

Part B

Write the value(s) of $f(x)$ when x equals the solution(s) from Part A.

Ans: _____

Part C

Let the function $h(x)$ be defined as $h(x) = f(x) - g(x)$.

What are the coordinates of the point(s) on the graph of $h(x)$ when x equals the solution(s) from Part A? Explain your reasoning.

Ans: _____

HS	Graphs of functions
Type	Type II 4 Points
Evidence Statement	HS.C.6.2: Base explanations/reasoning on the principle that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane. Content scope: A-REI.D
Most Relevant Standards for Mathematical Content	A-REI.D. Represent and solve equations and inequalities graphically 10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). 11. Explain why the x -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. These standards are major content in the course based on the PARCC Model Content Frameworks.
Most Relevant Standards for Mathematical Practice	PARCC highlights MP.3 through Subclaim C. These items require students to construct viable chains of reasoning through precise mathematical statements. This item requires students to reason with the structure of the graph to determine the number of solutions and the correct value of those solutions (MP.7).
Item Description and Assessment Qualities	This item assesses students' ability to use a graph to find solutions to the equation $f(x) = g(x)$. Students are initially presented with the graphs of two functions, and then asked to find the solution to the equation when the functions are set equal to each other. The question does not clue students that there are two solutions to the equation, and expects students to explain how the graph is used. Students must recognize the nature of the solutions using the graph. Given the content mastered by students at this level, the graph is the best way for students to find the solutions to $f(x) = g(x)$. Students use the graph to estimate these values, recognizing that the solution of two functions set equal to each other is the x -coordinate of the two points of intersection. Part B requires students to determine values of $f(x)$. Students could use the graph from Part A or substitute the values of x into the function $f(x) = 1 - x.$

	In Part C, students need to consider a new function $h(x)$ given as the difference of $f(x)$ and $g(x)$. They must then recognize and explain the solution values of $f(x) = g(x)$ as the zeros of $h(x)$. Unlike traditional multiple choice, it is difficult to guess the correct answer or use a choice elimination strategy.
Scoring Information	Scoring Rubric for Sample HS.C.6.2 Task is worth 4 points. Task can be scored as 0, 1, 2, 3 or 4. The scoring consists of two components: Computation for 2 points and Reasoning for 2 points. Part A: 1 point for reasoning, 1 point for computation - Reasoning: Correct explanation that the x-coordinates of the points where the graphs of the functions $f(x)$ and $g(x)$ intersect are the solutions of the equation $f(x) = g(x)$. - Computation: Based on the graph, the solutions to the equation are within the range $0.4 \leq x \leq 0.5$ and $0.8 \leq x \leq 0.9$. Sample student response: The solutions to the equation $f(x) = g(x)$ can be found by looking at the x-coordinates of the points where the graphs of $f(x)$ and $g(x)$ intersected. I determined that the x-coordinates of those two points were approximately 0.45 and 0.85. Part B: 1 point for computation - Computation: 1 point for both values of $f(x)$. Sample Student Response Based on the graph, the values of the function $f(x)$ for the solutions are within the range $0.5 \leq f(x) \leq 0.6$ and $0.1 \leq f(x) \leq 0.2$. Part C: 1 point for reasoning Sample Student Response In part A, I found that $f(x) = g(x)$ when $x \approx 0.45$ and $x \approx 0.85$, so I know that when $x \approx 0.45$ or when $x \approx 0.85$ that $h(x)$ will have values near zero. So, the graph will go through these two approximate points: $(0.45, 0)$ and $(0.85, 0)$. Task score: The task score is the sum of the points awarded in each component.

Michelle wanted to investigate the effect on the vertex of the graph of $f(x) = x^2 - 6x$ when $f(x)$ is replaced by $f(x - k)$.

Michelle graphed functions of the form $f(x - k)$ for $k = 1, 2, 3$ and 4 . For each of the functions she graphed, the x -coordinate of the vertex was negative and different for each value of k , but the y -coordinate of the vertex was the same for each value of k . Michelle made three conjectures based on her results.

1. The x -coordinate of the vertex depends on the value of k .
2. The x -coordinate of the vertex is negative for all values of k .
3. The y -coordinate of the vertex is independent of the value of k .

Determine if each of Michelle's three conjectures are true. Justify each answer.

Con									

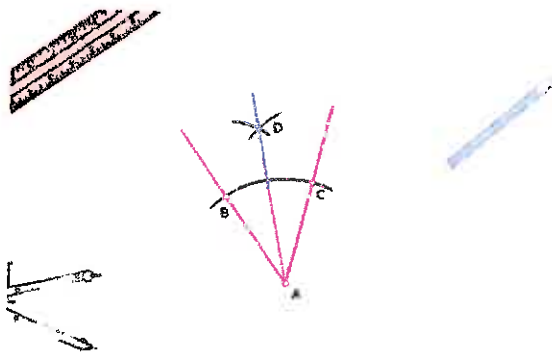
Algebra I and Math II	Michelle's Conjectures
Item Type	Type II – 3 points
Evidence Statement	HS.C.9.1 with content scope F-BF.3 HS.C.9.1: Express reasoning about transformations of functions. Content scope: F-BF.3, limited to linear and quadratic functions. Tasks will not involve ideas of even or odd functions.
Most Relevant Standards for Mathematical Content	F-BF.3: Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. This standard is additional content in the course based on the PARCC Model Content Frameworks.

Most Relevant Standards for Mathematical Practice	PARCC highlights MP.3 and MP.6 through Subclaim C. These items require students to construct viable arguments through precisely written mathematical statements. This item requires students to look for and make use of structure of the function to create clear proofs (MP.7). Students will need to use tools to address Conjecture #3 like completing the square; in addition, there is a graphing calculator available in this item to allow for students to work with the tools needed for this exploration. (MP.5).
Item Description and Assessment Qualities	This conceptual understanding task requires students to evaluate three conjectures using their conceptual understanding of functions as well as a graphing calculator that can help students find the underlying structure in the changing parameters of the item. The Standards require High School students to express precise mathematical reasoning and this task assesses students' ability to reason well with function concepts. The first proof can be verified by understanding how the graph of the function is changing using the graphing calculator or other methods to justify that the x-coordinate of the vertex changes as k changes. The second conjecture is incorrect so students may disprove the conjecture algebraically or provide a counterexample. The final conjecture requires students to justify that the y-coordinate of the vertex does not change for any value of k. Each of these responses requires significant mathematical reasoning and the use of precise mathematical language. The graphing calculator available in this item allows for students to work with the tools needed for this exploration.
Scoring Information	Task is worth 3 points. Task can be scored as 0, 1, 2, or 3. • Students will earn 1 reasoning point for an adequate proof that conjecture 1 is correct. ○ For example: As k increases, the vertex moves so I know that the x-coordinate of the vertex will change as I change k. • Students will earn 1 reasoning point for an adequate proof that conjecture 2 is incorrect. ○ For example: I figured that when k is much less than 1, then the vertex would be positive. I solved used $k = -5$ and found that $f(x - 5) = x^2 - 4x - 5 = (x - 2)^2 - 9$, and the vertex is at $(2, -9)$. OR ○ For example: $f(x + k) = (x - (-k - 3))^2 - 9$. Therefore, when $-k - 3 > 0$, i.e., when $k < -3$, the x-coordinate of the vertex is $-k - 3$, which is positive.

- Students will earn 1 reasoning point for an adequate algebraic proof based on completing the square that conjecture 3 is correct.
 - For example: Because the completed equation is $f(x + k) = (x + (k + 3))^2 - 9$. The vertex of the graph is $(-k - 3, -9)$ and the y -coordinate of the vertex will always be -9 . It is independent of k .

Task Score: The task score is the sum of the points awarded in each component.

The animation shows the geometric construction of an angle bisector.



Use the steps in the construction to prove that $\overline{AD}$ bisects $\angle BAC$.

--

Geometry and Math III	Geometric Construction Connection
Item Type	Type II – 3 points
Evidence Statement	HS.C.14.3: Construct, autonomously, chains of reasoning that will justify or refute geometric propositions or conjectures. Content scope: G-CO.D
Most Relevant Standards for Mathematical Content	G-CO.D: Make geometric constructions 12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). <i>Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.</i> 13. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle. This standard is supporting content in the course based on the PARCC

	Model Content Frameworks.
Most Relevant Standards for Mathematical Practice	PARCC highlights MP.3 and MP.6 through Subclaim C. These items require students to construct viable arguments through precisely written mathematical statements. This item requires the student to construct a chain of reasoning that will justify an angle bisector. In addition, students may refer to the animation of the construction of the angle bisector to support their reasoning and find structure within the geometric relationships needed to prove the conjecture (MP.7).
Item Description and Assessment Qualities	This conceptual understanding task requires students to construct, autonomously, chains of reasoning that will justify that the construction shown in the animation actually creates a bisector of the given angle. The technology allows students to replay the video as needed, so that they can use precise mathematical language to make claims. These chains of reasoning need to be written precisely and ordered logically to receive full credit. Unlike traditional multiple choice, it is difficult to guess the correct answer or use a choice elimination strategy, and the item is scored using a clearly defined rubric that awards partial credit for a variety of valid partial responses.
Scoring Information	Task is worth 3 points. Task can be scored as 0, 1, 2, or 3. This task contains 1 reasoning component, worth 3 points. - Student reasons that the marks from the construction form the following: The first mark, using one compass setting, makes $\overline{AB} \cong \overline{AC}$. The second mark, using the same compass setting at B and C to mark off D, makes $\overline{BD} \cong \overline{CD}$. The third mark, joining points A and D, makes a shared side of two triangles (by the reflexive property $\overline{AD} \cong \overline{AD}$). - Student reasons that the triangles are congruent by SSS, $\triangle ABD \cong \triangle ACD$. - Student reasons that the angle is bisected.

Since, $\triangle ABD \cong \triangle ACD$ then $\angle ABD \cong \angle CAD$ by CPCTC
(Corresponding Parts of Congruent Triangles are Congruent).
Since these two angles are congruent, then $\overrightarrow{AD}$ bisects $\angle BAC$.

NOTES:

The student may combine the first two reasoning steps into one step.
The reasoning must include the triangle congruency statement and
how the steps in the construction form the pairs of congruent sides.

Task score: The task score is the sum of the points awarded in each
component.

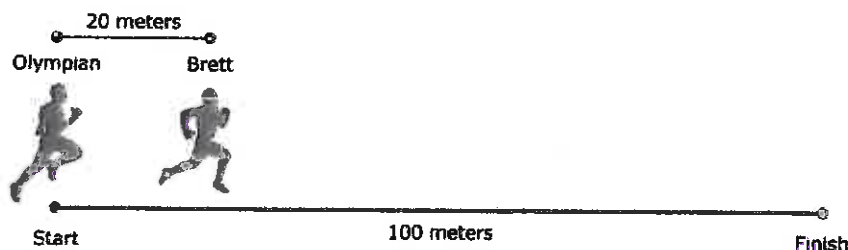


Sample Mathematics Item: Algebra I/Mathematics I

“Brett’s Race”

November 2013

Brett is on the high school track team and his coach surprises the team by having an Olympic track champion attend a practice. The Olympian challenges Brett to a 100-meter race. To make the race more interesting, the Olympian will not start the race until Brett reaches the 20 meter mark. Brett's average time in the 100-meter race is 12 seconds, while the Olympian's average time is 10 seconds. Assume that Brett and the Olympian run at a constant speed throughout the race.



Part A

Based on each of the runner's average time, write an equation for each person that describes the relationship between his distance from the starting line, in meters, and time, in seconds.

Eq1

Part B

Based on your equations in Part A, who will win the race and by how much? Justify your answer.

Eq2

HS	Brett's race
Type	Type III 3 Points
Evidence Statement	HS.D.2-5: Solve multi-step contextual word problems with degree of difficulty appropriate to the course, requiring application of course-level knowledge and skills articulated in A-CED, N-Q, A-SSE.3, A-REI.6, A-REI.12, A-REI.11-2, limited to linear equations and exponential equations with integer exponents. Clarification: A-CED is the primary content; other listed content elements may be involved in tasks as well.
Most Relevant Standards for Mathematical Content	A-CED Creating Equations A-CED.A Create equations that describe numbers or relationships 2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. This standard is major content in the course based on the PARCC Model Content Frameworks.
Most Relevant Standards for Mathematical Practice	This item requires students to model the given situation using equations, then students use that model to determine who will win the race and their margin of victory (MP.4). In order to create and interpret these models, students will have to decontextualize and contextualize the information at various points in the solution process to create a mathematical model and then to interpret the meaning and structure of that model (MP.2). Students that choose to use the graph may create another model of the situation, and look for and use structure within that model (MP.7).
Item Description and Assessment Qualities	This application task requires students to use content from widely applicable algebra standards in order to solve a modeling problem with difficulty expected in high school. Students first create equations that model the situation described in the first paragraph. It is important for students to define their variables when creating equations. Then, students reason with their models, and perhaps the graphing tool, to interpret the model and determine the margin of victory. There are a variety of solution methods that students may use to successfully answer Part B.
Scoring Information	Scoring Rubric for Sample Item HS.D. 2-5 Task is worth 3 points. Task can be scored as 0, 1, 2, or 3. Task has 2 parts. Scoring for Part A – Formulating the Model – 1 point

Student produces two equations to determine the distance in meters from the starting line, of each person as a function of the time x , in seconds since the Olympian starts running.

For example, Brett's distance y , as related to time, x :

$$y = 8\frac{1}{3}x + 20. \text{ Or } y = \frac{100}{12}x + 20$$

The Olympian's distance y , as related to time, x :

$$y = 10x.$$

NOTE: All variables should be defined. The student may choose to define x as time in seconds since Brett starts running.

Scoring for Part B

Student earns 1 calculation point for stating the correct winner and the correct margin of victory.

Students earn 1 modeling point for providing an accurate justification using the equations in Part A.

Sample Student Response 1:

- For Brett, $y = 100$ when

$$100 = 8\frac{1}{3}x + 20$$

$$80 = 8\frac{1}{3}x$$

$$x = 9.6$$

- For the Olympian $y = 100$ when

$$100 = 10x$$

$$x = 10.$$

- So, Brett wins the race by $10 - 9.6 = 0.4$ seconds.

Sample Student Response 2 :

- When Brett finishes the race at 9.6 seconds, the Olympian is only $10(9.6) = 96$ meters from the start. Therefore, Brett was 4 meters ahead of the Olympian when he finished the race.

Note:

- If Part A contains incorrect equations, but Part B is correct based on one or two incorrect equations in Part A, the student is still awarded 1 or 2 points of the 3 possible points.

Task score: The task score is the sum of the points awarded in each component.



Sample Mathematics Item: Algebra I/Mathematics II

“Mini-Golf Prices”

November 2013

A local mini-golf course charges \$5 per person to play a round of golf, and the course sells 120 rounds of golf per week. The manager of the course studied the effect of raising the price to increase revenue and found the following data.

The table shows the price, number of rounds of golf, and weekly revenue for different numbers of \$0.25 increases in price.

Number of \$0.25 price increases, n	0	1	2	3	4
Price of a round of golf, $p(n)$	\$5.00	\$5.25	\$5.50	\$5.75	\$6.00
Number of rounds of golf sold, $s(n)$	120	117	114	111	108
Weekly revenue, $r(n)$	\$600	\$614.25	\$627	\$638.25	\$648

Part A

Based on the data, write a linear function to model the price of one round of golf, $p(n)$, in terms of n , the number of \$0.25 increases.

Based on the data, write a linear function to model the number of rounds of golf sold in a week, $s(n)$, in terms of n , the number of \$0.25 increases.

Cell:

Part B

Based on the data, write a quadratic function for the weekly revenue in a week, $r(n)$, in terms of n , the number of \$0.25 increases.

Use your quadratic function to determine the weekly revenue in a week when tickets cost \$6.25.

Cell:

Part C

The maximum possible weekly revenue is what percent greater than the weekly revenue with no price increases? Justify your answer graphically or algebraically.

Cell:

HS	Mini-golf prices
Type	Type III 6 points
Evidence Statement	HS.D.2-9: Solve multi-step contextual word problems with degree of difficulty appropriate to the course, requiring application of course-level knowledge and skills articulated in F-BF.1a, F-BF.3, A-CED.1, A-SSE.3, F-IF.B, F-IF.7, limited to linear and quadratic functions Clarification: i) F-BF.1a is the primary content; other listed content elements may be involved in tasks as well.
Most Relevant Standards for Mathematical Content	F-BF. 1. Write a function that describes a relationship between two quantities. a. Determine an explicit expression, a recursive process, or steps for calculation from a context. This standard is major content in the course based on the PARCC Model Content Frameworks.
Most Relevant Standards for Mathematical Practice	Students must model with mathematics (MP.4) in order to create the functions and determine the percent increase of the maximum weekly revenue. The question in Part C is not as scaffolded as the previous parts and will confront students with a novel concept that will take time to ascertain how to begin a correct solution method (MP.1). In order to do this, students must decontextualize the given information and use it to construct a viable solution (MP.2).
Item Description and Assessment Qualities	This application task requires students to create functions to interpret a situation. Then, students must use those functions to address application questions based on this context. This content is complex, the model used in Parts B and C is quadratic, but the item provides some scaffolding in Part A so that students can gain familiarity with the underlying structure of the components. Students first write functions that model various related quantities in the task. Then, students show that they can use these functions correctly by calculating a value using the quadratic function. Then, students use their model to find the maximum weekly revenue, and the percent increase that change represents over the revenue with no price increases. Students may choose to solve this problem algebraically or with the graphing tool. However, students must explain the steps they took to determine the percent increase. One of the reasons for modeling with quadratics is that, unlike linear or exponential functions, quadratic functions can model situations with local optimums. Optimization is a common and important use of mathematics.

	Graphing technology is available to support student's work on this item.
Scoring Information	Scoring Rubric for Sample HS.D.2-9 Task is worth 6 points. Task can be scored as 0, 1, 2, 3, 4, 5, or 6. Task has three parts: Part A is worth 2 points, Part B is worth 2 points, and Part C is worth 2 points. Part A: 2 point 1 point is earned for a correct function of $p(n)$: $p(n) = 5 + 0.25n$ or an equivalent expression (e.g., $\frac{n}{4} + 5$). 1 point is earned for a correct function of $s(n)$: $s(n) = 120 - 3n$ or an equivalent expression (e.g., $120 + \left(\frac{120-117}{0-1}\right)n$). Part B: 2 points 1 point is earned for a correct function of $r(n)$: $r(n) = (5 + 0.25n)(120 - 3n)$ OR an equivalent expression (e.g., $600 + 15n - 0.75n^2$). The student may use quadratic regression to determine their function. 1 point is earned for the correct weekly revenue for a price of \$6.25: \$656.25. Possible student work (not scored): $p(n) = \$6.25, \text{ when } n = 5 \text{ because } 6.25 = 5 + 0.25(5).$ $r(5) = (5 + 0.25(5))(120 - 3(5))$ $r(5) = 6.25(105)$ $r(5) = 656.25$ NOTE: Students can receive 1 or 2 points on Part B if they use incorrect functions from Part A to correctly address Part B. Part C: 2 points 1 point is earned for stating that the maximum weekly revenue is 12.5% greater than the weekly revenue with no increases. 1 point is earned for adequate supporting work that has a valid solution method. Sample Student Response 1 I graphed my function and saw that the vertex is the maximum value. It's at $n = 10$, so I calculated $p(10) = \\$7.50$ and $s(10) = 90$, so I know that the maximum weekly revenue will be \$675. That would be a \$75 increase from \$600, $\frac{\\$75}{\\$600} = 0.125$. So, the average weekly revenue would increase 12.5%. OR I graphed my function and saw that the vertex is the maximum value. It's at

$n = 10$, so I calculated $p(10) = \$7.50$ and $n(10) = 90$, so I know that the maximum weekly revenue will be \$675. $\frac{\$675}{\$600} = 1.125$. This shows a 12.5 % increase.

Sample Student Response 2

The vertex form of $r(n)$ can be found by completing the square from the standard form:

$$r(n) = -0.75n^2 + 15n + 600$$

$$r(n) = -0.75(n^2 - 20n) + 600$$

$$r(n) = -0.75(n^2 - 20n + 100) + 75 + 600$$

$$r(n) = -0.75(n - 10)^2 + 675$$

I know that $n = 10$ will maximize the value of the equation, and can see that $r(10) = 675$ because when $n = 10$ then $n - 10 = 0$, so the value of the whole expression is 675. That is a

$$\frac{675 - 600}{600} = 12.5\% \text{ increase.}$$

NOTE: There are other methods for getting $r(n)$ into vertex form. For example, one could use the formula for finding the axis of symmetry, $\frac{-b}{2a}$, to obtain the value of n when at the parabola's vertex:

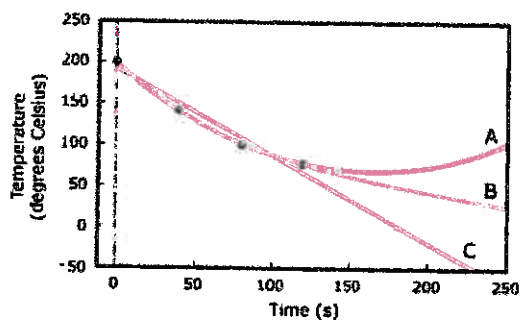
$$n = \frac{-15}{2(-0.75)} = \frac{-15}{-1.5} = 10.$$

Task score: The task score is the sum of the points awarded in each component.

A scientist is studying the cooling patterns of a particular material over time. Her research requires heating a sample of the material to 200°C . She records the temperature of the sample as it is cooled to 0°C . The table shows the data collected during the first 2 minutes of the cooling process.

Time material is cooling (seconds)	0	40	80	120
Temperature ($^{\circ}\text{C}$)	200	141	101	74

The figure shows the scientist's data (data points are plotted as large dots). Three possible models for the data are also shown: a linear model, a quadratic model, and an exponential model.



Part A

- Which model is linear? Which model is quadratic? Which model is exponential?
- Which model is best for the range of times $0 \leq t \leq 250$?
- Explain why the other models do not fit the data very well for the range of times $0 \leq t \leq 250$.

Cut	
-----	--

Part B

Construct a function using the type of model you decided is best (linear, quadratic, or exponential). Show your work and use function notation when entering your answer.

Cut	
-----	--

Algebra II and Math III	Temperature Changes
Item Type	Type III – 3 points
Evidence Statement	HS.D.2-10 with content scope of F.BF.A HS.D.2-10: Solve multi-step contextual word problems with degree of difficulty appropriate to the course, requiring application of course-level knowledge and skills articulated in F-BF.A, F-BF.3, F-IF.3, A-CED.1, A-SSE.3, F-IF.B, F-IF.7. Clarifications for HS.D.2-10: i) F-BF.A is the primary content; other listed content elements may be involved in tasks as well.
Most Relevant Standards for Mathematical Content	F-BF.A Build a function that models a relationship between two quantities 1. Write a function that describes a relationship between two quantities. a. Determine an explicit expression, a recursive process, or steps for calculation from a context. b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model. 2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms. F-IF.4: For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. These standards are major content in the course based on the PARCC Model Content Frameworks.
Most Relevant Standards for Mathematical Practice	Students apply their knowledge of functions to construct an accurate model of the situation (MP.4). Students first reason with the context and the potential models (MP.1 and MP.2), then they explain why the other models are inadequate and explain why their model is the best choice (MP.3). Tools and structure are important elements that students can access through the graphing tool (MP.5 – Use appropriate tools strategically and MP.7 – Look for and make use of structure).

Item Description and Assessment Qualities	This three-point application task requires students to identify and explain which type of function is appropriate to model the situation. The item provides three graphical models and students must identify whether each model is linear, quadratic or exponential. Then, students must reason abstractly with the graph and the context to evaluate each model. Students should explain that the linear model does not fit the data as well and allows for negative values of $f(t)$ within the given range. The quadratic model is also flawed because the temperature begins to increase when t is greater than 165 seconds. The exponential model best matches this data because it has good visual fit and the values of $f(t)$ will never be less than 0. Students may reach these conclusions and base their explanations on the graph and/or the data as provided in the table to evaluate the function types and create a function that models the data. The rubric makes it clear that there are a variety of possible models that could accurately fit this data, and all should receive credit. Note that other versions of this task could require students to use their model to solve for $f(t) = 1$.
New Scoring Information	Task is worth 3 points. Task can be scored as 0, 1, 2, or 3. 1. Part A: 1 modeling point: Student correctly classifies models as Model A (red): Quadratic Model, Model B (yellow): Exponential Model, and Model C (blue): Linear Model; identifies model B as best; and rejects models A and C for valid reasons. For example: Model A fits the data well, but the temperature of the material should fall to zero, and this model shows that the temperature starts to rise before the temperature reaches zero. Model C doesn't fit the data as well as model B, and Model C also says that the temperature reaches negative values, which isn't what the experiment says. 2. Part B: 2 modeling points: Student creates a function that adequately models the data. Not every step has to be justified, but the student's method should be perceptible with its key steps shown. For example, an idealized solution that does justify each step is shown. (Other approaches besides this approach are possible.) My model is $f(t) = A b^t$. To make my model, I started by finding the ratios of the data points: $141/200 = 0.71$, $101/141 = 0.72$, $74/101 = 0.73$. They are pretty close. So I made the ratio in my model be 0.72 when the difference in time is 40 seconds:

	$B^{t+40}/B^t = 0.72$ I know the properties so $B^t B^{40}/B^t = 0.72$ $B^t/B^t = 1$ $B^{40} = 0.72$ Solve for B: $B = 0.72^{1/40} = 0.992.$ So my model is $f(t) = A(0.992)^t$. To find the A, I made it fit the data at the beginning: $A(0.992)^0 = 200$ $(0.992)^0 = 1$ $A = 200.$ So my model is $f(t) = 200(0.992)^t$. NOTE: Accept other valid methods. If the student uses exponential regression on the calculator, they will get a function of $f(t) = 198(0.992)^t$. Additional notes: A student can earn a maximum of 2 points if they choose an incorrect model and use it correctly. A maximum of 1 point will be deducted if a computation mistake is made. Task score: The task score is the sum of the points awarded in each component.
--	--



Published on PARCC (<http://www.parcconline.org>)

[Home](#) > Grade 9

Grade 9 - ELA/Literacy

Grade 9 Summative Assessment

Performance-Based Component

Literary Analysis Task

The Literature Task plays an important role in honing students' ability to read complex text closely, a skill that research reveals as the most significant factor differentiating college-ready from non-college-ready readers. This task will ask students to carefully consider literature worthy of close study and compose an analytic essay.

Narrative Task

The Narrative Task broadens the way in which students may use this type of writing. Narrative writing can be used to convey experiences or events, real or imaginary. In this task, students may be asked to write a story, detail a scientific process, write a historical account of important figures, or to describe an account of events, scenes or objects, for example.

Research Simulation Task

The Research Simulation Task is an assessment component worthy of student preparation because it asks students to exercise the career- and college-readiness skills of observation, deduction, and proper use and evaluation of evidence across text types.

In this task, students will analyze an informational topic presented through several articles or multimedia stimuli, the first text being an anchor text that introduces the topic. Students will engage with the texts by answering a series of questions and synthesizing information from multiple sources in order to write two analytic essays.

End-Of-Year Assessment

On the end-of-year assessment, students have the opportunity to demonstrate their ability to read and comprehend complex informational and literary texts. Questions will be sequenced in

a way that they will draw students into deeper encounters with the texts and will result in more thorough comprehension of the concepts.

Grade 9 Sample Item Set ^[1] (New)

Grade 9 Sample Items Overview ^[2] (PPT)

Grade 9 Passage ^[3]

"Field of Fingerprints: DNA Testing for Crops" from Virginia Cooperative Extension, copyright (c) 2013 by Virginia Cooperative Extension. Used by permission.

Source URL: <http://www.parcconline.org/samples/english-language-artsliteracy/grade-9-elaliteracy>

Links:

[1] <http://www.parcconline.org/sites/parcc/files/Grade9SampleItemSet.pdf>

[2] <http://www.parcconline.org/sites/parcc/files/PARCCELASampleItemsOverviewPPT-Grade%209EOY%20Set.pptx>

[3] <http://www.parcconline.org/sites/parcc/files/Grade9Passage.pdf>

Grade 9 Sample Items

The End of Year Assessment for Grade 9 will include several sets of passages and items, with both Evidence-Based Selected Response (EBSR) items and Technology-Enhanced Constructed Response (TECR) items.

The sample items presented here demonstrate a sampling of the various ways students will be able to show their ability to meet the Reading Science and Technical Subjects CCSS and Reading Information CCSS at grade 9. Each sample item presented includes information on (1) the advances in assessment and answers to the items; (2) an explanation of the alignment of the items to the standards and PARCC evidence statements; and (3) item scoring rules and rationale.

Sample Items for Grade 9: “Fields of Fingerprints: DNA Testing for Crops”	
Sample Item 2: Questions and Standards	Sample Item 2: Advances and Answers
Part A Question: According to the information in paragraph 1, how is solving crop crimes similar to solving high-profile murder cases? - Solving crop crimes uses the science of human fingerprint analysis to examine evidence. - Solving crop crimes uses genetic material inside the cells of living things to examine evidence.* - Solving crop crimes uses specialized computers at crime scenes to examine evidence. - Solving crop crimes uses information about the general appearance of living things to examine evidence.	Item Advances: The skills of reading carefully, examining key ideas in a text, and applying an understanding of a text are essential for college and career readiness. This item asks students to analyze the relationship between two ideas in the “Fingerprints” text to determine the similarity between them. The item advances assessment by including a second part that asks students to select an accurate description of the text that supports the correct answer in Part A. Answer Choice Rationales: Option B is the correct response; the paragraph makes it clear that solving crop crimes will take advantage of the science of DNA, which provides unique identification of living things. Option A is incorrect; although the text describes DNA results as “fingerprints” and each process yields a unique identifier, there is no textual evidence supporting the use of human fingerprinting in solving crop crimes. Option C is incorrect; although the text indicates that computers are used for DNA analysis, the information in the text does not support the idea that the analysis requires computers at crime scenes. Option D is incorrect; although the text mentions the appearance of seeds, the evidence in the text supports the idea that the evidence comes from characteristics inside living things rather than from characteristics on the surface.
Part B Question: Which detail from the article best supports the answer to Part A?	Item Advances: Part B of this Evidence-Based Selected-Response question departs from past assessments by asking students to support their response to Part A with a quotation from the text. This approach

a. "Several organizations have started offering DNA testing to the North American plant breeding and seed industry." b. "... the test will be used by plant breeders and research scientists to identify important genes." c. "... DNA fingerprinting will make it possible for police investigators or researchers to pinpoint specific plant traits and accurately identify seed varieties."* d. "Easy to use DNA test kits for certain crops should be on the market within the next few years."	calls for students to engage in close reading and careful analysis of the text in order to be able to correctly answer the question. Part B Answer Choice Rationales: Option C is the correct answer; the quotation points to the fact that people who investigate crop crimes, in addition to researchers, will use DNA analysis. Option A is incorrect; the quotation illustrates that DNA testing is being used more widely in the plant industry but does not directly support the idea that DNA is being used to solve crop crimes. Option B is incorrect; the quotation describes the general process of DNA testing but does not directly link to the concept of solving crop crimes. Option D is incorrect; the quotation shows that the use of DNA is likely to become widespread, but it does not provide evidence about using DNA to solve crop crimes.
Sample Item 2: Alignment Explanation of Alignment: The item meets the PARCC Assessment Claim for Reading Information, as the question is based on an informational text. Additionally, the item is aligned well to the two standards and the evidence statements listed because students are asked to draw a conclusion, based on information provided in one portion of the text. The item demonstrates a level of complexity not seen in tests in the past, in that in Part B students are asked to provide additional analysis in their selection of evidence to support the answer chosen in Part A. Because the text on which these items are based is scientific and informational, both the Reading for Information Standards and the Reading Standards for Literacy in Science and Technical Subjects can be	PARCC Assessment Claim, Standards, and Evidence Statements Assessed PARCC Assessment Claim: Students read and demonstrate comprehension of grade-level complex informational text. Standard RST.9-10.2: Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. Evidence Statement for RST.9-10.2: <i>The student's response</i> provides a statement of the conclusions of a text. Standard RST.9-10.1: Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

used as applicable in an End-of-Year passage set, depending on the focus of each item in the set.	<u>Evidence Statement for RST.9-10.1:</u> <i>The student's response</i> provides specific textual evidence to support analysis of science and/or technical texts, attending to the precise details of explanations or descriptions.
---	---

Sample Item 2: Scoring Points and Rationale	
Scoring Rationale: Past tests would have given full credit for a right answer regardless of how a student arrived at the answer. The PARCC assessment reflects the key shift of requiring students to read closely and provide textual evidence for their answer by offering only partial credit if students answer Part A correctly but answer Part B incorrectly. To receive full credit, students must demonstrate that they not only can make an inference in Part A but also can support or apply that inference with textual evidence, showing mastery of the skill rather than the ability to guess.	Scoring Points: • 2 points are awarded when the student correctly chooses the answer to Part A (B) and the answer to Part B (C). • 1 point is awarded when the student correctly chooses the answer to Part A (B) but incorrectly answers Part B. • No points are awarded when the student answers both Part A and Part B incorrectly, or the student answers only Part B correctly.

Sample Items for Grade 9: “Fields of Fingerprints: DNA Testing for Crops”	
Sample Item 3: Questions and Standards	Sample Item 3: Advances and Answers
Part A Question: The final paragraph is headed by the phrase “Simplifying the Search.” What is the “search” discussed in this paragraph? - identifying new varieties of plants that can be grown from seeds - identifying new varieties of plants with particular characteristics* - identifying plants that can be easily tested for a DNA fingerprint - identifying plants that pass on their characteristics inside their seeds	Item Advances: The skills of reading carefully, examining key ideas and relationships in a text, and applying an understanding of a text are essential for college and career readiness. This item first asks students to analyze an idea introduced by a heading and discussed in the accompanying paragraph. Then the item advances assessment by including a second part (Part B) that asks students to explore the implications of the idea in Part A. Answer Choice Rationales: Option B is the correct response; the “search” being discussed is the use of DNA to look for new varieties of plants that show genetic proof of particular characteristics that scientists wish to carry forward to future generations. Option A is incorrect; scientists search for plants with specific characteristics, not new varieties of plants that can grow from seeds. Option C is incorrect; evidence in the paragraph shows that the search is for plant characteristics, not for plants that are easily tested. Option D is incorrect; the text does not support the idea that scientists are searching for plants that pass on their characteristics inside seeds; the text shows that all plants do this.
Part B Question: Based on information from the text, what are the two ways that the procedure for developing a DNA fingerprint simplifies the search identified in Part A? Plant breeders no longer have to guess which crop trait will be desirable.	Item Advances: Part B of this Evidence-Based Selected-Response question departs from past assessments by asking students to support and extend their response to the initial question. Part B asks students to select two ways that the procedure for developing a DNA fingerprint simplifies the search selected in Part A. The purpose of using two-part items in the PARCC ELA/Literacy assessments is to require students to engage in close reading and careful analysis of the text.

b. Plant breeders no longer have to wait for seeds to grow into plants before learning if the plants possess a desired crop trait.* c. Plant breeders can look for a desired crop trait that has the same DNA as a trait that is not desired. d. The DNA test can be performed to look for markers for a desired crop trait rather than for its actual DNA.* e. The DNA test can tell plant breeders which crop trait will be most desired by seed companies. f. The DNA test can indicate which genes will eventually produce a desired crop trait.	Part B Answer Choice Rationales: Options B and D are the correct answers; DNA fingerprints for plants now allow breeders to know much sooner in the process whether or not a particular plant possesses a desired trait. Additionally, DNA fingerprinting allows for the identification of markers for a trait, which helps identify offspring that may carry the trait, “without having to search for the specific genetic material.” Option A is incorrect; the option provides a possible misreading of the text, as plant breeders never had to guess which traits were desirable but only had to guess which plants might carry those traits. Option C is incorrect; this option represents a possible misreading of the text. The point of DNA testing is to differentiate between DNA that carries desired traits vs. DNA that doesn’t, not to look for similarities. Option E is incorrect; the option represents a possible misreading of the text in that genes for desired traits may be present in the DNA, but they cannot help plant breeders predict which traits will be desired by seed companies. Option F is incorrect; this option represents a possible misreading of the text. DNA fingerprinting can be used to identify genes but it cannot indicate which of those genes will produce a desired crop trait unless additional scientific analysis takes place.
Sample Item 3: Alignment Explanation of Alignment: The item meets the PARCC Assessment Claim for Reading Information, as the question is based on an informational text. Additionally, the item is aligned to the two standards and the evidence statements listed because students are asked to first determine what relationship is being	PARCC Assessment Claim, Standards, and Evidence Statements Assessed PARCC Assessment Claim: Students read and demonstrate comprehension of grade-level complex informational text. Standard RST.9-10.5: Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

introduced and then provide explanations of how the relationship manifests itself in results. Because the text on which these items are based is scientific and informational, both the Reading for Information Standards and the Reading Standards for Literacy in Science and Technical Subjects can be used as applicable in an End-of-Year passage set, depending on the focus of each item in the set.	<u>Evidence Statement for RST.9-10.5:</u> <i>The student's response</i> - provides an analysis of the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). <u>Standard RST.9-10.1:</u> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. <u>Evidence Statement for RST.9-10.1:</u> <i>The student's response</i> - provides specific textual evidence to support analysis of science and/or technical texts, attending to the precise details of explanations or descriptions.
Sample Item 3: Scoring Points and Rationale Scoring Rationale: Past tests would have given full credit for a right answer regardless of how a student arrived at the answer. The PARCC assessment reflects the key shift of requiring students to read closely and provide textual evidence for their answer by offering partial credit. To receive full credit, students must demonstrate that they not only can make an inference in Part A but also can support or apply that inference with multiple pieces of textual evidence, showing true mastery of the skill rather than the ability to guess.	Scoring Points: 2 points are awarded when the student correctly chooses the answer to Part A (B) and the answers to Part B (B and D). 1 point is awarded when the student correctly chooses the answer to Part A (B) but either gets one of the two possible correct answers in Part B (B or D) correct OR incorrectly answers Part B - No points are awarded when the student answers both Part A and Part B incorrectly (choosing neither correct answer for Part B).

Sample Items for Grade 9: "Fields of Fingerprints: DNA Testing for Crops"							
Sample Item 4: Questions and Standards	Sample Item 4: Advances and Answers						
Question: The article shows that understanding plant DNA offers many advantages to plant growers and scientists. To complete the chart below, first select the two statements from the left column that are advantages of understanding plant DNA. Then, drag and drop one quotation from the list of possible supporting evidence into the "Supporting Evidence" column to provide textual support for each advantage you selected. You will not use all of the statements from the box titled "Possible Supporting Evidence." <table border="1"> <thead> <tr> <th>Advantages of Understanding Plant DNA</th><th>Supporting Evidence</th></tr> </thead> <tbody> <tr> <td>A. The study of plant DNA has led to a better understanding of human DNA.</td><td></td></tr> <tr> <td>B. The study of plant DNA has led to advancements in computer programs that help with the analysis of genes.</td><td></td></tr> </tbody> </table>	Advantages of Understanding Plant DNA	Supporting Evidence	A. The study of plant DNA has led to a better understanding of human DNA.		B. The study of plant DNA has led to advancements in computer programs that help with the analysis of genes.		Item Advances: The skills of reading carefully, examining key ideas, and applying an understanding of a text are essential for college and career readiness. This Technology-Enhanced Constructed Response item asks students to analyze the various advantages of understanding plant DNA as put forth by the text and then provide textual evidence showing how those ideas are developed. Answer Choice Rationales: The correct answers in the left-hand column are options C and D. Because researchers now understand plant DNA, they can isolate genes that are responsible for desirable traits that will be used to grow more useful plants (plants that produce more edible product, plants that are drought resistant, etc.). Also, these traits can now be identified earlier in the process than ever before, because a crop does not have to grow to full maturity to see if the traits will be manifested; the DNA of the seeds can provide the information so researchers find out early whether the traits are present or not. Option A is an incorrect answer; although plant and human DNA may be studied in a similar manner and both can be used to solve crimes, there is no textual evidence that the study of plant DNA has led to a better understanding of human DNA. Option B is an incorrect answer; although computer programs can be used to analyze plant DNA, there is no textual evidence that the programs have become more advanced. Option E is an incorrect answer; although scientists now understand plant DNA better than before, there is no textual evidence that they can recreate plants that have become extinct. Option F is an incorrect answer; although DNA kits will soon be publicly available, the text does not indicate that the study of DNA has generated more public interest in science.
Advantages of Understanding Plant DNA	Supporting Evidence						
A. The study of plant DNA has led to a better understanding of human DNA.							
B. The study of plant DNA has led to advancements in computer programs that help with the analysis of genes.							

C. The study of plant DNA has enabled scientists to isolate the genes responsible for more useful plants.*	
D. Scientists can now determine if a crop has desired characteristics much earlier in the growth cycle.*	
E. Plant DNA now enables scientists to recreate species of plants that have become extinct.	
F. Plant DNA has generated public interest in science and has resulted in new products being sold.	

Possible Supporting Evidence

1. "Easy to use DNA test kits for certain crops should be on the market within the next few years."
2. "Specialized computer-based analysis programs identify the fingerprint, or specific genes carried in the seed of individual crop varieties."

The correct answers in the second column are 4 and 6. Option 4 supports Option C in the first column by offering textual evidence of the desirable traits that scientists can isolate and propagate. Option 6 supports Option D in the first column by describing that seeds can provide information about DNA so the identification process can start much earlier in the growth cycle. Options 1, 2, 3, and 6 are quotations from the text but do not support the advantages identified in the first column.

Note that in the computer-delivered version of the item, the options will not be numbered or lettered.

3. "The technique of DNA fingerprinting has been developed using the science of genetics." 4. An organism's DNA contains the blueprint of its characteristics --in the case of plants, that would include features like yield, drought resistance and starch content. (correct answer for C)* 5. "At one time, the researcher would have to grow the crop to see if the trait is present. But now, the DNA of the seed batch can be tested to determine if the seeds contain the sought-after gene." (correct answer for D)* 6. "Since DNA fingerprints are taken from the same DNA that carries the entire genetic blueprint for the plant, pieces of DNA that are close together tend to be passed on together from one generation to the next."	
Sample Item 4: Alignment Explanation of Alignment: The item meets the PARCC Assessment Claim for Reading Information, as the question is based on an informational text. Additionally, the item is aligned well to the two standards and the evidence statements listed because students are asked to analyze one of the central ideas of the text: that the study of plant DNA has resulted in scientific advancements in plant breeding. Because the text on which these items are based is scientific and informational, both the Reading for	PARCC Assessment Claim, Standards, and Evidence Statements Assessed PARCC Assessment Claim: Students read and demonstrate comprehension of grade-level complex informational text. Standard RST.9-10.2: Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. Evidence Statement for RST.9-10.2: <i>The student's response</i>

Information Standards and the Reading Standards for Literacy in Science and Technical Subjects can be used as applicable, depending on the focus of each item in the set.	- provides a statement of the central ideas of a text. Standard RST.9-10.1: Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. <u>Evidence Statement for RST.9-10.1:</u> <i>The student's response</i> - provides specific textual evidence to support analysis of science and/or technical texts, attending to the precise details of explanations or descriptions.
Sample Item 4: Scoring Points and Rationale Scoring Rationale: Past tests would have given full credit for a right answer regardless of how a student arrived at the answer. The PARCC assessment reflects the key shift of requiring students to read closely and provide textual evidence for their answer by offering partial credit. To receive full credit, students must demonstrate that they not only can demonstrate understanding of a central idea but also can support that understanding with textual evidence, showing true mastery of the skill rather than the ability to guess.	Scoring Points: 2 points are awarded when the student correctly chooses both answers to Part A (C and D) and both answers to Part B (4 and 5). - No points are awarded when the student incorrectly answers Part A but answers Part B correctly (4 and 5) or answers neither part correctly. - Any other combination results in 1 point.

Sample Items for Grade 9: “Fields of Fingerprints: DNA Testing for Crops”	
Sample Item 5: Questions and Standards	Sample Item 5: Advances and Answers
Question: Complete the diagram below by choosing and correctly sequencing the steps of the process of developing a DNA fingerprint, as described in the text. Drag and drop each selected step into the appropriate box. Not all steps will be used. First ... Then ... Then... Then... Finally... STEPS OF THE PROCESS • Sort the DNA fragments into a pattern. • Use scissors to cut the DNA into strands of differing lengths and shapes. • Identify the pattern by locating the sites where the radioactive probes bonded to the DNA fragments. • Place particles in a series of sieves to separate them by size. • Add an extraction solution to a small amount of the sample being studied.	Item Advances: The skills of reading carefully, understanding complex procedures, and applying an understanding of a text are essential for college and career readiness. This Technology-Enhanced Constructed Response item asks students to comprehend and analyze the various steps taken to make a DNA fingerprint. Answer Choice Rationales: The correct sequence is • Add an extraction solution to a small amount of the sample being studied. (step 1). • Add enzymes to the extracted DNA. (step 2) • Sort the DNA fragments into a pattern. (step 3) • Shift the pattern to a nylon sheet and inject radioactive probes. (step 4) • Identify the pattern by locating the sites where the radioactive probes bonded to the DNA fragments. (step 5). Two of the choices, “Use scissors to cut the DNA into strands of differing lengths and shapes” and “Place particles in a series of sieves to separate them by size,” are not steps in the process and represent possible misreadings or misunderstandings of the text.

• Shift the pattern to a nylon sheet and inject radioactive probes. • Add enzymes to the extracted DNA.	
--	--

Sample Item 5: Alignment	
Explanation of Alignment: The item meets the PARCC Assessment Claim for Reading Information, as the question is based on an informational text. Additionally, the item is aligned well to the two standards and the evidence statements listed because students are asked to demonstrate understanding of the steps to creating a DNA fingerprint as detailed by the text. Because the text on which these items are based is scientific and informational, both the Reading for Information Standards and the Reading Standards for Literacy in Science and Technical Subjects can be used as applicable in an End-of-Year passage set, depending on the focus of each item in the set.	PARCC Assessment Claim, Standards, and Evidence Statements Assessed PARCC Assessment Claim: Students read and demonstrate comprehension of grade-level complex informational text. Standard RST.9-10.3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. Evidence Statement for RST.9-10.3: <i>The student's response</i> • <i>demonstrates the ability to precisely follow a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</i> Standard RST.9-10.1: Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. Evidence Statement for RST.9-10.1: <i>The student's response</i>

	provides specific textual evidence to support analysis of science and/or technical texts, attending to the precise details of explanations or descriptions.
Sample Item 5: Scoring Points and Rationale	
Scoring Rationale: The PARCC assessment reflects the key shift of requiring students to read closely and analyze deeply by offering partial credit if the student is able to choose and correctly sequence at least three of the five steps and full credit if the student correctly identifies and orders all five steps, showing mastery of the ability to understand the steps of a complex procedure.	Scoring Points: 2 points are awarded when the student correctly chooses and sequences all five steps. 1 point is awarded when the student chooses at least three of the five correct steps and sequences them correctly. - No points are awarded when the student chooses and sequences fewer than three steps correctly.

Sample Items for Grade 9: “Fields of Fingerprints: DNA Testing for Crops”	
Sample Item 6: Questions and Standards	Sample Item 6: Advances and Answers
Part A Question: What is one question the article answers by explaining the steps required to obtain a DNA fingerprint? - How long does it take for scientists to obtain DNA fingerprints? - How complicated is the process used to obtain a DNA fingerprint?* - Why is it possible that obtaining DNA fingerprints will become more common? - Why is it important to obtain a DNA fingerprint?	Item Advances: The skills of reading carefully, examining key ideas in a text, and applying an understanding of a text are essential for college and career readiness. This item asks students to analyze a scientific text to determine the underlying questions that the text was written to address. The item advances assessment by including a second part that asks students to select an accurate description of the text that supports the correct answer in Part A. Answer Choice Rationales: Option B is the correct response. The explanation of the steps required for DNA fingerprinting within the text illustrates that DNA analysis is a straightforward scientific process that can be applied to plants; it describes the process and is implicated by the reference to easy-to-use kits for DNA analysis of plants that will be coming to the marketplace. Option A is incorrect; the question of how long the DNA fingerprint process takes is not a focus of the text. Option C is incorrect; by explaining the required steps for obtaining a DNA fingerprint, the text shows what the DNA process is and tells how it will be useful; it does not reflect on why the use of DNA analysis will become more common. Option D is incorrect; the focus of explaining the steps is to provide a description of the process of DNA analysis and its application to plants rather than a discussion of the importance of obtaining a DNA fingerprint.
Part B Question: Which quotation from the article best reflects an inference that supports the answer to Part A?	Item Advances: Part B of this Evidence-Based Selected Response item departs from past assessments by asking students to support their response to Part A with a quotation from the text. This approach calls for students to engage in close reading and careful analysis of the text in order to be able to correctly answer the question.

a. "Easy to use DNA test kits for certain crops should be on the market within the next few years."* b. "The technique of DNA fingerprinting has been developed using the science of genetics." c. "An organism's DNA contains the blueprint of its characteristics --in the case of plants, that would include features like yield, drought resistance and starch content." d. "The DNA of each individual is unique, producing a unique set of fragments."	Part B Answer Choice Rationales: Option A is the correct answer; the quotation suggests the underlying question that the text addresses—how difficult is it to obtain a DNA fingerprint? Option B is incorrect; although it states an important background fact, it does not point to the central question that the text addresses. Option C is incorrect; it explains generally what the characteristics of plants are, but it does not indicate the question that the text was written to answer. Option D is incorrect; although it states an essential premise of DNA analysis, it does not point to the underlying question the text seeks to address.
Sample Item 6: Alignment Explanation of Alignment: The item meets the PARCC Assessment Claim for Reading Information, as the question is based on an informational text. Additionally, the item is aligned well to the two standards and the evidence statements listed because students are asked to determine the author's purpose by articulating the underlying question that the text addresses. The item demonstrates a level of complexity not seen in tests in the past, in that in Part B students are asked to provide additional analysis in their selection of evidence to support the answer chosen in Part A. Because the text on which these items are based is scientific and informational, both the Reading for Information Standards and the Reading Standards for Literacy in Science and Technical Subjects can be	PARCC Assessment Claim, Standards, and Evidence Statements Assessed PARCC Assessment Claim: Students read and demonstrate comprehension of grade-level complex informational text. Standard RST.9-10.6: Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. Evidence Statement for RST.9-10.6: <i>The student's response</i> <i>provides an analysis of the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</i>

used as applicable in an End-of-Year passage set, depending on the focus of each item in the set.	Standard RST.9-10.1: Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. <u>Evidence Statement for RST.9-10.1:</u> <i>The student's response</i> <i>provides specific textual evidence to support analysis of science and/or technical texts, attending to the precise details of explanations or descriptions.</i>
Sample Item 6: Scoring Points and Rationale Scoring Rationale: Past tests would have given full credit for a right answer regardless of how a student arrived at the answer. The PARCC assessment reflects the key shift of requiring students to read closely and provide textual evidence for their answer by offering only partial credit if students answer Part A correctly but answer Part B incorrectly. To receive full credit, students must demonstrate that they not only can make an inference in Part A but also can support or apply that inference with textual evidence, showing mastery of the skill rather than the ability to guess.	Scoring Points: 2 points are awarded when the student correctly chooses the answer to Part A (B) and the answer to Part B (A). 1 point is awarded when the student correctly chooses the answer to Part A (B) but incorrectly answers Part B. - No points are awarded when the student answers both Part A and Part B incorrectly, or the student answers only Part B correctly.

Read the article titled "Fields of Fingerprints: DNA Testing for Crops." Then answer the questions.

Fields of Fingerprints: DNA Testing for Crops

DNA testing, the technique which has helped solve high-profile murder cases, may now help to solve crop crimes. Several organizations have started offering DNA testing to the North American plant breeding and seed industry. Most often, the test will be used by plant breeders and research scientists to identify important genes. But sometimes, DNA testing will come in handy when police are trying to solve crimes that involve grain theft. While it is very difficult to tell the differences in a crop variety just by looking at the seeds, DNA fingerprinting will make it possible for police investigators or researchers to pinpoint specific plant traits and accurately identify seed varieties. Easy to use DNA test kits for certain crops should be on the market within the next few years. Specialized computer-based analysis programs identify the fingerprint, or specific genes carried in the seed of individual crop varieties.

Producing a Print

A DNA fingerprint can be called a genetic photograph of an individual, whether that individual is a plant, animal or person. The technique of DNA fingerprinting has been developed using the science of genetics. Genetics is the study of genes, tiny units of deoxyribonucleic acid, or DNA. This chemical is located in the nucleus of every cell. An organism's DNA contains the blueprint of its characteristics --in the case of plants, that would include features like yield¹, drought resistance and starch content. Making a DNA fingerprint involves several steps as follows:

1. To obtain the DNA necessary for the test, a small sample of the plant cells is required.
2. The sample is treated with chemicals to extract DNA from the cells.
3. Enzymes (proteins which promote chemical reactions) are added to the DNA. The enzymes act like scissors. They are used to cut the DNA into fragments of various lengths.
4. The fragments are placed on a bed of gel. Next, an electrical current is applied. The current sorts the fragments by length and organizes them into

¹ Yield: Quantity or amount produced

a pattern. This process is similar to placing sand in a series of sieves to sort the particles by size.

5. The DNA pattern is transferred to a nylon sheet by placing the gel and the nylon next to each other.

6. A probe of radioactive DNA is introduced to the pattern on the nylon sheet. The probe, which is a short strand of DNA treated to make it radioactive, is designed to bind to specific DNA fragments.

7. Finally, X-ray film is exposed to the nylon sheet containing the radioactive probes. Dark bands, which resemble consumer product bar codes, develop at the probe sites in a pattern unique to the organism. The bands indicate the site where a probe has bound to the DNA fragments. The DNA of each individual is unique, producing a unique set of fragments. This makes each pattern of probe-binding unique.

Simplifying the Search

DNA fingerprinting can be of use to plant breeders to simplify their work and reduce the amount of time it takes to produce crops with desirable new traits. For example, once a scientist isolates a specific gene that expresses a certain crop trait, a batch of seed is then produced which the scientist hopes carries the trait. At one time, the researcher would have to grow the crop to see if the trait is present. But now, the DNA of the seed batch can be tested to determine if the seeds contain the sought-after gene. The DNA test can also be used to identify and keep track of genes as they are isolated and transferred into crops. As well, it can become a tool to simplify the more traditional methods of selective breeding², by identifying what are known as "markers." Since DNA fingerprints are taken from the same DNA that carries the entire genetic blueprint for the plant, pieces of DNA that are close together tend to be passed on together from one generation to the next. If one particular band of a DNA fingerprint is found to be inherited along with a useful trait, that band serves as a marker for that trait. This marker shows which offspring may carry the trait, without having to search for the specific genetic material.

"Field of Fingerprints: DNA Testing for Crops" from Virginia Cooperative Extension, copyright (c) 2013 by Virginia Cooperative Extension. Used by permission.

² Selective **breeding**: the purposeful mating of two organisms in an attempt to produce offspring with a particular trait or traits



Partnership for Assessment of
Readiness for College and Careers

Published on PARCC (<http://www.parcconline.org>)

[Home](#) > Grade 10

Grade 10 - ELA/Literacy

Grade 10 Summative Assessment

Performance-Based Component

Literary Analysis Task

The Literature Task plays an important role in honing students' ability to read complex text closely, a skill that research reveals as the most significant factor differentiating college-ready from non-college-ready readers. This task will ask students to carefully consider literature worthy of close study and compose an analytic essay.

- [Grade 10 Sample Item Set](#) ^[1] and [PowerPoint](#) ^[2] (New)
- [Passage #1 and #2](#) (See below)
- [Grade 10 EBSR from Literary Analysis Task](#) ^[3]
- [Grade 10 EBSR from Literary Analysis Task \(Vocabulary\)](#) ^[4]
- [Grade 10 Prose Constructed Response —Sample #1 from Literary Analysis Task](#) ^[5]
- [Grade 10 Prose Constructed Response](#)

Narrative Task

The Narrative Task broadens the way in which students may use this type of writing. Narrative writing can be used to convey experiences or events, real or imaginary. In this task, students may be asked to write a story, detail a scientific process, write a historical account of important figures, or to describe an account of events, scenes or objects, for example.

Research Simulation Task

The Research Simulation Task is an assessment component worthy of student preparation because it asks students to exercise the career- and college-readiness skills of observation, deduction, and proper use and evaluation of evidence across text types.

In this task, students will analyze an informational topic presented through several articles or multimedia stimuli, the first text being an anchor text that introduces the topic. Students will engage with the texts by answering a series of questions and synthesizing information from multiple sources in order to write two analytic essays.

—Sample #2 from
Literary Analysis Task [6]

End-Of-Year Assessment

On the end-of-year assessment, students have the opportunity to demonstrate their ability to read and comprehend complex informational and literary texts. Questions will be sequenced in a way that they will draw students into deeper encounters with the texts and will result in more thorough comprehension of the concepts.

Passage #1

Excerpt from "Daedalus and Icarus" [7], from Ovid's *Metamorphoses* Volume Two. Copyright © 1941 by Trenchard More, Jr. Used by permission.

Passage #2

"To A Friend Whose Work Has Come To Triumph" [8] Reprinted by permission of SLL/Sterling Lord Literistic, Inc. Copyright by Anne Sexton.

Source URL: <http://www.parcconline.org/samples/english-language-artsliteracy/grade-10-elaliteracy>

Links:

- [1] <http://www.parcconline.org/sites/parcc/files/Grade10SampleItemSet10.30.13.pdf>
- [2] <http://www.parcconline.org/sites/parcc/files/PARCCELASampleItemsOverviewPPT-Grade%2010.pptx>
- [3] <http://www.parcconline.org/samples/english-language-artsliteracy/grade-10-ebsr-literary-analysis-task>
- [4] <http://www.parcconline.org/samples/english-language-artsliteracy/grade-10-ebsr-literary-analysis-task-vocabulary>
- [5] <http://www.parcconline.org/samples/english-language-artsliteracy/grade-10-prose-constructed-response%E2%80%94sample-1-literary-analysis>
- [6] <http://www.parcconline.org/samples/english-language-artsliteracy/grade-10-prose-constructed-response%E2%80%94sample-2-literary-analysis>
- [7] <http://www.parcconline.org/sites/parcc/files/Gr%2010%20Literary%20Text%20Daedalus.pdf>
- [8] <http://www.parcconline.org/sites/parcc/files/passage10.pdf>



Grade 10 Sample Items

A complete Literary Analysis Task (LAT) for 10th Grade contains seven items, with six items that are either Evidence-Based Selected Response (EBSR) items or Technology-Enhanced Constructed Response (TECR) items and one Prose Constructed Response (PCR) item. Students will read a purpose setting statement for the task and then read the first passage. After answering EBSR and TECR items, the students will read a second passage and answer additional EBSR and TECR items. Finally, the students will response to the PCR item.

Each sample item presented includes information on (1) the advances in assessment and answers to the items; (2) an explanation of the alignment of the item to the standards and PARCC evidence statements; and (3) item scoring rules and rationale.

Sample Items for Grade 10: “Daedalus and Icarus” by Ovid	
Sample Item 1: Questions and Standards	Sample Item 1: Advances and Answers
Part A Question: In “Daedalus and Icarus,” what do the lines “he turned his mind to arts unknown / and nature unrevealed” (lines 9-10) imply about Daedalus and his invention? - that his invention will bring him wealth and fame - that his invention will be something beyond common understanding* - that the primary motive for his invention is revenge - that he is nervous about the success of his invention	Part A Item Advances: The skill of rereading carefully to determine the meaning of words and phrases in a literary text is essential for college and career readiness. This Evidence-Based Selected-Response question allows students to determine the meaning of an important sentence in the poem, choosing the response that is best supported through citation of evidence in Part B. Including a Part B in PARCC items represents an advance from traditional assessments. Part A Answer Choice Rationales: The correct response is Option B. The fact that Daedalus has begun to focus on ideas previously “unknown” and “unrevealed” means that the invention must be something completely new, well beyond what people had seen before. Option A is incorrect; although the story of Daedalus and his wings is well known, the quoted sentence does not imply that the invention will bring either wealth or fame. Option C is incorrect; although revenge is an important concept in the events that come later in the poem, the quoted sentence does not refer to those events. Option D is incorrect; although it is possible that Daedalus feels uncomfortable about the risks of flying, the quoted sentence does not suggest that nervousness. Part B Item Advances: Part B of this Evidence-Based Selected-Response question takes the item in a new direction by asking students to identify the context that best explains the correct meaning in Part A. Students are asked to recognize that because Daedalus invented something wholly new, people who observed the flight were amazed by what they saw. Part B of this item illustrates one of the key shifts in CCSS assessment:
Part B Question: Which quotation provides the best support for the answer to Part A? “But Daedalus abhorred the Isle of Crete— / and his long exile on that sea-girt shore, / increased the love of his own native place.” (lines 1-3) “While he was working, his son Icarus, / with smiling countenance and unaware / of danger to	



himself, perchance would chase / the feathers, ruffled by the shifting breeze, / or soften with his thumb the yellow wax," (lines 17-21) c. "... 'My son, I caution you to keep / the middle way, for if your pinions dip / too low the waters may impede your flight;'" (lines 30-32) d. "Beneath their flight, / the fisherman while casting his long rod, / or the tired shepherd leaning on his crook, / or the rough plowman as he raised his eyes, / astonished might observe them on the wing, / and worship them as Gods." (lines 50-55)*	use and analysis of textual evidence. Part B Answer Choice Rationales: Option D is the correct answer; the poet makes it clear that the people who looked up at the flight were completely surprised at what they saw; Daedalus had accomplished something previously unknown and unrevealed. Option A is incorrect because the quotation focuses on Daedalus's desire to leave Crete, not the impact of making something new. Options B and C focus on the potential dangers of the invention, thus providing little context for the meaning of the phrases quoted in Part A.
Sample Item 1: Alignment Explanation of Alignment: The item meets the PARCC Assessment Claim for Reading Literature, as the question is based on a poem. Additionally, the item is aligned well to the three standards and the evidence statements listed because it asks students to determine the meaning of a sentence in the poem that is important for understanding its key ideas. Because the item also asks students to determine the context that helps explain the meaning, the item represents an advance in PARCC items over traditional assessments.	PARCC Assessment Claim, Standards, and Evidence Statements Assessed PARCC Assessment Claim: Students read and demonstrate comprehension of grade-level complex literary text. Standard RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). Evidence Statement for RL.9-10.4: <i>The student's response</i> ◦ <i>demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative) and/or provides an analysis of the impact of specific word choice on</i>

<i>meaning and/or tone.</i> <u>Standard RL.9-10.1:</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <u>Evidence Statement for RL.9-10.1:</u> <i>The student's response</i> • <i>provides strong and thorough textual evidence to support analysis of what the text says explicitly.</i> • <i>provides strong and thorough textual evidence to support analysis of inferences drawn from the text.</i> <u>Standard L.9-10.4:</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. <u>Evidence Statement for L.9-10.4:</u> <i>The student's response</i> • <i>demonstrates the ability to use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</i>	
Sample Item 1: Scoring Points and Rationale Scoring Rationale: Past tests would have given full credit for a right answer regardless of how a student arrived at the answer. The PARCC assessment reflects the key shift of requiring students to read closely and provide textual evidence for their answer by offering only partial credit if students answer Part A correctly but Part B	Scoring Points: • 2 points are awarded when the student correctly chooses the answer to Part A (B) and the answer to Part B (D). • 1 point is awarded when the student correctly chooses the answer to Part A (B) but incorrectly answers Part B. • No points are awarded when the student answers both Part A and

incorrectly. To receive full credit, students must demonstrate that they not only can determine the meaning of the sentence in Part A but also can determine the context that supports that meaning, showing mastery of the skill rather than the ability to guess.	Part B incorrectly, or the student answers only Part B correctly.
--	--

Sample Items for Grade 10: “Daedalus and Icarus” by Ovid	
Sample Item 2: Questions and Standards	Sample Item 2: Advances and Answers
Part A Question: In “Daedalus and Icarus,” how does the poet structure lines 81-111 to add meaning to the events of the poem? - He includes a flashback of the story of Perdix to show that Daedalus wanted to kill Perdix, and now Perdix enjoys a kind of revenge by seeing Daedalus mourning the death of his son.* - He includes a flashback of the story of Perdix to show that Perdix now lives in the shade but Icarus died trying to reach the sun. - He includes a prediction that foretells that Daedalus will soon have to bury Perdix as well as his own son. - He includes a prediction that foretells that Perdix will be fated to live an obscure life when he should have been a famous inventor.	Part A Item Advances: The skill of rereading carefully and analyzing how texts are structured is essential for college and career readiness. Part A of this Evidence-Based Selected-Response question asks students to determine the structure of the poem and determine that the poet has used a flashback to show that Perdix finds a measure of revenge by watching Daedalus grieve. Part B asks for a supporting quotation for Part A, illustrating the new direction PARCC assessments are taking to emphasize close reading and use of textual evidence. Part A Answer Choice Rationales: The correct response is Option A; The flashback shows that Daedalus’s grief is observed with satisfaction by his nephew Perdix (now a partridge), whom Daedalus had earlier planned to murder. Option B is incorrect; although lines 81-111 are a flashback, the purpose of the flashback is to tell the story of Perdix and his opportunity to observe Daedalus’s grief, not to contrast Icarus’s flight toward the sun to Perdix’s new life in the shade. Option C is incorrect; lines 81-111 are a flashback, not a prediction, and there is no evidence in the poem that Perdix will need to be buried soon. Option D is incorrect; lines 81-111 are a flashback, not a prediction, and the lines do not focus on what Perdix has lost by being turned into a partridge.
Part B Question: Which quotation from the poem best supports the answer to Part A? “... a pert partridge near, / observed him from the covert of an oak, /	Part B Item Advances: Part B of this Evidence-Based Selected-Response question illustrates one of the key shifts in CCSS assessment: use of textual evidence. Students are asked, in Part B of this test question, to determine which lines from the poem support the inference they have drawn in Part A regarding the poet’s manipulation of time

and whistled his unnatural delight." (lines 81-83)* b. "Tw was then a single bird, / the first one of its kind. Twas never seen / before the sister of Daedalus had brought him Perdix, her dear son, to be his pupil." (lines 84-87) c. "He took the jagged backbone of a fish, / and with it as a model made a saw, / with sharp teeth fashioned from a strip of iron." (lines 90-93) d. "The Partridge hides / in shaded places by the leafy trees / its nested eggs among the bush's twigs; / nor does it seek to rise in lofty flight, / for it is mindful of its former fall." (lines 107-110)	and the purpose for that manipulation. Part B Answer Choice Rationales: Option A is the correct response; the "unnatural delight" the bird shows at the burial scene supports the conclusion that the purpose of the flashback is to show that Perdix feels a sense of revenge when watching Daedalus grieve. Option B is incorrect; it does not provide evidence for the purpose of the flashback to the Perdix story but simply lays the background for the story. Option C is incorrect; it does not support the purpose of the flashback because it represents a potential misreading of the poem—that Perdix has died because he was turned into a bird. Option D is incorrect; although the lines describe the characteristics of the partridge explained by the myth, it does not support the purpose for including the flashback in the poem.
Sample Item 2: Alignment Explanation of Alignment: The item meets the PARCC Assessment Claim for Reading Literature, as the question is based on a poem. Additionally, the item aligns to the three standards and evidence statements listed because it asks students to determine a central idea of the poem that is primarily developed through the structure of the poem, which provides a flashback to bring out an important irony. These aspects of this challenging test item, demonstrate a level of complexity not seen in traditional selected-	PARCC Assessment Claim, Standards, and Evidence Statements Assessed PARCC Assessment Claim: Students read and demonstrate comprehension of grade-level complex literary text. Standard RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. <u>Evidence Statement for RL.9-10.2:</u>

response questions.	<i>The student's response</i> - provides an analysis of how a theme or central idea emerges and is shaped and refined by specific details over the course of the text. Standard RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. <u>Evidence Statement for RL.9-10.5:</u> <i>The student's response</i> - provides an analysis of how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. Standard RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <u>Evidence Statement for RL.9-10.1:</u> <i>The student's response</i> - provides strong and thorough textual evidence to support analysis of inferences drawn from the text.
Sample Item 2: Scoring Points and Rationale Scoring Rationale: Past tests would have given full credit for a right answer regardless of how a student arrived at the answer. The PARCC assessment reflects the key shift of requiring students to read closely and provide textual evidence for their	Scoring Points: 2 points are awarded when the student correctly chooses the answer to Part A (A) and the answer to Part B (A). 1 point is awarded when the student correctly chooses the answer to

answer by offering only partial credit if students answer Part A correctly but answer Part B incorrectly. To receive full credit, students must demonstrate that they not only can make an inference in Part A but also can support that inference with additional textual evidence, showing mastery of the skill rather than the ability to guess.	Part A (A) but incorrectly answers Part B. No points are awarded when the student answers both Part A and Part B incorrectly, or the student answers only Part B correctly.
--	--

Sample Items for Grade 10: “Daedalus and Icarus” by Ovid	
Sample Item 3: Questions and Standards	Sample Item 3: Advances and Answers
Part A Question: What do lines 38–45 from Ovid’s poem most suggest about Daedalus? - Daedalus is worried about the quality of the wings. - Daedalus is sad to leave the Isle of Crete. - Daedalus is a caring parent.* - Daedalus is proud of his invention.	Part A Item Advances: The skill of rereading carefully to analyze the development of characters in literary texts is important for college and career readiness. This Evidence-Based Selected-Response question allows students to analyze an aspect of a character that is revealed by his actions. In Part A of the item, students are asked to select the character description that is illustrated by lines 38 – 45 of the poem. In Part B of the item, students are asked to find an additional example of the same character trait in another part of the poem. Part A Answer Choice Rationales: The correct response is Option C. Daedalus’s tears while fitting his son with wings, Daedalus’s last kiss, and Daedalus’s careful taking of the lead—all these actions show the father as a caring parent. Option A is incorrect; although it is likely that as a caring parent Daedalus probably worries whether the wings will work, the focus of lines 38–45 is his love for his son. Option B is incorrect; the opening lines of the poem show that Daedalus is eager to leave Crete, so it is not possible that his tears in lines 38–45 result from departing the island. Option D is incorrect; Daedalus’s actions in lines 38–45 show solicitousness and care, rather than a sense of pride for the accomplishment of flight. Part B Item Advances: The use of technology in Part B helps broaden the scope of this test question. Part B of this “application” Evidence-Based Selected-Response question illustrates one of the key shifts in CCSS assessment: use of textual evidence. Students are asked, in Part A, to determine an important aspect of a character, and in Part B they are asked to apply this understanding by locating other places in the text that
Part B Question: From the list below, select two quotations that provide additional evidence to support the answer to Part A. Drag and drop your answers into the boxes labeled “Evidence.”	



1) "He said, 'The unconfined skies remain / though Minos may be lord of all the world / his sceptre is not regnant of the air, / and by that untried way is our escape.'" (lines 5-8)	2) "... He fashioned quills / and feathers in due order — defly formed / from small to large, as any rustic pipe / prom straws unequal slants. He bound with thread / the middle feathers, and the lower fixed / with pliant wax; till so, in gentle curves / arranged, he bent them to the shape of birds." (lines 10-16)	illustrate the same aspect, taking a challenging new direction in assessment. Part B Answer Choice Rationales: Options 4 and 6 are the correct responses. Each of these citations shows Daedalus engaging in actions that illustrate his love for his son. The first shows his efforts to keep his son safe; the second shows his grief at his son's death. Options 1, 2, 3, 5, 6, and 7 are quotations from the poem that move the action forward but do not reveal Daedalus as a caring father. In Option 1, Daedalus explains his plan to fly out of captivity; Option 2 gives details about the construction of the wings; Option 3 shows Daedalus trying out his own wings; Option 5 reveals Icarus in distress; Option 7 reveals different aspects of Daedalus's character. Note that in the computer-delivered version of the item, the options will not be numbered.
3) "But when at last / the father finished it, he poised himself, / and lightly floating in the winnowed air / waved his great feathered wings with bird-like ease." (lines 24-27)	4) "... 'My son, I caution you to keep / the middle way, for if your pinions dip / too low the waters may impede your flight; / and if they soar too high the sun may scorch them. / Fly midway. Gaze not at the boundless sky, . . . but follow my safe guidance.'" (lines 30-37)*	
5) "And as he called upon his father's	6) "The unlucky father, not a father, called, /	

Evidence	Evidence

Sample Item 3: Alignment	
Explanation of Alignment: The item meets the PARCC Assessment Claim for Reading Literature, as the question is based on a poem. Additionally, the item aligns to the two standards and evidence statements listed because it asks students to determine an aspect of a complex character that is revealed by his actions and also shows how an aspect of character is developed in several places within a literary text. Given the requirement to cite evidence in several places in support of the answer the student chose in Part A, this item demonstrates a level of complexity not seen in traditional tests.	PARCC Assessment Claim, Standards, and Evidence Statements Assessed PARCC Assessment Claim: Students read and demonstrate comprehension of grade-level complex literary text. Standard RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. <u>Evidence Statement for RL.9-10.3:</u> <i>The student's response</i> - provides an analysis of how complex characters (those with multiple or conflicting motivations) develop over the course of a text. Standard RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <u>Evidence Statement for RL.9-10.1:</u> <i>The student's response</i> - provides strong and thorough textual evidence to support analysis of inferences drawn from the text.
Sample Item 3: Scoring Points and Rationale	
Scoring Rationale: Past tests would have given full credit for a right answer regardless of how a	Scoring Points: 2 points are awarded when the student correctly chooses the answer

student arrived at the answer. The PARCC assessment reflects the key shift of requiring students to read closely and provide textual evidence for their answer by offering partial credit. To receive full credit, students must demonstrate that they not only can make an inference in Part A but also can support or apply that inference with additional textual evidence, showing mastery of the skill rather than the ability to guess.	to Part A (C) and the answers to Part B (4 and 6). • 1 point is awarded when the student correctly chooses the answer to Part A (C) but either gets one of the two possible correct answers in Part B (4 or 6) correct OR incorrectly answers Part B. • No points are awarded when the student answers both Part A and Part B incorrectly (choosing neither correct answer for Part B).
--	---

Sample Items for Grade 10: “To a Friend Whose Work Has Come to Triumph” by Anne Sexton	
Sample Item 4: Questions and Standards	Sample Item 4: Advances and Answers
Part A Question: In line 11 of Sexton’s poem, what does the use of the idea of “tunneling” reveal about Icarus at this point in the poem? - He is engaging in an intensely concentrated action.* - He is doomed to become the victim of an accident. - He is trying to visualize an impossible goal. - He is forced to begin a puzzling quest.	Part A Item Advances: The skill of rereading carefully to determine the meaning of figurative language in a literary text is essential for college and career readiness. This Evidence-Based Selected-Response question asks students to determine the implications of an important metaphor in the poem; the choice of the word “tunneling” compares Icarus’s single-minded desire to fly toward the sun to someone burrowing in a tunnel, casting aside anything in the way and unable to see anything around him. Part B of the item asks students to locate a phrase from the poem that gives additional support to the metaphor. Including a Part B in PARCC items represents an advance from traditional assessments. Part A Answer Choice Rationales: The correct response is Option A. The concept of tunneling implies a direct and focused action, with Icarus oblivious to anything outside his immediate purpose. Option B is incorrect; although the poem acknowledges Icarus’s tragic end, the word “tunneling” focuses on the flight toward the sun, not the fatal result. Option C is incorrect; although the goal of reaching the sun is impossible, the word tunneling suggests focused action, not visualization of a goal. Option D is incorrect; although Icarus’s actions could be described as a quest, there is no suggestion of puzzlement on his part; he is advancing with purpose.
Part B Question: Which words from Sexton’s poem best help the reader understand the meaning of “tunneling”? “Admire his wings” (line 9)	Part B Item Advances: Part B of this Evidence-Based Selected-Response question takes the item in a new direction by asking students to identify context that supports the meaning of the metaphor of tunneling. Part B of this item illustrates one of the key shifts in CCSS assessment:

b. "Feel the fire at his neck. . . ." (line 10) c. " . . . he glances up and is caught"* (line 11) d. "Who cares that he fell back" (line 12)	use and analysis of textual evidence. Part B Answer Choice Rationales: Option C is the correct answer; the word "caught," another metaphor, also suggests that Icarus is being powerfully impelled forward; he has been captured by the idea of flying toward the sun. Option A suggests the beauty and power of the wings but not the desire to fly toward the sun. Option B refers to the heat of the sun but does not support the idea of tunneling toward it. Option D represents a pivotal idea in the poem, but does not provide context for the meaning of tunneling.
Sample Item 4: Alignment Explanation of Alignment: The item meets the PARCC Assessment Claim for Reading Literature, as the question is based on a poem. Additionally, the item is aligned well to the two standards and the evidence statements listed because it asks students to determine the meaning of figurative language in the poem that are important for understanding its key ideas. Because the item also asks students to determine context that helps support the meaning, the item represents an advance in PARCC items over traditional assessments.	PARCC Assessment Claim, Standards, and Evidence Statements Assessed PARCC Assessment Claim: Students read and demonstrate comprehension of grade-level complex literary text. Standard RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). Evidence Statement for RL.9-10.4: <i>The student's response</i> • <i>Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative) and/or provides an analysis of the impact of specific word choice on</i>



	<i>meaning and/or tone.</i> <u>Standard RL. 9-10.1:</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <u>Evidence Statement for RL.9-10.1:</u> <i>The student's response</i> • <i>provides strong and thorough textual evidence to support analysis of inferences drawn from the text.</i> <u>Standard L.9-10.4:</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. <u>Evidence Statement for L.9-10.4:</u> <i>The student's response</i> • <i>demonstrates the ability to use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</i>
Sample Item 4: Scoring Points and Rationale Scoring Rationale: Past tests would have given full credit for a right answer regardless of how a student arrived at the answer. The PARCC assessment reflects the key shift of requiring students to read closely and provide textual evidence for their answer by offering only partial credit if students answer Part A correctly but Part B incorrectly. To receive full credit,	Scoring Points: • 2 points are awarded when the student correctly chooses the answer to Part A (A) and the answer to Part B (C). • 1 point is awarded when the student correctly chooses the answer to Part A (A) but incorrectly answers Part B. • No points are awarded when the student answers both Part A and Part B

students must demonstrate that they not only can determine the meaning of the phrases in Part A but also can determine the context that supports that meaning, showing mastery of the skill rather than the ability to guess.	B incorrectly, or the student answers only Part B correctly.
--	---



Sample Items for Grade 10: "To a Friend Whose Work Has Come to Triumph" by Anne Sexton	
Sample Item 5: Questions and Standards	
Question: Determine the central idea in Sexton's poem, as well as specific details that help develop that idea over the course of the poem. From the list of possible central ideas, drag the best statement to the "Central Idea" box in the table. Then drag and drop into the table three supporting details in order to show how that idea is developed over the course of the poem.	Sample Item 5: Advances and Answers Item Advances: The skills of rereading carefully to determine the central idea of a text and analyzing how the central idea is developed by specific details are essential for college and career readiness. This item invites students to think deeply about the central message of the poem and then determine how that message is conveyed. The use of technology enhances the item because it permits students to select textual evidence from several places within the poem, rather than being limited to a single correct response. Answer Choice Rationales: The correct response for the central idea is Option 3; students who read closely will understand that Sexton asks her readers to admire Icarus for the heights of achievement he reached, just as she appears to admire the work of the friend in the title of the poem. Note that the correct central idea in this test question may not be the only way to state the central idea of the poem; a complex work like Sexton's may have additional central ideas that are supported by textual evidence. Possible Central Ideas 1, 2, and 4 are incorrect because they fail to state an accurate central idea. As indicated in Option 1, it may be true that people regret their life choices, but the thrust of Sexton's poem is not regret but celebration. As indicated in Option 2, protective parents may prevent their children from experiencing life lessons, but the poem shows that this parent gave his child a truly meaningful experience. As indicated in Option 4, following rules may lead to productivity, but the message of the poem is about the desirable consequences of taking risks. Quotations 6, 10, and 11 help develop the central idea, as they show the
Central Idea:	
Supporting Detail:	
Supporting Detail:	
Supporting Detail:	

poet inviting the reader to celebrate what Icarus did. The poem asks the reader to envision and admire what a difference that first moment of flight made in Icarus's life, and the reader is also asked envision and admire Icarus praising and "acclaiming" (ac-"claiming") the sun. The poem also shows that the highs Icarus experienced are offset by lows: Icarus perished, but we should not care because before he plunged to his death, he reached great heights. The Possible Supporting Details numbered 5, 7, 8, and 9 quote important details from the poem that cannot as readily be seen as direct support for the central message stated in Central Idea Option 3. The act of putting on the wings, the fact that Icarus sees birds go past, the description of flying over the fog and ocean, and the mention of Icarus first looking at the sun—all these are important and telling details in the work, although less well related to the statement of the central idea in Option 3 than Supporting Details 6, 10, and 11. Note that in the computer-delivered version of the item, the options will not be numbered.	
Possible Central Ideas 1) Individuals who take unusual paths in life may regret their choices later. 2) Protective parents keep their children from learning important life lessons. 3) Risk-takers are admirable people because they are most likely to experience the highs and lows of life.* 4) People who follow society's rules are most likely to have productive futures.	Possible Supporting Details 5) "Consider Icarus, pasting those sticky wings on," (line 1) 6) "... think of that first flawless moment over the lawn / of the labyrinth. Think of the difference it made!" (lines 3-4)* 7) "... here are the shocked starlings pumping past" (line 6) 8) "Larger than a sail, over the fog and the blast / of the plushy ocean, he goes. ..." (lines 8-9) 9) "... see how casually / he glances up and is caught, ..." (lines 10-

	11) 10) "... Who cares that he fell back to the sea?" (line 12)* 11) "See him acclaiming the sun and come plunging down" (line 13)*	
--	--	--

Sample Item 5: Alignment	
Explanation of Alignment: The item meets the PARCC Assessment Claim for Reading Literature, as the question is based on a poem. Additionally, the item aligns to the two standards and evidence statements listed because it asks students to determine a central idea of the poem and locate quotations that support and develop that idea. Given the requirement to cite evidence in support of the central idea in three different places in the poem, this item demonstrates a level of complexity not seen in traditional tests.	PARCC Assessment Claim, Standards, and Evidence Statements Assessed PARCC Assessment Claim: Students read and demonstrate comprehension of grade-level complex literary text. Standard RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. Evidence Statement for RL. 9-10.2: <i>The student's response</i> • <i>provides a statement of a theme or central idea of a text.</i> • <i>provides an analysis of how a theme or central idea emerges and is shaped and refined by specific details over the course of the text.</i> Standard RL. 9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Evidence Statement for RL. 9-10.1: <i>The student's response</i> • <i>provides strong and thorough textual evidence to support analysis of what the text says explicitly.</i> • <i>provides strong and thorough textual evidence to support analysis of</i>

	<i>inferences drawn from the text.</i>
--	--

Sample Item 5: Scoring Points and Rationale

Scoring Rationale: Past tests would have given full credit for a right answer regardless of how a student arrived at the answer. The PARCC assessment reflects the key shift of requiring students to read closely and provide textual evidence for their answer by offering partial credit. To receive full credit, students must demonstrate that they not only can make an inference in Part A but also can support or apply that inference with additional textual evidence, showing mastery of the skill rather than the ability to guess.

Scoring Points:

- 2 points are awarded when the student correctly chooses the answer to Part A (5) and the answers to Part B (4, 10 and 11).
- 1 point is awarded when the student correctly chooses the answer to Part A (5) but incorrectly answers Part B (choosing one, two, or no correct answers for Part B).
- No points are awarded when the student answers both Part A and Part B incorrectly, or the student only answers Part B correctly.

Sample Items for Grade 10: “Daedalus and Icarus” by Ovid and “To a Friend Whose Work Has Come to Triumph” by Anne Sexton	
Sample Item 6: Questions and Standards	Sample Item 6: Advances and Answers
Part A Question: Which statement summarizes a key difference between the excerpts from the poem by Ovid and the poem by Sexton? - Ovid portrays Icarus as naïve, whereas Sexton portrays Icarus as wise. - Ovid emphasizes Icarus’s adventurousness, whereas Sexton emphasizes Icarus’s timidity. - Ovid believes the goddess Pallas is the true hero of the myth, whereas Sexton believes Daedalus is the true hero. - Ovid considers Icarus’s flight an act of human arrogance, whereas Sexton considers it an act of heroism.*	Part A Item Advances: The skill of rereading carefully to analyze how an author transforms source material in a specific work is important for college and career readiness. This Evidence-Based Selected-Response question asks students to analyze the different viewpoint Anne Sexton brings to the famous story of Icarus’s flight. In Part A, students are asked to determine that although Ovid tells the story as an example of human pride and overreaching, Sexton’s poem turns the story into an example of reaching the heights of human achievement, “wondrously tunneling” into the “hot eye” of the sun. In Part B of the item, students are asked to find one quotation in each of the poems that best illustrates the differing viewpoints, illustrating an advance over traditional one-part multiple-choice item formats. Part A Answer Choice Rationales: The correct response is Option D. Sexton transforms Icarus’s flight into an example of heroism rather than reckless ambition. Option A is incorrect; Ovid describes Icarus as foolish and vain to fly too close to the sun, rather than naïve, and the Sexton poem portrays Icarus as living life to the fullest rather than showing wisdom. Option B is incorrect; although Ovid indicates that Icarus is foolishly proud rather than adventurous; Sexton does not give Icarus a timid nature but praises his daring climb toward the sun. Option C is incorrect; Ovid portrays Pallas as clever rather than heroic, and Sexton does not afford heroic qualities to “sensible” Daedalus.



Part B Question: Which two quotations best support the answer to Part A? Choose one from Ovid's poem and one from Sexton's poem. a. "... unaware / of danger to himself, perchance would chase/ the feathers, ..." (Ovid, lines 18-20) b. "... Proud of his success, / the foolish Icarus forsook his guide," (Ovid, lines 60-61)* c. "But Pallas, goddess of ingenious men, / saving the pupil changed him to a bird," (Ovid, lines 100-101) d. "... testing that strange little tug at his shoulder blade. ..." (Sexton, line 2) e. "There below are the trees, as awkward as camels;" (Sexton, line 5) f. "See him acclaiming the sun and come plunging down / while his sensible daddy goes straight into town." (Sexton, lines 13-14)*	Part B Item Advances: Part B of this Evidence-Based Selected-Response question illustrates one of the key shifts in CCSS assessment: use of textual evidence. Students are asked, in Part A, to compare two poems, and in Part B they are asked to locate textual evidence from each poem—one quotation from each to provide supporting evidence for each side of the comparison. Part B Answer Choice Rationales: Options B and F are the correct responses. Option B directly indicates Ovid's view of Icarus as both proud and foolish; Option F shows Sexton's admiration of the mythic figure's reach for the sun. Options A, C, D, and E do not support the comparison established in Part A. Option A recounts Icarus's childlike unawareness of the significance of the wings. Option C focuses on the role of Pallas in the partridge myth. Option D describes Icarus's initial reaction to wearing the wings. Option E gives Icarus's viewpoint as he looks down, not up.
Sample Item 6: Alignment Explanation of Alignment: The item meets the PARCC Assessment Claim for Reading Literature, as the question is based on two poems. Additionally, the item aligns to the three standards and evidence statements listed because it asks for central ideas from both poems (standard 2) and also asks students to determine	PARCC Assessment Claim, Standards, and Evidence Statements Assessed PARCC Assessment Claim: Students read and demonstrate comprehension of grade-level complex literary text. Standard RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including



the primary way that Sexton has transformed the myth (standard 9). Part B asks students to choose the textual evidence that supports the answer to Part A, thus fulfilling the expectations of standard 1. Given the requirement to determine how one work transforms another and the requirement to cite two pieces of evidence to support the answer the student chooses in Part A, this item demonstrates a level of complexity not seen in traditional tests in the past.	how it emerges and is shaped and refined by specific details; provide an objective summary of the text. <u>Evidence Statement for RL. 9-10.2:</u> <i>The student's response</i> • <i>provides a statement of a theme or central idea of a text.</i> <u>Standard RL.9-10.9:</u> Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). <u>Evidence Statement for RL. 9-10.9:</u> <i>The student's response</i> • <i>provides an analysis of how an author draws on or transforms source material in a specific work.</i> <u>Standard RL. 9-10.1:</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <u>Evidence Statement for RL. 9-10.1:</u> <i>The student's response</i> • <i>provides strong and thorough textual evidence to support analysis of inferences drawn from the text.</i>
Sample Item 6: Scoring Points and Rationale Scoring Rationale: Past tests would have given full credit for a right answer regardless of how a student arrived at the answer. The PARCC assessment reflects the key shift of requiring students to read	Scoring Points: • 2 points are awarded when the student correctly chooses the answer to Part A (D) and the answers to Part B (B and F).

closely and provide textual evidence for their answer by offering only partial credit if students answer Part A correctly but answer Part B incorrectly. To receive full credit, students must demonstrate that they not only can make an inference in Part A but also can support that inference with additional textual evidence, showing mastery of the skill rather than the ability to guess.	1 point is awarded when the student correctly chooses the answer to Part A (D) but either gets one of the two possible correct answers in Part B (B or F) correct OR incorrectly answers Part B. - No points are awarded when the student answers both Part A and Part B incorrectly, or the student only answers Part B correctly.
---	--

Sample Items for Grade 10: “Daedalus and Icarus” by Ovid and “To a Friend Whose Work Has Come to Triumph” by Anne Sexton	
Sample Item 7: Question and Standards	Sample Item 7: Advances and Answers
Question: Use what you have learned from reading “Daedalus and Icarus” by Ovid and “To a Friend Whose Work Has Come to Triumph” by Anne Sexton to write an essay that provides an analysis of how Sexton transforms “Daedalus and Icarus.” Develop your claim(s) of how Sexton transforms “Daedalus and Icarus” with evidence from both texts. As a starting point, you may want to consider what is emphasized, absent, or different in the two texts, but feel free to develop your own focus for analysis.	Item Advances: The ability to compare and synthesize ideas across multiple texts is a critical skill for college and careers, as is the ability to analyze the strength of various arguments. Traditionally, writing prompts have not called for the use of textual evidence in a student’s response. This Prose Constructed Response prompt demands that students delve deeply into multiple texts to gather evidence when analyzing a given claim, a key shift of the Common Core. This item also demonstrates clearly what PARCC means by “writing using and analyzing sources”—students must draw evidence from two texts and cite this evidence clearly to demonstrate the reading and writing claims measured. Students are also required to demonstrate that they can apply the knowledge of language and conventions when writing (an expectation for both college and careers).

Sample Item 7: Alignment	Explanation of Alignment: This item aligns to the PARCC Assessment Claims for Written Expression, Conventions and Knowledge of Language, and Reading Literature in that it asks students to write an essay to address a comparison between two literary texts, using standard English conventions and grammar. The writing prompt requires students to develop ideas by drawing evidence from two texts, organizing ideas from the texts to build a meaningful literary analysis. The language of this item uses the language of reading standards to ensure that the item is aligned to those standards.
PARCC Assessment Claims, Standards, and Evidence Statements Assessed PARCC Assessment Claim: Written Expression: Students produce clear and coherent writing in which the development, organization and style are appropriate to the task, purpose and audience. <u>Standard W.9-10.1:</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (includes a-e). <u>Standard W.9-10.2:</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <u>Standard W.9-10.4:</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>Standard W.9-10.9:</u> Draw evidence from literary or informational texts to support analysis, reflection, and research (includes a). PARCC Assessment Claim: Conventions and the Knowledge of Language: Students demonstrate knowledge of conventions and other important elements of language. <u>Standard L.9-10.1:</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (includes a – b). <u>Standard L.9-10.2:</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (includes a	

	– c). <u>Standard L.9-10.3:</u> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (includes a). PARCC Assessment Claim: Reading Literature: Students read and demonstrate comprehension of grade-level complex literary texts. <u>Standard RL.9-10.9:</u> Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). <u>Evidence Statements for RL.9-10.9:</u> <i>The student's response</i> • <i>provides an analysis of how an author draws on or transforms source material in a specific work.</i> <u>Standard RL.9-10.2:</u> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. <u>Evidence Statement for RL. 9-10.2:</u> <i>The student's response</i> • <i>provides a statement of a theme or central idea of a text.</i> <u>Standard RL. 9-10.1:</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from
--	--

	the text. Evidence Statement for RL. 9-10.1: <i>The student's response</i> • <i>provides strong and thorough textual evidence to support analysis of what the text says explicitly.</i> • <i>provides strong and thorough textual evidence to support analysis of inferences drawn from the text.</i>
Sample Item 7: Scoring Points and Rationale Scoring Rationale: The PARCC Scoring Rubric for Analytic and Narrative Writing contains details for all components being analyzed within a student response. These components tie directly to the PARCC Assessment Claims.	Scoring Points: The scoring of PCRs will not occur until standard setting has occurred. After a group of students responds to the item in a tryout or field test, anchor papers (samples) will be selected to “anchor” each score point. Each of the samples will be annotated. These annotations will include explanations of how the sample papers exemplify (show evidence of) the traits described in the rubric. After reviewing the student responses and samples, the generic scoring rubric will also be tailored to create a specific scoring rubric for this prompt.



Partnership for Assessment of
Readiness for College and Careers

Published on PARCC (<http://www.parcconline.org>)

[Home](#) > Grade 11

Grade 11 - ELA/Literacy

Grade 11 Summative Assessment

Performance-Based Component

Literary Analysis Task

Narrative Task

Research Simulation Task

The Literature Task plays an important role in honing students' ability to read complex text closely, a skill that research reveals as the most significant factor differentiating college-ready from non-college-ready readers. This task will ask students to carefully consider literature worthy of close study and compose an analytic essay.

The Narrative Task broadens the way in which students may use this type of writing. Narrative writing can be used to convey experiences or events, real or imaginary. In this task, students may be asked to write a story, detail a scientific process, write a historical account of important figures, or to describe an account of events, scenes or objects, for example.

The Research Simulation Task is an assessment component worthy of student preparation because it asks students to exercise the career- and college-readiness skills of observation, deduction, and proper use and evaluation of evidence across text types.

In this task, students will analyze an informational topic presented through several articles or multimedia stimuli, the first text being an anchor text that introduces the topic. Students will engage with the texts by answering a series of questions and synthesizing information from multiple sources in order to write two analytic essays.

Grade 11 PARCC Sample Items ^[1] (New)

Grade 11 Sample Items

Overview ^[2] (PowerPoint)

Passage #1 (Permission pending. Please check back at a later date.)

Passage #2 ^[3]Passage #3 ^[4]**End-Of-Year Assessment**

On the end-of-year assessment, students have the opportunity to demonstrate their ability to read and comprehend complex informational and literary texts. Questions will be sequenced in a way that they will draw students into deeper encounters with the texts and will result in more thorough comprehension of the concepts.

Source URL: <http://www.parcconline.org/samples/english-language-artsliteracy/grade-11-elaliteracy>

Links:

[1] <http://www.parcconline.org/sites/parcc/files/Grade11SampleItems.pdf>

[2] <http://www.parcconline.org/sites/parcc/files/PARCCCELASampleItemsOverviewPPT-Grade11RST%20Set.pptx>

[3] <http://www.parcconline.org/sites/parcc/files/Grade11Passage2.pdf>

[4] <http://www.parcconline.org/sites/parcc/files/Grade11Passage%233.pdf>

Grade 11 Sample Items

A complete research simulation task for 11th Grade contains ten items, with nine items that are either Evidence-Based Selected Response (EBSR) items or Technology-Enhanced Constructed Response (TECR) items and one Prose Constructed Response (PCR) item. Students will read a purpose setting statement for the task and then read the first passage. After answering EBSR and TECR items, the students will read a second and third passage and answer additional EBSR and TECR items after each passage. Finally, the students will response to the PCR item.

This is a Research Simulation Task focused on Reading Standards for Literacy in History/Social Studies. Each sample item presented includes information on (1) the advances in assessment and answers to the items; (2) an explanation of the alignment of the item to the standards and PARCC evidence statements; and (3) item scoring rules and rationale.

Sample Item 1: Questions and Standards	Sample Item 1: Advances and Answers
Part A Question: In paragraph 8 of “Abigail Smith Adams,” Abigail Adams is called an “advocate for females.” What is the meaning of advocate for females as used in this paragraph? a. promoter of women’s rights * b. counselor for women who lack rights c. revolutionary demanding women’s control of government d. campaigner for women running for political office	Part A Item Advances: The skills of reading carefully and using context to determine the meaning of words and phrases are essential to college and career readiness. The first part of this Evidence-Based Selected Response item, asks students to use information in the text to determine that “advocate for females” describes someone like Adams who espouses the cause of rights for women. Then the item advances assessment by including a Part B, which asks students to apply the correct definition to another part of the text. Part A Answer Choice Rationales: Option A is the correct answer; the context of the biography (e.g., the quotations from Abigail Adams’ letters to her husband) shows that Adams promoted women’s rights in several ways. Option B is incorrect; although it is clear from the biography that Abigail Adams counseled her husband, there is no textual evidence for advocate as equivalent to being a counselor for women. Option C is incorrect; although Abigail Adams’ ideas may have been revolutionary for her time, there is no textual evidence that an advocate is the same as a revolutionary or that Abigail Adams

	wished to have women control the government. Option D is incorrect; although the biography discusses John Adams being in political office, there is no textual evidence to support the idea that an advocate is a campaigner or that Abigail Adams campaigned for women.
Part B Question: Which of Abigail Adams's actions described in the biography best shows her being an advocate? "She read any books that were available and became knowledgeable about a variety of subject matters most women never considered." "Abigail Adams supported the revolution as fervently as John, and she arguably suffered more because of it." "She asked Warren to petition Congress with her and request that Congress establish some laws that favor women."* "While her main focus was on her family and home, Adams remained in correspondence with several political figures. . . ."	Part B Item Advances: Part B of this Evidence-Based Selected Response question is innovative from past approaches in that it allows students to apply the correct answer in Part A to a specific section of the text, thereby reducing the chance that students would be rewarded for guessing the meaning of the phrase. Part B Answer Choice Rationales: Option C is the correct response because Adams' request to Mercy Otis Warren illustrates an individual acting as an advocate for women. Option A is incorrect; the quotation focuses on Adams' self-education rather than her advocacy. Option B is incorrect; the quotation focuses on Adams' stance on the revolution rather than her stance on the status of women. Option D is incorrect; although the quotation indicates that Adams continued to write to influential people, and it is possible that the status of women was a topic of her correspondence, there is no textual evidence in support of that possibility.

Sample Item 1: Alignment	Explanation of Alignment: The item meets the PARCC Assessment Claim for Reading Information, as the question is based on an informational text. Additionally, the item is aligned well to the three standards and the evidence statements listed because it requires students to use context to determine the meaning of a key word in an informational text. Because the texts in this set are primary and secondary sources and the set includes two texts of historical significance, the focus is on the Reading Standards for Literacy in History/Social Studies; however, in some instances, such as for Standard 1 and the Standards that support the Vocabulary Claim, the Reading for Information Standards may also be applied, depending on the focus of particular items in the set. This item demonstrates a level of complexity not seen in tests in the past, in that students are asked to apply knowledge demonstrated in Part A to locate textual evidence in Part B. PARCC Assessment Claim, Standards, and Evidence Statements Assessed PARCC Assessment Claim: Students read and demonstrate comprehension of grade-level complex informational text. <u>Standard RI.11-12.4:</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in Federalist No. 10). <u>Evidence Statement for RI.11-12.4:</u> <i>The student's response demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical).</i> <u>Standard RH.11-12.1:</u> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights
--------------------------	--

	gained from specific details to an understanding of the text as a whole. <u>Evidence Statement for RH.11-12.1:</u> <i>The student's response provides textual evidence to support an analysis of primary and/or secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</i> <u>Standard L.11-12.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</u> <u>Evidence Statement for L.11-12.4:</u> <i>The student's response demonstrates the ability to use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</i>
--	---

Sample Items for Grade 11: “Biography of Abigail Smith Adams”	
Sample Item 1: Scoring Points and Rationale	
Scoring Rationale: Past tests would have given full credit for a right answer regardless of how a student arrived at the answer. The PARCC assessment reflects the key shift of requiring students to read closely and provide textual evidence for their answer by offering only partial credit if students answer Part A correctly but answer Part B incorrectly. To receive full credit, students must demonstrate that they not only can make an inference in Part A but also can support or apply that inference with textual evidence, showing mastery of the skill rather than the ability to guess.	Scoring Points: • 2 points are awarded when the student correctly chooses the answer to Part A (A) and the answer to Part B (C). • 1 point is awarded when the student correctly chooses the answer to Part A (A) but incorrectly answers Part B. • No points are awarded when the student answers both Part A and Part B incorrectly, or the student answers only Part B correctly.

Sample Items for Grade 11: “Biography of Abigail Smith Adams”	
Sample Item 2: Questions and Standards	Sample Item 2: Advances and Answers
Part A Question: Which question below is left unanswered by the biography “Abigail Smith Adams” because insufficient evidence is provided? - Why did John Adams suffer less from the war than Abigail Adams did? - Why did Abigail Adams write a letter to Mercy Otis Warren? - Why did Abigail Adams ask John Adams to “remember the ladies” when creating the new nation? - Why did John Adams fail to respond to Abigail Adams’ pleas for better treatment of women?*	Item Advances: The skills of reading carefully, evaluating the sufficiency of evidence in a text, and applying an understanding of a text are essential for college and career readiness. This item asks students to analyze a biography to determine a question that the biographer could have clarified through use of evidence but instead left unanswered. The item advances assessment by including a second part that asks students to select an accurate description of the text that supports the correct answer in Part A. Answer Choice Rationales: Option D is the correct response; a close reading of the passage reveals that it does not address the reasons that Abigail Adams’ husband, although apparently respectful of his wife’s abilities and ideas, did not respond to her plea for changes to the laws regarding the status of women. Option A is incorrect; the biography does explain the reason that John Adams was less affected by the war than his wife was: she was residing in an area heavily impacted while he was far away. Option B is incorrect; the text includes a specific reason that Abigail Adams wrote to Mercy Otis Warren: to ask her to petition Congress for women’s rights. Option C is incorrect; Abigail Adams’ letter delineates the main reason for her request for remembering the ladies: to protect women from the natural tyranny of men.
Part B Question: Which statement is true about the biography and best supports the answer to Part A? The biography indicates that John Adams was often in a safer location than Abigail Adams was but never explains why she was in danger.	Item Advances: Part B of this Evidence-Based Selected Response question departs from past assessments by asking students to select a text-based explanation for their response to Part A. This approach calls for close reading and careful analysis of the text in order to be able to correctly answer the question.

b. The biography indicates that John Adams respected his wife's opinions but never explains why he agreed or disagreed with her.* c. The biography indicates that Abigail Adams corresponded with other women but never explains why she wrote the letters. d. The biography indicates that Abigail Adams wanted her husband to think about the treatment of women but never explains why she thought changes should be made.	Part B Answer Choice Rationales: Option B is the correct answer. Students who read carefully will observe that the biography ignores the reasons that Adams did not actively endorse his wife's ideas. Option A is incorrect; the text does indicate that Abigail Adams bore more hardships of war because she was near fields of battle. Option C is incorrect; although the biography does not indicate the content of the letters Adams wrote after her husband was no longer president, it does clearly give the reason that Adams wrote to Mercy Otis Warren. Option D is incorrect; the text indicates that Adams believed that men had too much control over women's lives and therefore wanted her husband to advocate for laws giving women more freedom.
Sample Item 2: Alignment Explanation of Alignment: The item meets the PARCC Assessment Claim for Reading Information, as the question is based on an informational text. Additionally, the item is aligned well to the two standards and the evidence statements listed because students are asked to evaluate the sufficiency of evidence in a text, determining where the text leaves matters uncertain. Because the texts in this set are primary and secondary sources and the set includes two texts of historical significance, the focus is on the Reading Standards for Literacy in History/Social Studies; however, in some instances, such as for Standard 1 and the Standards that support the Vocabulary Claim, the Reading for Information Standards may also be applied, depending on the focus of particular	PARCC Assessment Claim, Standards, and Evidence Statements Assessed PARCC Assessment Claim: Students read and demonstrate comprehension of grade-level complex informational text. Standard RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. Evidence Statement for RH.11-12.3: <i>The student's response</i> provides an evaluation of various explanations for actions or events where the text leaves the explanation for an action or

items in the set. The item demonstrates a level of complexity not seen in tests in the past, in that in Part B students are asked to provide additional analysis for the answer chosen in Part A.	<i>event uncertain.</i> Standard RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. <u>Evidence Statement for RH.11-12.1:</u> <i>The student's response</i> provides textual evidence to support an analysis of primary and/or secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
Sample Item 2: Scoring Points and Rationale Scoring Rationale: Past tests would have given full credit for a right answer regardless of how a student arrived at the answer. The PARCC assessment reflects the key shift of requiring students to read closely and provide textual evidence for their answer by offering only partial credit if students answer Part A correctly but answer Part B incorrectly. To receive full credit, students must demonstrate that they not only can make an inference in Part A but also can support or apply that inference with textual evidence, showing mastery of the skill rather than the ability to guess.	Scoring Points: 2 points are awarded when the student correctly chooses the answer to Part A (D) and the answer to Part B (B). 1 point is awarded when the student correctly chooses the answer to Part A (D) but incorrectly answers Part B. - No points are awarded when the student answers both Part A and Part B incorrectly, or the student answers only Part B correctly.

Sample Items for Grade 11: “Biography of Abigail Smith Adams”	
Sample Item 3: Questions and Standards	Sample Item 3: Advances and Answers
Part A Question: Which statement accurately describes the relationship between two central ideas in the biography “Abigail Smith Adams”? - Abigail Adams had a significant amount of political influence for a woman of her time, and she used her influence in several ways, including trying to gain rights for women.* - Abigail Adams was given many opportunities to prove that women could handle the same tasks as men, and she studied a wide range of topics so that she could show that women could also be educated. - John Adams loved and respected his wife, and the letters they wrote each other are important because they show how a typical family was able to survive during the Revolutionary War. - President John Adams often called upon his wife Abigail for counsel on personal and political issues, and he encouraged her to help him determine his policy on women’s rights.	Item Advances: The skills of reading carefully and determining central ideas are essential for college and career readiness. This item asks students to analyze the biography and understand the central ideas that are developed in the text—that Abigail Adams had a surprising amount of influence for a woman of her time period, and that one way she used that influence was to attempt to change the laws governing women. The item advances assessment by including a second part that asks students to select quotation from the text that supports the correct answer in Part A. Answer Choice Rationales: Option A is the correct response. Abigail Adams was politically influential, and she used that influence to advocate for women’s rights. Option B is incorrect; although the text indicates that Adams had opportunities to show that women could handle the same tasks as men and that women could be educated, these are not central ideas in the text. Also, there is no textual evidence that Adams wanted to show others what women could do. Option C is incorrect; although the text makes clear that John Adams loved and respected his wife, the primary purpose of the text is not to portray them as a typical family. Option D is incorrect; although the text shows that Adams did call upon his wife for advice, it also shows that he did not respond to her concerns about rights for women and, according to the text, did not develop a policy for the issue.
Part B Question: Which two sentences from “Abigail Smith Adams” best support the answer to Part A? “She read any books that were available and	Item Advances: Part B of this Evidence-Based Selected Response question represents an innovative approach to assessment in that it allows students to provide more than one piece of evidence to support their answer from Part A. This approach calls for close reading and careful analysis of the text in order to be able to correctly answer the

became knowledgeable about a variety of subject matters most women never considered.” (paragraph 2) b. “From the beginning, it was she who managed their farm and took care of business so that he could devote himself to politics.” (paragraph 3) c. “Through his letters it is clear that he trusted his wife to take care of his business matters and admired her self-sufficiency.” (paragraph 4) d. “. . . Abigail Adams began to refer to their property and other affairs as her own instead of ‘ours.’” (paragraph 4) e. “In these letters one can tell that they were close friends and often Adams advised her husband on matters of politics.” (paragraph 5)* f. “She was an advocate for females and expressed original feminist theory, as well as insightful political thought.” (paragraph 8)*	question. Part B Answer Choice Rationales: Options E and F are the correct responses. Both offer textual proof of the assertion in Part A that Abigail Adams possessed political influence and also used her influence to try to improve conditions for women. Option A is incorrect; the text does indicate that Abigail Adams read widely, but this quotation does not support the correct response to Part A, which speaks to her political influence and how she used it. Option B is incorrect; this quotation demonstrates Abigail’s support of her husband’s political career rather than her own political influence on women. Option C is incorrect; although this quotation illustrates Abigail’s accomplishments in business and in managing a farm by herself, it does not support the idea of her political influence. Option D is incorrect; this quotation, like the previous one, supports the concept of Abigail Adams’ management skills rather than her political influence.
Sample Item 3: Alignment Explanation of Alignment: The item meets the PARCC Assessment Claim for Reading Information, as the question is based on an informational text. Additionally, the item is aligned well to the two standards and the evidence statements listed because students are asked to analyze a text to determine two related central ideas. Because the texts in this set are primary and secondary sources and the set includes two texts of	PARCC Assessment Claim, Standards, and Evidence Statements Assessed PARCC Assessment Claim: Students read and demonstrate comprehension of grade-level complex informational text. Standard RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

historical significance, the focus is on the Reading Standards for Literacy in History/Social Studies; however, in some instances, such as for Standard 1 and the Vocabulary Standards, the Reading for Information Standards may also be applied, depending on the focus of particular items in the set. The item demonstrates a level of complexity not seen in tests in the past, in that in Part B students are asked to provide two instances of textual support for the answer chosen in Part A.	<u>Evidence Statement for RH.211-12.2:</u> <i>The student's response</i> <i>provides a statement of two or more central ideas of a text.</i> (Note: The evidence statements for RH.11-12.2 and RI.11-12.2 are similar; however, the texts required for the RH evidence statements must be primary and secondary sources.) <u>Standard RH.11-12.1:</u> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. <u>Evidence Statement for RH.11-12.1:</u> <i>The student's response</i> <i>provides textual evidence to support an analysis of primary and/or secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</i>
Sample Item 3: Scoring Points and Rationale Scoring Rationale: Past tests would have given full credit for a right answer regardless of how a student arrived at the answer. The PARCC assessment reflects the key shift of requiring students to read closely and provide textual evidence for their answer by offering only partial credit if students answer Part A correctly but answer Part B	Scoring Points: 2 points are awarded when the student correctly chooses the answer to Part A (A) and the answers to Part B (D and E). 1 point is awarded when the student correctly chooses the answer to Part A (A) but either gets one of the two possible correct answers in Part B (D or E) correct OR incorrectly

incorrectly. To receive full credit, students must demonstrate that they not only can make an inference in Part A but also can support or apply that inference with textual evidence, showing mastery of the skill rather than the ability to guess.	answers Part B No points are awarded when the student answers both Part A and Part B incorrectly (choosing neither correct answer for Part B).
---	---

Sample Items for Grade 11: Excerpt from a Letter from Abigail Adams to John Adams	
Sample Item 4: Questions and Standards	Sample Item 4: Advances and Answers
Part A Question: In paragraph 7 of the letter to her husband, Abigail Adams states that “all men would be tyrants” and in paragraph 8 she states that men are “naturally tyrannical.” Which statement defines the word tyrannical correctly using the context of the letter? a. Tyrannical can be defined as formal and ceremonious, as indicated by the words “laws which I suppose it will be necessary for you to make.” (paragraph 7) b. Tyrannical can be defined as considerate and nurturing, as indicated by the words “more generous and favorable.” (paragraph 7) c. Tyrannical can be defined as overbearing and oppressive, as indicated by the words “cruelty and indignity with impunity.” (paragraph 8)* d. Tyrannical can be defined as vigilant and possessive, as indicated by the words “under your protection.” (paragraph 8)	Part A Item Advances: The skills of reading carefully, making inferences, and applying understanding of a text are essential for college and career readiness. This Evidence-Based Selected-Response question allows students to infer the meaning of an academic vocabulary word that is important to understanding the text. Students are asked to determine the meaning of “tyrannical” based on context clues. The item advances assessment by asking students to provide the meaning of the tested word based on context and also to infer why the author used this particular language, as demonstrated by the inclusion of Part B. Part A Answer Choice Rationales: Option C is the correct answer; the word “tyrannical” means “overbearing and oppressive,” as indicated by the phrase “cruelty and indignity with impunity.” Option A is incorrect; although “laws” imply a sense of formality, “tyrannical” does not mean “formal and ceremonious.” When Abigail Adams refers to the “laws” her husband will be making, she does so to ask him to make laws that protect women from the tyrannical nature of men. Option B is incorrect; although the words “more generous and favorable” connote a sense of being considerate and nurturing, “tyrannical” cannot be defined in this way. Mrs. Adams uses the words “more generous and favorable” to emphasize that new laws should be written to be less tyrannical than old ones in regard to the treatment of women. Option D is incorrect; although the phrase “under your protection” connotes a sense of men being vigilant and possessive, “tyrannical” cannot be defined in this way. Mrs. Adams uses the phrase “under your protection” to say that laws should be written to protect women from the tyrannical behavior of husbands.

Part B Question: Why does Abigail Adams most likely use this specific language about men? a. to show that she believes her husband likely will not be able to convince lawmakers to include rights for women as part of the fight for independence b. to emphasize that men have an obligation to ensure rights for women as dictated by a "Supreme Being" c. to indicate that she is grateful that John Adams is fighting for independence from a government that she believes treats people, especially women, unfairly d. to point out the similarities between the Colonies' fight for freedom from unjust domination and women's fight for freedom from unjust domination*	Part B Item Advances: Part B of this Evidence-Based Selected Response question represents an innovation from past approaches because it asks students to infer why the author uses the specific language mentioned in Part A: "tyrannical." This approach calls for students to engage in close reading and careful analysis of the text to correctly answer the question. Part B Answer Choice Rationales: Option D is the correct answer. The language Abigail Adams uses expands on her comparison in paragraph 2 about "doing to others as we would that others should do unto us." She sees that America is fighting for independence from tyranny and wants to illustrate with the use of the words "tyranny" and "tyrannical" that, like the Colonies, women should be freed from tyranny, in this case from the tyranny of existing laws. Option A is incorrect; the fact that Adams asks her husband to "remember the ladies" implies that she believes he can have a positive impact on the issue of women's rights. Option B is incorrect; the mention of "Providence" is made to emphasize that men are meant to be protective of women and not be "tyrannical." Option C is incorrect; although it is likely that Adams is grateful that her husband does not treat her in a "tyrannical" manner, the language used is not meant to show gratitude but rather the need for laws allowing women to have rights.
Sample Item 4: Alignment Explanation of Alignment: The item meets the PARCC Assessment Claim for Reading Information, as the question is based on informational text, an excerpt from a historically significant letter. Additionally, the item is aligned well to the three standards and the evidence statements listed because	PARCC Assessment Claim, Standards, and Evidence Statements Assessed PARCC Assessment Claim: Students read and demonstrate comprehension of grade-level complex informational text.

Grade 11 Sample Items

October 28, 2013

the question requires that students infer the meaning of an academic vocabulary word by using the context of the text and then determine why the author of this historical text most likely used the specific language she did. This item demonstrates a level of complexity not seen in traditional tests, because students are asked to provide both the definition based on context as well as the specific intent of the usage. Because the texts in this set are primary and secondary sources and the set includes two texts of historical significance, the focus is on the Reading Standards for Literacy in History/Social Studies; however, in some instances, such as for Standard 1 and the Standards that support the Vocabulary Claim, the Reading for Information Standards may also be applied, depending on the focus of particular items in the set.	<u>Standard RH.11-12.4:</u> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). <u>Evidence Statement for RH.11-12.4:</u> <i>The student's response</i> • <i>provides an analysis of how an author uses or refines a key term or terms over the course of a text.</i> <u>Standard RH.11-12.1:</u> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. <u>Evidence Statement for RH.11-12.1:</u> <i>The student's response</i> • <i>provides textual evidence to support an analysis of primary and/or secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</i> <u>Standard L.11-12.4:</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
--	---

	Evidence Statement for L.11-12.4: <i>The student's response</i> • <i>demonstrates the ability to use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</i>
Sample Item 4: Scoring Points and Rationale Scoring Rationale: Past tests would have given full credit for a right answer regardless of how a student arrived at the answer. The PARCC assessment reflects the key shift of requiring students to read closely and provide an analysis for their answer by offering only partial credit if students answer Part B correctly but answer Part A incorrectly. To receive full credit, students must demonstrate that they not only can make an inference in Part B but also can support or apply that inference, showing deep understanding of the concept being tested rather than the ability to guess.	Scoring Points: • 2 points are awarded when the student correctly chooses the answer to Part B (D) and the answer to Part A (C). • 1 point is awarded when the student correctly chooses the answer to Part B (D) but incorrectly answers Part A. • No points are awarded when the student answers both Part B and Part A incorrectly, or the student answers only Part A correctly.

Sample Items for Grade 11: Excerpt from a Letter from Abigail Adams to John Adams	
Sample Item 5: Questions and Standards	Sample Item 5: Advances and Answers
Part A Question: How does paragraph 2 of Abigail Adams's letter to her husband most strongly contribute to the text as a whole? - It introduces Abigail's main argument for independence, which is discussed more thoroughly in later paragraphs.* - It identifies the religious principles Abigail believes the Colonies are fighting for, which are discussed more thoroughly in later paragraphs. - It establishes Abigail's belief that the Colonies are losing the fight for independence because those fighting do not truly understand the importance of winning, which is discussed more thoroughly in later paragraphs. - It demonstrates that Abigail is certain that the Colonies will be a strong country if they win the war, which is discussed more thoroughly in later paragraphs.	Part A Item Advances: The skills of reading carefully, making inferences, and applying understanding of a text are essential for college and career readiness. This Evidence-Based Selected-Response question requires that students consider the structure of a text, specifically how one paragraph contributes to the overall meaning of the text. The item advances assessment by asking students to not only analyze how paragraph 2 fits into the text but also to demonstrate where the idea is further explored, as demonstrated by the inclusion of a Part B. Part A Answer Choice Rationales: Option A is the correct answer; paragraph 2 introduces Abigail Adams' main argument for true independence for all. This argument is expanded upon in later paragraphs. Option B is incorrect; although paragraph 2 introduces a religious principle important to Adams, the idea of "doing to others as we would that others should do unto us" is not discussed more thoroughly in later paragraphs. Option C is incorrect; this option represents a misreading or misunderstanding of the text in that paragraph 2 does not imply that the Colonies are losing the war, although she may suggest that the male revolutionaries may not truly understand how important the fight is because they haven't experienced oppression to the extent women have. Option D is incorrect; this option represents a misreading or misunderstanding of the text in that paragraph 2 does not imply that Adams believes that the Colonies will be a strong country if they win the war. Part B Item Advances: Part B of this Evidence-Based Selected Response question represents an innovation from past approaches because it asks students to trace how the idea presented in paragraph 2
Part B Question: In which two paragraphs of the letter are the ideas in paragraph 2 discussed more	

thoroughly? a. Paragraph 3 b. Paragraph 4 c. Paragraph 5 d. Paragraph 6 e. Paragraph 7* f. Paragraph 8*	is then discussed in further detail later in the text. This approach calls for close reading and careful analysis of the text in order to be able to correctly answer the question. Part B Answer Choice Rationales: Options E and F are the correct answers. Paragraphs 7 and 8 both expand on the idea introduced in paragraph 2: that independence is important to all people, including women. Options A – D address other topics. Paragraphs 3 – 6 detail the status of conditions in the area and Abigail Adams’s feelings about them and focus on the potential results of the revolution rather than the need for independence for all people.
Sample Item 5: Alignment Explanation of Alignment: The item meets the PARCC Assessment Claim for Reading Information, as the question is based on informational text, an excerpt from a historically significant letter. Additionally, the item is aligned well to the two standards and the evidence statements listed because the question requires that students determine the purpose of paragraph 2 and how it contributes to the text as a whole. This item demonstrates a level of complexity not seen in traditional tests, because students are asked to determine where the idea introduced in paragraph 2 is then further explained in more detail later in the letter. Because the texts in this set are primary and secondary sources and the set includes two texts of	PARCC Assessment Claim, Standards, and Evidence Statements Assessed PARCC Assessment Claim: Students read and demonstrate comprehension of grade-level complex informational text. Standard RH.11-12.5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. Evidence Statement for RH.11-12.5: <i>The student’s response</i> provides a detailed analysis of how a complex primary source is structured, including how key sentences, paragraphs, or larger

historical significance, the focus is on the Reading Standards for Literacy in History/Social Studies; however, in some instances, such as for Standard 1 and the Standards that support the Vocabulary Claim, the Reading for Information Standards may also be applied, depending on the focus of particular items in the set.	<i>portions of the text contribute to the whole.</i> <u>Standard RH.11-12.1</u>: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. <u>Evidence Statement for RH.11-12.1</u>: <i>The student's response</i> • <i>provides textual evidence to support an analysis of primary and/or secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</i>
Sample Item 5: Scoring Points and Rationale Scoring Rationale: Past tests would have given full credit for a right answer regardless of how a student arrived at the answer. The PARCC assessment reflects the key shift of requiring students to read closely and provide textual evidence for their answer by offering partial credit. To receive full credit, students must demonstrate that they not only can make an inference in Part A but also can support or apply that inference with multiple pieces of textual evidence, showing mastery of the skill rather than the ability to guess. Students receive partial credit for answering Part A correctly and full credit for answering Parts A and B correctly.	Scoring Points: • 2 points are awarded when the student correctly chooses the answer to Part A (A) and the answers to Part B (E and F). • 1 point is awarded when the student correctly chooses the answer to Part A (A) but either gets only one of the two possible correct answers in Part B (E or F) correct OR incorrectly answers Part B • No points are awarded when the student answers both Part A and Part B incorrectly (choosing neither correct answer for Part B).

Sample Items for Grade 11: An Excerpt from a Letter from Abigail Adams to John Adams	
Sample Item 6: Questions and Standards	Sample Item 6: Advances and Answers
Part A Question: Which two statements best summarize Abigail's ideas regarding the occupation of Boston, based on the letter to her husband? a. Disease wiped out many of the residents of Boston during the occupation of their town. b. Many of the homes that were occupied in Boston were left in better condition than expected.* c. It is likely that another town in the Colonies will be similarly occupied in the near future. d. Only the president's and solicitor general's homes were left unharmed by those who occupied Boston. e. The people of Boston do not know whether or not they should return to their homes. f. As long as citizens of other towns take steps to avoid what led to the occupation in Boston, they should be safe from a similar fate.*	Part A Item Advances: The skills of reading carefully, making inferences, and applying understanding of a text are essential for college and career readiness. This Evidence-Based Selected-Response question requires that students consider the ideas of Abigail Adams's discussion of the occupation of Boston. The item advances assessment by asking students to choose multiple correct answers in Part A and then provide textual evidence to support the answers they chose, as demonstrated by the inclusion of Part B. Part A Answer Choice Rationales: Options B and F are the correct answers. Option B captures the idea that occupation of Boston by the British did not leave the homes completely destroyed as had been the expected result, and Option F emphasizes Adams's point that other cities can take steps to protect themselves from occupation. Option A is incorrect; although the letter mentions small pox, there is no textual evidence to prove that many of the residents of Boston died from the disease. Option C is incorrect; this option represents a misreading of the text, as Adams clearly states that steps can be taken to prevent occupations of other towns. Option D is incorrect; this option represents a misreading of the text. Although the president's house and many other homes were left unharmed, the solicitor general's was heavily damaged. Option E is incorrect; the letter mentions that the "poor creatures" are returning to Boston and feel a sense of temporary peace.
Part B Question: Choose two quotations that best support the answers in Part A. a. "I am fearful of the small-pox, or I should have	Part B Item Advances: Part B of this Evidence-Based Selected-Response question represents an innovation from past approaches because it asks students to provide multiple pieces of textual evidence to support the answers they chose in Part A. This approach calls for

been in before this time.” (paragraph 3) b. “I find it has been occupied by one of the doctors of a regiment...” (paragraph 3) c. “...some individuals discovered a sense of honor and justice, and have left rent of houses in which they were, for the owners, and the furniture unhurt, or, if damaged, sufficient to make it good.” (paragraph 4)* d. “...whether we could rest in our own cottages or whether we should be driven from the seacoast to seek shelter in the wilderness...” (paragraph 5) e. “Though we felicitate ourselves, we sympathize with those who are trembling lest the lot of Boston should be theirs.” (paragraph 6) f. “They have time and warning given them to see the evil and shun it.” (paragraph 6)*	students to engage in close reading and careful analysis of the text to correctly answer the question. Part B Answer Choice Rationales: Options C and F are the correct answers. Option C supports the - idea that some homes in Boston remained undamaged, despite British occupation (Option B in Part A), and Option F supports the central idea that steps can be taken to prevent occupation by the British (Option F in Part A). Option A is incorrect; the letter mentions Abigail Adams’s worry about small pox, but this fact does not support an idea of the discussion of Boston. Option B is incorrect; although the letter mentions that one home is occupied by a doctor of the regiment, that fact does not support an idea of the discussion of Boston. Option D is incorrect; the quotation introduces the uncertainty felt by the residents of Boston earlier in the year, but does not help develop the two central ideas of the discussion of Boston. Option E is incorrect; this quotation introduces the idea that although the residents of Boston are pleased with their situation now, they feel sorry for others that may fair worse. This idea does not support one of the central ideas of the discussion of Boston.
Sample Item 6: Alignment Explanation of Alignment: The item meets the PARCC Assessment Claim for Reading Information, as the question is based on informational text, an excerpt from a historically significant letter. Additionally, the item is aligned well to the two standards and the evidence statements listed because the question requires that students determine two central ideas of Abigail Adams’s discussion of Boston and then provide textual support for their answers, which demonstrates a level of complexity	PARCC Assessment Claim, Standards, and Evidence Statements Assessed PARCC Assessment Claim: Students read and demonstrate comprehension of grade-level complex informational text. Standard RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

not seen in traditional tests. Because the texts in this set are primary and secondary sources and the set includes two texts of historical significance, the focus is on the Reading Standards for Literacy in History/Social Studies; however, in some instances, such as for Standard 1 and the Standards that support the Vocabulary Claim, the Reading for Information Standards may also be applied, depending on the focus of particular items in the set.	<u>Evidence Statement for RH.11-12.2:</u> <i>The student's response</i> • <i>determines the central ideas or conclusions of a text. (Note: The evidence statements for RH.11-12.2 and RI.11-12.2 are similar; however, the texts required for the RH evidence statements must be primary and secondary sources.)</i> <u>Standard RH.11-12.1:</u> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. <u>Evidence Statement for RH.11-12.1:</u> <i>The student's response</i> • <i>provides textual evidence to support an analysis of primary and/or secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</i>
Sample Item 6: Scoring Points and Rationale Scoring Rationale: Past tests would have given full credit for a right answer regardless of how a student arrived at the answer. The PARCC assessment reflects the key shift of requiring students to read closely and provide textual evidence for their answer by offering partial credit. To receive full credit, students must demonstrate that they not only can make an inference in Part A but also can support or	Scoring Points: • 2 points are awarded when the student correctly chooses both answers to Part A (B and F) and both answers to Part B (C and F). • No points are awarded when the student incorrectly answers Part A but answers Part B correctly (C and F) or answers neither part correctly.

apply that inference with multiple pieces of textual evidence, showing mastery of the skill rather than the ability to guess. Students receive partial credit for answering Part A correctly and full credit for answering Parts A and B correctly.	Any other combination results in 1 point.
--	---

Sample Items for Grade 11: Excerpt from a Letter from John Adams to Abigail Adams	
Sample Item 7: Questions and Standards	Sample Item 7: Advances and Answers
Part A Question: In his letter, John Adams tells his wife that “through all the gloom, I can see the rays of ravishing light and glory.” Which paraphrase explains what Adams means by this statement? - Although I see the gloom (the announcement of independence), I also see the light and glory (the fighting we will have to do against Great Britain). - Although I see the gloom (the war we must continue to fight), I also see the light and glory (the complete independence of our new country from Great Britain).* - Although I see the gloom (the disgrace of declaring independence against Great Britain), I also see the light and glory (the many causes of the revolution). - Although I see the gloom (the hope with which independence from Great Britain was declared), I also see the light and glory (the approval of future generations).	Part A Item Advances: The skills of reading carefully and determining the meaning of key words and phrases in a text are essential for college and career readiness. This Evidence-Based Selected Response question asks students to determine the meaning of figurative that is important to full understanding the text. Students are asked to paraphrase John Adams’ statement based on context clues. The item advances assessment by the inclusion of Part B, when then asks students to determine another place in the text where the same ideas are expressed. Part A Answer Choice Rationales: Option B is the correct answer; Adams sees the likely prospect of continuing war with Britain as a dismal prospect, but he also sees behind these clouds the realized independence of the new nation. Option A is incorrect; the announcement of declaration is a glorious moment for Adams, not part of the gloom. Nor does Adams portray the fighting as part of the light and glory. Option C is incorrect; there is no textual evidence for associating the idea of disgrace with the declaration, nor is there evidence for the causes of the revolution as a matter of light or glory. Option D is incorrect; there is no textual association between gloom and hope, nor does the light and glory refer to the celebrations Adams expects future generations to hold on Independence Day.
Part B Question: Which quotation from the text best reflects the meaning of “through all the gloom, I can see the rays of ravishing light and glory”? “You will see in a few days a Declaration setting	Part B Item Advances: Part B of this Evidence-Based Selected Response question represents an innovation from past approaches because it asks students to apply the paraphrase in Part A to another section of text, recognizing the similarities in the author’s words. This approach calls for students to engage in close reading and careful

forth the causes which have impelled us to this mighty revolution, which will justify it..." (paragraph 1) b. "...I am surprised at the suddenness as well as greatness of this revolution." (paragraph 2) c. "It is the will of Heaven that the two countries should be sundered forever. It may be the will of Heaven that America shall suffer calamities still more wasting, and distresses yet more dreadful." (paragraph 2)* d. "I am apt to believe that it will be celebrated by succeeding generations as the great anniversary festival." (paragraph 5)	analysis of the text in order to be able to correctly answer the question. Part B Answer Choice Rationales: Option C is the correct answer. Adams implies that the will of Heaven supports America's independence from Britain (illustrating the light and glory) and that the will of Heaven may also require the continuation of the war, with all its horrors (illustrating the gloom). Option A is incorrect; Adams announces the completion of the Declaration of Independence, which is undoubtedly part of the light and glory, but there is no mention of the continuing war. Option B is incorrect; Adams notes that the revolution has been both rapid and momentous, but he is not echoing the concept of a moment of combined gloom and glory. Option D is incorrect; Adams predicts future celebrations of the independence of the Colonies but does not refer to the war that must occur before independence can finally be gained.
Sample Item 7: Alignment Explanation of Alignment: The item meets the PARCC Assessment Claim for Reading Information, as the question is based on informational text, an excerpt from a historically significant letter. Additionally, the item is aligned well to the three standards and the evidence statements listed because the question requires that students determine the meaning of figurative language in the text and then apply the understanding of that meaning to another section of text. Thus this item demonstrates a level of complexity not seen in traditional tests. Because the texts in this set are primary and	PARCC Assessment Claim, Standards, and Evidence Statements Assessed PARCC Assessment Claim: Students read and demonstrate comprehension of grade-level complex informational text. Standard RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in Federalist No. 10).

secondary sources and the set includes two texts of historical significance, the focus is on the Reading Standards for Literacy in History/Social Studies; however, in some instances, such as for Standard 1 and the Standards that support the Vocabulary Claim, the Reading for Information Standards may also be applied, depending on the focus of particular items in the set.	<u>Evidence Statement for RI.11-12.4:</u> <i>The student's response</i> • <i>Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical).</i> <u>Standard RH.11-12.1:</u> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. <u>Evidence Statement for RH.11-12.1:</u> <i>The student's response</i> • <i>provides textual evidence to support an analysis of primary and/or secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</i> <u>Standard L.11-12.4:</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. <u>Evidence Statement for L.11-12.4:</u> <i>The student's response</i> • <i>demonstrates the ability to use context (e.g., the overall meaning</i>
---	--

	<i>of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</i>
Sample Item 7: Scoring Points and Rationale Scoring Rationale: Past tests would have given full credit for a right answer regardless of how a student arrived at the answer. The PARCC assessment reflects the key shift of requiring students to read closely and provide an analysis for their answer by offering only partial credit if students answer Part A correctly but answer Part B incorrectly. To receive full credit, students must demonstrate that they not only can make an inference in Part A but also can support or apply that inference, showing deep understanding of the concept being tested rather than the ability to guess.	Scoring Points: • 2 points are awarded when the student correctly chooses the answer to Part A (B) and the answer to Part B (C). • 1 point is awarded when the student correctly chooses the answer to Part A (B) but incorrectly answers Part B. • No points are awarded when the student answers both Part A and Part B incorrectly, or the student answers only Part B correctly.

Sample Items for Grade 11: Excerpt from a Letter from John Adams to Abigail Adams	
Sample Item 8: Questions and Standards	Sample Item 8: Advances and Answers
Part A Question: What claim does President Adams make about the timing of the “declaration of Independence”? - The declaration should have been made several months earlier, as many months of hardship were endured for no reason. - The declaration is being made prematurely because the Colonies are not prepared for the consequences. - The delay of the declaration actually worked out well, as it allowed the colonists to truly unite behind one idea.* - The delay of the declaration was unnecessary and can be contributed to lack of understanding on the part of the colonists.	Item Advances: The skills of reading carefully, analyzing complex ideas in a text, and locating support for claims about a text are essential for college and career readiness. Part A of this item asks students to analyze the reason that Adams believed the timing of the Declaration of Independence was good for the emerging nation. Then the item advances assessment by including a second part that asks students to select a quotation from the text that supports the correct answer in Part A. Answer Choice Rationales: Option C is the correct response. Adams argues that the six-month delay in declaring independence allowed time for those with potential dissenting viewpoints to reach the right conclusion. Option A is incorrect; although Adams mentions that there would have been a benefit to acting sooner, the text does not support the concept that the delay caused unnecessary hardship. Option B is incorrect; although Adams implies that the full extent of the consequences of the Declaration cannot be known, there is no textual evidence for the idea that Adams thinks the decision to declare independence is premature. Option D is incorrect; although Adams notes that the Colonists understand the question of independence better now than they did six months earlier, the text indicates that the delay was desirable rather than unnecessary.
Part B Question: Which excerpt from the text best supports the answer to Part A? ” We might, before this hour, have formed alliances with foreign States . . . ” (paragraph 3) ”Time has been given for the whole people	Item Advances: Part B of this Evidence-Based Selected Response question departs from past assessments by asking students to select specific textual evidence in support of the correct response to Part A. This approach calls for close reading and careful analysis of the text in order to be able to correctly answer the question.

maturely to consider the great question of independence, and to ripen their judgment, dissipate their fears, and allure their hopes . . . (paragraph 4)* c. . . by debating it in assemblies, conventions, committees of safety and inspection, in town and county meetings, . . .” (paragraph 4) d. “I am well aware of the toil, and blood, and treasure, that it will cost us to maintain this declaration, and support and defend these States.” (paragraph 6)	Part B Answer Choice Rationales: Option B is the correct answer. This quotation supports the idea that the delay was beneficial rather than harmful. Option A is incorrect; although the quotation describes a benefit that might have accrued if the declaration had been issued earlier, Adams indicates that this benefit is outweighed by the gain of waiting for greater unanimity among the Colonies. Option C is incorrect; the public debate on the issue of independence was important as a cause of the “ripening judgment” of the people, but by itself it does not provide a reason that the delay was good for the cause of independence. Option D is incorrect; it refers to the coming consequences of the declaration rather than the reasons that the delay was helpful to the effort for independence.
Sample Item 8: Alignment Explanation of Alignment: The item meets the PARCC Assessment Claim for Reading Information, as the question is based on informational text, an excerpt from a historically significant letter. Additionally, the item is aligned well to the two standards and the evidence statements listed because students are asked to analyze a complex idea and provide textual evidence in support of that idea. Because the texts in this set are primary and secondary sources and the set includes two texts of historical significance, the focus is on the Reading Standards for Literacy in History/Social Studies; however, in some instances, such as for Standard 1 and the Standards that support the Vocabulary Claim, the Reading for Information Standards may also be applied, depending on the focus of particular items in	PARCC Assessment Claim, Standards, and Evidence Statements Assessed PARCC Assessment Claim: Students read and demonstrate comprehension of grade-level complex informational text. <u>Standard RI.11-12.3:</u> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. <u>Evidence Statement for RI.11-12.3:</u> <i>The student’s response</i> • <i>provides an analysis of a complex set of ideas.</i>

the set. The item demonstrates a level of complexity not seen in tests in the past, in that in Part B students are asked to provide evidence to support their response in Part A.	<u>Standard RH.11-12.1</u>: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. <u>Evidence Statement for RH.11-12.1</u>: <i>The student's response</i> • <i>provides textual evidence to support an analysis of primary and/or secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</i>
Sample Item 8: Scoring Points and Rationale Scoring Rationale: Past tests would have given full credit for a right answer regardless of how a student arrived at the answer. The PARCC assessment reflects the key shift of requiring students to read closely and provide textual evidence for their answer by offering only partial credit if students answer Part A correctly but answer Part B incorrectly. To receive full credit, students must demonstrate that they not only can make an inference in Part A but also can support or apply that inference with textual evidence, showing mastery of a more complex skill.	Scoring Points: • 2 points are awarded when the student correctly chooses the answer to Part A (C) and the answer to Part B (B). • 1 point is awarded when the student correctly chooses the answer to Part A (C) but incorrectly answers Part B. • No points are awarded when the student answers both Part A and Part B incorrectly, or the student answers only Part B correctly.

Sample Items for Grade 11: Excerpt from a Letter from John Adams to Abigail Adams					
Sample Item 9: Questions and Standards	Sample Item 9: Advances and Answers				
Part A Question: Select the claim that both Abigail Adams and John Adams make in their letters and drag it into the box labeled CLAIM. <table><tr><td>Providence determines which side will win in a conflict.</td></tr><tr><td>It is human nature that people who have control will tend to turn toward bad behavior rather than good behavior. *</td></tr><tr><td>All people, regardless of gender or position, should have their rights protected.</td></tr><tr><td>People who have oppressed others are less likely to desire freedom than those who have not oppressed others.</td></tr></table> CLAIM	Providence determines which side will win in a conflict.	It is human nature that people who have control will tend to turn toward bad behavior rather than good behavior. *	All people, regardless of gender or position, should have their rights protected.	People who have oppressed others are less likely to desire freedom than those who have not oppressed others.	Item Advances: The skills of reading carefully, determining central ideas, and comparing ideas across one or more texts are essential for college and career readiness. This Technology-Enhanced Constructed Response (TECR) item first asks students to analyze excerpts from two letters to determine which idea they have in common. The item then advances assessment by including a second part that asks students to select quotation from the text that supports the correct answer in Part A. Answer Choice Rationales: Option B is the correct response. Abigail and John Adams share a similar view of human nature—that people tend to choose bad behavior over good. Option A is incorrect; although Abigail Adams refers to Christian principles, only John Adams states a belief that Providence will determine the outcome of the revolution. Option C is incorrect; although John Adams focuses on the rights of the new country, only Abigail Adams asks for the protection of individual rights. Option D is incorrect; John Adams focuses on the unity of the Colonies in voting for the revolution, but Abigail Adams is concerned that the leaders of Virginia may have less desire for freedom because they have been treating their own people as vassals.
Providence determines which side will win in a conflict.					
It is human nature that people who have control will tend to turn toward bad behavior rather than good behavior. *					
All people, regardless of gender or position, should have their rights protected.					
People who have oppressed others are less likely to desire freedom than those who have not oppressed others.					

Evidence from Abigail Adam's Letter Evidence from John Adam's Letter	Part B Question: Choose two quotations, one from each letter, that provide evidence for the claim made by both Abigail and John Adams. Drag each quotation into the appropriate evidence box above. <table border="1"> <thead> <tr> <th data-bbox="1235 1192 1328 1875">Quotations from Abigail Adam's Letter</th><th data-bbox="1235 1192 1328 1875">Quotations from John Adam's Letter</th></tr> </thead> <tbody> <tr> <td data-bbox="1328 1192 1364 1875">1--"Of this I am</td><td data-bbox="1328 1192 1364 1875">5--"It is the will of</td></tr> </tbody> </table> Item Advances: Part B of this TECR question represents an innovative approach to assessment in that it asks students to provide evidence from two different sources to support their answer from Part A. This approach calls for students to engage in close reading and careful analysis of the texts in order to be able to correctly answer the question. Part B Answer Choice Rationales: Options 3 and 6 are the correct responses because both offer textual evidence for the views of Abigail	Quotations from Abigail Adam's Letter	Quotations from John Adam's Letter	1--"Of this I am	5--"It is the will of
Quotations from Abigail Adam's Letter	Quotations from John Adam's Letter				
1--"Of this I am	5--"It is the will of				

certain, that it is not founded upon that generous and Christian principle of doing to others as we would that others should do unto us." (paragraph 2) 2--"...in the new code of laws which I suppose it will be necessary for you to make, I desire you would remember the ladies..." (paragraph 7) 3--"Remember, all men would be tyrants if they could." (paragraph 7)* 4--"...regard us then as beings placed by Providence under your protection..." (paragraph 8)	Heaven that the two countries should be sundered forever." (paragraph 2) 6--"The people will have unbounded power, and the people are extremely addicted to corruption and venality..." (paragraph 2)* 7--"Time has been given for the whole people maturely to consider the great question of independence..." (paragraph 4) 8--"This will cement the union, and avoid those heats...which might have been occasioned by such a declaration six months ago." (paragraph 4)	and John Adams regarding human nature. Options 1, 2, 4, 5, 7, and 8 are incorrect; these quotations support other opinions held by the two authors but not their views of human nature. The quotations from Abigail Adams' letter focus on her concern for the freedom of women; she notes that the impulse to take away people's liberty is not founded on the principle of doing unto others what we want them to do to us, and she asks for better treatment from men. The quotations from John Adams' letter focus on the implications of the revolution; in Adams' view, Heaven has willed the separation, and he believes that the Colonies are united now in their decision to revolt. Note that in the computer-delivered version of the item, the options will not be numbered.
Sample Item 9: Alignment		
Explanation of Alignment: The item meets the PARCC Assessment Claim for Reading Information, as the question is based on informational text, excerpts from two historically significant letters.		PARCC Assessment Claim, Standards, and Evidence Statements Assessed PARCC Assessment Claim: Students read and demonstrate

Additionally, the item is aligned well to the two standards and the evidence statements listed because students are asked to analyze a text to determine central ideas in primary sources, inferring that two authors share a similar idea. Because the texts in this set are primary and secondary sources and the set includes two texts of historical significance, the focus is on the Reading Standards for Literacy in History/Social Studies; however, in some instances, such as for Standard 1 and the Standards that support the Vocabulary Claim, the Reading for Information Standards may also be applied, depending on the focus of particular items in the set. The item demonstrates a level of complexity not seen in tests in the past, in that in Part B students are asked to provide two instances of textual support for the answer chosen in Part A.	comprehension of grade-level complex informational text. <u>Standard RH.11-12.2:</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. <u>Evidence Statement for RH.211-12.2:</u> <i>The student's response</i> • <i>determines the central ideas or conclusions of a text; summarizes complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (Note: the evidence statements for RH.11-12.2 and RH.11-12.2 are similar; however, the texts required for the RH evidence statements must be primary and secondary sources.)</i> <u>Standard RH.11-12.1:</u> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. <u>Evidence Statement for RH.11-12.1:</u> <i>The student's response</i> • <i>provides textual evidence to support an analysis of primary and/or secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</i>
--	---

Sample Item 9: Scoring Points and Rationale	
Scoring Rationale: Past tests would have given full credit for a right answer regardless of how a student arrived at the answer. The PARCC assessment reflects the key shift of requiring students to read closely and provide textual evidence for their answer by offering only partial credit if students answer Part A correctly but answer Part B incorrectly. To receive full credit, students must demonstrate that they not only can make an inference in Part A but also can support or apply that inference with additional textual evidence, showing mastery of the skill rather than the ability to guess. Students receive partial credit for answering Part A correctly and full credit for answering Parts A and B correctly.	Scoring Points: • 2 points are awarded when the student correctly chooses the answer to Part A (B) and the answers to Part B (3 and 6). • 1 point is awarded when the student correctly chooses the answer to Part A (B) but either gets one of the two possible correct answers in Part B (3 or 6) correct OR incorrectly answers Part B • No points are awarded when the student answers both Part A and Part B incorrectly (choosing neither correct answer for Part B).

Sample Items for Grade 11: “Biography of Abigail Smith Adams” and two excerpts from the Adams’ letters	
Sample Item 10: Questions and Standards	Sample Item 10: Advances and Answers
Question: Both John and Abigail Adams believed strongly in freedom and independence. However, their letters suggest that each of them understood these terms differently based on their experiences. Write an essay that explains their contrasting views on the concepts of freedom and independence. In your essay, make a claim about the idea of freedom and independence and how John and Abigail Adams add to that understanding and/or how each illustrates a misunderstanding of freedom and independence. Support your response with textual evidence and inferences drawn from all three sources.	Item Advances: The ability to compare and synthesize ideas across multiple texts is a critical skill for college and careers, as is the ability to analyze the strength of various arguments. Traditionally, writing prompts have not called for the use of textual evidence in a student’s response. This Prose Constructed Response prompt allows students to delve deeply into multiple texts to gather evidence to analyze a given claim, simulating the research process. This prompt also demonstrates clearly what PARCC means by “writing using and analyzing sources”—students must draw evidence from multiple texts and cite this evidence clearly to demonstrate the reading and writing claims measured. Students are also required to demonstrate that they can apply the knowledge of language and conventions when writing (an expectation for both college and careers), so the rubric will be available to students as they write.
Sample Item 10: Alignment Explanation of Alignment: The item aligns with these claims, standards, and evidence statements by asking students to write a text-based response that analyzes the Adams’ sometimes conflicting points of view on the concept of true freedom and independence. The prompt calls for use of textual evidence to be woven into the student’s response, a key shift of the Common Core. Additionally, students are asked to use standard English conventions and structures in their response.	PARCC Assessment Claim, Standards, and Evidence Statements Assessed PARCC Assessment Claim: Written Expression: Students produce clear and coherent writing in which the development, organization and style are appropriate to the task, purpose and audience. <u>Standard W.11-12.1:</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (includes W.11-12.1.a – e). <u>Standard W.11-12.2:</u> Write informative/explanatory texts to examine and

Because the texts in this set are primary and secondary sources and the set includes two texts of historical significance, the focus is on the Reading Standards for Literacy in History/Social Studies; however, in some instances, such as for Standard 1 and the Standards that support the Vocabulary Claim, the Reading for Information Standards may also be applied, depending on the focus of particular items in the set.	convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content (includes W.11-12.2.a – f). <u>Standard W.11-12.4:</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>Standard W.11-12.7:</u> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <u>Standard W.11-12.9:</u> Draw evidence from literary or informational texts to support analysis, reflection, and research (includes W.11-12.9.a and b). PARCC Assessment Claim: Conventions and the Knowledge of Language: Students demonstrate knowledge of conventions and other important elements of language. <u>Standard L.11-12.1:</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (included L.11-12.1.a). <u>Standard L.11-12.2:</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (includes L.11-12.2.a and b). <u>Standard L.11-12.3:</u> Apply knowledge of language to understand how language functions in different context, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
---	---

PARCC Assessment Claim: Reading Information: Students read and demonstrate comprehension of grade-level complex informational texts.

Standard RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Evidence Statement for RH.11-12.1:

The student's response

- *provides textual evidence to support an analysis of primary and/or secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.*

Standard RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Evidence Statements for RH.11-12.6:

The student's response

- *provides an evaluation of the authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning or evidence.*

Standard RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Evidence Statements for RH.11-12.9:

	<i>The student's response</i> • <i>provides an integration of information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</i>
Sample Item 16: Scoring Points and Rationale Scoring Rationale: The PARCC Scoring Rubric for Analytic and Narrative Writing contains details for all components being analyzed within a student response. These components tie directly to the PARCC Assessment Claims.	Scoring Points: The scoring of PCRs will not occur until standard setting has occurred. After a group of students responds to the item in a tryout or field test, anchor papers (samples) will be selected to “anchor” each score point. Each of the samples will be annotated. These annotations will include explanations of how the sample papers exemplify (show evidence of) the traits described in the rubric. After reviewing the student responses and samples, the generic scoring rubric will also be tailored to create a specific scoring rubric for this prompt.

Now read a letter Abigail Adams wrote to her husband. Then answer the questions.

Abigail Adams

Braintree

March 31, 1776

1 I wish you would ever write me a letter half as long as I write you, and tell me, if you may, where your fleet are gone; what sort of defense Virginia can make against our common enemy; whether it is so situated as to make an able defense. Are not the gentry lords, and the common people vassals? Are they not like the uncivilized vassals Britain represents us to be? I hope their riflemen, who have shown themselves very savage and even blood-thirsty, are not a specimen of the generality of the people. I am willing to allow the colony great merit for having produced a Washington—but they have been shamefully duped by a Dunmore.

2 I have sometimes been ready to think that the passion for liberty cannot be equally strong in the breasts of those who have been accustomed to deprive their fellow-creatures of theirs. Of this I am certain, that it is not founded upon that generous and Christian principle of doing to others as we would that others should do unto us.

3 Do not you want to see Boston? I am fearful of the small-pox, or I should have been in before this time. I got Mr. Crane to go to our house and see what state it was in. I find it has been occupied by one of the doctors of a regiment; very dirty, but no other damage has been done to it. The few things which were left in it are all gone. I look upon it as a new acquisition of property—a property which one month ago I did not value at a single shilling, and would with pleasure have seen it in flames.

4 The town in general is left in a better state than we expected; more owing to a precipitate flight than any regard to the inhabitants; though some individuals discovered a sense of honor and justice, and have left the rent of the houses in which they were, for the owners, and the furniture unhurt, or, if damaged, sufficient to make it good. Others have committed abominable ravages. The mansion house of your President is safe, and the furniture unhurt while the house and furniture of the Solicitor General have fallen a

prey to their own merciless party. Surely the very fiends feel a reverential awe for virtue and patriotism, whilst they detest the parricide and traitor.

5 I feel very differently at the approach of spring from what I did a month ago. We knew not then whether we could plant or sow with safety, whether where we had tilled we could reap the fruits of our own industry, whether we could rest in our own cottages or whether we should be driven from the seacoast to seek shelter in the wilderness but now we feel a temporary peace, and the poor fugitives are returning to their deserted habitations.

6 Though we felicitate ourselves, we sympathize with those who are trembling lest the lot of Boston should be theirs. But they cannot be in similar circumstances unless pusillanimity and cowardice should take possession of them. They have time and warning given them to see the evil and shun it.

7 I long to hear that you have declared an independency. And, by the way, in the new code of laws which I suppose it will be necessary for you to make, I desire you would remember the ladies and be more generous and favorable to them than your ancestors. Do not put such unlimited power into the hands of the husbands. Remember, all men would be tyrants if they could. If particular care and attention is not paid to the ladies, we are determined to foment a rebellion, and will not hold ourselves bound by any laws in which we have no voice or representation.

8 That your sex are naturally tyrannical is a truth so thoroughly established as to admit of no dispute; but such of you as wish to be happy willingly give up the harsh title of master for the more tender and endearing one of friend. Why, then, not put it out of the power of the vicious and the lawless to use us with cruelty and indignity with impunity? Men of sense in all ages abhor those customs which treat us only as the vassals of your sex; regard us then as beings placed by Providence under your protection, and in imitation of the Supreme Being make use of that power only for our happiness.

9 I want to hear much oftener from you than I do. March 8th was the last date of any that I have yet had. You inquire of me whether I am making saltpetre. I have not yet attempted it, but after soap-making believe I shall make the experiment. I find as much as I can do to manufacture clothing for my family, which would else be naked. I know of but one person in this part of the town who has made any. That is Mr. Tertius Bass, as he is called, who has got very near a hundred-weight which has been found to be very good. I have heard of some others in the other parishes. Mr. Reed, of Weymouth, has been applied to, to go to Andover to the mills which are now at work, and he has gone.

10 I have lately seen a small manuscript describing the proportions of the various sorts of powder fit for cannon, small arms, and pistols. If it would be of any service your way I will get it transcribed and send it to you. Every one your friends sends regards, and all the little ones. Adieu.

"Letter to John Adams" - Public Domain

Read the following letter from John Adams to his wife Abigail. Then answer the questions.

To Abigail Adams

John Adams

July 03, 1776

Yesterday, the greatest question was decided, which ever was debated in America, and a greater, perhaps, never was nor will be decided among men. A resolution was passed without one dissenting colony, "that these United Colonies are, and of right ought to be, free and independent States, and as such they have, and of right ought to have, full power to make war, conclude peace, establish commerce, and to do all other acts and things which other States may rightfully do." You will see in a few days a Declaration setting forth the causes which have impelled us to this mighty revolution, and the reasons which will justify it in the sight of God and man. A plan of confederation will be taken up in a few days.

When I look back to the year 1761, and recollect the argument concerning writs of assistance in the superior court, which I have hitherto considered as the commencement of this controversy between Great Britain and America, and run through the whole period, from that time to this, and recollect the series of political events, the chain of causes and effects, I am surprised at the suddenness as well as greatness of this revolution. Britain has been filled with folly, and America with wisdom. At least, this is my judgment. Time must determine. It is the will of Heaven that the two countries should be sundered forever. It may be the will of Heaven that America shall suffer calamities still more wasting, and distresses yet more dreadful. If this is to be the case, it will have the good effect at least. It will inspire us with many virtues, which we have not, and correct many errors, follies and vices which threaten to disturb, dishonor, and destroy us. The furnace of affliction produces refinement, in States as well as individuals. And the new governments we are assuming in every part will require a purification from our vices, and an augmentation of our virtues, or they will be no blessings. The people will have unbounded power, and the people are extremely addicted to corruption and venality, as well as the great. But I must submit

all my hopes and fears to an overruling Providence, in which, unfashionable as the faith may be, I firmly believe.

Had a declaration of Independency been made seven months ago, it would have been attended with many great and glorious effects. We might, before this hour, have formed alliances with foreign States...

But, on the other hand, the delay of this declaration to this time has many great advantages attending it. The hopes of reconciliation, which were fondly entertained by multitudes of honest and well-meaning, though weak and mistaken people, have been gradually and, at last, totally extinguished. Time has been given for the whole people maturely to consider the great question of independence, and to ripen their judgment, dissipate their fears, and allure their hopes, by discussing it in newspapers and pamphlets, by debating it in assemblies, conventions, committees of safety and inspection, in town and county meetings, as well as in private conversations, so that the whole people, in every colony of the thirteen, have now adopted it as their own act. This will cement the union, and avoid those heats, and perhaps convulsions which might have been occasioned by such a declaration six months ago.

But the day is past. The second day of July, 1776, will be the most memorable epocha in the history of America. I am apt to believe that it will be celebrated by succeeding generations as the great anniversary festival. It ought to be commemorated, as the day of deliverance, by solemn acts of devotion to God Almighty. It ought to be solemnized with pomp and parade, with shows, games, sports, guns, bells, bonfires, and illuminations, from one end of this continent to the other, from this time forward, forevermore.

You will think me transported with enthusiasm, but I am not. I am well aware of the toil, and blood, and treasure, that it will cost us to maintain this declaration, and support and defend these States. Yet, through all the gloom, I can see the rays of ravishing light and glory. I can see that the end is more than worth all the means, and that posterity will triumph in that day's transaction, even although we should rue it, which I trust in God we shall not.

GRADES 6 -11 (August, 2013)
CONDENSED SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension of Key Ideas and Details <i>*Notes The type of textual evidence required is grade and prompt specific and included in the scoring guide.</i>	The student response provides an accurate analysis of what the text says explicitly and inferentially and cites convincing textual evidence to support the analysis, showing full comprehension of complex ideas expressed in the text(s).	The student response provides a mostly accurate analysis of what the text says explicitly and inferentially and cites textual evidence to support the analysis, showing extensive comprehension of ideas expressed in the text(s).	The student response provides a generally accurate analysis of what the text says explicitly or inferentially and cited textual evidence, shows a basic comprehension of ideas expressed in the text(s).	The student response provides a minimally accurate analysis of what the text says and cited textual evidence, shows limited comprehension of ideas expressed in the text(s).	The student response provides an inaccurate analysis or no analysis of the text, showing little to no comprehension of ideas expressed in the text(s).
Writing Written Expression	—The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience. —The student response demonstrates purposeful coherence, clarity, and cohesion and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer's progression of ideas. —The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary.	—The student response addresses the prompt and provides effective development of the claim, topic and/or narrative elements by using clear reasoning, details, text-based evidence, and/or description; the development is largely appropriate to the task, purpose, and audience. —The student response demonstrates a great deal of coherence, clarity, and cohesion, and includes an introduction, conclusion, and a logical progression of ideas, making it fairly easy to follow the writer's progression of ideas. —The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses mostly precise language, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary.	—The student response addresses the prompt and provides some development of the claim, topic and/or narrative elements by using some reasoning, details, text-based evidence, and/or description; the development is somewhat appropriate to the task, purpose, and audience. —The student response demonstrates some coherence, clarity, and/or cohesion, and includes an introduction, conclusion, and logically grouped ideas, making the writer's progression of ideas usually discernible but not obvious. —The student response establishes and maintains a mostly effective style, while attending to the norms and conventions of the discipline. The response uses some precise language, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone and/or domain-specific vocabulary.	—The student response addresses the prompt and develops the claim, topic and/or narrative elements minimally by using limited reasoning, details, text-based evidence and/or description; the development is limited in its appropriateness to the task, purpose, and/or audience. —The student response demonstrates limited coherence, clarity, and/or cohesion, making the writer's progression of ideas somewhat unclear. —The student response has a style that has limited effectiveness, with limited awareness of the norms of the discipline. The response includes limited descriptions, sensory details, linking or transitional words, words to indicate tone, or domain-specific vocabulary.	—The student response is underdeveloped and therefore inappropriate to the task, purpose, and/or audience. —The student response demonstrates a lack of coherence, clarity and cohesion. —The student response has an inappropriate style. The student writing shows little to no awareness of the norms of the discipline. The response includes little to no precise language.

Writing Knowledge of Language and Conventions	The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.	The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.	The student response demonstrates inconsistent command of the conventions of standard English. There are a few patterns of errors in grammar and usage that may occasionally impede understanding.	The student response demonstrates limited command of the conventions of standard English. There are multiple errors in grammar and usage demonstrating minimal control over language. There are multiple distracting errors in grammar and usage that sometimes impede understanding.	The student response demonstrates little to no command of the conventions of standard English. There are frequent and varied errors in grammar and usage, demonstrating little or no control over language. There are frequent distracting errors in grammar and usage that often impede understanding.
--	---	--	--	---	---

NOTE:

- The reading dimension is not scored for elicited narrative stories.
- The elements of coherence, clarity, and cohesion to be assessed are expressed in the grade-level standards 1-4 for writing and elucidated in the scoring guide for each PCR.
- Tone is not assessed in grade 6.
- Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, developing characters' motives. In grades 9-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade-level standards 3 for writing and elucidated in the scoring guide for each PCR.

Coded Responses: (All coded responses are scored with a 0 on the rubric)

A=No response

B=Response is unintelligible or undecipherable

C=Response is not written in English

D=Response is too limited to evaluate

Note—additional codes may be added after the tryout or piloting of tasks

ACT ASPIRE Test

The Board will hear a presentation on the new ACT ASPIRE test. ACT is phasing out the EXPLORE and PLAN test. Included in the packet is information on the ACT ASPIRE test as well as sample test items.



ACT Aspire™ Overview

Use this general information in emails, newsletters, and other communications.

Assessing each student's individual knowledge and specific skills is critical to his or her academic success. ACT Aspire is an exciting new assessment system that will change the way these insights help students reach their full potential. Designed in the context of college and career readiness, ACT Aspire will provide actionable information that educators can use to impact each child's learning progression. ACT Aspire tells the story of each student's growth and personal path from elementary grades through high school. This approach allows educators to address the student's areas for improvement, build on their strengths, and most importantly—access their potential.

ACT Aspire Highlights

- Offered in the following subject areas: English, math, reading, science, and writing for grades 3–8 and early high school (grades 9–10)
- Modular administration of subjects and grades available
- Linked to the ACT College Readiness Benchmarks through the creation of ACT Readiness Benchmarks beginning at Grade 3
- Online delivery (computer-based testing) with a paper-and-pencil option
- Vertically scaled, standards-based system of summative, interim, and classroom-based assessments
- Multiple question types—selected response, constructed response, and technology enhanced
- Spanish translations and accommodations available
- For early high school students, predicts performance on the capstone college readiness assessment, the ACT®

ACT Aspire is designed for and focused on the student.

- Identifies a student's predicted path toward readiness through individualized reporting
- Highlights gaps between what students have learned and what they need to learn
- Provides the tools, data, and information educators need to make informed and timely changes to student learning strategies
- Easy for educators, parents, and students to understand

ACT Aspire empowers educators to measure student progress using:

- A vertically aligned readiness scale that will connect ACT Aspire longitudinal growth from grade 3 through Early High School
- A predicted path of future performance to guide instruction



- Reporting categories based on the ACT College Readiness Standards and aligned to the Common Core State Standards
- Paths to Improvement—including student-specific improvement and enrichment activities
- Additional Score measures available:
 - English/Language Arts Combined Score
 - STEM Combined Score
 - Text Complexity
 - Work Readiness measure (Grades 9/10 only)

General College and Career Readiness Information

ACT defines college and career readiness as “the acquisition of the knowledge and skills a student needs to enroll in and succeed in credit-bearing first-year courses at a postsecondary institution (such as a two- or four-year college, trade school, or technical school) without the need for remediation.”

ACT research shows that actionable feedback on academic achievement, behaviors, and goals provided earlier in children’s lives and throughout their educational career strengthens their chances of staying on target to succeed and reach their goals. This important research has played a pivotal role in helping to inform the development of ACT Aspire. Understanding if a student is below, at, or above readiness benchmarks enables families and educators to implement the necessary next steps to maximize the student’s potential.

ACT Aspire™ English

Introduction

ACT Aspire English Tests assess students' developed ability to revise and edit texts. A typical English Test contains several stimuli, or texts, and a series of items, or questions.

Texts used in the assessments represent various content areas (including English language arts, the humanities, and the social and natural sciences), and, considered collectively, reflect a range of text complexity levels from simple to complex, as appropriate for students' age and educational attainment.

Conventions of Standard English

The questions in this cluster require students to apply an understanding of the conventions of standard English grammar, usage, and mechanics to revise and edit text.

Punctuation Conventions.

These questions require test takers to edit text to conform to standard English punctuation.

Usage Conventions.

These questions require test takers to edit text to conform to standard English usage.

Sentence Structure and Formation.

Questions in this category test understanding of relationships between and among clauses, placement of modifiers, and shifts in construction.

Production of Writing

The questions in this cluster require test takers to apply an understanding of the rhetorical purpose and the focus of a piece of writing to develop a topic effectively; to use various strategies to achieve logical organization, topical unity, and general cohesion; and to employ knowledge of language to ensure that writing is precise, concise, and stylistically consistent.

Topic Development.

These questions require test takers to demonstrate an understanding of and control over the rhetorical aspects of texts by identifying the purpose of parts of texts, determining whether a text has met its intended goal, and evaluating the relevance of material in terms of a text's focus.

Organization, Unity, and Cohesion.

These questions require test takers to use various strategies to ensure that text is logically organized, flows smoothly, and has an effective introduction and conclusion.

Knowledge of Language.

These questions require test takers to demonstrate effective language use through ensuring precision and concision in word choice, maintaining consistency in style and tone, and using references.

Cycling About

[1]

In 1817, Baron von Drais of Germany, tired of walking, tried to come up with an easier way to explore his expansive gardens. He attached two equal-sized wooden wheels to a wooden plank and connected the front wheel to a bar for steering. [A] The baron propelled the device by straddling the plank and running his feet along the ground. While this ¹ *Laufmaschine* (running machine), as von Drais called it, was uncomfortable to ride and nearly impossible to steer. Even so, it inspired the public to imagine a new two-wheeled means of transportation—and encouraged inventors to create just that.

[2]

By the 1860s, French craftsman ² *Pierre Michaux*, had designed a bicycle-like machine that featured a lightweight iron frame and pedals. But it was not perfect. Called the *vélocipède*, or fast foot, it became popularly called ³ as the “boneshaker.” Its stiff, hardwood wheels made for a jarring ride on bumpy cobblestone roads. Only the strongest men could navigate the boneshaker—and even they had to ride slowly. [B]

[3]

Hoping to provide the public a faster, smoother ride, English manufacturers in the 1870s introduced the “high-wheel” bicycle. It included a huge front wheel paired with a tiny back wheel, both with cushiony rubber tires. [C] The problem, though, was that riders had to sit perched high up on these bicycles, creating a hazard regarding their position when they rode. ⁴ Most people—with the exception of daring young men—didn’t ride the high-wheel.

[4]

Not until the 1890s, after attempts to make high-wheel bicycles safer had failed, were “safety” bicycles introduced in Europe and the United States. These models varied significantly in price. ⁵ American suffragist Susan B. Anthony called the safety the “freedom machine.” [D] Finally, almost everyone could move about with ease on a bicycle—and they did.

1. A. NO CHANGE
B. Regardless of whether this
C. Considering that this
*D. This
2. A. NO CHANGE
B. craftsman, Pierre Michaux,
C. craftsman, Pierre Michaux
*D. craftsman Pierre Michaux
3. A. NO CHANGE
B. referred
*C. known
D. said
4. Which choice provides the most precise information about a potential effect of riders having to sit high up on the high-wheel bicycle?
A. NO CHANGE
B. frightening situation in terms of their orientation.
*C. dangerous tipping hazard.
D. fearful issue.
5. Given that all the choices are accurate, which one provides the most relevant information at this point in the essay?
A. NO CHANGE
*B. had two equal-sized wheels, inflatable rubber tires, reliable brakes, and frames that allowed men, women, and children to ride comfortably.
C. led to the formation of groups and clubs such as the League of American Wheelmen (today called the League of American Bicyclists).
D. were made and sold even though many roads were still unpaved and difficult to ride on.
6. The writer is considering adding the following sentence to the essay:
The incredibly large front wheel allowed riders to travel farther and faster with only one rotation of the pedals.
If the writer were to add this sentence, it would most logically be placed at which of the following points?
A. Point A in paragraph 1
B. Point B in paragraph 2
*C. Point C in paragraph 3
D. Point D in paragraph 4

ACT Aspire™ Mathematics

Introduction

Mathematics grows in students as they add new topics, make new insights and connections, learn from repeated reasoning. ACT Aspire Mathematics grows with them, capturing what each student can do—across grades—and linking the results to being on track for college and career readiness. Score reports break down results in a myriad of ways to show off student strengths and indicate areas in need of growth, information to illuminate an individualized path for each student.

ACT Aspire Mathematics is rigorous, assessing what students can do with what they've learned, with questions carefully selected from the full range of grade-appropriate content, requiring a variety of cognitive skills that fill depth-of-knowledge categories up through Webb's level 3. Because of the variety in how topics are assessed, ACT Aspire Mathematics also helps identify students headed for STEM levels of achievement.

Modeling in the context of real world applications has long been a strength of ACT's mathematics tests, and this tradition continues with ACT Aspire Mathematics. Students will be able to demonstrate their modeling skills in a multitude of contexts ranging from numbers and operations to number models (including the number line) to geometric shapes to statistical charts, and for higher grades, algebraic expressions, coordinate graphs, functions, and probability.

Technology-enhanced questions (for computer-based testing) constitute an assessment tool that, when used wisely, complements the strengths of traditional assessment formats. This allows a more robust picture of the mathematics students can do, and it also provides new options for engaging students.

ACT Aspire Mathematics features constructed response tasks focusing on Justification & Explanation, for explaining why mathematical results hold. The power of constructed response opens the way for a powerful measure of this important dimension of mathematics.

The following test questions are examples of what students will meet on ACT Aspire Mathematics. Because technology-enhanced questions need an interactive environment, examples are not included here.

The following test questions are organized by grade band and illustrate assessment of a variety of content and a range of cognitive skill. These assess important mathematics in grade-appropriate ways.

We welcome you to this first look.

ACT Aspire Early High School Mathematics

12. A pattern exists among the units digits of the powers of 7, as shown below. What is the units digit of 7^{80} ?

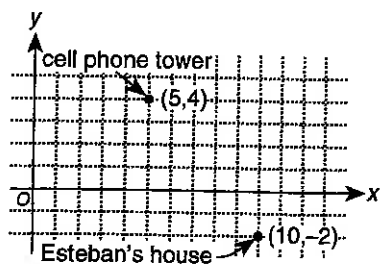
$7^0 = 1$	$7^3 = 343$	$7^6 = 117,649$
$7^1 = 7$	$7^4 = 2,401$	$7^7 = 823,543$
$7^2 = 49$	$7^5 = 16,807$	$7^8 = 5,764,801$

(Note: The units digit of 2,401 is 1.)

- A. 1
 - B. 3
 - C. 4
 - D. 7
 - *E. 9
13. Explain why there are no solutions to the system of inequalities given below.

$$\begin{cases} y < -\frac{1}{2}x - 3 \\ y > -\frac{1}{2}x + 2 \end{cases}$$

A map of Nelson County is laid out in the standard (x,y) coordinate plane below, where the center of the county is at $(0,0)$. A cell phone tower is at $(5,4)$, and Esteban's house is at $(10,-2)$. Each coordinate unit represents 1 mile. The tower's signal range is 10 miles in all directions.

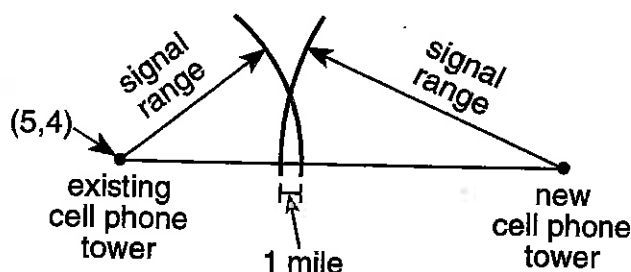


14. How much land area, to the nearest 10 square miles, does the tower's signal range cover?
- A. 80
 - B. 100
 - *C. 310
 - D. 400
 - E. 1,260
15. The strength of the tower's signal to Esteban's house depends on the straight-line distance between his house and the tower. What is the straight-line distance, in miles, between Esteban's house and the tower?
- A. $\sqrt{11}$
 - B. $\sqrt{17}$
 - C. $\sqrt{29}$
 - D. $\sqrt{41}$
 - *E. $\sqrt{61}$

16. The tower's signal range directly above a point (a,b) on the ground extends to an altitude, in miles, given by the function $f(a,b) = \sqrt{59 - a^2 + 10a - b^2 + 8b}$. A jet directly above Esteban's house is within the tower's signal range. What is the maximum altitude, in miles, of the jet?

- A. $\sqrt{15}$
- B. $\sqrt{19}$
- *C. $\sqrt{39}$
- D. $\sqrt{47}$
- E. $\sqrt{71}$

17. Star Wireless will add a new cell phone tower, represented by a point on the same horizontal line and to the right of the existing tower. The signal range from the new tower will be 15 miles in all directions. The signal range from the new tower and the signal range from the existing tower will have an overlap of 1 mile along the line connecting the 2 towers (shown below).



Identify an equation of the circle whose interior represents the signal range of the new tower, and refer to the towers as you explain the procedure you used to identify the equation.

(Note: In the standard (x,y) coordinate plane, a circle with center (h,k) and radius r is the graph of the equation $(x - h)^2 + (y - k)^2 = r^2$.)

ACT Aspire™ Reading

Introduction

Each ACT Aspire Reading test contains several passages, including literary narratives (prose fiction, memoirs, personal essays) and informational texts (social science, natural science). Within and across grade levels, the passages span a range of complexity levels in order to provide students, teachers, and parents with information about how well students understand texts of increasing difficulty. Students answer a series of multiple choice, technology enhanced (computer-based delivery only, not represented in this item set), and constructed response items in order to assess their abilities to recognize meaning in, reason logically about, and make connections between and among texts. ACT Aspire reading items operate at various Depth of Knowledge levels, or cognitive complexities, and reflect a range of difficulty appropriate for the age group.

All levels of ACT Aspire reading assessments include constructed response tasks that measure the higher order cognitive processes necessary for reading and understanding increasingly complex texts. Constructed response tasks are scored according to rubrics that allow students to receive varying amounts of credit for responses that are correct or partially correct, enabling differentiation between multiple skill levels.

Examples of the types of constructed response tasks in ACT Aspire reading assessments include the following.

- Formulate a conclusion by making connections within a passage and provide support using specific details from the text
- Formulate a conclusion by making connections between a pair of passages and provide support using specific details from both texts
- Identify cause and effect relationships within a passage and provide support using specific details from the text
- Identify similarities and differences between the key ideas of paired passages and provide support using specific details from both texts

ACT Aspire Early High School Reading

SOCIAL SCIENCE: This passage is adapted from the article “Biscotti di Prato” by Pamela Sheldon Johns (©2011 by The Art of Eating).

A walk down the narrow, cobbled Via Ricasoli in the center of the small city of Prato, Italy, brings you to the Antonio Mattei bakery, where small groups of people are gathered, reluctant to leave the charming and elegant shop. The marble counters and wooden shelves are laden with the Italian cookies known as biscotti, and the air is rich with the aroma of eggs, sugar, and almonds. As you sink your teeth into the
5 crisp exterior, the biscotti resist only slightly.

Antonio Mattei was a baker in Prato during the Risorgimento, the galvanizing mid-19th-century period of unification of Italy. His good friend Pellegrino Artusi described him as “that good man from Prato . . . he had the genius of his art and was honest and industrious.” In 1858, Mattei created a cookie that was baked twice in his wood-burning oven. He found a following for these biscotti, and received important
10 awards from the international fairs held in Florence in 1861, London in 1862, and Paris in 1867, launching the cookie into the greater world.

The word *biscotto*, “cooked twice,” comes from the Latin *biscoctus*; a second slow baking is an ancient way to dry bread to preserve it. Mattei had based his recipe on a twice-baked, sourdough-leavened bread flavored with aniseed. At the turn of the last century, it was a food of peasant farmers, who bought
15 it when they entered the city walls on Mondays to sell their wares. The same unsweetened rusks are still sold at the Mattei bakery, while for the biscotti we know today, Mattei developed an egg-based, sweetened dough.

Before Mattei died in 1885, he asked that his son Emilio leave the recipe for his beloved creation unchanged. The promise was kept even when the business was sold to a woman named Italia
20 Ciampolini in 1904 and when it was inherited by Ernesto Pandolfini, an orphan she adopted. He continued to make Mattei’s biscotti, and he added new recipes, such as the chewy *brutti buoni*, cookies made with chopped almonds and pine nuts in whipped egg whites, and the glorious *filone candito*, a brioche loaf filled with candied cherries and covered with a thin layer of almond paste. In 1961, Pandolfini’s son Paolo and Paolo’s cousin Renzo Guarducci took over, keeping the tradition as originally
25 promised to Mattei.

Since 1991, the bakery has been overseen by Paolo’s four children, who compare themselves to the four ingredients used to make biscotti. Francesco, the flour, manages the bakery and is in charge of quality control; Marcella, the almonds, handles the accounting; Elisabetta, the eggs, does the marketing; and Letizia, the sugar, is responsible for the design of the store and packaging. Francesco remembers, “I
30 took my first steps in the rooms above this bakery. I have been breathing these aromas since I was born. My father left this work to me, and I had to continue. It was hard to be a young man with new ideas, but I knew I couldn’t change anything.” He has, however, introduced a separate label with innovative biscotti recipes and flavors, such as rose, pistachio, candied orange zest, and peperoncino.

1. The main purpose of the passage is to:

- A. explain how Ciampolini transformed an ailing biscotti bakery into a thriving business.
- *B. relate the history of biscotti and of the bakery in which they were created.
- C. discuss how the differences among biscotti bakers reflect the national spirit of Italy.
- D. describe why Prato was the ideal location for biscotti to have been invented.

2. Beginning with the second paragraph (lines 6–11), the passage shifts from a:

- *A. descriptive scene narrated in present tense to a historical summary narrated largely in past tense.
- B. specific description of a tourist destination to a general overview of local cuisine.
- C. picture of life in rural Italy to a discussion of how it changed during the Risorgimento.
- D. list of the variety of desserts offered at a bakery to an explanation of how one type of dessert is made.

3. In the passage, the comparison of the four Pandolfini children to the ingredients of biscotti most nearly suggests that, in overseeing the bakery, the four Pandolfini children have:
- *A. played distinct but essential roles.
 - B. combined their ideas to create new recipes.
 - C. limited their involvement to baking.
 - D. retained the business methods used by Mattei.
4. As it is presented in the passage, Artusi's claim that Antonio Mattei "had the genius of his art" (line 8) most nearly means that Mattei:
- A. obtained the education necessary to become a baker.
 - B. relied on recipes invented by other famous bakers.
 - C. was nearing the end of his baking career.
 - *D. possessed an immense gift for baking.
5. In the passage, the worldwide recognition that Antonio Mattei's biscotti received is most directly attributed to the:
- A. strength of Mattei's reputation in Prato.
 - *B. awards Mattei received at international fairs.
 - C. positive reviews of tourists who visited Mattei's bakery.
 - D. popularity of Mattei's recipe among farmers from other countries.
6. According to the passage, the ancient technique of a second slow baking had historically been used to:
- A. improve bread's flavor.
 - B. help bread rise.
 - *C. preserve bread.
 - D. soften bread.
7. Describe one similarity and one difference between how Antonio Mattei's biscotti were made and how the bread he based his biscotti on was made.

8. Think about the preceding passage as you read the following excerpt.

The third generation is a notoriously vulnerable juncture for a successful family business. The grandchildren of the founder often reach for far-fetched schemes—a fashion line, a hotel in Dubai—either because they're bored or because all the good jobs are already taken. When I asked Apollonia Poilâne how she intended to distinguish her regime at Poilâne, the bread company founded by her grandfather, she replied that she didn't think that way.

Her conservatism is born partly of reverence for her predecessors and partly of her perfectionism. She said, "My grandfather started this business eighty years ago. We are a local bakery. I am not so much interested in making a mark as in serving our clients with some very good-quality bread, which I pompously think we do. Poilâne bears my name. I am very proud of it, so I don't want to expand in a quirky or funny way that would devalue it."

—Adapted from "Bread Winner" by Lauren Collins (©2012 by Condé Nast)

Francesco Pandolfini in the passage from "Biscotti di Prato" and Apollonia Poilâne in the excerpt from "Bread Winner" both take over leadership of a family bakery. Describe two ways in which their attitudes or approaches toward carrying on the tradition of a family business are similar and two ways in which their attitudes or approaches are different. Use details from both the passage and the excerpt to support your answer.

ACT Aspire™ Science

Introduction

The ACT Aspire Science Tests focus on the assessment of science practices using real-world scientific scenarios. The scenarios in the upper grade assessments include student investigations, formal scientific research, formal scientific data from references, and students or scientists providing competing explanations for real scientific phenomena. At the earlier grades, topics generally focus on everyday student discovery rather than formal science.

The content of the tests includes material from biology (life sciences at the earlier grades), chemistry and physics (physical science at the earlier grades), and Earth/space sciences (for example, geology, astronomy, and meteorology). Advanced knowledge in these areas is not required, but background knowledge acquired in general, introductory science courses may be needed to answer some of the questions in the upper grade assessments. The tests do not, however, sample specific content knowledge with enough regularity to make inferences about a student's attainment of any broad area, or specific part, of the science content domain. The ACT Aspire tests stress science practices over recall of scientific content, complex mathematics skills, and reading ability. To that end, the ACT Aspire Science Tests assess science practices in three domains: *Interpretation of Data; Scientific Investigation; and Evaluation of Models, Inferences, and Experimental Results.*

The ACT Aspire tests currently include multiple choice items, technology enhanced items (computer-based delivery only, not represented in this item set), and constructed response tasks. The constructed response tasks require students to produce, rather than select, a response. Constructed response tasks assess complex reasoning or thinking skills by providing opportunities for students to explain, justify, critique, create, propose, produce, design, or otherwise demonstrate their knowledge and understanding in ways that are not typically assessed through multiple choice items. Constructed response tasks are scored according to scoring criteria unique to each item. The scoring criteria identify the specific information a student needs to include for a valid and complete response. Depending on the item, a holistic rubric may also be used to score the item. The holistic rubric is used to assess the overall proficiency of the response allowing for differentiation among multiple skill levels.

ACT Aspire Science

Early High School

Students used a *viscometer* (a device that measures the viscosity of a substance) to study several liquids. The viscometer consisted of a tube to hold a liquid, a metal ball, and a magnetic pad that can hold or release the ball (see Figure 1).

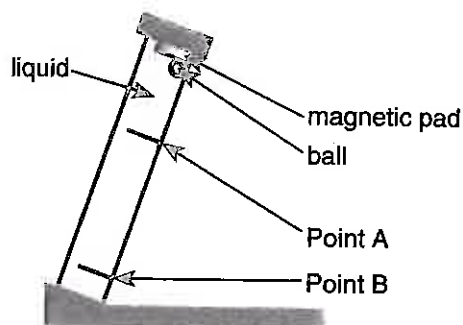


Figure 1

The liquid is added to the tube and allowed to become still. The cap, to which the magnetic pad and ball are attached, is fitted on the tube. The ball is then released by remote control from the pad, and the time it takes for the ball to roll from Point A to Point B (the *roll time*) is measured. Six liquids (Liquids A–F) of known viscosity (in centipoise, cp) at 25°C were supplied with the viscometer for use as standards (see Table 1).

Table 1	
Liquid	Viscosity (cp)
A	1
B	50
C	100
D	200
E	500
F	1,000

Experiment 1

The roll time for each of Liquids A–F was measured at 25°C in the viscometer. The students prepared Figure 2 based on their results.

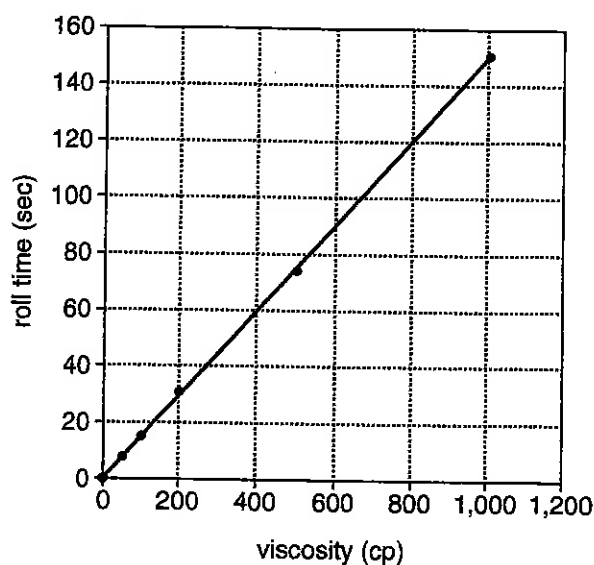


Figure 2

Experiment 2

The roll time of several common liquids was measured at 25°C in the viscometer (see Table 2). (Note: SAE numbers refer to viscosity ratings set by the Society of Automotive Engineers.)

Table 2	
Liquid	Roll time (sec)
Corn syrup	12
Kerosene	2
H ₂ O	1
SAE 10 motor oil	8
SAE 20 motor oil	30
SAE 30 motor oil	60
SAE 50 motor oil	180

- Based on Experiments 1 and 2, the viscosity of SAE 30 motor oil at 25°C is closest to which of the following?
 - 30 cp
 - 60 cp
 - 200 cp
 - *D. 400 cp

* correct answer

2. Based on Experiments 1 and 2, the viscosity of SAE 40 motor oil at 25°C would most likely be:
- A. lower than 200 cp.
 - B. between 200 cp and 300 cp.
 - C. between 300 cp and 400 cp.
 - *D. higher than 400 cp.
3. A student claimed that at 25°C, SAE 20 motor oil has a lower viscosity than does Liquid C. Based on the results of Experiments 1 and 2, explain why the student's claim was INCORRECT. As part of your explanation, give the viscosity of each liquid at 25°C.
4. A different liquid, Liquid Z, is tested as in Experiment 1, and its viscosity is determined to be 400 cp. Use Figure 1 to determine the approximate roll time for Liquid Z at 25°C. Then, identify the liquid in Table 2 that, at 25°C, has a viscosity closest to the viscosity of Liquid Z.

ACT Aspire™ Writing Assessments Item Writing Framework

The Aspire Writing Assessments

The ACT Aspire Writing Assessments consist of 30-minute summative writing tasks for grades 3 through 8, plus early high school. They ask students at each grade level to respond in essay form to a single writing stimulus. The assessments are designed to provide a strong indication of whether students have the writing skills they will need to succeed as they begin work at their next grade level. Student responses are evaluated according to analytic rubrics that assess the generation, development, organization, and communication of ideas in standard written English.

Taken as a whole, the ACT Aspire Writing Assessments are intended to describe an integrated continuum of writing ability that advances in skill and complexity grade by grade. This continuum culminates in the ACT® Writing Test, which provides a measure of student readiness for the writing demands of college. The ACT Aspire assessments cover Common Core State Standards that pertain to writing, as well as Career and College Readiness Standards derived from ACT research.

Foundations

The ACT Aspire assessments represent an extension into earlier grades of the philosophy of writing and assessment found in established ACT high school writing tests—the ACT Writing Test and the ACT QualityCore® English writing assessments.

The ACT Writing Test was designed from extensive research identifying the essential skills needed for success in entry-level college writing. Data validate that test takers who perform adequately on the Writing Test are likely to succeed in their first-year college composition courses. Thus our claim that the ACT Writing Test is a reliable measure of a student's readiness for college-level writing is supported with empirical evidence.

The ACT QualityCore end-of-course assessments are designed to help more high school students achieve the level of writing readiness they will need for college and career success. ACT QualityCore took shape from the ACT On Course for Success research project, which examined the curricula of high schools whose students excel despite socioeconomic challenges. We then built the ACT QualityCore assessments around the high academic standards found in these schools, with the intention of helping more schools understand and incorporate into their classrooms the level of academic rigor needed for their students' success. There are four ACT QualityCore Writing Tests, one at each grade from 9 through 12. The demanding, 45-minute exams encourage critical thinking and accomplished composition in the modes of reflective narrative (grade 9), literary analysis (grade 10), persuasive writing (grade 11), and expository writing (grade 12).

The ACT Aspire Writing Assessments draw upon this rich research basis for their design, and reflect the same principles of writing that are found in the ACT Writing Test and in the ACT QualityCore writing assessments. One key to ensuring this continuity is our Writing Competencies Model.

ACT Writing Competencies Model

Our Writing Competencies Model (Appendix A) derives from the ACT Writing Test, the ACT QualityCore English writing assessments, and all of the research, standards, experience, and evidence these tests embody. It serves as the means by which we have extended our philosophy of writing and writing assessment into the ACT Aspire tests.

The model provides a high-level description of the features of writing that we believe are essential to assess in order to support our claims about student readiness. The ACT Aspire tasks and rubrics are derived from the Competencies Model in that they reflect, in a grade-appropriate way, the portrait of competent writing broadly depicted there.

One key assertion that emerges from the model is that *ideas* are the underlying currency of the competent writing students need to be able to produce in their academic careers and future work-lives. As reflected in the model, competent student writing entails generating, developing, sustaining, organizing, and communicating ideas. This model of writing has basic similarities to other widely accepted models, including the Six + 1 model (Culham 2003) that has been adapted by the National Writing Project (Swain and LeMahieu 2012). The ACT model also finds many parallels with the 2011 writing framework used by the National Assessment of Education Progress (Persky 2012)¹.

Generating Ideas. Regardless of the topic or content of a piece of writing, the writer must think of something to say *about* her subject. That “something” consists of ideas that arise through the writer’s invention, in response to a rhetorical situation that prompts her to explain, to persuade, or to give a narrative account. The quality of the ideas generated by the writer can be judged according to how acutely they address the rhetorical situation, and by how productive they are of judgment, analysis, or reflection.

Competent writers understand the rhetorical situation—the issue or question they are invited to respond to; the purpose for which they are writing; the audience for their work—and they generate ideas that are pertinent and fitting given the situation. Writers with greater levels of ability generate ideas in consideration of the implications and complications surrounding their topic, the values that underlie particular positions or actions, or the multiple perspectives that complicate an issue. It does not matter whether the focus of the student’s ideas is grand or mundane, familiar or highly original; rather, what matters most is the degree to which the student’s ideas lead to astute judgment, insightful analysis, or meaningful reflection.

Developing Ideas. A writer makes his ideas clear to his reader by explaining and exploring them, discussing their implications, or illustrating them through example. In developing his ideas, the competent writer draws general principles from specific, detailed discussion. As readers, we discover how apt and productive the writer’s ideas are through his development of them. Development is the means by which a writer supports his thesis, arrives at insights into his topic, or conveys the meaning and significance of his narrative.

Sustaining Ideas. For a piece of writing to succeed in its purpose, it must keep its ideas in focus. A competent writer is judicious in the ideas she presents in her essay, and will make productive use of all of them. Her reader will grasp the relationships among the ideas in her essay and will understand her purpose throughout. From beginning to end, her essay will comprise a sustained treatment of relevant ideas.

Organizing Ideas. A competent piece of writing is skillfully organized. Its ideas are presented in a sequence that makes clear their relationship to one another and that guides the reader through the essay in a purposeful way. A writer must organize her ideas successfully in order to build a logical argument, provide a clear explanation, or relay a coherent sequence of events. More skillful writers organize ideas in ways that create unity in the essay and that enhance purpose: for example, an argumentative essay that persuades through the momentum it achieves in sequencing logical inferences; an expository essay that arrives at insight through progressively finer distinctions; a narrative essay that braids the author’s reflection throughout its telling of a story. Organizational choices are integral to effective writing.

¹ Regarding the 2011 NAEP Writing Assessment framework, Hilary Persky writes, “Although the draft guides in the framework are similar to the previous guides in their holistic nature and emphasis on development, organization, and language use, they do focus more on how well students cope with ideas, not just in terms of clarity and level of detail, but also in terms of level of insight and approach. Further, the guides explicitly state that the three broad domains of writing be assessed in terms of how well a specific purpose and audience are addressed; this includes the interesting addition in the language domain of voice and tone.” (Persky 2012, p. 81).

Communicating Ideas. At the minimum competent writing must make use of the conventions of grammar, syntax, word usage, and mechanics. Better writers vary their sentence structures, use more precise vocabulary, and generally demonstrate greater command of language to enhance their readers' understanding and express nuanced ideas.

Competent writers are also intentional about the style and tone of their writing, aware of how the rhetorical situation shapes readers' expectations of what is appropriate and effective. Style and tone are used by skilled writers to enhance their purpose and ethos. Persuasive writing, for example, may call upon pathos as well as logos; expository writing may build ethos through a measured, dispassionate tone of voice; and the skillful use of narrative techniques may greatly enhance a recounting of events. Good writers make thoughtful choices about style and tone in light of their writing aims.

The Writing Competencies Model identifies these ideas-centered features of competent writing across the modes of Persuasive/Argumentative, Analytical Expository, and Reflective Narrative writing.

Modes

Writing instruction and assessment has tended toward a "rhetorical" approach over the last few decades, emphasizing the need to provide students with a context and audience for their work (see Britton et al, 1975). Three primary modes of writing have emerged from this approach, broadly identified as Argumentative, Expository, and Narrative. These general modes are used in the Common Core State Standards, in the NAEP assessments, in classroom instruction, and in many other places as a way to categorize and differentiate writing skills.

Often these modes are taken as genres, with their own inviolate conventions and boundaries. From this perspective, student writers learn the techniques of the argumentative genre and employ them whenever they are asked to write in the argumentative mode; likewise for exposition and narrative writing.

In our view, however, the modes are best perceived as purposes rather than genres: a writer may make use of any combination of writing skills to achieve her purpose. Thus, while appeals to reason or values are associated with persuasive writing, for example, they should not be confined to that mode. Good expository writing necessarily calls upon the skills of argumentation to make and bolster a case for the value of its explanation. Likewise, argumentative writing can use narrative techniques in making its persuasive appeals, and strong narratives often rely on the expository techniques of description and distinction.

Thus, while the ACT Aspire Writing Assessments at each grade level are associated with either Argumentative, Expository, or Narrative modes, these labels are best understood as writing purposes, in the fulfillment of which students may employ any of the writing skills at their disposal. In fact, in our view, becoming a competent writer necessarily entails learning to make wise and effective decisions about which techniques to use in order to achieve a writing purpose. In this sense, then, the identification of an ACT Aspire item as Narrative, Argumentative, or Expository serves primarily to bring into relief a particular purpose for writing, but does not dictate or circumscribe the approach and techniques the student may bring to the assignment.

Further, ACT Aspire expands the mode labels to reflect the opportunities the assessments afford for demonstrating advanced skills and thinking. The Narrative mode becomes Reflective Narrative in ACT Aspire, signally that an ability to think critically about the meaning of a recounted event is an essential dimension of narrative writing competence. Similarly, the ACT Aspire Analytical Expository mode reflects the expectation that competent explanation entails analysis in the service of depth of understanding and insight. The Persuasive/Argumentative label recognizes that good rhetorical skills include not just logos but also pathos and ethos.

The Reflective Narrative mode appears at grades 3 and 6. The assessments at grades 4, 7, and early high school are in the Analytical Expository mode. The grade 5 and grade 8 assessments are in the Persuasive/Argumentative mode. The ACT Aspire assessments are designed to give students at every grade level an opportunity to display the higher order thinking skills needed for meaningful reflection, analytical explanation, and persuasive argument. The means for evaluating students' abilities to display these skills are built into the ACT Aspire rubrics.

Rubrics

The ACT Aspire Rubrics embody the principles and philosophy discussed to this point. Each grade level has its own rubric, but there is a great deal of continuity as one moves across grades and modes. Each comprises four domains. The first, whether labeled “Reflective Narrative,” “Analysis,” or “Argument,” corresponds to the Generate Ideas competency found in the Writing Competencies Model. In this domain we evaluate how acutely the student’s ideas address the rhetorical situation, and how productive they are of meaningful reflection, explanatory analysis, or persuasive force.

The “Development,” “Organization,” and “Language” domains correspond to the similarly named competencies in the Writing Competencies Model. The Sustaining Ideas competency, which describes a student’s ability to focus her ideas on the given assignment and sustain a treatment of them throughout her essay, is folded into each of the four rubric domains. That is, the rubrics do not allow for a separate “Sustaining Ideas” score; rather, the student’s ability to sustain ideas is demonstrated in his ability to keep his ideas focused on the prompt topic; to develop those ideas without veering off into digressive or non-essential territory; to organize his ideas in a focused, purposeful way; and to use language with precision and control so as to convey meaning with clarity.

At each grade level, and in each domain, a score of 4 is associated with “adequacy,” indicating that a student who achieves this score is on track for succeeding as she enters the next grade level. At grades 6 and above, the rubrics differentiate among six performance levels; this allows for two degrees of differentiation above “adequate.” A score of 5 at these grades indicates an advancing level of skill in identify and addressing the complexities of the topic; in exploring ideas and using detailed discussions to draw out and support larger observations; in organizing with intention, aware of the effects of the sequencing of ideas; and in using strong, vivid language and effective style. A score of 6 indicates a more advanced ability in each of these areas.

The 5-point rubrics for grades 3 through 5 allow for only one degree of performance above adequate. Finer distinctions above adequate in the lower grades are not evident in the students’ responses. Nevertheless, even third graders can demonstrate higher order thinking skills by reflecting in a meaningful way on their own experiences, or those of others. The 5-point ACT Aspire rubric provides a means for recognizing that ability.

The rubrics are analytic in that they delineate four dimensions of writing. However, they are designed for holistic scoring within each domain. That is, the performance level descriptors within each rubric domain are not intended to function as independent features separately assessed; rather, they are interdependent elements that collectively describe what we mean by generating, developing, organizing, or communicating ideas at each performance level, in each grade. Evaluating a student’s performance in the language domain, for example, is not a matter of determining the presence or absence of each specific feature of language found in the rubric description—style and tone; grammar, usage, and mechanics. Rather, it is a matter of using those elements collectively to form a holistic evaluation of the student’s ability to her communicate ideas. In this sense, then, we evaluate student writing in ACT Aspire via holistic scoring within analytic domains.

Task Templates

The ACT Aspire writing tasks are built from task templates that have been designed to elicit the writing competencies discussed above. Through these templates we strive to generate writing prompts that give students with a wide range of abilities a reasonable opportunity to demonstrate their best writing. Thus, the templates call for writing topics that are *accessible in language and concept* to a large majority of students at a given grade level; that are *free from cultural bias*; and that do not require of students any preexisting *specialized or background knowledge*. At the same time, each template is designed to provide an opportunity for students to think critically if they can, and to demonstrate the upper range of their composition skills.

ACT Aspire Writing

Early High School Analytical Expository Writing

It is wise to weigh our options carefully before making decisions, but waiting too long to decide can lead to missed opportunities. Write an essay in which you explain both the value and the challenge of carefully considering our options before deciding. Be sure to support your analysis with reasons and examples.

ACT Aspire Grade 10 Analytical Expository Writing

	<i>Analysis</i>	<i>Development</i>	<i>Organization</i>	<i>Language Use</i>
Score: 6 Responses at this scorepoint demonstrate effective skill in writing an analytical essay	The writer generates an analysis that critically engages with the expository writing task. The response presents a complex analysis by critically addressing (a) implications and complications of the issue and/or (b) underlying values.	Ideas are thoroughly explained, with skillful use of supporting reasons and specific details. The writer's claims and specific support are well integrated.	The response exhibits a purposeful organizational strategy. Connections between and within paragraphs consistently clarify the relationships among ideas. A logical progression of ideas increases the effectiveness of the writer's argument.	The response demonstrates the ability to effectively convey meaning with clarity. Word choice is precise. Sentence structures are varied and clear. Voice and tone are appropriate for the analytical purpose and are maintained throughout the response. While a few errors in grammar, usage, and mechanics may be present, they do not impede understanding.
Score: 5 Responses at this scorepoint demonstrate capable skill in writing an analytical essay	The writer generates an analysis that capably engages with the expository writing task. The response presents a somewhat complex analysis by discussing (a) implications and complications of the issue and/or (b) underlying values.	Ideas are capably explained, with purposeful use of supporting reasons and specific details. The writer's claims and specific support are sometimes integrated.	The response exhibits a clear organizational strategy. Connections between and within paragraphs clarify the relationships among ideas. A logical sequencing of ideas contributes to the effectiveness of the writer's argument.	The response demonstrates the ability to capably convey meaning with clarity. Word choice is sometimes precise. Sentence structures are often varied and clear. Voice and tone are appropriate for the analytical purpose and are maintained throughout most of the response. While errors in grammar, usage, and mechanics may be present, they do not impede understanding.
Score: 4 Responses at this scorepoint demonstrate adequate skill in writing an analytical essay	The writer generates an analysis that adequately responds to the expository writing task. The response presents a clear but mostly simple analysis that may only recognize (a) implications and complications of the issue and/or (b) underlying values.	Ideas are adequately explained, with satisfactory use of supporting reasons and specific details.	The response exhibits a clear but simple organizational structure. Connections between and within paragraphs clarify the relationships among ideas. Ideas are logically grouped.	The response demonstrates the ability to adequately convey meaning. Word choice is usually clear. Sentence structures are occasionally varied and usually clear. Voice and tone are appropriate for the analytical purpose, but may be inconsistently maintained. While errors in grammar, usage, and mechanics are present, they rarely impede understanding.
Score: 3 Responses at this scorepoint demonstrate some developing skill in writing an analytical essay	The writer generates a somewhat appropriate analysis in response to the expository writing task. The response may present analysis that is simplistic and somewhat imprecise.	Explanations of ideas are limited, but include some use of supporting reasons and relevant details.	The response exhibits some evidence of organizational structure. Connections between and within paragraphs sometimes clarify the relationships among ideas. Some ideas are logically grouped.	The response demonstrates some developing ability to convey meaning. Word choice is general and occasionally imprecise. Sentence structures show little variety and are sometimes unclear. Voice and tone are somewhat appropriate for the analytical purpose but are inconsistently maintained. Distracting errors in grammar, usage, and mechanics are present, and they sometimes impede understanding.
Score: 2 Responses at this scorepoint demonstrate weak or inconsistent skill in writing an analytical essay	The writer generates an unclear or incomplete analysis in response to the expository writing task. The response demonstrates an unclear or partial understanding of the expository writing task.	Explanations of ideas are unclear or incomplete, with little use of supporting reasons or relevant details.	The response exhibits only a little evidence of organizational structure. Connections between and within paragraphs are often missing or poorly formed. Few ideas are logically grouped.	The response demonstrates a weak ability to convey meaning. Word choice is rudimentary and frequently imprecise. Sentence structures are often unclear. Voice and tone may not be appropriate for the analytical purpose. Distracting errors in grammar, usage, and mechanics are present, and they impede understanding.
Score: 1 Responses at this scorepoint demonstrate little or no skill in writing an analytical essay	The writer does not generate an analysis that responds to the expository writing task. The response demonstrates little or no understanding of the expository writing task.	Ideas lack explanation, with virtually no use of supporting reasons or relevant details.	The response exhibits no evidence of organizational structure. Connections between and within paragraphs are rare. Ideas are not logically grouped.	The response demonstrates little or no ability to convey meaning. Word choice is imprecise and difficult to comprehend. Voice and tone are not appropriate for the analytical purpose. Sentence structures are mostly unclear. Errors in grammar, usage, and mechanics are pervasive and significantly impede understanding.
Score: 0 Unscorable	The response is blank, voided, off-topic, illegible, or not written in English.			

LIST OF BILLS -- DECEMBER 2013

It is recommended that the expenditures, by fund, be approved for December 2013, with the exception of check #503517 to Thomas Edmier and check #503519 to Timothy Gillen.

Education Fund	\$4,077,442.24
O&M Fund	103,923.73
Debt Services	374.50
Transportation Fund	360,214.18
IMR Fund	185,033.83
Capital Projects	1,566.21
Activity Fund	606,451.48
	\$5,335,006.17

**PERSONNEL REPORT
JANUARY 13, 2014**

CLASSIFIED STAFF APPOINTMENT:

It is recommended that the board approve the following classified staff appointment:

Alessandra Passarelli
District Office/Special Education 1:1 Teacher Aide
Effective: January 8, 2014

CLASSIFIED STAFF RESIGNATION:

It is recommended that the board approve the following classified staff resignation:

Dorina Mangrum
Willowbrook Special Education Teacher Aide
Effective: January 13, 2014

TREASURER'S REPORT**December**

It is recommended that the Treasurer's Report for December 2013, reflecting the following ending balances, be approved as follows:

Education Fund	\$28,323,800.68
O&M Fund	6,731,484.42
Transportation Fund	3,347,042.52
Activity Fund	2,518,337.09
Fire Prevention/Safety (L/S)	737.57
Capital Projects Fund	76,418.97
Debt Fund	422,947.64
IMR Fund	342,773.56
Working Cash Fund	6,120,741.86
	\$47,884,284.31

FUND	11/31/2013	Monthly RECEIPTS	Monthly DISBURSEMENTS	12/31/2013	INVESTMENTS @ COST 12/31/13	CASH PLUS INVESTMENTS
Education	(\$6,741,178.14)	8,730,039.69	\$4,506,940.11	(\$2,518,078.56)	\$32,054,285.21	\$29,536,206.65
{Technology}	(\$1,166,975.65)	0.00	45,430.32	(\$1,212,405.97)	0.00	(1,212,405.97)
Activity	\$1,007,164.74	128,514.89	388,357.26	\$747,322.37	0.00	747,322.37
{Reserved for Medical Self-Insurance}	\$1,492,709.38	513,648.00	235,342.66	\$1,771,014.72	0.00	1,771,014.72
O & M	\$7,082,256.50	\$56,471.87	407,243.95	\$6,731,484.42	0.00	6,731,484.42
Transportation	\$3,354,648.88	356,083.69	363,690.05	\$3,347,042.52	0.00	3,347,042.52
Fire Prevention & Safety	\$737.57	0.00	0.00	\$737.57	0.00	737.57
Capital Projects	\$77,985.18	0.00	1,566.21	\$76,418.97	0.00	76,418.97
Debt Service	\$5,345,081.48	75,115.66	4,997,249.50	\$422,947.64	0.00	422,947.64
IMR	\$510,093.85	17,713.54	185,033.83	\$342,773.56	0.00	342,773.56
Working Cash	\$6,119,756.20	985.66	0.00	\$6,120,741.86	0.00	6,120,741.86
	<u>\$17,082,279.99</u>	<u>\$9,878,573.00</u>	<u>\$11,130,853.89</u>	<u>\$15,829,999.10</u>	<u>\$32,054,285.21</u>	<u>\$47,884,284.31</u>

NOTE: Technology is listed separately, but is part of the Education Fund.

Reserve for medical insurance is listed separately, but is part of the Activity Fund.

Investments Matured/Purchased : \$7,080,893.98 \$0.00

Interest Received 12/1/13-12/31/13

\$12,916.78

Bank Balance as of December 31, 2013

Inland Bank [WB Cafe]	\$32,623.91
MB Financial Bank	\$66,431.42
MB Financial Bank Money Market	\$10,351,625.19
Fifth Third/Elmhurst	\$2,550,272.65
Fifth Third-Money Market	\$2,669,133.65
Fifth Third-Allied	\$0.00
Oxford Bank [AT Cafe]	\$28,778.40
Harris Bank-Villa Park	\$48,025.76
Harris Bank Imprest Petty Cash	\$3,100.00
Petty Cash	\$5,000.00
ISDLAF	\$75,008.12
	<u>\$15,829,999.10</u>

Investments as of December 31, 2013				Rate
Principal	Type	Purchase Date	Due Date	Institution
\$248,234.24	cpn	06/15/12	06/16/14	PMA751
\$248,232.57	cpn	08/20/12	06/20/14	PMA752
\$1,800,000.00	CD	06/03/13	01/14/14	5/3 21
\$1,800,000.00	CD	06/03/13	01/30/14	PMA769
\$3,600,000.00	CD	06/18/13	02/03/14	PMA770
\$3,600,000.00	CD	06/18/13	03/03/14	PMA771
\$3,600,000.00	CD	06/18/13	04/01/14	PMA772
\$3,600,000.00	CD	06/18/13	05/01/14	PMA773
\$2,109,725.80	CD	06/18/13	06/02/14	PMA774
\$750,400.00	CD	09/03/13	03/03/14	PMA 776
\$249,600.00	CD	09/03/13	03/07/14	PMA 777
\$1,000,000.00	CD	09/03/13	04/01/14	PMA 778
\$1,000,000.00	CD	09/03/13	05/01/14	PMA 779
\$2,800,399.65	CD	09/03/13	06/02/14	PMA 780
\$498,600.00	CD	09/03/13	06/03/14	PMA 781
\$249,092.95	CD	09/03/13	06/06/14	PMA 782
\$600,000.00	CD	09/03/13	06/11/14	PMA 783
\$1,900,000.00	CD	09/17/13	04/01/14	PMA 784
\$1,200,000.00	CD	09/17/13	05/01/14	PMA 785
\$1,200,000.00	CD	09/17/13	06/02/14	PMA 786
<u>\$32,054,285.21</u>				

BUDGET STATUS REPORT

It is recommended that the Budget Status Report for December 2013 be accepted as presented.

TO: Dr. Scott Helton
 Board of Education

DATE: January 22, 2014

FROM: Mr. Edward Hoster 

RE: **Financial Report – Budget to Actual as of December 31, 2013**
 (See Attachments)

In addition to the traditional “Budget Status Summary” format that views our financial performance for select operating funds, I am presenting a more detailed report for this mid-year point. Eventually we will look to migrate to this level of detail on a monthly basis once I can gather the necessary historical benchmarking information.

As of the second quarter ending December 31, 2013 our financial performance is stable on a budget to actual basis. {See Attachment One} Revenue collections of \$37,248,963 at 50.9% of budget are up compared to the prior year by 1.70%. Federal grant revenue is up 24.5%, state aid is up 5.4% and property tax collections are up 1.3% compared to the prior year benchmarks. Expenditures of \$37,119,125 are trending at 49.6% of budget which is up slightly by 0.5% over the prior year.

REVENUE:

As previously reported, the federal grant revenue from the prior year 2013 was delayed due to the state change to a reimbursement basis from a scheduled payment basis. Consequently, the early collections in the first quarter of this year represent a positive variance in timing on a comparative basis. In addition, we collected approximately \$160,000 more for the national school lunch program compared to this time the previous year. Although the timing of the receipts and number of reimbursable days varies, the trend does reflect the general increase in qualifying students for this program.

In regards to state aid, the more timely receipt of our state aid funding combined with a favorable reimbursement basis for the DuPage Regional Office of Education, Alternative Learning Opportunities Program (ALOP) account for the additional state revenue. We will receive approximately \$212,000 more than estimated for this ALOP program. As of September when we needed to adopt the budget we were not able to confirm the level of funding for this program so we used the prior year actual of \$331,000 as a conservative estimate. In addition, the Illinois State Board of Education recently confirmed that our categorical funding for the various special education programs will be prorated at 94 % to 100% of what we claimed. However, transportation funding for regular and vocational service will remain at 74% which is what we based our budget upon.

Personal property tax collections, on a percent of budget basis as of mid-year, are at 38% of budget and appear to be trending down 11% compared to the prior year. However, reviewing the information from 2013 I see that we actually collected \$300,000 more than budgeted for the total year and a lower

amount than what the Illinois Dept. of Revenue estimated was used. I used the actual IDOR estimate of \$1,697,258 for this year which is an increase of \$130,000. Therefore, a better comparison would be to look at actual collections year over year which indicates that we are indeed trending up \$28,174 as of mid-year. I am optimistic that we will indeed achieve our budget as historically the two highest monthly distribution months are March and May.

Other local revenue is lagging by approximately 20% compared to the prior year benchmark and is one of the main areas in which we expect this downward trend to continue. This category includes student fees, textbook sales, athletic gate admissions, food service, facility rental and tuition for summer school. The actual course fee revenue and textbook sales are down collectively \$104,000 and I suspect this is correlated to the number of families that need assistance and qualify for a waiver of such expenses. In addition, food service sales are down \$28,000 compared to this same time the prior year. As our low income count has trended up from 27% in 2009 to 51% as of 2012-13 this is an expected impact to the correlated revenue lines. The other types of revenue in this category are relatively stable at this time.

EXPENDITURES:

Expenditures year to date are trending slightly higher than the prior year benchmark at 49.6% but this is due to the advanced payment of debt service (up 1.2%) and the timing of purchase service expenditures. The salaries and benefits {insurance and pension}, which combined represent the largest expense, are trending at 41% and 46% expended year to date respectively which is in line with our prior year benchmark with a slightly positive variance. As of December all employee groups have received their respective salary adjustments and have been retroactively paid so we can now actively monitor the account activity for the remainder of this year. As a point of clarification, because the staff are eligible to choose between 20 or 24 paychecks the actual year to date percentage is expected to trend less than 50% for mid-year.

Supply and capital outlay expenditures are trending slightly lower than the prior year which is usually due to timing at this point in the fiscal year. These types of expenditures do not follow an evenly disbursed schedule throughout the year like salaries for example. Purchase services is trending up by 2.2% with the repair and maintenance and technology related expenses accounting for the variance. In addition, we expect that with the recent winter weather challenges the utility expenses will begin trending up in the coming months. The telephone service account is trending up on a budget to actual basis by 4% and we confirmed that this was due to the \$13,000 advance installation charge for our change to Comcast for our internet service this year.

The most positive variance is in the tuition expense for vocational, special education and alternative placement programs which is trending down 13% compared with prior year benchmark. Although some of this is typically attributable to the timing of invoices from the multitude of facilities, we are hopeful that the second half of this fiscal year is stable regarding placements to retain this trend for the fiscal year.

Overall the district financial position is holding steady on a budget to actual basis as of mid-year for both revenue and expenditures. We budgeted for a deficit of \$1.6M and expect at this time that we will continue to need to use some reserves to finish up the year. We are hopeful that the June property tax collections are not delayed again this year.

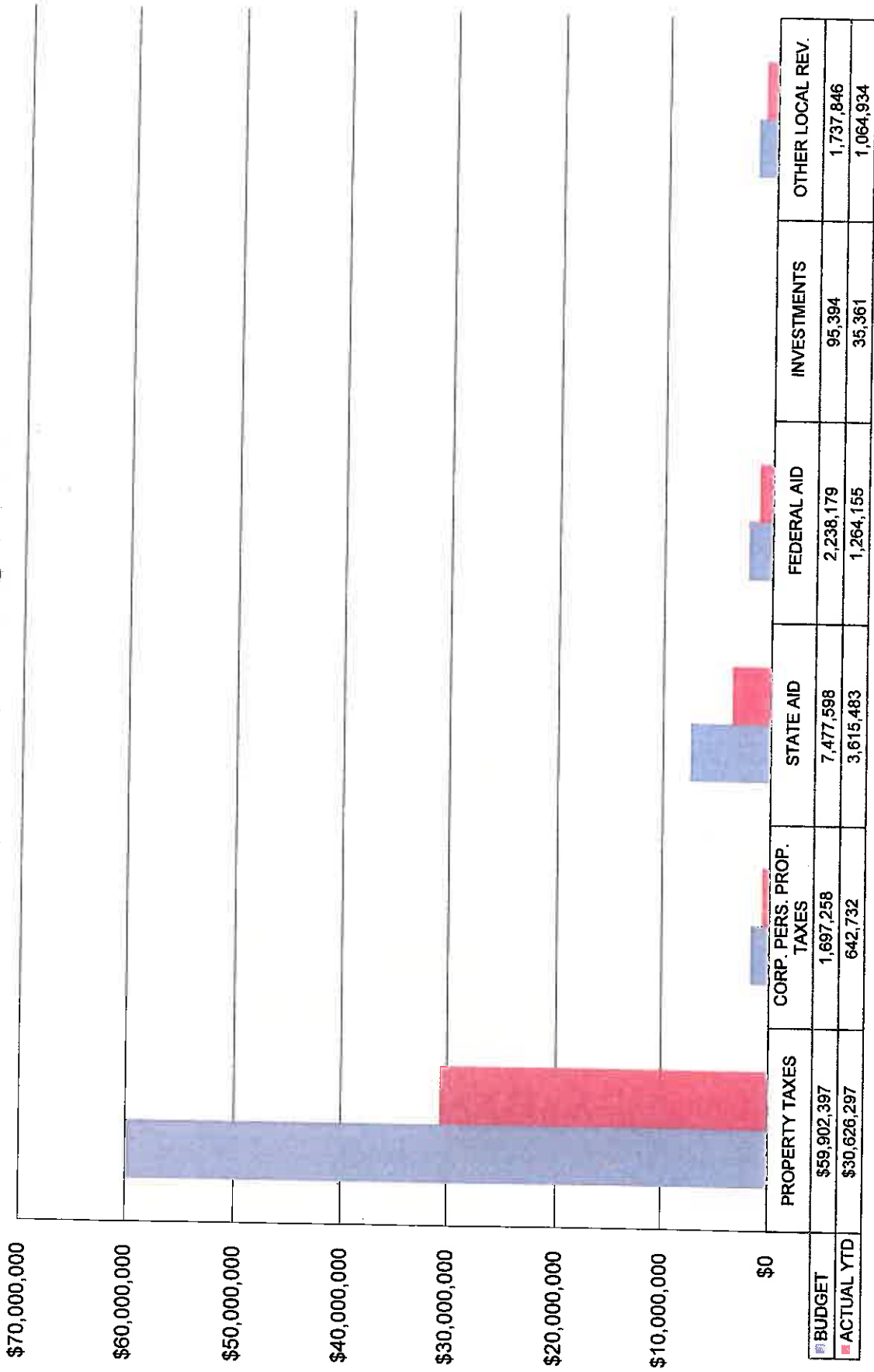
DUPAGE HIGH SCHOOL
REVENUE and EXPENSE ANALYSIS by SOURCE & USE
As of December 31, 2013 - Second Quarter

ATTACHMENT ONE

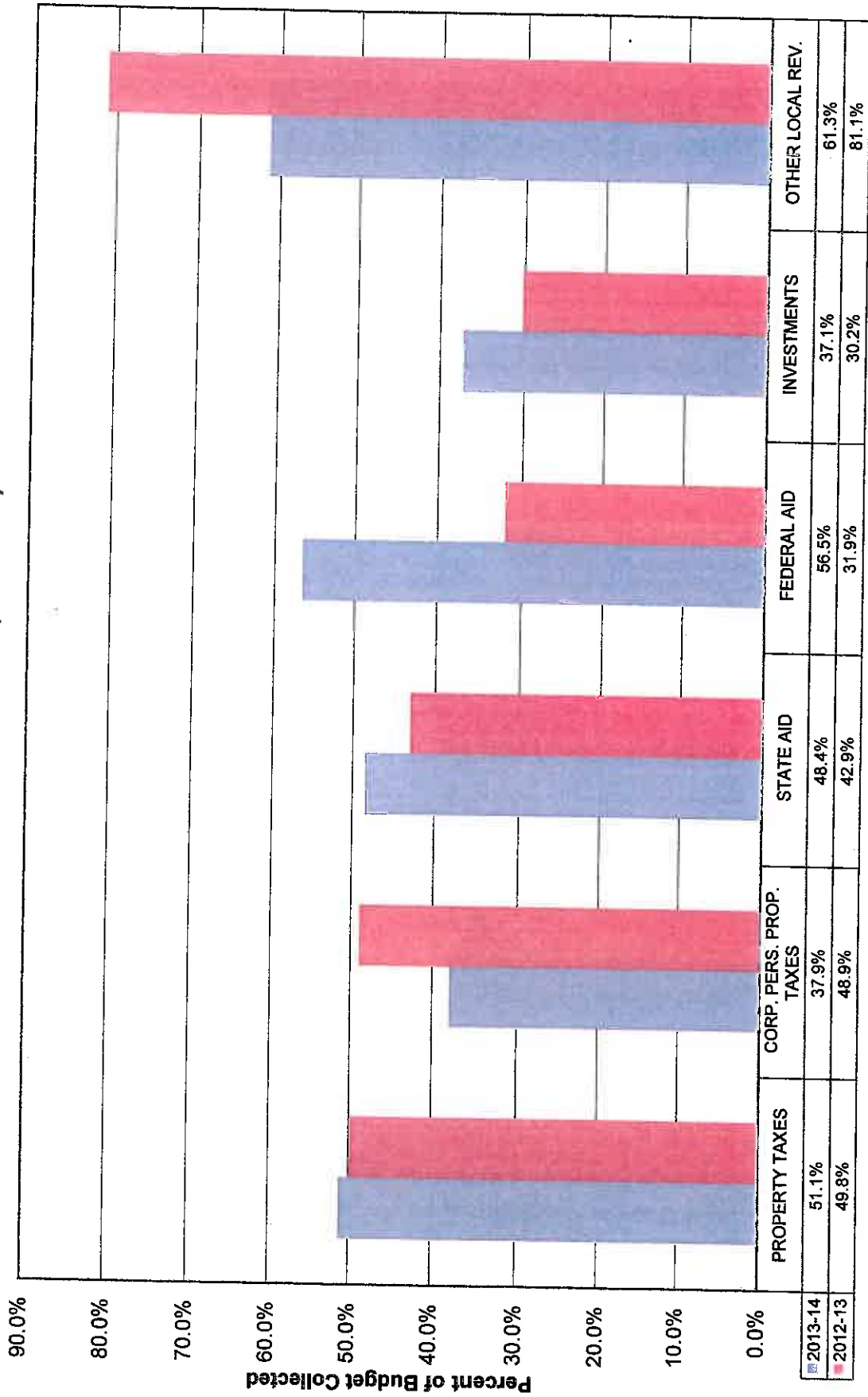
	A	B	C	D	E	F	PRIOR YEAR ANALYSIS	
	ANNUAL BUDGET 2013-14	% OF TOTAL REVENUE	ACTUAL YTD 2013-14 REVENUE	% OF TOTAL YTD REVENUE	VARIANCE BUDGET TO YEAR-TO-DATE	% OF BUDGET REALIZED	2012-13 % OF BUDGET REALIZED	Change from PY 2nd Qtr. 2012-13
REVENUES								
1 PROPERTY TAXES	\$59,902,397	81.9%	\$30,626,297	82.2%	(\$29,276,100)	51.1%	49.8%	1.3%
2 CORP. PERS. PROP. TAXES	1,697,258	2.3%	642,732	1.7%	(\$1,054,526)	37.9%	48.9%	-11.0%
3 STATE AID	7,477,598	10.2%	3,615,483	9.7%	(\$3,862,115)	48.4%	42.9%	5.4%
4 FEDERAL AID	2,238,179		1,264,155	3.4%	(\$974,024)	56.5%	31.9%	24.5%
5 INVESTMENTS	95,394	0.1%	35,361	0.1%	(\$60,033)	37.1%	30.2%	6.9%
6 OTHER LOCAL REV.	1,737,846	2.4%	1,064,934	2.9%	(\$672,912)	61.3%	81.1%	-19.8%
7 TRANSFERS/BONDS	0	0.0%	0	0.0%	\$0	0.0%	0.0%	0.0%
8 TOTAL REVENUES	\$73,148,672	100.0%	\$37,248,963	100.0%	(\$35,899,709)	50.9%	49.2%	1.7%
EXPENDITURES								
9 SALARY	\$39,707,418	53.0%	\$16,182,782	43.6%	(\$23,524,636)	40.8%	41.0%	-0.2%
10 BENEFITS	5,997,805	8.0%	2,735,083	7.4%	(\$3,262,722)	45.6%	47.2%	-1.6%
11 MR/FICA	2,193,845	2.9%	936,010	2.5%	(\$1,257,835)	42.7%	42.8%	-0.1%
12 PURCHASED SERVICES	7,889,078	10.5%	3,132,439	8.4%	(\$4,756,639)	39.7%	37.5%	2.2%
13 SUPPLIES	2,413,317	3.2%	1,227,195	3.3%	(\$1,186,122)	50.9%	56.9%	-6.1%
14 B & I/ DEBT SERVICE	8,789,200	11.7%	8,579,475	23.1%	(\$209,725)	97.6%	96.4%	1.2%
15 CAPITAL OUTLAY/CONSTR.	1,647,559	2.2%	841,029	2.3%	(\$806,530)	51.0%	58.1%	-7.0%
16 DUES & FEES/TUITION	6,258,814	8.4%	3,485,112	9.4%	(\$2,773,702)	55.7%	68.4%	-12.7%
17 TOTAL EXPENDITURES	\$74,897,036	100.0%	\$37,119,125	100.0%	(\$37,777,911)	49.6%	49.1%	0.5%

* Other Revenue Sources: Student Fees, Textbooks, Cafeteria, Summer School, Bldg. Rental, etc

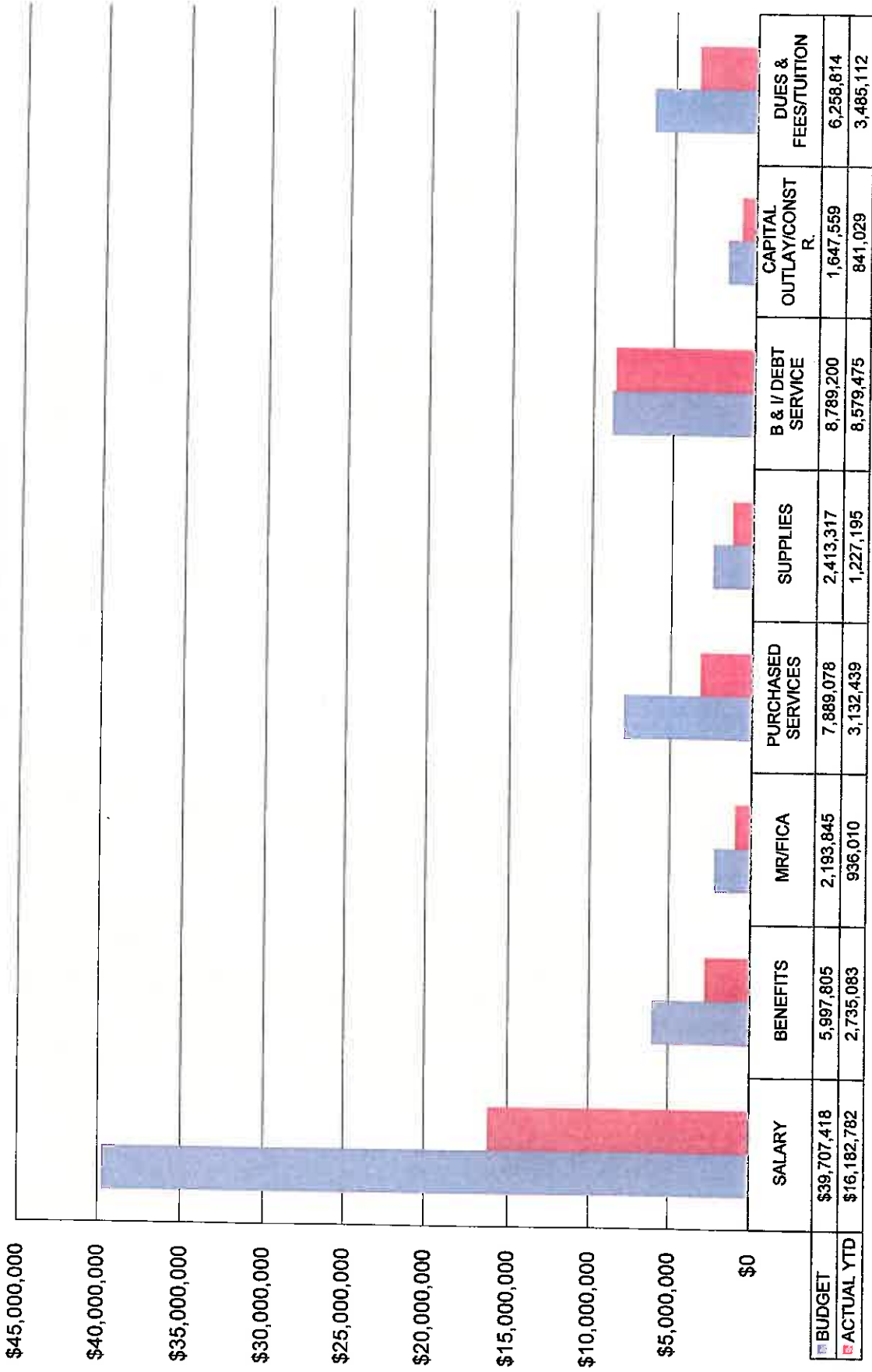
**Budget to Actual Revenue Collected
As of Second Quarter Ending December**



**Benchmark Comparison: Revenue
Actual % of Budget Year to Date
As of Second Quarter (December)**



**Budget to Actual Expenditures
As of Second Quarter Ending December**



**Benchmark Comparison: Expenditures
Actual % of Budget Year to Date
As of Second Quarter (December)**



BUDGET STATUS SUMMARY REPORT – DECEMBER 2013

BUDGET STATUS SUMMARY DECEMBER 2013

EDUCATION FUND

<u>REVENUES</u>	<u>BUDGET</u>	<u>YTD TOTAL</u>	<u>BALANCE</u>	<u>% REC'D</u>	<u>PRIOR YEAR</u>	<u>VARIANCE</u>
LOCAL SOURCES	\$ 43,218,192	\$ 22,216,439	\$ 21,001,753	51.41%	50.47%	0.94%
STATE SOURCES	6,163,536	2,973,287	3,190,249	48.24%	43.30%	4.94%
FEDERAL SOURCES	2,238,179	1,264,155	974,024	56.48%	31.95%	24.53%
TOTAL REVENUES	\$ 51,619,907	\$ 26,453,881	\$ 25,166,026	51.25%	48.68%	2.57%

<u>EXPENDITURES</u>	<u>BUDGET</u>	<u>YTD TOTAL</u>	<u>BALANCE</u>	<u>% EXP</u>	<u>PRIOR YEAR (3)</u>	<u>VARIANCE</u>
INSTRUCTION	\$ 35,789,594	\$ 14,937,901	\$ 20,851,693	41.74%	43.31%	-1.58%
SUPPORT	15,655,506	6,964,900	8,690,606	44.49%	45.85%	-1.37%
OTHER/CATEG.	2,209,721	1,019,659	1,190,062	46.14%	41.05%	5.09%
TOTAL EXPENDITURES	\$ 53,654,821	\$ 22,922,460	\$ 30,732,361	42.72%	43.94%	-1.22%

TECHNOLOGY	\$ 837,717	\$ 321,666	\$ 516,051	38.40%	32.17%	6.23%
-------------------	-------------------	-------------------	-------------------	---------------	---------------	--------------

Notes:

1. Education Fund Revenue Budget of \$51,619,907 includes \$10,000 of investment earnings allocated to Technology.
2. Education Fund Expenditure Budget of \$53,654,821 includes \$837,717 for Technology expenditures.
3. Prior year expenditures exclude encumbrances. (All Funds)

BUDGET STATUS SUMMARY DECEMBER 2013

OPERATION & MAINTENANCE FUND

<u>REVENUES</u>	<u>BUDGET</u>	<u>YTD TOTAL</u>	<u>BALANCE</u>	<u>% REC'D</u>	<u>PRIOR YEAR</u>	<u>VARIANCE</u>
LOCAL SOURCES	\$ 6,261,995	\$ 3,246,066	\$ 3,015,929	51.84%	51.47%	0.37%
STATE SOURCES	0	0	0	0.00%	0.00%	0.00%
FEDERAL SOURCES	0	0	0	0.00%	0.00%	0.00%
TOTAL REVENUES	\$ 6,261,995	\$ 3,246,066	\$ 3,015,929	51.84%	51.47%	0.37%

<u>EXPENDITURES</u>	<u>BUDGET</u>	<u>YTD TOTAL</u>	<u>BALANCE</u>	<u>% EXP</u>	<u>PRIOR YEAR (3)</u>	<u>VARIANCE</u>
SUPPORT SERV.	\$ 6,064,210	\$ 2,812,201	\$ 3,252,009	46.37%	47.85%	-1.48%
PERM. TRANSFER	0	0	0	0.00%	0.00%	0.00%
TOTAL EXPENDITURES	\$ 6,064,210	\$ 2,812,201	\$ 3,252,009	46.37%	47.71%	-1.33%

O & M UTILITY EXPENSES

	<u>Budget</u>	<u>YTD</u>	<u>Balance</u>	<u>% Exp.</u>	<u>Prior Year</u>	<u>Variance</u>
Heating	\$ 192,000	\$ 39,197	\$ 152,803	20.42%	22.33%	-1.92%
Electricity	960,000	378,903	581,097	39.47%	43.48%	-4.01%
Water	149,500	55,909	93,591	37.40%	38.02%	-0.62%
Telephone	165,000	66,776	98,224	40.47%	36.49%	3.98%
Total	\$ 1,466,500	\$ 540,786	\$ 925,714	36.88%	39.49%	-2.62%

Note:

1. Heating expenditures are through 11/30/13.
2. Electricity expenditures are through 11/26/13.
3. Prior year expenditures exclude encumbrances. (All Funds)

BUDGET STATUS SUMMARY DECEMBER 2013

TRANSPORTATION FUND

<u>REVENUES</u>	<u>BUDGET</u>	<u>YTD TOTAL</u>	<u>BALANCE</u>	<u>% REC'D</u>	<u>PRIOR YEAR</u>	<u>VARIANCE</u>
LOCAL SOURCES	\$ 2,206,178	\$ 1,105,444	\$ 1,100,734	50.11%	50.44%	-0.33%
STATE SOURCES	1,314,062	642,196	671,866	48.87%	41.05%	7.82%
TOTAL REVENUES	\$ 3,520,240	\$ 1,747,640	\$ 1,772,600	49.65%	47.29%	2.36%
<u>EXPENDITURES</u>	<u>BUDGET</u>	<u>YTD TOTAL</u>	<u>BALANCE</u>	<u>% EXP</u>	<u>PRIOR YEAR</u>	<u>VARIANCE</u>
TOTAL EXPENDITURE	\$ 3,518,708	\$ 1,272,337	\$ 2,246,371	36.16%	37.60%	-1.44%

ILLINOIS MUNICIPAL RETIREMENT (IMR) PENSION FUND

<u>REVENUES</u>	<u>BUDGET</u>	<u>YTD TOTAL</u>	<u>BALANCE</u>	<u>% REC'D</u>	<u>PRIOR YEAR</u>	<u>VARIANCE</u>
LOCAL SOURCES	\$ 2,391,444	\$ 1,096,975	\$ 1,294,469	45.87%	52.37%	-6.50%
<u>EXPENDITURES</u>	<u>BUDGET</u>	<u>YTD TOTAL</u>	<u>BALANCE</u>	<u>% EXP</u>	<u>PRIOR YEAR (3)</u>	<u>VARIANCE</u>
SOC. SEC./IMR/MEDICARE	\$ 2,193,845	\$ 936,010	\$ 1,257,835	42.67%	42.79%	-0.13%

3. Prior year expenditures exclude encumbrances. (All Funds)

APPROVAL OF LIST OF BILLS EXCEEDING \$5,000.00

Attached for approval to release is a list of payments to vendors whose total for the month to date is in excess of \$5,000.00. This would include individual payments in excess of \$5,000.00 as well as any payments for a given vendor which bring the cumulative total for the month above the \$5,000.00 threshold.

District 88

Finance & Reporting

Vendors over \$5,000.00
 01-01-2014 to 01-22-2014
 Generated on 01-22-2014 at 12:43 PM
 Total Results: 2

ADDISON PARK DISTRICT (132)

\$11,058.75

01-22-2014 Regular - RENTAL AT ATHLETICS

504263

10

Education Fund

\$11,058.75

CORE TRAINING (49937)

\$6,000.00

01-15-2014 Regular - AT RESERVE ACTIVITY

504224

91

Activity Fund

\$6,000.00

LIST OF BILLS – SEPARATE ACTION ITEM

It is recommended that the board approve payment of \$116.00, check #503517 to Thomas Edmier for Triple I Conference reimbursement.

LIST OF BILLS – SEPARATE ACTION ITEM

It is recommended that the board approve payment of \$125.06, check #503519 to Timothy Gillen for Triple I Conference reimbursement.

Building Futures

TO: Dr. Scott Helton
 Board of Education

DATE: January 21, 2014

FROM: Mr. Robert Flemming

RE: Transportation Contract Extension – 2014-15 & 2015-16

The current contract for student transportation services with Cottage Hill Operating Company is in the final year of a three year agreement as of June 2014. This includes the provision of transportation for Addison Trail and Willowbrook High Schools and includes all regular transportation routes as well as educational and athletic charters. The Illinois School Code (ILCS 5/29-6.1) allows for a two year extension and then annually thereafter unless we receive a letter of request to bid. Although the start of this year involved some service related challenges, the responsiveness from Cottage Hill has demonstrated their understanding and commitment to meeting our expectations. We believe the primary reason for the service related problems earlier this year was the result of new staff transition in key positions at Cottage Hill this summer.

Cottage Hill has been a long time valued transportation partner for more than 25 years who has consistently provided the most competitive pricing. We negotiated renewal terms that continue the same terms of the past two years, in that any route rate increase is linked directly to the Consumer Price Index (CPI) as of June of the prior fiscal year. Current regular route rate is \$33.60 which reflected an increase of 1.7% over the 2012-13 rate. Furthermore, Cottage Hill provided the most competitive rate when we bid three years ago at 10% lower than next lowest bidder.

Suggested Motion:

Move that the Board of Education approve the extension of the current contract with Cottage Hill Operating Company for the provision of regular transportation service for the school years 2014-15 and 2015-16 at a rate increase limited to the Consumer Price Index as of the previous June.

Cc: Mr. Edward Hoster

**PERSONNEL REPORT
JANUARY 27, 2014**

CERTIFIED STAFF UNPAID LEAVE OF ABSENCE:

It is recommended that the board approve the following certified staff unpaid leave of absence:

Marika Radi
Addison Trail English Teacher
Effective: 2014-2015 school year

CLASSIFIED STAFF APPOINTMENTS:

It is recommended that the board approve the following classified staff appointments:

Jenelle Hardtke
Willowbrook School Communications Coordinator
Salary: \$5,150.00 stipend
Effective: January 21, 2014

James Smith
Willowbrook Achieve Teacher Aide
Salary: \$13.98/hourly
Effective: January 21, 2014

CLASSIFIED STAFF UNPAID LEAVE OF ABSENCE:

It is recommended that the board approve the following classified staff unpaid leave of absence:

Nicole Longo
Willowbrook Special Education Teacher Aide
Effective: January 24, 2014 – February 4, 2014

Title One Rising Star Plan

In addition to monitoring the Rising Star District Improvement Plan, the ISBE must monitor the district's compliance with Title One requirements. Tonight we are recommending that the BOE approve the new Title One compliance components of the Rising Star District Improvement Plan. Included in the packet are the Rising Star pages as well as the NCLB Monitoring Instrument that shows compliance with all of the Title One requirements.

Part E

Criteria: Coordination with Other Education Services Describe how the district will coordinate and integrate services provided with other education services such as:

1. Even Start, Head Start, Reading First, Early Reading First and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and
2. Services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

Guidance: If Item 1 is applicable, how does the district coordinate and integrate its services so that participants in the local preschool programs are transitioned into the local elementary school program?

1. Does the description provide a clear explanation as to how the listed educational programs are coordinated and integrated to meet the needs of individual students?
2. How does the district ensure that its educational programs are not duplicating services for students and/or fragmenting an individual student's instructional program?

District Response:

#1 N/A #2 - Students with limited English proficiency participate in the Title 1 program under the same criteria as all other title 1 eligible students both in the summer programming and in the school year extended-day tutoring programs.

ISBE Response

Part F

Criteria: Poverty Criteria Describe the poverty criteria that will be used to select school attendance areas. (See Section 1113)

Guidance: Does the plan identify the poverty criteria used by the district [i.e., a) most recent census data, b) the number of children eligible for free and reduced priced lunches, c) the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act or d) the number of children eligible to receive medical assistance under the Medicaid program, or a composite of such indicators]?

District Response:

District 88 uses the "free and reduced lunch" criteria as indication of "low income" status.

ISBE Response

1/23/2014 2:36:23 PM

Part I

Criteria: Services for Migratory Children Describe how the district will ensure that migratory children and formerly migratory children who are eligible to receive services are selected to receive such services on the same basis as other children who are selected to receive services under Title I.

Guidance: Does the plan include a description of the district's process or policies(s) that ensure migratory children and formerly migratory children who are eligible to receive Title I services are selected to receive the services on the same basis as other children? (Note: A summary of the district policy providing this assurance may be incorporated in the response.)

District Response:

N/A

ISBE Response

Part L

Criteria: School Choice and Supplemental Services Describe how the district plans to implement, if necessary, public school choice and supplemental education services (SES). (See Section 1116)

Guidance: Does the district clearly define the actions it would take to implement school choice and supplemental education services (SES)? Note: Information on implementing school choice is available at <http://www.isbe.net/accountability/html/choice.htm> and information on implementing supplemental education services is available at <http://www.isbe.net/ses/default.htm>.

District Response:

School choice has not been implemented in District 88 since 2010 as there has not been an eligible school in the district nor in the surrounding districts to receive students since then. District 88 fully implements SES services in both schools during the fall, spring, and summer sessions.

ISBE Response

Part N

Criteria: Services for Homeless Children Describe the services the district provides to homeless children. [See Section 1113 (c)(3)(A)]

Guidance: Does the district describe the services it provides to homeless children (i.e., expedited evaluations, instructional support, counseling, school supplies, referral to other programs and services, etc.)? Note: Information on providing services to homeless children can be found at <http://www.isbe.net/homeless/>.

District Response:

District 88 provides all required services to homeless students including but not limited to transportation, fee waivers, supplies, counseling, social emotional and academic interventions, and referrals to outside agencies. District 88 has all required notices, Board Policies, and handbook procedures in place.

ISBE Response

Part Q

Criteria: Parent Involvement Strategies Describe how the district implements effective parental involvement strategies. [See Section 1118]

Guidance: Does the plan include the requirements to have a

(1) district parent involvement policy,

(2) a school parent involvement policy and

(3) a school/parent compact? Does the plan include the requirement to have an Annual Parent Meeting, annually review these policies and to involve parents in decision of the use of the parent involvement set aside funds for Parent Involvement Activities?

District Response:

BOE policy 6:170 outlines the Title One parent involvement policy and school/parent compact. Annual parent meeting documentation is on file.

ISBE Response

**FY NCLB Monitoring Instrument
- DU PAGE HIGH SCHOOL DIST 88**

**These boxes are automatically
populated when your NCLB
Consolidated Application is
approved. Do not try to check them.**

**Yes No
N/A**

For Multidistrict Applications Only

1. Does the current written agreement outlining the responsibilities of the administrative agent and each participating district contain the following components: EDGAR 76.303, 20 USC 7881(a)(1)(2) (3)(4)(5)

a. The agreement defines the responsibilities of the administrative agent and participating districts. (Finding 10000 RCA 10000-2)

☒ ☒ ☐

☐ ☐
☒

b. The agreement outlines the rights of the administrative agent and the participating districts. (Finding 10000 RCA 10000-3)

☒ ☒ ☐

☐ ☐
☒

Comments/Proof Indicators:

**These boxes are automatically
populated when your NCLB
Consolidated Application is
approved. Do not try to check them.**

**Yes No
N/A**

**Charter School -- Program Use of Funds by
Eligible Applicants**

2. Eligible charter school applicant use of funds

a. Did the eligible charter school applicant use funds in accordance with its approved application to plan and implement a charter school, or to disseminate information about the charter school and successful practices in charter schools? 20 USC 7221c(f)(2) Finding 11800, RCA 11800-1

☒ ☐ ☐

☐ ☐
☒

b. Were funds used for post-award planning and design of the educational program which include refinement of the desired educational results and of the methods for measuring progress toward achieving those results to include professional development of teachers and other staff who will work in the charter school. 20 USC 7221C(f)(3) Finding 11801, RCA 11801-1.

☒ ☐ ☐

☐ ☐
☒

c. Were funds used for initial implementation of the charter school which may include: (1) informing the community about the school; (2) acquiring necessary equipment and educational materials and supplies; (3) acquiring or developing curriculum materials and (4) other initial operational costs cannot be met from State or local sources. 20 USC 7221c(f)(3). Finding 11802, RCA 11802-1

☒ ☐ ☐

☐ ☐
☒

d. Were Dissemination activity funds used to assist other schools in adapting the charter school's

☒ ☐ ☐

☐ ☐

program or certain aspects of the charter school's program. 20 USC 7221C(f)(6) or for any of the following dissemination activities: Finding 11803, RCA 11803-1

Were Dissemination Funds used to assist other individuals with the planning and start-up of one or more new public schools, including charter schools, that are independent of the assisting charter school and the charter school's developers, and that agree to be held to at least as high a level of accountability as the assisting charter school. 20 USC 7221c(f)(3). Finding 11804, RCA 11804-1

f. Were Dissemination Funds used to develop partnerships with other public schools including charter schools designed to improve student performance in each of the schools participating in the partnership. 20 USC 7221c(f)(3). Finding 11805, RCA 11805-1

g. Were Dissemination funds used to develop curriculum materials, assessments, and other materials that promote increased student achievement and are based on successful practices within the assisting charter school. 20 USC 7221c(f)(6) Finding 11806, RCA 11806-1

h. Were Dissemination funds used to conduct evaluation and developing materials that document the successful practices of the assisting charter schools and that are designed to improve student performance in other schools. 20 USC 7221c(f)(6). Finding 11807, RCA 11807-1

Comments/Proof Indicators:

These boxes are automatically populated when your NCLB Consolidated Application is approved. Do not try to check them.

Title I Title II Title IV

Yes No
N/A

Charter Schools -- Eligibility for Subrecipients

3. Determining Charter School Eligibility

a. Is the charter school a public school that provides a program of elementary or secondary education, or both? 20 USC 7221(i). Finding 11808, RCA 11808-1

b. Is the charter school nonsectarian and does not charge tuition and complies with the Federal and State civil rights laws. 20 USC 7221(i) Finding 11809, RCA 11809-1

c. Is the charter school a school to which parents choose to send their children, and that admits students on the basis of lottery, if more students apply that can be accommodated? 20 USC 7221(i). Finding 11810, RCA 11810-1

d. Did the charter school program include developers which entailed individuals or group of individuals including public or private nonprofit

organization which may include teachers, administrators, and other school staff, parents or other members of the local community in which a charter school project will be carried out? 20 USC 7221(i) Finding 11811, RCA 11811-1.

e. Is the charter school a not-for profit entity that qualifies as an eligible applicant for purposes of the charter school program (CSP)? 20 USC 7221(i) Finding 11812, RCA 11812-1

f. Is the day to day management of the charter school entered into a contract with an independent charter school or a for-profit entity? (Note: A for-profit entity does not qualify as an eligible applicant for purposes of the CSP; however, a CSP grant recipient may enter into a contract with a for-profit entity for the day to day management of the charter school. USC 7221(i) Finding 11813, RCA 11813-1

☒ ☐ ☐

☐ ☒ ☐

☒ ☐ ☐

☐ ☒ ☐

Comments/Proof Indicators:

These boxes are automatically populated when your NCLB Consolidated Application is approved. Do not try to check them.

Yes No
N/A

Project Implementation

4. Does the LEA comply with the project application requirement including implementation? 20U.S.C. 7348, 20U.S.C. 7115, 20U.S.C. 7353, 20U.S.C. 6312, EDGAR 76.301

a. Activities in the approved application have been implemented in a timely manner. (Finding 10001 RCA 10001-2)

☒ ☒ ☐

☒ ☐ ☐

b. Implemented activities are consistent with the objectives in the approved application. (Finding 10001 RCA 10001-3)

☒ ☒ ☐

☒ ☐ ☐

Comments/Proof Indicators: The District follows all grant guidelines.

These boxes are automatically populated when your NCLB Consolidated Application is approved. Do not try to check them.

Yes No
N/A

NCLB Plans

5. Does the LEA have the required plans in place for NCLB Programs? 20 USC 6312

a. Does the NCLB plan to ensure that all teachers responsible for core academic subjects are Highly Qualified? 20 USC 6312 (b)(1)(N), 20 USC 6319 (a) (3) (Finding 10003 RCA 10003-1)

☒ ☒ ☐

☒ ☐ ☐

b. Has the LEA conducted an assessment of local needs for professional development and hiring? 20

☒ ☒ ☐

☒ ☐ ☐

20 USC 6622 (c)(1)(2) (Title II) (Finding 10004 RCA 10004-1)

c. Were teachers involved in the assessment in question 3 b? 20 USC 6622 (c)(2) (Title II) (Finding 10005 RCA 10005-1)

Does the LEA's plan have performance measures for drug and violence prevention programs and activities? 20 USC 7114 (d)(2)(B)(i) (Title IV) (Finding 10006 RCA 10006-1)

e. Does the LEA have a plan for keeping schools safe and drug-free that includes the required components? 20 USC 7114 (d)(7) (Title IV) (Finding 10007 RCA 10007-1)

f.

☒	☒	☐	☒	☐
☒	☒	☐	☒	☐
☒	☒	☐	☒	☐
☒	☒	☐	☒	☐

Comments/Proof Indicators: a) The district has an approved Title One plan on file with ISBE and plans to update plan in Rising Star this year. c) Teachers were involved in this assessment through our department chair structure and staff development, lunch and learn enrichment programs and courses offered by the district. d) Yes, both D88 school are implementing PBIS. e) Yes, we do through our Administration and Deans offices. In addition, the district has implemented PBIS along with increased safety and security measures.

These boxes are automatically populated when your NCLB Consolidated Application is approved. Do not try to check them.

Title I	Title II	Title IV
---------	----------	----------

Yes	No
N/A	

Consultation

6. Did the LEA meet the minimum program consultation and participation requirements for each NCLB program?

a. Was the plan developed in consultation with teachers, principals, administrators and other appropriate school personnel, and with parents of children in schools served under NCLB? 20 USC 6312 (d)(1), 20 USC 6622 (b)(7), 20 USC 7215(b)(7) (Finding 10009 RCA 10009-2)

b. Did the LEA develop its application through consultation with state and local governmental representatives, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities? 20 USC 7114 (c)(1)(A)(B)(2) (Finding 10009 RCA 10009-3)

☒	☒	☐	☒	☐
☒	☒	☐	☒	☐

Comments/Proof Indicators: b.) Parent Meetings - Agendas/Minutes, Consultation with SASSED/PBIS network, DuPage ROE, SSOS consultants, ISBE

These boxes are automatically populated when your NCLB Consolidated Application is approved. Do not try to check them.

Title I Title II Title IV

Yes No
N/A

Non Public School Participation

7. Does the LEA comply with the requirement for private school participation? Non-Regulatory Guidance on Title I Services to Private School Children

a. LEA has consulted with appropriate private school officials as required. 20USC 6320(b)(1)(A-H)(2)(3), 34CFR 200.63(a)(b)(1-8)(C)(1)(i-ii)(2)(d)(1)(i-ii)(2), 20USC 7881(a)(1)(c)(1)(3) (Finding 10010 RCA 10010-2)

☒ ☒ ☐ ☒ ☐

b. Equitable participation of children, teachers and families of participating children in private schools is provided. 20USC 6320(a)(3)(4), 34CFR 200.62(a)(1-2), 34CFR 200.64(b)(1)(2)(i-iii)(A)(B), 34CFR 200.65(a)(1)(2)(b)(1)(2), EDGAR 76.654, 20USC 7881(a)(3) (Finding 10010 RCA 10010-3)

☒ ☒ ☐ ☒ ☐

c. Funds are being used to benefit the student and/or teachers and not to benefit the private school. 34CFR 200.66(a)(b)(1)(2)(i-ii), EDGAR 76.658, 20USC 7881(a)(4) (Finding 10010 RCA 10010-4)

☒ ☒ ☐ ☐ ☒

d. Funds are allocated proportionately for services to public and participating nonprofit private school children. 20 USC 6320 (c)(1)(A)(B)(C)(D), 34 CFR 200.64(a)(1)(2)(i)(A-B)(ii)(A-B), 34 CFR 200.78 (a)(i-ii)(A)(B)(1)(2)(C)(D)(E)(iii)(iv), EDGAR 76.655 (Finding 10010 RCA 10010-5)

☒ ☒ ☐ ☐ ☒

e. Did the LEA set aside appropriate amounts for professional development, parent involvement and district-wide Instructional Set-Aside programs? 34 CFR 200.64(a)(2)(i) (Finding 100108 RCA 10010-7)

☒ ☒ ☐ ☐ ☒

f. The LEA exercises continuing administrative control over funds and property that benefit students enrolled in private schools. 20 USC 6320(d)(1), 34 CFR 200.67(a)(b)(c)(1-2)(d)(1-2)(e), EDGAR 76.651(a)(3), EDGAR 76.661(a)(b)(c)(1-2)(d)(1-2), 20USC 7881(d)(1)(2) (Finding 10010 RCA 10010-6)

☒ ☒ ☐ ☐ ☒

g. Determine if each nonpublic school within the public school district participating met the requirement of the use of equipment and materials for secular, neutral, and non-ideological purposes. 20USC 6320 (a)(2), 34CFR 200.67(c)(1), EDGAR 76.661(c)(1), 20USC 7881(a)(2) (Finding 10011 RCA 10011-1)

☒ ☒ ☐ ☐ ☒

h. Does the LEA review, on an ongoing basis, the progress of Title I students and revise the TA program to enable identified students meet standards? (Finding 10010 RCA 10010-9)

☒ ☒ ☐ ☐ ☒

i. Does the LEA ensure through appropriate contract language that any third party providing Title I services at a private school is doing so in accordance with all Title I requirements? (Finding 10010 RCA 10010-10)

☒ ☒ ☐ ☐ ☒

j. Were individual pupil files maintained? a. Are the

files current? b. Do files contain information about student eligibility and on-going assessment as well as samples of student work and compacts? c. Is the compact solely between the parents, students, and the Title I teacher (representing the LEA)? (Finding 10010 RCA 10010-11)

☒ ☒ ☐
☐ ☐ ☒

k. How are services being provided to identified pupils in accordance with the program design? 20 USC 6320(B)(1)(b)(C), 34 CFR 76.652(a)(3)(4) a.

☒ ☒ ☐
☐ ☐ ☒

Are services provided by LEA staff? b. If so, are the LEA teacher(s) and paraprofessional(s) highly qualified? 20 USC 6319 (Finding 10010 RCA 10010-13), 34CFR 76.660(a)(b) c. If the Title I program is a "pull out" program, are the students missing regular classroom instruction in the subjects covered by the Title I program? (Finding 10010 RCA 10010-14) d. Does the Title I program staff have regular and frequent contact with regular classroom teachers to ensure that the Title I program effectively supplements the regular classroom instruction? 20 USC 6315(c)(1)(C)(i-iii)

l. Does the LEA exercise proper oversight over invoices submitted by third party providers providing Title I services at private schools? (Finding 10010 RCA 10010-16)

☒ ☒ ☐
☐ ☐ ☒

m. Does the LEA charge costs for administering the Title I program for private school children only to the administrative reservation under Section 200.77(f)? (Finding 10010 RCA 10010-17)

☒ ☒ ☐
☐ ☐ ☒

Comments/Proof Indicators: Documented Meetings/Communication on-going spring and summer 2013. Parochial schools not participating in Title 1 at this time.

These boxes are automatically populated when your NCLB Consolidated Application is approved. Do not try to check them.

Yes No
N/A

Supplement/Supplant

8. Does the LEA comply with the supplement and not supplant requirement? 20USC 6321(b)(1), 20USC 6623(b) Title II, 20USC 7113(a)(8) Title IV, 20USC 7217 Title V, 34CFR 200.79(a)(b)(1)(i-iv)(2) (i-iii) Title I

a. Grant funds are used only to supplement the educational programs generally offered with state and local funds. (Finding 10012 RCA 10012-1)

☒ ☒ ☐
☒ ☐ ☐

b. Grant funds are not used to supplant salaried positions previously funded from state or local funds. (Finding 10012 RCA 10012-2)

☒ ☒ ☐
☒ ☐ ☐

Comments/Proof Indicators: District follows grant guidelines.

These boxes are automatically

populated when your NCLB Consolidated Application is approved. Do not try to check them.
Title I Title II Title IV

Yes No
N/A

Inventory Requirements

9. Does the LEA comply with the inventory requirement? [EDGAR 80.32](#), [EDGAR 76.661](#) (Finding 10013 RCA 10013-1)

a. Procedures have been established to insure control of equipment and materials, including those placed in private schools. [34 CFR 200.67\(a\)\(b\)\(c\)\(1-2\)\(d\)\(1-2\)\(e\)](#) (Finding 10013 RCA 10013-2)



Comments/Proof Indicators: All grant funded equipment is labeled and inventoried.

These boxes are automatically populated when your NCLB Consolidated Application is approved. Do not try to check them.
Title I Title II Title IV

Yes No
N/A

Eligible Attendance Centers

10. Does the LEA comply with the requirements for the selection of eligible attendance areas/schools? [20 USC 6313](#), [34CFR 200.78](#), [Non-Regulatory Guidance for Attendance Centers](#)

a. Low-income and building enrollment figures are documented, including the number of children from low-income families attending private schools. [20USC 6313\(a\)\(5\)](#) (Finding 10014 RCA 10014-2)



b. The LEA has used the same measures of poverty, which measures the number of children ages 5 through 17 to *identify eligible schools, to*determine the rank order of each school, and to determine *allocations to school as required. [20USC 6313\(a\)\(3\)\(5\)\(A\)\(B\)\(C\)](#) (Finding 10014 RCA 10014-3 or 10014-4)



c. Resources are allocated on the basis of the total number of children from low-income families in each eligible area or school. [20USC 6313\(c\)](#) (Finding 10014 RCA 10014-5)



Comments/Proof Indicators: a.) Free/reduced lunch applications b.) SIS c.) Since the difference in the low income percentages between the schools is between 10-15% the district uses Title funds at both schools with the majority of funding going to Addison Trail.

These boxes are automatically populated when your NCLB Consolidated Application is approved. Do not try to check them.
Title I Title II Title IV

Yes No
N/A

Schoolwide (SW) Programs

11. Did/Does the school comply with the transition requirements for schoolwide program planning during a one year planning period? 20USC 6314, 34CFR 200.25, 34CFR 200.26, 34CFR 200.27, 34CFR 200.28 (Are any of the Title I Buildings in the first year of being a SW Program? If no, 9a-9f are A.)

a. The school serves an eligible attendance area in which not less than 40% of the children enrolled are from low-income families. 20USC 6314(a)(1), 34CFR 200.25 (b)(1)(ii)(A)(B) (Finding 10015 RCA 10015-3)

☒	☐	☐	☐	☐
			☒	

b. During a one year planning period the school completed a comprehensive needs assessment of the entire school program as required. 20USC 6314(b)(1)(A)(2)(B), 34CFR 200.26(a)(1)(i)(A-B)(ii)(3) (Finding 10016 RCA 10016-2)

☒	☐	☐	☐	☐
			☒	

c. The SW Plan was developed in consultation with the LEA, technical assistance providers, school staff, parents, secondary students and the school's community as required. 20USC 6314(b)(2)(A)(B)(ii)(3), 34CFR 200.27(a)(2)(b)(2)(i-iii)(3) (Finding 10015 RCA 10015-4)

☒	☐	☐	☐	☐
			☒	

d. The SW comprehensive Plan, based on the needs assessment, incorporated the required information including an annual evaluation. 20USC 6314(b)(2)(A)(i-iv), 34CFR 200.26(b)(c)(1-3), 34CFR 200.27(a)(3)(i-iii)(C)(1)(2)(i-ii) (Finding 10015 RCA 10015-5)

☒	☐	☐	☐	☐
			☒	

e. The SW comprehensive plan is available to the LEA, parents and its public. 34 CFR 200.27(c)(1)(2)(i) (Finding 10015 RCA 10015-6)

☒	☐	☐	☐	☐
			☒	

f. Funds are used to upgrade the entire educational program in the school to support systemic reform. 34 CFR 200.25(a)(1)(2) (Finding 10015 RCA 10015-2)

☒	☐	☐	☐	☐
			☒	

Comments/Proof Indicators:

These boxes are automatically populated when your NCLB Consolidated Application is approved. Do not try to check them.

Title I	Title II	Title IV
---------	----------	----------

Yes No
N/A

Required Components - SW Programs

12. Does the schoolwide Program address the 10 required components?

a. A comprehensive needs assessment was conducted. 20USC 6314(b)(1)(A), 34CFR 200.26(a)(1)(i)(A-B)(ii) (Finding 10016 RCA 10016-2)

☒	☐	☐	☐	☐
			☒	

b. School reform strategies are being implemented. 20USC 6312(b)(1)(B)(i-iv), 34CFR 200.28(a)(1)(2)(i-iii)(i-v) (Finding 10016 RCA 10016-3)

☒	☐	☐	☐	☐
			☒	

c. Instruction by highly qualified teachers. 20USC 6314(b)(1)(C), 34CFR 200.28(b) (Finding 10016 RCA 10016-4)

☒	☐	☐	☐	☐
			☒	

d. High quality and ongoing professional

development, supported by sufficient resources, for teachers, principals, paraprofessionals and if appropriate, parents and other relevant school staff. 20USC 6314(b)(1)(D), 34CFR 200.28(b)(2)(i-ii)(3), 20USC 6314(a)(4) (Finding 10016 RCA 10016-5)

☒ ☐ ☐
☐ ☐ ☒

... Strategies to attract high-quality, highly qualified teachers to high need schools. 20USC 6314(b)(1)(E), 34CFR 200.28(b)(1) (Finding 10016 RCA 10016-12)

☒ ☐ ☐
☐ ☐ ☒

f. Strategies to increase parental involvement as required. 20USC 6314(b)(1)(F), 34CFR 200.28(c)(1)(2)(i-ii) (Finding 10016 RCA 10016-6)

☒ ☐ ☐
☐ ☐ ☒

g. Plans for assisting preschool children in the transition from early childhood programs to local elementary programs. 20USC 6314(b)(1)(G), 34CFR 200.28(e) (Finding 10016 RCA 10016-7)

☒ ☐ ☐
☐ ☐ ☒

h. Measures to include teachers in the decisions regarding the use of academic assessments to provide information on, and improve, individual student achievement. 20USC 6314(b)(1)(H), 34CFR 200.28(b)(4) (Finding 10016 RCA 10016-8)

☒ ☐ ☐
☐ ☐ ☒

i. Activities to ensure that students who experience difficulty mastering required standards are provided with effective, timely additional assistance. 20USC 6314(b)(1)(I), 34CFR 200.28(d)(1-2) (Finding 10016 RCA 10016-9)

☒ ☐ ☐
☐ ☐ ☒

j. Coordination and integration of federal, state, and local services and programs, including other NCLB programs, violence prevention, and idstart. 20USC 6314(b)(1)(J), 34CFR 200.27(a)(1)(ii-iii), EDGAR 76.580 (Finding 10016 RCA 10016-13)

☒ ☐ ☐
☐ ☐ ☒

Comments/Proof Indicators:

These boxes are automatically populated when your NCLB Consolidated Application is approved. Do not try to check them.

Yes No
N/A

Targeted Assistance (TA) Programs

13. Does the LEA comply with the requirements for student identification and selection? 20USC 6315

a. Eligible children have been identified by the school as failing, or most at risk of failing, to meet state performance standards on the basis of multiple, educationally related, objective criteria established by the LEA and supplemented by the school. 20USC 6315(b)(1)(B)(2)(A-B) (Finding 10017 RCA 10017-2)

☒ ☐ ☐
☒ ☐ ☐

b. Children from preschool through grade two have been selected solely on the basis of such criteria as teacher judgment, interview with parents, and developmentally appropriate measures. 20USC 6315(b)(1)(B) (Finding 10017 RCA 10017-3)

☒ ☐ ☐
☐ ☐ ☒

c. Children who are economically disadvantaged, children with disabilities, migrant children or limited English proficient children are eligible for services on the same basis as other children. 20 USC 6315(b)(2)(A-E) (Finding 10017 RCA 10017-4)



Comments/Proof Indicators: We have a targeted assistance summer school in Reading and Math and and after-school tutoring program during the school year. Students are eligible for program participation using multiple criteria.

These boxes are automatically populated when your NCLB Consolidated Application is approved. Do not try to check them.
Title I Title II Title IV

Yes No
N/A

Required Components--TA Programs

14. Does the school's targeted assistance program address the eight required components?

a. Activities funded under this program help participating children meet performance standards expected for all children. 20USC 6315(c)(1)(A) (Finding 10018 RCA 10018-2)



b. Planning for Title I students is incorporated into existing school planning. 20USC 6315(c)(1)(B) (Finding 10018 RCA 10018-4)



c. Effective methods and instructional strategies based on research that strengthens the core academic program are utilized, including the minimal removal of children from the regular classroom during school hours for Title I instruction. 20USC 6315(c)(1)(C)(i-iii) (Finding 10018 RCA 10018-3)



d. Coordinates with and supports the regular education program and may include assistance to preschool children's transition to elementary school programs. 20USC 6315(c)(1)(D) (Finding 10018 RCA 10018-8)



e. Provides instruction by highly qualified teachers. 20USC 6315(c)(1)(E) (Finding 10018 RCA 10018-5)



f. Provides opportunities, supported by sufficient resources, for professional development for Title I staff including regular education classroom teachers serving Title I students. 20USC 6315(c)(1)(F)(d)(1)(e)(3) (Finding 10018 RCA 10018-6)



g. Provides strategies to increase parent involvement. 20USC 6315(c)(1)(G) (Finding 10018 RCA 10018-7)



h. Coordination and integration of federal, state, and local services and programs including NCLB programs, violence prevention and Headstart. 20USC 6315(c)(1)(H)(2)(A), EDGAR 76.580 (Finding 10018 RCA 10018-9)



i. Does the school review, on an ongoing basis, the progress of Title I students and revise the TA program to enable identified students meet State



Academic Standards? [20USC 6315\(c\)\(2\)\(B\)](#) (Finding 10040 RCA 10040-1)

Comments/Proof Indicators: We have a targeted assistance programs after school and in the summer including instruction/support in SS, Science, Math, English, ESL and Reading taught by highly qualified instructors. Students are able to receive supplemental instruction to help prevent failures and access more rigorous course work. Staff development training is available to all staff members working with this targeted population. We consistently work at measuring the parental involvement since this is necessary for student success. We have parent programs taught in the evening and on the weekends. We consistently monitor the progress of Title I students through pre tests, post tests and failure reduction data. We also monitor the number of students who successfully leave the program.

These boxes are automatically populated when your NCLB Consolidated Application is approved. Do not try to check them.

**Yes No
N/A**

Assignment of Personnel--TA Programs

15. Does the LEA comply with the requirements of Title I personnel assignment? [20USC 6315\(d\)](#)

a. Staff participate in general professional development and school planning activities. [20USC 6315\(d\)\(1\)](#) (Finding 10019 RCA 10019-2)



b. Staff collaboratively teach with regular classroom teachers, if such collaborative teaching directly benefits participating children. [20 USC 6315\(d\)\(e\)\(1\)](#) (Finding 10019 RCA 10019-3)



Comments/Proof Indicators: Teacher schedules, HQ records, payroll records

These boxes are automatically populated when your NCLB Consolidated Application is approved. Do not try to check them.

**Yes No
N/A**

Coordination with Other Early Childhood Programs

16. Does the LEA comply with the requirement to coordinate Title I activities with other early childhood programs by coordinating with Headstart and other early childhood programs for the transfer of records, communication between program staff, conduct meetings between school staff and parents to facilitate a smooth transition? [20USC 722\(b\)\(1-5\)](#), [20 USC 7114\(d\)\(2\)\(A\)](#) (Finding 10023 A 10023-2)



Comments/Proof Indicators:

These boxes are automatically populated when your NCLB Consolidated Application is approved. Do not try to check them.

Title I Title II Title IV

Yes No
N/A

Public School Choice

17. Does the LEA comply with the Public School Choice requirements? [20USC 6316](#), [34CFR 200.44](#), [34CFR 200.48](#), [Non-Regulatory Guidance for Public School Choice](#)

a. The LEA notified parents, in a language understandable to the parents, of the Choice option no later than the first day of the school year. [20USC 6316\(b\)\(1\)\(E\)](#), [34CFR 200.44\(a\)\(2\)](#) (Finding 10042 RCA 10042-1)

☒ ☐ ☐ ☒ ☐

b. Parents were given 30 days from the date of notification to exercise the choice option. [105 ILCS 5/10 - 21.3a](#) (Finding 10043 RCA 10043-1)

☒ ☐ ☐ ☐ ☐

c. The notification letter, at a minimum, explained the choice option, why it is available, and described the performance and quality of schools that the students could opt to transfer to. [34CFR 200.44\(a\)\(i\)\(A-B\)\(ii\)\(4\)\(i-ii\)\(5\)](#) (Finding 10044 RCA 10044-1)

☒ ☐ ☐ ☒ ☐

d. Priority was given to the lowest-achieving students from low-income families (low-income determined on the same basis used to make allocations to Title I schools). [20 USC 6316\(b\)\(1\)\(E\)](#) (Finding 10045 RCA 10045-1)

☒ ☐ ☐ ☐ ☐

e. Student transferees are enrolled in classes and other activities like all other children at the public school of their choice. [20USC 6316\(b\)\(1\)\(F\)](#), [34CFR 200.44\(f\)](#) (Finding 10046 RCA 10046-1)

☒ ☐ ☐ ☐ ☐

f. The LEA has not claimed administrative costs associated with the provision of the choice option. [34CFR 200.48\(a\)\(2\)\(iii\)\(B\)](#) (Finding 10047 RCA 10047-1)

☒ ☐ ☐ ☒ ☐

Comments/Proof Indicators: Copies of state- approved School Choice Letters and SES communication. No schools available for CHOICE option this year.

These boxes are automatically populated when your NCLB Consolidated Application is approved. Do not try to check them.

Title I Title II Title IV

Yes No
N/A

Supplemental Educational Services (SES)

18. Does the LEA comply with the SES requirements? [20 USC 6313](#), [34CFR 200.45](#), [34CFR 200.46](#), [Non-Regulatory Guidance for Supplemental Educational Services](#)

a. The LEA, at a minimum, is annually notifying parents in a language understandable to the

☒ ☐ ☐ ☒ ☐

parents, of the availability of SES, and a list of ISBE providers including a description of the services offered, qualifications, and effectiveness of each provider. 20USC 6316(e)(2)(4)(I-III), 34CFR 200.46(a)(1) (10049 RCA 10049-1, 10049-2)

h. SES is offered to students from low-income families attending an eligible Title I school as required. 20USC 6316(e)(12)(A), 34CFR 200.45(b)(1)(2)(d) (Finding 10050 RCA 10050-1)

c. Assisted parents, upon request, in choosing provider. 20USC 6316(e)(2)(B), 34CFR 200.46(a)(2) (Finding 10051 RCA 10051-1)

d. Implemented equitable procedures for serving all students if provider did not have sufficient space to serve students whose parents requested the services. 20USC 6316(e)(2)(C), 34CFR 200.46(a)(3) (Finding 10052 RCA 10052-1)

e. Ensured eligible students identified as Limited English Proficiency(LEP), and under IDEA and Section 504 are provided SES with accommodations. 20USC 6316(e)(3)(A), 34CFR 200.46(a)(4)(5) (Finding 10053 RCA 10053-1)

☒	☐	☐	☒	☐
☒	☐	☐	☒	☐
☒	☐	☐	☒	☐
☒	☐	☐	☒	☐

Comments/Proof Indicators: Letters to Parents provider use of facilities

These boxes are automatically populated when your NCLB Consolidated Application is approved. Do not try to check them.
Title I Title II Title IV

**Yes No
N/A**

SES Required Components

19. The LEA-Parent-Provider Agreement (tutorial plan) includes the required information. 20USC 6316(e)(3)(A), 34CFR 200.46(b)(1)(2)(i)(A)(B)(C)

a. Specific achievement goals for the student, which were developed in consultation with the students' parents. 20USC 6316(e)(3)(A), 34CFR 200.46(b)(2)(i)(A) (Finding 10055 RCA 10055-1)

b. A description of how the student's progress will be measured and how the student's parents and teachers will be regularly informed of that progress. 20USC 6316(e)(3)(B), 34CFR 200.46(b)(2)(i)(B)(ii) (Finding 10056 RCA 10056-1)

c. A timetable for improving the students achievement. 34CFR 200.46(b)(2)(C) (Finding 10057 RCA 10057-1)

d. A provision for the termination of the agreement, if the provider fails to meet the students' progress goals. 20 USC 6316 (e)(3)(C), 34 CFR 200.46(b)(2)(iii) (Finding 10058 RCA 10058-1)

e. Provisions governing payment for services. 20USC 6316(e)(3)(D), 34CFR 200.46(b)(2)(iv) (Finding 10059 RCA 10059-1)

f. A provision prohibiting, without parent permission, disclosure to the public the names of students eligible for or receiving SES. 20USC 6316(e)(3)(E), 34CFR 200.46(b)(2)(v) (Finding

☒	☐	☐	☒	☐
☒	☐	☐	☒	☐
☒	☐	☐	☒	☐
☒	☐	☐	☒	☐
☒	☐	☐	☒	☐

10060 RCA 10060-1)

g. SES are secular only. [34CFR 200.46\(b\)\(4\)](#)
(Finding 10061 RCA 10061-1)

☒ ☐ ☐
☒ ☐

h. The LEA per pupil expenditure for SES is the lesser of: h-1) The amount of the Title I allocation provided by the number of children from low-income families. [20USC 6316\(e\)\(6\)\(A\)](#), [34CFR 200.46\(c\)\(1\)](#) h-2) The actual cost of SES received by the student. [20USC 6316\(e\)\(6\)\(B\)](#), [34CFR 200.46\(c\)\(2\)](#)
(Finding 10062 RCA 10062-1)

☒ ☐ ☐
☒ ☐

i. The LEA has not claimed administrative costs associated with the provision of SES. [34CFR 200.48\(a\)\(2\)\(iii\)\(B\)](#) (Finding 10063 RCA 10063-1)

☒ ☐ ☐
☒ ☐

Comments/Proof Indicators: Tutorial plans Letters to parents Progress reports from SES providers

These boxes are automatically populated when your NCLB Consolidated Application is approved. Do not try to check them.
Title I Title II Title IV

Yes No
N/A

Parental Involvement

20. Does the LEA and schools comply with the requirements for parent involvement, "Parents' Right to Know" and other required parent notification? [20 USC 6311](#), [20 USC 6312](#), [20 USC 6319](#), [34CFR 200.61](#), [Non-Regulatory Guidance for Parental Involvement - Title I: Part A](#)

a. The LEA, at the beginning of each school year, notified all parents of children attending a Title I school that they may request, and the LEA will provide upon said request, information regarding the qualifications of the student's classroom teacher, including qualifications of paraprofessionals serving their child as required. [20USC 6311\(h\)\(6\)\(A\)\(i-iv\)](#), [34CFR 200.61\(b\)\(1\)](#)
(Finding 10025 RCA 10025-1)

☒ ☐ ☐
☒ ☐

b. The school has provided parents with information on their child's achievement on ISAT/PSAE. [20USC 6311\(h\)\(6\)\(B\)\(i\)](#), [34CFR 200.61\(b\)\(1\)](#) (Finding 10064 RCA 10064-1)

☒ ☐ ☐
☒ ☐

c. The school has provided timely notice to parents if their child has been assigned or taught for 4 or more consecutive weeks by a core subject area teacher who is not highly qualified. [20USC 6311\(h\)\(6\)\(B\)\(ii\)](#), [34CFR 200.61\(b\)\(2\)](#) (Finding 10065 RCA 10065-1)

☒ ☐ ☐
☒ ☐

d. The LEA using Title I funds to provide language instructional programs (part C of Title III) to LEP students has complied with all parent notification requirements. [20USC 6312\(a\)\(1\)\(A\)\(i-viii\)](#) (Finding 10066 RCA 10066-1)

☒ ☐ ☐
☒ ☐

e. The LEA and Title I schools can document capacity building activities to ensure effective involvement of parents and community partnerships to improve student achievement as

☒ ☐ ☐
☒ ☐

required. 20USC 6318(e)(1-5) (Finding 10067 RCA 10067-1)

f. The LEA has jointly developed with parents a written LEA Parent involvement policy that includes all required components and is incorporated into the LEA's NCLB Plan. 20USC 6318(a)(2)(A-F) (Finding 10030 RCA 10030-2)

g. Parents of children are involved in decisions regarding funds set aside by the LEA for parent activities (applicable to LEA's with \$5,000 or more set aside for Parent Involvement of which 95% must be distributed to schools). 20USC 6318(a)(3)(A)(B)(C) (Finding 10068 RCA 10068-1)



Comments/Proof Indicators: a.) Distributed with Curriculum Guides/registration materials f.) Parent Compacts

These boxes are automatically populated when your NCLB Consolidated Application is approved. Do not try to check them.
Title I Title II Title IV

Yes No
N/A

Parental Involvement Plan--Required Components

21. Each Title I school has jointly developed and distributed to parents of Title I children a school Parent Involvement policy that includes all required components. 20USC 6318(b)(1)(c)(1-4)(d)

Each Title I school has convened an annual meeting to which all parents of participating children are invited for the purpose of explaining the Title I program, its requirements, and their right to be involved, including parents of children who are disabled, migrant, or LEP. 20USC 6318(c)(1) (Finding 10030 RCA 10030-3)



b. Each Title I school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement. 20USC 6318(c)(2) (Finding 10030 RCA 10030-3)



c. Each Title I school has involved parents, in an organize, ongoing, and timely way, in the planning, review, and improvement of Title I programs at the school. 20USC 6318(c)(3) (Finding 10030 RCA 10030-3)



d. Each Title I school provides parents of participating children timely information about the Title I programs at the school, information about school curricula, student assessment, and expected student achievement levels, and opportunities for regular meetings between parents and school personnel to offer suggestions and to participate in decisions relating to the education of their children.. 20USC 6318(c)(4) (Finding 10030 RCA 10030-3)



e. Each Title I school reports to the LEA any parent



comments on the schoolwide plan, if the plan is unacceptable to the parents, when the school provides the plan to the LEA. [20USC 6318\(c\)\(5\)](#) (Finding 10030 RCA 10030-3)

f. Each Title I school has jointly developed with parents of participating students a school-parent compact that outlines how parents, the entire school staff, and students share responsibility for student achievement through high-quality curricula and instruction, through teacher-parent communication, and through parent volunteerism at the school. [20USC 6318\(d\)\(1\)\(2\)\(A-C\)](#) (Finding 10030 RCA 10030-4)

g. The LEA and schools have provided, as required, information and school reports in a format and language, to the extent practical, understandable to the child's parents. [20USC 6311\(h\)\(6\)\(C\)](#), [34CFR 200.61\(c\)\(1\)\(2\)](#), [20USC 6318\(b\)\(1\)](#) and [\(e\)\(5\)](#) (Finding 10069 RCA 10069-1)



Comments/Proof Indicators: Parent Compacts Parent Meeting agendas Feedback sessions with building administration Community forums Parent Advisory groups School information/report cards and notifications translated into 15+ languages

These boxes are automatically populated when your NCLB Consolidated Application is approved. Do not try to check them.
Title I Title II Title IV

**Yes No
N/A**

Qualifications for Teachers and Paraprofessionals

22. Does the LEA comply with the requirements that all elementary and secondary teachers of core academic subjects and paraprofessionals, working in a program supported with Title I funds, are highly qualified(HQ)? [20USC 6319](#), [34CFR 200.55](#), [34CFR 200.56](#), [34CFR 200.57](#), [34CFR 200.58](#), [34CFR 200.59](#), [34CFR 200.60](#), [fact sheet for Highly Qualified Teachers](#), [Non-Regulatory Guidance for Title I Paraprofessionals](#)

a. If the LEA has teachers in core academic subjects who are not Highly Qualified (HQ), has the LEA filed a plan with the Regional Superintendent that demonstrates the numbers of Non-HQ and the subjects to which they were assigned? [20USC 6319\(a\)\(3\)\(h\)](#), [34CFR 200.55\(b\)\(1\)\(2\)\(C\)](#), [34CFR 200.56\(inclusive\)](#), [34CFR200.57\(b\)\(1\)](#) (Finding 10071 RCA 10071-1)



b. Does each Non-HQ teacher have a plan that demonstrates assistance from the LEA in becoming Highly Qualified within a two-year period? (Finding 100171 RCA 10071-2)



c. The LEA is not using less than 5%, unless a lesser amount is sufficient, of Title I funds for professional development to ensure all teachers and paraprofessionals are HQ. [20USC 6319\(l\)](#), [34CFR 200.60\(a\)\(1\)\(ii\)\(2\)\(b\)](#) (Finding 10072 RCA 10072-1)



d. All teachers, newly hired in Title I programs, after the first day of the 2002-03 SY are HQ; working in a Targeted Assistance (TA) school, in a Schoolwide (SW) program or hired by the LEA to provide services to eligible private school students. 20USC 6319(a), 34CFR 200.55(a)(1)(2)(i-iii) (Finding 10073 RCA 10073-1)

☒ ☐ ☐
☒ ☐ ☐

e. Are teachers that were hired to reduce class size highly qualified (regardless of hire date)? 20USC 6623(a)(2)(B) (Finding 10073 RCA 10073-1)

☐ ☒ ☐
☒ ☐ ☐

f. The LEA can verify minority students and students from low-income families are not taught at a higher rate than other students by unqualified teachers or inexperienced teachers. 34CFR 200.57(b)(2) (Finding 10074 RCA 10074-1)

☒ ☐ ☐
☒ ☐ ☐

g. If the LEA can not demonstrate compliance with 20(f), does the LEA have a plan in place to remediate the situation and can it demonstrate progress in the implementation of the plan? (Finding 10074 RCA 10074-3)

☒ ☒ ☐
☐ ☐ ☒

h. Instructional paraprofessionals, newly hired after Jan. 8, 2002, meet NCLB requirements, working in a TA school paid by Title I, A SW program, or assisting a public school teacher providing services to eligible private school students. 20USC 6319(c)(1)(A-C)(i-ii), 34CFR 200.58(a)(3)(i-iii)(c)(1)(2)(3)(i)(A)(B)(ii), 34CFR 200.58(e)(1)(i-ii)(2) (Finding 10076 RCA 10076-1 and/or 10076-2)

☒ ☐ ☐
☒ ☐ ☐

i. All instructional paraprofessionals, regardless of date of hire, have a secondary diploma or its recognized equivalent. 20USC 6319(f), 34CFR 200.58(b) (Finding 10077 RCA 10077-1)

☒ ☐ ☐
☒ ☐ ☐

j. The LEA can ensure that instructional paraprofessionals hired on or before Jan. 8, 2002 will meet NCLB requirements no later than Jan. 8, 2006. 20USC 6319(d)(h), 34CFR 200.58(d) (Finding 10078 RCA 10078-1)

☒ ☐ ☐
☒ ☐ ☐

k. The LEA/schools have assigned paraprofessionals only those duties specified under NCLB. 20USC 6319(a)(1)(2)(A-G)(3), 34CFR 200.58(a)(2)(i-ii), 34CFR 200.59 (inclusive) (Finding 10079 RCA 10079-1)

☒ ☐ ☐
☒ ☐ ☐

l. Have the LEA and the principals of Title I schools annually attested, in writing, their compliance with HQ NCLB requirements? (Finding 10080 RCA 10080-1)

☒ ☐ ☐
☒ ☐ ☐

m. Documentation of the number or percentage of teachers and paraprofessionals at Title I schools who meet NCLB requirements is available to any member of the general public upon request. 20USC 6319 (i)(1)(2)(A)(B) (Finding 10080 RCA 10080-2)

☒ ☐ ☐
☒ ☐ ☐

n. Does the LEA have a Teacher Equity plan in place to ensure that poor and minority students are not taught at higher rates than are other students by non-Highly Qualified Teachers or inexperienced teachers?. 34CFR 200.57(b)(2) (Finding 10087, RCA 10087-1)

☒ ☐ ☐
☒ ☐ ☐

Comments/Proof Indicators: a) b) All of our teachers and teacher aides are highly

qualified. g) All meet the requirements of NCLB. h) All are highly qualified. j) This is monitored by our district office and we are in compliance. No letters needed to be sent.

These boxes are automatically populated when your NCLB Consolidated Application is approved. Do not try to check them.

Title I Title II Title IV

Yes No
N/A

Maintenance of Effort

23. Does the LEA comply with the maintenance of effort requirement? 20USC 6321(a), 20USC 7901(a)(b)(1)(2)(c)(1)(2) (Finding 10021 RCA 10021-1)



Comments/Proof Indicators: The district is very conscious of the grant requirements and makes every effort to follow the rules.

These boxes are automatically populated when your NCLB Consolidated Application is approved. Do not try to check them.

Title I Title II Title IV

Yes No
N/A

Required Board Approved Policies

24. Does the LEA have the required policies? (Finding 10026 RCA 10026-1)

a. Gun-free school expulsion policy which includes referral to the criminal justice system or juvenile delinquent system. 18USC 921 (Finding 10028 RCA 10028-1)



b. Drug-free workplace policy. 30ILCS 580/1 (Finding 10029 RCA 10029-1)



c. Unsafe School Choice policy. 20USC 7912(a), (Finding 10031 RCA 10031-1)



d. Public School Choice policy which includes procedures to ensure compliance with the Choice option. 105 ILCS 5/10-21.3a (Finding 10033 RCA 10033-1)



e. Policy granting military recruiters, upon request, access to secondary(junior/senior) students' names, addresses and telephone numbers. 20USC 7908(a)(1)(Finding 10034 RCA 10034-1)



Comments/Proof Indicators: We comply with drug free workplace, gun free schools, public choice and we have a policy granting military recruiters access as required. District just completed revision of all BOE policies. All are in full compliance. D88 just completed School Code compliance visit and received approvals in all policy categories.

These boxes are automatically populated when your NCLB Consolidated Application is approved. Do not try to check them.

Title I Title II Title IV

Yes No
N/A

Homeless Education

25. Does the LEA have a Homeless Education (staff) liaison? McKinney Homeless Act, Title 42, Chapter 119, Subchapter VI, Section 11432(g)(7)(A), Non-Regulatory Guidance for the Education of Homeless Children (Finding 10035 RCA 10035-1)

☒ ☒ ☐

☒ ☐
☐

Comments/Proof Indicators: We do have a homeless liaison. We follow the policies and procedures specified by the law.

These boxes are automatically populated when your NCLB Consolidated Application is approved. Do not try to check them.

Title I Title II Title IV

Yes No
N/A

Homeless Education - Continued

26. Has the LEA developed procedures/guidelines for identifying and enrolling homeless children and youths? 42 USC 11432(g)(1)(I) (Finding 10087 RCA 10087-1)

☒ ☒ ☐

☒ ☐
☐

Comments/Proof Indicators: We have administrative procedures concerning the enrollment of homeless students.

These boxes are automatically populated when your NCLB Consolidated Application is approved. Do not try to check them.

Title I Title II Title IV

Yes No
N/A

Homeless Education - Continued 2

27. Does the LEA set-aside funds to provide Title I, Part A services to homeless children and youths who attend non-project schools? 20 USC 6313(c)(3)(A) (Finding 10088 RCA 10088-1)

☒ ☒ ☐

☒ ☐
☐

Comments/Proof Indicators: Set asides are used for supplies for Homeless students.

These boxes are automatically populated when your NCLB Consolidated Application is approved. Do not try to check them.

Title I Title II Title IV

Yes No
N/A

Homeless Education - Continued 3

28. Are the parents or guardians of homeless children and youths informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children? 42

11432(a)(6)(IV) (Finding 10089 RCA 10089-1)

☒ ☒ ☐
☒ ☐ ☐

Comments/Proof Indicators: We meet with the parents and explain opportunities available to our students. They could attend parent meetings and possible evening and weekend classes.

These boxes are automatically populated when your NCLB Consolidated Application is approved. Do not try to check them.
Title I Title II Title IV

Yes No
N/A

Comparability of Services

29. Does the LEA comply with the comparability of services requirement including a list of detailed written procedures containing timelines, position responsible for completion of calculations, the measures and process used for such, as well as how and when adjustments will be made to correct non-comparable schools? 20USC 6321(c)(A)(B)(C), 34CFR 200.79(inclusive) (Finding 10022 RCA 10022-7)

a. Districtwide salary schedule. 20USC 6321 (c)(2)(A)(i) (Finding 10022 RCA 10022-5)

☒ ☐ ☐
☒ ☐ ☐

A policy ensuring equivalence among schools in teachers, administrators and auxiliary personnel. 20USC 6321(c)(2)(A)(ii) (Finding 10022 RCA 10022-2)

☒ ☐ ☐
☒ ☐ ☐

c. A policy ensuring equivalence among schools in the provision of curriculum materials and instructional supplies. 20USC 6321(c)(2)(A)(iii) (Finding 10022 RCA 10022-6)

☒ ☐ ☐
☒ ☐ ☐

d. The LEA has updated records documenting comparability. 20USC 6321(c)(3)(A)(B) (Finding 10022 RCA 10022-4)

☒ ☐ ☐
☒ ☐ ☐

e. The LEA is exempt from the comparability requirement: single school attendance area, one school per grade span. 23USC 6321(c)(4) (If district is exempt there is no finding. However, the Information page and Section I must still be submitted to ISBE. Failure to submit them is Finding 10022 RCA 10022-4. If the district is not exempt, then all of the "Comparability" requirements must be satisfied.)

☒ ☐ ☐
☐ ☒ ☐

Comments/Proof Indicators: We have 1 salary schedule that we use pay all teachers, the same is true for teacher aides. Our administrators are paid equally with differences reflected for years of experience in the position and other experiences.

These boxes are automatically populated when your NCLB

Consolidated Application is
approved. Do not try to check them.
Title I Title II Title IV

Yes No
N/A

Steven's Amendment

30. Does the LEA comply with the Stevens Amendment by ensuring that press releases, bid solicitations and other documents funded in whole or in part with Federal money clearly state the percentage and dollar amount of programs/activities financed with federal funds: *the percentage of the total program cost, *the dollar amount for the program and * the percent and dollar amount of the total cost financed by non-governmental sources? [U.S. Department of Education Appropriations Act, Section 511](#) (Finding 10027 RCA 10027-1)

☒ ☒ ☐

☒ ☐
☐

Comments/Proof Indicators:

These boxes are automatically
populated when your NCLB
Consolidated Application is
approved. Do not try to check them.
Title I Title II Title IV

Yes No
N/A

Financial

31. Were all budgets and budget amendments to date approved? [34 CFR 80.30\(f\)\(3\)](#), (Finding 10100 A 10100-1)

☒ ☒ ☐

☐ ☒
☐

Comments/Proof Indicators: Still waiting on final approval

These boxes are automatically
populated when your NCLB
Consolidated Application is
approved. Do not try to check them.
Title I Title II Title IV

Yes No
N/A

Financial - Continued

32. Did the grant recipient maintain separate expenditure accounts or subsidiary ledger accounts for grant expenditures? [34 CFR 76.730 \(a\)\(b\)](#) (Finding 10102 RCA 10102-1)

☒ ☒ ☐

☒ ☐
☐

Comments/Proof Indicators: All accounting reports on file

These boxes are automatically
populated when your NCLB
Consolidated Application is
approved. Do not try to check them.
Title I Title II Title IV

Yes No
N/A

Financial - Continued 2

33. Did the grant recipient maintain separate revenue accounts or subsidiary ledger accounts for grant revenues? [34 CFR 76.730 \(a\)\(b\)](#) (Finding 10103 RCA 10103-1)



Comments/Proof Indicators: All accounting reports on file

These boxes are automatically populated when your NCLB Consolidated Application is approved. Do not try to check them.

Title I Title II Title IV

Yes No
N/A

Financial - Continued 3

34. Did the district submit timely and accurate periodic expenditure reports? [34 CFR 76.730](#) (Finding 10122 RCA 10122-1)



Comments/Proof Indicators: Records on file

These boxes are automatically populated when your NCLB Consolidated Application is approved. Do not try to check them.

Title I Title II Title IV

Yes No
N/A

Financial - Continued 4

35. Were equipment purchases approved? [34 CFR 80.32](#) (Finding 10113 RCA 10113-1)



Comments/Proof Indicators: yes

These boxes are automatically populated when your NCLB Consolidated Application is approved. Do not try to check them.

Title I Title II Title IV

Yes No
N/A

Financial - Continued 5

36. Did the grant recipient maintain inventory records for equipment purchases? [34 CFR 76.661](#) (Finding 10115 RCA 10115-1)



Comments/Proof Indicators: yes

These boxes are automatically populated when your NCLB Consolidated Application is approved. Do not try to check them.

Yes No

Title I Title II Title IV

N/A

Financial - Continued 6

37. Were all equipment purchases using grant funds physically located in the grant usage area and supported the intent of the program? 34 CFR J.32(c)(d) (Finding 10114 RCA 10114-1 or 10114-2 or 10114-3)

☒ ☒ ☐
☒ ☐

Comments/Proof Indicators: yes

These boxes are automatically populated when your NCLB Consolidated Application is approved. Do not try to check them.

Title I Title II Title IV

Yes No
N/A

Financial - Continued 7

38. Were salaries paid from the grant funds to date approved and accurate? 34 CFR 80.22 (Finding 10106 RCA 10106-1)

☒ ☒ ☐
☒ ☐

Comments/Proof Indicators: Records on file

These boxes are automatically populated when your NCLB Consolidated Application is approved. Do not try to check them.

Title I Title II Title IV

Yes No
N/A

Financial - Continued 8

39. Were other expenditures (excluding salaries and capital outlay) to the grant allowable and benefited the intent of the program? 34 CFR 80.20 (Finding 10118 RCA 10118-1 or 10118-2 or 10118-3)

☒ ☒ ☐
☒ ☐

Comments/Proof Indicators: Purchases appropriate for purpose of grant on file

These boxes are automatically populated when your NCLB Consolidated Application is approved. Do not try to check them.

Title I Title II Title IV

Yes No
N/A

Financial - Continued 9

40. Were flow through funds transmitted in a timely manner? 34 CFR 80.20(b)(7) (Finding 10111 RCA 10111-1)

☒ ☒ ☐
☒ ☐

Comments/Proof Indicators: Records on file

These boxes are automatically populated when your NCLB Consolidated Application is approved. Do not try to check them.
Title I Title II Title IV

Yes No
N/A

Financial - Continued 10

41. Were flow through funds expended by the subrecipient in accordance with the grant agreements? 34 CFR 80.20(b)(1)(2)(3)(4)(5)(6)(7) (Finding 10112 RCA 10112-1)

☒ ☒ ☐

☒ ☐
☐

Comments/Proof Indicators: Records on file

These boxes are automatically populated when your NCLB Consolidated Application is approved. Do not try to check them.
Title I Title II Title IV

Yes No
N/A

Financial - Continued 11

42. Did the grant recipient have excess cash balances of grant funds on hand? 34 CFR 80.21(h)(2)(i)(Finding 10123 RCA 10123-1)

☒ ☒ ☐

☒ ☐
☐

Comments/Proof Indicators: The only excess funds are approved carryover funds which are expended in the following fiscal year

These boxes are automatically populated when your NCLB Consolidated Application is approved. Do not try to check them.
Title I Title II Title IV

Yes No
N/A

Financial - Continued 12

43. Were all invoices, receipts and cancelled checks available to support costs claimed? 34 CFR 80.20(b)(6) and OMB A-87(B)(10)(11) (Finding 10116 RCA 10116-1)

☒ ☒ ☐

☒ ☐
☐

Comments/Proof Indicators: Records on file

These boxes are automatically populated when your NCLB Consolidated Application is approved. Do not try to check them.
Title I Title II Title IV

Yes No
N/A

Financial - Continued 13

44. Does the LEA comply with the requirement for a competitive bidding process? (Finding 10125 RCA

☒ ☒ ☐

☒ ☐



Comments/Proof Indicators: Follow legal requests

2014-15 School Calendar

At the January 13, 2014 Board of Education meeting the administration proposed the attached 2014-15 School Calendar.

It is recommended that the Board adopt the proposed 2014-15 school calendar as presented.

Building Futures
ADDISON TRAIL
WILLOWBROOK

August, 2014

Mon	Tues	Wed	Thur	Fri	Total
				1	
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22	3
L 25	26	27	28	29	5
					8

September, 2014

Mon	Tues	Wed	Thur	Fri	Total
H	2	3	ED 4	5	4
L 8	9	10	11	12	5
L 15	16	17	18	19	5
L 22	23	24	25	26	5
L 29	30				2
					21

October, 2014

Mon	Tues	Wed	Thur	Fri	Total
		1	2	3	3
L 6	7	8	PC 9	10	3
H	14	15	16	17	4
L 20	21	22	23	24	5
L 27	28	29	30	31	5
					20

November, 2014

Mon	Tues	Wed	Thur	Fri	Total
L 3	4	5	6	7	5
L 10	11	12	13	14	5
L 17	18	19	20	21	5
= 24	= 25	= 26	H	= 28	
					15

December, 2014

Mon	Tues	Wed	Thur	Fri	Total
L 1	2	3	4	5	5
L 8	9	10	11	12	5
L 15	16	17	18	ED 19	5
X	X	X	X	X	
X	X	X			
					15

January, 2015

Mon	Tues	Wed	Thur	Fri	Total
			X	X	
L 5	6	7	8	9	5
L 12	SE 13	SE 14	SE 15	16	4
H	20	21	ED 22	23	4
L 26	27	28	29	30	5
					18

February, 2015

Mon	Tues	Wed	Thur	Fri	Total
L 2	3	4	5	6	5
L 9	10	11	12	13	5
H	17	18	19	20	4
L 23	24	25	26	27	4
					18

March, 2015

Mon	Tues	Wed	Thur	Fri	Total
H	3	4	5	6	4
L 9	10	11	12	13	5
L 16	17	18	19	20	5
L 23	24	25	26	27	5
X	X				
					19

April, 2015

Mon	Tues	Wed	Thur	Fri	Total
		X	X	X	
L 6	7	8	9	10	5
L 13	14	15	16	17	5
L 20	21	22	23	24	5
L 27	28	29	30		4
					19

May, 2015

Mon	Tues	Wed	Thur	Fri	Total
				1	1
L 4	5	6	7	8	5
L 11	12	13	14	15	5
L 18	19	20	21	22	5
H	26	27	28	29	4
					20

June, 2015

Mon	Tues	Wed	Thur	Fri	Total
L 1	SE 2	SE 3	SE/Y 4	EI 5	4
E 8	E 9	E 10	E 11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30				
					4

First Day of Classes August 20, 2014
Graduation June 7, 2015
Last Day of Classes June 4, 2015 (provided no emergency days are used)

SCHOOL HOLIDAYS/BREAKS

Labor Day September 1, 2014
Columbus Day October 13, 2014
Thanksgiving Break November 24 thru 28, 2014
Winter Break Dec. 22, 2014 thru Jan. 2, 2015
Christmas Day December 25, 2014
New Year's Day January 1, 2015
M.L. King's Birthday January 19, 2015
President's Day February 16, 2015
Casimir Pulaski Day March 2, 2015
Spring Break March 30 thru April 3, 2015
Memorial Day May 25, 2015

Parent/Teacher Conference Schedule:

October 9. 1:00 - 8:00 p.m.

LEGEND:

H Legal School Holidays
 ♦ Institutes
 = Not in Attendance
 { School Begins
 } School Closes
 L Late Arrivals - Begin at 9:00 a.m.
 PC Parent Conference
 ° Teacher Work Day
 * End of Semester
 ED Shortened Schedule (1:40 Dismissal)
 SE Semester Ends
 E Emergency/Non-Attendance
 Y Teacher Check-Out/Last School Day
 ! Final Teacher Check-Out Day
 ® Prairie State Exams

First Semester Exams: January 13 Thru 15, 2015

Second Semester Exams: June 2 Thru 4, 2015

Note: June 5, 8, 9, 10 & 11, 2015 will be declared Special Holidays if not used for emergency days.

Actual Days in Attendance: 1st Semester: 88; 2nd Semester: 89; Institute Days: 4; Parent Conferences: 1; Teacher Work Day: 1; Emergency Days: 5

TOTAL: 188

Adopted By Board of Education (date)

Building Futures

Buildings and Grounds Committee Meeting

Tuesday, December 03, 2013

Board Conference Room, District Administrative Office

MINUTES

Present: Jay Irvin, Tommy Edmier, Mark Johnson, Scott Helton,
Ed Hoster, Bob Flemming, Courtney Dement, Tom Manka,
Scott Flanagan (Wight & Co.)

Absent: Tom Cantlin

Meeting called to order at 5:30 p.m. in the District 88 Conference Room.

o **ATHS / WBHS floor settling update**

- 1) Scott Flanagan presented recommendation to accept the proposal from Livewire Systems at a cost of \$1900 to saw cut a 2' x 2' section of the floor at Willowbrook HS Field House area in question so we can determine once and for all if the grade beam is installed and if rebar was installed properly as designed. Proposal includes the repair of said area after we are done but not the scanning of the area. Mr. Manka will obtain updated quotes for the GPR scanning. Tentative timeline may be this winter break if the facility activities can accommodate. Committee discussed the plan and authorized us to proceed. We will be notifying Eagle Concrete of this next step and include the cost of replacement tile work for this area in forthcoming demand letter we will be sending.
- 2) Mr. Flanagan provided update for the Addison Trail HS tile problem areas including that Libertyville Tile will perform the tile replacement work and joint installation as discussed at the November committee meeting. Furthermore, they will do so at no cost to the district even though the warranty for these areas is expired. As for the student commons area where Eagle Concrete will be performing repairs, we have the cost estimate of \$4100 including replacement of our attic stock tile that will be billed to Eagle. The terms of understanding with Eagle Concrete are being finalized and scheduling of this work is likely for the early summer when student traffic can be managed and concrete curing time sufficient to complete the work.
- 3) Mr. Irvin recommended that we take a closer look at all areas throughout the two campuses regarding tile separation such that any

and all corrective measures relating to the BTF construction and Eagle Concrete/Libertyville Tile are taken care of now.

o **Culvert Restoration Project at Willowbrook HS**

Mr. Flanagan updated the committee regarding some final changes that the Kane/DuPage Soil and Water Conservation District (KDSWCD) is requiring including the stipulation that only one culvert be worked on at a time and other particular steps allowed during the project. Permit was approved and we are waiting on release from Village of Villa Park to proceed. Changes were presented to Hoppy's Landscaping to see what scheduling will be and if any added cost will be likely regarding the changes now required under the permit.

o **Highlander Field Project and ATHS Detention Area**

Dr. Helton and Mr. Manka updated the committee regarding the progress with this field including seeding and still waiting for the fire hydrant to be reinstalled by the Village of Addison. McGinty has taken responsibility for the poor grass seed growth in the detention area and will be applying a different type of seed that they believe will thrive in the existing conditions. In addition, they will be testing the soil to determine exact conditions that we are dealing with in this area.

o **Summer 2014 Facility Improvement Planning**

Mr. Hoster informed the committee that the administration will be working with Wight & Co. to prepare recommendations for facility improvement work that should be considered for the summer 2014 and present that at the next committee meeting. At this time the recent roof inspection findings and recommendations will become the foundation of future project work over the next five years or so. In addition, the Administration will begin to develop a long term facility improvement plan for the district to effectively plan, organize and complete priority projects for each campus. The committee discussed this further and all agreed this was a critical element that we need to maintain the facilities and investment that has been made by the community.

- o Next meeting will be Tuesday, January 7, 2014

Meeting was adjourned at 6:05 P.M.

President, Board of Education

Secretary, Board of Education

Attest: _____

Date

DUPAGE HIGH SCHOOL
DISTRICT 88 ADDISON TRAIL
 WILLOWBROOK

Building Futures

Buildings & Grounds Committee Meeting

Tuesday, December 3, 2013, 5:30 p.m.
 District Office

AGENDA

1. Floor Settlement, Next Steps – D88/Wight & Co.
2. Culvert Repair Project @ WBHS– D88
3. Highlander Field Update – D88
4. Detention Area @ATHS Update – D88
5. Summer 2014 Facility Improvement Planning - D88/Wight & Co
6. Other
7. Adjournment

District 88 Strategic Plan

- Goal 1:** Addison Trail, Willowbrook High Schools and District 88 will develop plans to improve student performance, close the achievement gap and monitor the acquisition of 21st Century knowledge and skills.
- Goal 2:** Learning programs will focus on high local and global standards, incorporating: critical thinking, applied learning, interdisciplinary curriculum, project-based, career connected, articulated programs and digital learning.
- Goal 3:** Provide time and resources for on-going professional growth and development programs that focus on learning standards, diverse learners, assessment and data practices, instructional strategies and social-emotional learning.
- Goal 4:** Create school-community partnerships that embrace youth, learning and activity before/during/after school hours.

DUPAGE HIGH SCHOOL
DISTRICT 88 ADDISON TRAIL
 WILLOWBROOK

Building Futures

Board of Education Special Meeting

Tuesday, December 10, 2013

Board Room, District Administrative Offices

6:30 P.M.

MINUTES

Call to Order

Mr. Irvin, vice president of the board, called the meeting to order at 6:31 p.m.

Pledge of Allegiance

Roll Call

Members Present: Mrs. Kucik, Mr. Johnson, Mr. Gillen, Mr. Irvin, Mr. Edmier

Members Absent: Mrs. Lullo, Mrs. Cain

Others Present: Dr. Helton, Mr. Hoster, Mrs. Presta

Petitions and Hearings

None

SEPARATE ACTION ITEM

A. Classified Letter of Agreement

Dr. Helton presented the Board with corrected pages 41 and 42, which reflect minor changes in dollar amounts by a couple of cents, and gave a brief overview of changes to the agreement. Questions were asked and answered regarding the content of the agreement.

Mrs. Kucik moved and Mr. Johnson seconded to approve the Classified Letter of Agreement as presented.

Roll Call vote:

Ayes: Mrs. Kucik, Mr. Johnson, Mr. Gillen, Mr. Edmier

Nays: None

Abstentions: Mr. Irvin

Motion carried.

Public Comments

None

Adjournment

Mr. Edmier moved and Mrs. Kucik seconded that the meeting adjourn.

Voice vote.

Motion carried unanimously. The board meeting adjourned at 6:40 p.m.

Vice President, Board of Education

Secretary, Board of Education

Attest: _____
Date

DUPAGE HIGH SCHOOL
DISTRICT 88 ADDISON TRAIL
 WILLOWBROOK

Building Futures

Board of Education Special Meeting

Tuesday, December 10, 2013

Board Room, District Administrative Offices

6:30 P.M.

A G E N D A

1. **Call To Order**
2. **Roll Call**
3. **Petitions and Hearings**
 It is the practice of this Board of Education to provide a place on the agenda for and welcome comments and suggestions from the public.
4. **Separate Action**
 A. Classified Letter of Agreement (p.1-61)
5. **Public Comment:** Related to the discussion and/or actions of the board on the above agenda item.
6. **Adjournment**

District 88 Strategic Plan

- Goal 1:** Addison Trail, Willowbrook High Schools and District 88 will develop plans to improve student performance, close the achievement gap and monitor the acquisition of 21st Century knowledge and skills.
- Goal 2:** Learning programs will focus on high local and global standards, incorporating: critical thinking, applied learning, interdisciplinary curriculum, project-based, career connected, articulated programs and digital learning.
- Goal 3:** Provide time and resources for on-going professional growth and development programs that focus on learning standards, diverse learners, assessment and data practices, instructional strategies and social-emotional learning.
- Goal 4:** Create school-community partnerships that embrace youth, learning and activity before/during/after school hours.

DUPAGE HIGH SCHOOL
DISTRICT 88 ADDISON TRAIL
 WILLOWBROOK

Building Futures

Board of Education
Regular Business / Educational Focus Meeting

Monday, December 16, 2013
 Board Room, District Administrative Offices

7:30 P.M.

MINUTES

Call to Order

Mr. Irvin, vice president of the board, called the meeting to order at 7:31 p.m.

Pledge of Allegiance

Roll Call

Members Present: Mrs. Lullo, Mrs. Kucik, Mr. Johnson, Mr. Gillen, Mr. Irvin, Mr. Edmier,

Members Absent: Mrs. Cain

Others Present: Dr. Helton, Messrs. Hoster, Krause, Cibulka, Flemming, Lenaghan,
 Mss. Barbanente, Duffin, Hardtke, Presta

Petitions and Hearings

None

Public Hearing on the 2013 Tax Levy

Mr. Irvin, vice president of the board, asked for a motion to declare the public hearing on the proposed tax levy for the year 2013 open. Mrs. Kucik moved and Mr. Johnson seconded to open the public hearing. The public hearing was opened at 7:32 p.m.

Roll Call vote:

Ayes: Mrs. Kucik, Mr. Johnson, Mr. Gillen, Mr. Irvin, Mr. Edmier, Mrs. Lullo

Nays: None

Motion carried.

Comments and Questions Concerning the 2013 Tax Levy

Mr. Edward Hoster, Chief Financial Officer, reviewed the proposed tax levy for 2013, noting that the public notice of this public hearing was published in the Addison Press and the Villa Park Argus on the 6th day of December 2013. Mr. Hoster also referenced the Tax Levy Worksheet reflecting the proposed 2013 levy of \$51,368,014. Board members and the audience were given the opportunity to ask questions.

Mr. Irvin asked for a motion to close the public hearing. Mrs. Kucik moved and Mr. Gillen seconded to declare the public hearing closed. The public hearing was closed at 7:33 p.m.

Roll Call Vote:

Ayes: Mrs. Kucik, Mr. Gillen, Mr. Irvin, Mr. Edmier, Mrs. Lullo, Mr. Johnson

Nays: None

Motion carried.

RECOGNITION OF DISTRICT 88 SUCCESSES

88's Best Students

88's Best Students Hector Sanchez-Rios, Addison Trail, and Alex Bardesi, Willowbrook, were recognized for the month of December. The students were congratulated on their many accomplishments. The students thanked the Board, their teachers and their families for their support. As a token of their achievements, Hector and Alex were given an 88's Best glass sculpture, and a certificate.

Mr. Irvin called for a break at 7:49 p.m.

Mr. Irvin called the meeting back to order at 8:01 p.m.

Roll Call

Members present: Mrs. Lullo, Mrs. Kucik, Mr. Johnson, Mr. Gillen, Mr. Irvin, Mr. Edmier

Members absent: Mrs. Cain

MOTION TO AMEND AGENDA

Mrs. Kucik moved and Mr. Johnson seconded to strike item 17E, Possible Action to Discipline and/or Dismiss a Specific Employee of DuPage High School District 88, from the agenda.

Roll Call vote:

Ayes: Mrs. Kucik, Mr. Johnson, Mr. Gillen, Mr. Irvin, Mr. Edmier, Mrs. Lullo

Nays: None

Motion carried.

EDUCATIONAL FOCUS ITEM

Ombudsman Plus Program

Mrs. Jean Barbanente, Assistant Superintendent, presented the Ombudsman Plus Program, which is an alternative education program for special education high school students. The program provides intensive behavioral support, comprehensive wrap-around services, rigorous academics and ongoing support for re-integrating students into their district schools. District 88 and District 87 would partner together in this program, allowing District 88 to have two-thirds of the enrollment and take the lead on the curriculum.

Discussion was had on several topics.

DISCUSSION ITEMS "REQUIRING ACTION"

A. **Adoption of 2013 Tax Levy**

Mrs. Kucik moved and Mr. Johnson seconded to adopt the Resolution Authorizing and Directing Tax Levy, including authorizing the Certificate of Tax Levy for the year 2013 to be filed with the DuPage County Clerk.

Roll Call vote:

Ayes: Mrs. Kucik, Mr. Johnson, Mr. Gillen, Mr. Irvin, Mr. Edmier, Mrs. Lullo

Nays: None

Motion carried.

Mrs. Kucik moved and Mr. Johnson seconded to adopt the Resolution Authorizing and Directing Certain Special-Purpose Tax Levies.

Roll Call vote:

Ayes: Mrs. Kucik, Mr. Johnson, Mr. Gillen, Mr. Irvin, Mr. Edmier, Mrs. Lullo

Nays: None

Motion carried.

B. **List of Bills for November 2013**

Mrs. Kucik moved and Mrs. Lullo seconded to approve the List of Bills for November 2013, in the amount of \$4,843,722.72.

Roll Call vote:

Ayes: Mrs. Kucik, Mrs. Lullo, Mr. Gillen, Mr. Irvin, Mr. Edmier, Mr. Johnson

Nays: None

Motion carried.

C. **Treasurer's Report for November 2013**

Mrs. Kucik moved and Mr. Gillen seconded to approve the Treasurer's Report for November 2013.

Roll Call vote:

Ayes: Mrs. Kucik, Mr. Gillen, Mr. Irvin, Mr. Edmier, Mrs. Lullo, Mr. Johnson

Nays: None

Motion carried.

D. **Budget Status Report for November 2013**

Mrs. Kucik moved and Mr. Johnson seconded to approve the Budget Status Report for November 2013.

Roll Call vote:

Ayes: Mrs. Kucik, Mr. Johnson, Mr. Edmier, Mrs. Lullo, Mr. Gillen, Mr. Irvin

Nays: None

Motion carried.

E. Fundraiser Contract Exceeding \$1,000

Mrs. Kucik moved and Mr. Gillen seconded to approve the following fundraiser contract: Willowbrook Boys Basketball – selling candy to raise money for team uniforms; Willowbrook Girls Basketball – selling candy to raise money for basketball equipment and summer camp; and Willowbrook Boys Baseball – hosting a baseball clinic to raise money for team uniforms.

Mr. Johnson asked for clarification regarding the uniforms and baseball clinic. Dr. Helton responded that the uniforms consist of t-shirts, warm-ups, hoodies and the like for the athlete's personal use. As for the baseball clinic, the instructor's time is donated and all proceeds will go toward uniforms.

Roll Call vote:

Ayes: Mrs. Kucik, Mr. Gillen, Mrs. Lullo, Mr. Johnson, Mr. Irvin, Mr. Edmier

Nays: None

Motion carried.

F. Donations

Mrs. Kucik moved and Mr. Gillen seconded to approve the computer and camera equipment from Pravina Chhaya to Willowbrook's Community Outreach and Warrior Code Raffles; \$1,568.43 from Target's "Take Charge of Education" initiative to Willowbrook; and \$350.00 from Oxford Bank and Trust to Addison Trail's Chamber Strings.

Roll Call vote:

Ayes: Mrs. Kucik, Mr. Gillen, Mr. Johnson, Mr. Irvin, Mr. Edmier, Mrs. Lullo

Nays: None

Motion carried.

G. Approval of List of Bills Exceeding \$5,000.00

Mrs. Kucik moved and Mr. Gillen seconded to approve the List of Bills Exceeding \$5,000.00.

Roll Call vote:

Ayes: Mrs. Kucik, Mr. Gillen, Mr. Johnson, Mr. Irvin, Mr. Edmier, Mrs. Lullo

Nays: None

Motion carried.

H. Personnel

Mrs. Kucik moved and Mr. Edmier seconded to approve the following Personnel Report.

CLASSIFIED STAFF RESIGNATION:

- Danielle Fritsche, Willowbrook Special Education Teacher Aide, effective December 13, 2013.

Personnel – continuedCLASSIFIED STAFF RETIREMENT:

- Rita Christopher, District Office Executive Assistant to the Chief Financial Officer, effective June 30, 2015, at which time Rita will have 15 years of service with District 88.

Roll Call vote:

Ayes: Mrs. Kucik, Mr. Edmier, Mr. Gillen, Mrs. Lullo, Mr. Johnson

Nays: None

Present: Mr. Irvin

Motion carried.

I. **Ombudsman Plus Contract**

Discussion was had and tabled for next month.

J. **School Community Coordinator**

Mrs. Kucik moved and Mr. Johnson seconded to approve the School Communications Coordinator position for the second semester of the 2013-14 school year.

Roll Call vote:

Ayes: Mrs. Kucik, Mr. Johnson, Mr. Edmier, Mrs. Lullo, Mr. Gillen, Mr. Irvin

Nays: None

Motion carried.

K. **Minutes**

Mrs. Kucik moved and Mr. Gillen seconded to approve the following Board of Education minutes: November 5, 2013, Buildings & Grounds Committee meeting; November 11, 2013, Regular Business Board meeting; November 11, 2013, Closed Session Board meeting; November 12, 2013, Evaluation and Compensation Committee meeting; November 12, 2013, Closed Session Committee meeting; November 18, 2013, Educational Focus Board meeting; and, November 18, 2013, Closed Session Board meeting.

Roll Call Vote:

Ayes: Mrs. Kucik, Mr. Gillen, Mrs. Lullo, Mr. Johnson, Mr. Irvin, Mr. Edmier

Nays: None

Motion carried.

INFORMATION/DISCUSSION ITEMS

Credit Card Payment Summary

Mr. Edward Hoster, Chief Financial Officer, reviewed the district's credit card use report for November 2013, as outlined in Board Policy 4:55, Use of Credit and Procurement Cards.

School Recognition

Principals Adam Cibulka and Dan Krause highlighted upcoming events, accomplishments and recognitions for each school.

Addison Trail

- Congratulations, Maggie O'Brien! She was recognized for her excellence in community service and volunteerism and selected as a member of the 2013-14 Daily Herald Leadership Team.
- Congratulations to Ernesto Ramirez, who received the Chick Evans Caddie Scholarship! Ernesto is the third Addison Trail student in the last four years to earn a Chick Evans Scholarship.
- Congratulations to our Blazer Golden Apple Winners! The recipients of this award were recognized for their outstanding work in the classroom and making a difference in the lives of their students. The Blazer Golden Apple winners are: Elizabeth Clifford, Mike Galfi, Stacey Puccini, Enza Spilotro, Steve Nelson, Jason Bugajsky, Eric Norberg, Mike Maaske, Jim Perusich, Patty Hochheimer, Sheri D'Ambrose, John Turner, Mary Kelsay, Jose Hernandez, Mark Olson and Itzel Carranza.
- Fifty-eight students were recognized as Illinois State Scholars. Congratulations!
- Congratulations to the Coed and JV Cheerleading teams! Both teams took 1st place at competition and qualified for the ICCA Championship, which will take place in January.

Willowbrook

- Congratulations to the JV Cheerleading team! The team qualified for the ICCA Championship in January.
- The girls basketball team is undefeated. Go, Warriors!
- Congratulations to Shaun Hurdelbrink, who received the Chick Evans Caddie Scholarship!
- This week, we invited alumni to participate in several events such as: Art Alumni Day, AP Lunch-n-Learn and Alumni Day. Today we hosted Art Alumni Day, where graduates came back to share their work and accomplishments with current students.
- Congratulations to the CenterStage Choir, who sang live on WGN 720 radio last Thursday! Later that day, they put on a fantastic Holiday Concert with our Guitar, Orchestra and Choir students.
- The WB student council collected toys and gifts for local families and children who might otherwise not receive them. The collected items were recently delivered to York Township in Lombard.
- Final exams will be January 14 through 16, 2014.

Board Member Reports

Mrs. Kucik reported out on the PIE Foundation fundraiser and expressed her gratitude on the checkout process.

Mrs. Kucik further reported that on March 8, 2014, is the Dennis Doyle's 3-on-3 Basketball.

Mr. Gillen reported out on the Principal's Cup of Cheer at Addison Trail.

Public Comments

None

Announcements

- o Regular Business Board Meeting: Monday, January 13, 2014, 7:30 p.m., District, Board Room located at: District Administrative Offices, 2 Friendship Plaza, Addison, IL 60101.
- o Educational Focus Board Meeting: Monday, January 27, 2014, 7:30 p.m., District, Board Room located at: District Administrative Offices, 2 Friendship Plaza, Addison, IL 60101.

Closed Session Meeting

Mrs. Kucik moved and Mr. Gillen seconded to go into closed session to discuss the appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body, and discussion of minutes of meetings lawfully closed under this Act, whether for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by Section 2.06 (5 ILCS 1202.06), and collective negotiating matters. The Board went into closed session at 9:16 p.m.

Roll Call Vote:

Ayes: Mrs. Kucik, Mr. Gillen, Mrs. Lullo, Mr. Johnson, Mr. Irvin, Mr. Edmier

Nays: None

Motion carried.

Reconvene to Open Meeting

The board returned to open session at 9:53 p.m.

Roll Call:

Members Present: Mr. Johnson, Mr. Gillen, Mr. Irvin, Mr. Edmier, Mrs. Lullo, Mrs. Kucik

Members Absent: Mrs. Cain

Action Necessitated by Closed Session**A. Closed Session Meeting Minutes**

Mrs. Kucik moved and Mr. Gillen seconded to adopt the "Closed Session Resolution" causing the minutes of the closed sessions from the following dates to be released: May 13, 2013, June 10, 2013, June 24, 2013, August 12, 2013, September 9, 2013, September 23, 2013, October 7, 2013, October 21, 2013; the minutes of all other closed sessions from May 20, 2013 through October 21, 2013 to remain classified; and all other closed session minutes not enumerated on Exhibits A and B shall continue to remain classified.

Roll Call Vote:

Ayes: Mrs. Kucik, Mr. Gillen, Mr. Irvin, Mr. Edmier, Mrs. Lullo, Mr. Johnson

Nays: None

Motion carried.

B. Approval of Employer Criteria for Early Retirement Option

Dr. Helton presented the provisions of the DuPage High School District 88 Employer Criteria for Early Retirement Option as agreed upon by the administration and the Union.

Mrs. Kucik moved and Mr. Gillen seconded to approve the adoption of the DuPage High School District 88 Employer Criteria for the TRS Early Retirement Option as presented.

Roll Call Vote:

Ayes: Mrs. Kucik, Mr. Gillen, Mr. Irvin, Mr. Edmier, Mrs. Lullo, Mr. Johnson

Nays: None

Motion carried.

C. Approval of Mike Farina's, Employee #12162013, Request to Exercise the Early Retirement Option

Mrs. Kucik moved and Mr. Johnson seconded to approve Mike Farina's, Employee #12162013, request to exercise the TRS Early Retirement Option, effective at the end of the 2013-14 school year.

Roll Call Vote:

Ayes: Mrs. Kucik, Mr. Johnson, Mr. Edmier, Mrs. Lullo, Mr. Gillen, Mr. Irvin

Nays: None

Motion carried.

D. Approval of Contracts for the Current Administrative Team

Mrs. Kucik moved and Mr. Gillen seconded to approve the employment contract of Assistant Superintendent, Mrs. Jean Barbanente as presented for the 2013-14 school year.

Roll Call Vote:

Ayes: Mrs. Kucik, Mr. Gillen, Mr. Johnson, Mr. Irvin, Mr. Edmier, Mrs. Lullo

Nays: None

Motion carried.

Mrs. Kucik moved and Mr. Johnson seconded to approve the five year employment contract of Willowbrook High School Principal, Mr. Dan Krause from July 1, 2014 through June 30, 2019, as presented.

Roll Call Vote:

Ayes: Mrs. Kucik, Mr. Johnson, Mr. Gillen, Mr. Irvin, Mr. Edmier, Mrs. Lullo

Nays: None

Motion carried.

Mrs. Kucik moved and Mr. Gillen seconded to approve the five year employment contract of Superintendent, Dr. Scott Helton from July 1, 2014 through June 30, 2019, as presented.

Roll Call Vote:

Ayes: Mrs. Kucik, Mr. Gillen, Mr. Irvin, Mr. Edmier, Mrs. Lullo, Mr. Johnson

Nays: None

Motion carried.

E. Possible Action to Discipline and/or Dismiss a Specific Employee of DuPage High School District 88

Item was stricken by earlier Motion.

Adjournment

Mrs. Kucik moved and Mrs. Lullo seconded that the meeting adjourn.

Voice vote.

Motion carried unanimously. The board meeting adjourned at 10:04 p.m.

Vice President, Board of Education

Secretary, Board of Education

Attest: _____
Date

MAINTENANCE UNIFORM SUPPLIER REQUEST

On January 08, 2014 DuPage High School District 88 received a request from Mr. Jack Schofield from A+ Career Apparel for the following information:

Copies of the following records pertaining to maintenance uniform supplier for DuPage School District's Addison Trail High School and Willowbrook High School.

- Names of past bidders and or current supplier.
- Uniform Bid Tally 11-2012
- Uniform Bid Responders 11-2012
- Uniform Bid 10-2012
- Uniform Bid 1-2014

The information was mailed to Mr. Jack Schofield on Tuesday, January 15, 2014.