

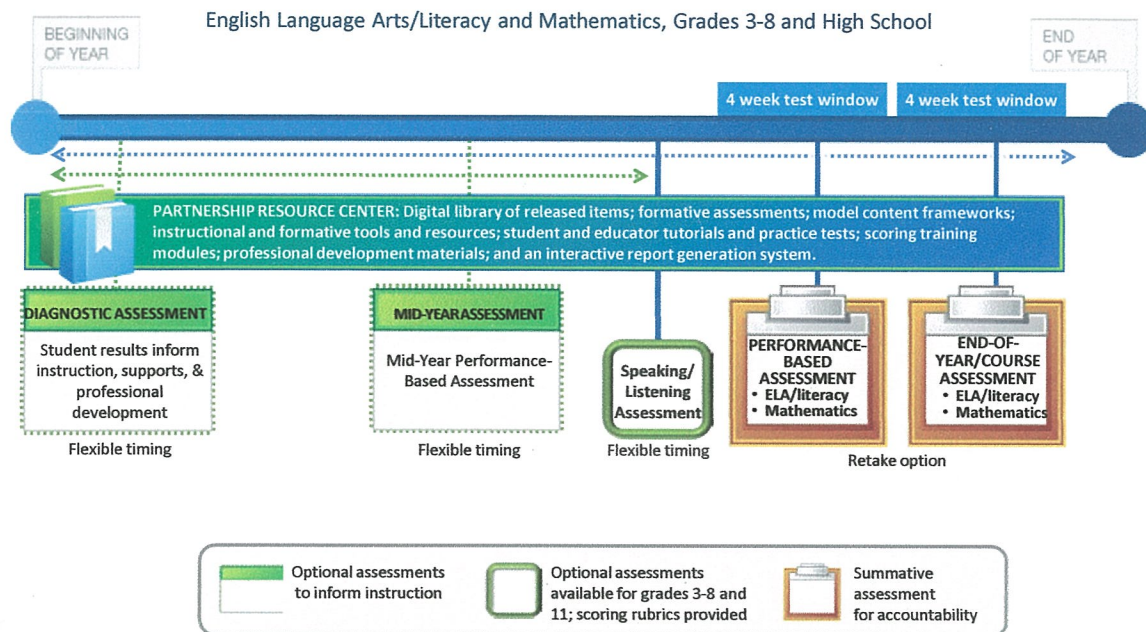
Handouts to accompany slide show for
middle & high school teachers about
*18 Facts Every ELA Educator Should
KNOW - Q & A*

10/13/14



The Partnership for the Assessment of Readiness for College and Careers (PARCC)

#1



Description of Major PARCC Features

Partnership Resource Center: This digital library is due to launch in Fall 2014 and contain resources to support teachers and students in grades K–12, including formative embedded tasks for students in grades K–1, released items and tasks, an online reporting system, and Professional Learning Modules. Many of these resources will be contributed by member states.

Optional Assessment Components:

Mid-Year Performance Assessment: These extended formative tasks for grades 3–11 will provide teachers and students with instructionally useful feedback and prepare them for the summative performance tasks. A wide testing window will allow for alignment with local curricula. Tasks will focus on hard-to-measure standards and application of skills. Available in 2014-15

Diagnostic Assessment: Available for grades 2–8 in Fall 2015, these computer-adaptive assessments will provide timely, detailed information concerning student strengths and weaknesses in foundational concepts and skills to support targeted instruction and professional development.

Speaking and Listening Assessment: (*formerly required, now optional*) Available in 2015-16 for grades K-12, rubrics will be provided for local scoring.

Summative Assessment: PARCC will provide summative assessments for grades 3 – 11 that have a Performance-Based Assessment and an End-of-Year Assessment, each of which has a testing window of 20 school days. Total testing time for ELA/literacy and mathematics, across 9 testing sessions, is expected to be 9¾ hours testing time for third grade, 10 hours for grades 4-5 , 10¾ hours for grades 6-8 and 11 to 11¼ hours for grades 9-12.

Performance-Based Assessment: Students will complete 3 ELA/literacy tasks (1 literary analysis task, 1 narrative task, 1 research simulation task) and two or more math tasks that involve complex, real-world problems.

End-of-Year Assessment: This assessment will be computer-based and consist of innovative, machine-scorable item types. *High School:* In mathematics, both traditional and integrated math sequences will be supported; in ELA, literacy skills in ELA, science and social studies will be assessed, as in the Common Core.

Accountability: Scores for the Performance-Based Assessment and End-of-Year Assessment will be combined for the student’s annual accountability score. Subject to state decisions, PARCC will make available one retake for students in grades 3–8 and up to three retakes for high school students.

Implementation: Field testing completed in 2013–2014; Summative and Mid-Year assessments operational in 2014-15. Diagnostic, Speaking & Listening, and K-1 formative assessments ready in 2015-16.

Cost: \$24 per student per year for all summative assessments, delivered and scored, in ELA/literacy and mathematics. Price of optional components has not yet been announced.



Register for Great Books close reading courses!

Great Books professional learning courses include **Using Shared Inquiry with Nonfiction**, a one-day live course, and **The Close Reading Process**, a 90-minute webinar. Both courses develop students' reading comprehension of informational texts. In both the live course and the webinar, teachers will learn how to:

- Deepen students' engagement with texts and promote critical thinking
- Identify students' needs and learn strategies to meet them
- Work through concrete steps that help students manage difficult texts
- Learn how to use the Shared Inquiry method with nonfiction texts

Great Books Core Professional Learning Courses

Learn Shared Inquiry and qualify to lead Great Books K-12 programs in the classroom! Our core professional learning course is offered as either a two-day live or one-day blended live and online course. Click here to see courses scheduled in your area.

Register for Other Great Books Webinars

We offer a variety of convenient and cost-effective webinars, including:

- Reading Comprehension Strategies
- Shared Inquiry Review
- The Power of Student Questions
- Volunteer Leader Training

More Resources

Download a **free** Great Books lesson plan for your grade level!



11 Tips to Turn Every Student Into a Close Reader

By Samantha Cleaver

Let's face it, close reading isn't often a skill that comes naturally. When our students get a new reading assignment, their first instinct is often to race to the finish line rather than engage deeply with a text.

Getting students to slow down, engage with the text in different ways, and reflect as they read are challenges for every teacher, and are the goals of close reading. They're also at the heart of the Common Core English Language Arts standards. There's no magic way to turn your class into top-notch readers overnight, but there are specific close reading skills you can teach that will help your students now and down the line.

In Harlem, NY, Mark Gillingham, senior researcher with the Great Books Foundation, watches a group of seventh-grade students reading aloud "The White Umbrella." At one moment the narration becomes unclear and the students begin debating which character is actually speaking. Their genuine interest in figuring out who is speaking drives them to read, reread, and discuss the section. "This close reading of text that leads to authentic discussion is what the Great Books Foundation wants to cultivate in ALL readers," says Gillingham.



The key is learning how to annotate effectively. "When students are drawing conclusions as they annotate their texts, they're using high level reading comprehension skills," says Linda Barrett, senior training consultant with the Great Books Foundation. "As their annotation improves, students may begin marking the points when a character makes a decision or when an author uses a specific literary tool."

Nurturing these higher-level skills takes time and many different techniques. You can begin to strengthen close reading in your classroom with these eleven expert tips.

1. Be a Close Reader Yourself

As you teach close reading, it's important that you know the text backwards and forwards. Every time you raise an issue or ask a question for discussion (e.g. "How do we know that Macbeth feels guilty?"), you'll know how to help your students find the textual evidence and where it's located in the text. Modeling close reading through your class discussion is as important as direct instruction in close reading.

2. Teach "Stretch Texts"

The purpose for having students learn close reading skills, says Gillingham, is to enable them to read increasingly complex texts over time. As you choose texts to use with your students, think about your purpose behind each text. Look for stories or articles that raise authentic questions and could be interpreted differently depending on each student's background knowledge or prior reading. If you're working with a novel, focus on a section that lends itself to ambiguity and interpretation. And be sure to occasionally assign "stretch texts" in class. These are texts that you wouldn't expect students to read independently, such as a critical essay or short piece of philosophy. "It's a text that's meant to be difficult," says Gillingham, "and may require up to a week of study."

3. Teach Students to Look for the Evidence

If your students leave your class understanding how to provide evidence from the text, consider your year an unqualified success. It's the most central skill of the Common Core standards, says Elfreida Hiebert, president and CEO of Text Project. "The Common Core," says Hiebert, "focuses our attention on what content the text is helping us gain." Push students to go beyond recounting facts and plot points. As you're planning, think about what higher order questions you can ask in class discussion and written assignments.

4. Always Set a Purpose for Reading

After your students have read a text through once, help them dig deeper by setting a specific purpose for reading it again. That purpose could be to track a concept or theme, or to analyze how an author uses a literary element or creates tone. Giving students something specific to focus on requires that they return to the text and really focus.



5. Differentiate Your Instruction

Even if students aren't able to close read a novel independently, they can still apply strategies to a passage. Students may listen to an oral reading of the text, work in a small group with teacher support, or work with a partner to reread a text and prepare for discussion. If the majority of your class is not ready for independent close reading, keep in mind that the overarching idea is to get students to think about different ways that people can interpret text and build their own arguments around text, which can be done with picture books or read alouds as well as novels and short stories.

6. Focus on Making Connections

Rather than asking students a myriad of comprehension questions, focus their reading experiences around connecting with and remembering the text. Plan and ask questions that help you understand if students understand the text, and where they need to dig deeper into the big ideas. Hiebert suggests focusing on how the text relates to what the student has previously read, and what else they might learn about the topic after reading this selection.

7. Model it First

If students are new to close reading, spend time modeling how to think about a prompt and how to annotate the text. You might want to use a document camera to project pages of the text and read through and annotate a passage around a central question, modeling your thinking. After you do a few pages, release the work to students and have them take the lead.

8. Let Them Make Mistakes

If some of your students have clearly misinterpreted the text, ask them to explain their thinking or help you see the connection they've made. This gives them a great opportunity to practice finding textual evidence. Students may also chime in with other interpretations. The important thing is that students clarify and refine their thinking strategies, not that everyone has the same "right" answer.

9. Close Read Across the Curriculum

Once students are familiar with close reading in one content area, expand the process to other texts and content areas. Close reading can happen in science, social studies, math, and other subjects. Students can spend time delving into charts and graphs in science, discussing a math concept, or working to truly understand the various interpretations of a speech in social studies.

10. Use Student Questions to Drive Discussion

Here's one technique to consider. During Great Books discussions, teachers start by compiling student and teacher questions that come from the text. Once the questions are compiled in a list, the teacher supports the students in reviewing all the questions, identifying ones that are similar and answering some of the factual questions that only require a short answer. Together, the class discusses the questions and decides which are the most interesting and worthy of further exploration. This is a great way to help your students learn to ask higher-order questions and to write good thesis statements.

11. Listen to Your Students

Along with close reading the text, you need to close read your students. When you begin to let students' questions and ideas about the text take the lead, you'll find your class will be much more invested in the reading. Your role will be to keep them grounded to the close reading process. If a student makes an assertion, can the class find the textual evidence for it? If not, why not? Is a new theory needed? As you probe into your students' questions, you'll learn more about where your students are and give them opportunities to engage deeper with the text. Ultimately, says Gillingham, "you are learning everything you can from your students."

A Guide to Creating Text Dependent Questions for Close Analytic Reading

Text Dependent Questions: What Are They?

The Common Core State Standards for reading strongly focus on students gathering evidence, knowledge, and insight from what they read. Indeed, eighty to ninety percent of the Reading Standards in each grade *require* text dependent analysis; accordingly, aligned curriculum materials should have a similar percentage of text dependent questions.

As the name suggests, a text dependent question specifically asks a question that can only be answered by referring explicitly back to the text being read. It does not rely on any particular background information extraneous to the text nor depend on students having other experiences or knowledge; instead it privileges the text itself and what students can extract from what is before them.

For example, in a close analytic reading of Lincoln's "Gettysburg Address," the following would not be text dependent questions:

- *Why did the North fight the civil war?*
- *Have you ever been to a funeral or gravesite?*
- *Lincoln says that the nation is dedicated to the proposition that "all men are created equal." Why is equality an important value to promote?*

The overarching problem with these questions is that they require no familiarity at all with Lincoln's speech in order to answer them. Responding to these sorts of questions instead requires students to go outside the text. Such questions can be tempting to ask because they are likely to get students talking, but they take students away from considering the actual point Lincoln is making. They seek to elicit a personal or general response that relies on individual experience and opinion, and answering them will not move students closer to understanding the text of the "Gettysburg Address."

Good text dependent questions will often linger over specific phrases and sentences to ensure careful comprehension of the text—they help students see something worthwhile that they would not have seen on a more cursory reading. Typical text dependent questions ask students to perform one or more of the following tasks:

- Analyze paragraphs on a sentence by sentence basis and sentences on a word by word basis to determine the role played by individual paragraphs, sentences, phrases, or words
- Investigate how meaning can be altered by changing key words and why an author may have chosen one word over another
- Probe each argument in persuasive text, each idea in informational text, each key detail in literary text, and observe how these build to a whole
- Examine how shifts in the direction of an argument or explanation are achieved and the impact of those shifts
- Question why authors choose to begin and end when they do
- Note and assess patterns of writing and what they achieve
- Consider what the text leaves uncertain or unstated

Creating Text-Dependent Questions for Close Analytic Reading of Texts

An effective set of text dependent questions delves systematically into a text to guide students in extracting the key meanings or ideas found there. They typically begin by exploring specific words, details, and arguments and then moves on to examine the impact of those specifics on the text as a whole. Along the way they target academic vocabulary and specific sentence structures as critical focus points for gaining comprehension.

While there is no set process for generating a complete and coherent body of text dependent questions for a text, the following process is a good guide that can serve to generate a core series of questions for close reading of any given text.

Step One: Identify the Core Understandings and Key Ideas of the Text

As in any good reverse engineering or “backwards design” process, teachers should start by identifying the key insights they want students to understand from the text—keeping one eye on the major points being made is crucial for fashioning an overarching set of successful questions and critical for creating an appropriate culminating assignment.

Step Two: Start Small to Build Confidence

The opening questions should be ones that help orientate students to the text and be sufficiently specific enough for them to answer so that they gain confidence to tackle more difficult questions later on.

Step Three: Target Vocabulary and Text Structure

Locate key text structures and the most powerful academic words in the text that are connected to the key ideas and understandings, and craft questions that illuminate these connections.

Step Four: Tackle Tough Sections Head-on

Find the sections of the text that will present the greatest difficulty and craft questions that support students in mastering these sections (these could be sections with difficult syntax, particularly dense information, and tricky transitions or places that offer a variety of possible inferences).

Step Five: Create Coherent Sequences of Text Dependent Questions

The sequence of questions should not be random but should build toward more coherent understanding and analysis to ensure that students learn to stay focused on the text to bring them to a gradual understanding of its meaning.

Step Six: Identify the Standards That Are Being Addressed

Take stock of what standards are being addressed in the series of questions and decide if any other standards are suited to being a focus for this text (forming additional questions that exercise those standards).

Step Seven: Create the Culminating Assessment

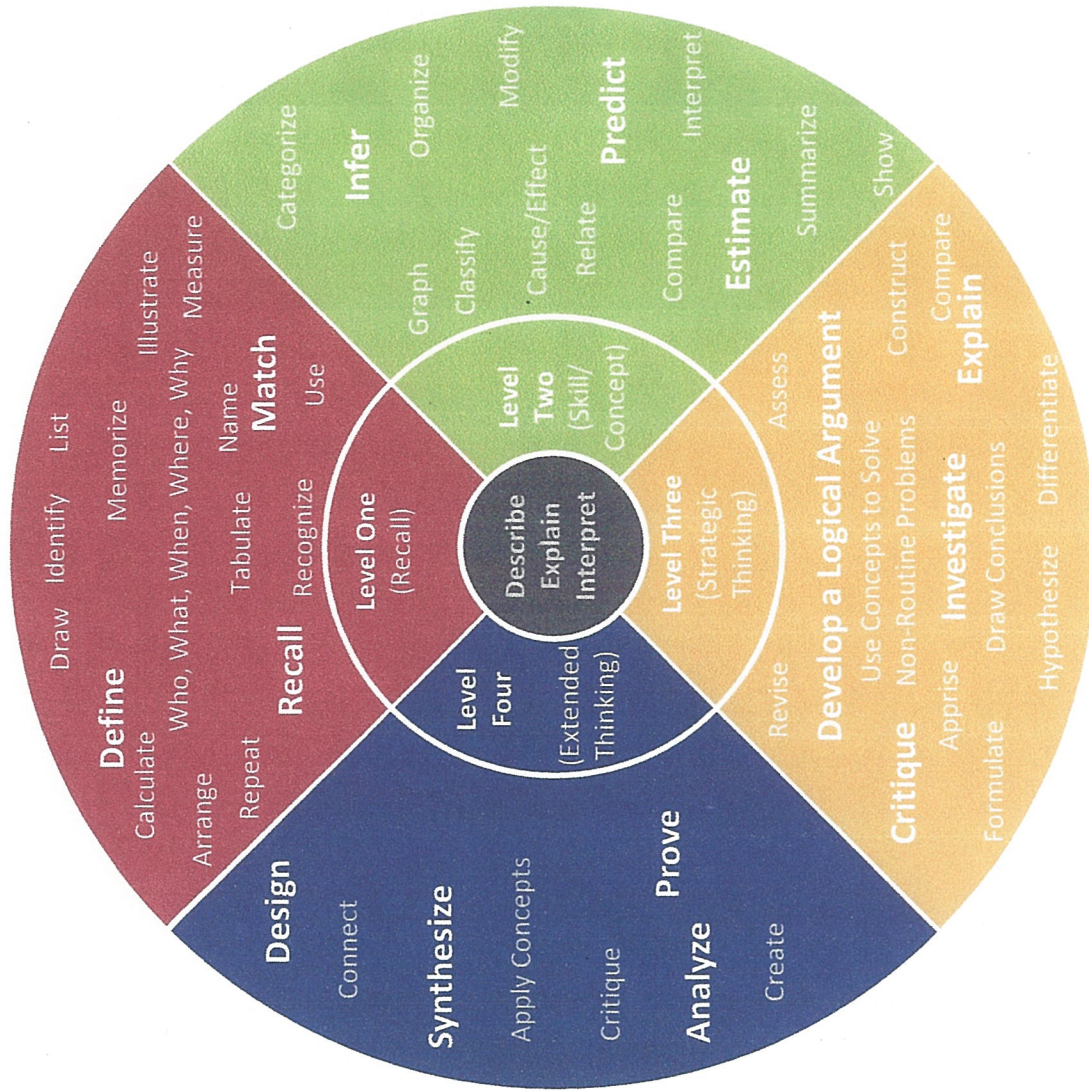
Develop a culminating activity around the key ideas or understandings identified earlier that reflects (a) mastery of one or more of the standards, (b) involves writing, and (c) is structured to be completed by students independently.

Assessing Higher-Level Thinking Skills

The Depth-of-Knowledge Levels web is one widely used method for illustrating the various types of knowledge and skills that teaching and learning encompasses.

The level of thinking becomes more demanding as one moves to the higher levels and tackles more complex tasks such as synthesizing multiple pieces of information or proving an idea based on evidence in a text.

Students especially need level three and four skills to succeed in college and careers. The Common Core standards reflect these skills more strongly than most state tests.



4

#5



On-the-Spot Scaffolding for Students

SEPTEMBER 30, 2014

Rebecca Alber
Edutopia Consulting Online Editor

Scrambling in the moment to figure out what students need when they *just don't get it* is one of the exciting challenges of teaching. Being able to respond to learners' needs on the spot is hands down one of the greatest tricks of this trade.

And when lesson planning, we can't always guess how many steps we will need to break a lesson into and how much support will be needed for each chunk. I know I've made assumptions about what students will "get" and then in the middle of the lesson, I've had to stop, think on my feet, and add something to help move the learning forward.

Just to be clear: Scaffolding a lesson and differentiating instruction are two different things. Scaffolding is breaking up the learning into chunks and then providing a tool, or structure, with each chunk. When scaffolding reading, for example, you might preview the text and discuss key vocabulary, or chunk the text and read and stop and discuss as you go. With differentiation, you may give a child an entirely different piece of text to read, you might shorten the text or alter it, and you may modify the writing assignment that follows.

Simply put, scaffolding is what you do first with kids, then for those students who are still struggling, you may need to differentiate by modifying an assignment and/or making accommodations for a student (for example, choose more accessible text and/or assign an alternative project).

3 Scaffolding Strategies

On-the-spot scaffolding and differentiating are essential skills for teachers. And the longer you teach, the better

you become at both.

So when do we do it? Well, if we get The Look from students (a distant stare, a furrowed brow) this means it's time to stop, check for understanding by asking questions or in some other way, and then review. If that doesn't work, we need to add a step -- bolster what has already been shared by adding something more.

Here's some ideas to consider when the learners in the midst of a lesson need a little extra something:

Idea #1: Sentence starters. These writing training wheels work wonders for any struggling writer, whether elementary or secondary school students (heck, I use them with university students). So if a student is sitting there and says with words (or simply with a look) "I don't know what to write," take your pencil and write a few words out with a line that follows. Here's examples: "One thing I don't understand about the civil war is____," "People disagree about this issue because____," "Something important to know about photosynthesis is____." If many students are struggling to get started with a writing task, create a few sentence starters on the white board for all to see.

Idea #2: Use an image or short film clip. In the middle of a lesson, when the thinking is stuck in the room, I've jumped online to find a short film clip or a photo. One example is a time we read about and discussed McCarthyism and my eleventh grade students needed more to really get it. I quickly went online and found and projected a few anti-communism propaganda advertisements. These over-the-top messages really made the hysteria surrounding this era (<http://www.kuriositas.com/2013/10/the-red-menace-anti-communist.html>) come to life for them. After that, our discussion deepened and so did their questions about McCarthyism and The Cold War.

Using visuals for on-the-spot scaffolding (for an individual student or for the group) is unquestionably a best practice. Research shows that the population is made up of 65 percent visual learners. And only 10 percent of students are auditory learners yet 80 percent of instruction is delivered orally (University of Illinois, 2009).

Idea #3: Give them time to talk with a guiding question. Never underestimate giving students time to talk. As learners, we need to make sense of what is coming at us -- new information, new ideas, and concepts. If you see The Look from many, stop the lesson and invite students to engage in low stakes discussion with each other and focus it on a guiding question. The question can be framed, for example, so as to clarify the information they've already received or to compare or to connect the new information to what they already know. For example, "If someone were to walk into this room right now, how would you explain McCarthyism?" Or, "What does McCarthyism remind you of? In what ways is it different (or the same) in government/politics today?"

How do you on-the-spot scaffold? What tools and tips do you have worked well with students? Please share in the comments section below.

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#6

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Marilee Sprenger (/)

Onsite Professional Development

Search

The Critical Words Your Students Must Know for the Common Core State Standards!

Researchers estimate 85% of achievement test scores are based on the vocabulary of the standards. Students from poverty, ELL students, and other at-risk students are particularly in need of learning these words in ways that meet their specific learning needs.

Below are the high frequency words of the CCSS and words present in the exemplars provided in Appendix B.

[Critical Verbs](#)

[Critical Nouns](#)



Argument and the CCSS

ARGUMENT DEFINED

What distinguishes an argument from informative writing is the goal. While the purpose of the latter is to develop and explain a topic, an argument is a logical analysis that provides evidence and reasons in defense of a claim. Arguments are designed to convince a reader that the explanation of a concept or idea is sound or the resolution of a problem or issue is correct. Arguments are also used to change a reader’s point of view or move them to act.

Arguments appear in many different disciplines for different reasons, but all arguments rely on evidence to make a point, advance an interpretation, or synthesize findings and support hypotheses. Formulating an argument causes writers to critically assess different viewpoints for their strengths and weaknesses based upon the evidence available. In doing so they not only evaluate the truth of the information the argument is based upon but also assess the logic of the argument they are constructing out of that evidence.

WRITING ARGUMENTS AND THE CCSS

While the Common Core State Standards emphasize both informative writing as well as the craft of narrative, writing arguments receives particular emphasis due to its importance for college and career readiness. **ANCHOR WRITING STANDARD 1** explicitly calls on students to “write arguments to support claims” and employ “valid reasoning and relevant and sufficient evidence” in their analysis of the topic in question (**ANCHOR WRITING STANDARD 1**). The ability to perform research, critically assess complex text, build new knowledge out of evidence, anticipate and address counterclaims, and then argue for one’s viewpoint in writing is an essential capacity for whatever path students take after graduating from high school.

Although younger students are not required to advance full-fledged arguments, the standards instruct teachers to guide them in formulating elements of arguments and sharpening their ability to articulate opinions by providing examples, offering reasons, and explaining viewpoints. Conversely, by high school students are expected to be able to incorporate and support counterarguments that challenge the thesis.

KEY ELEMENTS OF ARGUMENTS

- a claim that articulates an opinion or viewpoint
- an organizational text structure that supports the opinion or claim logically
- evidence and examples from sources that support and develop the claim
- logical reasons that frame the evidence and demonstrate understanding
- transitional language that creates cohesion between the thesis, reasons and evidence
- A concluding statement that follows from the opinion or claim

PERSUASIVE VERSUS ARGUMENTATIVE WRITING

Persuasive writing is characterized by appeals to factors outside of the text in order to convince the reader to agree with the position the writer is asserting. Appeals to the credibility or authority of the writer are common in persuasive writing, as establishing a bond with the reader is a key element in writing of this sort. Persuasive writing can also appeal to self-interest or the emotions of the audience in order to sway their thinking. Argumentative writing differs in offering logical analyses that are meant to be evaluated on the basis of their merit and the reasonableness of the claims being made, rather than looking outside the text to the character of the writer or the way the appeal makes the reader feel. Argumentative writing therefore aligns closely with the expectations of text-dependent close reading, and is a particularly important form of writing students must master in preparation for college and career.

OPINIONS AND CLAIMS DEFINED

At each grade level **WRITING STANDARD 1** spells out expectations with regard to writing arguments or opinion pieces. While there are substantial differences among the grade levels in terms of expectations regarding the thesis, there is a common emphasis on students formulating opinions (Grades K-5) or claims (Grades 6-12) that can be logically supported in an organized fashion with evidence and reasons.

In grades K-5, the standards specify that the goal is for students to state an opinion. Because there is no requirement for students to attend to the norms and conventions of a discipline or maintain an objective tone, students at these grade levels can use the first person when framing their opinion, as in “I think *Charlotte’s Web* shows the importance of friendship.”

In middle and high school, the standards shift to emphasize fashioning arguments that support claims. In grades 6-12, the claim can either straightforwardly prove a point (e.g. “Lincoln’s views on slavery evolved over the course of his lifetime”); starting in grade 7 it can involve alternative positions or counterclaims (e.g. “Though the evil deeds of Macbeth appear to be initiated by his wife, a closer examination of the play reveals that the three malicious witches ultimately control the tragic actions of the king”). Because the standards insist that students establish and maintain a formal style the claim is typically presented not in the first person but rather as an abstract assertion.

What is common among all three kinds of statements is that students must answer a “how” or “why” question, frame their opinion or claim clearly, and indicate the position they are taking. Ultimately, the opinion or claim must be constructed in such a way as to be provable with evidence and reasons.

GENERATING AN ARGUMENT

While the Common Core does not specify any processes for generating an argument, the Anchor Reading Standards provide implicit advice regarding where and how to look at texts to formulate an opinion or claim and support it with reasons and evidence:

- Determine central ideas or themes of a text and analyze their development
(**ANCHOR READING STANDARD 2**)
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text
(**ANCHOR READING STANDARD 3**)
- Analyze how specific word choices shape meaning or tone
(**ANCHOR READING STANDARD 4**)
- Analyze the structure of texts
(**ANCHOR READING STANDARD 5**)
- Assess how point of view or purpose shapes the content and style of a text
(**ANCHOR READING STANDARD 6**)
- Evaluate content presented in diverse media and formats
(**ANCHOR READING STANDARD 7**)
- Delineate and evaluate the argument and specific claims in a text
(**ANCHOR READING STANDARD 8**)
- Analyze how two or more texts address similar themes or topics
(**ANCHOR READING STANDARD 9**)

In asking students to “Read closely to determine what the text says explicitly and to make logical inferences from it” (**ANCHOR READING STANDARD 1**), the CCSS suggests that the best arguments go beyond rehashing broad generalizations to making and defending specific claims and inferences. A successful argument therefore advances a point of view based upon the evidence contained within the text coupled with reasons to support a logical analysis.

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

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	<p>The student response</p> <ul style="list-style-type: none"> 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. 	<p>The student response</p> <ul style="list-style-type: none"> 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. 	<p>The student response</p> <ul style="list-style-type: none"> 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. 	<p>The student response</p> <ul style="list-style-type: none"> 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. 	<p>The student response</p> <ul style="list-style-type: none"> 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)*

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Narrative Task (NT)

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Writing Written Expression	<p>The student response</p> <ul style="list-style-type: none"> 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. 	<p>The student response</p> <ul style="list-style-type: none"> 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. 	<p>The student response</p> <ul style="list-style-type: none"> 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. 	<p>The student response</p> <ul style="list-style-type: none"> 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. 	<p>The student response</p> <ul style="list-style-type: none"> 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		<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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 9-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade-level standards 3 for writing.

A response is considered unscorable if it cannot be assigned a score based on the rubric criteria. For unscorable 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.

ELA Task Generation Model 3A.3PBA

Task Focus: Characterization in a story

Task Type	Literary Analysis	
Grade	3	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text	
Number and type of Prose Constructed Response Items	1 PCR	<ul style="list-style-type: none"> Measures reading literature sub-claim using standards RL1 and RL3 Measures all writing claims
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> 6 total items = 12 points 2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text) 4 of 6 items (8 points) measuring standards RL 2, 3 and 7 	<ul style="list-style-type: none"> Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim
Task Complexity (including text, item, and task complexity)	To be determined ¹	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<ul style="list-style-type: none"> Students read extended literature text Students respond to 1 item to measure the reading sub-claim for vocabulary Students respond to 2 EBSR or TECR items Students read additional literature text Students respond to 1 item to measure the reading sub-claim for vocabulary Students respond to 2 EBSR or TECR items Students respond to 1 PCR 	

¹ Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

