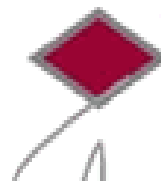# Connecting the New Illinois Learning Standards and the PARCC Assessment Format to the Development of Type III Assessments

PARCC Partnership for Assessment of Readiness for College and Careers

COMMON CORE STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

Realizing Illinois
Our Students. . .Our Promise. . .Our Future

Objectives : Examine/Explore

➢ **Design of the PARCC Assessment and Frameworks**

➢ **PARCC materials**

✓ **Evidence Tables**

✓ **Task Models**

✓ **Blueprints & Item Guidelines**

✓ **Text Selection/Text Complexity Rubrics**

✓ **Scoring and Writing Rubrics**

➢ **Close Reading/Text Dependent Questions**

➢ **Classroom Applications**

ELA Literacy Shifts at the Heart of PARCC Design Correspond to the Assessment:

1. **Complexity:** Regular practice with complex text and its academic language.

2. **Evidence:** Reading and writing grounded in evidence from text, literary and informational.

3. **Knowledge:** Building knowledge through content rich nonfiction.

Engage with Complex Text → **Extract and Employ Evidence** → **Build Knowledge**
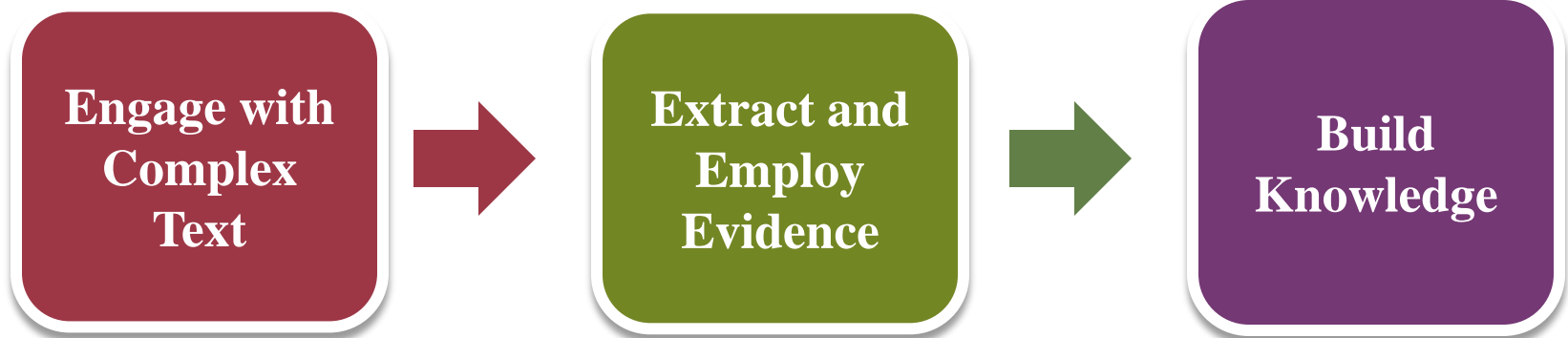
PARCC Assessment with EBSR, TECR, PCR Items

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.

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 3 Evidence-Based Selected-Response Item

Part A

What is one main idea of "How Animals Live?"

a. **There are many types of animals on the planet.**

b. **Animals need water to live.**

c. **There are many ways to sort different animals.***

d. **Animals begin their life cycles in different forms.**

Part B

Which sentence from the article best supports the answer to Part A?

a. **"Animals get oxygen from air or water."**

b. **"Animals can be grouped by their traits."***

c. **"Worms are invertebrates."**

d. **"All animals grow and change over time."**

e. **"Almost all animals need water, food, oxygen, and shelter to live."**

5

Grade 6 Evidence-Based Selected-Response Item

Part A

Based on the passage from *Julie of the Wolves***, how does Miyax feel about her father?**

a. She is angry that he left her alone.

b. She blames him for her difficult childhood.

c. She appreciates him for his knowledge of nature.*

d. She is grateful that he planned out her future.

Part B

Which sentence from the passage best shows Miyax's feelings for her father?

a. "She had been lost without food for many sleeps on the North Slope of Alaska."

b. "This could be done she knew, for her father, an Eskimo hunter, had done so."*

c. "Unfortunately, Miyax's father never explained to her how he had told the wolf of his needs."

d. "And not long afterward he paddled his kayak into the Bering Sea to hunt for seal, and he never returned."

Grade 10 Evidence-Based Selected Response Item

Part A

What does the word *vanity* mean in these lines from the text "Daedalus and Icarus"?

"Proud of his success, the foolish Icarus forsook his guide, and, bold in vanity, began to soar" (348-350).

a. arrogance*
b. fear
c. heroism
d. Enthusiasm

Part B

Which word from the lines in the text in Part A best helps the reader understand the meaning of vanity?

a. proud*
b. success
c. foolish
d. soar
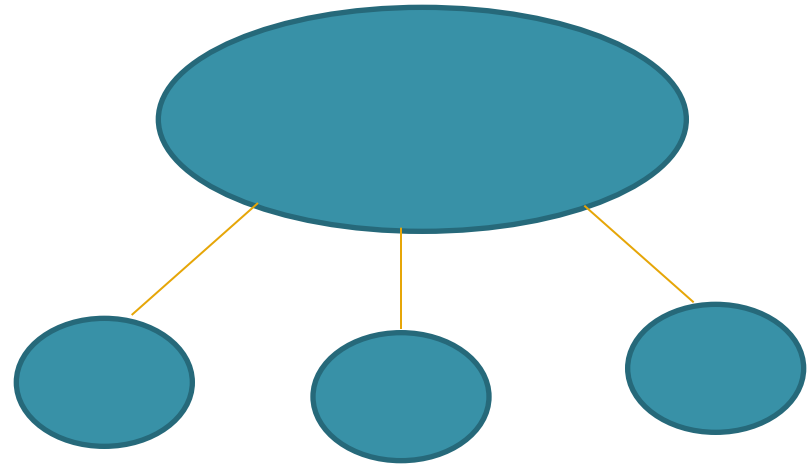
Grade 3 Technology-Enhanced Constructed-Response Item

Drag the words from the word box into the correct locations on the graphic to show the life cycle of a butterfly as described in "How Animals Live."

Words:

Pupa	Adult
Egg	Larva

1.

2.

3.

4.
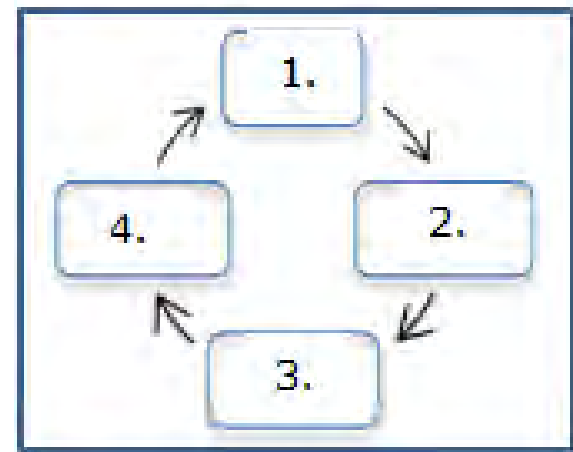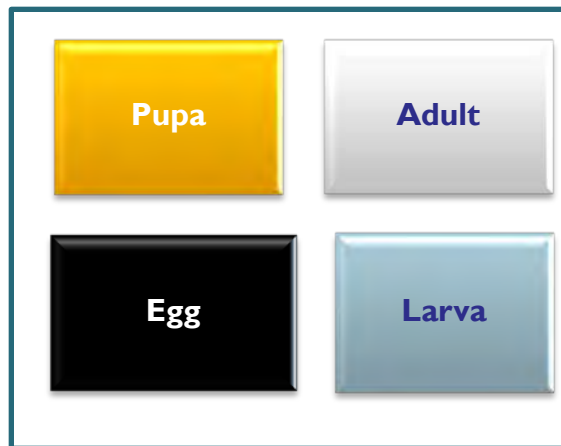
Grade 4 TECR Item

Drag and drop three details from the story that help create the setting of this story.

"Cougar is the mightiest of the animals in the forest."*

"The next day, when the sun was high, Cougar came back along the same trail."*

"The mosquito began to bite the soft inner ear of the cougar, and drank from his blood."

"The mosquito bit him again and again."

"The cougar pawed at his ear, and ran around in a circle shaking his head."

"Cricket, come out! Let me meet your mighty cousin!"

"Cougar ran off down the trail, and never went that way again."*

Grade 6 TESR Item

Part A

Choose one word that describes Miyax based on evidence from the text. There is more than one correct choice listed below.

A. **reckless**
B. **lively**
C. **imaginative***
D. **observant***
E. **impatient**
F. **confident**

Part B

Find a sentence in the passage with details that support your response to Part A. Click on that sentence and drag and drop it into the box below.

Part C

Find a second sentence in the passage with details that support your response to Part A. Click on that sentence and drag and drop it into the box below.

Grade 9 TECR Item

Create a summary of the excerpt from *Brian's Winter* by dragging four statements from the list and dropping them in chronological order into the table titled "Summary." Note that not all statements will be used.

1	Brian is sore as he gets into his bag that night.
2	Brian attempts to scare away the bear that wakes him up.*
3	The bear is more powerful than Brian thinks.
4	Brian believes that he has learned to co-exist with the bears.*
5	Brian takes a serious risk.
6	Brian thinks about solutions to his major problem.*
7	The bear tosses Brian and eats the scraps of Brian's meal.*
8	The bear looks at Brian and walks away.
9	The bear sits back and sniffs the air.

Summary
1
2
3
4

Correct Response: 4, 2, 7, 6

Understanding the Prose Constructed Response Summative Assessment

Literary Analysis Task

- **Two literary passages**
- **PCR Item and Reading Comprehension Questions**
- **Focus on analysis**

Narrative Task

- **Two types: narrative story or narrative description**
- **One literary or informational passage**
- **Focus on elements of narrative**
- **PCR Item and Reading Comprehension Questions**

Research Simulation Task

- **One extended text and two shorter texts**
- **Informational text**
- **Often includes multi-media or audio stimulus**
- **PCR Item and Reading Comprehension Questions**

Literary Analysis PCR Example: Grade 8

You have read excerpts from two novels focused on survival in the wilderness.

These excerpts are from:
- *Brian's Winter* by Gary Paulsen
- *Call of the Wild* by Jack London

Consider how the main character in each excerpt reacts to the incidences that occur, and write an essay in which you analyze how each character's thoughts and actions reveal aspects of his personality.

You do not need to compare and contrast the characters from the two texts. You may consider each one separately. Be sure to include evidence from each excerpt to support your analysis and understanding.

Narrative PCR Example : Grade 6

➢ **After reading 1-3 texts, students write either a narrative story or a narrative description (e.g., writing a historical account of important figures; detailing a scientific process; describing an account of events, scenes, or objects). Narrative MUST travel through time….**

Task:

➢ **In the passage, the author developed a strong character named Miyax. Think about Miyax and the details the author used to create that character. The passage ends with Miyax waiting for the black wolf to look at her.**

➢ **Write an original story to continue where the passage ended. In your story, be sure to use what you have learned about the character Miyax as you tell what happens to her next. Story must match the character and events in the original text.**

Research Simulation PCR Task: 7th Grade

You have read two texts and watched a video describing Amelia Earhart. All three include information that supports the claim that Earhart was a daring, courageous person. The three texts are:

- "The Biography of Amelia Earhart"
- "Earhart's Final Resting Place Believed Found"
- "Amelia Earhart's Life and Disappearance" (video)

Consider the argument each author uses to demonstrate Earhart's bravery.

Write an essay that analyzes the strength of the arguments related to Earhart's bravery in at least two of the texts. Remember to use textual evidence to support your ideas.

What Standards have been assessed?

- **PARCC Claim:** Students write effectively when using and/or analyzing sources.
- **PARCC Subclaim:** Students build and present knowledge through research and the integration, comparison, and synthesis of ideas.

Standards Assessed

- **Standard W.7.2** (Informative)
- **Standard W.7.4** (Produce writing)
- **Standard W.7.7** (Conduct short research)
- **Standard W.7.8** (Gather relevant info)
- **Standard W.7.9** (Draw evidence from texts

Standard L.7.1 (Conventions – grammar)

Standard L.7.2 (Conventions – cap, punct)

Standard L.7.3 (Knowledge of lang)

Standard RL.7.1 (Cite several pieces)

Standard RL.7.8 (Trace & evaluate claims)

Standard RL.7.9 (Analyze 2 or more authors writing)

Research Simulation PCR Task: Grade 3

You have read two texts about famous people in American history who solved a problem by working to make a change.

Write an article for your school newspaper describing how Eliza and Carver faced challenges to change something in America.

- ➢ **In your article, be sure to describe in detail why some solutions they tried worked and others did not work.**
- ➢ **Tell how the challenges each one faced were the same and how they were different.**

3rd Grade PARCC Frameworks

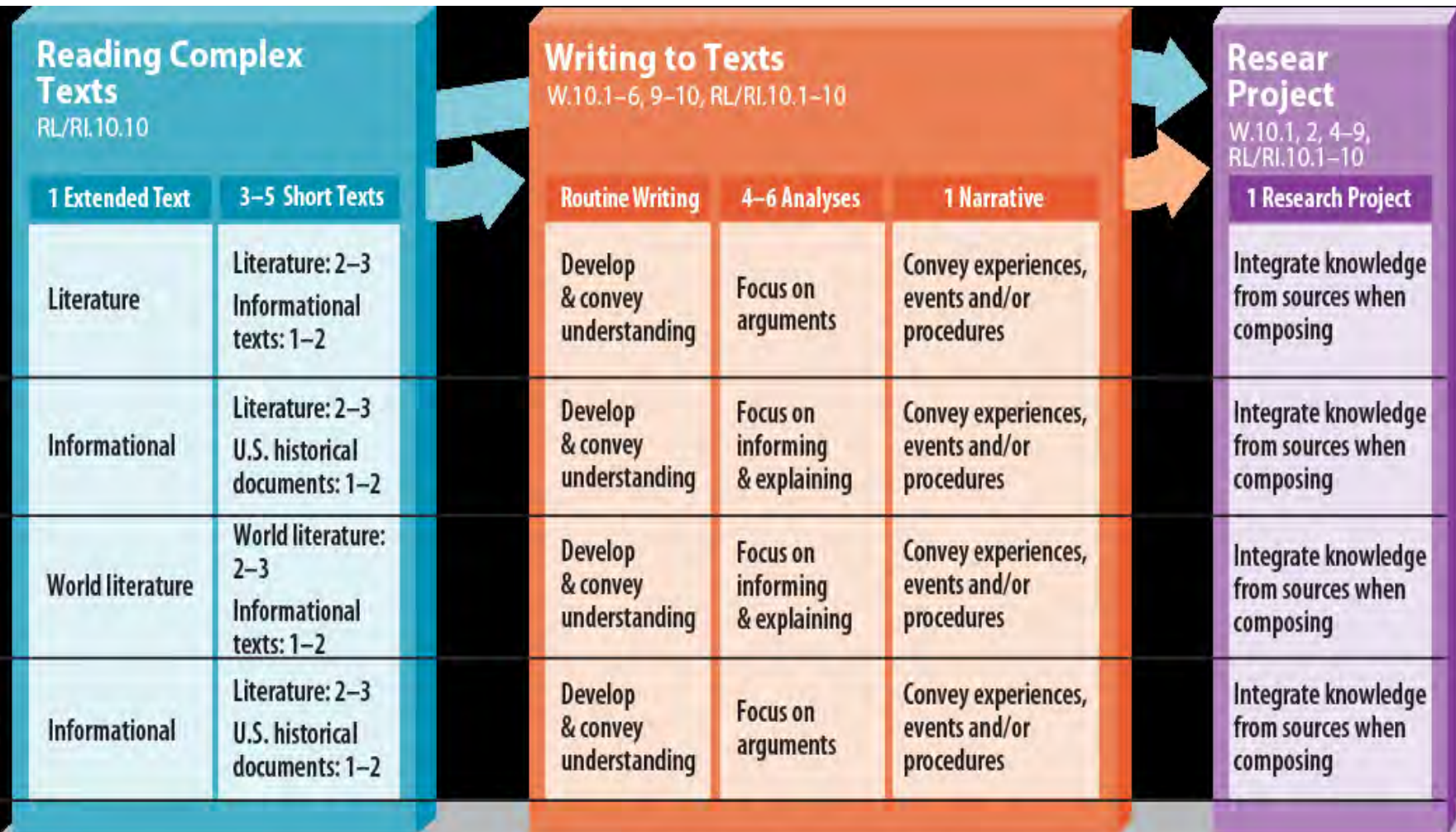# 10ᵗʰ Grade PARCC Frameworks

Modules

	Reading Complex Texts RL/RI.10.10		Writing to Texts W.10.1–6, 9–10, RL/RI.10.1–10			Resear Project W.10.1, 2, 4–9, RL/RI.10.1–10
	1 Extended Text	**3–5 Short Texts**	**Routine Writing**	**4–6 Analyses**	**1 Narrative**	**1 Research Project**
A	Literature	Literature: 2–3 Informational texts: 1–2	Develop & convey understanding	Focus on arguments	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing
B	Informational	Literature: 2–3 U.S. historical documents: 1–2	Develop & convey understanding	Focus on informing & explaining	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing
C	World literature	World literature: 2–3 Informational texts: 1–2	Develop & convey understanding	Focus on informing & explaining	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing
D	Informational	Literature: 2–3 U.S. historical documents: 1–2	Develop & convey understanding	Focus on arguments	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing

For Reading and Writing in Each Module*

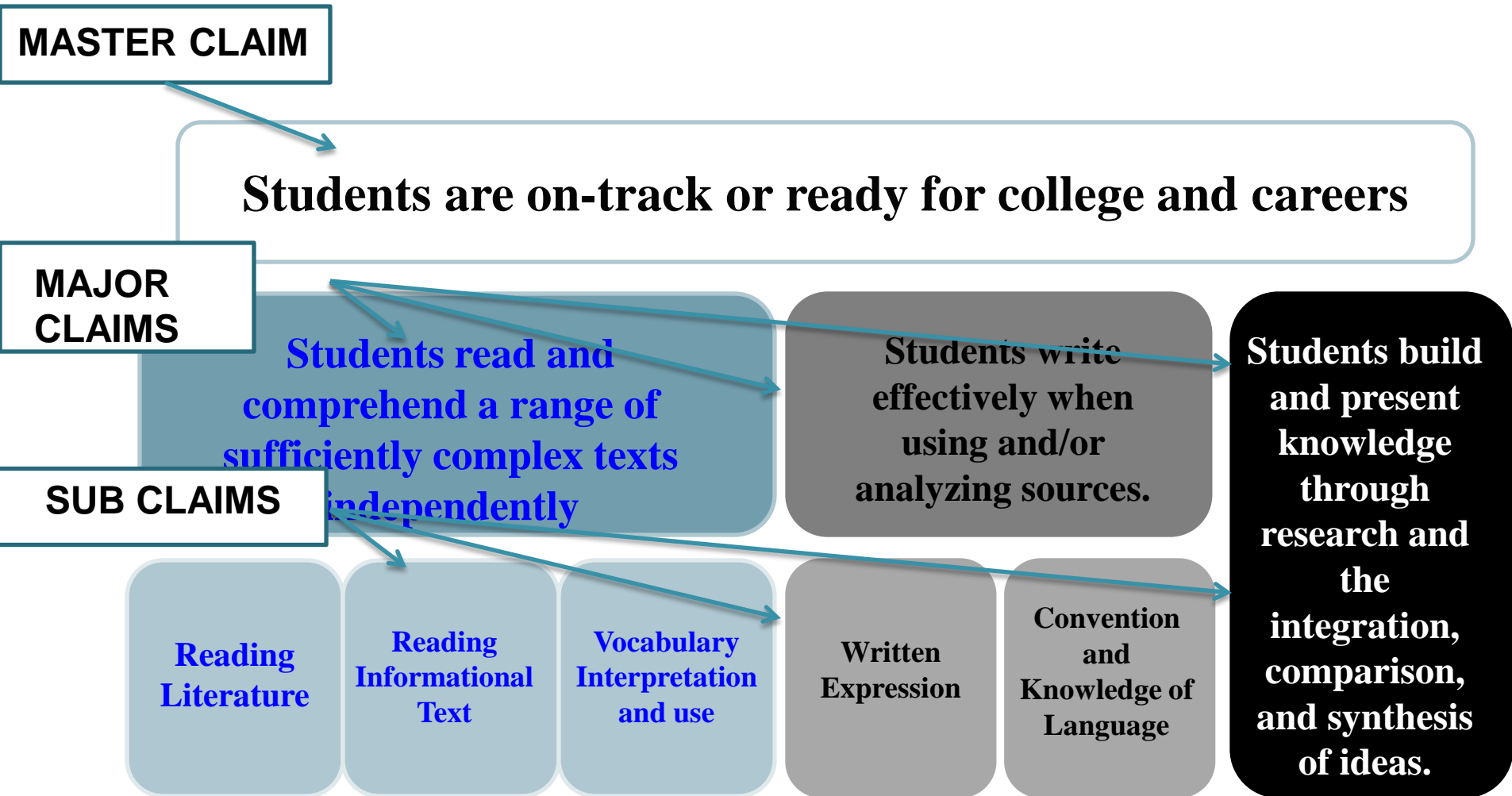| Cite evidence RL/RI.10.1	Analyze content RL/RI.10.2–9, SL.10.2–3	Study & apply grammar L.10.1–3, SL.10.6	Study & apply vocabulary L.10.4–6	Conduct discussions SL.10.1	Report findings SL.10.4–6

*After selecting the standards targeted for instruction, texts and writing tasks with clear opportunities for teaching these selected standards should be chosen.

Questions?
Thoughts!

Claims Driving Design: ELA/literacy

MASTER CLAIM

Students are on-track or ready for college and careers

MAJOR CLAIMS

Students read and comprehend a range of sufficiently complex texts independently

Students write effectively when using and/or analyzing sources.

Students build and present knowledge through research and the integration, comparison, and synthesis of ideas.

SUB CLAIMS

Reading Literature

Reading Informational Text

Vocabulary Interpretation and use

Written Expression

Convention and Knowledge of Language

Understanding the ELA/Literacy Evidence Tables

Partnership for Assessment of
Readiness for College and Careers

What are ELA Evidence tables?

➢ **The tables contain the Reading, Writing and Vocabulary Major Claims and the evidences to be measured on the PARCC Summative Assessment.**

➢ **Evidences describe what students might say or do to demonstrate mastery of the standards.**

➢ **An item on the PARCC assessment may measure multiple standards and multiple evidences.**

Evidence Statements

Grade

Claim

Standards that may be measured to support the claim

Grade: 3

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

Items designed to measure this claim may address the standards and evidences listed below:

Standards:	Evidences to be measured on the PARCC Summative Assessment The student's response:
RI 1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	• Provides questions and answers that show understanding of a text. (1) • Provides explicit references to the text as the basis for the answers. (2)
RI 2: Determine the main idea of a text; recount the key details and explain how they support the main idea.	• Provides a statement of the main idea of a text. (1) • Provides a recounting of key details in a text. (2) • Provides an explanation of how key details in a text support the main idea. (3)
RI 3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	• Provides a description of the relationship between a **series of historical events**, using language that pertains to time, sequence and/or cause/effect. (1) • Provides a description of the relationship **between scientific ideas or concepts**, using language that pertains to time, sequence and/or cause/effect. (2) • Provides a description of the relationship **between steps in technical procedures in a text,** using language that pertains to time, sequence and/or cause/effect. (3)
RI 5: Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	• Demonstrates use of **text features** to locate relevant information (e.g., key words, sidebars). (1) • Demonstrates use of **search tools** to locate relevant information (e.g., key words, sidebars, hyperlinks). (2)

Each bullet lists an evidence statement that is aligned to the standard next to it and to the claim.

Each standard may have (1) or more evidences. To refer to the evidences, the following "code" is to be used until metadata and tagging for these charts is completed.

CODE: 3.RI5.1 = Grade 3, Reading Information Standard 5, Evidence (1).

Reading Vocabulary Evidence Table

Grade →

Claim →

Grade: 3

Claim: Vocabulary Interpretation and Use: Students use context to determine the meaning of words and phrases.

Items designed to measure this claim may address the standards and evidences listed below:

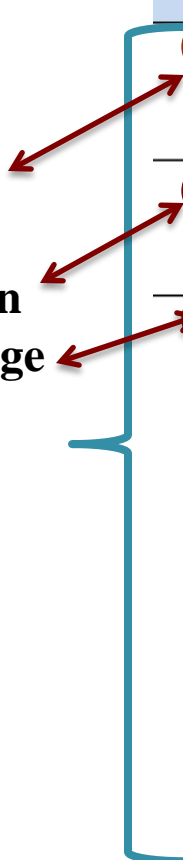| Standards:	Evidences to be measured on the PARCC Summative Assessment The student's response:
RL 4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	• Demonstrates the ability to determine the meaning of words and phrases as they are used in a text. (1)
RI 4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	• Demonstrates the ability to determine the meaning of general academic words or phrases in a text relevant to a grade 3 topic or subject area. (1)
L 4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	• Demonstrates the ability to determine the meaning of words and phrases, using sentence-level context as a clue to the meaning of a word or phrase. (1)
L 5: Demonstrate understanding of word	• Provides distinctions between the literal and nonliteral

Standards:
RL=
Literature
RI=
Information
L= Language

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Reading Writing Evidence Tables

Grade →

Claim →

Standards:
W - Writing

Grade: 11	
Claim: Writing: Students write effectively when using and/or analyzing sources.	
Items designed to measure this claim may address the standards and evidences listed below and the writing standards for literacy in History/Social Studies, Science, and Technical Subjects 6-12	
Standards:	**Evidences:**
W1 — Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. Write informative/explanatory texts to examine and convey	**Written Expression:** **Development of Ideas** • The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements[1] by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience. **Organization** • The student response demonstrates purposeful coherence, clarity, and cohesion[1] 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. **Clarity of Language** • 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

Evidences

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Use Evidence Statements/Tables To:

➢ See ways to **combine standards naturally** when designing instructional tasks

➢ Help determine **alignment** of a complex text with standards for instructional passage selection

➢ **Develop questions/tasks** to align instruction with the standards

➢ **Determine/create instructional scaffolding** (to determine which individual, simpler skills can be taught first to build to more complex skills)

➢ Develop **rubrics and scoring tools** for classroom use

Standard 1 on the Evidence Tables

All items measuring the reading major claim require students to read a text prior to responding to the items (i.e. the item is text dependent)

Standard 1

This standard is always combined with the assessment of other standards.

All questions are text dependent.

Using the Evidence Table: Part 1

If you were to view the third grade evidence table for Reading Information Standard 2, you would see the following:

	Provides explicit references to the text as the basis for the answers. (2)
RI 2	• Provides a statement of the main idea of a text. (1)
	• Provides a recounting of key details in a text. (2)
	• Provides an explanation of how key details in a text support the main idea. (3)

➢ **To begin planning, first determine which of the evidences you would want students to be able to demonstrate. Keep in mind that more than one evidence m**

Note: All standard 1

➢ **Next, when planning lessons, determine the complex informational text(s) the students will use as a basis for determining the main idea and/or recounting the key details and/or providing an explanation of how the key details support the main idea.**

Quality Criteria for Selecting Texts Worth Reading

PARCC's Fundamental Advance

PARCC is designed to *reward quality instruction aligned to the Standards,* so the assessment is worthy of preparation

THAT'S WHY. . .

Rigorous passage selection is so essential to PARCC: Texts shape both the nature and the quality of the questions students can be asked. The texts are considered

WORTHY

➢ **A worthy text is at a level of complexity where students can engage in productive struggle.**

➢ **A worthy text allows teachers to scaffold a series of meaningful questions around the CCSS so students can demonstrate proficiency of them.**

Alignment of a complex text with standards for instructional passage selection

It is important when selecting texts that:

➤ **Texts stem from across the disciplines** (**ELA, history, science and technical subjects**), **are written by authors with diverse backgrounds, reflect the CCSS prescribed balances of literature and informational text, and appeal to a wide range of student audiences.**

➤ **Texts are authentic works of exceptional craft and/or rich repositories of ideas and information**

➤ **Text pairings, where required by the CCSS, have meaningful and significant points of comparison that invite questions beyond superficial observations**

➤ **Texts appeal to student interest and appeal to a wide audience**

➤ **Texts avoid highly controversial topics that may be troublesome to students**

Quantitative Measures

➢ **Passages must match two of the following measures**

   ✓ **Lexile Framework For Reading by MetaMetrics**

   ✓ **Reading Maturity by Pearson**

   ✓ **SourceRater by Educational Testing Service**

Common Core Band	The Lexile Framework	Reading Maturity	SourceRater
2nd – 3rd	420 - 820	3.53 – 6.13	0.36-5.62
4th-5th	740 - 1010	5.42 – 7.92	3.97-8.40
6th-8th	925 - 1185	7.04 – 9.57	5.85-10.87
9th-10th	1050 - 1335	8.41 – 10.81	8.41-12.26
11th-CCR	1185 - 1385	9.57 – 12.00	9.62-13.47

➢ **Passage length guidelines**

Grade Band	Minimum/Maximum Passage Length for Literary and Informational Text/Literary Nonfiction
3 – 5	200 – 800 words
6 – 8	400 – 1,000 words
9 – 11	500 – 1,500 words

Literary Complexity Analysis Worksheet

Literary Complexity Analysis Worksheet								CCSS Grade Bands	Text-Analysis Tools		
Stimulus Title		**Stimulus Author**							**Lexile**	**SR**	**RMM**
Quantitative Analysis: Computer-based quantitative tools used to analyze text complexity and recommend placement of a text within a grade band.								2-3	420-820	0.36-5.62	3.53-6.13
Lexile								4-5	740-1010	3.97-8.40	5.42-7.92
Source Rater								6-8	925-1185	5.85-10.87	7.04-9.57
Reading Maturity Metric								9-10	1050-1335	8.41-12.26	8.41-10.81
								11-CCR	1185-1385	9.62-13.47	9.57-12.00

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

Qualitative Analysis: rubric to analyze text complexity and place a text within a specific grade

Criteria	Very Complex	Mark (if present)	Moderately Complex	Mark (if present)	Readily Accessible	Mark (if present)	NOTES
MEANING	Multiple levels of meaning that may be difficult to identify, separate, and interpret; theme is implicit, subtle, or ambiguous and may be revealed over the entirety of the text		Multiple levels of meaning that are relatively easy to identify; theme is clear but may be conveyed with some subtlety		One level of meaning; theme is obvious and revealed early in the text		
TEXT STRUCTURE	Prose or poetry includes more intricate elements such as subplots, shifts in point-of-view, shifts in time, or non-standard text structures		Prose includes two or more storylines or has a plot that is somewhat difficult to predict (e.g., in the case of a non-linear plot); poetry has some implicit or unpredictable structural elements		Prose or poetry is organized clearly and/or chronologically; the events in a prose work are easy to predict because the plot is linear; poetry has explicit and predictable structural elements		
LANGUAGE FEATURES	Language is generally complex, with abstract, ironic, and/or figurative language, and regularly includes archaic, unfamiliar, and academic words; text uses a variety of sentence structures, including complex sentences with subordinate phrases and clauses		Language is often explicit and literal but includes academic, archaic, or other words with complex meaning (e.g. figurative language); text uses a variety of sentence structures		Language is explicit and literal, with mostly contemporary and familiar vocabulary; text uses mostly simple sentences		
KNOWLEDGE DEMANDS	The text explores complex, sophisticated, or abstract themes; text is dependent on allusions to other texts or cultural elements; allusions or references have no context and require inference and evaluation		The text explores several themes; text makes few references or allusions to other texts or cultural elements; the meaning of references or allusions may be partially explained in context		The text explores a single theme; if there are any references or allusions, they are fully explained in the text		
USE OF GRAPHICS (Optional)	When graphics are present, the connection between the text and graphics is subtle and requires interpretation		Graphics support interpretation of selected parts of the corresponding written text; they may introduce some new and relevant information		Graphics support and assist in interpreting text by directly representing important concepts from the corresponding written text		
AUDIO STIMULUS (Optional)	Spoken language is academic, abstract, and/or archaic, and the dialogue establishes meaning that is often implicit; the content seldom overlaps with the content in the text with which it is paired, and the relationship between the two texts is subtle and intricate		Spoken language includes some archaic and academic vocabulary, and the dialogue establishes meaning that is sometimes implicit; the content introduces some ideas not present in the text with which it is paired		Spoken language is simple, conversational, and/or familiar, and the dialogue establishes meaning that is highly explicit, straightforward, and easy to understand; the content bears a clear relationship to content in the text with which it is paired and may even repeat the same language		
VISUAL/VIDEO STIMULUS (Optional)	The visual presentation is essential for gaining a deeper understanding of the text with which it is paired; it may provide additional information not otherwise conveyed in the text		The visual presentation is mainly supplemental to understanding the text with which it is paired; it is fairly easy to understand but not entirely predictable		The visual presentation is easy to understand; it engages the reader more than it enhances understanding of the text with which it is paired		

Final Placement Recommendation		Briefly explain recommended placement based on your consideration of the Quantitative and Qualitative results recorded above.	Notes
Grade Level			
Complexity Level			

Informational Complexity Analysis Worksheet

Informational Complexity Analysis Worksheet							CCSS Grade Bands		Text-Analysis Tools		
Stimulus Title		**Stimulus Author**							Lexile	SR	RMM
Quantitative Analysis: Computer-based quantitative tools used to analyze text complexity and recommend placement of a text within a grade band							2-3		420-820	0.05-2.48	3.53-6.13
Lexile							4-5		740-1010	0.84-5.75	5.42-7.92
Source Rater							6-8		925-1185	4.11-10.66	7.04-9.57
Reading Maturity Metric							9-10		1050-1335	9.02-13.93	8.41-50.81
							11-CCR		1185-1385	12.30-14.50	9.57-12.00

Qualitative Analysis: rubric to analyze text complexity and place a text within a specific grade

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

Criteria	Very Complex	Mark (if present)	Moderately Complex	Mark (if present)	Readily Accessible	Mark (if present)	NOTES
PURPOSE	The text contains multiple purposes, and the primary purpose is subtle, intricate, and/or abstract		The primary purpose of the text is not stated explicitly but is easy to infer based upon context or source; the text may include multiple perspectives		The primary purpose of the text is clear, concrete, narrowly focused, and explicitly stated; the text has a singular perspective		
TEXT STRUCTURE	Connections among an expanded range of ideas, processes, or events are often implicit, subtle, or ambiguous; organization exhibits some discipline-specific traits; any text features are essential to comprehension of content		Connections between some ideas, processes, or events are implicit or subtle; organization is generally evident and sequential; any text features help facilitate comprehension of content		Connections between ideas, processes, and events are explicit and clear; organization is chronological, sequential, or easy to predict because it is linear; any text features help readers navigate content but are not essential to understanding content		
LANGUAGE FEATURES	Language is generally complex, with abstract, ironic, and/or figurative language, and archaic and academic vocabulary and domain-specific words that are not otherwise defined; text uses many complex sentences with subordinate phrases and clauses		Language is often explicit and literal but includes some academic, archaic, or other words with complex meaning; text uses some complex sentences with subordinate phrases or clauses		Language is explicit and literal, with mostly contemporary and familiar vocabulary; text uses mostly simple sentences		
KNOWLEDGE DEMANDS	The subject matter of the text relies on specialized, discipline-specific knowledge; the text makes many references or allusions to other texts or outside areas; allusions or references have no context and require inference		The subject matter of the text involves some discipline-specific knowledge; the text makes some references or allusions to other texts or outside ideas; the meaning of references or allusions may be partially explained in context		The subject matter of the text relies on little or no discipline-specific knowledge; if there are any references or allusions, they are fully explained in the text		
USE of GRAPHICS (Optional)	Graphics are essential to understanding the text; they may clarify or expand information in the text and may require close reading and thoughtful analysis in relation to the text		Graphics are mainly supplementary to understanding the text; they generally contain or reinforce information found in the text		Graphics are simple and may be unnecessary to understanding the text		
AUDIO STIMULUS (Optional)	Spoken language is highly academic and technical, and the points made are often implicit; the content seldom overlaps with the content in the text with which it is paired, and the relationship between the two texts is subtle and intricate		Spoken language includes some academic vocabulary and/or some technical language, and the points made are sometimes implicit; the content introduces some ideas or points not present in the text with which it is paired		Spoken language is non-technical, and the points made are highly explicit and coherent; the content bears a clear relationship to the text with which it is paired and may even repeat the same points		
VISUAL/VIDEO STIMULUS (Optional)	The visual presentation is essential to understanding the text with which it is paired; it may clarify or expand information in the text and requires close reading or thoughtful analysis in relation to the text		The visual presentation is mainly supplemental to understanding the text with which it is paired; it is fairly easy to understand and generally reinforces information found in the text		The visual presentation is simple and only slightly reinforces understanding of the text with which it is paired; it is easy to understand and engages the reader more than it provides information		

Final Placement Recommendation		Briefly explain recommended placement based on your consideration of the Quantitative and Qualitative results recorded above.	Notes
Grade Level			
Complexity Level			

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Determine Text Complexity

1. Read "The Evolution of the Grocery Bag."

2. Using the information from the previous slides and the PARCC **Informational** Text Complexity Rubric, determine the complexity of the text.

Points:

Readily Accessible   = 1 point
Moderately Complex = 2 points
Very Complex   = 3 points

3. Explain your rationale

4. Be prepared to share your thinking to the group

	Readily Accessible	Moderately Complex	Very Complex
Print Text	0-6|	7-10	11-15
Multimedia	0-10	11-15	16-21

Using the Evidence Table: Part 2

For example, if you were to view the third grade evidence table for Reading Information Standard 2, you would view the following:

	• Provides explicit references to the text as the basis for the answers. (2)
RI 2	• Provides a statement of the main idea of a text. (1)
	• Provides a recounting of key details in a text. (2)
	• Provides an explanation of how key details in a text support the main idea. (3)

➢ **Once text (s) have been selected, teachers consider what question(s) will be posed to students that will be supportive of the evidences they will be asked to locate.**

➢ **When developing questions, teachers must create text dependent questions that delve systematically into text(s) to guide students in extracting the key meanings or ideas.**

Good Text Dependent Questions

- **Linger** over specific phrases and sentences to **ensure careful comprehension** of the text

- Help students **see something worthwhile** they would not have seen on a more cursory reading.

- **Delve systematically** into a text to guide students in extracting the key meanings or ideas

- **Exploring specific words, details,** and **arguments**

- **Examine the impact** of those specifics on text as a whole.

- **Target academic vocabulary and specific sentence structures** as critical focus points for gaining comprehension.

- Text dependent questions **do not:**
  - ✓ rely on any **background information extraneous** to the text
  - ✓ depend on students having **other experiences or knowledge**

Non-Examples and Examples

Not Text-Dependent	Text-Dependent

In "Casey at the Bat," Casey strikes out. Describe a time when you failed at something.

→ What makes Casey's experiences at bat humorous?

In "Letter from a Birmingham Jail," Dr. King discusses nonviolent protest. Discuss, in writing, a time when you wanted to fight against something that you felt was unfair.

→ What can you infer from King's letter about the letter that he received?

In "The Gettysburg Address" Lincoln says the nation is dedicated to the proposition that all men are created equal. Why is equality an important value to promote?

→ "The Gettysburg Address" mentions the year 1776. According to Lincoln's speech, why is this year significant to the events described in the speech?

Question and Answer Relationships

➢ **Fosters cognitive activity students need to "read" their texts.**

➢ **Equips students to function independently by clarifying:**

  ✓**kinds of information required to answer questions**

  ✓**sources of that information**

  ✓**how to retrieve that information**

QAR

IN THE BOOK

IN MY HEAD

RIGHT THERE

THINK and SEARCH

AUTHOR AND ME

ON MY OWN

ReadingQuest
http://www.readingquest.org

2000-2001

Raymond C. Jones
rjones@readingquest.org
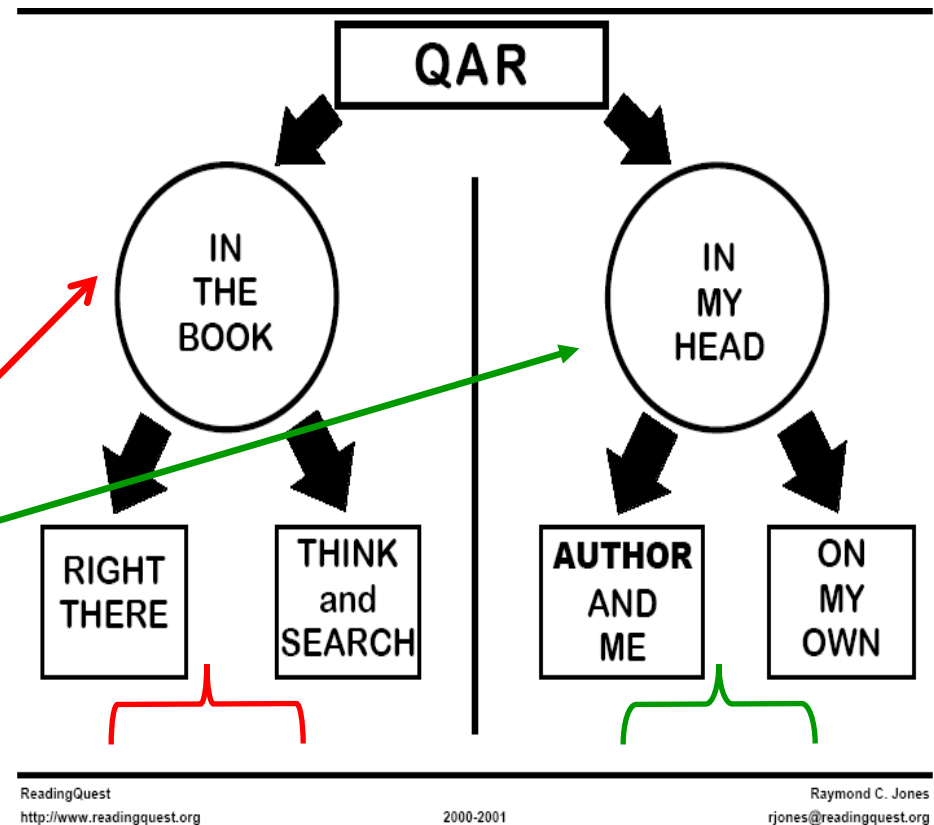
QARS # 1
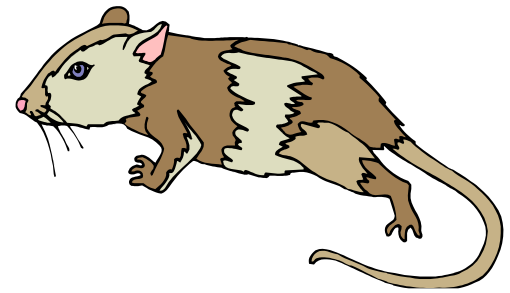
A shrew is smaller, from 3 1/8 to 5 inches long, with a more pointed snout. Rarely does one weigh as much as a dime. It can subdue its prey by <u>biting and injecting into it poisonous saliva</u>. A shrew's eyes are open, but are of little use on dark nights when it is hunting. Its need for meaty food is so great <u>it can never rest. It can never sleep away the winter</u> as a groundhog does. Occasionally one shrew <u>even eats another</u>.

QARS # 2

The cave will be extremely humid if the underground river that dissolved away the rock is still running through. It provides bountifully for a cave crayfish supplying both water and suspended food particles from the sunny world upstream. Cave fish may prowl along shallow parts of the underground stream or in ponds left in the cave when waters recede. **In Your Head ?**

QARS #3

The bats in particular consume more food than they can digest fully. Below their clinging sites their droppings accumulate as guano rich in organic matter. It nourishes the molds, then the cave crickets that feed on the molds, and the cricket eaters such as spiders and salamanders. The guano is so full of nitrate from insects partially digested by bats that human revolutionaries hiding in caves gathered it as a resource from which to prepare gun- powder. In a more constructive use the guano can be mixed with topsoil to make the soil more nourishing for the roots of favored plants. But either use takes it away from the cave community which, because it is remote from the light of day, needs every source of energy to survive.

A Process for Close Reading

Adapted from Bensenville District #2

Reading Standards for Literature K–5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Key Ideas and Details		
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Refer [to details and examples in a text when] explaining what the text says explicitly and when drawing inferences from the text.	[Quote accurately from a text when explaining] what the text says explicitly and when drawing inferences from the text.
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
6. Distinguish their own point of view from that of the narrator or those of the characters.	6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	6. Describe how a narrator's or speaker's point of view influences how events are described.
Integration of Knowledge and Ideas		
7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

1ˢᵗ Reading : What a text says

2ⁿᵈ Reading : How the author says it

3rd Reading: Why does it matter?

Steps to Close Reading

Students:

➢ **Read text; circle unknown words; annotate**

➢ **Turn and talk** to discuss findings

➢ **Respond** to **text dependent** questions focused on **CCSS 1-3**

The Very Hungry Caterpillar
- By Eric Carle -

In the light of the moon
a little egg lay on a leaf.

One Sunday morning the warm sun came up and—
pop!—out of the egg came a tiny and very hungry
caterpillar.

He started to look for some food.

On Monday he ate through one apple.
but he was still hungry.

On Tuesday he ate through two pears,
but he was still hungry.

On Wednesday he ate through three plums.
but he was still hungry.

On Thursday he ate through four strawberries
but he was still hungry.

On Friday he ate through five oranges.
but he was still hungry.

First Reading: Key Details

On Saturday he ate through one piece of choco-
late cake, one ice-cream cone, one pickle, one
slice of cheese, one salami,
lollipop, one piece of cherry pie,
one cupcake, and one slice of watermelon.
night he had a stomachache!

The next day
ate through
felt much better.

Now he wasn't hungry
little caterpillar any
caterpillar.

cocoon,
around himself. He stayed inside for
more than two weeks. Then he nibbled a

he was a beautiful butterfly!

How long did it take to go from a hatched egg to a butterfly? (RLK.1 and RL1.1)

What is one food that did give him a stomach ache? (RLK.3 and RL1.3)

What is one food that <u>did not</u> give him a stomach ache? (RLK.3 and RL1.3)

June 6, 1944

Who is Eisenhower addressing here? (RH 11-12.1)

Soldiers, Sailors and Airmen of the Allied Expeditionary Force!

You are about to embark upon the Great Crusade, toward which we have striven these many months. The eyes of the world are upon you. The hopes and prayers of liberty-loving people everywhere march with you. In company wit[h] **What event does Eisenhower describe ? RH 11-12.2)** destruction of the Germa[n] Europe, and security for ourselves in a free world.

Your task will not be an easy one. Your enemy is well trained, well equipped and battle hardened. He will fight savagely.

But this is the year 1944! Much has happened since the Nazi triumphs of 1940-41. The United Nations have inflicted upon the Germans great defeats, in open battle, man-to-man. Our air offensive has seriously reduced their strength in the air and their capacity to wage war on the ground. Our Home Fronts have given us an overwhelming superiority in weapons and munitions of war, and placed at our disposal great reserves of trained fighting men. The tide has turned! The free men of the world are marching together to Victory!

I have full confidence in your courage and devotion to duty and skill in battle. We will accept nothing less than full Victory!

Good luck! And let us beseech the blessing of Almighty God upon this great and noble undertaking.

SIGNED: Dwight D. Eisenhower

From D-day statement to soldiers, sailors, and airmen of the Allied Expeditionary Force, 6/44, Collection DDE-EPRE: Eisenhower, Dwight D: Papers, Pre-Presidential, 1916–1952; Dwight D. Eisenhower Library; National Archives and Records Administration.

Teacher:

➢ **Observes/collects/discusses** student **annotations** and **vocabulary** issues

➢ **Determines what needs targeting in 2nd discussion**

Students:

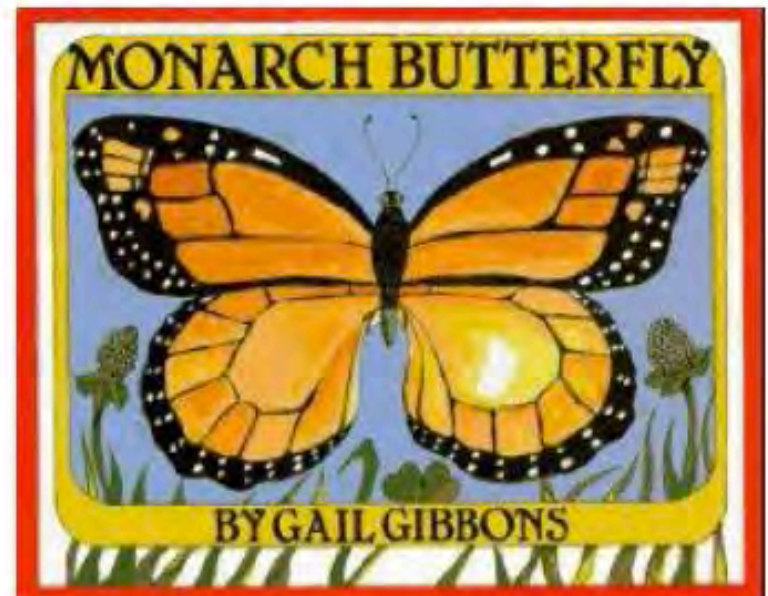➢ **Respond to text dependent questions focused on CCSS 4-6**

2ⁿᵈ Reading : CCSS 4-6
Helium: Not so super after all

How does the article define friction RST 11-12.4

Why is discovering a supersolid so desirable for scientists? RST 11-12.6

How does the article define a supersolid (RST 11-12.4)

Bud, Not Buddy

by Christopher Paul Curtis

What needs clarification?
What visualization comes to mind here

Here we go again. I felt like I was walking in my sleep as I followed Jerry back to the room where all the boys' beds were jim-jammed together. This was the third foster home I was going to and I'm used to packing up and leaving, but it still surprises me that there are always a few seconds, right after they tell you you've got to go, when my nose gets all runny and my throat gets all choky and my eyes get all sting-y. But the tears coming out doesn't happen to me anymore, I don't know when it first happened, but it seems like my eyes don't cry anymore.

What does the term 'jim-jammed mean?
Is there a comparison that can be made here? (RL.4)

Explain the point of view/perspective of Bud [Jerry, and caseworker]. Compare each character's perspective to the others. (RL.6)

Is first or third person narration being used? What could be the author's purpose for using this point of view?(RL.6)

How did the beginning of the selection contribute to the ending? (RL.5)

Teacher:

➢ **Observes/collects/discusses student annotations and vocabulary issues**

➢ Determines **what needs targeting** in 3rd discussion

Students:

➢ **Respond to text dependent questions focused on CCSS 7-9**

Opinions and Inter-textual Connections in Kindergarten/1ˢᵗ Grade

Third Reading

Narrative

Informational

Is this a happy story or a sad one? How do you know?

(RLK.9 and RL1.9)

How are these two books similar? How are they different?

MONARCH BUTTERFLY
BY GAIL GIBBONS

Third Reading: Emphasis on CCSS R.7-9

General Eisenhower wrote both message within hours of each other. What conclusions can you draw? (RH 11-12.9)

A Process for Creating Assessments

Task Models

For the ELA/Literacy PBA, all items must align to a **Task Models**. Task models identify:

- ➢ **The main focus for the task**
- ➢ **The Sub Claim to be targeted with the PCR item**
- ➢ **The Sub Claim to be targeted with the EBSR and TECR items**
- ➢ **The number of items required for the task**

Task Models

Task Focus: Analysis of argument

Task Type	Research	
Grade	8	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR	• Measures reading information sub-claim using standards RH or RI 1, RH 8 and RH 9 • Measures all writing claims
Number and type of EBSR and/or TECR reading items	• 9 total items = 18 points • 3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text) • 6 of 9 items (12 points) measuring standards RH 2, 3, 5, 6 and 8	• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim
Total # of Items for the Task Model:	10	
Suggested Order of Student Actions: (All Research Simulation Tasks must contain 10 items, including the PCR. The number of items per text or combination of texts may vary.)	• Students read anchor text • Students respond to 1 vocabulary item exclusive to anchor text • Students respond to 1-2 EBSR or TECR items exclusive to anchor text • Students read additional text • Students respond to 1 vocabulary item exclusive to text 2 • Students respond to 1-3 EBSR or TECR items exclusive to text 2 and/or items tied to texts 1 and 2 • Students read additional text • Students respond to 1 vocabulary item exclusive to text 3 • Students respond to 1-4 EBSR or TECR items exclusive to text 3 and/or items tied to any combination of texts 1 and 3, texts 2 and 3, or all 3 texts • Students respond to 1 PCR item	

Performance Based Assessment and End of Year Form Specifications for Grades 3 – 11

Grade 11 Common Form Specifications (PBA):

Task Type	# of Passages	Claims/Sub-Claims	Item Types: # of EBSR/TECR items (total points) *in LA Task 2 items are TECRs * in RS Task 2 items are TECRs *in NW Task 1 item is a TECR	# of PCRS	Maximum # of Points from PCRs[1]	Task Models Applicable: Standards measured	# of each task model to be developed	# of items/ points for each level of complexity from EBSR/TECR items
A Literature Analysis Task—for a given form, choose only one task model	2 *1 short text *1 extended text *See table for word count guidelines	Reading Literature	4(8)	1	4	11A1: Text structure. RL 1, 2, 3,5 11A2: Analysis of two or more themes/central ideas. RL 1, 2, 3,5 11A3: Analysis of story elements/structure. RL 1,2,3,5 11A4: Expression of knowledge of eighteenth, nineteenth and early-twentieth century treatment of similar themes and topics. RL 1,2,3,5,9	11A1: 6 11A2: 5 11A3: 6 11A4: 6	
		Reading Vocabulary	2(4)		0	RL 4 and L4,5,6 (any combination)		
		Writing Written Expression	0		12	W1 and/or W2 W4,5,6,7,8,9,10		
		Writing Knowledge Language and Conventions	0		4	L1,2,3,6		
B Research Simulation Task—for a given form, choose only one task model	3 *2 short text *1 extended text *See table for word count guidelines	Reading Information	6(12)	1	4	11B1: Focus on point of view and purpose RI 1,2,3,5,6,9 11B2: Focus on point of view and purpose. RH 1,2,3,5,6,9 11B3: Focus on point of view and purpose. RST 1,2,3,5,6,9 11B4: Use of illustrations and other visuals. RI1,3,5,6,7,8,9 11B5: Use of illustrations and other visuals. RST 1,3,5,6,7,8,9 11B6: Analysis of argument. RI 1,2,3,5,6,8,9 11B7: Analysis of argument. RH 1,2,3,5,6,8,9 11B8: Analysis of argument. RST 1,2,3,5,6,8,9 11B9: Relationship of ideas. RI 1,2,3,5,6,9 11B10: Relationship of ideas. RH 1,2,3,5,6,9 11B11: Relationship of ideas. RST 1,2,3,5,6,9	11B1: 2 11B2: 2 11B3:2 11B4:2 11B5:2 11B6:2 11B7:2 11B8:2 11B9:2 11B10:2 11B11:2	
		Reading Vocabulary	3 (6)		0	RI 4 and L4,5,6 (any combination)	+1 additional	

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PARCC Writing Rubrics

Three primary components to the rubrics:

- A **reading** assessment component
- A **written expression** component (which has several sub-components)
- A **knowledge of language and conventions** component.

The use of this single rubric—regardless of task purpose

- Allows for the **focus** of evaluation of the quality of a written response to be on **key traits of quality of reading comprehension** (including **providing strong evidence from** texts)
- Allows for **focus on quality writing** rather than on any single, discrete criterion
- Reinforces **student preparation** for prose to be written in **college and careers**, where quality is defined by addressing the demands of a task, rather than on an isolated skill

GRADES 6-11
CONDENSED SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE IT...
(Revised July 29, 2014)*

Score points

Claims

Research Simulation Task and Literary Analysis Task

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension of Key Ideas and Details	The student response demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis and supporting the analysis with effective and convincing textual evidence.	The student response demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis, and supporting the analysis with adequate textual evidence.	The student response demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis and supporting the analysis with basic textual evidence.	The student response demonstrates limited comprehension of ideas stated explicitly and/or inferentially by providing a minimally accurate analysis and supporting the analysis with limited textual evidence.	The student response demonstrates no comprehension of ideas by providing inaccurate or no analysis and little to no textual evidence.
Writing Written Expression	The student response • addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to the task by using clear and convincing reasoning supported by relevant textual evidence; • demonstrates purposeful coherence, clarity, and cohesion, making it easy to follow the writer's progression of ideas; • establishes and maintains an effective style, attending to the norms and conventions of the discipline.	The student response • addresses the prompt and provides mostly effective development of the claim or topic that is mostly appropriate to the task, by using clear reasoning supported by relevant textual evidence; • demonstrates coherence, clarity, and cohesion, making it fairly easy to follow the writer's progression of ideas; • establishes and maintains a mostly effective style, while attending to the norms and conventions of the discipline.	The student response • addresses the prompt and provides some development of the claim or topic that is somewhat appropriate to the task, by using some reasoning and text-based evidence; • demonstrates some coherence, clarity, and/or cohesion, making the writer's progression of ideas usually discernible but not obvious; • has a style that is somewhat effective, generally attending to the norms and conventions of the discipline.	The student response • addresses the prompt and develops the claim or topic and provides minimal development that is limited in its appropriateness to the task by using limited reasoning and text-based evidence; or • is a developed, text-based response with little or no awareness of the prompt. • demonstrates limited coherence, clarity, and/or cohesion, making the writer's progression of ideas somewhat unclear; • has a style that has limited effectiveness, with limited awareness of the norms of the discipline.	The student response • is undeveloped and/or inappropriate to the task; • lacks coherence, clarity, and cohesion. • has an inappropriate style, with little to no awareness of the norms of the discipline.
Writing Knowledge of Language and Conventions		The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.	The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.	The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.	The student response to the prompt demonstrates no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding.

GRADES 6-11
CONDENSED SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS
(Revised July 29, 2014)*

Narrative Task (NT)

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Writing Written Expression	The student response • is effectively developed with narrative elements and is consistently appropriate to the task; • demonstrates purposeful coherence, clarity, and cohesion, making it easy to follow the writer's progression of ideas; • establishes and maintains an effective style, attending to the norms and conventions of the discipline.	The student response • is mostly effectively developed with narrative elements and is mostly appropriate to the task; • demonstrates coherence, clarity, and cohesion, making it fairly easy to follow the writer's progression of ideas; • establishes and maintains a mostly effective style, while attending to the norms and conventions of the discipline.	The student response • is developed with some narrative elements and is somewhat appropriate to the task; • demonstrates some coherence, clarity, and/or cohesion, making the writer's progression of ideas usually discernible but not obvious; • has a style that is somewhat effective, generally attending to the norms and conventions of the discipline.	The student response • is minimally developed with few narrative elements and is limited in its appropriateness to the task; • demonstrates limited coherence, clarity, and/or cohesion, making the writer's progression of ideas somewhat unclear; • has a style that has limited effectiveness, with limited awareness of the norms of the discipline.	The student response • is undeveloped and/or inappropriate to the task; • lacks coherence, clarity, and cohesion; • has an inappropriate style, with little to no awareness of the norms of the discipline.
Writing Knowledge of Language and Conventions		The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.	The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.	The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.	The student response to the prompt demonstrates no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage 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.
- 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 6-11, 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.

A response is considered unscoreable if it cannot be assigned a score based on the rubric criteria. For unscoreable student responses, one of the following condition codes will be applied.
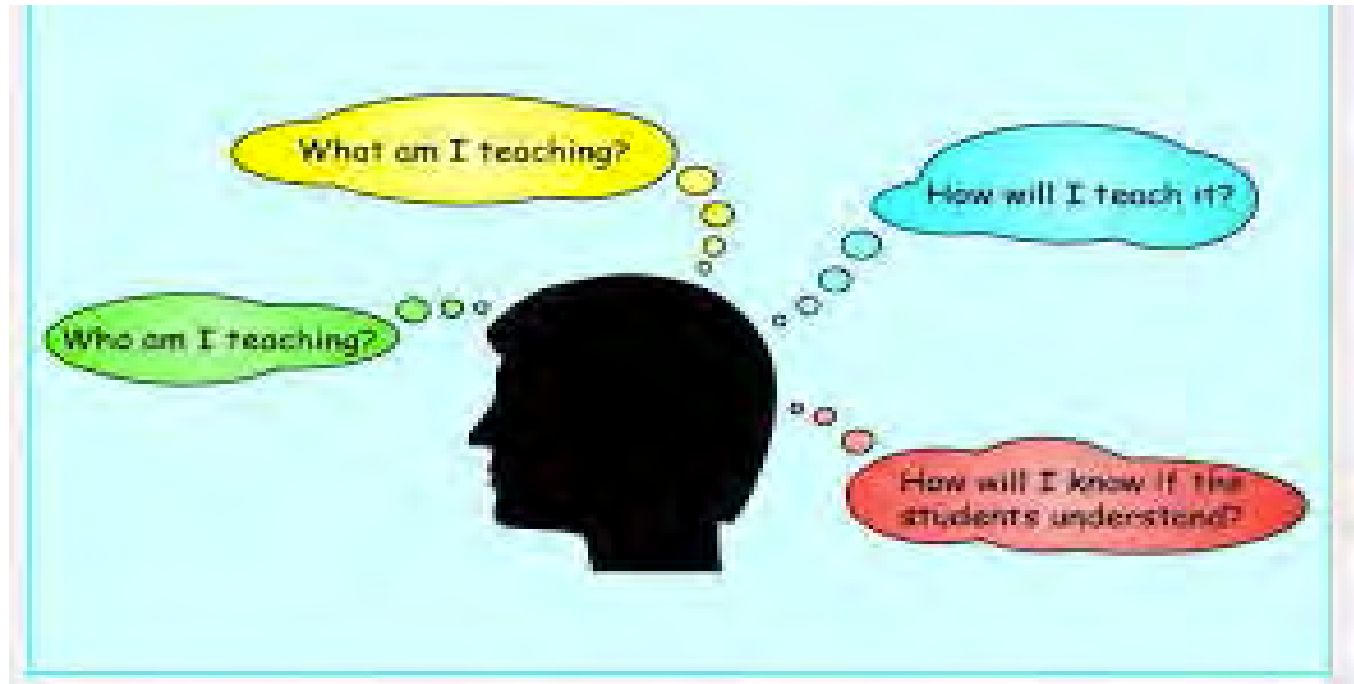
Coded Responses:

A–No response
B–Response is unintelligible or undecipherable
C–Response is not written in English
D–Off-topic
E–Refusal to respond
F–Don't understand/know

* This rubric is subject to further refinement based on research and study.

Questions?
Thoughts!

How Does This Impact Lesson Planning?

Evidence Statements

Grade

Claim

Standards that may be measured to support the claim

Grade: 3

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

Items designed to measure this claim may address the standards and evidences listed below:

Standards:	Evidences to be measured on the PARCC Summative Assessment The student's response:
RI 1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	• Provides questions and answers that show understanding of a text. (1) • Provides explicit references to the text as the basis for the answers. (2)
RI 2: Determine the main idea of a text; recount the key details and explain how they support the main idea.	• Provides a statement of the main idea of a text. (1) • Provides a recounting of key details in a text. (2) • Provides an explanation of how key details in a text support the main idea. (3)
RI 3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	• Provides a description of the relationship between a series of historical events, using language that pertains to time, sequence and/or cause/effect. (1) • Provides a description of the relationship between scientific ideas or concepts, using language that pertains to time, sequence and/or cause/effect. (2) • Provides a description of the relationship between steps in technical procedures in a text, using language that pertains to time, sequence and/or cause/effect. (3)
RI 5: Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	• Demonstrates use of text features to locate relevant information (e.g., key words, sidebars). (1) • Demonstrates use of search tools to locate relevant information (e.g., key words, sidebars, hyperlinks). (2)

Each bullet lists an evidence statement that is aligned to the standard next to it and to the claim.

Each standard may have (1) or more evidences. To refer to the evidences, the following "code" is to be used until metadata and tagging for these charts is completed.

3.RI5.1 = Grade 3, Reading Information Standard 5, Evidence (1).

Common Core Unpacking Template

Reading Anchor: Determine central ideas or themes of a text and analyz[e] supporting details and ideas.

Bloom's Taxonomy and Webb's DOK

Grade Level Common Core Standard: Kid Friendly Terms:	CONTENT: List the nouns and critical adjectives in the grade-level standard. These are the content. Include critical adjectives where they make sense.	SKILLS: List the verbs in the grade-level standards. These are the skills. Include the object of the verb in parentheses after.	Learning Objectives: Lower What will students need to know and be able to do. Use nouns and verbs to create lesson-size objectives. (Remembering, Knowledge), Understanding (Comprehension)	Learning Objectives: Higher What will students need to know and be able to do. Use nouns and verbs to create lesson-size objectives. (Analyzing, Evaluating, Creating/ Synthesis)
Grade Level: RL.2. With prompting and support, retell familiar stories, including key details **Kid Friendly Terms:** I can retell a story.	familiar stories, key details	retell	With assistance, students will understand what key details are. Students will: Recognize and name elements in a story (beginning, middle and end)	Students will: Understand the difference between important (key) details and unimportant details. Put key ideas and details in sequential order to retell a story they know.

What questions, prompts, activities can I use to help students meet this standard:

1. Using what you read, write (dictate or draw) or ask your own questions about an important idea from this text.
2. What is the main idea of this text?
3. Can you find one of the important ideas in this text? Can you find another important idea?
4. Can you tell me how these two ideas are the same? Can you tell me how they are different?

Similarities and Differences to Current Curriculum

Is this Standard sufficiently addressed in your current curriculum?
Briefly identify what is new or different.

Professional development and resource needs:

BLOOM'S REVISED TAXONOMY

Higher-order thinking

Creating
Generating new ideas, products, or ways of viewing things
Designing, constructing, planning, producing, inventing.

Evaluating
Justifying a decision or course of action
Checking, hypothesising, critiquing, experimenting, judging

Analysing
Breaking information into parts to explore understandings and relationships
Comparing, organizing, deconstructing, interrogating, finding

Applying
Using information in another familiar situation
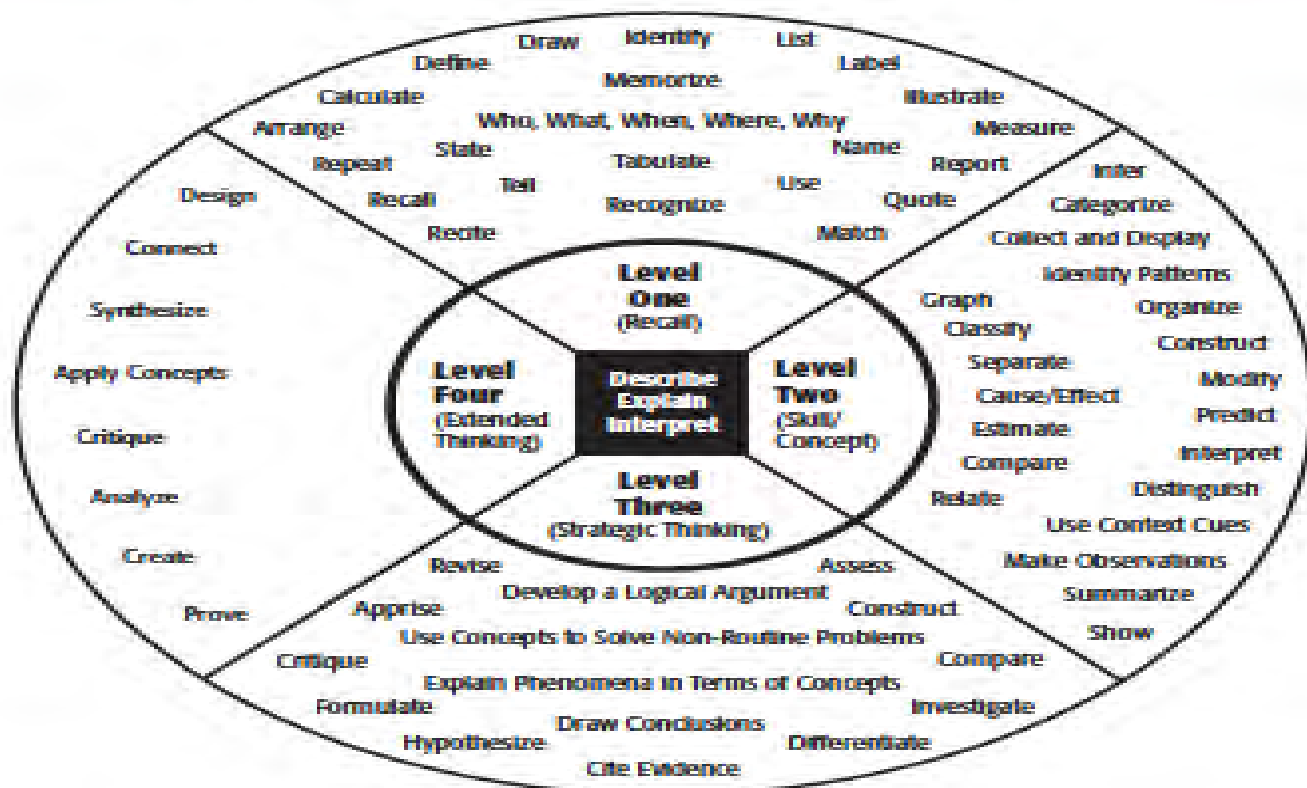Implementing, carrying out, using, executing

Understanding
Explaining ideas or concepts
Interpreting, summarising, paraphrasing, classifying, explaining

Remembering
Recalling information
Recognizing, listing, describing, retrieving, naming, finding

Depth of Knowledge (DOK) Levels

Level One (Recall)

Level Two (Skill/Concept)

Level Three (Strategic Thinking)

Level Four (Extended Thinking)

Describe, Explain, Interpret

Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <http://www.wcer.wisc.edu/WAT/index.aspx>

Questions?…

Take A Closer Look At Lesson Plan
Do I change it?
How do I change it?
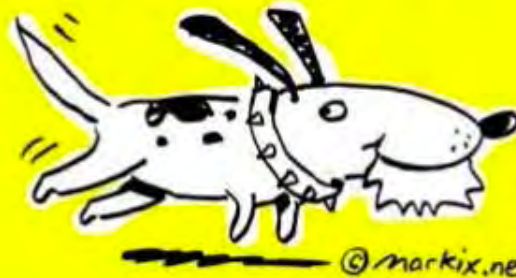
New Illinois Standards Lesson Plan Checklist

Does my lesson plan:

➢ **Unpack the standards and elements?**

➢ **Identify the Enduring Understanding (Big Idea)?**

➢ **Pose an Essential Question?**

➢ **Establish the Learning Targets and Relevance/rationale?**

➢ **Incorporate:**

  ✓ **Formative Assessments**

  ✓ **Activities/Tasks**

➢ **Identify differentiation and modification strategies**

➢ **Incorporate the Common Core shifts**

Common Core Aligned Lesson Plan Template

Teacher: _____ Subjects(s): _____ Grade: _____

ENDURING UNDERSTANDING	STUDENT-FRIENDLY TRANSLATION (# 2,3,4 only)
ESSENTIAL QUESTION	
1. Common Core Learning Standard(s) Addressed:	
2. Learning Target(s): (What will students know & be able to do as a result of this lesson?)	
3. Relevance/Rationale: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)	
4. Formative Assessment Criteria for Success: (How will you and your students know if they have successfully met the outcomes? What specific criteria will be met in a successful product/process? What does success on this lesson's outcomes look like?)	
5. Activities/Tasks: (What learning experiences will students engage in? How will you use these learning experiences or their student products as formative assessment opportunities?)	

http://www.parcconline.org/top-12-resources-educators

➢ **Professional Development Modules**

➢ **Educator Leader Cadre Portals: curriculum, instruction, diversity presentations, videos, tools**

➢ **Model Content Frameworks**

➢ **Performance Level Descriptors: knowledge, skills, practices students for each grade level and area**

➢ **Text Complexity Worksheets**

➢ **Blueprints and Evidence Statement Tables**

➢ **Computer Based Sample Items**

➢ **Technology Tutorial**

➢ **Instructional Leaders Toolkit – coming soon!**

✓ **Links to resources, checklists, FAQ**

✓ **PTA Parents' Guide to Student Success**

Questions? Thoughts!