

Irvington Public Schools:

PARCC INFORMATION



What is PARCC?

Partnership for
Assessment of
Readiness for
College and
Careers



Partnership for Assessment of
Readiness for College and Careers

- PARCC is a mandated assessment by both the state and federal government
- PARCC is developed to measure student achievement in English Language Arts (ELA)/Literacy and Mathematics based on New Jersey Student Learning Standards (NJSLS) for grades 3-8 and high school.

PARCC & ACCOMMODATIONS

What if my child has special needs? How does the test account for that?

- The PARCC tests can be taken by all students, except those with severe cognitive disabilities. The test has accommodations and supports that are built in for students with an Individualized Education Plan (IEP) or 504 Plan. Accommodations include digital scratch paper, Braille, closed captioning, and others.

ACCESSING PARCC SAMPLE QUESTIONS BY PARENTS & STUDENTS

- There are resources available to give students the opportunity to practice on computers in class. This includes taking PARCC practice tests, so they can become familiar with the tools, including calculators and highlighters, and the different types of questions, like creating a graph, typing answers in a box, etc. To see a practice test, visit <http://www.parcconline.org/assessments/practice-tests>

ACCESSING PARCC SAMPLE QUESTIONS BY PARENTS & STUDENTS

- There are also tutorials available to walk students through the different types of test items and guide them through the use of the computer based tools, including dragging and dropping, graphing and equation construction. To see the tutorial, visit <http://epat-parcc.testnav.com/client/index.html#login?username=PCTutorial&password=Tutorial>.

GUIDE TO STUDENTS' PARCC RESULTS

- Test results include a breakdown of the student's performance in categories within each subject.
- The results provide clarity on where the student needs additional practice or to be challenged by going deeper into a subject.
- The test results are used to guide a discussion with the student's teacher(s) about additional supports or challenges that may be needed in class, as well as other ways to support the student at home.

GUIDE TO STUDENTS' PARCC RESULTS

- Use student's individual scores to find resources that will match his or her areas of strength and areas for improvement.
- To find resources in every category and at every grade level, visit <http://bealearninghero.org/skill-builder> or <http://www.greatschools.org/gk/testguide/>.

SAMPLE TEST ITEMS

ENGLISH LANGUAGE ARTS

Literary Analysis Task

- **Read 2 stories**
- **Answer multiple choice questions**
 - . **Reading Comprehension**
 - . **Vocabulary**
- **Write essay based on stories read**

GRADE 3 ELA

Literary Analysis Task

GRADE 3 ELA

Literary Analysis Task

HOME / GRADE 3 ELA/LITERACY / SESSION 1 / 1 OF 13

Today, you will read two stories titled "Johnny Chuck Finds the Best Thing in the World" and "Me First." As you read, think about the actions of the characters and the events of the stories. Answer the questions to help you write an essay.

ran so fast that they were very, very hot and tired, and still they hadn't found the Best Thing in the World.

28 When the long day was over they started up the Lone Little Path past Johnny Chuck's house to their own homes. They didn't hurry now for they were so very, very tired! And they were **cross**—oh so cross! Striped Chipmunk hadn't found a single nut. Peter Rabbit hadn't found so much as the leaf of a cabbage. Bobby Coon hadn't found the tiniest bit of sweet milky corn. Jimmy Skunk hadn't seen a single beetle. Reddy Fox hadn't heard so much as the peep of a chicken. And all were as hungry as hungry could be.

29 Half way up the Lone Little Path they met Old Mother West Wind going to her home behind the hill. "Did you find the Best Thing in the World?" asked Old Mother West Wind.

30 "No!" shouted Striped Chipmunk and Peter Rabbit and Bobby Coon and Jimmy Skunk and Reddy Fox all together.

31 "Johnny Chuck has it," said Old Mother West Wind. "It is being happy with the things you have and not wanting things which some one else has. And it is called Con-tent-ment."

Part A

What does **cross** mean as it is used in paragraph 28 of "Johnny Chuck Finds the Best Thing in the World"?

- A. excited
- B. lost
- C. upset
- D. scared

Part B

Which statement **best** supports the answer to Part A?

- A. "...ran this way and ran that way..."
- B. "...hadn't found the Best Thing in the World."
- C. "...they started up the Lone Little Path..."
- D. "They didn't hurry now."

GRADE 8 ELA

Literary Analysis Task

Grade 8 ELA

Literary Analysis

Today you will analyze passages from two novels. As you read these texts, you will gather information and answer questions about the characters and points of view so you can write an analytical essay.

from *Confetti Girl*

from *Tortilla Sun*

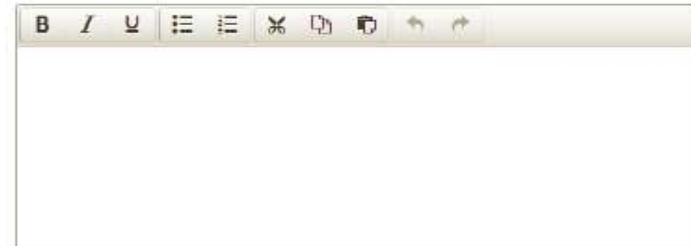
Read the passage from the novel *Confetti Girl*. Then answer the questions.

from *Confetti Girl*

by Diana López

- 1 Mom always had after-school projects waiting for me. "Can you help decorate cookies?" she'd say. Or, "Go outside and pick some flowers." Or, "Fix my nails, please." She loved to paint them, but since she wasn't coordinated with her left hand, her right-hand nails looked like a preschooler's coloring page.
- 2 I guess these projects were chores, but they were fun, too. Now when I come home, I've got to sweep, fold towels, or scrub the bathroom sink. Dad helps, but sometimes he makes a big mess.
- 3 Like today. He's got flour, potato skins, and crumpled napkins on the counter. The pot boils over with brown scum. And I don't want to talk to him because I'm still mad about the volleyball game, but I

In *Confetti Girl* and *Tortilla Sun*, the narrators have points of view different from those of their parents. Write an essay analyzing how these differences in points of view create tension in both stories. Remember to use details from both texts to support your ideas.



GRADE 11 ELA Literary Analysis Task

Grade 11 ELA Literary Analysis Task

Home / Grade 11 ELA/Literacy / Session 1 / 7 of 17

Today you will read and analyze passages from two novels. As you read these texts, you will gather information and answer questions about each text individually and about the relationship between the texts, so you can write an analytical essay.

Quicksand

The Autobiography of an Ex-Colored Man

Read the passage from the 1928 novel *Quicksand* by African-American author Nella Larsen. Then answer the questions. Then answer the questions.

from *Quicksand*

by Nella Larsen

- 1 Helga Crane felt no regret as the cliff-like towers faded. The sight thrilled her as beauty, grandeur, of any kind always did, but that was all.
- 2 The liner drew out from churning slate-colored waters of the river into the waves. The small seething ripples on the surface became little waves. It was evening. In the western sky was a pink and mauve light, which faded gradually into a soft gray-blue obscurity. Leaning against the railing, Helga stared into the approaching night, glad to be at last alone, free of that great superfluity of human beings, yellow, brown, and black, which, as the torrid summer burnt to its close, had so

Now that you have read and answered questions about the passages from *Quicksand* and *The Autobiography of an Ex-Colored Man* write an essay in which you identify and explain a theme that is similar in both passages. In your essay, discuss how each author uses the characters, events, and settings in the passages to develop the theme.

Enter your essay text here

SAMPLE TEST ITEMS

Research Simulation Task

- **Grade 3**
 - . **2 articles or digital source**
- **Grade 4-11**
 - . **3 articles or digital source**
- **Answer multiple choice questions**
 - . **Reading comprehension**
 - . **Vocabulary**
- **Write essay based on articles/ source**

GRADE 4 ELA

Research Simulation Task

GRADE 4 ELA

Research Simulation Task

Today you will read two articles and watch a video about the survival of wild horses on Assateague Island in Maryland and Chincoteague Island in Virginia. As you review these sources, you will gather information and answer questions so that you can write an essay.

Read the passage from "The Wild Horses of Assateague Island." Then answer the questions.

from "The Wild Horses of Assateague Island"



Text and photographs from "The Wild Horses of Assateague Island," National Park Service, US Department of the Interior

A National Treasure

1 The wild horses of Assateague Island are descendants of domesticated animals brought to the island over 300 years ago. Horses tough enough to survive the scorching heat, abundant insects, stormy weather and poor quality food found on this windswept barrier island have formed a unique wild horse society. Enjoy their beauty from a distance, and you can help make sure these extraordinary wild horses will continue to thrive on Assateague Island.

Select **three** ways the horses solved the problems listed in the chart. Then select **three** outcomes of the problems of the horses. Complete the chart by dragging and dropping one phrase from the article into each box of the chart.

List of phrases

- ... spend most of their time grazing ...
- ... they are considered horses ...
- ... they are now pony size
- ... drink over twice the amount of water ...
- ... bloated appearance.
- ... cool, rainy weather and fresh plant growth ...
- ... live with their mothers in a family group ...
- ... prefer to browse in shrub thickets ...
- ... thick, furry coats

Problem	How the horses solve the problem	The outcome for the horses
salty grass	<input type="text"/>	<input type="text"/>
stormy weather	<input type="text"/>	<input type="text"/>
poor quality food	<input type="text"/>	<input type="text"/>

GRADE 7 ELA

Research Simulation Task

Grade 7 ELA

Research Simulation Task

Today you will research electricity and consider some of the methods used in science texts and videos to support different purposes. First you will read a passage that explains some general principles of electricity. Next, you will watch a video about fun ways to learn about electricity circuits. Finally, you will read an article that explains how different materials conduct electricity. As you review these sources, think about the purpose of each and the role that explanations, demonstrations, and/or descriptions of experiments play in communicating that purpose. At the end of the task, you will be asked to write an essay.

Read the article titled "Conducting Solutions." Then answer the questions.

Conducting Solutions

1 An electric current is a flow of electrical charge. When a metal conducts electricity, the charge is carried by electrons moving through the metal. Electrons are subatomic particles with a negative electrical charge. When a solution conducts electricity, the charge is carried by ions moving through the solution. Ions are atoms or small groups of atoms that have an electrical charge. Some ions have a negative charge and some have a positive charge.

2 Pure water contains very few ions, so it does not conduct electricity very well. When table salt is dissolved in water, the solution conducts very well, because the solution contains ions. The ions come from the table salt, whose chemical name is sodium chloride. Sodium chloride contains sodium ions, which have a positive charge, and chloride ions, which have a negative charge. Because sodium chloride is made up of ions, it is called an ionic substance.

Identify **three** details from "Conducting Solutions" in the list that should be included in a summary of the passage. Then, drag and drop your selections into the table in the order they should appear.

Ions moving through a solution create an electrical charge.

Electricity flows poorly through substances with few or no ions.

Laundry soap often contains molecules of ammonia.

Some substances with few ions become good conductors of electricity when they are combined with other substances.

Sodium chloride, more commonly known as table salt, has ions.

In addition, atoms contain even smaller parts called subatomic particles.

1	
2	
3	

GRADE 10 ELA

Research Simulation Task

Grade 10 ELA Research Simulation Task

In 1968 three students in Des Moines, Iowa, arrived at their separate schools wearing black armbands to protest United States involvement in the Vietnam War. The principals of the schools quickly instituted a policy banning the wearing of armbands, leading to the suspension of the students. A lawsuit filed on behalf of the students was eventually argued in the Supreme Court on November 12, 1968. Today you will read two passages and listen to a short audio clip discussing the context and impact of the case. At the end of the task, you will be asked to write an analytical essay.

Read the passage from the United States Supreme Court majority opinion written by Justice Abe Fortas. Then answer the questions.

Tinker v. Des Moines Independent Community School District
by Justice Abe Fortas

Supreme Court of the United States 383 U.S. 503 *Tinker v. Des Moines Independent Community School District No. 21*. Argued November 12, 1968—Decided February 24, 1969

II

1 The problem posed by the present case does not relate to regulation of the length of skirts or the type of clothing, to hair style, or deportment. *Cf. Ferrell v. Dallas Independent School District*, 392 F.2d 697 (1968); *Pugsley v. Sellmeyer*, 158 Ark. 247, 250 S.W. 538 (1923). It does not concern aggressive, disruptive action or even group demonstrations. Our problem involves direct, primary First Amendment rights akin to "pure speech."

Part A

Which sentence **best** states the central argument of the majority opinion?

- A. Despite the fact that the black armbands caused a general disorder in the school, the student protest is nonetheless protected by the constitutional right of freedom of expression.
- B. Because the students are not yet adults, their rights to the guarantee of freedom of expression is necessarily limited.
- C. Because the wearing of the black armbands was not genuinely disruptive, the student protest is protected by the constitutional right of freedom of expression.
- D. Although the school authorities feared how the student protest might affect their school, the right of students to protest is always guaranteed by the Constitution.

Part B

Which **two** quotations from the passage directly support the central argument of the majority opinion?

- A. "The problem posed by the present case does not relate to regulation of the length of skirts or the type of clothing, to hair style,

Screen Shot 2014-11-19 at 5.59.07 PM.png

SAMPLE TEST ITEMS

Narrative Writing Task

- 1 story
- Answer multiple choice questions
 - . Reading Comprehension
 - . Vocabulary
- Write a narrative story

GRADE 5 ELA

Narrative Writing Task

GRADE 5 ELA

Narrative Writing Task

Today you will read a passage from the story "The Growin' of Paul Bunyan." As you read, pay close attention to the characters' thoughts. This will help you answer questions and prepare to write a narrative story.

Read the passage from the story "The Growin' of Paul Bunyan."
Then answer the questions.

from "The Growin' of Paul Bunyan"

by William J. Brooker

- 1 Paul Bunyan finds Johnny Applesseed after Paul chops down all the trees Johnny has planted for six days.
- 2 Stann' out at the orange sun, Johnny asks, "Are they all gone?" Paul looks back over his shoulder an' slows as how they are. Paul waits for Johnny to say somethin' else, but he just keeps stann', so Paul says, "It took you six days to plant 'em an' it took me only three days to chop 'em down. Pretty good, huh?"
- 3 Johnny looks up an' smiles sady. "It's always easier to chop somethin' down than to make it grow." Then he goes back to stann'.
- 4 Now that tanks Paul. When he beats somebody fair an' square, he expects that someone to admit it like a man. "What's so hard about growin' a tree anyway?" he grumps. "You just stick it in the ground an' the seed does all the work."

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 a narrative story retelling the story from the point of view of Johnny. Be sure to use supporting details from the passage.

Rich text editor toolbar with icons for Bold (B), Italic (I), Underline (U), Bulleted List (list icon), Numbered List (list icon), Link (X), Unlink (chain icon), Undo (undo icon), Redo (redo icon), and a text input area.

GRADE 6 ELA

Narrative Writing Task

Grade 6 ELA

Narrative Writing Task

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

Read the passage from *Magic Elizabeth*. Then answer the questions.

from *Magic Elizabeth*

by Norma Kassirer

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

Part A

Which statement **best** states a theme in the passage?

- A. Difficult journeys are best taken with a friend.
- B. Nature can be appreciated despite being unpredictable.
- C. People have the ability to adapt to unpleasant situations.
- D. Adults may struggle to understand the challenge of being young.

Part B

Which detail from the passage **best** supports the answer to Part A?

- A. "As if we didn't have enough troubles!" groaned Mrs. Chipley. "There it goes and rains on us!"
- B. "But Mrs. Chipley strode purposefully on, as if she had no time to notice small discomforts."
- C. "The two of them had come all the way across the city on the bus, and during the ride the sky had darkened and the street lights had bloomed all at once."
- D. "A few days, and I'll have my daughter straightened around and come back."

GRADE 9 ELA

Narrative Writing Task

Grade 9 ELA Narrative Writing Task

Today you will read the passage from the novel *Bleak House*, set in the nineteenth century, in which Mr. Skimpole has a conversation with some friends. Pay close attention to the conversation as you answer the questions to prepare to write a narrative story.

Read the passage from *Bleak House*. Then answer the questions.

from *Bleak House*

by Charles Dickens

1 Mr. Skimpole could play on the piano and the violoncello, and he was a composer—had composed half an opera once, but got tired of it—and played what he composed with taste. After tea we had quite a little concert, in which Richard—who was enthralled by Ada's singing and told me that she seemed to know all the songs that ever were written—and Mr. Jamdyce, and I were the audience. After a little while I missed first Mr. Skimpole and afterwards Richard, and while I was thinking how could Richard stay away so long and lose so much, the maid who had given me the keys looked in at the door, saying, "If you please, miss, could you spare a minute?"

2 When I was shut out with her in the hall, she said, holding up her hands, "Oh, if you please, miss, Mr. Carstone says would you come upstairs to Mr. Skimpole's room. He has been took, miss!"

Part A

What impact does Mr. Skimpole's remark in paragraph 15 that he wishes to "develop generosity in a new soil and in a new form of flower" have on the passage?

- A. It emphasizes Mr. Skimpole's poetically offhand view of his situation.
- B. It illustrates the extent to which Mr. Skimpole is embarrassed about his past.
- C. It introduces a feeling of tension that builds throughout the passage.
- D. It creates a sense of fellowship between Mr. Skimpole and the other characters.

Part B

Which quotation from the passage has a similar impact as the answer to Part A?

- A. "Some pounds, odd shillings, and halfpence, I think, were mentioned." (paragraph 10)
- B. "I don't know what the business name of it may be, but I suppose there is some instrument within their power that would settle this?" (paragraph 22)

PARCC ELA Parent Information

- Encourage children to read
- Read all types of texts
 - . Stories
 - . Newspapers
 - . Magazines
 - . Biographies
 - . Science/ History
- Talk with your children about what they read
- Ask your children questions about what they are reading
- Practice computer skills

PARCC MATH TASK TYPES

1. Tasks assessing CONCEPTS, SKILLS, & PROCEDURES

- Balance of conceptual understanding, fluency, and application
- Machine scored including innovative, computer-based formats

PARCC Assessment Design - Math

- Math Reference Sheet Given
- Scrap paper & pencils allowed
- PARCC will still have a Non-Calculator Section where no calculator is permitted except for students with IEP/504 who will need a handheld calculator.
- For the calculator section, the following is available online
 - . Grades 6-7: Four Function Calculator
 - . Grade 8: Scientific Calculator
 - . Algebra and Geometry: Graphing Calculator

PARCC MATH TASK TYPES

II. Tasks assessing *expressing* MATHEMATICAL REASONING

- Each task calls for written arguments / justifications, critique of reasoning, or precision in mathematical statements

III. Tasks assessing MODELING/APPLICATIONS

- Each task calls for Modeling/Application in a real-world context or scenario

- May include a mix of machine scored and hand scored responses

SAMPLE TEST ITEMS - Mathematics

Grade 4 Math- Modeling & Reasoning

Grade 4 Math- Modeling and Reasoning

HOME / GRADE 4 MATHEMATICS / SESSION 1 / 8 OF 36

Each student in a class chose one sport to play. This table shows the fractions of all students who chose each sport.

Sport	Fraction of All Students
Soccer	$\frac{3}{10}$
Football	$\frac{2}{10}$
Hockey	$\frac{1}{10}$
Basketball	$\frac{4}{10}$

Part A

Drag and drop the fractions and operation symbols into the blanks to create an equation that can be used to find s , the fraction of all students that chose to play either soccer or basketball.

Drag and drop the answers into the correct order.

= s

Part B

Enter the fraction of all the students who chose to play either soccer or basketball.

Enter your answer in the space provided.

SAMPLE TEST ITEMS - Mathematics

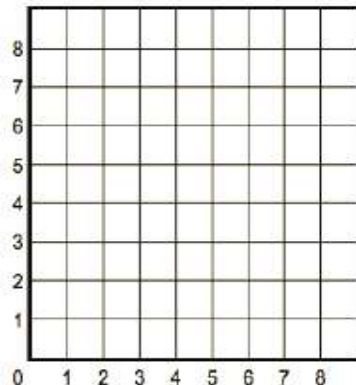
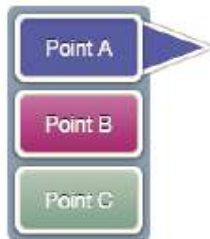
Grade 5 Math- Modeling

Grade 5 Example-Modeling



HOME / GRADE 5 MATHEMATICS / SESSION 1 / 2 OF 36

Graph points A , B , and C on the coordinate plane. Point A should be located at $(4, 6)$, point B should be located at $(6, 4)$, and point C should be located at $(3, 0)$. Select the "Point A" button and plot the point. Select the "Point B" button and plot the point. Select the "Point C" button and plot the point. Be sure to graph all three points.



SAMPLE TEST ITEMS - Mathematics

Grade 6 Math- Conceptual Understanding

Grade 6- Conceptual Understanding



HOME / GRADE 6 MATHEMATICS / NON-CALCULATOR PART / 4 OF 21

Select each expression that is equivalent to $3(n + 6)$.

Select **all** that apply.

- A. $3n + 6$
- B. $3n + 18$
- C. $2n + 2 + n + 4$
- D. $4(n + 6) - (n + 6)$
- E. $4(n + 6) - (n - 6)$

SAMPLE TEST ITEMS - Mathematics

Grade 7 Math- Reasoning

Grade 7 - Reasoning

Part A

Each box below identifies a line containing a pair of points. Indicate whether each line represents a proportional relationship between x and y by dragging the boxes to the appropriate location: Proportional Relationship or Not a Proportional Relationship.

Line 1 containing (1, 3) and (2, 3)

Line 2 containing (1, 2) and (2, 4)

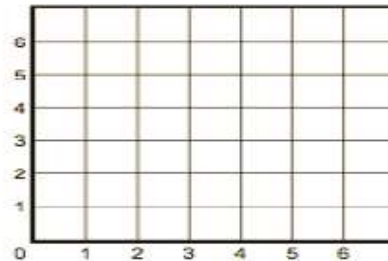
Line 3 containing (3, 1) and (6, 2)

Line 4 containing (0, 2) and (5, 4)

Line 5 containing (4, 4) and (5, 5)

Proportional Relationship

Not a Proportional Relationship



Part B

For the lines in Part A that do not represent a proportional relationship, explain why they do not.

For each line in Part A that does not represent a proportional relationship, describe how you would change the coordinates of one of the two given points on the line to create a proportional relationship.



- ▶ Numbers
- ▶ Arithmetic and Units
- ▶ Exponents and Roots
- ▶ Relations
- ▶ Geometry
- ▶ Groups

SAMPLE TEST ITEMS - Mathematics

Grade 8 Math- Modeling

Grade 8-Modeling



HOME / GRADE 8 MATHEMATICS / NON-CALCULATOR PART / 16 OF 19

The equation of line s is $y = \frac{1}{3}x - 3$.

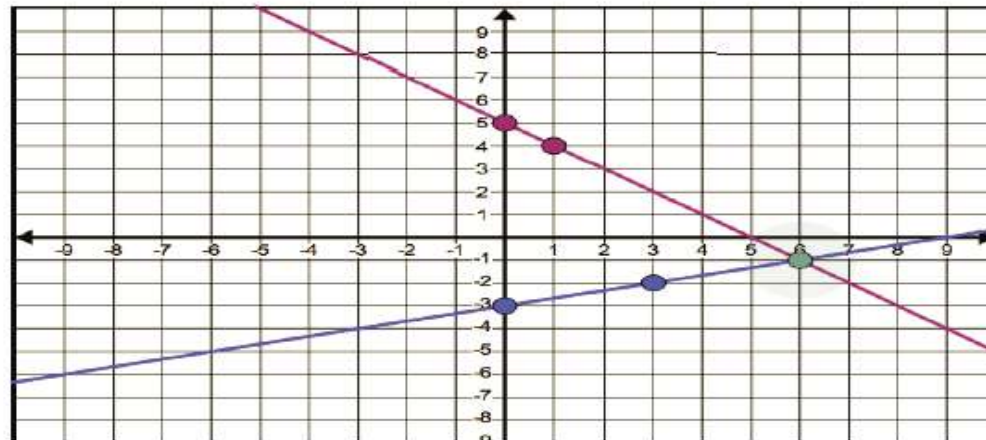
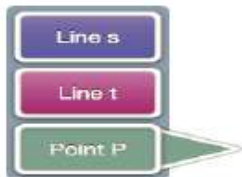
The equation of line t is $y = -x + 5$.

The equations of lines s and t form a system of equations. The solution to the system of equations is located at point P .

To graph a line, select Line s and plot two points on the coordinate plane. A line will be drawn through the points.

In similar fashion, select Line t and plot two points on the coordinate plane. A line will be drawn through the points.

Select Point P and plot the point on the coordinate plane.



SAMPLE TEST ITEMS – Mathematics

PARCC Algebra – Non-Calculator Part – Conceptual Understanding

Algebra-
Modeling
(Non-
Calculator)

← → Review Flag

HOME / ALGEBRA I / NON-CALCULATOR PART / 2 OF 8

Graph the solution set of $2x + y > 6$.

Graph the solution set of the linear inequality in the coordinate plane by

- selecting the "line" button to graph the line and choosing the line style,
- selecting the "solution set" button to select the desired region.

Line

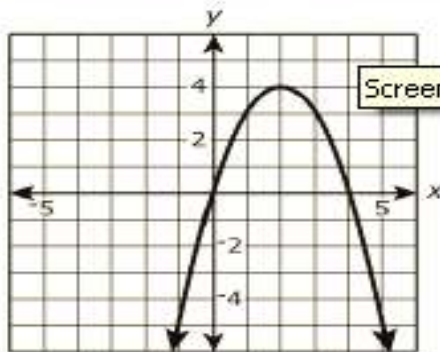
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Solution Set

PARCC Algebra – Calculator Part – Conceptual Understanding

PARCC Algebra- Calculator Part-Conceptual Understanding

The function $f(x) = 4x - x^2$ is graphed as shown.



Part A

Drag the correct word to the box with each given interval to indicate whether the function is increasing or decreasing on that interval.

Increasing

Decreasing

$x < 0$

Increasing

$0 < x < 2$

$2 < x < 4$

$x > 4$

Decreasing

Part B

Drag the appropriate value, $f(x) < 0$ or $f(x) > 0$ to the box with each given interval.

$f(x) < 0$

$f(x) > 0$

$x < 0$

$f(x) < 0$

$0 < x < 2$

$f(x) > 0$

$2 < x < 4$

$x > 4$

Geometry Calculator Part – Conceptual Understanding, Modeling, & Reasoning

Geometry Calculator Part- Conceptual Understanding Modeling, Reasoning

HOME / GEOMETRY / CALCULATOR PART / 18 OF 26

Use the information provided in the animation to answer the questions about the geometric construction.

To pause the animation, select the animation window.



Part A

The first step of the construction is to draw an arc centered at point A that intersects both sides of the given angle. What is established by the first step?

- A. $\overline{AB} \cong \overline{BC}$
- B. $\overline{AB} \cong \overline{AC}$
- C. $\overline{AD} \cong \overline{AC}$
- D. $\overline{BD} \cong \overline{CD}$

Part B

Select from the drop-down menu to correctly complete the sentence.

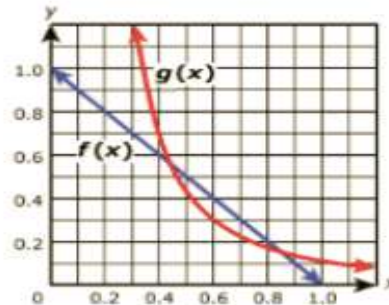
The construction creates congruent triangles. Triangle ABD and $\triangle ACD$ are congruent because of the theorem. It follows that \overrightarrow{AD} must be the angle bisector of $\angle BAC$ because .

Exhibit

Algebra 2 - Reasoning Open ended

Algebra 2 Reasoning Open ended

The functions $f(x) = 1 - x$ and $g(x) = \frac{0.11}{x^2}$ are defined for all values of $x > 0$. 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).

Part B

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

PARCC Mathematics Parent Information

- Practice adding, subtracting, multiplying and dividing
- Encourage your children to illustrate problems and explain their thinking in math
- Encourage your children to try more than once while solving problems, to build stamina and develop their critical thinking skills
- Ask your children to think of different ways they can solve problems

Assessments Resources

Resource	Link
PARCC Parent Page	http://www.parcconline.org/for-parents
PARCC Practice Tests	http://practice.parcconline.org/assessments/practice-test
PARCC Blueprints/ Test Specifications	http://www.parcconline.org/assessment-blueprints-test-specs
PARCC Accessibility Features & Accommodations Manual	www.nj.gov/education/specialed/resources/AFAManual.pdf Parcc.pearson.com/manuals/
NJDOE Assessments Page (including answers to questions assessment)	http://www.state.nj.us/education/assessment/
NJ PTA Parent Guide to Assessments in NJ	http://www.njpta.org/PTA%20New%20Jersey%20Assessment%20Guide.pdf
NJEA Article	http://njea.org/news-and-publications/njea-review/january-2014/parcc