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Measuring Up Core Success Practice Tests
PARCC Edition

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INTRODUCTION

Mastery Education has been providing authentic practice for PARCC assessments in both print and digital since the launch of the test blueprints. In 2015, Mastery Education launched its new program *Measuring Up*® Core Success, a standards-mastery program designed to teach essential college and career ready standards. *Measuring Up* Core Success makes mastering the standards accessible for all students. As a companion to this breakthrough program, Mastery Education has also created consortium-specific practice tests that will prepare students for all item types and tasks they will encounter on the PARCC assessment.

The Core Success Practice Tests cover both English Language Arts (ELA) and Mathematics in grades 3–8. These tests each include:

- One complete Performance-Based Assessment
- One Complete End-of-Year Assessment

Core Success Practice Tests reflect the same rigor of the PARCC assessments, and each Practice Test follows the progression of Webb's Depth of Knowledge guide and the Revised Bloom's Taxonomy. Student responses to ELA items require close reading, textual evidence, and analytic writing. Math items require explanation, reasoning, and multi-step problem solving. Core Success Practice Tests were designed based on sample items and test blueprints provided by PARCC.

DISTINCTIVE FEATURES OF THE PARCC ASSESSMENT

PARCC assessments are designed to focus on the three key shifts embodied in each of the ELA and Math Common Core State Standards. It is the aim of PARCC that their ELA assessments will embody the following significant principles in ELA/Literacy instruction:

1. **Reading complex texts:**

   - Students must read and comprehend a range of grade-level complex texts, including texts from the domains of ELA, science, history/social studies, technical subjects, and the arts.
   - Vocabulary is assessed in the context of reading passages.
   - Both close, analytic reading and comparing and synthesizing ideas across texts are expected.
   - Students read short passages and longer or extended passages

2. **Writing effectively when using and/or analyzing sources:**
   - Students must read carefully and closely; gathering evidence to support an explanation, summary, claim, or comparison about what is read; and analyzing, integrating, and presenting the supporting evidence in writing.

3. **Conducting and reporting on research:**
   - Students must demonstrate their ability to gather resources, evaluate their relevance, and report on information and ideas they have investigated.

4. **Speaking and listening:**
   - Students must demonstrate a range of interactive oral communication and interpersonal skills, including (but not limited to) skills necessary for making formal presentations, working collaboratively, sharing findings, and listening carefully to the ideas of others.

5. **Language use for reading, writing, and speaking:**
   - Students must have a strong command of grammar and spoken and written academic English.

(PARCC. PARCC Model Content Frameworks for ELA Literacy, 2012, p.3-4.)

The aim of the PARCC math assessments is that they embody the following principles of mathematics instruction:

1. **Focus:**
   - Students must have sufficient time to think, practice, and integrate new ideas into their growing knowledge structure
2. **Coherence:**
   - Coherence ensures that students see mathematics as a logically progressing discipline, which has intricate connections among its various domains and requires a sustained practice to master.
3. **Rigor:**
   - Conceptual Understanding—students must understand concepts in order to solve problems.
   - Procedural Skill and Fluency—students must learn important procedures of mathematics with attaining skill and fluency in them.
   - Application—students must be able to apply mathematics to problems arising in everyday life, society, and the workplace.

(PARCC.PARCC Model Content Frameworks for Mathematics, 2014, p.7-9.)

Core Success Practice Tests for PARCC emulate PARCC's focus on the significant shifts in the new ELA and Math Common Core State Standards, principles of ELA and mathematics instruction, distinct organization of assessment items, and PARCC item and task types.

PARCC ASSESSMENT ITEM AND TASK TYPES

The newest iteration of PARCC assessments will be delivered in a single test window (after 90% of the school year has been completed). Each ELA and Mathematics assessment will be administered within 3-4 units, depending on grade level.

PARCC assessments are distinct in that their items are grouped around a specific text or writing task (ELA) or problem situation (Mathematics). The *Measuring Up* Core Success Performance-Based assessment and End of Year assessment will reflect the same item types and tasks grouped around a specific text or writing task or mathematics problem or situation.

		Technology-Enhanced (TE)	Multiple-Choice	Multi-part	Computer-Scored	Hand-Scored with Rubric
		May require students to manipulate, drag and drop or highlight answer choices	May allow for more than one correct response	Question may be broken into Part A and B so that partial credit is possible	Algorithm may be required for multiple correct answers	Includes multiple attributes and levels with points assigned
Item Type	Evidence-based Selected Response (EBSR)		X	X	X	
	Technology-enhanced Constructed Response (TECR)	X		X	X	
	Prose Constructed Response _PCR)			X		X

Included in the PARCC ELA assessments are the following item types:

- Evidence-Based Selected-Response items (EBSRs)
- Technology-Enhanced Constructed-Response items (TECRs)
- Prose Constructed Response items (PCRs)

PARCC ELA Performance Tasks include three types of tasks: **Literary Analysis** (Unit 1), **Research Simulation** (Unit 2), and **Narrative** (Unit 3) (PARCC. Grades 3-5, Grades 6-11 High Level Blueprint). For each major task, there is a set of related EBSRs, TECRs, and one or two PCRs.

PARCC ELA Performance Based Assessment Practice Test: Grade 5 ELA: Literary Analysis Task
Question #1: "Ida B" by Katherine Hannigan

Part A	Part B
Read the sentence from paragraph 1.	Which detail from the story provides the **best** clue for the meaning of the word **misery**?
 Rufus sat beside me for a while, hoping I'd be up to something more than misery. 	A. "...waiting for nothing, with nothing I wanted to do." B. "...tired of waiting and went off on his own..." C. "And right away, I knew what I had to do." D. "No plans."
What does the word **misery** mean as it is used in the sentence? A. confusion B. exhaustion C. nervousness D. unhappiness	

(PARCC. ELA Grade 5 Paper-Based Practice Test, 2015, p.7.)

For the Literary Analysis task, students are provided with one short text and one extended text and asked to respond to several EBSRs and TECRs and one PCR. For example, in a PARCC grade 4 sample task, students are asked to read two texts: "Kira-Kira" by Cynthia Kadohata and "Cricket and Cougar." They are then asked to answer 4 EBSRs, 2 TECRs, and 1 PCR. In the following example, an EBSR is broken into two parts. In part A students must first tackle a critical vocabulary word, and then for part B find textual evidence to support their answer for part A.

Measuring Up Core Success Practice Test PARCC Edition: Grade 5 ELA: Literary Analysis Task
Questions #8-9: "The Gift of Healing"

Part A	Part B
What is the meaning of the word constant in paragraph 13? A. quick B. loyal C. serious D. continuing	Which sentence from paragraph 14 best clarifies the meaning of constant?
	I. "For weeks and weeks, Clara never left her brother's side."
	I. "She stayed home from school to care for David, and she followed the doctor's instructions perfectly."
	III. "She thought of numerous stories and songs to share with David to keep his spirits up."
	IV. "Eventually, the visible wounds healed, but David was still very sick."
	E. I only F. I and II only G. II and III only H. *IV only I. III and IV only

(MUCS. Practice Test PARCC Edition. Grade 5 ELA/Literacy. Literary Analysis Task, 2015, p.9.)

Measuring Up Core Success provides similar EBSRs based on two texts with questions broken into two parts. For example, in part B below students must find supporting evidence for their answer to part A.

In the following TECR sample item, for a computer-based version of the same PARCC Literary Analysis Task, students must manipulate text to create a chronologically correct summary of events.

PARCC ELA Performance Based Assessment Practice Test: Grade 5 ELA: Literary Analysis Task	
Question #3: "Ida B" by Katherine Hannigan	

Possible Descriptions:	Possible Supporting Evidence:
Angry	"…I might not come back in one piece."
Determined	"Claire's mother spotted me…"
Undecided	"…stood, dusted off her hands, and watched."
Forgiving	"…making myself look her in the eye..."
Protective	"…had his arm around mama's leg…"
sympathetic	"Everything was there, but nothing was happening one way or another."

Description of Narrator's Feeling	Supporting Evidence for Narrator's Feeling	Description of Claire's Feeling	Supporting Evidence for Claire's Feeling

(PARCC. ELA Grade 5 Computer-Based Practice Test, 2015.)

Measuring Up Core Success Practice Test PARCC Edition: Grade 5 ELA: Literary Analysis Task	
Question #5: "The Gift of Healing"	

Create a summary of the story using the sentences listed here. Place the sentences in the chart in the order they happened.

Clara's brother, David, gets injured, and Clara is thrilled to help care for him.	1.
David's recovery under Clara's care makes her decide to dedicate her life to helping others.	2.
The community helps the Barton family build a new barn.	3.
Clara wants to contribute, but no one lets her help.	4.

(MUCS. Practice Test PARCC Edition. Grade 5 ELA/Literacy. Literary Analysis Task, 2015, p.9.)

Below is a similar Core Success Practice Test item that emulates a TECR for PARCC.

Measuring Up's TECR-like items deliberately remain compatible with paper-and-pencil delivery in order to give educators more flexibility while at the same time still requiring students to apply more complex reasoning.

Students are then asked to construct an extended Prose Constructed Response (PCR), which is evaluated using a provided rubric. Below are the corresponding PCR for the PARCC Grade 5 Literary Analysis items above and a similar PCR from the Grade 5 Core Success PARCC Edition.

PARCC ELA Performance Based Assessment Practice Test: Grade 5 ELA	*Measuring Up* Core Success Practice Test PARCC Edition: Grade 5 ELA: Literary Analysis Task
Question #7: "Ida B" by Katherine Hannigan & "Moon Over Manifest" by Clare Vanderpool	Question #5: "Training for Greatness" and "The Gift of Healing"
The stories titled Ida B and Moon Over Manifest both include events that did not happen exactly how the narrators expected them to happen. Write an essay describing how each narrator's point of view influenced how these events are described. Be sure to use details from both stories.	Both "Training for Greatness" and "The Gift of Healing" are about childhood experiences that helped shape the main character's life. Compare and contrast the experiences of the main characters in each story. Discuss how their experiences contributed to who each character became. Be sure to use details from both stories.
(PARCC. ELA Grade 5 Paper-Based Practice Test, 2015, p.15.)	(MUCS. Practice Test PARCC Edition. Grade 5 ELA/Literacy. Literary Analysis Task, 2015, p.11.)

Both PARCC and *Measuring Up* Core Success use scoring rubrics for evaluating student responses. PARCC provides a combined grades 4 and 5 rubric that can be used for all PCRs (analytic: literary and research, and narrative) (PARCC. Grades 4 and 5 Condensed Scoring Rubric for Prose Constructed Responses).

In the PARCC Research Simulation tasks, students must read two short texts (except for grade 3, where there is only short text) and one extended text, respond to several EBSRs and TECRs, and then write one PCR. One of the texts in the Research Simulation task is an anchor text that introduces the task. Texts may include articles or multimedia stimuli. Below is an example of a grade 5 PCR for a PARCC Research Simulation task and a comparable grade 5 Core Success research analysis task (note the additional text in grade 5).

PARCC ELA Performance Based Assessment Practice Test: Grade 5 ELA	*Measuring Up* Core Success Practice Test PARCC Edition: Grade 5 ELA: Research Simulation
Question #: "The Amazing Penguin Rescue" by Lauren Tarshis, "The Amazing Penguin Rescue" by Dyan deNapoli, and "Update on Penguin Rescue Efforts from Oil Spill in South Atlantic"	Question #29: "About Our Dogs," "About the FBI," and "How We Investigate"
Write an essay explaining the similarities and differences in each article's point of view about penguin rescue efforts after an oil spill. Support your essay with information from all **three** sources.	You have read three articles about the FBI. Write an essay that explains what the FBI is and does. Discuss the kinds of tools the FBI uses and how they investigate crimes. Use facts and examples from the three articles in your essay.
(PARCC. ELA Grade 5 Paper-Based Practice Test, 2015, p.39.)	(MUCS. Practice Test PARCC Edition. Grade 5 ELA/Literacy, 2015, p.27.)

For the PARCC Narrative tasks students are provided with one short text, several EBSRs and TECRs, and one PCR. Students may be asked to write a story, describe a scientific process, illustrate a historical account of important figures, or create an account of events. Below is an example of a grade 5 PCR for a PARCC Narrative task and a comparable grade 5 Core Success narrative task.

PARCC ELA Performance Based Assessment Practice Test: Grade 5 ELA	*Measuring Up* Core Success Practice Test PARCC Edition: Grade 5 ELA: Narrative Task
Question #17: "The Growin' of Paul Bunyan"	**Question #6: Excerpt from "The Watch"**
You have read a passage from "The Growin' of Paul Bunyan." Think about how the story would be different if it were told from Johnny's point of view. Write the story from the point of view of Johnny.	Write an extension of "The Watch," using details from the story. You may describe how Sierra feels the next day; what she tells someone else, perhaps even you, about her dream; or what someone else thinks of her dream.
(PARCC. ELA Grade 5 Paper-Based Practice Test, 2015, p.50.)	(MUCS. Practice Test PARCC Edition. Grade 5 ELA/Literacy, 2015, p.35.)

		Technology-Enhanced (TE)	Multiple- Choice	Multi-part	Computer-Scored	Hand-Scored with Rubric
		May require students to manipulate, drag and drop or highlight answer choices	May allow for more than one correct response	Question may be broken into Part A and B so that partial credit is possible	Algorithm may be required for multiple correct answers	Includes multiple attributes and levels with points assigned
Task Type	Type 1 Tasks, assessing concepts, skills and prodecures	X	X	X	X	
	Type II Tasks, assessing expressing mathematical reasoning	X		X	X	X
	Type III Tasks, assessing modeling/ applications	X		X	X	X

Similarly, Math items in the PARCC assessments may be one of three types of task (PARCC. Task Prototypes and New Sample Items for Mathematics):

- Type I Tasks - *assessing concepts, skills and procedure;*
- Type II Tasks - *assessing expressing mathematical reasoning;*
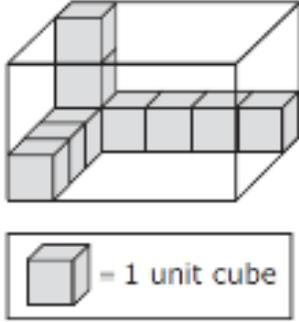- Type III Tasks - *assessing modeling/applications.*

PARCC mathematics performance tasks include a combination of these tasks organized around a specific problem
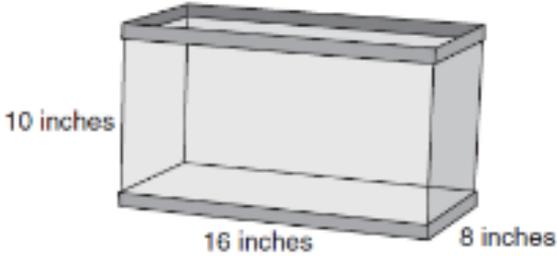
PARCC and *Measuring Up* Core Success also provide Type I tasks with multiple correct answers and tasks with two parts (A and B), allowing for students to receive partial credit and to use information from one problem to answer another, requiring more complex problem-solving skills.

PARCC Type I tasks are stand-alone items that are not part of a larger problem to solve. In the example below, PARCC requires students to write the response in an empty space; the comparable *Measuring Up* Core Success Type I task provides empty space for a response as well.

Type II tasks and Type III tasks are designed as performance tasks where the items are grouped around a larger problem to solve and items may also be divided into a Part A and B in order for students to receive partial credit.

In the following examples of Type II and III tasks, the task is broken into two parts, which allows for partial credit, and in some cases students must use information from part A to help them answer part B. Furthermore, students must explain their reasoning and show how they arrived at their answer. The scoring rules provide points for computation as well as reasoning. Type II tasks do not necessarily have to model real-world scenarios but often do.

PARCC Grade 5: Mathematics Performance Based Assessment	*Measuring Up* Core Success Practice Test PARCC Edition: Grade 5 Mathematics
Type I Task	**Type I Task**
What is the volume of the rectangular prism in cubic units? = 1 unit cube Enter your answer in the box.	2. Use the numbers in the box to show how to use like denominators when adding 7/8 + ¾. The numbers cannot be used more than once. Write each number in the appropriate box. 4 5 6 8 9 12 $\frac{7}{8} + \frac{3}{4} = \frac{7}{8} + \boxed{}$
(PARCC. Math Grade 5 Computer-Based Practice Test, 2015.)	(MUCS. Practice Test PARCC Edition. Grade 5 Mathematics, Performance-Based Assessment, 2015, p.3.)

PARCC Grade 5: Mathematics Performance Based Assessment	Measuring Up Core Success Practice Test PARCC Edition: Grade 5 Mathematics
Type III Task	**Type III Task**
Use the information provided to answer Part A through Part C for question 14. Shannon is building a rectangular garden that is 18 feet wide and 27 feet long. **14. Part A** Write an equation that represents the area of Shannon's garden. In your equation, let g represent the area of Shannon's garden. Then solve your equation. Enter your equation and your solution in the space provided. **Part B** Shannon is putting a fence around the garden, except where there is a gate that is 3 feet wide. One foot of the fence costs $43. The cost of the gate is $128. Write an expression that represents the total cost of the fence and the gate. Explain how you determined your expression. Enter your expression and your explanation in the space provided.	Use the information provided to answer Part A and Part B for questions 15-16. Carter is at the pet store looking at aquariums. This aquarium is on sale. 10 inches 16 inches 8 inches **15. Part A** What is the volume of the aquarium? Explain how you found your answer. Write your answer and explanation in the space provided. **16. Part B** Carter is looking at an aquarium that is 4 inches longer, 2 inches wider, and 2 inches taller. Carter says that this larger aquarium only holds 16 cubic inches more water because 4 x 2 x 2 = 16. Do you agree? Justify your answer. Write your explanation in the space provided.
(PARCC. Math Grade 5 Paper-Based Practice Test, 2015, p.16-17.)	(MUCS. Practice Test PARCC Edition. Grade 5 Mathematics. Performance-Based Assessment, p.10-11.)

CONCLUSION

In conjunction with *Measuring Up* Insight and *Measuring Up* MyQuest, *Measuring Up* Core Success Practice Tests can help students in grades 3–8 meet the challenges of the Common Core State Standards and prepare for upcoming PARCC assessments. All of the *Measuring Up* tools incorporate the most current assessment information and contain a comprehensive scope of all Common Core standards at each grade level. *Measuring Up*

Core Success supports all learners with accessible Lexile levels for instruction and grade-level practice in order to challenge students with rigorous reading selections in a range of genres.

Measuring Up Core Success PARCC Edition Practice Tests are tailored to meet the specific needs and mirror the items found in the PARCC assessments. Schools can use the Core Success Practice Tests and can be assured of a seamless transition to the computer-based PARCC assessments.

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